PROCEEDING

INTERNATIONAL SEMINAR

Literacy Awareness
in Shaping Citizen Character
Darul 'Ulum Islamic University
Lamongan, November 24, 2017

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INTERNATIONAL SEMINAR

Theme

"Literacy Awareness in Shaping Citizen Character"

Lamongan, November 24th, 2017

Darul 'Ulum Islamic University

FOREWORD

Assalamualaikum Wr. Wb.

International Seminar and Call for Paper of UNISDA Lamongan on the theme "Literacy Awareness in Shaping Citizen Character" is intended to be a vehicle for those in the field of literacy studies and its application to exchange thoughts and insights regarding recent research and development in the field of multidisciplinary.

International Seminar and Call For Paper of UNISDA is also expected to be a medium through which undergraduate and graduate students, teachers, lecturers, and educators gather and share their fresh insights, experiences and best practices.

As the name suggests, the International Seminar and Call for Paper of UNISDA is dedicated to not only catering for one field of the study, but also in other fields, such as science, economics, engineering, agriculture, Islamic studies, law, psychology, sociology, anthropology, health, law, communication, translation, literature and other relevant fields.

The International Seminar and Call for Paper of UNISDA has been greatly welcomed by Indonesian and international participant alike as proven by our success in holding the first conference. We address our special honor to the Prof. Rachidon P. Bernarte, Ph.D. from Polytechnic University of the Philippines, Prof. Basanta Kumar, M.Com., Ph.D. from Utkal University India, and Ith Vuthy, M.S.c, M.A from Deputy Director of SEAMEO SEAMOLEC Cambodia for the contribution to this Seminar and Call for Paper. Our appreciation also goes the President of Academic International Consortium Indonesia (AIC), Dr. H. K. Prihartono AH., Drs., S.sos, S.Kom., MM. and to the all of presenter from Malang, Jogjakarta, Sidoarjo, Serang Banten, Gresik, Jombang, Bandung, Surabaya, Solo and Depok for supporting this important scientific event.

The papers presented in this proceeding have undergone rigorous reviews by a board of trusted reviewers and experts in their relevant fields and careful revisions by editors. It is, thus, our great pleasure to present to you the proceedings of The International Seminar and Call for Paper of UNISDA.

It is our hope CONAPLIN can continuously contribute significantly to the development of literacy studies, literacy teaching and the respective fields.

Wassalamualaikum Wr. Wb.

Lamongan, January 2018
Rector of Darul 'Ulum Islamic University

Ainul Masruroh, S.H.I., M.H.

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INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

➤ Key - Articles

HOAX IN LEGAL PERSPECTIVE AND LITERACY EDUCATION IN DIGITAL ERA

M. Afif Hasbullah

Islamic University of Darul 'Ulum Lamongan , Indonesia
afif@unisda.ac.id

Abstract

The rapid growth how information spreads all over the world is beyond human expectation. The information impact brings such both positive and negative impacts. One of the negative impact is hoax. This paper aims to provide a discussion how hoax seen from the law perspectives. The writer reviewed hoax in terms of law perspective and some advices offered to examine hoax news.

1. Introduction

The development of information technology is very fast, accompanying all aspects of life and human needs. This coincides with the discovery and development of science in the field of information and communication. With the accompanying development of information technology, communication technology developed rapidly. A term like cyber-communication technology emerges that allows us to use new communication technologies. The examples of communication technologies that use cyber or internet technology are e-mail, chat, and so forth. Internet in its development is an all-round media bias and it is simply the first source of information that allows users to find information according to professional, academic and personal needs.

In the realm of information technology a third world country is always a lagging user. All information technology from upstream to downstream is controlled by the developed countries that enable them to control the way. The use of information content circulating in the world. In modern society it is possible that information becomes the main point of development and progress of a society. Communicative media and information technology promise opportunities to increase speed and work efficiency. In 1910, it would be very difficult to get information from a place hundreds of kilometers away, but in the early decades of the 21st century, getting some information from places within thousands of kilometers takes only a few seconds.

This paper is an attempt to review the impact of advances in information technology on the dissemination of information among the public and how the attitude of information managers to the advancement of these technologies. The development of the application of information technology in the library and the center of documentation and information will have a wide impact, not only in the utilization or operation of the software, but also on the pattern of information dissemination in the community, especially addressing the dissemination of hoax news from the legal perspective and how literacy education should be mastered addressing the hoax news.

2. Internet Users In The World

Emarketer.com (2016) reported, internet users in the world reached 3.24 billion people. The top 10 largest internet users of the world are

1. China
  Number of Internet Users: 700.1 million people
 Population: 1.373.541.278 people
 Ratio: 51%
 Location: Continental Asia

2. India
  Number of Internet Users: 283.8 million people
 Population: 1.266.883.598 inhabitants
 Ratio: 22%
 Location: Continental Asia

3. United States
  Number of Internet Users: 264.9 million people
 Population: 323.995.528 people
 Ratio: 82%
 Location: North American Continent

4. Brazil
Number of Internet Users: 119.8 million people
Population: 205,823,665 people
Ratio: 58%
Location: Continental South America

5. Japan
Number of Internet Users: 104.5 million people
Population: 126,702,133 people
Ratio: 82%
Location: Continental Asia

6. Indonesia
Number of Internet Users: 102.8 million people
Population: 258.316.051 people
Ratio: 40%
Location: Continental Asia

7. Russia
Number of Internet Users: 91.4 million people
Population: 142,355,415 people
Ratio: 64%
Location: Euro-Asia Continent

8. Mexico
Number of Internet Users: 70.7 million people
Population: 123,166,749 people
Ratio: 58%
Location: North American Continent

9. Nigeria
Number of Internet Users: 69.1 million people
Population: 186,053,386 people
Ratio: 37%
Location: Continent of Africa

10. Germany
Number of Internet Users: 62.5 million people
Population: 80,722,792
Ratio: 78%
Location: Continental Europe
survey emarketer.com (2016)

Evident in 2016 developed world countries are using the internet facility is larger than the developing countries such as Indonesia. But what happens in 2017 can be seen in the following table

Table 2

TOP 20 COUNTRIES WITH HIGHEST NUMBER OF INTERNET USERS - JUNE 30, 2017					
#	Country or Region	Population, 2017 Est.	Internet Users 30 June 2017	Internet Penetration	Growth (*) 2000 - 2017	Facebook 30 June 2017
1	China	1,388,232,693	738,539,792	53.2%	3,182.4%	1,800,000
2	India	1,342,512,706	462,124,989	34.4%	9,142.5%	241,000,000
3	United States	326,474,013	286,942,362	87.9%	200.9%	240,000,000
4	Brazil	211,243,220	139,111,185	65.9%	2,682.2%	139,000,000
5	Indonesia	263,510,146	132,700,000	50.4%	6,535.0%	126,000,000
6	Japan	126,045,211	118,453,595	94.0%	151.6%	26,000,000
7	Russia	143,375.006	109,552,842	76.4%	3,434.0%	12,000,000
8	Nigeria	191,835,936	91,598,757	47.7%	45,699.4%	16,000,000
9	Mexico	130,222,815	85,000,000	65.3%	3.033.8%	85,000,000
10	Bangladesh	164,827,718	73,347,000	44.5%	73,247.0%	21,000,000
11	Germany	80,636,124	72.290.285	89.6%	201.2%	31,000,000
12	Vietnamese	95,414,640	64,000,000	67.1%	31,900.0%	64,000,000

13	United Kingdom	65,511,098	62,091,419	94.8%	303.2%	44,000,000
14	Philippines	103,796,832	57,607,242	55.5%	2,780.4%	69,000,000
15	Thailand	68,297,547	57,000,000	83.5%	2,378.3%	57,000,000
16	Iran	80,945,718	56,700,000	70.0%	22,580.0%	17,200,000
17	France	64,938,716	56,367,330	86.8%	563.1%	33,000,000
18	Turkey	80,417,526	56,000,000	69.6%	2,700.0%	56,000,000
19	Italy	59,797,978	51,836,798	86.7%	292.7%	30,000,000
20	Korea, South	50,704,971	47,013,649	92.7%	146.9%	17,000,000
	TOP 20 Countries	5,038,740,614	2,818,277,245	55.9%	944.1%	1,326,000,000
	Rest of the World	2,480,288,356	1,067,290,374	43.0%	1.072.2%	653,703,530
	Total World Users	7,519,028,970	3,885,567,619	51.7%	976.4%	1,979,703,530

Data by internetworldstats.com

Utilization of information technology and its development in Indonesia is very rapid, especially among industry, banking, offices and other institutions. The presence of information technology it is unlikely that we avoid in institutions that move in the field of libraries, documentation and information (pusdokinfo).

3. Positive Impacts of the Internet and Social Media
3. 1 Accelerate the flow of information
The current information flow becomes very fast, even tends to be uncontrolled to date. However, this is one of the positive effects, because it can provide information about an event quickly, although sometimes inaccurate and inaccurate. The flow of information with feedback that is characteristic of information systems becomes one of the factors of visible information and communication development. In order to provide individual benefits for each user. To sum up the development of computer networks become more rapidly with increasing internet usage.

3.2 Facilitate access to the latest information
It is one of the domino effects of the increasing flow of information. With the rapidly growing information and communication technology, then anyone will be able to obtain information easily. Access to this information can be done anytime, anywhere, and from anyone. This will help the individual in improving the information and knowledge it possesses, although sometimes the reliability and validity of the information is questioned.

This is a sign that the use of the Internet to communicate to be one of the most desirable choice. Because it can connect to every person in every part of the world. This is where the role of computer network benefits as one source of internet usage becomes more optimal.

3.3 Social media
Social media is also another positive impact of the development of information technology and communications. Social media can provide a lot of benefits, one of which is able to make friendship between individuals with new people, and add relationships among people.

3.4 Assist individuals in seeking information
In searching for new information and still warm, the information technology and also very important role of communication. With the flow of information becomes much faster, then the individual will become easier in finding the desired information.

The role of the Internet on student achievement becomes one of the specter that is quite calculated. In this case students can explore the minds and lesson materials in their school by accessing the wider information in each subject. So that students have a mind that not only scope from school but from outside the school globally.

3. 5 Media Entertainment
The use of information and communication technology is the next in terms of entertainment. Information technology as well as current communication support the entertainment media is very diverse for everyone. Examples of entertainment media such as games, music, and also video, many people who can be lost and also out of stress because of the entertainment offered by the development of information and communication technology.

The function of technology and information and communication can also be one of the entertainment options is quite simple for some people. Not only as a medium of information, can the use of the internet be one of the things to refresh mind, had for example by watching a lot of videos spread on the internet. However, it should be noted that this entertainment media as a positive thing to eliminate a boredom instead of accessing negative content that bring adverse impact to the user.

3. 6 Facilitate communication with other distant individuals

Communication is one of the most important things that humans have to do, as social beings. With the existence of information technology and also communication, then at this time to be able to communicate with other people become much easier. If in the past we have to wait for days using the post, then now, with the development of information and communication technology, we can send messages within seconds, quickly and easily.

This is one of the factors driving the cause of rapidly developing computer technology. Chatting becomes a favorite thing for some people, especially nowadays the use of smartphones is increasing dealing with all aspects.

3.7 Sharing files

The files and documents are now a requirement of everyone. Both of music files or important documents, can be shared by using the internet which is a product of information technology and also communication. Each user can share files and documents easily, even we can now store files that we have easily in the cloud storage, or storage media on the internet.

Activities to share files to the user's destination would require security safe enough for the data in the share remains secret until the user in question received. How to maintain computer network security needs to be considered for data to be shared awake.

3. 8 Improving education

The most noticeably impact from the development of information and communication technology is in the field of education. Lesson material and everything related to education will become easier to access and obtain. So this will also help to increase the effectiveness and efficiency of the educational needs itself for every individual in everyday life.

This is the benefit of learning computer science that can be used to help complete schoolwork and college assignments. The role of technology is undoubtedly also contributes to the development of the world of education is more extensive, and more advanced for the future.

3.9 As a location for buying and selling business

Currently, there are many new jobs generated thanks to the development of information technology and also communication, namely online shop and also online business. This shifts the superiority of goods sales through physical stores, because it is considered cheaper, practical and also more efficient in terms of marketing its products. With this online store, more and more job opportunities increase, where people who did not have a job can finally have a job by selling online. This is where the information system functions are needed, can also use online communication media as a means of promoting business.

3. 10 Helps solve problems easily

Information technology as well as communications turned out to also have a positive impact in terms of problem solving. With improved communication and fast information flow, information and communication technologies can be the solution to your problems.

4. Negative Impacts of the Internet and Social media

In addition to positive influence, the use of internet and social media also bring negative impacts as follows:

4.1 Individuals become lazy to socialize physically
4.2 Increased fraud as well as cyber crime
4.3 Cyber Bullying
4.4 Negative content is growing rapidly
4.5 Defamation and also defamation widely
4.6 Keep it close
4.7 Ignoring the task and also the job
4.8 Wasting time for useless things
4.9 Decrease in learning achievement and also ability of one's work

In connection with the negative impact, this paper will talk about the news hoax is so fast and easy development and its distribution reviewed in the perspective of law.

5. Cyber Law in Indonesia

The Law on Cyber Law has been regulated in Law Number 11 Year 2008 concerning Electronic Information and Transactions (ITE) of Law 19 Year 2016 on Amendment to Law Number 11 Year 2008 regarding Information and Electronic Transactions. It is also supported by other laws and regulations.

5.1 "The principle of legal certainty" means a legal basis for the utilization of information technology and electronic transactions as well as everything that supports its provider to obtain legal recognition inside and outside the court.

5.2 " **Principle of benefit** " means the principle for the utilization of Information Technology and Electronic Transactions strived to support the process of information so as to improve the welfare of the community.

5.3 "The **principle of prudence"** means the foundation for the parties concerned must pay attention to all aspects that potentially bring harm, both for himself and others in the utilization of Information Technology and Electronic Transactions.

5.4 "**Good faith principle** " means the principle that the parties use in conducting Electronic Transactions is not intended to intentionally and without rights or against the law result in harm to others without the knowledge of the other party.

5.5 "The principle of freedom to choose technology or technology neutral" means the principle of the use of Information Technology and Electronic Transaction is not focused on a particular technology so that users can follow the development in the future.

6. Hoax in the Legal Perspective

The definition of HOAX is (1) an act aimed at deceiving or deceiving, and (2) making something a general truth through deliberate fabrication and lies. "Hoax is an attempt to deceive or outsmart the reader / listeners to believe in something, whereas the false creator of the news knows that the news is a lie.

Legislation rule is to combat and prevent the spread of negative impact hoax, among others:
- Article 28 paragraphs 1 and 2 of Law no. 11 of 2008 on ITE,
- Articles 14 and 15 of Law no. 1 year 1946,
- Articles 311 and 378 of the Criminal Code, as well as
- UU no. 40 of 2008 on the Elimination of Race and Ethnic Discrimination

The threat of punishment to Hoax mentioned in the legislation is intended and applicable to the dissemination of information that harms individuals or groups of persons. If a false information (Hoax) is harmful to a person, then the act can be applied to the provisions of Article 311 of the Criminal Code (slander) or Article 378 (fraud) and if done through the internet media applied the provisions of Article 28 paragraph (1) UU ITE (harm consumers), whereas if the false news (hoax) is detrimental to the community or group of people can be applied Article 14 and 15 of Law no. 1 year 1946 and Article 28 paragraph (2) UU ITE in case done through electronic transactions, internet.

The responsibility to stop Hoax is not only on the government and law enforcement officers, but it can also be extended to the owners or providers of social media such as FB, Twitter, Youtube and the like against the blocking of sites, if the Government is not careful can get caught up in actions that could be interpreted as "limiting the minds of people".

7. Urgency of Education Literacy M edia

The World's Most Literate Nations (WMLN) research on the world's 2016 literacy rate places Indonesia on the 60th of 61 countries surveyed. Indonesia is one level above Botswana, a small country in the African continent with a population of 2.1 million. The low literacy community is the perfect place for the development of hoax news. It is reported that the tweets of Indonesian society in social media is the highest in the world. Throughout 2016 and the number of Twitter users chirp reached 4.1 billion.

In conjunction with the hoax news spread, this level of tweets is not an indicator that the Indonesian people have understood about media literacy education. Livingstone (2004) says there are four components of media literacy: (1) Access (Access), (2) Analysis (analysis), (3) Evaluation, (4) Content Creation equally united as a skill based media literacy.

The Government of Indonesia along with its ranks and the public care about the hoax news collected in the Indonesian Society of Anti Hoax, through its Chairman Septiaji Eko Nugroho outlines five simple steps that can help in identifying which hoax news and where the original news is. Here's the explanation:

- Be aware of provocative titles

If we find premises news n provocative title, we should find a reference in the form of similar news from the official online site, then compare its contents, whether the same or different. Thus, at least we as a reader can get a more balanced conclusion.

- Pay close attention to the site address

According to Press Council records, in Indonesia there are around 43.000 sites in Indonesia that claim to be news portals. Of these, which has been verified as an official news site is not up to 300. This means there are at least tens of thousands of sites that have the potential to spread false news on the internet that must be wary of.

- Check the facts

Another thing that needs to be observed is the difference between news made based on facts and opinions. Facts are events that occur with testimony and evidence, while opinions are opinions and impressions from news writers that have a tendency to be subjective.

- Check the authenticity of the photo

The way to check the authenticity of photos can be by utilizing the Google search engine, namely by drag-and-drop into the Google Images search field. The search results will present similar images contained on the internet so it can be compared.

- Opt into an anti-hoax discussion group

On Facebook there are a number of fanpage and anti-hoax discussion groups, such as Anti-Fitnah, Hasut, and Hoax Forums (FAFHH), Fanpage & Group Indonesian Hoax Buster, Fanpage Indonesian Hoaxes, and Lifeboats.

8. Conclusion

Based the above mentioned review, it is clear that the information current cannot be limited since the internet provides one-touch instruction to obtain whatever we want. Yet the hoax is used to manipulate news particularly in terms of negative purposes. Therefore by examining the law towards hoax, it is hoped that the spread of any kind of information must be taken into account and we must be able to be a wiser internet user, moreover if we intend to share the information.

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EDITING AND PROOFREADING:
Final Crucial Stage for Non-Native English Writers
to Publish a Manuscript

Irmayani

Language Centre, UNISDA, Lamongan, Indonesia
irmayani@unisda.ac.id

Abstract

In countries where English is a foreign language which is not spoken outside an EFL classroom, especially developing countries, publishing in reputable international journals has become a terrifying requirement for any scholars. That has put high pressure on the writers, particularly in Indonesia, where most of researchers, who are non-native English speaker, surmount in applying academic English particularly in writing a research for international publishing. Being severe in such highly academic writing competence, the editing and proofreading steps as the final lap before submitting a manuscript are very often neglected by the writers. This paper provides a review of what the editing and proofreading stages are, how important they are to polish a manuscript, what to consider in those phases and some samples to establish the role of each chronological step. Recognizing what must consider to do in those two stages are expected to equip non-native English writers an acknowledgement of editing and proofreading, either both would be done autonomously or by hiring a language service professional. By scrutinizing the samples of editing and proofreading work, an occurrence of logical fallacy, writing impairment, unsophisticated grammar, and disfavoured punctuation may be hindered. Positively, a familiarity of editing and proofreading may lead to a better manuscript, particularly for non-native English writers.

Keywords: editing, proofreading, non-native English writers, manuscript

1. Introduction

The necessity in publishing research manuscript is merely an obligation for a scholar at the moment. A demand of research track which is revealed by some enactments of scholarly articles in many journals is becoming a mark of successes scholar. A wise phrase of 'publish or perish' may identify a presence of a scholar during his lifetime. Facing such challenging demand, some scholars may deal with writing skills which in some cases are different from ordinary writing. Instead of looking up the content much further, an editor, very often, decide to reject a manuscript at the first reading. Very often it is due to language issues. Poor language quality may delay or block publication. It is important to take seriously the presentation of a manuscript, especially the language you use to communicate results. Clarity in writing reflects on clarity in thought.

Science is far more than mere fact recording. Written communication is key to transmitting knowledge and rendering an impact on the field. Without clear and proper language, readers will not grasp the full message or impact of your work. Even though the findings you report might be cutting edge, poor language quality, including errors in grammar, spelling or language usage, could delay publication or lead to outright rejection of the paper. The writer may always use proper English throughout the entire manuscript, and do not forget the captions and headings in figures, charts, graphs, and photos.

Considering how importance the language issues in making a preferable manuscript to read and publish, this paper provides a review which focuses on some parts in writing processes, which are essential in improving a manuscript quality. Editing and proofreading are such crucial writing stage that may assist the scholarly writer to be familiar with what an editor or a proofreader may expect from the manuscript. Therefore, an editor's first sight of a manuscript may remain a constructive impression to be considered as acceptance for an upcoming review.

2. Writing a-manuscript process

Writing a scientific articles may appear to be precise, impersonal and objective. It typically sometimes uses the third person, the passive tense, complex terminology, and various footnoting and referencing systems, yet in recent publication, it is suggested to use a first person point of view. In some cases, passive voice is considered poor English in most forms of writing (news, novels, blogs, etc.) outside of science. The most recent version of Microsoft Office Word will even highlight passive voice as poor grammar and ask you if you want to rephrase. However, the use of passive voice is acceptable and even encouraged in some scientific writing.

Research articles typically have a standard structure to facilitate communication, which is known as IMRAD (Introduction, Method, Results and Discussion), although, of course, there are variations on this basic format. It is important to note here, of course, that this structure is actually a charade. Scientists do not proceed in the way that IMRAD implies. IMRAD is a formula for writing up, and it is a method for making the scientific enterprise look much more logical than it actually is. Comparably, the language of the scientific article is misleading. The language of scientific text is also the language of rhetoric and persuasion.

Writing is often characterised as a hierarchically organised, goal-directed, problem-solving process. Writing, it is said, consists of four main recursive processes – planning, writing, editing and reviewing.

2.1 *Planning*: planning stage of writing may cover ideas that come across our mind to select the topics. Thinking on things have been done lately and they were worthy to report and publish. Some self-checklist may help to examine how important things to write. It is suggested to consider some following items, such as: - Is the idea new and interesting?; - Is it challenging job?; Is it a current topic in related field?; Is the topic still debatable?, etc. More particularly when a manuscript is planned to be submitted to a reputable international journal, some more broad perspectives must be taken into account. The manuscript may fulfill a journal expectation so it is advisable to pay attention towards author guidelines, journal topic requested and the outlines of manuscript's structures.

2.2 *Drafting*: The second stage of writing a manuscript process is writing a draft. As soon as the author guidelines comprehended, a writer must obey all items required. In many cases, writing a manuscript is another version of summarizing of a particular big project such a thesis or dissertation. A result of research grant won by the writer may be one of reasons why a manuscript of a research must be written and publish. For those mentioned original manuscript, it is very important to learn how to summarize into a desirable form of a manuscript as required by the journal. Some principles beside the author guidelines must also be considered, such as:

a. Underlying principle in scientific writing in English is "less is more". This concept varies greatly from the principle underlying most formal Indonesian writing, in which it must be elaborate to understand.
b. Considering back the outline before begin writing, and try to avoid deviating from it. An outline will be beneficial to the writer be more objective and rational about the 'who', what, when, why and how of the research, which will be reflected in the quality of the writer's work in English.
c. If the idea does not add to the rationale of why the writer conducted the study or why he/she obtained the results, cut it out.
d. Another strategy is to find a similar paper from the same journal to which the writer will submit a manuscript and try to mimic its style, structure and content.

2.3 *Editing*: editing comes after a manuscript which has already been written. Editing deals with reviewing and changing your text with the intent to improve the flow and overall quality of your writing, ensuring the document makes sense, cutting down on wordiness, and clarifying any ambiguity. The step to read the revised draft to check ideas for clarity and logic as well as to ensure coherence and meaningfulness which requires careful analysis and critical thinking. Then examining closely at individual sentences for technical correctness – grammar, spelling, punctuation, and mechanics – and effective structure and word choice. Some problems seem to appear in many research reports may be sort of hints to start how to edit a writer's work. They are a) grammar e.g., subject-verb agreement and sentence structure (Al Fadda: 2012), b) logical organization, cohesion, coherence of a paragraph, using referencing and citations (Hassan & Badi: 2015), c) rhetorical styles (Terraschke & Wahid: 2011), d) selected words in generating ideas and expressing ideas (Chou: 2011), and e) the writing tools to promote discussion and results (Bitchener & Basturkmen: 2006). In respect with those problems, sort of checklists in Table 1 may effectively be used by an editor or an author himself.

Table 1. Sample Core Checklist: Editing a Manuscript
1. Is the title eye-catching, sufficient and telling information about the study?
2. Does the abstract contain what was done, what was found and what are the main conclusions?
3. Do the key terms represent the study?
4. Has the introduction part emphasized the topic and highlighted why it is important?
5. Does the introduction part relate to the current studies?

6. Is the content complete, or should any content be added or deleted?
7. Is all the content accurate?
8. Is all the logic sound?
9. Do the content and crafting of the piece suit the audience?
10. Have all instructions been followed?
11. Are there run-on sentences or words that are used too much?
12. Are there smooth transitions between ideas?
13. Does the piece follow appropriate conventions regarding overall format?
14. If subheadings are allowed, are they used effectively?
15. Are sections and paragraphs of appropriate length?
16. Should any tables or figures be added or deleted?
17. If tables or figures are included, are they well designed?
18. Are there unanswered questions?
19. If references are cited, are they in the appropriate format?
20. Do all cited references appear in the reference list, and are all listed references cited in the text?

2.4 *Proofreading:* in this phase, it is advisable to reread the whole revised draft and consider some elements that may be neglected at the editing stage since the focus in editing is the simply the mechanics of writing. Some highly things to do in proofreading are 1) focusing on punctuation problems such space, time usage, and abbreviations; 2) perform a search for terms like these, where usage/spelling is the issue; 3) be cautious for sneaky homonyms/homophones (a word spelled or pronounced like another word but with a different meaning); 4) ensuring some inconsistencies such as foreign place names, names, consistent narrator use of same form of name or nickname, check facts (geography specific, types of guns, temperatures, time zones, dates, distances between locales, government rules), character ages, eye color, hair color, etc., scene changes same spacing above and below and between asterisks, formatting—chapter order, table of contents (spelling, punctuation, capitalization, and page numbering identical to that in text), footnotes/endnotes, sources (citations need to be formatted consistently according to the style guide—APA, MLA, Chicago, etc., and block quote formatting)

3. Editing and Proofreading Work Samples Discussions

Some samples of editing and proofreading works may aid to draw the distinction between the two. The work of an editor cannot simple distinguish very clear between being an editor or a proofreader. Yet, the sample analysis is necessary to provide more explanation to identify the work of an editor and a proofreader. The sample of an abstract was used to see how those two stages in writing toiled in different points and areas. Figure 1 is the sample of how an editor works on the abstract.

Figure 1. Editing Sample

3.1 The sample of editing work.

The abstract was performed in three main parts, namely purpose, methods and conclusion. The parts that were parts highlighted by editor can be described as follows:

a. *Purpose* Section
   1) Phrase suggestion; to substitute the phrase of 'purpose of this study' (line 1). The editor said the use of such phrase is not concise thus the writer is better using some optional phrases offered like "this study explored" or "we explored".
   2) Abbreviations problems; "TB" (line 1) and "DOTS" (line 3) were not preceded by explanation beforehand. The editor suggested the writer to explain those abbreviations upon the first usage.

b. *Methods* Section
   1) Reformat structures; some words were not necessary as the editor gave strike through on them to delete (line 1-9, and 12) and the editor provided a new format. Yet, the revised format remained unclear therefore the editor asked for such clarity (line 1). The sample of reformat the structures of the sentences can be found in line 13: the phrase 'instruction is the' was removed and the clause became 'The TB instructions were mutually administered by clinical nurses and case managers using the illness knowledge of the patients.
   2) Words addition; editor provided some new words or phrases to revise the way the writer expresses the ideas. The word 'samples' became 'participants' (line 3), 'received', 'care with integrated TB instructions at the hospital. In addition, the participant were expected to complete a....' (line 7-8), 'attend' (line 9), 'however' (10), 'those declared' and 'were excluded' (line 11), 'mutually administered by' (line 12).
   3) Such flaw and missing prepositions were found and the editor gave the corrections once like 'into' become 'to' (line 2) and 'for' must be inserted previously before '12 months' (line 9), 'to' must be inserted before 'other' (line 11).

4) Some more necessary information were added and suggested by the editor to make the description well-defined as found in editor note (line 1).

5) Some misspelling for stating proper names seemed to be repeated found by the editor as it was revised by giving correct spellings in the word 'southern' to 'Southern' (line 5).

6) Some phrases and clauses were deleted as the editor and changed into the words/phrases provided by the editor. They are:
   - Line 1: 'the research design was used secondary data analysis retrospectively…', turned into 'We retrospectively, analyzed secondary data.' The preceding clause was deleted by the editor.
   - Line 3: the word 'samples' turned into 'participants'.
   - Line 3: the clause 'patient who has lived in the isolated room' were deleted and the word 'patients' was put before the phrase 'initially diagnosed'.
   - Line 6: the long clause 'Additionally, samples should complete TB… hospitals.' was changed 'Furthermore, these patients had received DOTS care with integrated TB instruction at the hospitals.

c. *Conclusion* Section

There is a dominant editing work in this section as the above part previously reviewed, namely reformat sentences' structure. The following explanations are as follow:

- Line 1: the long clause 'The researcher identified that the knowledge levels of initial diagnosed TB patients were only in the middle levels, and the lowest levels on risk factors, *contingours passway** and the cognition of illness onset.' was reformatted by the editor into 'The diagnosed TB patients had only a medium level of knowledge on the illness and the lowest level of knowledge on risk factors, contingours passway*, and the cognition of illness onset.'. It can be seen that the clause 'The researcher identified that the knowledge levels of initial' was deleted since it was assumed that the efficient statement which conveyed a similar intention may represent in the edited format. However, the editor could not find that the clause 'contingours passway' in any online references, therefore the writer must clarify what the writer intend to convey.

- Line 4: the clauses 'To complete TB treatment, the patients should take medications continuously and through. The integrated TB instruction by the cooperation of both clinical members and case managers could promote the TB knowledge levels and also enhanced the medication adherence of the patients.' was reformatted by the editor into 'Continuous medication was vital for complete TB treatment. Administration of the integrated managers can increase TB knowledge levels and enhance the medication adherence of patients.' The revision was more effective in conveying the idea and more efficient in terms of sentence's length.

- Line 8: the clause 'The research findings could provide medical and nursing members as a reference for TB case management and suggested by the government should advocate self-screening of the symptoms of TB illness to identify and treat TB patients.'

From the analysis above, it can be seen that the most dominant work of editing in the abstract is reformatting structure's sentence. It was done in order to make the content was effectively and efficiently done. Some corrections on prepositions were executed all together along with the reformatting the structure and content. In spite of some adjustments constructed already by the editor, yet such clarification of several things must be affirmed better.

Figure 2. Proofreading Sample

3.2 The sample of proofreading work.

The analysis was performed in three main parts based on the sections of the abstract, namely purpose, methods and conclusion. After being edited by the editor, the writer was expected to rewrite all parts that have been reviewed and changed by the editor. Yet, the editor must do one last stage of revised work, i.e. proofreading. The analysis of proofreading work may be described as follows:

a. *Purpose* section
   1) Misspelling of the word 'effectiveness' (line 1).
   2) The abbreviations problems remained still as it occurred in editing work. They can be found in 'TB' (line 2) and 'DOTS' (line 3). For this problem, the editor's note remained the same as it was stated in the editing stage that the writer must explain any acronym, initials or abbreviation upon the first usage.
   3) Preposition problem as 'in' was revised into 'at' (line 3).
   4) Capital letter problem as can be seen in 'southern' which has to be 'Southern' with capital 'S' (line 3).

b. *Method* section
   1) Part of speech problem; 'second' was replaced with 'secondary' (line 1).
   2) Similar cases in editing stage such as unclear statement (line 1), word choice problem (line 2), preposition problem (line 2, 7, 8), determiner problem (line 3, 6 , and 7), capital letter of proper name (line 3), the suggested omission phrase 'the status of' (line 7), the use of Chinese term that was already suggested to be changed into English (line 10), and the suggested expression to substitute the phrase 'to increase the illness knowledge of the patients' into 'to increase illness awareness among patients.' (line 10).
   3) Punctuation problems; the editor provided some semi colons in the sentence (line 3 and 8), a dash (-) between 'follow' and 'up' (line 7).
   4) Reformat structure: past tense was changed into past perfect of a sentence was revised (line 4).
   5) Diction problems. The word of 'instructors' was revised into 'instructions'. The probability of the case may due to that the writer applied an auto-correct of what he was typing and the result was out of his notification (line 5). Another similar problems when the editor changed the word 'however' into 'in addition' (line 5) and 'the word 'applied' into 'administered' (line 9).
   6) Appropriate 'to be' (line 5).
   7) Plural indicator problem (line 8).

   c. *Conclusion* section
1) Similar revisions as occurred in the editing work. They were tense correction (line 1), suggested word (line 1), plural indicator correction (line 2 and 4), and the unfamiliar term (line 2).
2) Part of speech revision (line 3).
3) Preposition problem (line 3).
4) Dictions problem; some revised words occurred (line 5, and 6) and some adjustments occurred (4 occurrences in line 8 and line 9).
5) Determiner problem (line 6).
6) Plural indicator (line 7).
7) Punctuation problem (line 8).

The analysis above revealed that some cases found in proofreading stage remained the same as the editing one. Yet some more novel findings occurred in proofreading stage. To summary, in the editing process, the editor did not pay attention too much for punctuations problem, while in the proofreading process, the editor revealed some of them. What the writer did not revise in the editing process were also restated by the editor to make the writer recognized that those parts must be revised comprehensively.

4. Conclusion

Editing yields understands the conventions of English writing and the nuances of the language, is trained to be methodical, and through experience can identify and eliminate the common errors that often plague. Proofreading is an important effort for any writing intended for publication. For writing to be clear, there must be no spelling, grammar or punctuation errors, or inconsistency in language, as these can undermine the impact of the writing and the credibility of the author. Editing and proofreading are not just the icing on the cake; they are such essential parts of the writing process. Editing copes with the content dominantly and the proofreading is the final touch to complete and improve the quality of a manuscript.

5. Acknowledgement

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INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

SUB THEME :
LITERACY IN EDUCATIONAL INSTITUTIONS

THE IMPLEMENTATION OF ISLAMIC EDUCATION LEARNING BASED ON SOCIAL PROFETICAL SCIENCE OF KUNTOWIJOYO
(STUDY IN 'AL-HIKAM' ISLAMIC BOARDING SCHOOL IN MALANG)

A. Qomarudin, M.Pd.I

STAI Ma'had Aly Al-Hikam Malang, Malang City, Indonesia
masqomarudinyes@gmail.com

Abstract

Islamic Boarding School *(Pesantren)* became the preferred Islamic educational institution that was considered capable of responding to the challenges of learning Islamic education in an age where issues of education today begins to lose the noble values of the Indonesian nation, such as honesty, politeness and decency, respect for others, religious, and togetherness. Social Profetical Sciences of Kuntowijoyo, basing its content on the value of humanization, liberation and transcendence which become an important foundation to make qualitative research method of descriptive-analytic-evaluative as a tool in uncovering the nomena of phenomenon at Al-Hikam Islamic Boarding School in Malang related to learning Islamic education containing the value of humanization, liberation and transcendence toward prophetic Islamic education. The results showed that in order to become a perfect human (insan kamil) who aspired to national education, it is necessary to develop all positive potential of students (santri), both physical and spiritual. So in this implementation of learning Islamic education produce results as follows: 1) humanization is reflected in the *kesantrian* education system which is intended to foster the affective and psychomotor potential; 2) liberation is reflected in the *pengajaran* education system which is intended to cultivate cognitive / intellectual potential; 3) transcendence is reflected in the *kepengasuhan* education system which is intended to cultivate spiritual potential.

Keywords: Learning, Islamic Education, Social Profetical Sciences of Kuntowijoyo

1. Introduction

Islamic Boarding School *(Pesantren)* is a unique Islamic educational institution in Indonesia (Abdurrahman Mas'ud, 2002: 3). The existence of Islamic Boarding School in the midst of society is not foreign anymore, even in some regions have become an integral part that can not be separated with society (Suismanto, 2004: 7). Islamic Boarding School has made a real contribution to the printing of intellectual cadres who appreciated their scientific potential in society (Imam Tolkhah and Barizi, 2004: 49). So nowadays, Islamic Boarding School become the preferred Islamic educational institution that is considered able to answer the challenge of learning Islamic education. But the selection of Islamic Boarding School for the education of the young generation of this nation must also be selective, because it does not close the possibility of learning that leads to dehumanization with the method of physical and psychological violence that exist in the Islamic Boarding School can be the seed of radicalism or terrorism.

Humans are born with positive potential *(fithrah)* respectively as stock in performing duties as a *khalifah* and *'abd* in this world. *Fithrah* which includes the intellectual, emotional, and spiritual base of human development in Islam. Then the potentials in the learning process in Islamic Boarding School should be developed so that someday someone can become a perfect human *(insan kamil)* who are aspired in national education.

Islamic Boarding School *(pesantren)* is believed to still consistently maintain a balance between intellectual, moral, and spiritual learners, but at this time the balance began to be questioned. Since education in general today begins to lose the noble values of the Indonesian nation, such as honesty, politeness and decency, respect for others, religious, togetherness, and so forth. With the provision of Social Profetical Science from Kuntowijoyo which basing its content on the value of humanization, liberation and transcendence become the foundation or important step as an effort to clarify the direction of the Islamic Boarding School transformation, and how to carry out the planned transformation.

Thus, it is important to studied several points in this paper, namely the implementation of humanization value, the value of liberation, and the value of transcendence in the learning of Islamic education at Al-Hikam Islamic Boarding School in Malang.

2. Method

The type of research method was field research using qualitative approach (Lexy J. Moleong, 2002: 3). This approach is a research procedure that produces descriptive data in the form of written or oral words of people and observed behavior. While the method of data presentation of this research was descriptive method (Moh Nasir, 1988: 63) also in (Lexy J. Moleong, 2002: 9) - analytical - evaluative, so this research was a phenomenological research which tried to uncover the nomena of the phenomenon occured at Al-Hikam Islamic Boarding School in Malang related to the implementation of learning Islamic education that leads to the value of humanization, the value of liberation, and the value of transcendence toward prophetic Islamic education.

3. Discussion

3.1. Learning Process of Islamic Education

The definition of the word "learning" and "education" described in Law No. 20 of 2003 article 1,

Learning is the process of interaction of learners with educators and learning resources in a learning environment.

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual strength, self-control, personality, intelligence, noble character, and skills, society, nation and country.

Thus in the learning process there are four important elements, namely: learners, educators, learning resources, and learning environment. While education is an effort to develop all the potential of students (physical and spiritual) through the learning process.

So Learning Islamic Education is a learning process to be able to develop all the positive potential of a person by virtue of Al-Quran, *hadith*, *ijtihad* rooted in Islamic values.

3.2. Social Profetical Science

Profetical Social Science is the result of Kuntowijoyo's derivation of Allah's word in Al-Quran Surah Ali Imron / 3: 110,

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ بِاللَّهِ وَلَوْ آمَنَ أَهْلُ الْكِتَابِ لَكَانَ خَيْرًا لَهُمْ مِنْهُمُ الْمُؤْمِنُونَ وَأَكْثَرُهُمُ الْفَاسِقُونَ

you are the best people born among human beings to tell the maqruf, and prevent from being evil, and believe in God. If the scribes believe, it is better for them, among them there are believers, and most of them are the people who are ungodly (fasik).

In this verse, there are three main pillars in the social profetical science namely; *amar ma'ruf* (humanization) contains the notion of humanizing human beings, *nahi munkar* (liberation) contains the notion of liberation, and *tu'minuna billah* (transcendence), the dimension of human faith.

According to Azmy Basyarahil who states that in the Social Profetical Sciences, for the value of humanization has a sense of humanizing human beings, eliminating "material", dependence, violence and hatred from humans. Kuntowijoyo proposed theocentric humanism instead of anthropocentric humanism to re-establish human dignity. With this concept, man must concentrate on God, but his aim is for the benefit of man (humanity) himself. The development of human civilization is no longer measured by rationality but transcendence. Humanization is necessary because society is in three acute circumstances: dehumanization (technological, economic, cultural and state objectivization), aggressiveness (collective aggressiveness and crime) and loneliness (privatization, individuation).

Then according to Azmy Basyarahil that the value of transcendence in Social Profetical Science is the basis of two other elements. Transcendence wants to make transcendental values (belief) an important part of the process of building civilization. So the value of transcendence puts religion at a very central position in the Social Profetical Sciences.

Thus, the value of humanization is intended to increase the positive potential of man who brings back divine guidance to attain the state of *fitrah*, the value of liberation is intended as a marginal liberation, such as; poverty, oppression, violence, etc., while the value of transcendence is intended as the soul inherent in the process of humanization and liberation.

3.3. The Learning Process at Al-Hikam Islamic Boarding School *(Pesantren)* in Malang

Al-Hikam Islamic Boarding School *(Pesantren)* in Malang is devoted to male students, founded by KH. Ahmad Hasyim Muzadi who has the vision of "Realizing Al-Hikam Islamic Boarding School student as a learning society to develop the potential of human nature that integrates religious ethics, scientific ethics, and social ethics". While the mission of Al-Hikam is to make the Islamic Boarding School's student as: the moral forging center of religion; a center for the growth of scientific culture; and life skill training centers and social responsibility. (http://alhikam.ac.id/page/detail/visi-misi). There are three educational systems that are pursued: Nurturing *(Ri'ayah wal Irsyad)*, Teaching *(Dirosah / Tadris wat Ta'liim)*, and Student council *(Ta'diib wat Tahdzib)* (http://alhikam.ac.id/page / detail / system-education). So in some nursing advices often convey the purpose of established pesantren is for the students to be human / intelligent and true.

The education carried out is based on the motto "religious *amaliyah*, scientific achievement, and readiness of life". This is sustained by several characters that become the soul of Islamic Boarding School that must be attached to the self: 1) willing to do charity, 2) honest in attitude, 3) simple in life, 4) politeness in socializing, 5) not dependent on effort, 6) Fought together (http://alhikam.ac.id/).

Table 1: Al-Hikam Islamic Boarding School of Educational Schedule 2017/2018

CLASS ROOM	WAKTU	D A Y						
		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
I-A	Ba'da Shubuh	OSPAM	Al-Mursyidul Amin	At Tahdzib	Tafsir Jalalain	Mukhtar al Ahadits	Ta'lim al Muta'alim	Al-Mursyidul Amin
	Ba'da Maghrib	Aswaja	Durus Al Lughah	Al Qur'an 1	ISTIGHOSAH	OSPAM	Durus Al Lughah	Al Qur'an 1
I-B	Ba'da Shubuh	OSPAM	Al-Mursyidul Amin	At Tahdzib	Tafsir Jalalain	Mukhtar al Ahadits	Ta'lim al Muta'alim	Al-Mursyidul Amin
	Ba'da Maghrib	Aswaja	Al Qur'an 1	Durus Al Lughah	ISTIGHOSAH	OSPAM	Al Qur'an 1	Durus Al Lughah
I-C	Ba'da Shubuh	OSPAM	Al-Mursyidul Amin	At Tahdzib	Tafsir Jalalain	Mukhtar al Ahadits	Ta'lim al Muta'alim	Al-Mursyidul Amin
	Ba'da Maghrib	Durus Al Lughah	Al Qur'an 1	Aswaja	ISTIGHOSAH	OSPAM	Al Qur'an 1	Durus Al Lughah
II -A	Ba'da Shubuh	OSPAM	Ta'lim al Muta'alim	Ta'lim al Muta'alim	Tafsir Jalalain	At Tahdzib	Mukhtar al Ahadits	Al-Mursyidul Amin
	Ba'da Maghrib	Nahwu + Shorof	English	Sejarah Islam	ISTIGHOSAH	OSPAM	Ushul Fiqih	Al Qur'an III
II-B	Ba'da Shubuh	OSPAM	Ta'lim al Muta'alim	Ta'lim al Muta'alim	Tafsir Jalalain	At Tahdzib	Mukhtar al Ahadits	Al-Mursyidul
	Ba'da Maghrib	English	Ushul Fiqih	Al Qur'an III	ISTIGHOSAH	OSPAM	Sejarah Islam	Nahwu + Shorof
IIIA	Ba'da Shubuh	OSPAM	Tafsir Jalalain	Nashoihul Ibad	Tafsir Jalalain	Kifayatul Atkiya	Tafsir Jalalain	Al-Mursyidul Amin
	Ba'da Maghrib	Nahwu + Shorof	English	Fiqih Mu'amalah	ISTIGHOSAH	OSPAM	Fiqih Mu'amalah	English
III B	Ba'da Shubuh	OSPAM	Tafsir Jalalain	Nashoihul Ibad	Tafsir Jalalain	Kifayatul Atkiya	Tafsir Jalalain	Al-Mursyidul Amin
	Ba'da Maghrib	English	Nahwu + Shorof	Fiqih Mu'amalah	ISTIGHOSAH	OSPAM	English	Fiqih Mu'amalah

IV	Ba'da Shubuh	OSPAM	. Tafsir Jalalain	Nashoihul Ibad	Tafsir Jalalain	Kifayatul Atkiya	Tafsir Jalalain	Al-Mursyidul Amin
	Ba'da Maghrib	English	BBK	PPM	ISTIGHOSAH	OSPAM	PPM	English

3.3.1. The value of Humanization in Learning

The value of humanization in learning at Al-Hikang Islamic Boarding School in Malang is reflected in *Kesantrian* education system. Learning on this system strongly uphold the sense of humanity of students *(santri)*. This is intended as a means to foster the affective and psychomotor potential of students as shown by the existence of some activities that are motivated by the students independently in an organization called OSPAM *(Organisasi Santri Pesantren Mahasiswa)*, and then the activities carried out by the students and to the learning interests of the students. Students' activities include scientific studies, student's sports week, *pesantren* boarding activities, and so forth.

3.3.2. The Value of Liberation in Learning

The value of liberation in the learning process at Al-Hikam Islamic Boarding School *(Pesantren)* in Malang is reflected in the teaching education system. Learning on this system is implemented by boarding school for students *(santri)* in order to free themselves from the shackles of ignorance. It is intended as a means to cultivate the cognitive or intellectual potential of *santri* who in the implementation is controlled directly by the boarding school board. Teaching activities include the learning of religious and linguistic materials conducted in the classroom, and at the end of his studies, the students are given field study or commonly called DIMAS *(Pengabdian Kemasyarakatan)* so that the students also have a provision to actualize themselves in the real community with a basic knowledge taught in the classroom.

3.3.2. The Value of Transcendence in Learning

The value of transcendence in the learning process at Al-Hikam Islamic Boarding School *(Pesantren)* in Malang is reflected in the nursery education system. Learning on this system is a spiritual learning. It is intended as a means to cultivate the spiritual potential of students *(santri)* which is shown by the existence of some activities of students such as: recitation in mosque, the obligation to pray five time congregationly in the mosque, *khotmil Quran* as well as *istighotsah*, *tahlil*, and all learning activities that exist in Islamic Boarding School *(Pesantren)* is essentially also included in it spiritual values.

4. Conclusion

The results showed that in order to become a perfect human *(insan kamil)* who aspired to national education, it is necessary to develop all positive potential of students *(santri)*, both physical and spiritual. So that the implementation of learning Islamic education with a foothold on the values of Social Profetical Science from Kuntowijoyo at Islamic boarding School of Al-Hikam in Malang produce results as follows:

1) The value of humanization is reflected in the *kesantrian* education system implemented with learning that highly uphold the sense of humanity of students *(santri)*. This is indicated by the existence of some activities led by OSPAM board which is intended to foster the affective and psychomotor potential of students;
2) The value of liberation is reflected in the *pengajaran* education system based on the freedom of learners in eliminating ignorance. This is shown by the existence of learning activities in classes and community service activities intended to cultivate cognitive / intellectual potential;
3) The value of transcendence is reflected in the *kepengasuhan* education system contained with spiritual value. This is indicated by the existence of some activities of learners that leads to servitude self to Allah swt. which is intended to cultivate spiritual potential.

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Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

Development of Learning Tools of Physics Using Guided Inquiry Model to Improve Student Learning Outcomes of Islamic High School

Azizah Fithria Paramita, S.Si

Universitas Negeri Surabaya. Surabaya, Indonesia
azizahparamita@mhs.unesa.ac.id
azizah_setyawan@yahoo.com

Abstract

Generally, This study aims to produce a learning device of physics model of guided inquiry in a feasible (valid, practical, and effective) is used to improve the learning outcomes of high school students Trensains Tebuireng Jombang. Development of learning tools using the ADDIE model and tested in XII SMA Trensains Tebuireng Jombang semester of 2016/2017 academic year with One-Group Pretest-Posttest Design. Data collection using validation, observation, test, and questionnaire methods. Data analysis technique used quantitative descriptive analysis and parametric statistic test. The results of this study indicate: 1) Learning devices developed categorically valid; 2) Learning tools viewed from the implementation of RPP is done well; and 3) The effectiveness of instructional tools in terms of: (a) The improvement of students 'learning outcomes in the knowledge aspect is seen from high categorization n-gain and non parametric statistical test result, ie, there is an increase of students' knowledge ability (b) Student's response to the device and the implementation of learning is very positive. It was concluded that a well-developed, valid, practical, and effective instructional inquiry learning tool was used to improve students' learning outcomes in Tebuireng Jombang High School.
Keywords: Learning material, guided inquiry, student learning outcomes

1. Introduction

Physics is one of the basic science that plays an important role in building science and technology. Physics is a field of science related to how to find out about the nature around the form of facts, concepts, or principles alone, but also a process of discovery. Physics education more emphasis on providing direct experience to develop the competence so that students are able to explore and understand the natural surrounding scientifically the Ministry of National Education (2006). In the Curriculum 2013 Permendikbud. No.54 of 2013, the purpose of physics learning is contained in Basic Competence and Core Competence whose learning is directed to the achievement of competencies formulated in Graduate Competency Standards.

Based on the results of the cognitive ability test at SMA Trensains on the sample of 18 students of class XII completed in physics learning sub subject of direct current electric circuit is 33.5%. The results of observation through interviews and questionnaires on students and teachers found some causes of low student learning outcomes in learning physics, namely: (1) Limitations in time in physics subjects; and (2) the physics subject teachers' difficulty in dealing with low-ability students can be active and motivated to learn physics.

In the process of teaching and learning there are various ways done by teachers to improve the quality of learning. The selection of innovative learning models can improve learning outcomes. To improve the learning outcomes of Islamic high school students it is necessary to apply innovative learning models. The teacher's innovative learning model is not only a transformer but as a facilitator. Students can learn to build their own knowledge. One of the learning model for inquiry activity in direct current circuit material learning is the guided inquiry learning model. The guided inquiry learning model as an alternative needs to be developed to improve student learning through investigation and guidance. As for one of the learning model that is fun and improve student learning outcomes is a guided inquiry learning model.

The guided inquiry learning model consists of six stages: (a) planning, (b) obtaining information, (c) processing information, (d) making information, (e) communicating information, and (f) evaluating (Branch & Oberg, 2004). The guided inquiry learning model is appropriately used for science learning especially physics on direct current electric circuitry, because the students are directly involved with the object they are studying.

2. Methods

This research is development of Physics learning device which is adapted from ADDIE model, then implemented on 25 students of XII Class of Science Trensains Tebuireng Jombang Science by using One Group Pretest-Postest design. The deffinition of ADDIE is *Analyze, Design, Development, Implement and Evaluation.*

3. Layout and Specification
3.1 Validity and Reliability of Teaching materials

Teaching materials developed include Syllabus, Lesson Plan, Student Worksheet, Student Handbook, Instrument assessment that is declared valid and reliable by three validators.

3.2 Implementation of Learning

Implementation of learning is assessed by two observers for three meetings. Observations were made to measure teacher management during the learning activities. Based on Figure 1 all the stages of activities that are in the RPP on the pilot implementation category either (Ratumanan & Laurens, 2011). The RPP implementation instrument has a percent of agreement of $\geqslant 75\%$ and is well categorized (Borich, 1994).

3.3 Student's cognitive learning outcomes

The instrument used to assess students' knowledge aspects is a two-tier multiple-choice question. The two-tier multiple-choice question instrument consists of two levels of questions. The first level is a matter of multiple choice with a knowledge statement and the second level is a matter of reasons supporting the first statement. Based on the data of students' learning outcomes, the knowledge aspect shows twenty-five students who are completed individually, meaning students who have achieved the established competency $\geqslant 75$. The improvement indicated by the results of the analysis by using n-gain shows about the application of the development of physics learning device in guided inquiry model effectively in improving the mastery of knowledge aspect in the material of direct current electric circuit. Based on the analysis of student learning outcomes normality test in this study was conducted by using Shapiro-Wilk test, data analysis showed that the data is normally distributed.

3.4 Result of cognitive learning of student process

Analysis of student process skill test is done at every meeting. Aspects of observed skills include the skills of plotting experimental activities, the skills of conducting experimental activities based on the plans that have been made, and the skills of concluding the results of experimental activities. Based on the analysis above the average n-gain of class XII MIA 3 is equal to 1.00 and 0.80 with high category (Hake, 1999). In the XII class MIA 3 all learning objectives of the skills aspects of the posttest achieve completeness. This is possible because students carry out the learning activities for 3 face-to-face namely RPP 1, RPP 2, and RPP 3. Students' learning outcomes on skills aspect at three meetings have increased. In the indicator (I1) the students plan the first trial activity the value obtained is 18.40 at the second meeting the value obtained is 32.40 and at the third meeting the value obtained is 34, 80. In the second and third indicators also increased.

3.5 Students' Responses

Based on the analysis of student response data on the components of Physics learning activities with guided inquiry model to improve student learning outcomes obtained through questionnaires. There are two components that are used as a scoring rubric with each component having some description questions. The result of questionnaire of student response, the question of how the students' opinion on the subject matter, LKS, BAS, how to teach the teacher, the learning atmosphere of the teacher trained, and the stages directed by teachers in the learning process, amounted to 96.43% students interested in learning physics and 3.57% of students are not interested in learning physics using guided inquiry learning model.Based on the result of questionnaire analysis, student response can be stated that most of students respond to Physics learning with guided inquiry model to improve student learning outcomes as an interesting and new learning. Students give a very positive response to physics learning with guided inquiry model to improve student learning outcomes, can be seen from the percentage of many students who stated positive in every aspect $\geq 70\%$ (Nieven, 2010).

5. Conclusion

Based on the results of the analysis, discussion, and discussion, it can be concluded that the instructional tools of inquiry learning are guided to improve the learning outcomes of students eligible (viewed from the valid, practical and effective aspects) used in Physics learning.

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GROWTH AND DEVELOPMENT OF STUDENTS SENIOR HIGH SCHOOL ON LITERACY SYSTEM

Henny Tri Maya Sari

Magister of Indonesian Language and Literature Study_State University of Surabaya
Hennymayasari@mhs.unesa.ac.id

Abstract

Literacy is known as 'reading interest'. The culture that expand of thinking on each the students in Indonesia. Literacy is the government program to increase lack of vocabulary in archipelago. This program produces the development on each individual of students. The good sides of literacy are students able to develop their critical thinking and they are able to express their idea. The purpose of literacy is the foundation of students in Indonesia. Then the basic of literacy is about reading and writing. The interest of students to the book is can produce students curiosity more. Literacy as media can facilitate the reading room, creative madding, and photo frame madding that each students make their creation to put in pigora or students creative. After that, reading material put on school corridor and class. Also the place that the students are can see the reading material. Therefore, learning of literacy in school become reading culture cans arrival. Literacy as media can facilitate the reading room, creative madding, and photo frame madding that each students make their creation to put in pigora or students creative. After that, reading material put on school corridor and class. Also the place that the students are can see the reading material. Therefore, learning of literacy in school become reading culture cans arrival.
Keywords :Literacy system, development, character, skill

1. Introduction

Former Education and Art Minister Anies Baswedan said that Education system in Indonesia is in serious condition. Indonesia ranked on 60 of 62 participant countries in Assessment Progress International Reading Literacy Study (PIRLS) in 2011. Students' literacy reading skill is in Program for International Student Assessment (PISA) test in 2013. On the research, UNESCO stated that Indonesia had the second lowest rank. However, even distribution program has been programmed for the young generation so they will not be left behind from other developed countries. UNESCO,2006, reported that literacy right is a part of education right that has to be fulfilled.

Other developed countries required high school students to read literature books, but not in Indonesia. A big country like Indonesia will never be a developed country without the involving of literacy. Lacking of literacy caused negative thinking, easy to be provoked, less imagination, and others. Lots of negative effects will be raised if literacy system is not programmed. Teacher role took an essential part in school, just like parent role in a family. Being a good teacher is rarely hard, so is literacy program in school. The basic goal of this program is to develop students' skill in teaching-learning process. MA Hidayatul Ulum Mojokerto students needed to be taught well because of its school system which applied Islamic system and required them to be able to read Koran, prayed, and etc. Student who was good in Islamic subject, did not mean he/she was good in others. When literacy program was held, the lack of facilities and under average students' reading skill were found.

By holding literacy system in MA Hidayatul Ulum, students were able to read daily and smoothly in reading activity. Literacy is one of the ways to make students love to read, also they can develop their own interest productively. Once aphorism said reading is the view of the world, so the sources of everything is from reading. Thus, MA Hidayatul Ulum held literacy system to motivate the students to read more.

Fifteen minutes of reading literature books daily was very effective. Those kinds of books help the students to explore more in a certain time. Then, teachers were as a facilitator and motivator for them to read better.

1.1 Basic Issues in this Research

a. How is the development of literacy program in MA Hidayatul Ulum?
   Literacy program in MA Hidayatul Ulum has developed well after doing some researches. Based on the result of the research, the researcher believes that literacy program has to be done in Indonesia.

b. How to develop the students'' character, knowledge, and skill in MA Hidayatul Ulum?
    Researcher chose vocabularies development. It made the students find lots of new vocabularies to enrich their knowledge and make them easy to communicate with others.
c. What is the effect of literacy program in MA Hidayatul Ulum?
    It made the students think more critically. Critical mind is really important for the students as for making the better of themselves. Also, the students became confident to speak during the class.
d. How to maintain the students' skill?
    The most importantly is the students know themselves well. If they like to read novel, teachers have to lead them to the right path so one day she could become a novelist or literature expert.

1.2 The development area of literacy are:
Family
        The researcher believe that family is the basis of our life. As human being, we started to imitate people around us. For example, if the father liked to read and his children saw it, the children will do the same thing automatically. Whether they read for real or just pretend to be like their father. Children always copy their parents habit because they are seeing each other every day. So, basically parents influenced their children much. Thus, family took the most important role in literacy developing.
School
        School is the common place to hold literacy system. Also, school took an essential role regarding to the literacy system. Teacher are as a motivator and facilitator for students so the students can involve on this program. Especially, for MA students.
Society
        Society also took part in developing literacy system. There, people tried to participate, communicate, behave, and be active to each other. Libraries and stuffs were really needed in order to make students eager to read books. In order to reach the goal, society had to participate actively, such as holding book bazaar or another reading activities in their own area.

2. Research Methods
Discussion
    Researcher used qualitative approach, because the research was done in the school. The data was gained at the school. Based on the fact, descriptive qualitative was used because the result of the research will be in form of words and will be explained descriptively. Descriptive qualitative research was used for solving or answering the problems that cure in the school. The steps to do the research are collecting data, classifying and analyzing data, and drawing conclusion objectively.
    The research was held in MA Hidayatul Ulum Mojokerto with the source of data is the students in class X-1. The data was collected by interviewing, observing and documenting. Interviewing was done for knowing their interest and knowledge about literacy program, also the benefits in doing literacy program. The teacher said that through literacy program the students showed improvement during the class. Observing was done by observing the students' activity during the class. Documenting was taken for supporting the data.
a) **The Growth Of Students' Interest In Reading By Media**
1) *The use of school corridor as media*.
        Students used school corridor as the media in literacy. It meant that they developed their creativity towards literacy. This was good for all of the students because they will read while passing the corridor. This kind of facility was really needed in literacy program.
2) *Developing students*.
        By holding literacy program and reading habit in Bahasa Indonesia class, students could make wall magazine, created news, drew conclusion, even comics. So, the students did not need to go to the library or bring lots of books to the school.
3) *The use of school environment as the media.*
        School yard could be used as the one of media in literacy program. Out-side teaching-learning activity which means students did not have to study in the class could be more interesting. Teaching and learning process can be done in the school yard, beneath the trees. Students can use books trolley to save the books, as if it rains, they only need to push the trolley and move from the yard.
4) *The use of classroom*

Decorating classroom can be one of the ways to hold literacy program in school. The students can show their creativity in their classroom. Such as, mini library in the corner of the class would made the students were easy to get and read the books.
Character building had aims to develop students' ability within the school. Thus, teachers had to apply norms and character in teaching-learning process.
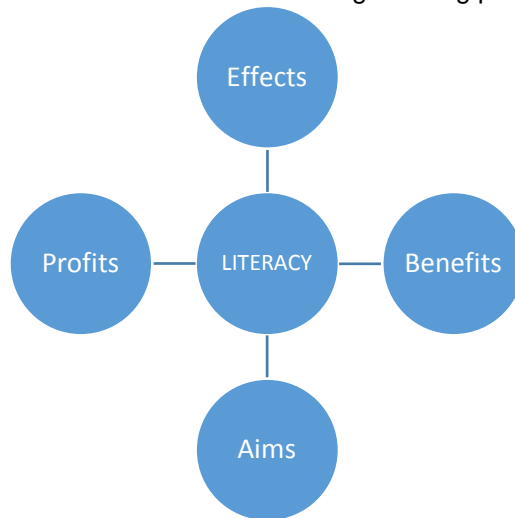
b) Benefits, Aims, Effects and Profits.

1. Effects

After holding literacy program MA Hidayatuk Ulum Mojokerto gained positive effect for the students. The students got their more interest in reading and they were easily understood the lesson during the class. Then, they added more rare vocabularies so they easily understood and made conclusion of the book. Teacher took the important part in this program for the better young generations.

2. Profits

As it has been stated that students in MA Hidayatul Ulum had significance growth regarding to the literacy system. They started to love reading. Furthermore, character building in school could make young generations were ready to face future on the right path. So, literacy program should be continued and applied in the school so that both the students and teachers can gained the profits of it.

3. Aims

The main aim of this research was to make the students in MA Hidayatul Ulum gained their interest in reading books and made that as their lifestyle. Preparing the students to be knowing more about themselves to face the future. The last, making the students to be able to deliver their opinion in public in takes the responsibility.

4. Benefits

The students gained lots of information by reading books and social media. They were being able to seek the right information that supports by facts rather than the fake one. They were able to growth along with literacy program in school, also deliver their opinion well.

3. Theoretical Basis
Review of literature

Ministry of Education and Art (2016:2) stated that literacy is skill that is needed for being able to reach, understand, and use something properly in many ways such as reading, looking, observing, writing, and speaking. As stated by the Ministry of Education and Art that literacy program is very important for students. Furthermore, society had to support this program, GLS (Gerakan Litereasi Sekolah) by actively participate on this kind of event. Based on the Ministry of Education and Art, GLS is a social campaign that needs society and other elements to be successful. Literacy program focused on reading ability, which support 2013 curriculum. Reading is an important process for students' developing in literacy. Tarigan (2008:7) stated that reading is a process of breaking codes.

Reading has lots of advantages. Rahim (2008:1) stated that proverb say that reading is the view of the world, so by reading we can get lots of knowledge from around the world. Then,

Seotjiningsih (1998:105) said that stimulation is a trigger that come from children's out circle. Children who got lots of triggering will have more chance to develop than others. As it has been stated before, literacy skill can be developed not only in school but also in outside of the school. Teacher maintained the students because they knew the students' ability. Teachers had to take a look the students' development in order to check whether or not the students reach literacy program. Teaching learning process will be more fun if the students are active and creative.

School trained the students to love reading books by giving 15 minutes reading motivation before the school hour. The students were not only known about Islamic, but also others major from the books. Although they read non-material books, students can start to like reading in that way. Reading non-material books are more prioritized in MA, so hopefully the students can read more.

Creating a reading habit by making them more confident, such as ordered the students to deliver their opinion in front of the class, thus will make the students more confident to speak with others. By reading, the students can get lots of information that will make their life easier in the future. Teachers had to make supportive situation in the class, so the students were spared from pressure and force in learning. Djoko Widagdho (2004:20) stated that culture is the development from sansekerta language, budhaya. It means the plurality of budhi or mind and compound of the cultivation of the mind in the form of the work of creation and taste. Reading habit is complex process that dealing with high understanding sentences and vocabularies skill.

4. Closing

The lack of the teachers' amount at MA Hidayatul Ulum Mojokerto was the main problem regarding to the literacy program. Not only in the remote area, but also in the district area there is a school who had not enough touch by the government. The need of facilities was really high in this school to support literacy program. Then, the aim of this research is to measure how much students' interest in reading. As the result, the students showed their increasing interest towards reading gradually. The students could gain the advantages such as enriching their vocabularies, more fluent in reading, and get lots of information. Family, school, friends or society were the source of it. Although these are a simple point but it took the complex part in literacy program. Also, it can be seen by looking at the students' achievement. Students were being able to deliver their ideas in public, think more critically of issues, and being able to choose between fact and hoax. Thus, there was no gap among the smart students and average students evelopment,character,skill.

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Reading Habits of the First Year of Science and Engineering Students of ITS Surabaya

Hermanto

Institut Teknologi Sepuluh Nopember (ITS) Surabaya
Corresponding author : hermantoaku@gmail.com

Abstract

Reading is one of the fundamental skills to gain knowledge. Most of new information is discovered through reading. Especially for students, reading is a compulsory activity in their academic life. Many academic activities and tasks involves reading to accomplish. Moreover, academic success is also determined by, for some extent, good reading skill. Therefore, reading should have become a habit for each student in order to success in their academic life. However, reading is not yet become a habit for many student. This paper describes the reading habit of the first year of ITS students majoring in science and engineering. The results based on the survey conducted to 165 students majoring different departments in the area of science and engineering including Physics, Statistics, Biology, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Biomedical Engineering, Business Management, Architecture, Environmental Engineering, Urban Regional Planning, Geophysics, Ocean Engineering, and Marine Engineering show among others that first year students of ITS believe that reading is an important issue (98.8%) and it is important for science and engineering students (97%). However, only 64.2% of them think that reading is an enjoyable habit. The reading material to read most is novel (36.4%), while textbook on their subject become the first choice for only 6.7% of the students. The reading habit of the students after entering university mostly improved (60%) and the biggest factor that inhibits them from reading is preparation for lesson assignments/examinations (29.7%).

Keywords: reading, reading habit, first year students, science and engineering, ITS

1. Introduction

Reading is interaction between a reader and reading material he is reading. Through this interaction, some other elements such as eyes involve and consequences result. This condition makesexperts in this area have different opinions about what reading is. For example, Harvey and Goudvis (2007) define reading as thinking and understanding. This definition may be achieved from the fact that with their reading skill students can develop a structure and a strategy including the stages of activation, attribution, interrogation, visualization, deduction, summarization, and synthesisation. This point of view suggests thatby having reading skill students are expected to be able to develop a positive attitudetowards reading in order to think and read critically. According to Wallace (1992: 4), reading means that the reader tries, for a particularpurpose, to understand the texts written by the author for a particular communicational purpose.

Reading takes very important roles in someone's life. With his reading ability, someone is able to better gain information and knowledge to broaden his life perspective, experience, confidence, and critical thinking.Reading, which is basically a mental process toward a text,has become inevitably the basic need for everyone. Without reading skill people will get more problem to fulfill themselves in terms of personal and social need. Moreover, in the era of fast-pace development of information and communication technology where internet has facilitated the spread of written information of any kind, reading skill is the most effective tool to take the benefit of internet in gaining, understanding, and making use of the information. With internet technology, someone can fulfil their personal and social need independently through their reading by searching the abundant information available in the internet.

Readingis the most effective learning activity through which an individual can improve himself in terms of critical thinking, developing new and different perspectives, understanding himself and the world, and interpreting the events and situations he encounters. Therefore, it is important for anyone to have a reading skill to make him not only to be knowledgeable and up-to-date, but also to be easy to adapt to changes in this fast changing world of information and to be successful in every field.Therefore, it is undoubtedly important to make reading as a habit for everyone. Especially for university students who are expected to have a high level ofreading habit, reading habits give them benefit for their individual and social development (Erdem, 2015).Furthermore, a good reading habit is necessary for a healthy intellectual growth and plays a very crucial role inenabling a person to achieve practical efficiency.Thus, the determination of

reading habits ofuniversity students is considered important in both areas they need throughout their lives.

The habit of reading is the act of reading being carried out throughout life in a constant, regular and critical manner as a result of it being perceived by the individual as a need and source of pleasure(Erdem, 2015). The habit of reading is the basis of lifelong learning;therefore, it is necessary for the act of reading to be conducted regularly throughout life.

1.2 Purpose of the study

The study is aimed at describing the reading habit of first year of science and engineering students of InstitutTeknologiSepuluhNopember (ITS) Surabaya. This study is on the assumption that during the university period the most intense stage of formal education usually takes place and students carry out the act of reading the most frequently and necessarily. In terms of the conditions it creates, this period is an advantageous period for the acquisition of enjoying, awareness and consciousness in reading. University first year students arestudents learning in the university for semester one or two of their study.

2. Method
2.1. Model of the study

The survey model has been utilized in the study. In the survey model, an existing circumstance is aimed to bedescribed as it is and no effort is made in any manner to change or influence it.

2.2. Study Group

There are a total of 165 students in the study group consisting of students from different department including Physics, Statistics, Biology, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Biomedical engineering, Business Management, Architecture, Environmental Engineering, Urban Regional Planning, Geophysics, Ocean Engineering, and Marine Engineering. They are taking English subject in their first semester of 2017/2018 academic year.

2.3. Data Collection Tool

As a data collection tool in this study, a questionnaire developed by researchers through a review of the relatedliterature has been used. The questionnaire was developed by modifying questionnaires developed by Al Husaini (2013) and Erdem (2015).There were 17 questions in the questionnaire oriented at determining the students' characteristics, students' perception on reading andstudents'reading habits.

2.4. Collection and analysis of the data

The study was performed in the odd semester of the 2017-2018 academic year. The data obtained in the studyhas been categorized and analyzed in percentage for each orientation/category. Data obtained as a result of the analysis, have been interpreted after being presented in the form of tables.

3. Findings and Interpretation
3.1. Students' Characteristics
3.1.1 Gender

Based on the result of the questionnaire, 95 students or 57.6% are male and 42.4% or 70 students are female. The number indicates that male is dominant. This condition is in line with the fact that the number of male students in ITS is more than that of female ones.

3.1.2 Department

As shown in Table 1, the students participating in the survey are from 14 departments namely Physics, Statistics, Biology, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Biomedical Engineering, Business Management, Architecture, Environmental Engineering, Urban Regional Planning, Geophysics, Ocean Engineering, and Marine Engineering. The three most participants are from departments of chemical engineering, Mechanical engineering and Environmental Engineering with 15.2% or 25 students, 12.1% or 20 students and 9.1% or 15 students respectively. The least number of students participating in the survey is students from department of Biomedical Engineering with 3 students or 1.8%.

3.2 Students' Perception on Reading

First year ITS students' perception on reading is very good. Table 2 shows that almost all of first year ITS students or more than 90% of the students think that reading is an important issue, reading is important for science and engineering students, reading has an impact on personality, reading affects quality of science and engineering students, and reading from many sources are beneficial. However, the data also shows that 140 out of 165 students or 84.8% consider that reading has an impact on student score, while 25 students do not think so. The fact is interesting because some students think that the score is not only determined by the reading activity. It is true that in some of the subjects, the score is also determined from the practice or project which mostly involve practical skill. The data in Table 2 also shows that 59 students or more than 35% of the students in the study do not think reading as an enjoyable habit. These students may have other activities besides reading that are more enjoyable.

Table 1: Students distribution based on department
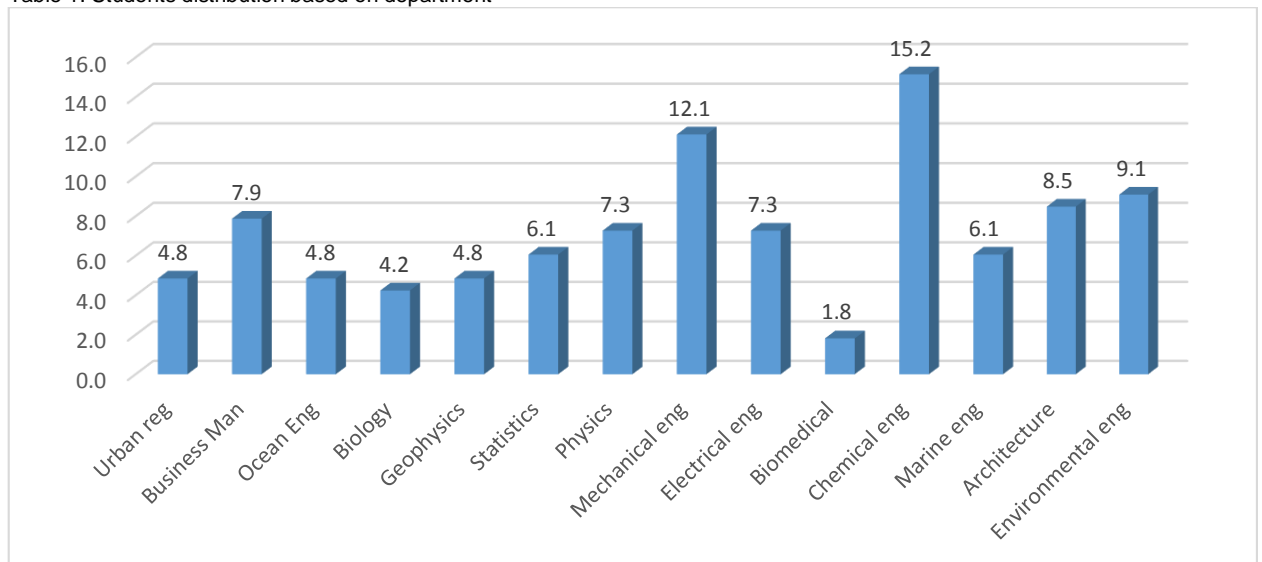
Table 2: Students' Perceptions on Reading

Reading Perception	n	Percentage
Reading is an important issue		
Yes	163	98.8
No	2	1.2
Reading is important for science and engineering students		
Yes	160	97.0
No	5	3.0
Reading has an impact on personality		
Yes	149	90.3
No	16	9.7
Reading has an impact on student score		
Yes	140	84.8
No	25	15.2
Reading affects quality of science and engineering students		
Yes	159	96.4
No	6	3.6
Reading is an enjoyable habit		
Yes	106	64.2
No	59	35.8
Reading from many sources are beneficial		
Yes	155	93.9
No	10	6.1

3.3 Students' Reading Habit

Other interesting facts found are related with the kinds of reading material read most, how to get them and the language preferred for them. Table 3 shows that most first year of ITS students prefer reading novel and popular book to reading journal article and textbook in their subjects with 60 and 53 students compared to 3 and 11. The table also shows that they mostly get the reading materials by browsing/reading online, purchasing and downloading to read offline with 63 students or 38.2%, 43 students or 26.1% and 23 students of 13.9% respectively. In terms

of language students prefer for the reading materials is Bahasa Indonesia compared to English with 123 students or 74.5% to 42 students or 25.5%.

Next, Table 4 shows data of reading frequency. From the table it is found that the reading frequency of students for the book is mostly one or less books within two months with 75 students or 45.5%, while three students or 1.8% never read book. The table also shows that 73 students or 44.2% less frequently read journal article, 15 students or 9.1% never read and 12 students or 7.3% read every day. There are 41 students or 24.8% read journal once a week and 24 students or 14.5% read journal once in a couple of days.

Table 3: ReadingMaterials, How to get and Language Preferred

Reading Materials, How to get and Language Preferred	n	Percentage
Reading material to read most		
a. Novel	60	36.4
b. Newspaper	16	9.7
c. Magazine	17	10.3
d. Text book in your subject	11	6.7
e. Poems	4	2.4
f. Journal article	3	1.8
g. Popular book: popular science, hobbies, management, religion/spiritual, motivational, marketing, etc.	53	32.1
How get the reading materials		
a. Purchasing	43	26.1
b. Borrowing from friends	21	12.7
c. Borrowing from libraries	15	9.1
d. Browsing/Reading online	63	38.2
e. Downloading to read offline	23	13.9
Language preferred		
a. Bahasa Indonesia	123	74.5
b. English	42	25.5

Next is the data of students' reading habits in relation with the purpose, obstacle and condition. Table 5 shows that students read in order to be informed with 55 students or 33.3%, to keep-up-to-date with 25 students or 15.2% and to benefit personal development with 24 or 14.5%. Few students admit that they read for reinforcing lessons and professional development with 6 and 4 students or 3.6% and 2.4% respectively. One student have different purpose other than the ones mentioned in the questionnaire.

Table 4: Reading Frequency

Reading Frequency	n	Percentage
Frequency of Reading Book		
a. Never read	3	1.8
b. One or less books within 2 months	75	45.5
c. One book a month	48	29.1
d. Two or more books a months	39	23.6
Frequency of Reading Journal Article		
a. Every day	12	7.3
b. Once in a couple of days	24	14.5
c. Once a week	41	24.8
d. Less frequently	73	44.2
e. Never	15	9.1

The obstacles students face for their reading activity are first preparation for lesson assignments/examinations, second busy social life and third Intensity of studies. Watching television does not become the obstacle at all for them.In terms of the students reading habit after entering the university, most students feel that their reading habit is improved with 99 students or 60.0%. 44 students or 26.7% feel their reading habit does not change and 22 students or 13.3% admit that their reading habit is deteriorated.

Table 5: Purpose, Obstacle, and Reading Condition

Purpose, Obstacle, and Reading Condition	n	Percentage
Reading Purpose		
a. Being informed	55	33.3
b. Personal development	24	14.5
c. Keeping up-to-date	25	15.2
d. Making the best of spare time	22	13.3
e. Professional development	4	2.4
f. Entertainment	16	9.7
g. Reinforcing lessons	6	3.6

h. Relaxation	12	7.3
i. Other …	1	0.6
Reading Obstacle		
a. Intensity of studies	32	19.4
b. Busy social life	39	23.6
c. Preparation for lesson assignments/examinations	49	29.7
d. Spending time on game on computer/smart phone/internet	29	17.6
e. Chatting with friends	7	4.2
f. Watching television	0	0.0
g. Expensive prices of books	5	3.0
h. Other…	4	2.4
Reading Condition		
a. Improved	99	60.0
b. Deteriorated	22	13.3
c. No change	44	26.7

4. Conclusion

First year students of InstitutTeknologiSepuluhNopember (ITS) Surabaya believe that reading is an important issue (98.8%) and it is important for science and engineering students (97%). However, only 64.2% of them think that reading is an enjoyable habit. The reading material to read most is novel (36.4%), while textbook on their subject become the first choice for only 6.7% of the students. The reading habit of the students after entering university mostly improved (60%) and the biggest factor that inhibits them from reading is preparation for lesson assignments/examinations (29.7%).

5. Recommendations

As stated in the introduction, this study is a survey aimed at describing general reading habits of first year science and engineering students of ITS. Therefore, further and detail study on this topic needs to be conducted in order to find out related additional information about reading habits like whether there is different characteristics on reading habits between male and female students and correlation between reading habits and students' academic achievement.

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Improving the Learning Methods from an Inquiry Guide Based with the Multiple representation Approach to Improve the Student's Learning Outcome on Rate Reaction Subject

Jefta

Graduate Program of Science Education, UNESA, Surabaya, Indonesia
jeftahendryarto@mhs.unesa.ac.id

Abstract

This research aims to the learning methods from an inquiry guide based with the multi-presentation approach to improve the student's learning outcome on rate reaction subject. This research uses Dick-Carrey method. Researcher gave a inquired guided based learning with a multi-presentation approach to a 40 student of the eleventh grade class in SMK UNESA Surabaya. The research is conducted by using pretest-posttest design toward one group of students. The data of this research is the validity of the learning which is improved and received from the validator, practical data such as 2 spectators when the teaching is going on, effective data are receive from an analysis of the student's learning outcome from pretest and posttest with a questionnaire. This result shows that: (1) the improved learning methods such as Rencana Pelaksana Pembelajaran (RPP), Buku Ajar Siswa (BAS), Lembar Kerja Siswa (LKS), and after learning test, have already passed the validation requirements to improve the learning outcome of the students on the reaction rate subject. (2) the learning methods have also qualified the practicality requirements by the analysis of the RPP that is categorized Excellent and the reliability reaches 84,2% and all the problem that were faced during the class have been controlled and given a solution. (3) there is a significant increase of the learning outcomes, and there is a 90% student respond positively. According to the result, the researcher conclude that learning method by using inquiry guide based and multiple representation approach have qualified of validity, practically, and effectiveness. Therefore, those elements feasible to improve student's academic performance in reaction rate subject.
Keywords: *Learning methods, Inquiry guide based, Multiple-presentation approach, Student's learning outcome, Rate reaction.*

1. Introduction

Chemistry is a branch of Natural Science (IPA) that examines substances from aspects of nature, composition, structure, bonding, change, and manufacture and changes in energy involved (Mulyono, 2007). Sihran (2007), argued that chemistry is a branch of important science because it can understand the phenomena that occur in everyday life. The topic of chemistry generally relates to the abstract material structure so that it becomes difficult lesson for most students.

According to Sihran (2007), Chemistry lessons are considered difficult due to several problems, one of which is the quality of teachers in terms of understanding the concept and learning is still not good. The difficulty of students learning chemistry can also arise because of the nature of the subject matter of chemistry itself, which most of the concepts are difficult to observe. According to Johnstone (1997), chemists directed chemistry into three distinct levels of representation, macroscopic, sub-microscopic, and symbolic, directly interconnected with one another (Treagust, *et al.*, 2003). Farida (2011) mentioned that in general chemistry learning is limited to two levels of representation only, namely macroscopic and symbolic. Gabel (1998) even observing that chemistry learning is generally only at the symbolic level. Symbolic levels require students to think abstractly. Gabel (1998) has evidence that learning dominated by this (abstract) symbolic level is ineffective. Students who are at the concrete operation stage have difficulty learning obscure or abstract concepts. The gold element (Au) is a concrete (observable) concept, whereas the Au^+ ion is a difficult concept to observe. The concept of chemical bonding, electrons, bond energy, oxidation-reduction, reaction rate, hydrolysis, and atomic radius are difficult concepts to observe. Giving an illustration of such a concept is not easy. Most students more often learn to solve mathematical problems without understanding and understanding the meaning. Students are considered to have understood the concept of chemistry when successfully solving problems that are mathematical. Students tend to only memorize sub-microscopic and symbolic representations that can not be observed (in the form of description of words) so as not to be able to imagine how the process and structure of a reacting substance (Farida, 2011).

According to Farida (2011), the difficulty of visualizing what happens to the sub-microscopic world and connecting it to the macroscopic world can cause students to misconception. Many studies have suggested that not a few students experience misconceptions in chemistry subjects.The misconceptions are caused by the separation of chemical science concepts from the daily life of the students. This can make students experience two knowledge systems that are not aligned (the one used to solve science problems in school and one for the daily life of students).

These differences need to be bridged by building a relationship between real situations with students' learning experiences at school so as to provide an opportunity for students to see how science in schools is linked to their lives and how they are applied (Wu, *et al.*, dalam Treagust,2002; Robinson, 2003).

Based on this, it is necessary to model the learning that can facilitate students to understand the natural surroundings through chemistry learning, namely by connecting precisely three levels of chemical representation (macroscopic level, sub-microscopic, and symbolic). A learning model that connects the three levels of chemical representation and real-life experiences of students is one of them inquiry (Mahardika, dkk., 2012; David, 2006).

Inquiry is a learning model that involves students actively through scientific activities, example formulating problems, formulating hypotheses, designing and conducting experiments, collecting data, analyzing data, and drawing conclusions. According to Kozma (1997), students have trouble learning chemistry because the sub-microscopic level is still abstract. Inquiry learning model can be the right solution, because through inquiry students can experiment directly through observation. This can make students able to visualize abstract chemicals. Researchers want an increase in student learning outcomes, with the implementation of guided inquiry learning model multi-presentation approach.

Based on the results of interviews with chemistry teachers of SMK UNESA, the average value of student's daily rejection for the material of reaction rate in the academic year 2016/2017 is 65.6 which is still lower than the graduation limit, which is 75. The percentage of students who reached the threshold of learning before remedial learning was only 46%. Interview results also mentioned that learning lectures with the help of power points more often used. The guided inquiry model is rarely used in chemistry learning, it has only been taught for the material reaction rate, but it is not accompanied by practicum activity due to the limited tools and materials. Teacher explains that there are obstacles when inquiry learning is guided, that is still many students who still difficult to make problem formulation and hypothesis. The results of a pre-research questionnaire at SMK UNESA Surabaya stated that there are still many students who have difficulty learning chemistry. Students state that the teaching methods conducted by Master are still conventional, with lecture and presentation methods, and less involvement of experimental activities. Students claim to be more motivated and actively involved in learning activities if more often practicum activities. Students claim to have done inquiry process, such as making problem formulation, formulating hypothesis, and making conclusion. Teachers' hard-to-understand demonstrations make it difficult for students to make problem formulas and hypotheses.

The results of preliminary studies conducted by researchers at SMK UNESA also shows that there are some students who still have a wrong understanding of the concept of reaction rate, such as to consider the spices that were destroyed before cooking had a small surface area. Some students also have a misconception about the collision theory, in which the exact orientation occurs only on the same atoms.

Based on the above description, the authors are motivated to conduct research with the title "Improving the Learning Methods from an Inquiry Guide Based with the Multiple representation Approach to Improve the Student's Learning Outcome on Rate Reaction Subject".

2. Methods

The target of this research is 40 students of class XI at SMK UNESA which is located at Jl. Kawung No. 9, Surabaya. The study was conducted between July and October 2017-2018 academic year. The design of this study was Pre-experimental with One Group pretest and posttest design. Based on the research design, the detailed procedure of this research consists of three stages of activity, namely the preparation phase, the implementation of trials, and the data analysis phase. The learning method model used is according to Dick-Carrey. Activities undertaken at the preparatory stage are the implementation of chemistry teacher interviews and pre-research questionnaires, developed learning tools (syllabus, RPP and LKS) and research instruments. Instruments used to measure the improvement of student learning outcomes in the form of test results learning. Percentage of learning activity measured by instrument in the form

of observation sheets of guided inquiry learning management. Implementation of learning activities include pretest, implementation of learning and final test (postest). Learning activities are held for three meetings. At the first meeting, students were invited to the laboratory to conduct experiments at LKS 1 and 2. At the second meeting, students conducted experiments on LKS 3 and 4. Increased student outcomes through guided inquiry learning model with multirepresentation approach were analyzed by n-gain score <g> method or difference of posttest and pretest value. The N-gain calculation data is converted using the criteria presented in Table

Table 1: Normalized Gain Criteria

N-gain Score	Category
$0,7 \leq n\text{-}gain$	High
$0,3 \leq n\text{-}gain \leq 0,7$	Normal
$n\text{-}gain \geq 0,3$	Low

The implementation of guided inquiry learning with multirepresentation approach is analyzed by using Likert scale with score description presented in Table 2.

Table 2 Description of Likert Scale

Score	Description
1	Very bad
2	Bad
3	Enough
4	Good
5	Very good

3. Result Discussion

Increased learning outcomes were analyzed using an n-gain score. N-gain score shows differences in student learning outcomes before and after learning. The n-gain calculation results are presented in Table 3.

Table 3 Normalized Gain Calculation Result

No.	Student	Pretest score	Posttest score	N-Gain	Category
1	A	40	96	0.93	High
2	B	24	88	0.84	High
3	C	40	80	0.67	Normal
4	D	28	80	0.72	High
5	E	32	84	0.76	High
6	F	28	92	0.89	High
7	G	32	80	0.7	High
8	H	32	92	0.88	High
9	I	24	92	0.89	High
10	J	24	88	0.84	High
11	K	24	84	0.78	High
12	L	20	84	0.8	High
13	M	24	88	0.84	High
14	N	32	96	0.94	High
15	O	24	84	0.78	High
16	P	20	80	0.75	High
17	Q	40	88	0.8	High
18	R	28	80	0.72	High
19	S	28	84	0.78	High
20	T	32	92	0.88	High
21	U	20	92	0.9	High
22	V	36	84	0.75	High
23	W	24	84	0.78	High
24	X	32	96	0.94	High
25	Y	24	80	0.74	High
26	Z	32	80	0.7	High
27	AA	36	92	0.87	High
28	BB	28	84	0.78	High
29	CC	28	88	0.83	High
30	DD	36	88	0.81	High
31	EE	28	84	0.78	High
32	FF	28	92	0.89	High
33	GG	40	88	0.8	High
34	HH	36	88	0.81	High
35	II	44	96	0.93	High

No.	Student	Pretest score	Posttest score	N-Gain	Category
36	JJ	32	84	0.76	High
37	KK	32	84	0.76	High
38	LL	40	88	0.8	High
39	MM	48	84	0.69	Normal
40	NN	36	96	0.94	High
	Average			**0.81**	**High**

One indicator that can be used as a reference whether the learning tool developed effectively is to see improvement in student learning outcomes. Students are given tests before and after following guided inquiry based learning with multirepresentation approach. This is to find out how effective learning tools are developed to improve student learning outcomes. Table 3 shows that student learning outcomes are significantly increased which is expressed by Normalized Gain score (n-gain). The number of students who have a score of n-gain> 0.70 as many as 38 students with high category. This suggests that inquiry-based learning is guided by an effective multirepresentation approach to improve student learning outcomes on the subject matter of the reaction rate, because the guided inquiry model emphasizes the importance of helping students understand the key structures or ideas of a discipline. Real learning is what happens through personal discovery (Bruner's Invention Learning Theory). Inquiry learning causes students to construct their own knowledge through real experience (experimental activities), so students build their own knowledge through active involvement in the teaching and learning process. The double coding theory states that, the information presented visually and verbally will be remembered better than in just one way. The learning experience of teachers by using multirepresentation approach can provide stimulus to students to do perception of the object being studied, primarily for abstract reaction rate material. This is supported by Rizal's research. in his research stated that inquiry learning is guided by multirepresentation approach can improve understanding of concept and result of science learning of junior high school students. Rizal (2014) that guided inquiry learning model can improve students' science process skills due to following the steps of scientific work. Through these scholarship activities will provide more opportunities for students to seek and find their own facts, concepts, and principles through experience directly so that the learning process becomes more optimal.

Implementation of learning is measured by using the observation sheet of learning implementation which is filled by two observers. Observed aspects include preliminary activities, core activities, closing activities, and classroom ambience. Data on the implementation of learning can be seen in Figure 1.
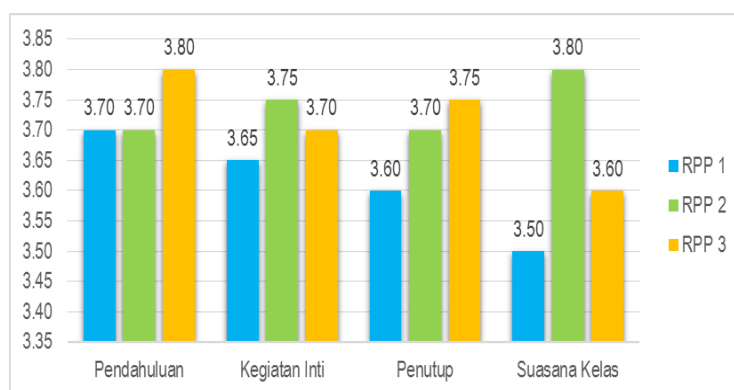
Figure 1 Diagram of the Implementation of Learning

4. Conclusion

Based on the results of data analysis research and discussion, can written down the following research conclusions:

1. Based on the results of the analysis, discussion, and research findings, it can be concluded that the learning tools of chemistry developed have fulfilled the validity, practicality, effectiveness, and improve the student learning result so it is feasible to be used in the learning process in SMK multimedia competence.
2. Teacher's ability to manage inquiry learning to train students' high-order thinking on the subject matter of reaction rates has been successful. The percentage of assessment criteria at meetings I and II was 82% and 84%.

Based on the conclusions made, the researcher submits the following suggestions or recommendations:

1. Learning model with guided inquiry model is favored by students, so it is advisable to use this model on the next lesson material, especially the subject matter taught by observation or experiment.
2. The multirepresentation approach proves to be effective in supporting the guided inquiry learning model and improving student learning outcomes, so it is advisable to use this approach on the next chemical material, that is chemical equilibrium.

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TEACHER'S EMPOWERMENT TO INCREASE HIGHER ORDER THINKING SKILL (HOTS) STUDENTS IN THE 21ST CENTURY

Leni Widiawati[1], Fahmi Ulin Ni'mah[2]

Master of Economics Education, Sebelas Maret University, Surakarta, Indonesia[1]
Master of Economics Education, Sebelas Maret University, Surakarta, Indonesia[,2]
lenywidiawati26@gmail.com

Abstract

The development of technology or the development of the 21st century demands that learners have higher order thinking skills that will be used to solve problems unemployment. To improve this skills, it require a teacher's professionalism because the teacher is the party which is directly related to apply various learning strategies and other things for learners. Based on this, the aim of this article is to arrange the empowerment for teachers so that thethey have competences which can be used to increase higher order thinking skill learners. The literature review is used as an method for writing this article. The results of the discussion show that the teacher should be given training as an effort to empower teachers to be able creating learners who have higher order thingking order able to face the challenges of the 21st century

Keywords: Teachers Empowerment, Higher Order Thinking Skill

1. Introduction

Teacher empowerment should be doing because the number of unprofessional teachers is 912,505 teachers. Elementary school teachers consist of 605.217 teachers; junior high school consist of 167.643 teachers; high school consist of 75.684 teachers; and 63,962 teachers in the SMK; and 17.2% teachers don't teach based on their expertise. Indonesia have 109 ranking from 179 countries based on the Human Development Index in the quality of human resources (Kompasiana, 2011). This number shows concern because the teacher is the central of success in the education domain. That is contrary with a rule of Indonesian Law number 14 in 2005 which say that teachers are profesional educators who have the main task to educateg, teach, guiding, direct, training, assess, and evaluate students in early childhood education on formal education, primary education, and secondary education.

On the other hand, there is a need for teacher empowerment because the role of teachers in creating effective and quality learning is 50%, curriculum is 45% ,and learning is 43% (Aswandi in Pontianak Post, 2016) so that teachers have a central role in education because the teachers are person who are directly contact with learners. Teachers Competency Test Results (UKG) show 192 of 1.6 million teachers who get score above 90, while the average value of UKG only 56 (JavaPost, 2016), the results certainly make the quality of teachers in Indonesia is unprofesional. *The unprofessionality of the teachers will cause new problems that the number of unemployed in Indonesia is high because teachers does'nt provide skills for their graduates. the data shows that the number of unemployed elementary school graduates to below 3.44%; Junior 5.76%; SMA 6.95%; SMK 9.84%; diploma I-II and III 7.22%; University 6.22% (DetikFinance.com, 2016). The high number of unemployment because learners doesn't learn about higher order thinking so that learners doesn't usually to think and the consequently is unable to compete and entrepreneurship. The PISA data shows:*

No	Indicator	Gender	Average Indonesia Value	Average the Highest Value
1	*Science Performance*	Male	401	559 (Singapura)
		Female	405	552 (Singapura)
2	*Reading performance*	Male	386	525 (Singapura)
		Female	409	551 (Finland)
3	*Mathematics performance*	Male	385	564 (Singapura)
		Female	387	548 (Macau, China)

Source: *Organisation for Economic Co-operation and Development*

A teacher must be having ability to teach l higher order thinking skills because this skill can make learners to carry out career development, learning achievement, social skills development and responsibility, self-control, solving problems, creative and hard work, making decisions and plans, and the diversity of factors in relationships / systems (Wang and Wang, 2014). The development of these aspects can be obtained if teachers are able to stimulate higher order thinking through effective learning. it will be difficult to get it if the teacher does'nt have adequate competence . When person have higher order thinking skills or metacognitive skills so that they will know to take control of their chosen plan, to monitor and evaluate their progress, adaptable, flexible, and able to cope in various contexts (Hong, Vadivelu, Daniel, and Sim , 2016). based on that, the school graduate will be able to face the unemployment conditions. Usually, teachers don't use questions that can trigger higher order thinking because they don't understand it. questions can stimulate higher order thinking which consist of analysis, synthesis, and evaluation (Tofade, Elsner, and Haines, 2013). Based on the that, higher order thinking is an important aspect that it must be possessed by learners. In the process of developing higher order thinking, teachers should be also consider that Indonesia is composed of various ethnic groups so the teacher must be also understand about multicultural. Yoon, Kim, Martin (2016) show that many teachers do not understand the difference causing the decreasing ability of teachers in affecting learners resulting in low learning achievement.

There are several lessons that can be used as an alternative to stimulate higher order thinking skill learners such as 1) quantitative models of statements usually presented through graphs or symbols; 2) a flowchat which show the process or situation to develop a plan and action to achieve the goal; 3) SODA (Strategic Options Development Analisys) is a map to show the hierarchy of graphs which show the important factors and relationships between factors for a case; 4) JAP (Joint Analisys Process) is a method of sharing knowledge (Wang, 2014). that learning will be useful for high-order thinking skills so that teachers should be able to understand it and apply it in class. The training of teachers can give advantageous such as knowledge enhancement, job satisfaction, use of resources, participation, and optimal employment, behavior change, self-confidence, profits influenced by inputs and processes during the empowerment (Chenari, Sohrabimanesh, Heydari ; 2016). Teacher training as an effort to empower is necessary because social and political transformation do not occur if there is no teacher transformation, its steps by developing moral and ethical reasoning, involved in critical analysis and metacognitive tasks, the aim of helping teachers understand and examine their role as agents change (Rizvi, 2015).

The innovative work of teachers such as ideas, promotions, and application of ideas will be influenced by leadership (Gkorezis, 2016). Teacher innovation in learning can increase higher order thinking of learners which are influenced by leadership. leadership is party who has authority in demanding the teacher to do things so that this leadership also will influence the existence of empowerment teachers activity. Learning is an art that consists of many competencies such as values, beliefs, knowledge, skills, and practice. to achieve the level of professionalism requires innate skills and hard work through mediation, experience, and reflective learning that leads to further development (Musaeva, 2015). Teachers empowerment consist of enhanced status, increased knowledge, and access to decision making. there are six dimensions of teacher empowerment
(1) involvement in decision making;
(2) opportunities for professional growth;
(3) gaining status and respect;
(4) self-efficacy;
(5) autonomy in employment; and
(6) impact on teachers, students and other events that occur in school schools (Bogler and Nir, 2012).

2. Methods
Literature review is a used method to arrange this study.

3. Result Discussion
3.1. Teachers Empowerment
Teacher empowerment is an appropriate step that must be taken by the parties who have interests in an effort to improve the professionalism of educators. Various survey results that

the level of professionalism teachers in Indonesia is still low. Teachers are people who are directly interact with learners in applying the various instruments that have been designed by the authorities. if teachers who should be as operators in inculcating various competencies for learners and they do not have the professionalism so that the output is also not optimal. Teacher empowerment can be applying in various forms of different activities such as trainings. Empowerment will have a positive impact for teachers in accordance with the goals to be achieved after following the empowerment or training activities. Teacher training should be done because the teacher is flexible. . Socio-political changes will have an impact on various areas of life so that the teacher must be able to adapt it and provide supplies to learners according to need.

Training of teachers can apply in various ways, for example through the PLPG. Training is an effort in empowering a teacher to be able to provide good service to students. The training give beneficial in terms of knowledge enhancement, job satisfaction, optimal use of resources, participation, and employment, behavior change, self-confidence, profits are influenced by inputs and processes during empowerment. After teacher become a professionalism people so that they can get many competencies such as values, beliefs, knowledge, skills, and practices. it will be owned by them. Therefore, any some things which must be considered:

(1) involvement in decision making;
(2) opportunities for professional growth;
(3) gaining status and respect;
(4) self-efficacy;
(5) autonomy in employment; and
(6) impact on teachers, students and other events that occur in schools

Based on that,a teacher will be able to make decision, this decision can be related with its decision in being objective in giving assessment of higher order thinking learners. Through the empowerment, it can improve the professionalism of the teacher and this professionalism will be based on several capabilities such as professional competence, pedagogical skills, social skills, personal competence so that a professional teacher will have a wide range competencies that can be used to increase higher order thinking of learners. Respect and social status will be obtained by educators, it can happen through the empowerment that has been obtained by teachers. On the other hand, the next benefit of their ability is not easily get the intervention from other parties. The most important thing of the whole empowerment is to give positive impact for educator that is teacher and principal as well as learners.

3.2. Higher Order Thinking

Higher order thinking is one of the skills in thinking. Thinking skills are actually divided into 2 kins, the name is lower order and higher order. the lower is a thought related to knowledge, or understanding of learners on learning materials while higher order is related to analysis, evaluation and creating. This higher order skill will give benefit to learners in taking control of selected plans, able to monitor and evaluate their progress, adaptable, flexible, and able to cope in various contexts. High school graduates who do not continue to study can be able to work or entrepreneurship so higher order thinking is the right ability to prepare students directly in the community because this skill will help it.

3.3. Teacher Employment To Increase Higher Order Thinking

The lower level of higher order thinking is caused by various factors. one of which is learning activities that are not accustomed to stimulate the emergence of higher order thinking of learners. Based on the results of research shows that teachers assume that the skills are not important or not able to make a problem or create learning which can trigger learners to think high level. Therefore, it is necessary to develop a teacher empowerment to help them to increase higher order thinking skill of their learners. Empowerment can be done by providing treatment on how to teach if you want to be oriented towards higher order thinking. The first content that must be inculcated to teachers is about diversity. Indonesia is a country consisting of various ethnic and religious backgrounds so that teachers should pay attention it because teachers who do not understand any differences will cause a decrease in the ability of teachers in influencing learners resulting in low learning achievement. The next process is to provide guidance on alternative learning that can be used as an alternative to stimulate higher order thinking skill. quantitative model is usually presented through graphs or symbols. teachers will be taught to create or modify graphics and symbols to be an interesting learning material for learners. Subsequent content is flowchat that shows the process or situation to develop the plan and action in achieving the goal so that flowchat will be a guide or benchmark teachers in teaching. flowchat will make it easier

for teachers to remember the goals to be achieved. SODA (Strategic Options Development Analisys) is a map that shows a hierarchy of graphs that shows the important factors and relationships between factors for a case. These factors are a case that will be used as learning materials so that learning is not just about understanding or knowledge but emphasizing on higher order thingking aspect that is taxonomy bloom level C4, C5, and C6.

4. Conclusion

Based on the analysis, it can be concluded that higher order thinking is an important aspect that must be possessed by learners so that a teacher must have skill in teaching oriented it skill. the teacher should given training as an effort to empower teachers to be able creating learners who have higher order thingking order able to face the challenges of the 21st century. The empowerment contains of 1) instill about diversity, 2) guidance about alternative learning that can be used as an alternative to stimulate higher order thinking skill learners quantitative model of statement usually presented through graphs or symbols, 3) flowchat showing the process or situation, 4) SODA (Strategic Options Development Analisys) is a map showing the hierarchy of graphs showing important factors and relationships between factors for a case, 5) JAP (Joint Analysys Process) is a method of sharing knowledge, 6) training to create questions that contain elements of high-level cognitive domain.

5. Acknowledgement

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The Use of Literacy Principles in Effective and Productive Learning

Markub

Darul 'Ulum Islamic University of Lamongan, Lamongan, Indonesia
maskub@unisda.ac.id

Abstract

Literacy is the activity of reading, thinking, and writing. thinking needs to be explored, because thinking is more highlighted, so in practically, it is real activity that receives high attention, not only an attachment reading and writing. Based on the description of the problems above the writer will focus on the principles of literacy in used, effectives and productives learning development.

The method in his research was literature study in used, The data in this study were the form of verbal exposure that informations terms about literacy as the sources for the development of effectives and productives learning. The data collection of this study using the instrument. There are eight principles of utilization that underlines literacy as the basis for the development of effectives and productives learning, namely (1) building access to various reading materials, (2) conditioning the emergence of various views of students on each subject matter being studied, (3) literacy of behaviors, (4) building a place of service for students to become readers-critical, creative, fast, and effective writers. (5) conditioned the acceleration of the cross-curriculum reading movement, (6) conditioned the ease and completeness of the difficulty reading-writing at any time; (7) conditioned the realization of a learning community that encourages literacy behaviors; and (8) builds intensive interaction between students and students with learning resources.

Keywords: literacy, effectives, productive learning

1. Preliminary

Literacy is a reading, thinking, and writing activity. According to Firdaus (2004) stated "the literacy of the Indonesian nation is lower than the Western, even in the reading stage is still low. Humans produced by schools in Indonesia are on the alitarian societies, is human beings who can read, but prefer not to read (Ahmad Slamet Harjasujana in Wachid Eko Purwanto, 2007). This low literacy by Wachid Eko Purwanto (2007) said that the factors that was caused by low reading ability is the habitual action with the verbal rooted in society. societies are often more indulgent of oral in habit than the literary tradition. reading, thinking, and writing activities. In that regard, thinking needs to be explored, because of thinking is more highlighted, so in practically it is really an activity high attention, not only an attachment to reading and writing. In addition, according to Finn (1993: 210-212) that accentuate thinking in the context of reading and listening activities such as in the phrase reading and thinking activity, listening and thinking activity. The process in Learning activities, thinking is one technique seeks to produce quality education.

Learning activities can be pursued effectively, produced and productived quality. In learning process is effective and productive learning, good planning should be done to help the students achieve two main objectives, namely to achieve the learning objectives optimally and at the same time to condition on the productive students in generating ideas. The achievement of optimal learning objectives refers to a state characterized by the maximal attainment of learning indicators.

Effective and productive learning conditioning must be done in a systematic manner that strives to stimulate students in conveying ideas in learning. That is students are not only required to understand but also stimulated to dare that put forward critical thoughts related to the substance of the material being studied in accordance with predetermined indicators and competencies.

The student delivery model can be critically expressed through direct oral expressions with instructional strategies that the teacher has designed. Teachers in guiding students at school for completing studies, preparing for further studies, entering the world of work, and lifelong learning in the community. In performing the task requires a high awareness and motivation, skill, and literacy passion.

The learning, reading and writing to learn, and critical thinking as tools for learning (Pappas, 1990; Eanes, 1997). Other activities that usually accompany the core activities of the literacy, such as observing, discussing, and presenting. The results are an extension of the practice of literacy (Suyono, 2007). In the 21st century an activity that is an extension of literacy practice will

be required by almost everyone. In a knowledge, based on society and technology in the broadest sense. The practice of reading, writing in this regard is more directed towards reading-writing.

According to Langer (2000), stated language skills, thinking, and mastery of material substances need to be integrated or synergized. Ability to think is essentially, the ability to process material substance obtained through various subjects (content area) which results can be realized through language activities. Therefore, without going through the process of critical thinking, creative, and careful substance of the material is living in a pile of matter that is less meaningful. The thought process allow the pile of matter to be easy understood because it has a clear structure and relationships between one another.

The material that has been processed through the thinking process will be communicated to others after it is put into oral discourse (when the lesson takes place) or written discourse (through written assignments). Oral and written discourse can contain student ideas, information, data, facts, expert views, research results, and theories that students are able to absorb from various sources. Students who are used to understanding and producing oral and written discourse as the final result of literacy activities will be able to comprehend and deeply the substance of the subject matter more thoroughly and comprehensively.

Based on the description above, it is clear that literacy has a strategic position in the school. Reading, thinking, writing that is the essence of literacy is very needed for students to complete studies, pursue studies, prepare to come to the world of work, and learn throughout life in the community. Therefore, it is reasonable that literacy be used as the basis for the development of learning activities in schools. With literacy as the basis for the development of learning activities, it means that teacher-designed learning activities are based on reading, thinking, writing activities and accompanying follow-up activities, such as discussing, problems solving, developing activity proposals, researching and reporting. That's the position that encourages researchers to do analyzing through this literature review. Based on the description of the focus of this research problem is How is the utilization of literacy in the development of effectives and productives learning in school?

2. Research Methods

This research method uses research literature study. Because in the realization of the research result of the literature review is the appearance of argumentation of scientific reasoning which describes the result of literature review and the researcher's thought about a problem or topic of study. The literature review study is conducted through a critical and in depth review of materials relevant literature. Literature review is done by collecting data or information from various sources of literature. Library materials are treated as a source of ideas for exploring new thoughts or ideas, or as a basis for deducting existing knowledge, so that new theoretical frameworks can be developed or as a basis for problem solving. in school?

This research data in the form of verbal exposure containing information about literacy as base of effective and productive learning development. The data collecting of this research use instrument in the form of matrix recording or recording data. Data analysis is done through three steps, namely preparatory steps, analyzing, and inference.

3. Theoretical Basis

Reading is a process done and used by readers to obtain author messages through the medium of words / written language (Hodgson in Tarigan, 1994:7). The understanding of the content of the reading, the purpose of reading more clearly. In accordance with the opinion of Idris (2008:337), the purpose of reading includes: (1) obtaining information, (2) developing critical thinking, (3) enhancing insight and experience, (4) enjoying reading or pleasure, (5) reading. School is a learning for students in critical reading; reading carefully, active, reflective, and analytic.

Writing is seen as a process, but also a result. Brown (in Idris, 2008: 338) mentions that writing is the result of thought made in draft form and corrected with a specific skill that is not owned by any speaker naturally. Furthermore, pedagogical purposes, Alwasilah, 1994: 36) argues that writing can be used as a tool to sharpen and refine the mind. Therefore, planting basic writing skills can be started from the elementary level. If the base is strong, certainly the extent and deepening of the material at the next level will not have difficulty.

Studies on the use of literacy as a basis for effective and productive learning development in schools can begin by grouping the eight principles into two major groups. The principles of the first time included (1) need for the formation of learning communities that encourage continuous behavior of literacy, (2) the development of intensive interaction between students and students

with learning resources, (3) the development of cross-curricular reading, need for the provision on help solving students' difficulties in reading and writing for learning purposes, the learning community discusses the following: (1) the behavior of literacy is expected to be developed more In the learning community, (2) intensive interaction between students and students with learning resources can occur better. (3) Development of cross-curriculum reading can be discussed between students and students with teachers, (4) Students' difficulties in reading and writing for learning purposes.

In short, through the community learning many things students can do in the context of developing literacy behaviors in schools. It showed the four principles of literacy utilization as a basis for the development of learning mentioned above are interrelated and realistic to be implemented. Some of the following evidence also reinforces that the principles underlying the election of literacy as the basis for the development of learning can indeed be realized.

Reading-writing has an important role for students deepest learning materials and develop thinking skills. There is a synergy in the process of building meaning when reading and writing. Teaching and learning activities are needed to complete the study, continue to the study, prepare to came to the world of work and lifelong learning in the community. Reading-writing is also required to complete most of the tasks that students must complete. In relation to the completion of studies, students will deal with reading-writing. Thus, if the ability to read-write well, the tasks that must be completed students will be done.

Reading-writing activities will empower students to explore, research, and enjoy the content of knowledge refers to their own needs and interests as independent learners (Eanes, 1997). Student empowerment is very necessary to do. For that reason, the experience of exploring, researching, and deepening the knowledge as needed needs to be given to the students. Through that experience students will become independent learners. Therefore, literacy is useful to meet the needs of the workplace, since it includes reading, writing, calculating, problem solving, developing a person's knowledge so as to enhance the quality of life in an increasingly complex society (Green, 2001; Seaforss, 1994).

Cambourne view (1999) that there are four conditions that need to be considered in the guidance of behavior literacy, namely explicit, systematic, serious, and contextual. The principles of the second time included: (1) the conditioning of the student to be willing and able to access various readings, (2) the student's conditioning to have a variety of perspectives on each learning material; (3) the growing condition of student literacy behaviors;) conditioning for the creation of a critical, creative, rapid, and effectives reader-writer.

The four principles above clumps are interrelated. The conditioning of students to be willing and able to access various readings will have an impact on the circumstances that students will be able to have different perspectives on each learning material. In addition, the willingness and ability to access multiple readings will also condition the growth of student literacy behaviors, which in turn they can become readers-critical, creative, fast, and effective writers. Therefore, with four principles, students will be conditioned to develop literacy behaviors so that the selection of literacy as the basis for the development of learning is appropriate. The following description will be able to clarify the point.

Literacy allows one to interact with a variety of complex information sources (Blustein, 1994). Thus, literacy will benefit people at home, at work, as well as in society, as well as the abilities needed for lifelong learning so as to contribute in an effort to empower individuals and communities, work effectively, use and adapt technologies, in particular in a knowledge-based society that will dominate the 21st century. In that context, the literacy that has been associated with various technologies, especially information technology and even digital electronics, is referred to as the new literacy (Lankshear and Knobel, 2000).

The subject matter found in various sources can be understood from different perspectives. From an early age students should be conditioned to see the subject matter from different angles so they can comprehend the subject matter comprehensively. For that purpose, the existence of literacy as the basis for the development of learning is very appropriate. Literacy is a very valuable aspect of a knowledge-based modern life. (Blustein, 1994).

Literacy is very needed for students to become independent thinkers who are able to solve real problems and challenges in their lives so students need to gain continuous experience of literacy both inside and outside the classroom (Langford, 2001; Cropper, 2001). It is in accordance with the four principles of the second family which underlie the making of literacy as the basis for the development of learning, especially the principles of conditioning the growth of students' literacy behavior and conditioning for the creation of critical, creative, rapid, and effective readers.

Meanwhile, research findings prove that the literacy is beneficial to students in their learning (Cropper 2001) and the view that schools have an important responsibility and role in the effort to develop student literacy toward lifelong learning (Langford, 2001) relevant to the principle of literacy as the basis for the development of learning, especially the principles of student conditioning in order to be willing and able to access various reading and principles of student conditioning to have a variety of perspectives on each learning material. They are capital for students as they enter the workforce, because they have learned in school to understand things from a critically-creative different viewpoint.

Creative-critical thinking activities will continue to be developed when students are found of searching and finding information, data, findings, and theories to be further processed and poured into systematic writing. Creative-critical thinking will allow students to create new things and new ways that are useful in life for themselves and others. If such an activity is continuously conducted it can condition the students into reliable thinkers, researchers, and inventors of science and technology.

4. Result and Discussion

Related to the formulation of the problem, the results of this study presented the principles underlying the utilization of literacy as the basis for the development of effective and productive learning in schools.

The cornerstone in the utilization of literacy as the basis for the development of effective and productive learning as follows: *First*, the principle of building access to reading material is diverse for students because of the need. Literacy learning is really conditioned students willing and able to access different reading materials. *Second*, the principle conditions the emergence of diverse student views of each material learned as the implications of the existence of diverse readings and opportunities to generate ideas. With literacy-based, students have the opportunity to understand and learn from different perspectives. *Third*, the principle of building a nursery grows the development of literacy behaviors (motivation, awareness, skill, passion, and culture of reading, thinking, writing). With literacy-based learning, it is hoped that learning is really a place for the development of high motivation, skill, passion, and high reading-thinking-writing culture for students at school. *Fourth*, the principle of building a place of service for students to become readers-critical, creative, fast, and effective writers. That means, with literacy-based, teacher-designed learning can provide the best service for students to become truly critical, creative, fast and effective readers-writers. *Fifth*, the principle conditions the acceleration of the realization of cross-curricular reading-writing movement for students in earnest. With literacy-based, cross-curriculum reading learning which is a basic need can be implemented immediately. *Sixth*, the principle of conditioning the ease and completeness of solving the difficulty of reading and writing for students. With literacy-based, learning can help students solve the difficulties they encounter in reading and writing at all times. Seventh, the principle conditions the realization of learning communities in schools for students.

These learning communities are increasingly needed to cultivate, develop, and perpetuate students' literacy behavior. With literacy-based, the need for learning communities that encourage students to continue to increase their motivation, skill, passion, and high reading culture both at school and at home will come true. Eighth, the principle of building the realization of intensive interaction between students and students with learning resources, including student interaction with teachers. Interaction between students and students with learning resources will be conditioned thanks to the making of literacy as the basis for effective and productive learning development in schools.

5. Conclusions and Suggestions

Based on the explanation above there are eight principles of the underlying utilization of literacy as the basis for the development of effective and productive learning in schools, (1) the principle of building access to different reading materials, (2) conditioned the emergence of various views of students on each subject matter being studied, 3) building a nursery of other behavioral, (4) building a service venue for students to become readers-critical, creative, fast, and effective writers. (5) conditioned the acceleration of the cross-curriculum reading movement, (6) conditioned the ease and completeness of the difficulty of reading-writing at any time; (7) conditioned the realization of a learning community that encourages literacy behaviors; and (8) builds intensive interaction between students and students with learning resources.

the reseacher suggested the following points. Teachers should continue to strive for realizing literacy-based learning in accordance with the eight principles outlined above in order to

make effective and productive for the student. Reading-writing across the curriculum and empowering scientific-based learning communities is recommended to be implemented in schools. Advanced researchers are advised two effective and productive learning strategies in schools with regard to the context and principles underlying the making of literacy as the basis for the development of learning.

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The Implementation of Literary Sociology Learning Model with CSQ Approach in Teaching Literary Theory to the Students of Indonesian Language Education Department

Masnuatul Hawa[1], Andayani[2], Suyitno[3], Nugraheni Eko Wardani[4]

Sebelas Maret University, Surakarta, Indonesia [1]
Sebelas Maret University, Surakarta, Indonesia [2]
Sebelas Maret University, Surakarta, Indonesia [3]
Sebelas Maret University, Surakarta, Indonesia [4]
pamujihawa@yahoo.co.id

Abstract

Literary Sociology is one of main topics that is learned in Literary Theory course. Literary sociology is a literary theory that discusses social processes in a literary work. The social processes consist of social fact, social definition, and social behavior. The learning of literary theory, especially literary sociology theory, is still considered boring for the most of students; therefore, it is important to modify the learning model of literary sociology with CSQ approach in order to make the students active, creative, joyful, and have spiritual character. This research was a part of doctoral dissertation research. The aim of thi research was to describe and explain the implementation of literary sociology learning model with CSQ approach to the students of Indonesian Language Education Department. The research results reveal that the implementation of literary sociology learning model with CSQ approach follow the following steps, i.e. (1) constructing students' comprehension and theory, (2) questioning, (3) provoking inquiry, (4) creating learning community, (5) modelling, (6) reflecting, and (7) doing authentic assessment. The spiritual intelligence, including personal awareness, personal skill, social awareness, and social skill, can be well-established through the implementation of literary sociology learning model with CSQ approach.

Keywords: learning model, literary sociology, CSQ

1. Introduction

Literary theory course is one of the compulsory courses taught to the first-grade students of Indonesian Language Education Department. This course is a literary basic course which is intended to learn the authenticity, concepts, and principles of literary. One of the main topics in literary theory course is literary sociology. Literary sociology presents the focused-relationship between literary and society.

Swingewood (1972) defines sociology as a scientific and objective study of man in society, the study of institutions and social processes. According to Ratna (2003: 2), there are a number of definitions of literary sociology to consider in order to find the objectivity of relationships between literature and society, among others: 1) understanding of literary works by considering the aspects of society; 2) understanding the totality of the work accompanied by the social aspect contained; 3) understanding of literary works as well as its relationship with the underlying community; 4) Literary Sociology is a two-way (dialectical) relationship between literature and society; and 5) Literary Sociology seeks to discover the interdependence qualities between literature and society. The topics of literary sociology become vital since the humans are the creatures whose life is inseparable from its social environment.

The success of literary learning process is the results of the combination of other learning components. In this case, a teacher plays a pivotal role in the success of learning. Consequently, a teacher must have the competences dealing with learning materials, learning models, learning media, and learning approaches. Therefore, the choice of learning model with a certain approach which ables to make the students active and creative is urgently needed.

In active learning, both students and teacher must active. The choice of learning approach must be done before the teaching and learning process happens. This is in order to prepare the teaching-learning scenario which is suitable for the learning materials. This is in line with the Act of Republic of Indonesia No. 14/2005, Article No. 8 and 9, which states that teacher must have an academic qualification, competences, and certification. The competences are pedagogical competence, personal competence, social competence, and professional competence.

Teachers can choose learning approach that will be used as their effort to develop literary teaching materials. The method or learning approach play an important role in supporting the

success of learning. The choice of learning approach must be done wisely. There are a number of learning approaches that can be chosen in teaching literary, however, the thing that must be considered by teachers is that every choice of learning approach must be based on the way of students' active learning.

A contextual learning approach is a learning approach that focuses on the meaning of context based on the real situation, and it can be realized through the seek of rational and useful relationship. Contextual learning presents a concept that relates the learning materials to their context in which the materials are used and relates to 'how a learner learns' or learners' learning styles. According to Johnson (2000: 65), some of the major components in contextual learning are: (1) making meaningful connections; (2) doing significant works; (3) self-regulated learning; (4) collaborating; (5) critical and creative thinking; (6) nurturing the individual; (7) reaching high standards; and (8) using authentic assessment.

Learning problems in the classroom are very complex. One of the questions encountered by teachers is how to make students understand, relate, and implement difficult concept or theory in the real world. Contextual Teaching and Learning (CTL) is a concept relating the subject content to the lives of a family member, citizen, and labor force (Blanchard, 2001: 178).

According to Suyono (2009), the learners should be guided to finish their study, to prepare themselves to continue their study, to seek for a job, and to life-long learning in the middle of society. This is in line with the Act No. 20/2003 about the National Education System, in which it requires thinking, feeling, and exercising. Besides, the Ministry of Higher Education also facilitates the students' activity to build their spiritual intelligence. The spiritual intelligence is hoped to be able to change reactive character, emotional, and anarchy become the smart reactive character, deft, and responsible.

The spiritual quotient is an intelligence that leads our way of thinking toward the innermost essence of human life, which is the servanthood of the Holy and the Great. Spiritual intelligence is defined as the ability of a person's soul to build himself as a whole through a variety of positive activities so as to solve various problems by looking at the meaning contained in it (Levin, 2002: 98). The students who have good spiritual intelligence will tend to have a high social character, empathy to their surroundings, honest, flexible, have good self-awareness, and able to positively respond to their life.

According to Wach (2002: 51), spiritual intelligence is the basis for the development of self-esteem, moral values, and sense of belongings. It directs us to the meaning of life that there is the greatest non-physical strength, God. It also connects us to the God through our soul, mind, mental, and moral.

Zohar and Marshall (2001: 48), define spiritual quotient as an intelligence to face the problems of meanings and values; it is an intelligence which places our behaviors and life in the wider meaningful context; it is an intelligence which assesses our acts or way of life more meaningful than others'. The spiritual quotient is the basis for activating the function of Intelligent Quotient (IQ) and Emotional Quotient (EQ) effectively. Spiritual Quotient (SQ) is considered as the highest intelligence which becomes the basis of other intelligence.

Based on the definitions above, it can be synthesized that spiritual quotient is an inner intelligence of humans which enables them to have self-ability to face their life by taking the meanings, moral values, and positive attitudes. People who have a high spiritual intelligence will always think positively. Spiritual quotient also enables them to place themselves in more positive ways wisely to reach the true happiness.

Zohar & Marshall (2001: 50), indicate the characters of spiritual quotient that has been well-developed as follows. (1) The ability to have flexible attitude (easily, actively, and spontaneously adapt); (2) Having a high self-awareness; (3) The ability to face and to take the benefits of sorrow; (4) The ability to face and to pass the sorrow; (5) The quality of life based on visions and values; (6) The indisposition to cause the detriment; (7) The tendency to have a holistic view; (8) The tendency to have questions to seek for the basic answers; and (9) The responsibility to realize the better visions and values to others.

2. Research Method

This research was a part of the doctoral dissertation research. This is a conceptual research intended to seek on the basis to build theoretical foundations, rationales, and hypothesis. Zed (2008: 3) states that conceptual research is a series of activities related to literature collecting method, reading, taking notes, and analyzing research materials. The validity technique used in this research was triangulation technique, i.e. triangulation of data, triangulation

of method, and triangulation of theory. The data analysis techniques used in this research was data collection, data reduction, data presentation, and conclusion drawing.

3. Results and Discussion

The implementation of literary sociology learning model with CSQ approach (Contextual Teaching and Learning and Spiritual Quotient) in teaching literary theory course to the students of Indonesian Language Education Department can be elaborated through the learning steps, as follows.

Table 1. The Design of Literary Sociology Learning Model with CSQ Approach

No	Implementation	The Expected SQ
1	The teacher created learning community consisted of 4-5 students to discuss the materials of literary sociology.	The ability to have a flexible attitude, self-awareness, the tendency to have a holistic view, the tendency to have questions, and having the quality of life based on visions and values.
2	The students find, by themselves, the knowledge of literary sociology based on their experiences from the social life; then, then they discuss and construct the knowledge by themselves using constructivism theory.	Self-awareness, the tendency to have questions, having the quality of life based on visions and values, and the responsibility to realize the better visions and values to others.
3	The students learn to build the concept of literary sociology through systematic critical thinking (inquiry).	The tendency to have holistic view, the tendency to have questions,
4	The students develop their curiosity through a question-answer process.	The tendency to have questions, the responsibility to realize the better visions and values to others, the ability to have a flexible attitude, and the indisposition to cause the detriment.
5	In each group, they present learning the model to demonstrate the result of the discussion of literary sociology theory.	Having a high self-awareness, the ability to face and to take the benefits of sorrow, the ability to face and to pass the sorrow, the quality of life based on visions and values, the indisposition to cause the detriment, and the responsibility to realize the better visions and values to others.
6	Teacher and students collaboratively reflect the learning of literary sociology.	The ability to have a flexible attitude, having a high self-awareness, the indisposition to cause the detriment, and the responsibility to realize the better visions and values to others.
7	The teacher does authentic assessment towards the process and the result of the learning of literary sociology with CSQ approach.	Having a high self-awareness.

The results of this research are in line with the research that was done by Cochran (2007). He states that the advantages of learning with contextual teaching and learning approach for the students are deepening students' understanding and solving the problems. When they learn, they will involve in an activity that asks them to construct and understand the concept or learning materials. Through learning community, the students will discuss with others and communicate actively. Therefore, it will be able to strengthen students' understanding and knowledge.

Based on the results of this conceptual research and previously related researches, it is known that the implementation of literary sociology learning model with CSQ approach is able to make the students active and improving their spiritual quotient.

4. Conclusion

Based on the results and discussion, it can be concluded that the implementation of literary sociology learning model with CSQ approach to teaching literary theory is feasible. Its implementation can be done through the following steps: (1) creating a learning community; (2) applying constructivism theory; (3) applying inquiry; (4) questioning; (5) modeling; (6) reflecting; and (7) doing an authentic assessment. Through the steps of CTL, the students' spiritual quotient can be developed which can be indicated from the following attitudes: (1) The ability to have flexible attitude (easily, actively, and spontaneously adapt); (2) Having a high self-awareness; (3) The ability to face and to take the benefits of sorrow; (4) The ability to face and to pass the sorrow; (5) The quality of life based on visions and values; (6) The indisposition to cause the detriment; (7) The tendency to have a holistic view; (8) The tendency to have questions to seek for the basic answers; and (9) The responsibility to realize the better visions and values to others. The implementation of literary sociology learning model with CSQ approach enables the students to learn literary sociology theory actively and creatively.

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LITERATURE AS LITERACY WAY FOR VIII GRADE STUDENT OF SMPN 19 SURABAYA

Mazro'atul Islakhiyah

Magister of Indonesian Language and Literature Study, State University of Surabaya, Surabaya, Indonesia
mazroatulislakhiyah@mhs.unesa.ac.id

Abstract

This research aims to determine the influence of literacy activities through literary text on improving students writing skill. This research involves students 37 students of VIII B class SMP N 19 Surabaya.

The type of this research is *one-group pretest-posttest design*. Data collection techniques used in this study are test and questionnaire. Data analysis is done through stages, 1) calculating the average of each student's score based on pretest and posttest, 2) comparing pretest and posttest results based on the text used (non-literature and literature), 3) comparing test results with questionnaire results, 4) interpret data, 5) make conclusion result of this research

Based on the actions taken, it can be seen that literacy activities using literary texts on writing ability increased by 83%. Meanwhile, when using non-literary text, writing ability increased by 31%. The questionnaire results indicate students' reading interest in literary text is greater than non-literary, that is 85%> 15%. Thus, it can be concluded that literature is more influential on literacy activities. Through literature, students' writing skills are increasing.

Keywords: literacy, literature, ability, writing.

1. Introduction

Lately it is being promoted literacy activities, especially in education. Literacy activity requires students to be diligent in reading. Not only emphasize the skills of reading and writing, literacy activities also rely on skills and other abilities. According to the National Institute for Literacy, literacy is an individual's ability to read, write, speak, count and solve problems at the level of expertise required in work, family and society. Based on this it can be understood that literacy activities involve several aspects and based on contextual perspectives.

In line with that, Gomez adduce that in the development of time, the notion of literacy is not only related to literacy or language, but developed into a functional concept in the 1960s that is literacy related to various functions and life skills (Gomez, 2008). Thus, it can be concluded that the literacy activity covers all aspects, such as reading, writing, listening, speaking, skills, potential, and knowledge widely.

Literacy activity are essential for the development of all areas of the State builder. The world of education is one area that can play a role in cultural cultivation literasi. Education and literacy skills are two very important issues. Progress of a country is directly dependent on the literacy rate in that country. Therefore, educated people are expected to do their job well.

Application of literacy activity is also described in Permendikbud number 23, 2015 on the growth of manners through the habit of reading non-lesson books for 15 minutes every day before the learning begins is a way to continue the literacy movement. In connection with the permendikbud, schools in Indonesia began to implement literacy activities as part of school learning activities. One of the schools in Surabaya that apply literacy activity is SMPN 19 Surabaya. In the early application of literacy activities, students feel confused about literacy activities and readings they should read. This is the basis for this research. One of the obstacles to literacy activities is the lack of reading books. Thus, researchers took the initiative to guide students to familiarize themselves with literacy activities and to show appropriate reading books. As a way of familiarizing students in literacy activities, researchers want to know the favorite reading of students, in this case literature and non literature text.

As has been pointed out, that literacy includes several aspects, one of which is the ability to write. In this study, the ability to write serve as a benchmark for achieving literacy activities. Someone is said to have literacy skills if he has acquired basic language skills of reading and writing.

Finally, based on the previous description, it can be formulated the problem "How is the influence of literacy activities through literature and non literature texts on improving students' writing skills?"

2. Methods

This research is a one-group pretest-posttest design. This type of study used pretest before treatment was administered. After being given treatment, students are given a posttest (final test) to determine the improvement of students' writing skills

$$O_1 \ X \ O_2$$

Explanation:
X   : treatment
O_1 : pretest
O_2 : posttest

(Sugiyono, 2015:111)

In this study, students are given pretest in the form of questions related to reading "Biography Soekarno" and short story entitled "Mata yang Enak Dipandang" by Ahmad Tohari. While posttest is done by assigning the reading of novel "Rantau 1 Muara" by A.Fuadi in the first week after pretest. The following week's assignment was by reading a non literature book entitled "Beasiswa 5 Benua". In the assignment, students are asked to make review and synopsis of books that have been read (done in the class). In addition to using the test, researcher also used questionnaires in an attempt to determine the interest of reading students. Prior to the questionnaire, researchers have provided several literature and non literature books (about 37 books). After that, students are given the opportunity to choose books as they wish. Next the students write a synopsis of the book he has read. The researcher collects the books the students have selected. After the activity, students were given a questionnaire.

This research involves students of SMP N 19 Surabaya class VIII B which amounts to 37 students. The data analysis is done through stages, 1) calculating the average of each student's score based on pretest and posttest, 2) comparing pretest and posttest results based on the text used (non-literature and literature), 3) comparing test results with questionnaire results, 4) interpret data, 5) make conclusion of research result.

3. Result Discussion

Literacy activity begins with a discussion about the concept of literacy, literacy issues, and the impacts that can be obtained through literacy activities. Then, given a pretest. The pretest results show when using literature text, higher than using non literary. When using literary reading, the average pretest is 67.3. Meanwhile, while using non literature reading, the average pretest is 72.6. After the pretest, a reflection on the discussion of literacy and reading has been given.

Post test results show an increase in both treatments, using both literary and non-literary text. The average posttest result when using literature reading is 84.5. Meanwhile, when using nonsastra the average result is 79.8.The results are illustrated in the following diagram:
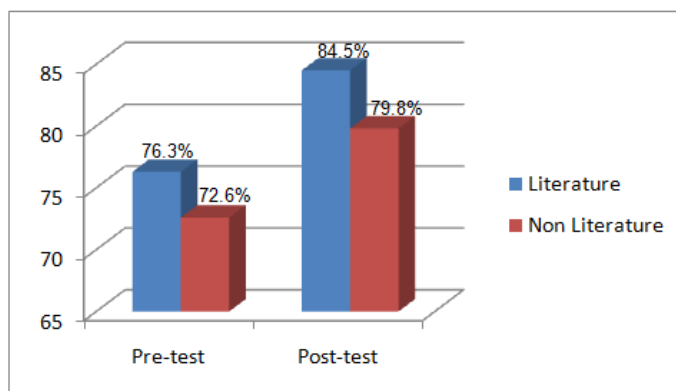
Based on the average list, literacy activities using literary texts on writing ability increased by 83%. Meanwhile, when using non literary text, writing ability increased by 31%. It appears that students are more understanding and interested in literary reading than non literary.

The results are supported by the questionnaire given to the students. Spreading the questionnaire aims to determine the interest of reading students to literature and nonsastra literature. The questionnaire results indicate students' reading interest in literary text is greater than non-literary, that is 85%> 15%. Students prefer literary text because they are easier to understand and use simple language. Literary text also contains a purpose for entertaining. In addition, reading literary can also form a critical and creative attitude and sensitivity to the phenomenon of life in the social and cultural environment as well as natural surroundings. Literature can foster the subtlety of character, strengthen the character of the nation, and increase the interest of reading.

4. Conclusion

So, it can be concluded in class VIII B, the use of literature reading more on literacy activities. Through literature, students' writing skills are increasing. However, the achievement of this study is of course not limited to prove the interest in reading further reading in literature or non-literature text. This research is easier to increase students' reading interest in the next process. If you want to foster interest in reading or even cultivate reading interest in students, as educators should be able to cultivate a sense of curiosity of students to the reading. One way is through deceptive readings. Educators should be able to provide a suitable and popular supplement student. If the students already like reading, they will gradually love all kinds of reading.

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Functions and Roles of Higher Education Institutions of Environmental Health in Addressing the Problems Environmental Health in Indonesia

Misbahul Subhi

STIKES Widyagama Husada, Malang City, Indonesia
Email : subhiwgh@gmail.com

Abstract

Environmental health is an effort to prevent disease and / or health problems from environmental risk factors to realize healthy environmental quality from physical, chemical, biological, and social aspect. In the implementation of environmental health, health human resources are required that have the skills and competencies gained through education and training. Higher education is the level of education after secondary education that includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on Indonesian culture. The accredited health education educational institutions in Indonesia are 53 institutions, 36 diploma level III institutions, 12 diploma level IV institutions, 3 undergraduate institutions, and 2 master level institutions. The institution functions and acts as follows: Student and community learning container; the educational container of the future leaders of the nation; Science and technology development center; the center of the study of virtue and the moral power to seek and discover the truth; and the nation's civilization development center implemented through Tridharma activity, which is conducting education, research, and community service.
Keywords: Role and Function, Higher Education, Environmental Health

1. Introduction

Environmental Health is an effort to prevent disease and / or health problems from environmental risk factors to realize healthy environmental quality from physical, chemical, biological, and social aspect. Where the risk of vector and zoonotic disease is still very high, among others: Dengue Hemorrhagic Fever (DHF), Chikungunya, Filariasis, Malaria, Rabies, Leptospirosis, Anthrax and Bird Flu.

In the implementation of Environmental Health, health human resources are required that have the skills and competencies gained through education and training. Higher Education is the level of education after secondary education that includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on Indonesian culture.

In the implementation of Environmental Health, the Central Government, provincial government, district / municipal governments are in accordance with their authority, and the community utilizes appropriate technology, supported by research, technology development and screening, laboratory testing, and does not cause health problems with funding sourced from the State Budget (APBN), Regional Revenue and Expenditure Budget (APBD), the public, or other legal sources in accordance with the provisions of laws and regulations. Similarly, the implementation of environmental health education by government and private.

The implementation of environmental health is carried out within the scope of Community-Based Total Sanitation (CBTS), healthy area arrangement, drinking water, access to proper sanitation, Health Service Places (HSP), Food Management Places (FMP), Medical Waste Management and housing.

2. Research Methods

This includes descriptive research with cross sectional approach. The total population is 53 colleges with total population sample. The research instrument used an open questionnaire questionnaire, conducted in focus group discussion (FGD) in the Forum of Higher Education Institutions for Environmental Health (PIPTKL) attended by Head of Environmental Health

Education of State Universities (PTN) and Private Universities (PTS) and Profession Organization both HAKLI and EHSA.

For secondary data, obtained through reports from related agencies, among others:

a. Central Bureau of Statistics (CBS)

b. Indonesia Health Profile Year 2016

c. LAM PTKes

3. Discussion of Results

Population for a country can be a boon, but also a problem. Here's the population of Indonesia.

Table 1: Population Year 2012-2016 by sex in Indonesia (in millions)

YEAR	GENDER		TOTAL
	Man	Women	
2012	123,22	121,55	244,78
2013	125,06	123,36	248,42
2014	126,92	125,20	252,12
2015	128,37	127,09	255,46
2016	129,99	128,72	258,70

Based on the above table, for 5 years the growth of the Indonesian population an average of 3.5%. While the condition of the population of each province in the last year is:

Table 2: Population by Province in 2016 in Indonesia (in millions)

No	PROVINCE	TOTAL POPULATION
1	West Java	47.379.389
2	East Java	39.075.152
3	Central Java	34.019.095
4	North Sumatra	14.102.911
5	Banten	12.203.148
6	DKI Jakarta	10.277.628
7	South Sulawesi	8.606.375
8	Lampung	8.205.141
9	South Sumatera	8.160.901
10	Riau	6.500.971
11	West Sumatera	5.259.528
12	East Nusa Tenggara	5.203.514
13	Aceh	5.096.248
14	West Nusa Tenggara	4.896.162
15	West Kalimatan	4.861.738
16	Bali	4.200.069
17	South Kalimatan	4.055.479
18	DI Yogyakarta	3.720.912
19	East Kalimatan	3.501.232
20	Jambi	3.458.926
21	Papua	3.207.444
22	Central Sulawesi	2.921.715
23	Southeast Sulawesi	2.551.008
24	Center Kalimatan	2.550.192
25	North Sulawesi	2.436.921
26	Riau Islands	2.028.169
27	Bengkulu	1.904.793
28	Maluku	1.715.548
29	Bangka Belitung Islands	1.401.827
30	West Sulawesi	1.306.478
31	North Maluku	1.185.912
32	Gorontalo	1.150.765
33	West Papua	893.362
34	North Kalimatan	666.333

Differences in the population of each province mentioned above, is directly proportional to the problems encountered, both types and quantities. Especially in health issues in general, and environmental health more specifically.

Universities in Indonesia both owned by the government and held private, its existence is expected. But the reality in terms of quantity and quality is still not evenly distributed. No exception to the environmental health education college.

Table 3: List of Higher Education of Environmental Health Based on education level and accreditation status in Indonesia Year 2017

No	College	Strata	Accreditation
1	Andalusia Environmental Health Academy	D-III	C
2	Environmental Health Academy Jabal Ghafur	D-III	C
3	Environmental Health Academy of Mandala Waluya	D-III	C
4	Muhammadiyah Makassar Environmental Health Academy	D-III	C
5	Environmental Health Academy of South Sumatera Provincial Government	D-III	B
6	Polytechnic Banjarnegara	D-III	B
7	Health Polytechnic of Ministry of Health Aceh	D-III	B
8	Health Polytechnic Ministry of Health Bandung	D-III	B
9	Health Polytechnic Ministry of Health Banjarmasin	D-III	B
10	Health Polytechnic Ministry of Health Denpasar	D-III	B
11	Health Polytechnic Ministry of Health Jakarta II	D-III	A
12	Health Polytechnic Ministry of Health Jambi	D-III	B
13	Health Polytechnic Ministry of Health Jayapura	D-III	C
14	Health Polytechnic Ministry of Health Makassar	D-III	B
15	Health Polytechnic Ministry of Health Mamuju	D-III	C
16	Health Polytechnic Ministry of Health Manado	D-III	B
17	Health Polytechnic Ministry of Health Padang	D-III	B
18	Health Polytechnic Ministry of Health Pontianak	D-III	A
19	Health Polytechnic Ministry of Health Surabaya	D-III	B
20	Health Polytechnic Ministry of Health Yogyakarta	D-III	B
21	Health Polytechnic Ministry of Health Bengkulu	D-III	B
22	Health Polytechnic Ministry of Health Jayapura	D-III	B
23	Health Polytechnic Ministry of Health Kupang	D-III	B
24	Health Polytechnic Ministry of Health Maluku	D-III	B
25	Health Polytechnic Ministry of Health Medan (campus Kabanjahe)	D-III	B

26	Health Polytechnic Ministry of Health Palu	D-III	B
27	Health Polytechnic Ministry of Health Tanjung Karang	D-III	B
28	Health Polytechnic Ministry of Health Tanjung Pinang	D-III	B
29	Health Polytechnic Semarang	D-III	B
30	Health Polytechnic Ternate	D-III	C
31	Health Polytechnic Yapkesbi Sukabumi	D-III	C
32	Hakli College of Health Sciences	D-III	C
33	College of Health Sciences Muhammadiyah Palembang	D-III	B
34	High School of Health Sciences Muhammadiyah Samarinda	D-III	B
35	Wira Husada Health Sciences College	D-III	C
36	High School of Environmental Engineering Mataram	D-III	C
37	Health Polytechnic Ministry of Health Aceh	D-IV	B
38	Health Polytechnic Ministry of Health Bandung	D-IV	B
39	Health Polytechnic Ministry of Health Jakarta II	D-IV	A
40	Health Polytechnic Ministry of Health Yogyakarta	D-IV	B
41	Health Polytechnic Ministry of Health Banjarmasin	D-IV	B
42	Health Polytechnic Ministry of Health Denpasar	D-IV	B
43	Health Polytechnic Ministry of Health Makassar	D-IV	B
44	Health Polytechnic Ministry of Health Manado	D-IV	B
45	Health Polytechnic Ministry of Health Padang	D-IV	B
46	Health Polytechnic Ministry of Health Pontianak	D-IV	A
47	Health Polytechnic Ministry of Health Surabaya	D-IV	B
48	Health Polytechnic Ministry of Health Tanjung Karang	D-IV	B
49	College of Health Sciences Ibnu Sina Batam	S1	B
50	Widyagama Husada Health School	S1	B
51	University of Indonesia	S1	B
52	University of Airlangga, Surabaya	S2	A
53	Diponegoro University	S2	B

Table 4: Recapitulation of Higher Education of Environmental Health Based on education level in Indonesia Year 2017

INSTITUTION OF ENVIRONMENTAL HEALTH EDUCATION	AMOUNT	TOTAL
D3	36	
D4	12	53
S1	3	
S2	2	

From these results, the environment health education college in Indonesia can be said to be quite good, where the universities that get accreditation A as many as 5 institutions (S2: 1 PT, D-IV: 2 PT, and D-III: 2 PT). The most accredited agencies are B, 70% (S2: 1 PT, S1: 3 PT, D-IV: 10 PT, D-III: 23 PT, Total 37 PT). While the accredited C only 11 PT the overall tiered D-III.

These data are all obtained primarily (interviews with university leaders and professional organizations) or secondary (reports of related institutions), where the results obtained that the universities of environmental health education in Indonesia perform the following functions and roles:

a. Student and Community Learning Container;
b. the educational container of the future leaders of the nation;
c. Science and Technology development center;
d. the center of the study of virtue and the moral power to seek and discover the truth; and
e. national civilization development center.

In performing the functions and roles of universities in environmental health education in Indonesia, implemented through Tridharma activities set out in the respective college statutes.

4. Conclusion

The accredited health education educational institutions in Indonesia are 53 institutions, 36 diploma level III institutions, 12 diploma IV level institutions, 3 undergraduate institutions, and 2 masters degree institutions. The institution functions and acts as follows: Student and Community learning container; the educational container of the future leaders of the nation; Science and Technology development center; the center of the study of virtue and the moral power to seek and discover the truth; and the center of the development of the nation's civilization carried out through the activities of Tridharma, namely organizing education, research, and community service.

Each environmental health education college is very important in the national development, especially in the field of environmental health in Indonesia, either diploma, bachelor or magister program in accordance with the type of college.

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Strengthening Character Education Through Digital Literacy in Students in Primary School

Muhammad Fajri, S.Pd

State Primary School of Pondok Petir 01, Depok City, Indonesia
fkm.jrie27@gmail.com

Abstract

Strengthening character education needs to be implemented operationally in habituation settings in primary schools in educational processes in primary schools. The habituation process needs to be implemented through the operational steps of praxis one of them through digital literacy in students in primary school. Digital literacy is an individual's interest, attitude, ability to use and utilize digital technology and communication tolls to access, manage, integrate, analyze, and evaluate information, build new knowledge, create and communicate with others in order to participate actively and effectively in society. The development of the digital era today is very rapid. In addition to the rapid, also affect the lifestyle that implicates in how the socialize. It's not independent of the individual in primary school age generally, among others: (1) habituation; (3) development; (3) learning. In these three stages a series of chronological hierarchical steps are carried out on the level of educational units especially in primary schools. Through the introduction and strengthening of character education through habituation tha's done by bringing the students closer to the digital and information is very much things to be prepared beforehand. In addition, strengthening the character education of students through both contextual and conceptual training and reinforcement through digital literacy will provide students with new insights on how to manage and elaborate the vast and fast information, sorting out the correct and useful information without getting provocate and false information. Through the use of digital diteracy in primary schools, it's expected to strengthen character education effectively for the creation of the 2045 gold generation that is ready to face of fast-paced and unpredictable life.

Keywords : Character Education, Digital Literacy, Primary School

1. Introduction

Character education as a conception rooted in the existence of positive culture is applied chronologically and hierarchically in the form of simple but continuous actions. The whole will become a positive habit that is applied and used as a form of reference for someone to see, observe, identify, examine, and decide a phenomenon that occurs in everyday life. The presence of strong and weak characters as a tangible form of how the individual is said to be qualified or not. Thus, the character education is done to make a person (in this case the student) a strong person, ready to face the reality and challenges of future life that is fast and unpredictable.

In the context of its development in Primary School, character education has now been echoed through a form of strengthening character education (PPK) which is directly implemented through the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud RI). At the level of educational unit, especially at Primary School and equivalent, character education has become one thing that is very familiar in the series of educational process in primary school itself. Curriculum development in each educational unit has provided space for character education process in a framework and curriculum content implemented through hierarchical education process in the form of habituation, learning process, and extra-curricular activities.

Strengthening character education in the context of education in primary school is currently an update issue that develops in line with the implementation of the education process in primary school. Establishment of strengthening the education of this character is the student itself as a subject as well as objects in the process of education that is implemented. in this sense, students become the main affiliates of how the development and optimization of character education is integrated in the content of learning, extra-curricular activities, and habituation processes in everyday life in school. Thus, there are important things to be observed regarding how the strengthening and process of character education is implemented that is by observing aspects of student development.

The development and implementation of the character education process in primary schools is not faced with challenges and obstacles either directly or indirectly on the implementation. The growing number of digital world developments, for example, are currently evolving into a challenge and major disruption to the strengthening of character education

progress in primary school students. Today, the development of the digital world is very fast and complex. This condition brings many influences that have implications for how the educational process is developed and implemented. In the process, digital content is easily accessible to primary school-aged children in terms of accessibility, as well as parental allowances that allow their children the freedom to access various websites without being accompanied. It is said by the parents because their children are afraid of being told*gaptek.*

The current problem is that the series of educational processes implemented in primary schools in particular have not been fully able to cover all the factual problems that exist in the social phenomenon. For example, the concept of digital literacy but Indonesia is still under other countries in terms of utilization of digital devices in the education process in schools. However, the facts on the ground show that among the G-20 member countries, Indonesia is still classified as minimal digital literacy (Haryanto, 2017). In line with this fact, Permadi said that one policy of infrastructure development, technology should be balanced with the understanding of digital content so that negative content such as hoax, cyber bullying, and hate speech are not absorbed by society (Haryanto, 2017). If seen in neighboring countries such as, New Zealand who have implemented digital literacy programs since Primary School, Australia and the EU which when doing infrastructure development with balanced technology knowledge (Haryanto, 2017). These things are still not realized by us as a country that is ready to face the era of globalization in various sectors of life. A similar statement was said by Wiratmo that "hate speech in an increasingly popular social media shows a low understanding of digital information"(Rezkisari, 2017).

The rapid flow of globalization that is accompanied by information in the digital age is not currently fully filtered and covered by a series of educational processes conducted in primary schools. One of the efforts that needs to be done is to strengthen the image and self of the students themselves to be able to become and show themselves as Indonesian identity and personality based on the 4 pillars of nationality. In the next process, implementation in the field, especially in the education sector through the education unit in primary school is done by strengthening the character of the students in the form of strengthening character education which is developed in the form of operational praxis but continuous. So, in this description will explain how to develop and strengthen character education for students in Primary School through digital literacy for the creation of next gold generation in 2045. In the end, created the expected gold generation that is ready to face all the challenges and future realities that are all complex and unpredictable.

2. Description
2.1. Character Education

Education is every effort, influence, protection and help given to the child to the child's maturity, or rather to help the child to be adequately qualified to carry out his own life tasks (Hasbullah, 2005). Education is assumed to be any kind of action, effort, influence or protection afforded to the child for the purpose of giving children maturity, helping them to carry out their daily activities without relying on others for giving them that all the activities they do are their own responsibility. The intended effect is everything that comes from adults (or created by adults such as school, books, daily life cycle) and addressed to people who are not mature enough who need guidance and supervision to avoid misappropriation of knowledge gained by the child.

John Dewey in Elmubarok states that education is everything gained along with growth (Elmubarok, 2009). The process of growth of the child in developing himself in the perfect direction toward the more familiar with the concept of long life education that education lasted for his life. Education, happens not only when a person learns formally in school but education takes place at any time as a person grows. So, at that stage, a person undergoes an educational process. The educational process in question is when a person along with the growth of learning or gain knowledge of the events he experienced or events that he learned from what experienced by those around him.

Kesuma, Triatna and Permana provide views on the character that the character derives from the value of something (Dharma Kesuma, 2011). The emergence of that value can be based on the results of the mind and heart of the individual who are united and shown in the form of deeds and mindsets. which is manifested in the form of child behavior that is called character.So a character attaches to the value of the behavior.Thus, the character according to this definition can be viewed as an individual assumption to determine, view, and assess something both physical and non-physical through the process thinking and manifesting through thought patterns, speech, and actions that can be seen and observed.

Character directs the individual to the future (Albertus, 2007). With a strong character and strong, will help a person, especially students to analyze, interpret and, decide something in personal and social life appropriately. In the process of everyday life, many things are seen, felt, and not infrequently these things force the brain to think to look at, address, interpret, and decide on what has been experienced by each individual to perform an action that should be as a demand circumstances that are not told directly. To develop and plan a future order that is neat and measurable and realistic, requires a thoughtful process and consideration. It takes high ability to determine which aspects need to be done and which ones need not be done (or better known as priorities). It is intended that the decision-making process is a final process that is never repeated even regretted by the individual concerned. In the end, the individual will reach the point of success based on planning and prediction that has been carefully considered before.

Lickona in Muslich assumes that people characterize the nature of a person in responding to a moral situation, manifested in real action through good, honest, responsible behavior, respect for others and other noble characters (Muslich, 2011). Character possessed by a person naturally derived from experience or other habits which is then shown in the form of good habits or good behavior that someone does continuously.

Character is closely related to moral knowing, moral feeling, and moral action. The three character-forming components according to Lickona awakened to the values of mutual goodness of one value with another value, the following (Lickona, 1991):
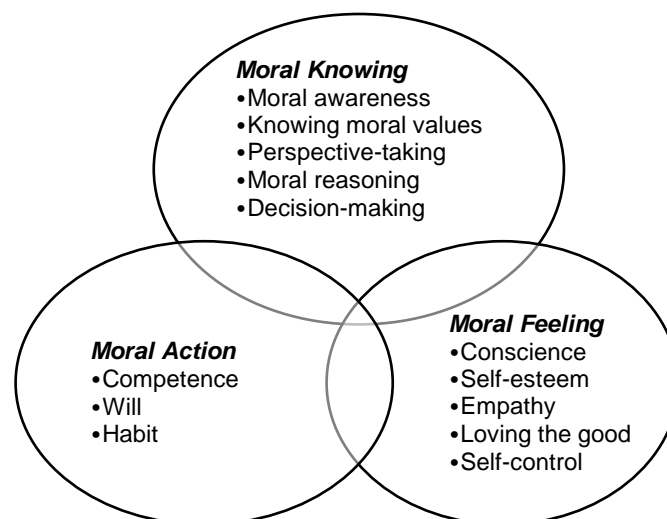
Figure 1. Components of Good Character by Thomas Lickona.

Character education is a conscious effort that a person who has grown up to the child systematically and planned toward the maturity meaning that the child can develop the potential it has through the process of thinking and realized through the mindset, words, and actions that can be seen, measured, and observed. It then becomes an action, behavior, way of thinking and speech in the right habits in everyday life in living his life in the social environment both as individuals and members of society. A person of good character and strong are those who have responsibility for what they do and say, consistent between deeds and speech, and are able to identify all phenomena that develop correctly and correctly by not excluding public interests above personal gain.

Hasan, *et.al* describes the components of the combined character in the form of values and descriptions of the values of cultural education and the character of the nation, among others: (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) the spirit of nationality; (11) love the homeland; (12) appreciate achievement; (13) friendly / communicative; (14) love of peace; (15) likes to read; (16) care about the environment; (17) social concerns; (18) responsibility (Said Hamid Hasan, 2010).

In its development, as stated in the character education strengthening program, there are 5 values that identify the character as education axis, such as: (1) religious; (2) nationalist; (3) independent; (4) gotong royong; (5) integrity (Anonim, 2017). These five key values are as the Government's efforts to participate in the optimization of the national movement of the mental revolution. It is claimed that a strong character forms the individual to be the agent of change for himself and the surrounding community. In the future, the 2045 generation of gold has a strong

character and is able to give color, change, and innovation in a globalized world of Indonesia (RI, 2017).

2.2. Digital Literacy

Digital literacy has an understanding of the web and search engines. Individuals have a notion that not all information available on the web network has the same quality. Given this, individuals slowly but surely will try to accept and reject sites on the web that can be trusted and not. In the realm of digital literacy, individuals can choose search engines that are more effective and reliable to get a set of important information they need and trusted and credible information presented on the web.

The term popular digital literacy around 2005 ago (Charles H. Davis, 2011). Digital literacy is assumed as a theme for dealing with hypertextual information in the sense of unordered reading with computer help. The term used in the 1980s (Charles H. Davis, 2011) in the general view of time digital literacy is assumed as the ability to connect with hypertextual information in the sense of non-sequential or non-sequential reading with computer help (Bawden, 2001). Gilster (Gilster P. , 1997) then developed the concept of digital literacy as the ability to understand and use information from various digital sources. In other words the ability to read, write and relate to information using the technology and format that exist in its time.

IFLA ALP Workshop describes one part of information literacy is digital (Workshop, 2006). Digital literacy is the ability to understand and use information in various formats via computer. Based on its development, the tendency exists that the user (in this case is the individual who uses the computer) does not know or care about the source of the information it disseminates more on what way to access it.

Digital literacy is a set of attitudes, understandings, and skills in various media and formats. Other definitions related to digitizing by connecting, comunicating. The term discovery breaks down into source selection, rediscovery, and access (Charles H. Davis, 2011). In summary, digital literacy on the things that matter in the digital information age.Digital literacy coverage of understanding about the Web and search engines. User understands not all information available on the Web is of the same quality; so the user can gradually refuse which websites are reliable and legitimate and which situations can not be trusted. In this digital literacy the user can choose a good user machine for their information needs, can use the search engine effectively (eg with "advanced search".

Digital literacy is the ability to understand and use information from various sources presented through digital tools (Gilster P. , 1997). The assumption is more comprehensive by Bawden. He identified 7 aspects related to digital literacy, among others: (1) assembling knowledge by building information from various reliable sources; (2) information ability; (3) the ability to read and understand non-sequential and dynamic information; (4) awareness of the meaning of media media and its relation with network media (internet); (5) awareness of network access that can be used as a reference and help; (6) filtration of incoming information; (7) feel comfortable and have access to communicate and information (Bawden, 2001).

The mastery of digital literacy needs to be balanced with various prerequisite competencies that can equip individuals especially in primary school students to avoid the negative things that occur due to the use and utilization of digital literacy. In digital literacy, the main targets are: (1) digital and non-digital understanding format; (2) the creation and communication of digital information; (3) information; (4) assembling or assembling knowledge; (5) information literacy; (6) Media literacy (Charles H. Davis, 2011). Fifth Competition is a prerequisite that needs to be mastered by someone, especially students in primary school to be able to utilize digital literacy to help the learning process within and outside the classroom effectively, efficiently and optimally.

2.3. Student in Primary School

Characteristics of students at the primary school level can be seen based on the categorization put forward by experts or experts developmental psychology. This assessment is done so that in the learning, teachers can develop the potential students appropriately according to the characteristics and tasks of its development. To know the characteristics of elementary students, it can refer to Jean Piaget's cognitive developmental theory, Erik Erikson's psychosocial theory, and moral progression theory Lawrence Kohlberg. Discussion of the students' development of the three theories can clarify the students' cognitive and moral development positions so that they can be used as a basis for developing students' potential in learning and emphasizing the affective aspects of students in primary schools.

Based on Piaget's cognitive development theory, children at primary school age are at a concrete operational stage (7-11 years). The general characteristics of concrete operations children are children with a practical, concrete, and tied to the world of everyday life. In addition, children can also form concepts, see relationships, and solve problems as long as they involve objects and situations that he knows (Nur, 2004). Some characteristics that characterize the child's developmental stage in this concrete operation include; (1) the child is no longer egocentric, but already has a decentralized thinking; (2) child thinking is reversible, meaning that the child can already understand something from two directions, or already can think upside down; (c) the child is able to sort and classify the object, (4) the child's thinking is more decentering, meaning the child at this stage can see an object or problem from various aspects or as a whole; (5) children can already think of causality in more depth (Suparno, 2011).

Teachers should be able to model / model for students. Teachers should be careful in behaving, speaking, and doing because it will greatly affect the student's personality. It is as Zuriah pointed out that one of the strategies of integrating character education (moral values) in primary school is through exemplary or exemplified by both teachers, principals, and school administration staff (Zuriah, 2007).

Erikson views development as a journey through a level order. Each level has its own specific goals, concerns, abilities, and perils. At every level, according to Erikson is a developmental crisis. Each crisis involves a conflict between a positive alternative and an alternative that has unhealthy potential. The way in which individuals solve every crisis will have an in-depth effect on individual self-image and views on society (Woolfolk, 2010).

Based on eight levels made by Erikson, the age range of students at primary school level includes the psychosocial development stage at (4) level ie self-esteem vs low self (6 s.d. 12 years). In this case it is necessary to see the characteristics of psychosocial development of students on tingakat believe vs. low self that Erikson proposed. In the early years of school, students are developing what Erikson calls "confidence" (industry). They begin to see the relationship between perseverance and satisfaction gained from completing a job (Woolfolk, 2010). Children living in today's modern society, schools and the environment certainly offer a new challenge that is more complex and vulnerable to influences both within and from the environment. In this phase interaction with peers becomes very important. If the child is able to adapt to the environment, completing school tasks, group work, can bring the student towards the development of a positive (positive) taste. Conversely, if students fail, difficulty in overcoming this challenge can bring a sense of inferiority.

If looking at the characteristics of children at primary school age based on Erikson's opinion above, then the learning in primary school should be more emphasized on the development of student affection aspects, because the emphasis on this affection aspect will be able to form a positive student personality in a conducive social environment. The cultivation of values like cooperation, compassion, tolerance, responsibility, appreciation, generosity, etc. can help the student through the critical phase of low self-esteem. Because the social environment that is formed can provide wide opportunities for students to develop a positive attitude.

Kohlberg divides moral development in three typologies: (1) pre-conventional: the characteristics of this phase are children behaving well, obedient, and seeing things from physical consequences, such as what punishments, rewards or goodness will be accepted when committing a particular act; (2) conventional or so-called conformist phase: the characteristics of this phase is that the child has defended the rules of the group and its people, adjusting to the social order and defending it; (3) conventional post: in this phase the child already has a push toward autonomous moral principles, independent, and has validity in moral application (Slavin, 2006).

Kohlberg believes that moral dilemmas can be used to show the child's moral reasoning level, but only step by step. Children move from one stage to the next is by interacting with others whose reasoning is one or two steps above them. In this case the teacher can help the students step in moral reasoning by incorporating the discussion of justice and problems into learning, especially to respond to events that occur within the classroom or within the wider society. Based on the stages of moral development, in shaping the character and morale of students, especially primary school students, teachers / educators are required to be able to grow the social skills necessary to enable students to become socially autonomous and socially competent people. Under these circumstances teachers should be able to become good role models for their students and be able to provide stimulation to encourage their students to behave and behave in accordance with the values, morals and norms that exist. Spontaneous punishment or praise on

any student behavior that is not good or good is needed to stimulate the moral development of students.

2.4. Strengthening Character Education Through Digital Literacy in Students in Primary School

Character education is a form of conscious effort of education actors in order to form a generation that is competitive and strong in striving. It brings implications to how the series of educational processes implemented can facilitate a series of actions in the form of strengthening character education at the level of educational units, especially at elementary level. The series of activities for the sake of the activities carried out for the creation of a generation of strong character that is able to provide answers to various issues of life and the growing global phenomenon. In addition to being able to become problem solvers against the various complexities of life that occur in the future.

Strengthening character education through the development of digital literacy in its implementation is intended to provide students with a correct understanding of how to utilize digital media appropriately and wisely. The use of digital means, especially in the form of means of communication such as HP devices and the like, brings many impacts positively or negatively. To eliminate the negative stigma is required mastery and understanding correctly to students about how to treat and use the communication device in question. The role of parents (or older) here is very important so that students are not misguided and loss control.

Optimization of digital literacy in the context of strengthening character education in primary schools is done in 3 dimensions in SD, among others: (1) the learning process is implied or explicit; (2) habituation process in everyday life in school; (3) extra-curricular activities outside of study hours. In the process, the three dimensions of character education development and reinforcement are carried out in line with and support one another with other dimensions.

In terms of digital literacy implementation, the implementation is done in 3 stages, among others: (1) habituation; (2) development; (3) learning. The series of activities that are included in the habituation stage are done in the process of habituation in the daily process of education in primary school through the form of simple but continuous activities such as giving greetings when meeting teachers and older people both inside and outside school, both at the time of hour both learning and out of hours. This habit is accompanied by a series of understanding of attitudes through meaningful impressions in the digital context that the teacher shows in the classroom when the lesson is being performed. As for development activities is an advanced step that is done to be able to optimize the character of students who have been trained in the context of habituation within the school environment and outside the school. this activity is done through cooperation between the school especially with the parents of students in controlling all actions and speech of the students as a form of implementation of the process of strengthening character education in the right target. Learning is a conscious effort done by students through the use of digital content which in this process the role of parents and older people (both teachers and parents themselves) is very important. Students are given the freedom to access various digital content through the network of sites available on the internet. However, even if students are given the freedom, both teachers and parents keep the control process in the form of supervision to the students so that students are not wrong assumptions related to the freedom of surfing in cyberspace. In addition, students also need to be given the understanding and awareness of whether or not the importance of information on the internet, as well as what is required is what he is looking for.

3. Conclusion

Strengthening character education of students in primary schools through digital literacy is an urgency that needs to be done immediately. It is as a phenomenon that develops today, the negative things due to the influence of digital media is perceived as a result. The low ability of individual, especially students in primary school in reviewing reliable information from both digital and non-digital content, has an impact on the low of digital literacy in Indonesia cumulatively.

The series of activities as a conscious and planned effort to reach the 2045 gold generation that can answer the challenges of the future one of them through the development and strengthening of character education with various media conducted by the government. Enterprises are aware and planned through the education process in an effort to familiarize the process of life is right, polite, and efficient for students as a subject as well as object of education in school khsuusnya is one big thing that made betting investment future of this nation.

Strengthening character education through digital literacy brings students to the world they will live in the future where globalization becomes an unavoidable reality. Elementary students are now given provisions in the ability to process and identify various existing digital content, identify various information in cyberspace wisely and precisely, avoiding not to see provocative content, hate speech, pronography and porno action, negative things that will ruin his mind.

Students are given provision through digital literacy how to make digital tools such as the Internet as friends and partners in learning and work. It does not make the Internet the sole source of reference in processing and identifying the various problems and truth information it refers to. Thus, elementary students can avoid the dangers of using digital content in the internet and can control it as a conscious effort so as not to fall asleep in surfing in cyberspace.

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The Development of Project Based Learning Teaching Materials for Training The Creative Thinking Skill of Vocational High School Student on Electrolysis Matter

Ninik Nigusti Ayu Sunardi, S.Pd.

Department of Science Education, Surabaya State University, Surabaya, Indonesia[1]
niniksunardi@mhs.unesa.ac.id

Abstract

The research aimed to develop the valid, practical, and effective project-based chemistry teaching materials for training the creative thinking skills of vocational high school student on electrolysis matter. This research is developed using Dick and Carey's model and followed by one group pretest-post test design. The subject of this research is chemistry teaching materials that consist of syllabus, lesson plan, student worksheet, student book, creative thinking skill instrument. It was conducted on 20 tenth grade students in vocational high school. The data collecting methods used validation sheets, observation sheets, test and questionnaire. The results of this research indicated that: (1) teaching materials developed are valid; (2) the implementation is in good category; (3) the students become active in learning process; (4) the creative thinking skills of the students showed improvement in the medium category; (5) the students gave positive response to learning process. Thus, the project-based learning teaching materials that have been developed are valid, practical, and effective for training the creative thinking skills of vocational high school student on electrolysis matter.

Keywords : Project Based Learning, Creative Thinking Skill, Electrolysis

1. Introduction

Education in Indonesia gradually changes in line with technology, information and environment, thinking ability, matter development which is relevant for students. The curriculum 2013 leads students to construct their own knowledge through learning activity which is not merely conducted inside the classroom. The main purpose of the curriculum are to prepare Indonesian people to have ability to be productive, creative, innovative, so that can contribute to the society, state and nation. It applies to all subjects, especially chemistry.

The discovery of concepts and theories in chemistry need an extraordinary of imagination ability, but different from daily chemistry learning such as problem solving, formulating hypothesis, and modeling need creative thinking skill (Hadzigeorgoiu, et. al., 2012). Muhamed (2006) states that scientific creativity is defined as scietific work using various process aspects, cognitive aspects, and ability to find then solve problems in appropriate way. Teachers can develop students' scientific creativity by using appropriate learning models so that efforts can provide learning opportunities to facilitate the development of student creativity.

Susanti and Muchtar (2008) state that project-based learning can train students to think creatively, rationally, improve their understanding and provide real-life experiences. This learning model involves learners in the transfer of knowledge and skills through the process of discovery with a series of questions composed in tasks or projects outlined in six steps: (1) identifying project questions, (2) formulating design strategies, (3) designing products, (4) manufacturing the pproducts, (5) presentation and (6) evaluation (Mergendoller and Thomas, 2007). The application of production-based learning at vocational high school can introduce students to a real working environment. Thus a suitable learning model used for vocational high school is a project-based learning model.

Researcher got 62,5% of tenth grade students of a vocational high school in Tuban state that electrolysis is a difficult matter. Researcher found out that in chemistry subject a lot of student get score less than 80. Chemistry in vocational high school is an adaptive subject which is a non-vocational subjects given to the students as a supplement of productive ability. But another fact found that the students are actually never involved in experimental activities by using a scientific approach according to the demands of Curriculum 2013. During this time the electrolysis matter is delivered adjust to the remaining time allocation in chemistry subjects, if the time allocated is exhausted then the students are entrusted to self-study or assignment. The learning process is often done by direct teaching when it should be electrolysis matter can be used by students to

develop their knowledge on the problems in everyday life dynamically and creatively. However, learning by trained the creative thinking skill of students has never been implemented in the school. The chemistry teacher did not have a proper chemistry teaching materials. It should be improved by realizing active learning and student-centered chemistry learning.

2. Method

This study was development of chemistry teaching materials adapted from Dick and Carey's model, then implemented to 20 students of X TKR class in SMK Negeri 3 Tuban using One Group Pretest-Postest design.

3. Result Discussion
3.1 Validity and Reliability of Teaching materials

Teaching materials developed include Syllabus, Lesson Plan, Student Worksheet, Student Book, Creative Thinking Test Instrument declared valid and reliable by three validators.

3.2 Implementation of Learning

Implementation of learning was assessed by three observers for two meetings. Observations were made to measure teacher management during the learning activities. The results are presented in Figure 1.
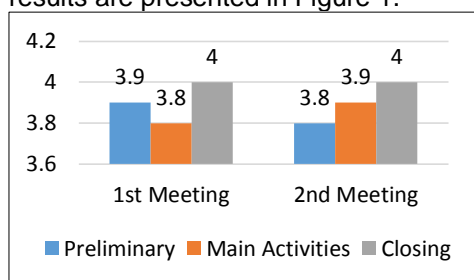
Figure 1. Implementation of Learning for Two Meetings

According to Figure 1, average score from three observers in the first then second meeting were increase with percentage of agreement between 86%-100%. This showed that the learning process in every meeting is gradually improving. In line with Bell (2010) state that project based learning is able to increase motivation, creativity of students so they have skills in the future. School as a mirror of a larger society and class is a laboratory for investigation and problem solving in real life or authentic (Ibrahim, 2010). Based on the results obtained can be stated that teaching materials developed practically used by teachers in learning.

3.3 Students' Activities

Students' activities are measured using activity observation sheets. Students' activities observed by two observers every two minutes. Results of students' activities are presented in Table 1.

Table 1. Students' Activity Through Learning

No	Activities	1st Meeting (%)	2nd Meeting (%)
1.	Make group	100	100
2.	Observe the video	90	
3.	Collect information	100	
4.	Listen teacher's explanation	100	100
5.	Read student worksheet/books	90	100
6.	Deliver argument/question	70	90
7.	Discuss about the project	100	
8.	Do the project	100	
9.	Presentation		100
10.	Irrelevant activities	10	10

Based on the data in Table 1, some student activities that stand out with a 100% percentage include make group, collect information, listen teacher's explanations, discuss about project, do the project and presentation. The results show that students actively participate during the project implementation. This is in line with Purwanto's (2015) opinion that student activity will increase with project based learning model. For irrelevant activities can be anticipated by

assigning responsibilities to the group of students to perform the tasks and to present the work of the projects they are working on.

3.4 Students' Creative Thinking Skill

Creative thinking skill test was given to the students before (pretest) and after learning (posttest) through project based learning tools, which was developed to determine improvement of students' creative thinking skill. Data about improvement of students' creative thinking skill are shown in Figure 2.
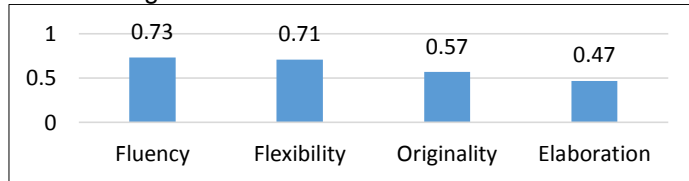
Figure 2. Improvement of Students' Creative Thinking Skill

Students' creative thinking skills improved with high categories of fluency and flexibility indicators. This is because students play an active role in doing project-based learning stages. While the indicators of originality and elaboration, students are still hesitant in carrying out the task and always rely on help from other friends. It is also influenced by the intelligence factor of each student that is different so that only increase in medium category. Students should develop their creative thinking skills on the matter taught in schools supported by their cognitive and affective aspects (Munandar, 2012).

3.5 Students' Responses

Students' responses are measured using questionnaire. Students expressed their responses about the learning tools that had been developed by filled that questionnaire. Results of students' responses are presented in Figure 3.
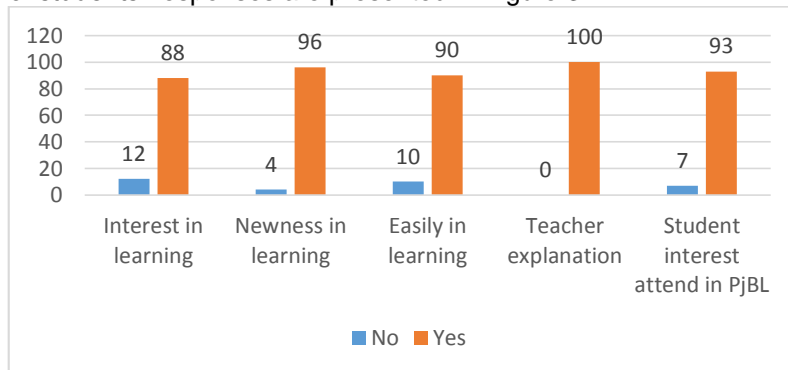
Figure 3. Students' Responses

Students' responses were measured using questionnaire. The questionnaire was handed out after the teacher was done with the learning activities after two meetings. The students' responses towards learning technique applied can be used as a basis of the effectiveness of learning. Students' positive responses on conducted learning showed that the learning was interesting to them and made them easier to understand the subject. Continuation of a positive response or attitude is the improvement of student learning outcomes because students feel motivated and ready to spend more energy in learning (Berge et al., 2003).

5. Conclusion

The project-based learning teaching materials that had been developed are valid, valid, practical, and effective for training the creative thinking skills of vocational high school student on electrolysis matter.

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Development of Supplementary Visual Art Book with Entrepreneurship Character for High School Studies

Pradana Firly Anoraga

Universitas Negeri Surabaya, Surabaya, Indonesia
pfirly26@gmail.com

Abstract

Integration of entrepreneurship and art education has the potential effect to build two competencies at once, namely the competence of entrepreneurship and art. Those kind of competencies, will eventually reduce the unemployment number which comes from the high school graduates. This research applies Dick and Carey method. The resulting product is a High School Arts Supplement Book Based On The Entrepreneurial Character. Furthermore, the feasibility product are evaluated by design, art education and entrepreneurial experts. The product of development study has been tested on a small, medium, and large scale population to determine the level of effectiveness. The results of the display validation scored is around 91.9%, the result of art material validation scored 72.5% and the result of entrepreneurial material validation 95,5%. Validation results obtained a good predicate for art material and entrepreneurial material validation results get a very good predicate. This development research product has been tested on a small scale. Results from small-scale trials includes display feasibility level with 88%, Feasibility of layout 85%, and utilization rate 93%. The whole results of small-scale trials received in very good predicate. The latter is a test of the effectiveness. Effectiveness test is done by paired t test. The results of the effectiveness test for medium scale trials using t test obtained t value= -9.183 and for large scale trials obtained t value =-22.302. With a significant of 0.000, both of them get probability significance value <0,05, it can be concluded that there is difference of result between pretest and post test result of learning using Arts Supplement Book Based On The Entrepreneurial Character.
Keywords: Research and Development, Supplement, Art, and Entrepreneurship

1. Preliminary

High school education is secondary education which projects the graduates to continue in university level. it contrast to vocational high school which identical with vocational education, students of vocational high school has many various advantages in the field of entrepreneurship because in it, there are various support programs that direct the graduates to go to the world of work, or entrepreneur. While education in high school loads more theory in everyday life. In the visual art lessons it so contrast to learning, when in vocational high schools that provide real work experience, In the visual art lessons of high school, students are given only a theory but his aesthetic experience is limited. With the theory, the students of high school expected to be a provision study more in college level. According to the fact from Indonesian Educational Statistic in Brief (2016) the number of high school students in Indonesia who continue to college level is only about 47.14% the problem is how about the other 52.86%?, if it must go directly to the world of work, it will be hard for them to compete with vocational school graduates, middle experts, and professionals while they are not equipped with perfect skill.

In response, it is necessary to have a supplement book that helps teachers to carry out learning oriented for art education, especially in the field of visual art based on entrepreneurial character. In the 21st century art began to be viewed as one of the renewable alternative resources that has an important role to drive the wheels of the economy art as a field of science that has uniqueness to hone the imagination, intuition, emotion, sense logic, and reflective reasoning are now seen as new commodities that can be developed within the framework of the creative industry. Based on the background of the problems about the condition of art education in high school, especially about the importance of entrepreneurship soft skill development for high school students, the research problems can be formulated as: (1.) How is Supplementary Visual Art Book with Entrepreneurship Character for High School Studies form that have feasibility to be used in the high school visual art learning based on expert validation? (2.) How the Form of Supplementary Visual Art Book with Entrepreneurship Character for High School Studies form that can be accepted by students on high school based on test results? (3.) How the form of Supplementary Visual Art Book with Entrepreneurship Character that has effectiveness to improve student productivity in art learning based on t test data analysis? Hopefully, with the birth of Supplementary Visual Art Book with Entrepreneurship Character for High School Studies will be able to reduce the number of unemployed sourced from high school graduates, improve the

competence and competitiveness of high school graduates, and give birth to more productive age people who open jobs, and entrepreneurship, especially in the field of creative industries.

2. Research Method

The Type of research in this project is research and development. The purpose of the development research is to produce the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies. According to Sugiyono (2014) there are two main activities in development research, first; research and literature study to obtain the design of certain products and the second; development the product with test of the effectiveness, and validity of the design that has been made, so the design can be produced and utilized by the wider community. Research and development of Supplementary Visual Art Book with Entrepreneurship Character for High School Studies using system design model developed by Dick and Carey. The selection of the Dick and Carey development model is based on the suitability of the required stages. According to Shariffudin (2007) the characteristics of Dick and Carey have a systematic approach to use in curriculum development and the design of learning programs centered on model development. Setyosari (2016) 10 step development using Dick and Carey model consists of; (1) Needs and objectives analysis; (2) analysis of students; (3) behavioral analysis of learners; (4) formulating performance and performance objectives; (5) developing instruments or test kits; (6) developing learning strategies; (7) developing and selecting learning materials; (8) design and conduct formative evaluation; (9) revise; and (10) conduct a summative evaluation.

In this research, the subject of research and development is XII students in SMA IPIEMS Surabaya, they are consist of 4 classes with IPS majors, their name are XII IPS 1 Class, XII IPS 2 Class, XII IPS 3 Class, and XII IPS 4 Class. Number of children in XII IPS 1 and IPS 2 are 41 students, as well as each class XII IPS 3 and IPS 4 there are 38 students, bringing the total population as many as 158 children. Sampling technique in group test using Cluster Sampling, that is population divided into territorial group then choose representation from each group. The sampling aims to represent the entire population. So the number of samples for field trials on the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies calculated using the Slovin formula. The result of the sample calculate are 62 children.

Technique of data collecting in this research and development is done by observation method, interview, questionnaire, and test. The details of each technique are as follows: (a.) Observation; Observation techniques were conducted to collect preliminary research data. In the observation required various sources of data as the basis of analysis and preparation of learning materials model. students. (b.) Interview; Interview techniques are conducted unstructured against colleagues, expert validators and practitioners to get input on the model of learning materials that have been developed. (c.) Questionnaire; Questionnaires are needed in the framework of product validation by experts as well as to know the user's response, in this case is the students during the limited trials around the use of teaching materials on art and culture learning activities (d.) Test; Technique of collecting data through test method is done to measure the value of the benefits of teaching materials in the series of learning activities by comparing the value of pretest, and posttest. that reflects the knowledge of students before the learning activities that utilize the teaching materials products, with knowledge of students post-learning activities that utilize teaching materials products .

Technique of data analysis used in research and development Supplementary Visual Art Book with Entrepreneurship Character for High School Studies consists of 2 types, they are: (a.) Descriptive Analysis Technique; Sugiyono (2014) Descriptive analysis technique is used to analyze data that has been collected by describing data. Descriptive analysis technique in research development of Supplementary Visual Art Book with Entrepreneurship Character for High School Studies is used to analyze data which includes content feasibility test, presentation, language, art material, and entrepreneurship materials. Descriptive analysis is also used to analyze aspects of typography on media, display aspects, presentation of materials, and the benefits of supplement books for students. Descriptive analysis is used to calculate the average and percentage of the script test, the project work data, the final result is the percentage of the level of the supplements book, and the level of student acceptance.(b.) Inferential analysis techniques; Inferential data analysis techniques are required to process the data generated from the pretest-posttest control group design process which aims to determine the changes due to the treatment of the sample and the results will be applied to the population. This analysis used t-test formula. According to Setyosari (2016) The t-test formula is a statistical test used to compare two average scores, to determine the odds that the difference between the two averages is a real difference and does not occur by chance.

3. Theoretical Basis

The expected product specification is the creation of a Supplementary Visual Art Book with Entrepreneurship Character for High School Studies that serves to complement pre-existing textbooks from the perspective of entrepreneurship in the field of visual arts. The developed supplement book is based on the 2013 curriculum and includes art-entrepreneur materials. The book content consist of: (1.) Understanding and the benefits of art (2.) Study of art field (3.) The study of entrepreneurship in the field of visual arts (4.) Study of visual arts and creative industries (5.) Innovation in the field of visual arts (6.) Art management (7.) and Moral Ethics of art entrepreneurship. As a means of explaining the material discussed, the supplement book adds illustrations, diagrams, charts and glossaries. Supplementary Visual Art Book with Entrepreneurship Character for High School Studies also accompanied by a summary, exercise questions, and discussion materials in order to provide a summary of the material per chapter, as well as a means of learning evaluation.

Theory of learning that became the reference for the preparation of the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies is the theory of constructivism. According to Vygotsky in Winataputra (2008) Constructivism theory is a theory of learning that puts science as a result of thought that is actively developed by the student itself and not accepted passively from the teachers and people around him. Furthermore the instructional design developed in this research. (Branch and Gustafson 2000) instructional design is a systematic activity undertaken to develop learning independent, synergistic, dynamic and cybernetic. beside that cooperative learning model exists in this development. According Slavin (2007) cooperative learning is the empowerment of students to learn by interacting actively and positively in groups that allow the exchange of ideas without pressure ideas. and the last one model exists in this development is Problem Based Learning. According to Ward and Stepien in Ngalimun (2016) problem-based learning model is a learning model that involves students to solve problems through scientific method stages so that students can learn the knowledge and simultaneously obtain the skills to solve the problem.

4. Result And Discussion

The results of research and development is Supplementary Visual Art Book with Entrepreneurship Character for High School Studies, systematically presented the results of development, and limitations of research. The process of developing teaching materials, in the form of art education supplement book based on entrepreneurial character is divided into 3 parts, first is the result of identification, the second is product development result, and the third is evaluation and revision of product development.

Based on the observations on art learning activities during the second semester of the academic year 2016-2017 at SMA IPIEMS Surabaya, the following results were obtained: (1) Knowledge of students around the theory in the field of visual arts needs to be improved (2) The quality of the work of art learning result needs to be improved (3) Understanding of the benefits of learning and working art needs to be improved (4) Aesthetic value of work, functional value, and understanding about the appreciation of learners need to be improved.(5) Learners need to be given hands-on experience to learn and feel the benefits of the science learned. From the results of the observations, can be concluded that students in high school level requires teaching materials which provide more specific space and knowledge about the expression, and appreciation of artwork. Learners also need to be given a stimulus to be able develop the field of visual arts also entrepreneurship.

The product of research and development is a book of Supplementary Visual Art with Entrepreneurship Character for High School Studies. This book content consist of: (1.) Understanding and the benefits of art (2.) Study of art field (3.) The study of entrepreneurship in the field of visual arts (4.) Study of visual arts and creative industries (5.) Innovation in the field of visual arts (6.) Art management (7.) and Moral Ethics of art entrepreneurship. This book as instructional materials. the form of book, contain of two material parts, namely: (1) The main learning materials, which consist of compilation of material posted in a supplement book and complemented by learning strategies, and assessment materials tailored to the instructional objectives. (2) Teaching guidelines consisting of instructional materials or books of the supplement. Teaching guidelines can be complemented by using power points or other enrichment materials so that learners can follow instructional activities under the tutor's direction.

Step of evaluation consist of 3 parts. First evaluation by experts, second evaluation by students in small trials, third medium, and large population trials. The result of evaluation by experts The Supplementary Visual Art Book with Entrepreneurship Character for High School Studies has feasibility to be used in high school is. The book is said feasible according to the validation results of the material experts in the field of visual arts education, expert in the field of entrepreneurship and media. (1) Design validation feasibility validation result is 91,9%, (2) validation of art material feasibility gets 72,5%, and (3) result of entrepreneurship validation 95,5%. Validation results obtained a good predicate for art material. if described in chart form, the validation result will look like this:
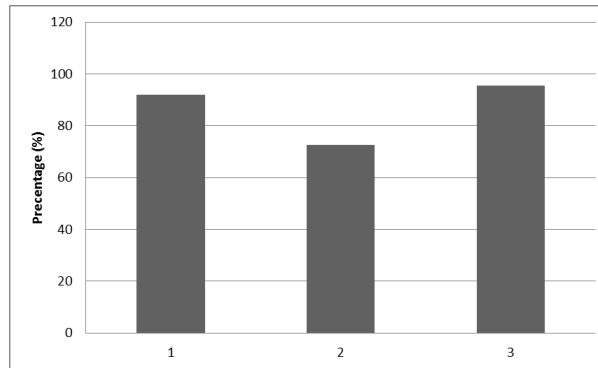
Picture 1: The Result of Expert Validation

On the sidelines of product validation must be revised, it is consist of the cover revision, layout, writing, addition of glossary, instructional goals, and materials training.

In evaluation by students in small trials, the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies is a learning supplement book that can be accepted by students, the level of acceptance includes aspects of (1) the display with the value 88%, (2) the feasibility of the presentation of 85% and (3) 93% usefulness. Small-scale test results go in the range of values 76% -100% and all get very good predicate. if described in chart form, the small trials result will look like this:
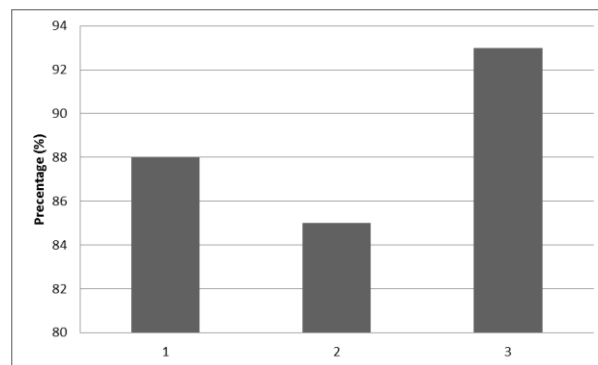
Picture 2: The Result of Small Trials

The Supplementary Visual Art Book with Entrepreneurship Character for High School Studies has effectiveness to improving student productivity, it based on the results of the middle group and large groups test using the t formula. From the results of these calculations, small group trials obtained a t-count of = -9.183 with a significant of 0.000 and for large-scale trials obtained t count = -22.302 with significant of 0.000. both of them get probability significance value <0,05, hence can be concluded that there are difference of learning result which is reflected on pretest and posttest of student after using Supplementary Visual Art Book with Entrepreneurship Character for High School Studies. If it presented, the average value of the pretest and posttest students increased 83.55%. After using the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies.

5. Conclusions And Suggestions

With the acquisition of good and excellent predicate from the expert validators, it can be concluded that the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies deserve to be published and used in art learning activities in high school; With the achievement of very good predicate from the respondents of small scale test, it can be concluded that the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies assume can be accepted by high school students; there are differences in learning outcomes that are reflected in the pretest and post test scores of students after using the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies. If it be presented, the average value of pretest and posttest, students increased by 83.55%. After using the Supplementary Visual Art Book with Entrepreneurship Character for High School Studies.

The Visual Art Book with Entrepreneurship Character for High School Studies has a good and excellent eligibility, therefore the supplement book needs to be developed further so that it can be a reference for entrepreneurial based learning activities in the related field of study beside that this book need to further studies are conducted for the interest of developing entrepreneurial based learning materials at higher levels in order to realize creative, independent and productive individuals.

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THE DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION IN PUBLIC COLLEGES THROUGH INTEGRATION OF INSTITUTIONS

Rahmatullah

Lecturer of Ma'had Aly Al-Hikam Islamic College in Malang, East Java Indonesia
Rahmat281086@gmail.com

Abstract

The history of public education and religious education in Indonesia have differences, but actually both the educational institutions have the same cultural roots. The reality of Islamic education in public colleges is still far from the expectations aspired to the law (constitution). The focus of this paper is a reinforcement model of Islamic education in PESMA Al-Hikam Malang, and the concept of the development of Islamic education in Public colleges through the integration of institutions.

This research was conducted in qualitative methods, the data was extracted through in-depth interviews, direct observation field and documents reviewed. In-depth interviews was conducted to the founder and caregivers as well as to the head of the collleges and some asatidz (teachers). Analysis of the data by was carried out the process of data collection, data reduction, data presentation and verification or conclusion. the validity of the data by credibility through source triangulation techniques, methods, and theories was carried out/was checked.

The results of the paper were first, education Model in Pesma al-Hikam should be one example of the development of Islamic education, by using the hostel as a laboratory study in which the learning process takes place for 24 hours. Second, the concept of integrated education institutions, namely public colleges and Islamic boarding school. Of the two integrated institutions are then expected to be able to pass scientist-scholars.

Keywords: Islamic Education, integration of institutions

1. Introduction

The history of Islamic education and colleges development have differences. Islamic boarding school in the era before independence/colonial period tends to prefer being in the country side and inland, while after independence, the trend has changed. Religious education is the primary curriculum and tends to only learn and deepen their religious knowledge only. The further development of education Islamic boarding schools is to include general subjects in madrasah in with the ministerial regulation/PERMEN No. 3 of 1950. Nevertheless, there are Islamic boarding school education which still hold the teachings of the old or classical books (yellow book) and not include general subjects such as in Al-Falah Islamic boarding school at Mojo Kediri, Lirboyo Islamic boarding school, and others.

Unlike the college. In the beginning (before independence) college is a symptom of urban and tended only for the priyayi. The college also just teaching religious education as a subject, in its development, universities and colleges gradually adopted Islamic education system by establishing a student hostel or Ma'had Aly (boarding sublime), such as at the State Islamic University (UIN) Maulana Malik Ibrahim Malang, Muhammadiyah University of Malang (UMM), the Islamic University of Malang (UNISMA), State Islamic University (UIN) Sunan Ampel Surabaya and others.

Imam Suprayogo argued that colleges and Islamic education schools actually have the same cultural roots, namely as an educational institution, differing only in their environment. If colleges and Islamic boarding schools can be integrated into the context of the integral, then the model education system will be an alternative in the development of college in Indonesia (Imam Suprayugo, 2007).

This study considered very interesting and unique. The college has advantages in terms of rationality and experimentation. While Islamic boarding schools have the advantages in terms of morality and traditional -ie, inherit and preserve the continuity of Islamic traditional developed by clerics from time to time (Malik Fajar, 2005). Expectation to be achieved with the concept of integration of colleges and Islamic boarding schools are able to create someone who has a high intellectual ability like scholars and Muslim scholars character or morality *(akhlakul karimah)* like the scholars/clerics.

In line with the statement above, Imam Suprayogo found Islamic higher education institutions must be formatted in to the form of integration between colleges and Islamic boarding

schools. The tradition of the college is expected to create to the figure of the intellect, while Islamic boarding schools are expected to give create the figure of the clergy. Hasyim Muzadi implicitly stated in has article, that the integration of colleges and Islamic education is needed in developing science universaly without the dichotomy of religious science and general science (Hasyim, 2009).

The government's policy on Islamic education can be found juridically in law No. 20 of 2003, concerning the national education system, in chapter 30 verses 1-5, which regulates the implementation of religious education and religious reinforced by Government regulation No. 55 of 2007 about religious education and religious education general provisions chapter (1) In this chapter I mentioned:

Religious education is an education that provides knowledge and formes attitudes, personality, and skills of learners in practicing her faith, which is carried out at least through the subjects or lectures on all lanes, levels, and types of education.

From the government policies above, we find that Islamic education is not enough to be taught only in subjects as happened in the field today. Islamic education in addition to providing knowledge, it must also make a real contribution in shaping the attitude, personality and skills of students. Islamic boarding school which has proven to give a real contribution to the world of education in Indonesia.

Based on the results of research carried out by Zainal Azhari in terms of the terminology used by several public universities in Indonesia, there is a very real difference, management, and different systems. Management of Islamic education at the University of Jember (UNEJ) managed by MKDU. MKDU is a unit that implements the general basic courses, there are also PKN courses. Lecture system of Islamic education in this campus reached in the early half of all majors and study programs as much as 2 credits on each study program, so that lecturers of PAI in this campus feel overwhelmed and can teach more than 24SKS. According to one of the professors, teaching in this campus is not good enough for one class can cross the course, even there are professors who teach up to 11 classes, this is because the shortage of lecturers.

Another case happenedin Udayana Bali, religious behavior and Islamic education at this campus is less attention. According to the professor of religious education at Udayana Mr. Nurul Hidayan, stated that the Islamic education at the campus was taken over religious ministries which were previously managed by the campus it self. The religious character on this campus is less visible. PAI lectures held in the odd this semester, and there are 3 faculties that do not maintain the PAI, they are students faculty of medicine, Mathematics, and PKN replaced with ethical material. There are Muslims who wear veils. There are Islamic organizations such as HMI, PMII and KAMMI not so visible, probably because of the small Muslim community.

Unlike the 10 November Surabaya Institute of Technology which has 8 lecturers, the campus is more focused and emphasized on the mosque as a center for Islamic education development of campus. The learning objectives of this course is to strengthen the faith, piety and develop good character, to make the teachings of Islam as the foundation of thinking and behaving in the profession. The development of Islamic education in this campus of which is to develop a village to distribute tithes so on, memorize the Qur'an in mosques, mentoring activities and others.

The Islamic education at the University of Lakidende, according to the research conducted by sastramayani and sabdah (Sastramayania & Sabdah 2016) in practice has not been treated in harmony to build a formidable generation. Steps taken by the lecturers are still in the context of educational interaction in class, there has been no movement in the form of additional activities outside the classroom.

There is another phenomenon which states that Islamic education in public universities is no different from Islamic education when students are still making upper secondary education (high school), this is one of the results of interviews conducted by Abdul Munip (2008).

According to article written by Shukri Ahmad Widodo Fathudin with the title of learning management of Islamic education in public colleges, states that in terms of the vision and mission as well as in terms of rules defined in Yogyakarta State University (UNY) is very good and ideal, which are changing personality, temperament and character of students, but do the attitude and personality can be changed only within one semester? That would still be a question which we are know the answer would be impossible.

From some research results above, it can be a reflection and study materials together that the reality of Islamic education in public universities is still not a concern and still leaves a variety of problem that should be immediately sought the solutions and answers. So that the main

vision of education which can be realized are creating a generation of religious obedience, noble personality, and creating generations of godhead.

Because of some of the above, the authors take the title of the development of Islamic education in public colleges through the integration of institutions. The focus of the study is strengthening the model of Islamic education at Pesma Al-Hikam Malang, and the concept of the development of Islamic education in Public colleges through the integration of institutions.

2. Research Methods

This paper used qualitative approach without manipulating the data (Suban and Sudrajat, 2005) Extracting the data was carried out through in-depth interviews, direct observation field and reviewing documents. In-depth interviews was conducted to the founder and caregivers as well as to the head of the college and some asatidz (teacher), considering that these people are the managers who have experience and information related to the research conducted by the author.

Data analysis was performed with the steps starting from the process of data collection, data reduction, data presentation and verification or conclusion. The researches certainly analyzed according to the data obtained, therefore this research used descriptive qualitative data analysis techniques, the analysis of the data based on the method of thinking of induction and deduction. Analysis of these data is to answer questions formulated in the study of why and how (Faisal, sanapiah1989).

As for checking the validity of the data is done by credibility through source triangulation techniques, methods and theories. Transferability is also done with or keteralihan, dependability and confirmability that is focused on the research results or product of this research.

3. Theoritical Review

According to Zamakhsyari Dhofier, Islamic boarding school is a traditional school dormitory, where students all live with and study under the guidance of a teacher who is better known as Kyai and have a place to stay for students. These students are in a place that also provides the mosque for worship, space for learning and other religious activities. This place is usually surrounded by a wall in order to supervise the entry and exit of the students in accordance with applicable regulations The elements of a boarding school are boarding house, the mosque, the classical Islam Book, Rasta, clerics, values of boarding (Zamakhsyari Dhofier 1983).

While Islamic boarding school typically use terms such as Pondok Pesantren (Islamic boarding school), Pesantren Mahasiswa (PESMA) or Ma'had Aly (means a high level). The use of that term is used by some institutions such as ma "had aly Sunan Ampel which is environment State Islamic University (UIN) Maulana Malik Ibrahim, noble Islamic boarding school as the Higher Institute Pesantren Luhur are cared for by Alm. Prof. Dr. KH. Achmad Mudlor, SH., And PESMA Al-Hikam Malang and PESMA Al-Hikam Jakarta.

According to the authors, in terms of the background of the establishment, there are three classifications Islamic boarding school, namely: *First,* the Islamic boarding school since its establishment is devoted to students as PESMA Al-Hikam Malang, Pondok pesantren Mutiara Bangsa Jakarta,Pondok Pesantren Luhur Malang, and others.

Second, the boarding school established by formal institutions/universities as at the State Islamic University of Maulana Malik Ibrahim Malang who founded Ma'had Aly Sunan Ampel, boarding school of UIN Sunan Ampel Surabaya called Rusunawa (simple apartment house), Islamic Boarding School Ainul Yaqin at University of Malang (UNISMA) and others.

Third, the Islamic boarding school who founded the college as pondok pesantren Salafi Syafi'iyah Sukorejo Situbondo established has been established college (Institut Agama Islam Ibrahimy –IAII-), Pondok Modern Darussalam Gontor who established the Islamic Studies Institute Darussalam (ISID), Darul Ulum Jombang Peterongan STAIDU (Islamic University Darul Ulum), which later evolved into UNIPDU (High Pesantren Darul Ulum University) Jombang and others.

The management integration is the process of merging, in this case between Islamic boarding schools and college. Citing the opinion ofHusniyatus Zainiyati Salamah in his dissertation, he classifies the integration of colllege and Islamic boarding school into two categories: *First,* integrate madrassas, public schools or colleges into schools. For example, at the seminary, Darul Ulum Jombang Rejoso, founded MTs DU, SMP DU, SMA BPPT DU, SMK Telkom DU and UNIPDU. *Secondly*, integrating into the education system in Islamic universities. For example, UIN Maliki Malang set up Ma'had Aly Sunan Ampel, UIN Sunan Ampel Surabaya founded the Islamic boarding school.

The process of incorporation or the lawyer-integration is certainly involve several elements, both elements of college and Islamic educational elements of the pondok pesantren (Islamic boarding school). According to Bilgrami as university Islamization efforts are at least three reconstructions to do that; **First,** the reconstruction of the concept of integrative science among *naqliyah* and *aqliyah* sciences. **Second**, institutional reconstruction which makes development agencies *naqliyah* sciences studies as part of the university. **Third**, the development of individual personality, ranging from professors to alumni (graduates).

4. Discussion
4.1 strengthening model of Islamic education at PESMA Al-Hikam Malang

As high educational institution that has been experienced for more than 25 years, Islamic boarding school (PESMA) Al-Hikam own criteria and characteristics *mahasantri (mahasiswa-santri)* (as an excel student) excel developed at these schools. The education in PESMA Al-Hikam carried out for 24 hours, where the *mahasantri* perform activities that are continuously monitored and given guidance by the student council *(kesantrian)* and nurturing which is always at the boarding school. Besides guidance implemented by the student field and nurturing, there is a field *kedirosahan* conducting classroom learning, ie, after the evening prayers and morning prayers.

More simply, the characteristics of the desired excel (mahasantri) students are santri and santri whose student (A. Hasyim 2016), While in more detail the characteristics of the desired student and developed superior contained in the motto Pesma al-hikam Malang **amaliah agama** (religious practice), **prestasi ilmiah** (scientific achievement) and **kesiapan hidup** (readiness to live), the following explanation and description of the three Excerpted from curriculum documents Pesma al-hikam Malang:

1. **Amaliah agama** (religious practice)

Religious practice is the awareness and skill of understanding and practicing Islam properly. Competence must be owned by students including the first, able to understand and grasp the existence of God as the God and the God who created the creatures. second, able to understand and implement the rule of Allah and His Apostle, whether in the relation between man's relationship with God, man and man or man and fellow beings. Third, able to reflect/implement the principles of monotheism and the sharia in the manner of good behavior.

2. **prestasi ilmiah** (scientific achievement)

Graduates from Islamic boarding school of Al-Hikam have high academic achievement in a course of study (majors) taken in college and have the skills to think scientifically as a stepping-stone to live according to the demands of the local, national, and global to cling to the values of Islami. Expected competencies are, first, knowledge, skills and attitudes in specific areas of expertise in accordance with the program of study (majors) taken in college. Second, knowledge, skills, and attitudes in the various activities of indeveloping the knowledge or science, technology and art in accordance with courses taken in college. Third, knowledge, skills and ready to bring it orally and in writing the results of the development of science,

3. **kesiapan hidup** (readiness to live)

The readiness of life is the skills needed with, solve, and manage the problem of life in order to live life with happy, successful, dignified and sanctioned God according to his role as *Khalifah fil ard.* The competences are, first, have ethos to continue to learn and develop them selves. Second, able to develop complex ways of thinking. Third, ablle to communicate effectively. Fourth, Able to work together and build teamwork. Fifth, able to leverage the potential of themselves and their surroundings to increase working career. Sixth, Having responsibilities as part of the community

Islamic education model implemented by PESMA Al-Hikam needs to be examined and developed and researched, as Ust Muhammad Nafi said that the educational model in PESMA al-Hikam is often used as a comparative study by several universities, both national campus like UIN Malang and private university and a number of Islamic boarding schools and educational institutions of Islam institutions and organizations outside Islam (A. Hasyim, 2016)

4.2 The concept of the development of Islamic religious education in Public college through institutional integration

The education process conducted by both the college and training schools that actually have equality in education. It may, therefore, be drawn that the input, process, and output of these two institutions have in common that the input is a student, is a process of learning and education, and its output is a graduate or undergraduate, it can simply be described as follows:

| INPUT | → | PROCESS | → | OUTPUT |

| Students of university are made to be Santri (mahasantri) | | Learning and education at colleges and Islamic boarding school | → | graduate Scientists - clerics |
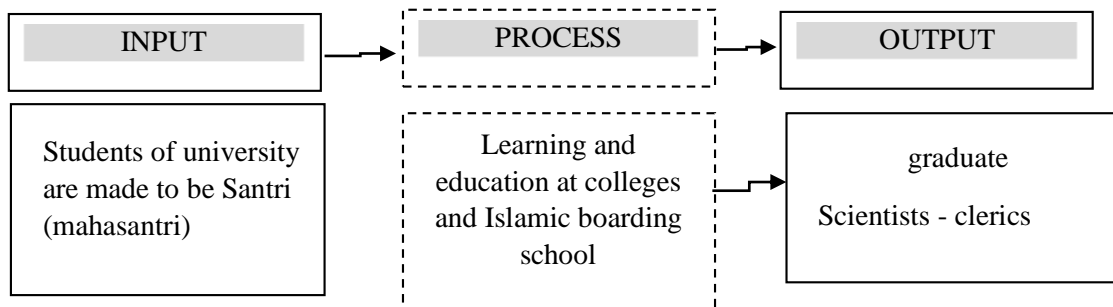
In the chart above, we can see that the true beginning of the education process is student/santri enter the education institutions, then the education and learning process implemented at the agency will eventually form one becomes the profile of graduates expected. Related to this, A. Hasyim (2016) argued:

> There are two different things between science and the responsibility of science, the science is acquired by a child in college, but how to use it responsibly science it is a matter of character. Science can also be justice law could also be the same as the misappropriation of economics, state, political science and so on. So that the spirit of religious fervor that is what the science of control.

> It does not only apply to the general knowledge of a normative nature and character values, but also the science of the general nature equipment such as technology, agriculture, civil techniques, the students learn something that is not related to values, but ... it turns out instrumental science was also necessary spirit of overall responsibility to God and his people. Bridge engineer, could honestly can not, well ... the side that is filled by al-Hikam boarding schools so that children whose undergraduate accountable to their knowledge.

It can also be seen from the three fields *kepengasuhan* (nurtuning), *kesantrian* (student council) and *kedirosahan* (classroom management) are always directing, guiding, assisting and teaching students for 24 hours at the school in order to establish an Islamic character. During the 24 hours, the Environment and conditions PESMA al-hikam made and conditioned as character-forming environment into a laboratory Islamic education, especially religious education students.

Further, with the construction and establishment of STAIMA al-Hikam. PESMA al-hikam trying to build and develop the institutional integration, where the foundation of al-hikam houses two different educational institutions namely PESMA al-hikam -Special addressing students of non-religious students (general) - and STAIMA al-hikam handle students of religion.

> This is when ma'had aly, this is another part of Pesma, if Pesma earlier for the general student child, if mahad aly was first set up to accommodate children who had high religious but scientific orientation is generally low.

> Now that he has mastered the science of religion but not a market society. why? because not enough methodology to enter the mass/social life/people although they have a modal for it. So here is Ma'had aly it is children who have read the book, good! but their general knowledge is low, combined with a child whose science is already working, his religious character is low.

The difference between the two agencies namely PESMA and STAIMA al-hikam is developed by the foundation al-hikam order to integrate into the shade of the foundation of al-Hikam. This is very apparent when what is meant by STAIMA is Ma'had Aly ranging from the initial concept until now ma'had aly under the auspices of PESMA Al-Hikam. Related to the above, the founder of al-hikam continue his idea:

> Well, here together towards a balance, a balance between religious morality and science. It was ... it came from two different things, put together in order to encourage each other so that religion does not understand general science allergic to even consider that the general knowledge that is part of the religious orders. While the public knows PESMA that it should be understood that the spirit of religion that could... create accountability scholarship... integration of both of these into units of al-Hikam it.

Referring to the opinion Husniyatus Salamah Zainiyati in her dissertation, classifying the integration of higher education and training schools, In plain Pesma al-hikam entrance to the first

category ie to integrate the college into a boarding school. However, Pesma al-hikam has a different concept to the categorization above, namely Pesma al-hikam accommodate students from the general student who are studying outside of pesantren in this case schools do not cooperate or MOU (memorandum of understanding) with some related campus except only in certain circumstances the extent of non-formal On the other hand, Pesma al-hikam develop college called STAIMA.

From some of the above discussion, it is also possible if public colleges develop religious education and the character of students to make educational institutions such as Islamic boarding schools, so the integration between religion and general knowledge can be applied and can be developed. Some of this is not just a mere concept form, but can be given the facilities and pre-ingredients in some campuses are adequate, as evidenced by the lack of facilities for student flats (Rusunawa). So what needs to be done by the manager of college tingga just rusunawa management for students in order to become a laboratory space education by managed like Islamic boarding school.

4. Conclusions

Islamic education model of students-santri in Pesma al-hikam ought to become a model of a special boarding school for students. The education system applied in Pesma al-hikam namely by using boarding students as a laboratory education and education that runs for 24 hours straight, should presumably be emulated and studied.

The concept of integrated education institutions, namely public college and Islamic boarding school can be developed and studied further. So that something good in general college are able to create a scholar or scientist which can be increased by adopting Islamic boarding school system has an advantage in *akhlakul karimah* proven to create a scholar. Integrated from both institutions it is expected to be able to spawn graduates scientist-clerics. Furthermore, the managers of educational institutions (especially public universities) need to know and realize that Islamic education is not sufficiently taught in class.

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THE CONDITION OF LITERATURE HISTORICAL TEXTBOOKS IN HIGHER EDUCATION

Sutrimah[1], Retno Winarni[2], Nugraheni Eko Wardhani[3], Ngadiso[4],

A student of Sebelas Maret Surakarta State University, Indonesia[1]
A lecturer of Sebelas Maret Surakarta State University, Indonesia[2]
A lecturer of Sebelas Maret Surakarta State University, Indonesia[3]
A lecturer of Sebelas Maret Surakarta State University, Indonesia[4]

sutrimahyusuf@yahoo.com

Abstract

This study aims to determine the condition of literature historical textbooks in three universities namely IKIP PGRI Bojonegoro, UNISDA Lamongan, and UNIROW Tuban. This research is part of a doctoral dissertation research conducted by the author. The design of this research is descriptive qualitative research by describing the condition of books in three universities. The results of this study indicated that the textbooks used in the those universities are the textbook of "Sejarah Sastra Indonesia Modern" (The History of Indonesian Modern Literary), "IkhtisarSejarah Sastra" (The Summary of Literature History), "Kapankahkesusastraan Indonesia Lahir danKitabSejarahSastra Indonesia" (When was the Indonesian Literature Born and The History of Indonesian Literary Book). Books used by the universities are good book and worthy to be used in lectures but the textbooks used are not discussed about poetry in East Java yet. It is importance because the material about poetry in East Java appropriate for the three universities which is located in East Java.
Keywords: Condition, textbook, literature historical

1. Introduction

The course of literary history is a compulsory subject of literature for students majoring in Indonesian language education in addition to literary theory and literary criticism. As a compulsory subject then the course of literary history becomes very important. Thus, the successful teaching of literary history courses is also strongly influenced by facilities and infrastructure. One of the facilities and infrastructures that support the successful learning of literature history is the availability of textbooks.

In the curriculum of Indonesian Language and Literature Education program at several universities in Indonesia, literary history courses are the basic courses of literary scholarship that must be taken. This is because in the context of literature, literary history is one of three branches of literary science, in addition to literary theory and literary criticism (Wellek & Warren 1990: 20). The history of literature studies the development of literature produced by a society or nation. In the context of Indonesia, literary history will study the development of national literature (Indonesia). Through the history of literature students will understand what works have ever produced a particular society or nation, who are the authors, as well as what issues are written in the literary works.

Tarigan (1986: 67) mentions that the textbook is a recording of rational thought compiled in book form to achieve certain instructional goals in learning. Textbooks need to present sequences of thought in order to help achieve the learning objectives. Thus, textbooks should present content readily understood by the reader.

Meanwhile, textbooks are books that enrich the textbooks used in schools (Trihartati, 2010: 17). Furthermore According to Rifai (2010: 1) the textbook is a book used to study or deepen a subject of knowledge, science, technology, and art so as to contain the presentation of the principles of scientific work and literature associated with it.

The four main reasons why teachers need to use textbooks are (1) much of the material taught even though not specifically designed for a particular group, (2) the textbook helps students to learn the lesson material the teacher will teach next, (3) textbooks allow teachers to adapt and improvise while teaching in the classroom (O'Neill 1982: 105)

From some of these definitions, it is concluded that textbooks are textbooks in a particular field of study or subject, which are standard books, compiled by experts in the field for intructional purposes, furnished with harmonious teaching means and easily understood by the wearer in school or college so as to support a teaching program.

Textbooks are very dominant in learning, in addition to the author of the text book it must understand the basics of the curriculum used textbooks also facilitate lecturers in the learning process. Lecturers and students must be aware of the importance of textbooks in the learning

process because with the text book will facilitate students' understanding of the basic competencies to be mastered.

A good textbook should have a special sensitivity to know every change that occurs within the curriculum. Because if it is neglected, then the objectives of the curriculum will be difficult to be realized in the learning process. In fact the professor is closer to the textbook than the curriculum itself. Whereas the textbook used must be in harmony with the existing curriculum. This means there must be a matching content between the curriculum and textbooks. So that textbooks really help in the learning process.

Poetry as a literary work is a totality of wholeness with certain characteristics, among others: (1) The existence of rules and order (Order), (2) Complexity, (3) Unity, (Coherence) (5) and serves to purify the human soul or catharsis (Luxemburg in Ratna, 2008: 207). This is in line with Siswantoro (2010: 24) that poetry is a language organized by rules, messages or information conveyed packed more artistic. Poetry has an organized language and contains a message to the audience in addition to the language used of course also has a value of beauty compared with other forms of literary works.

The boundaries of poetry are very diverse, some give boundaries associated with the element of birth alone is also related to the mind, but some are based on the element of birth and inner elements. Waluyo (2010: 33) gives the limitation that poetry is a form of literature that expresses the imaginative thoughts and feelings of poets and is compiled by concentrating all the power of language by concentrating on its physical structure and inner structure.

In line with Waluyo (Boulton, 1979: 7) divides the structure of poetry into two parts:
"The physical form and the mental form of poetry. The physical form is the appearance of paper, and, much more important, the sound of poetry. It may be a good sound when you read it out. It includes: rhythm, rhyme, intonation and various kinds of echo and repetition. Mental form might be describe as content in the usual sense of the word when applied to literature: it includes grammatical structure, logical sequence, the pattern of associations, the use of a dominant image, the pattern of image and emotion."

In recent years, poetical in East Java has developed quite rapidly. Many new figures appear with his works. Based on any theory, the poet's character is measured from the work of poetry that has been produced. The character of the poet is judged from the greatest degree and the extent to which the work has been produced. Society as a literary connoisseurs are those who have the right to provide an assessment of the poet's literary works. Thus, the poet must really present as a poet through the works that are produced in order to get a place in the community.

Referring to the poetry work, there are at least 5 best poets in East Java. The first is Mardi Luhung. Furthermore Indra Tjahyadi, Muttaqien, F Aziz Manna, and last M Fauzi. These five poets are great poets because they are supported by the toughness of the poems that have been produced.

East Java as a province with many birth poets and their work brought East Java as a region that many poets told. This is in accordance with the conditions of the poets who originated and lived in East Java. So the pattern of poetry produced by East Java poets is also very close and related to the life and nature of East Java society.

Based on the exposure of the background that has been told, it can be formulated how the condition of literature textbook history that exist in private Bojonegoro, Tuban, and Lamonganuniversities. The purpose of this study is to describe the condition of literary history textbooks at private Bojonegoro, Tuban and Lamonganuniversities.

2. Research Methods

This research is part of a doctoral dissertation research conducted by the author. This research includes descriptive qualitative research at the exploration stage to find out the condition of literary history textbooks used in three universities namely IKIP PGRI Bojonegoro, UNIROW Tuban, and UNISDA Lamongan.

3. Results And Discussion

The curriculum of the Indonesian Language and Literature Education Study Program at the universities under study is compiled with reference to Law Number 20 of 2003 on the national education system, Government Regulation Number 60 Year 1999 on Higher Education, Decision of National Education Ministry Number 232/2000 About Guidelines for Curriculum Development and Assessment of Student Learning Results, and Decision of National Education MinistryNumber 045 / U / 2002 About Higher Education Core Curriculum.

Based on the analysis of the distribution of courses in the curriculum in the study program, it is known that the program of study programming between 148-158 University Credit Unit (SKS) that must be taken by students to complete their education at level one level. From 148-158 University Credit Unit (SKS)that be programmed, the literary courses are given 16 University Credit Unit (SKS) such as, Literary History, Literary Theory, Literary Critic, Appreciation of Fictional Prose, Poetry Appreciation, and Drama Appreciation. In view of the balance it can be concluded that the weight of literary subjects in the curriculum is proportional compared to the overall credits that must be taken by students. That is, there is a balance of the number of credits for the development of professional competence of literary teachers with other competencies.

Based on the results of interviews conducted on lecturers informants in the universities studied, all stated that the number of credits and the number of literature courses in the curriculum is ideal. Preparation of Curriculum in the study program has considered the proportion of the total number of credits with the number of credits of literary, linguistic, teaching, and personal development subjects.

Based on interviews with Sri Yuniarsih, a lecturer at PGRI RonggolaweTuban University, stated that textbooks used as references are textbooks of Literary History, Indonesian Literary Born, IndonesianLiterature Concentrate and other relevant books. The books are used as references and then sorted according to the material taught in an organized manner. Then, according to Sri Yuniarsih, a lecturer at PGRI Ronggolawe Tuban University, students are also given the freedom to use textbooks in accordance with the material. Furthermore, he also said that up to the current study has not found or have a reference book literature history that specifically discusses about poetry in East Java. If any, it is merely offensive and usually discusses in the 2000s. So if there is a textbook that specifically discusses poetry in East Java it will be helpful in learning.

Then Sutardi, a lecturer at DarulUlumLamongan University, stated that in the literary history course that he teach is discussed about the poetry material but has not specifically discussed the poetry of East Java. The textbook used is the Book of Historical literature overview, and the book is written in private. He also stated that in the literary history literature there will be many things that can be conveyed but considering the limited time, not all of them can be conveyed so that based on that reason it is very important in the development of literary history textbook that discusses the poetry of East Java. Through textbooks available he stated that students are very helpful because they can learn literature history independently.

Sutardi also said that it is good if there is a literary history textbook that it is important if it is booked or is collected. This will make it easier for readers, especially students to study with existing textbooks.

Heni Yulia student of Islamic University of Darul Ulum from Riau stated that he must socialize with students and environment related to the use of language. Because in teaching, sometimes lecturers and students use the term in Javanese.HeniYulia states that in the teaching of lecturers have been very good in the delivery of materials and teaching. The material presented in the literary history literature deals with literature, authors, literary works, the year of publication and when it is published. The hermeutic material is explained by the lecturer in detail and developed by the students themselves by forming groups for discussion.

Heni Yulia states that the reference book is a book from A Teuw, and a book from Mr. Tardi then there is no book that specifically discusses the poetry of East Java. So it is very important to develop a textbook history of Indonesian literature that specifically addresses the poetry of East Java. East Java poetry is expected to expand students' knowledge, and develop culture and tradition in modern society.

A similar statement was also delivered by Linda Aprilia Kurniasari IKIP PGRI Bojonegoro students who stated that studying literature history is difficult but to enjoy the literature is good and fun. She considers that to study literary history it must remember and memorize events or past events that make it difficult for her. Furthermore, the material in the literary history course discusses the birth of literature, generation, period, and literary works, such as short stories, novels and the authors and there is no material that specifically discusses East Java poetry.

The textbook used in learning is the Historical and material overview book in the form of a flyer distributed at each meeting. Textbooks used as reference subjects should be sought alone by students while the book in question is very limited existence.

Fitriana University student PGRI Ronggalawe Tuban states that the lecturer is very good in delivering the material so easily digested when explaining. Associated with the material in the literary history course discusses the material development of literature, force and literary works. The literary material discusses novel literary works, short stories, and poetry. But there is no

poetry material that specifically addresses the poetry of East Java. The textbook used as a reference is the book of Sibyl's History Overview by Ajib Rosidi. The availability of textbooks is so limited that it is urgent to develop literary history books especially East Java poetry.

From some of these statements, Syahrul Udin, a lecturer of IKIP PGRI Bojonegoro stated that if there is a textbook used is an old reference book and nothing new yet, it is very important to use the latest reference book because it is more able to tell the history of literature more broadly so very important to do the development of literary history textbook especially East Java. In learning process Syahrul Udin always distribute leaflets to students related to the material submitted, this is done to assist student in terms of availability of reference books.

4. Conclusion

Based on the data analysis, furthermore it can be drawn some conclusions of the research results. The weight of literary subjects in the proportional course curriculum compared with the overall with the total number of credits to be taken by students. That is, there is a balance of the number of credits for the development of professional competence of literary teachers with other competencies.

The textbooks used in the three universities are IKIP PGRI Bojonegoro, UNIROWTuban, and UNISDALamongan is "Sejarah Sastra Indonesia Modern" (The History of Indonesian Modern Literary)by Sarwadi,), "IkhtisarSejarah Sastra" (The Summary of Literary History)byAjipRosidi, " Kapankah kesustraan Indonesia Lahir (When Was the Indonesian Literature Born) by AjibRosidi and The History of Indonesian Literary Bookby YantMujianto and Amir Fuadi whose contents and studies have been good but the literary history books have not linked poetry in East Java in it because it fits with the condition of students who are in the region of East Java.

5. Thankyou Note

Directorate of Research and Community Service
Directorate General of Research and Development Reinforcement
Ministryof Research, Technology and Higher Education In accordance with the Research Contract Number: 077 / SP2H / K2 / KM / 2017 Dated May 9, 2017

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INVESTIGATING PRONUNCIATION ERROR PRODUCED BY ENGLISH DEPARTMENT STUDENTS OF UNISLA

Tiara Retno Haryani, M.Pd.

Universitas Islam Lamongan, Lamongan, Indonesia
tiara.03march@gmail.com

Abstract

English has become a foreign language that must be mastered by Indonesian students in this very era. Therefore, English needs to be introduced and learnt by people who want to survive in this century.

Pronunciation is considered very crucial for language learners since it can affect their communication process. Nevertheless, learning pronunciation becomes a complex aspect to master a language, especially English. Therefore, there are many errors and mistakes committed by English learner in pronunciation.

A descriptive qualitative approach is used in this study to investigate the pronunciation error produced by the English department students of UNISLA. The researcher observed the 1st semester students as they had pronunciation practice class. The researcher used some kinds of instruments to collect the data. The main data was gained from the result of interview, field note, and test.

Based on the pronunciation test, there are errors produced by the students in speaking and pronouncing the phonetic transcription in dictionary. Some aspects affecting the errors are also discovered from the interview. In short, there are certain errors in pronunciation produced by the English department student as the result of various aspects in their learning process.

1. Introduction

English is one of foreign languages that must be acquired in the global era. Wagner (2006) explains that the 21st century skills demand learners to conform to the needs of the century, which are digital era literacy, inventive thinking, effective communication, and high productivity. In performing the skills, comprehending English is very significant. English has been used worldwide in communication, not only in education aspect but also in everyday life aspects in this era. Hence, English needs to be introduced and learnt by students in Indonesia to gain their competence to survive in this era.

In learning a language, including English, there are three components of language which should be mastered by the students, they are pronunciation, vocabulary, and grammar. The three components integrated and cannot be separated to make a comprehensible communication. However, pronunciation is considered very important for language learners as it can be an aspect which is able to affect the meaning of their communication. Unfortunately, it has often been overlooked and sometimes neglected in favour of grammar and vocabulary in SLA research (Neri, Cucchiarini, Strik, & Boves, 2002). Consequently, learning pronunciation becomes a very complicated aspect to master a language, especially English. In line with the idea, Gilakjani, Ismail, and Ahmadi (2011:81) remarked that pronunciation can be one of the most difficult parts for a language learner to master and one of the least favourite topics for teachers to address in the classroom. Moreover, among students at the introductory level of language learning, errors that may cause issues in comprehensibility commonly stem from pronunciation (Agostinelli, 2011). Thus, error in pronunciation or phonological error tends to occur in language learning process.

Error in pronunciation may exist not only in elementary school level but also in every level of education system, including university level. In university level, English is taught to both English department and non-English department students. In this context, English which is taught to fulfil students' need in learning EFL is often called as English for Academic Purposes (EAP) as a branch of English for Specific Purposes (ESP) (Hutchinson & Water, 1987: 16). One of universities which has English department and apply EAP is Islamic University of Lamongan (UNISLA). In the English department of UNISLA, most of students committed pronunciation error in their communication. The error interfered their performances in classroom activities, especially in speaking practice subject. Nonetheless, students need to learn and acquire pronunciation, regardless of the difficulties that may appear. Therefore, a suitable investigation or study is very essential in overcoming students' error in pronunciation.

2.   Method
2.1 Research Design
A descriptive qualitative research design is used in this study. According to Angrosino (in Latief, 2012), qualitative research is a process of inquiry aimed at understanding human behaviour by building complex, holistic picture of social and cultural settings in which such behaviour occurs. Hence, qualitative approach is appropriate to be implemented as it investigates human behaviour and complexity.

2.2 Subject of the Study
The researcher observed the first semester students of English department in UNISLA. The total students engaged were 50 students in one class. The class was elected since there are lots of error existed there.

2.3 Data Collection Method
Furthermore, the researcher used some kinds of instruments to collect the data. The main data was gained from the result of interview, field note, and students' score on pronunciation test.

3.   Finding and Discussion
3.1. Errors in Pronunciation
Error in pronunciation is also called phonological error. It is related to the mistakes or error committed by language learners in pronunciation as one of language components. According to Norrish (1987:7), error is a systematic deviation, when learner has not learnt something and consistently gets its wrong. The phrase 'systematic deviation' means the deviation which happens repeatedly. In line with the idea, Cunningworth (1987:87), defines errors as systematic deviations from the norms of the language being learned. It means that the students do not know that they committed mistakes as they do not know the correct one either. In addition, phonology is the study of sounds in a particular language or in languages generally. It can be concluded that phonological error is a systematic deviation that happens when a learner has not learnt function of sound and consistently gets it wrong.

Based on the result of field note and pronunciation test, the first semester students tended to commit mistakes in several vowel and consonants. There are 20 vowel sounds in English, including 12 pure vowels and 8 diphthongs. The majority of students could not pronounce the vowel /ɔ/, /ə/, and /æ/ for the pure vowel, and /eɪ/, /ɔɪ/, /əu/, /au/, /iə/, /eə/, and /uə/ as the diphthongs. In short, there were 10 out of 20 vowel sounds that they could not pronounce correctly.

Moreover, students got the difficulty in pronouncing not only the vowel but also the consonant. There are 24 sounds of consonant in English. There are several consonant sounds that the students could hardly pronounce, which are /t/, /tʃ/, /v/, /θ/, /ð/, /ʃ/, /j/, and /ʒ/. It could be concluded that the students were not able to pronounce 8 out of 24 sounds of consonant sounds. Based on the data, there were 18 sounds of English that the students could not produce correctly and easily out of 44 sounds in entirety.

3.2 The Factors Affected the Error
There are many factors which cause students' error in pronunciation. To investigate students' errors, it is necessary to decide the sources of errors. There are two main sources which are mentioned by Brown (2000:224), they are interlingual and intralingual. Interlingual error is used to be called as transfer error. According to Kavaliauskiene (2009:4), transfer of errors may occur because the learners lack the necessary information in the second language or the attentional capacity to activate the appropriate second language routine. Thus, interlingual error is an error which comes from students' lack of knowledge. Besides, Erdogan (2005:266) explains that intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it. In short, it can be inferred that the error comes from the students' limited exposure. It can be concluded that the two aspects of error may interfere students' language learning process.

The error may also occur in pronunciation learning. According to Stemberger (1989), phonological errors are assumed to have two different causes: perceptual misidentification of sounds, and accurate perception but inability to reproduce the sound, leading to substitution of an unpronounceable syllable for a friendlier one. Therefore, it can be concluded that the factors can be from the learners' misinterpretation or from their disability to reproduce the sounds.

From the explanations mentioned afore, there are various factors which affect students' pronunciation error. Based on the interview to the first semester students, it can be inferred that the errors they committed are affected from several aspects. Some aspects that the students mentioned were: 1) Imitating wrong pronunciation of people around them or public figure on TV; 2) Having different system of sounds between their mother tongue and their target language; 3) Their low intensity in using and practicing the target language; 4) Their low motivation to consult their dictionary; and 5) Their difficulty for them to recognize and pronounce the phonetic symbol. It can be concluded that there are various aspect affecting students' error in pronunciation, and most of them are interlingual error. The explanation of the data can be described better in the chart. Each student may have more than one reason.
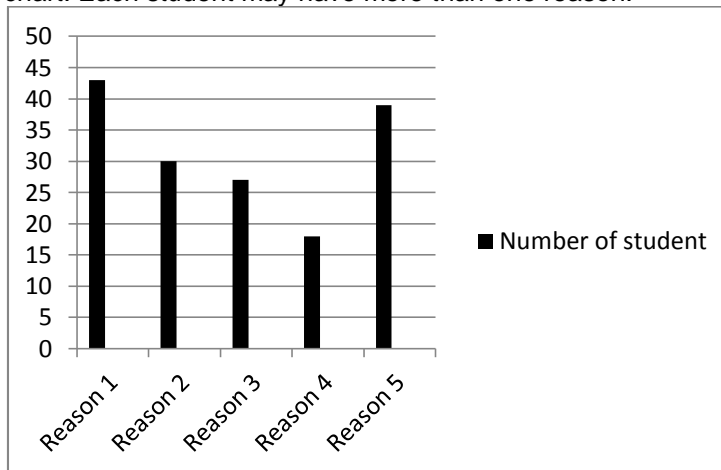
Figure 1. Students' reason in committing pronunciation error.

Based on the chart in Figure 1, it is found that 43 out of 50 students chose the Reason 1. The Reason 1 is imitating wrong pronunciation of people around them or public figure on TV. From the result of interview, the students tended to imitate their friends, teacher, even public figure on TV or social media without checking the correct pronunciation in their dictionary. The fact shows that environment affects students' learning process. Then, 39 students stated that the factor affecting their error was their difficulty to recognize and pronounce the phonetic symbol. It understandable since most of the students did not learn phonetic symbol in their junior or senior high school. Then, 30 students chose Reason 2 which is having different system of sounds between their mother tongue and their target language. The reason was very reasonable as their mother tongue was not English. Most of the students' mother tongue is Javanese and Indonesian. There are several English sounds which does not exist in their mother tongue. The third choice of the students was their low intensity in using and practicing the target language. There were 27 students chose it as they felt that there was lack of exposure in practicing their pronunciation. The students could not practice speaking and pronouncing English well in their daily life. They did not have a good environment to practice their English. The last reason was Reason 4 as there were 18 students chose it. The reason was low motivation to consult their dictionary. Some of the students did not have appropriate dictionary. Even though some of them had it, they rarely consulted it to check theory pronunciation. It can be concluded the reasons affecting the student's error in pronunciation are related to each other. The errors committed by the students can be the basis for recognizing the students' learning progress. Errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language (Lungu, 2003:323). Therefore, after recognizing the students' error, the researcher or the instructor may start putting more focus on certain sounds, which are difficult for them to pronounce, in order to solve their problem and prevent them in having the same errors or mistakes.

3.3 The Effects of Students pronunciation Error

There are several effects following the students' pronunciation error. The effects might differ for each student. Moreover, the effect of the pronunciation error could influence the students' performance in speaking. The effect of students' pronunciation error can be summarized in Figure 2.
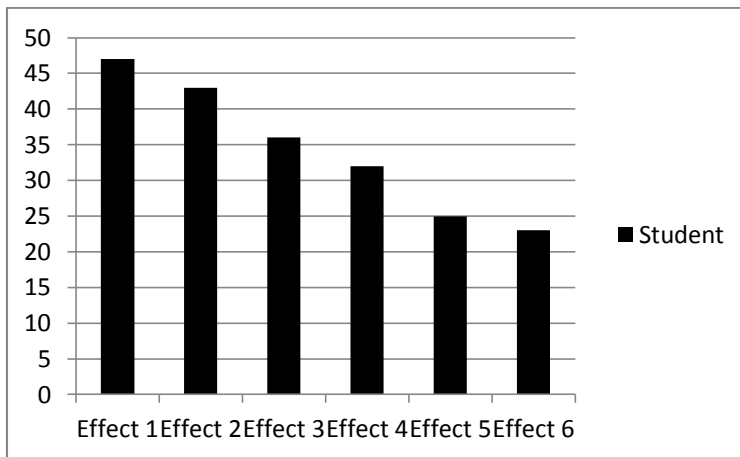
Figure 2. The Effects of Students Pronunciation Error

The effects of the error vary from one another. The diagram in Figure 2 shows the effect of pronunciation error based on the result on the interview with the English department students in UNISLA. One student might have more than one opinion on the effect that they felt. The result showed that 47 out of 50 students stated that they felt their communication leads to confusion. Listeners usually have no idea about the words spoken when the speakers have error in their pronunciation. The listeners tended to get confused and forced the speakers to use their mother tongue to explain what they meant. Then, 43 students said that the words may lead to different meaning and miscommunication. When the speakers had mispronunciation, the listeners got different interpretation from what the speakers intended to say. The 36 students exposed the third effect which is the messages cannot be well delivered. Since the mispronunciation affected the meaning, the message intended to deliver cannot be well-delivered. Then, 32 students told the speakers lose their confidence because of their pronunciation error. Since the speaker did lots of error, they might experience frustration in having communication with English. It will make the traumatic effect for the student in practicing their speaking skill. The fifth reason which was delivered by 25 students was the listener cannot focus on the conversation. The listeners usually focus on recognizing the words mentioned rather than the means of the conversation. The last effect was the listener may get bored on the conversation. 23 students uncover the effect since they felt that the listeners lost their attention when the speaker made error in pronunciation most of the time. In short, students' pronunciation error must be solved properly and immediately to prevent further complications that may occur in their communication.

4. Conclusion

It can be concluded that the English department students of UNISLA have difficulties in pronouncing some English sounds. The difficult sounds are not only for vowel, but also for consonant sounds. Due to the difficult sounds, the students commit phonological error or pronunciation error. There are lots of factors affecting the students' error, not only interlingual but also antralingual aspects. Most of the students conveyed that imitating wrong pronunciation of people around them became their very reason and it was followed by other reasons that contributed to their fossilized error in pronunciation. Since there were lots of errors in students' pronunciation, some bad effects may tag along the error. One of the main effects was the conversation they made led to confusion. Therefore, the communication became hampered and it led to other problems in their learning process. Thus, it is essential to students and lecturer to find an approach or technique to overcome the pronunciation error and help the students to communicate in better pronunciation.

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INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

SUB THEME : LITERACY IN SOCIETY

POSITION AND THE EDUCATIVE ROLE OF TRAJUWENING STUDIO ON THE DEVELOPMENT OF JEKDONG PUPPET IN GRESIK REGENCY

Andini Shinta Kurniawati

Arts and Cultures Education Studies Program
Post Graduate of Surabaya State University
andinishinta96@gmail.com

Abstract

Jek dong puppet is a puppet style or *gagrak Jawa Timuran* which has area of distribution especially arek culture area. Each of these areas has conservation efforts in developing jek dong puppet, one of them in Gresik regency. In Gresik district Kandangan Village, Cerme, there is an art studio called Trajuwening. The existence of Trajuwening studio in Gresik is no doubt, art institution that specializes in Jekdong puppet performances is highly reckoned, always innovating towards the work and always consistently maintaining quality in art process.

The subject matter studied in this research is how the background of the establishment and the position of Trajuwening studio in the development of jek dong puppet in Gresik. The purpose of this study is to analyze and describe the position and role of educational studio trajuwening in the development of jek dong puppet in Gresik regency.

This study uses a qualitative approach, while data sources from informants, events or activities, locations, words or actions, written sources and photos obtained by observation techniques, interviews, documentation, and field notes. Data analysis is done through data reduction, data presentation, and conclusion. The validity check of data using source triangulation and technique.

The results of this study indicate that the position of Trajuwening studio now is at the highest level because it is considered to be able to compete with leather puppet art studio in the surrounding area. While the role of educational done sanggar is to support by looking for a champion or looking for seeds as the next generation of karawitan art and puppeteer of *Jawa Timuran*.

Keywords: Position, Educative Role, Trajuwening Studio, Jekdong puppet

1. Introduction

Puppet is one of the traditional arts that live and thrive in the rural community in Java. In Javanese, the word *wayang* means "shadow", when viewed from the meaning of its philosophy "*wayang*" can be interpreted as a shadow or a reflection of the properties that exist in the human psyche. Broadly speaking, wayang as a form of traditional classical art which by its lovers is said to have a valuable value, much affect the values of life of Java in particular and society in general. Because the puppet has been ingrained and united since the beginning of the growth of the puppet itself. Until now, although this allows for a shift in its value in line with the change of civilization of its supporting societies (Sumaryono, 2007: 183).

When viewed from the region of development in Java, each region has a characteristic puppet show. The characteristics in puppet performances are commonly called styles or *gagrak*, some of which are puppet leather style of Central Java or Surakarta, Yogyakarta style, and *Jawa Timuran* style. In the discussion of this research, researchers are more interested to discuss about style *Jawa Timuran* puppet, because researchers come from the East Java region. *Jawa Timuran* puppet style commonly referred to as jekdong puppet. The word jek dong comes from the "jek" is the sound of the dalang *keprakan* that is clipped on the sidelines of the puppeteer's foot while playing the puppet is always heard in the ears of jek-jek and "dong" is the voice of the gong in the music karawitan when the puppet will begin.

Jek dong puppet has area spread especially *arek* culture area, such as Surabaya, Sidoarjo, Pasuruan, Malang, Mojokerto, Jombang, Lamongan, Tulungagung, Trenggalek and Gresik. Each of these areas has conservation efforts in developing jek dong puppet, one of them in Gresik regency. In Gresik, precisely in Kandangan Village, Cerme Subdistrict, there is a place or art studio that has vision of mission to preserve jek dong puppet. The studio was named Trajuwening which was founded by Jember artist named Puguh Prasetyo. For the sake of preservation of jek dong puppet in Gresik regency, Puguh took the initiative to establish Trajuwening studio by financing and bore the process of training personally.

The existence of Trajuwening studio in Gresik Regency is no doubt, art institution that specializes in jekdong puppet performances is highly reckoned, always innovating towards the work and always consistently maintaining quality in art process. This is what makes the dish performances always awaited local and national art connoisseurs. The existence of Trajuwening studio in Gresik is also very rapid, not only exist in the Gresik region, but also the City of Mojokerto, Lamongan, Surabaya, Sidoarjo, even outside the city of East Java. There are many achievements that have been achieved by this art puppet studio, some of which have been invited Ki Manteb Soedarsono to perform at his residence in Solo in the event of his 67th anniversary, was invited to stage the new year's eve of 2014 at TMII, had exhibition wayangan at Festival forum Wayang Indonesia Kota Tua Jakarta in 2013, and many more.

Trajuwening studio located in Gresik Regency which there are many art and cultural institutions with various potentials. This positioned Trajuwening studio in a crowded situation of creative competition among institutions. In the midst of competition of art and culture institution's dominance, do not dampen Trajuwening studio to continue to work "maximal", produce, present a quality show and play an active role in developing Jaya or Jek Dong puppets. Various educative roles attempted by Trajuwening studio with the hope that Jek Dong puppets continue to grow from time to time, not only interested by the parents but also the age of children to adulthood. From the explanation that has been described previously, finally the author took the initiative to lift the above phenomenon into a study with the title "Position and the Role of Educational Studio Trajuwening in Development of Wayang Jek Dong in Gresik Regency".

2. Methods

This research uses qualitative research design that is interpretative as existed in the paradigm of humanity or cultural knowledge. The emphasis of this approach is more on daily experience as a material of its study by applying appreciation, expression, and understanding (Rohidi, 2011: 38). The informants in this study is Puguh Prasetyo as chairman of the studio as the main informant. As well as supporting informants, such as members of the studio and the community who support provide information provided primary informants. The main research location was conducted in Kandangan Village, Cerme Sub-District, Gresik Regency, the location was the home of the main speakers, namely Puguh Prasetyo as the founder of Trajuwening studio. While the supporting location of the research will be held in several places of jek dong puppet performances Puguh Prasetyo dish, with the boundary of Gresik regency.

3. Result Discussion
3.1 Background establishment of the Trajuwening Studio

The art of puppet is the traditional art of Javanese society. This art can exist and develop in East Java community especially in Gresik, Lamongan, Mojokerto, Surabaya, Sidoarjo and its surrounding areas due to the participation and support of members of art groups and their audience. The presence of wayang kulit art by puppeteer Ki Puguh Prasetyo until now still awaited by the audience. It certainly can not be separated from the history of its development that began when Puguh Prasetyo, a artist born in Jember July 3, 1971 is starting his career in the field of puppetry.

Puguh teenagers attended school at SMKN 12 which used to be known as SMKI with majoring in puppetry art. After graduating from SMKI in 1991, a year later Puguh continued his education to STKW (*Sekolah Tinggi Kesenian Wilwatikta*) majoring in karawitan art. Before proceeding to STKW, Puguh fills his busy life by staying afloat in the art of puppetry even though within one year there is only one staging.

> "*Disitu bisa dibilang mendua, di samping menekuni pedalangan juga menekuni karawitan. Karena dulu di STKW adanya jurusan karawitan, seni tari, dan seni rupa pada waktu itu*" (Puguh interview, 2016).

Puguh explore two types of art at the same time art puppetry and karawitan at the time of year off after graduating from SMKI. Puguh studied the art of karawitan because between art puppetry and karawitan are two things that can not be separated and have unity. When there is a puppet performances there is always *gamelan* beat as a accompanist. From 1991 to 1997, Puguh had been a teacher of non-permanent (GTT) in SMKI teaching puppetry majors. Puguh also had tasted UNESA (University of Surabaya) students majoring in sendratasik but not finished, only lasted about one semester only.

While enjoying his college days at STKW, Puguh develops Javanese puppets activities in a way such as a friend who has an intent, Puguh is invited to perform. Means of equipment for puppetry like gamelan, wayang and others have been prepared by friends who have intent. To

develop his skills in puppetry, from 1996 to 2000 Puguh *nyantrik* in Ki Supeno Atmojo a puppeteer from Balongpanggang Gresik Subdistrict, who happened to be the uncle of Puguh's future wife.

> *"Istilahnya saya itu juga ngangsu sambil menyelam minum air. Dadi wong ngangsu pikulan banyu, dadi wes duwe banyu tapi kudu tetep ngangsu maneh supoyo banyu iku agar kapasitase luwih akeh maneh"* (Puguh interview, 2016).

"The term I was also looking for water while diving drinking water. So, people look for water that brings water, so already have water but have to keep looking for water again so that water is more capacity". Puguh was never satisfied in learning, when he felt he had the ability in puppetry, but he still trying to gain knowledge to people who are considered more senior. While studied to Ki Supeno, Puguh has had more ability in *ndalang*, just go public not yet. Therefore, by Ki Supeno, puguh was introduced to several colleagues in various regions around Gresik. In 2001 after marrying Aliana niece from Ki Supeno, Puguh lived in Kandangan Village, Cerme Sub-district, Gresik Regency which is the place of his wife. When the first start lived in Kandangan, Puguh figure as a puppeteer has not been known by the people around Kandangan Village. Puguh is better known in the Dawar, Kedamean of Gresik Regency, which is where Puguh learns when studied at Ki Supeno.

In vulnerable years 2001 to 2003 is considered Puguh as the year in which he experienced trials or explorations in developing his *pedalangan* activities. At that time Puguh was able to buy a set of tools *slendro gamelan* and *pelog* very simple that is mixing between the *gamelan* made of iron and *gamelan* made of brass. In 2004 the ability Puguh in *ndalang* began to hear people from various regions. In 2005 art puppet has growing and sold out until the responses are able to meet daily needs. So in 2006 came Puguh encouragement to preserve the art of puppet and karawitan traditions that breathe by establishing an art studio called Trajuwening.

Trajuwening with the meaning of *traju* there are two sense of one *traju* means the scale or *traju* means the sound of lightning. *Traju* that can be defined by the sound of lightning or a loud voice, clear wening means loud sound but not noisy mbrebeki ear but loud but comfortable voice is heard that trajuwening sense. So there are two understandings, there is traju means the scales are *wening* or *timbangan*

3.2 Position of Trajuwening Studio

The presence of puppet art Ki Puguh Prasetyo now is at the highest level because it is considered able to compete with the art of puppet in the surrounding area. This is because in a series of puppet performances from beginning to end consisting of the opening remo dance, entertainment campursari continued puppet overnight to have a distinct impression on the hearts of the audience. In a campursari entertainment event for example, some *sinden* are lined up to sing entertaining community has its own characteristics in demonstrating its expertise. There are singing interspersed jokes or jokes and dancing. In the overnight way puppet show in the sidelines of *dalang*, Ki Puguh also provide advice through his fresh humor. From the freedom of expression in performing this show, finally the existence of art puppet Ki Puguh got superior value in the hearts of the audience. This is in accordance with the concept of arena that is applied by Pierre Bourdieu that the art Ki Puguh puppets is within the scope of the artist arena that the art of puppet has a special space in society that is one of its functions as a spectacle or entertainment community. The existence in the context of this research has a broader meaning of puppetart which consists of several supporting members of the show such as puppeteer, *sinden*, *wiyaga* (*gamelan* player), *peniti* (part of equipment).

The Trajuwening studio is rated as a measure for being a pioneer with a national stage volume. Trajuwening studio already has some work of new music traditional (*gending*), like watching puppets, puppet accompaniment, flashback accompaniment, prologue especially pioneering process. The staging area of Trajuwening studio in *arek* culture area is almost evenly distributed, only higher volume is in Gresik, Lamongan and Surabaya, but not in Sidoarjo, Mojokerto never.

3.3 Educational Roles of the Trajuwening Studio

Several ways have been done in efforts to preserve the art of puppet both from outside and within the artist itself. As artists support by looking for champion or seek seeds as the next generation of art puppetry. On the other hand, although the government does not appeal directly through Ki Puguh, but Ki Puguh already have intentions to participate preserve. Ki Puguh also often called to teach and provide debriefing for elementary school children in Gresik area such as SD (primary school Pranti and Dawar).

In the picture 1 illustrates one of the educative role done by Trajuwening studio which is to facilitate children who want to learn karawitan and Jekdong puppets. The photo was taken by researchers when making a second observation on March 24, 2017 at 15.33 WIB at the house Puguh Prasetyo. At that time Puguh Prasetyo apply as a resource for the preparation of the Dalang Festival held on 20-21 April 2017 at *Taman Budaya Jawa Timur*. Picture 2 shows a photo of one of the children named Damar who is a *dalang*. Damar now occupies 4th grade, so he entered in the category of puppeteer in Dalang Festival which he attended on 21 April 2017.

Picture 1. Exercise Process at Rumah Puguh Prasetyo
(Andini Document, March 24, 2017)

Picture 2. The resin as a puppeteer is practicing at Puguh's house
(Andini Document, March 24, 2017)

Another way Ki Puguh in preserving the art of puppet that is through writing. Ki Puguh has written a book entitled "Tabuhan dan Vocal Wayang Jawa Timuran" which is printed and in collaboration with the East Java Arts Council. The purpose of Ki Puguh applying it in book form so that when later over the generation, the tradition of the past remains known by the next generation and for the preservation is still growing.

4. Conclusion
The conclusion in this research is the existence of Trajuwening studio in Gresik Regency is no doubt, art institution that specializes in jekdong puppet performances is very reckoned, always innovate to the work and always consistently maintain the quality in art process. This is what makes the dish performances always awaited local and national art connoisseurs. It is hoped that with the existence of Trajuwening studio in Gresik Regency can pioneer the establishment of art institute in other art field, so that traditional art can be preserved with support from related parties.

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Advertisement as a Media Literacy and Reasoning

Anisa Ulfah

Darul Ulum Islamic University of Lamongan
anisaulfah.pbi@gmail.com

Abstract

Advertising as a discourse presented with good strategies, topics, languages, and visuals is a discourse that has a message deliberately published. To understand the message conveyed through advertising, someone will be literal and reasoning. The better the ability of literacy and reasoning, the better the ability of a person to understand the message delivered. Someone does not just follow what the ad says, but also make certain considerations and then decide. The process of understanding the advertising message and the judgment to decide it is reasoning. Thus, advertising can serve as a medium of literacy and reasoning.
Keywords: advertisement, literacy, reasoning

1. Introduction

In the world of television and social media, advertising is an inseparable part. Ads are used to influence people so that people are interested in buying and using the products or services they offer. To achieve these goals, advertising is experiencing various developments in accordance with the development of the world of technology and information today. These developments include various aspects, such as presentation strategies, the language used, the topics raised, and the order of discourse (Rani, 2006: 2). These aspects relate to the literacy and reasoning contained in the ad text, especially in the advertising discourse. Understanding the ad is the same as someone who is literal and reasoning. Thus, there is a close relationship between language and the reasoning that exists in the advertising discourse.

Ads use language to be able to fulfill their role of conveying information and able to attract readers. On television and other media there are various advertising discourse that show a series of thought processes. This is shown by the story line and the order of advertising discourse used. Often ads do not give explicit statements. Readers are left to determine the messages themselves. Readers seemed to be drugged with the existing storyline in the ad so that later readers interested in using the advertised product. It becomes an interest that in the process of understanding the discourse of advertising there is a process of thinking or reasoning.

Every ad discourse has a specific reasoning pattern that can show the company's ideology. This is because the advertising discourse has the power to influence the reader, both emotionally and thoughtfully, and ultimately acts according to the message (Rani, 2006: 8). As described earlier, the ad has a certain reasoning pattern that is interesting to be used as a media literasi today .. It is said because the ad has a strategy of presentation, topic, language, and order of specific discourse so that it becomes intact in conveying the message. It is in line with the essence of literacy that a person also involves the process of reasoning in its activities berliterasi, namely the ability to understand the message conveyed. Based on the exposure, in this article will be described about (a) advertising as a medium of literacy and reasoning and (b) media literacy education as a benefit of the existence of this study.

2. Methods

This research is done by research design of literature review. The literature review is conducted through a critical and in-depth review of relevant literature materials. These materials are examined as data that describes information about advertising, literacy, reasoning, and media literacy education. In addition, observations of some ads are also made to determine the criteria for commercial advertising as well as public service ads that are appropriate to serve as literacy and reasoning media. The data obtained then analyzed to get the conclusion of research result.

3. Result Discussion
3.1 Advertising as Media Literacy and Reasoning

An ad certainly takes into account the various elements, including image, color, layout, background, sound, acting, animation, and of course language. The element of language becomes an element that can not be separated from the discourse of advertising. The use of language is a fact which shows that in the language is stored ideology and pattern of reasoning

the author. Brown and Yule (1983) argue that advertising is one type of transactional discourse because the discourse of advertising is not addressed directly, but by changing the mind of the reader who ultimately acts in accordance with the purpose of advertising. However, such efforts are often not shown explicitly. That is, bahasalah used as a means to convey the message and achieve goals and save the pattern of reasoning and the ideology of the maker.

Reasoning activities are very close to the daily life of society. Almost every day a person does reasoning, both simple and complex reasoning. Reasoning can be done when someone communicates, both when saying or in understanding a message, including in understanding the message submitted ads. If the reader is not able to understand the message, then the reader is considered to have failed to follow the reasoning pattern used by the advertisement so that it can not grasp the intent of the advertisement. Reasoning is a mental process that is able to show a pattern of thinking about and from some facts and principles that logical reasoning can reasonably reach. This opinion is in line with Copi (1982: 5) which explains that reasoning is defined as activity, process, or thought activity to draw conclusions or to make a new statement based on some well-known revelation. Thus, the process of reasoning is influenced by the knowledge one has had in drawing a conclusion on the existence of a new statement obtained.

Language is a means capable of showing a person's reasoning patterns, including the pattern of reasoning that advertising discourse has. It is said that because language with mind has relationship which is related and influencing. As explained earlier that in understanding advertising, a person also involves the process of thinking. Thus, it can be understood that an ad has a particular reasoning pattern that is interesting to research.

Reasoning is the formation of the word of reason which has the meaning of reason. Reason or reason is the perpetrator of capture the impression and work with certain mechanisms to form an idea. Poespoprojo (1999: 4) explains that in a nutshell the mind works through three structured stages: (a) dividing, (b) limiting, and (c) composing thought. It further explained that the divide is to decompose or separate the parts of the thing being observed. The parts of something are actually parts that make up the whole observed object.

The work of subsequent reason is limiting. Limiting is defined as the activity of providing definitions or definitions on each element because each element has a definition that ultimately forms an object definition. The definitions that are compiled must necessarily be contextual in order to fit the objectives of the observation. Each element must be defined in accordance with its nature relevant to the purpose of embedding so that the ambiguity of meaning of each element is not found. The last work of reason is the preparation of thought. At this stage, reason compiles sections of the object into a whole. The rearrangement of parts of an object may differ from one person to another according to the schemata and the knowledge, experience, and context one has. In this context, one does reasoning in understanding advertising messages conveyed through specific languages and strategies.

Relating and in line with the previous definition, Sullivan (1963: 34) states that reason works in three types of action, namely (a) simple understanding, (b) judgment, and (c) reasoning. Simple understanding is an act of reason to grasp the meaning of an object without agreeing or rejecting it. This simple act of understanding involves understanding and expanding concepts. Therefore, in order for the concept to be understood by others, the concept is expressed in terms of words, terms, or sentences. Assessment or judgment is an act of reason to unite some concepts by agreeing or rejecting them. Dawud (2008: 174) called it with the act of affirmation and negation, while Poespoprojo (1999: 23) called it by the verdict. Affirmation takes place if the concept is judged according to the object. The act of negation is done if the concept is judged not in accordance with the object.

Advertising is one kind of persuasive discourse because it contains messages offering products and services and directed to potential buyers. Ads can impact people in choosing goods and intervening while enjoying the medium of communication, bringing information about new products and product improvements, causing someone to buy something that should not be bought, and be able to move the economy (Wilbacher, 1984: 3). As a means of communication, advertising conveys the message of the author. These messages are packaged in the presentation and language used in the ad. Through the look and delivery of an interesting, advertising is able to captivate the reader so that sometimes to buy goods that are not really needed.

The development of advertising along with the development of the world of technology and information today. There are various types of media used to serve ads, one of which is with the television media. Television-served ads are one of the most complex advertisements in the presentation. It is said that because television advertising includes various elements that must be

prepared. These elements include music, narration, songs, sound effects, stories or events, animations, pictures, acting, and language (Rani, 2006: 110). These elements are very important to help convey the message so that the reader is also helped by the existence of these elements.

The purpose of advertising can be divided into two, namely direct-purpose advertising and ads that aim not directly (Bovee and Arens, 1986). Directly intended ads are directed to change reader behavior immediately or quickly. Achievement of goals can be seen in terms of sales of goods / services advertised. The more items sold then the more successful the goal of making these ads. The aimless advertisement is intended to change feelings, attitudes, and images in the minds of consumers or prospective consumers in a long period of time to the goods / services advertised. The purpose of this type of advertising can not be known immediately, but in a relatively long time.

Rani (2006: 116) explains that the ad can serve as a means to communicate with the reader so that it can be used as a means of community relations. Therefore, advertising is directed to (a) change the public image of a product or producer, (b) find the target group in a more appropriate society, (c) inform the success that the public has not yet known in order to introduce themselves, (d) introduce the product in new market areas, (e) improving public relations after a misunderstanding, (f) seeking public trust, and (g) taking public sympathy (Susanto 1989: 195-196).

Strategies in message delivery need to pay attention to simplicity, clarity, and repetition. The use of strategy is based on the consideration that within society there is competition. Therefore, advertisers should be able to provide information or a simple and clear message that is repeatedly displayed so that will be easy to remember the public. Psychologically, the strategy can evoke the prospective consumer's confidence in the product being advertised (Susanto, 1989: 200). With these strategies, ads will be able to persuade readers so that they will act in accordance with messages that readers can accept. However, when the message is considered unnecessary, the person will decide that it is not necessary. This is where the process of literacy and reasoning is done.

3.2 Media Literacy Education

In the beginning, literacy is understood as an ability to read and write or often known as literate terms. However, along with its development, literacy can be interpreted as a person's ability to acquire, process, and communicate information. This is in line with the exposure of Haidar (2013) which reveals that the essence of literacy relates to five verbs, namely to understand, to melibati, to use, to analyze, and to transform. Thus, the literary nature tied to the ability to read and write shows more complex abilities.

The use of the term literacy has also spread to various fields. For example, media literacy, computer literacy, and mathematical literacy. Tallim (in Sukasih, 2015: 163) explains that media literacy is critical thinking over all content submitted by the media. Based on the explanation, it can be understood that media literacy is the ability to access, interpret, analyze, evaluate, use, and communicate messages that exist or obtained from the media critically and intelligently. In other words, someone who has good media literacy, then he will be smart in media.

Advertising is not only used as a media literasi, but also can be used as material for media literacy education. Media literacy education is considered necessary to educate the nation in media life. It aims for two things. First, provide education to the younger generation and the media user community in order to have media skills. It is deemed necessary for the media user community to be more critical and not just reactive to all information submitted by the media. If media literacy education can work well, then education can also help reduce the spread of hoaxes and bullying actors. Second, it provides education to media industry actors in order to have an ethical understanding and not to abandon moral obligations. It is intended that the media considered as information centers still have an understanding of the things that should be informed in ways that are in accordance with the values prevailing in the community. If it works well, media literacy education will contribute to educating the character of the community, especially the younger generation.

4. Conclusions

Based on the study, the conclusion that can be formulated is that advertisement can be used as media of literasi and reasoning in education so that society have critical thinking ability to media message, although not yet known the truth of message source. Ads that are made as media also certainly have some criteria that are in line with the principle of literacy and reasoning. In addition, advertising as a medium of literacy and reasoning can also serve as a first step in

educating media literacy as a first step in educating the community, especially the younger generation, in order to be smart in media, not only reactive to issues that are spread by the media, but also critical, productive, and innovative in developing media quality.

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SELF ACTUALIZATION IN A NOVELBY SAKAE TSUBOI'S *NIJUUSHI NO HITOMI* AND A NOVELBYANDREA HIRATA'S *LASKAR PELANGI*: COMPARATIVE LITERATURE STUDY

Dyah Puji Rahayu
Universitas Negeri Surabaya (UNESA), Surabaya, Indonesia
dyah.pujirahayu.unesa@gmail.com

Abstract

This study will collaborate comparative literature theory and psychological theory of literature. The purpose of this study is to compare the novel of Nijuushi no Hitomi by Sakae Tsuboi and Laskar Pelangi by Andrea Hirata in terms of physiological, security, love and existence, esteem, and self-actualization.and from this comparison, can be obtained the similarities and differences of the two novels. The method of this study is use a qualitative descriptive approach. The Result of qualitative data analysis is in the form of words or writings based on the object of research by using certain methods. The method that used in the research literature has three properties, There is a descriptive, analytical, and comparative.The data obtained from the two novels are quotations or phrases that are systematically explained based on theory, then combine with the descriptions of data.From the merging of this data, it can be compared between the two novels so it can be known the similarities and differences of the novel Nijuushi no Hitomi and Laskar Pelangi . The result of this research is that there are similarities in the novel of Nijuushi no Hitomi and Laskar Pelangi on the characters of Miss Oishi and Ikal. Miss oishi and Ikal are both motivated by physiological needs, security, love and existence, esteem, and self-actualization. The difference is in terms of the author, Nijuushi no Hitomi written by female author and Laskar Pelangiwritten by male authors. Based on similarities and differences this is just a coincidence factor. Because both authors are take a theme for their novel from surrounding environtment.
Keywords: self-actualization , comparative literature study.

1. Introduction

The purpose of Literary Psychology in generally is, to understand the psychological aspects contained in a literary work. Jatman (Rokhmansyah, 2014: 159-160) argues that literature and psychology have close, indirect and functional relations. Indirect linkage because between literature and psychology have the same object that is human life.Have a functional relationship because both learn about the psychological state of human. What distinguishes is, if in psychology the symptoms are real , whereas in the literature is imaginative or fantasy.

The psychologist or soul of a character has a close relationship with their behavior and motivation. Humans will be disturbed if they can not realize what they want to be. They will try to reach that willingness. Motivation will encourage humans to behave toward the desired goals. Darma (Sariban, 2009: 164) provides the reason why psychology is get used by literature studies. **The first reason is to know the behavior and motivation of the characters in the literature work.** The second reason is to know the author's behavior and motivation. The third reason is to know the psychological reaction of the reader.

Indeed, human beings are creatures that have a variety of needs. These needs motivate them to take action in satisfying the important need. Maslow gives the concept of a need. Maslow says humans are driven by universal needs and innate. These needs are arranged in levels from the lowest to the highest. The lowest and most powerful needs must be satisfied or at least adequately satisfied before going to the higher level.

According to Goble (2002: 60) ordinary people are motivated by all the many kind of deprived . They try to fulfill their basic needs for security, belonging, affection, respect, and self-esteem. Especially people who have a strong mentality they will be motivated by their need to develop and actualize their abilities and capacity in the fullest. It means they have a desire to actualize themselves. Maslow named these five needs as a hierarchy of needs.

The behavior motivated by these five hierarchies of needs are showed in a character of Miss Oishi in the novel *Nijuushi no Hitomi* by Tsuboi Sakae and ikal in the novel *Laskar Pelangi by Andrea Hirata.* Miss Oishi and Ikal both try to fulfil all the needs they feel need to fulfill that. They do everything to fulfill the five basic needs. for example; Miss Oishi who is motivated by the fulfillment of physiological needs, accepting work as a teacher in the cabang elementary school located in the Tanjung Village. By accepting the job, Miss Oishi can fulfill the needs of food

and clothing. While Ikall's action in meeting physiological needs is by emigrating to Bogor and working as a mail sorter at the Post Office.

Cases of similarity in this two literature work can be found in a literature case. Both in verbal or oral literature, the similarities can be caused by the influence, epigones, plagiarism or coincidence. Similarities can occur between a work of literature and other lirerarature works within the range of same country, or within the range with another country. Damono (200 9: 2 6) argues that similarity could occur as a result of the development of society and major events such as war. After the war, literature tends to reveal various problems of chaos, misery, or praise of the hero. Literarature works that has similiraty but the range is within another country is the reasearch in study of comparative literatures.

2. Research Methods

The study of this research is the result of qualitative descriptive approach. In qualitative research, reporting with verbal language is clearly very important because all interpretations and conclusions that taken will be delivered verbally. According Aminuddin (1996: 120), The Result of qualitative data analysis is in the form of words or writings based on the object of research by using certain methods. The method used in the research literature has three properties there is a descriptive, analytical, and comparative. Descriptive is used to explain facts that exist systematically based on theory. Analytical is used to combine descriptive results in both novels. Comparative is used to combine and compare the two novels.

3. Result and Discussion

Maslow's concept of needs hierarchy assumes that the needs at the lowest level must be fulfill or at least adequately fulfill before higher needs motivate a person.There are five hierarchies of needs according to Maslow that consists of physiological needs, the need for security, the need for love and existence, the need for esteem, and the need for self-actualization. Maslow (Feist, 2014: 331) mentions the five needs that make up this hierarchy with conative needs , meaning that these needs have encouraging or motivating characters. The concept of hierarchy of needs according to Maslow is as follows:

a. Physiological needs of the main character in the novel *Nijuushi no Hitomi* by Sakae Tsuboi and *Laskar Pelangi* by Andrea Hirata.

Physiological needs are the most urgent fulfillment of basic needs. This need is most preferred or at least a have to get little fulfilled or satisfied for the survival of human life.Physiological needs include food, clothing, house, oxygen, sex, and so on. Various ways are taken by humans to get physiological needs. According to Sardiman (2012: 82) this physiological needs can be equated with primary needs which means all human actions are core to make efforts fulfill the satisfaction and organic needs or the need for physical importance. From this physiological need arises the struggle of life and the struggle for survival.

Physiological needs are reflected in the characters of Miss Oishi in the novel *Nijuushi no Hitomi* and also Ikal in the novel *Laskar Pelangi* which seeks to fulfill and satisfy his physiological needs. Both of these figures are trying hard to fulfill their physiological needs by working.

Miss Oishi's character get a job offered by the Principal's friend of his late father to fulfill his physiological needs, can be seen in the following data:

「岬は遠くて気のどくだけど、一年だけがまんください。一年たったら本校へもどしますからな。分教場の苦労は、さきしといたほうがいいですよ。」(Tsuboi, 2016:18).

Sayang sekali Desa Tanjung itu jaraknya sangat jauh, tapi bertahanlah selama satu tahun saja. Setelah satu tahun akan aku pindahkan ke sekolah utama. Lebih baik mendapatkan pengalaman berat pertama di sekolah cabang.

The data shows Miss Oishi's action to fulfill the physiological needs, that is by accepting the job given by the Principal's friend of her late father. For first, Miss Oishi was reluctant to accept the job because the distance to the school from her home was very far away, which was eight kilometers. But, because her physiological needs were urgent, with consideration of the principal's promise that he will moved Miss Oishi to the center after a year teaching.

While Ikal action in meeting physiological needs is to migrate to Bogor and become a mail sorter in the Post Office. As in the following data:

Dan kembali aku termangu-mangu menatap tiga karung surat tadi. Setelah terpuruk dikhotbahi nyonya itu aku masih harus bekerja keras menyortir semuanya karena pukul delapan seluruh pengantar kilat khusus termin pertama akan berangkat dan **karena aku adalah pegawai pos, tukang sortir,** bagian kiriman peka waktu, shift pagi, yang bekerja mulai subuh (Hirata, 2014:438).

The data shows Ikal's effort for fulfill his physiological needs is by being a mail sorter at the Post Office. Ikal works hard to fulfill his physiological needs. Even, Ikal must be willing to depart at dawn to immediately sort the mail. Because Ikal must be able to finish it on time, so that mail can be sent in the morning. This difficultiies that Ikal must do, is because physiological needs. the most urgent basic needs that need for fulfillment, if human want to get higher level of needs.

b. Safety needs of the main character in the novel *Nijuushi no Hitomi* by Sakae Tsuboi and *Laskar Pelangi* by Andrea Hirata.

When a person has fulfill his physiological needs, they become motivated by the need for *safety* , which is physical security, stability, dependence, protection, and freedom from the forces threatening, such as war, terrorism, disease, fear, anxiety, danger, unrest, and natural disasters. The need for law, peace, and order is also part of the need for security (Maslow, 1954: 39).

Miss Oishi, whose her secure condition is threatened, is almost accused of being a red follower. Miss Oishi take an action to get protection from the Vice Principal is to obey his words. As in the following data:

「あ、焼かずに警察へ渡せばよかったかな。しかし、そしたら大石先生がひっぱられ るな。ま、とにかく、われわれは忠君愛国でいこう。」
教頭のことばが聞こえなかったように、大石先生はだまって煙のゆくえを見てい た。(Tsuboi, 2016:131)

“Oh, mungkin seharusnya aku menyerahkan pamflet ini kepada polisi bukan membakarnya. Tapi kalau demikian, mereka pasti akan membawa Mrs. Oishi. Yah, pokoknya kita sebaiknya menjadi warganegara-warganegara yang setia dan patriotis,” kata Wakil Kepala Sekolah. Mrs. Oishi mengikuti asap itu dengan matanya, tanpa berkata sepatah pun, seolah-olah dia tidak mendengar ucapan Wakil Kepala Sekolah.

The data shows Miss Oishi's actions that obey the Vice Principal's says to pick up pamphlets that are considered to be red-disciplinary teachings or pacifism.Although Miss Oishi did not understand what was wrong with the pamphlet. But Miss Oishi obeyed the Deputy Principal's request, so she survived from being a police.

While the safe needs that must be completed by Ikal is to get protection from Dahroji that he did not get so Ikal feel anxiety because of that. Can be seen in the following data:

Telah tiga kali aku keliru minggu ini. Alasanku karena *overload*. Dahroji, ketua ekspedisi, tak mau tahu kesulitanku. Volume surat meningkat tajam dan banyak perluasan wilayah yang membuka wijk baru yang tak kukenal. Aku memandang kuyu pada tiga karung surat bercap Union Posttale Universele ketika nyonya yang masih seksi itu komplain... (Hirata, 2014:438).

The data showed Ikal's anxiety because he can not complete his task in sorting mail. Until he asked for help to Dahroji, expedition chairman. But Dahroji ignores Ikal's asked for help. Ikal also must be strong in facing the anger of customer service in post Office delivery. Ikal must be strong against this anxiety and must continue to move forward to meet his safety needs.

c. The need for love and exsistence of the main character in the novel *Nijuushi no Hitomi* works Sakae Tsuboi and *Laskar Pelangi* by Andrea Hirata.

Once their physiological and safety needs are get fulfillment, they become motivated by the need for love and existence needs , such as the desire to be friends with someone; desire to have spouse and child, the need to be part of a family, an association, a community, or a state. Love and existence also include some aspects of sexuality and relationships with other human beings as well as the need to give and gain love (Maslow, 1954: 43).

In relation to the character of Miss Oishi in the novel *Nijuushi no Hitomi* , related to the needs of love and existence is expressed by efforts to get closer to the family. Miss Oishi, who was separated from her mother for two years, wanted to stay together with her mother after she graduated from a teacher's school. as in the following data:

...歩いてかようにはあまりに遠いから、下宿をしてはとすすめられたのを、母子いっしょうにくらせるのをただ一つのたのしみにして、市の女学校の師範科の二年を離れてくらしていた母親のことを思い、片道八キロを自転車でかよう決心をした大石先生である。(Tsuboi, 2016:18)

Dia sudah disarankan untuk menyewa kamar di sana, sebeb letak sekolah itu terlalu jauh untuk ditempuh dengan berjalan kaki; tetapi dia teringat ibunya; selama dua tahun belakangan ini, mereka hidup terpisah, sebab dia mesti menempuh pendidikan di sekolah guru yang berada di sebelah sekolah untuk putri. Selama itu, satu-satunya penghiburan mereka adalah harapan bahwa nanti mereka bisa tinggal bersama-sama. Karenanya, dia memutuskan untuk menempuh jarak delapan kilometer ke sekolah dengan naik sepeda setiap hari.

The data shows that Miss Oishi is trying to fulfill her love needs, with not reserved a room at Desa Tanjung. Miss Oishi prefers to travel eight kilometers from Pohon Pinus Village to Desa Tanjung. Miss Oishi chose to use a bicycle as transportation to school while teaching. Miss Oishi did that because she want to stay living with her mom.

While another side, Ikal fulfill his love needs by getting closer to his family. Ikal became his brother's substitution to financing his niece's study. Ikal works hard to finance his sister in order to be able go to college. Like the following data below:

Lelah seharian bekerja lenyap jika melihat Eryn dan semangat belajarnya, jiwa posotifnya, dan intelegensia yang terpancar dari sinar matanya. Aku rela kerja lembur berjam-jam, membantu menerjemahkan bahasa Inggris, menerima ketikan, dan berkorban apa saja—termasuk baru-baru ini menggadaikan sebuah tape deck, hartaku yang paling berharga—demi membiayai kuliahnya (Hirata, 2007:443).

The data shows Ikal's efforts to get closer to his family. Ikal was happy to be able to finance his niece for college. Ikal do many job to finance his niece's study. Ikal feel that what he do is because responsibility as Eryn's Uncle. And as a family member it is such an obligation to help each other.

d. The need for self-esteem of the main character in the novel *Nijuushi no Hitomi* by Sakae Tsuboi and *Laskar Pelangi* by Andrea Hirata.

After people fulfill the need for love and existence, they are free to pursue the need for esteem needs. Goble (2002: 76) argues that everyone has two categories needs for esteem, self-esteem and get self-esteem from others. 1) Self-esteem includes the need for confidence, competence, mastery, adequacy, achievement, independence and freedom. 2) The self-esteem of others includes prestige, recognition, acceptance, attention, position, good name and appreciation.

Miss Oishi who gained the appreciation from the villagers of Tanjung Village as theirgratitude towards Miss Oishi who has been educating their children. Miss Oishi gets raw food from the villagers of Tanjung village. Can be seen from the following data below:

「はーい。米五ソ合の豆一升。こいつは軽いぞ煮干かな。はい、もう一つ米一升の豆五ソ合一。」（Tsuboi, 2016:75）

"Nah! Lima *go* beras dan satu *sho* kacang (satu *go* adalah sepersepuluh *sho*, kurang lebih 0,16 liter). Yang satu ini agak ringan. Mungkin ikan kering. Lima *go* beras lagi dan satu *sho* kacang!..."

The data above shows that, Miss Oishi gets an award in the form of food from the villagers of Tanjung Village as a form of gratitude for teaching their children. Miss Oishi get rice, beans, and fish.

While Ikal received an award in the form of praise from former ministers who became interviewer in the selection of scholarships to study abroad that ikal applied. As in the following data:

"Saya telah lama menunggu ada proposal riset semacam ini, ternyata datang dari seorang pegawai kantor pos! Ke mana kau pergi selama ini anak muda?" (Hirata, 2016:462).

Based on the data, explains that Ikal's proposal has a good theme. So it is worth to be submitted as a requirement to get scholarships to study abroad.Interviewers who were amazed at Ikal, finally gave praise for the greatness of Ikal.

e. The need for self-actualization of the main character in the novel *Nijuushi no Hitomi* by Sakae Tsuboi and *Laskar Pelangi* by Andrea Hirata.

When the needs at the lower levels are fulfilled, people automatically move to the next higher level of needs and it was self-actualization. The need for self-actualization includes the desire to continually use the potentials of self to become what they wants. Maslow (in Goble, 2002: 53) says that the universal characteristic of the self-actualizing person is that there is creativity within in themselves. Usually creative people are flexible, spontaneous, dare to make mistakes, openness and humility.

Miss Oishi, who was almost eighteen years old stopped being a teacher, finally getting another chance to teach at Cabang elementary school. And for the first time, Miss Oishi was happy to be a teacher. such as the following data:

なんとそれは、大石先生の、ひさしぶり声と姿である。今日は、彼女は十三年ぶりの教職にかえり、しかも、ふたたび岬の村へ赴任することろなのだ。(Tsuboi, 2016:192)

Perempuan itu adalah Mrs. Oishi—sekian tahun kemudian! Hari ini dia kembali ke desa tanjung ini, untuk mengajar lagi setelah tiga belas tahun.

The data shows that Miss Oishi who after several years stopped teaching, finally went back to teach at the Cabang elementary school located in the Tanjung's Village. Mrs. Oishi was glad to be a teacher again and it was a proof that Mrs. Oishi has a talent of being a teacher.

While, Ikal actualizes herself with his success becoming a student abroad by scholarship. As in the following data:

Maka tak lama kemudian aku telah menjadi mahasiswa. Meskipun hanya langkah kecil aku merasa telah membuat sebuah kemajuan dan sekarang aku dapat menilai hidupku dari perspektif yang sama sekali berbeda (Hirata, 2014:462).

The data above shows that after Ikal perform various ways to actualize himselves, finally managed to show his potentialin the academic field. Ikal can go through a variety of tests, and successfully get scholarships to study abroad.

4. Conclusion

Based on the analysis in the novel of *Nijuushi no Hitomi* by Sakae Tsuboi and *Laskar Pelangi* by Andrea Hirata, it can be concluded that in fact, all human beings have the same basic needs, that is physiological needs, security, love and existence, esteem, and self-actualization. These five needs are universal and nature. Thus encouraging humans to act and fulfill those needs.

Then from the results comparing the novel of *Nijuushi no Hitomi* by Sakae Tsuboi and *Laskar Pelangi* by Andrea Hirata can be obtained the similarities and differences of the two novels. the similarities are the characters of Miss Oishi and Ikal, their actions are equally motivated by physiological needs, security, love and existence, esteem, and self-actualization. While the differences are, the novel *Nijuushi no Hitomi* by Sakae Tsuboi written by female author and using Japanese language, while the novel *Laskar Pelangi* by Andrea Hirata written by male author and using Indonesian language.

Based on the similarities and the differences this is just a coincidence factor. Because both authors tak the theme in the surrounding environment. this similarity is also caused by the similarity of the brain in responding the same type of experience.

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The Absurd Representations of Murakami Haruki's *1Q84*

I Gusti Ayu Kade Doriantari

Program Pascasarjana, Universitas Negeri Surabaya, Surabaya, Indonesia
Corresponding author : doriketawa @gmail.com

Abstract

Absurdity is always in man's life. Albert Camus, who emphasizedthe absurd philosophy assumes that life is meaningless. As man realize that his life is lack of meaning, they are facing the absurd. The immediate reaction to the absurd is suicide. But it is unacceptable in the face of the absurd. Therefore man should accept the absurd and revolt. Regarding the absurd, this paper describes the absurd representations of Murakami Haruki's 1Q84, the struggle at facing the absurd which is represented by the main character of Murakami Haruki's1Q84. Aomame, the main character facing an absurd life since she wasa child. She does not have any intimate relationship with anyone and dissociates with her family. She also questioned her role when she stuck in the 1Q84 world. Examining the main character of 1Q84 from absurdist perspective results that the main character struggled at facing meaninglessness, emptiness, and alienation as the forms of absurdity.She also overcomes the absurd by avoiding anemotional relationship, accepting reality, struggling and living her life to the to the fullest.
Keywords: absurdism, meaningless, alienation, struggle

1. Introduction

1Q84 is a trilogy written by Murakami Haruki. In Japan, *1Q84* book 1 and book 2 was published in 2009 and book 3 in 2010. The story tells the problems encountered by the main female character about facing the absurd. Aomame works as a fitness instructor and an assassin of men who have violently abused women. One day, she accidentally moves to adifferent world that has two moons in its sky.Aomame calls that world 1Q84, 'Q' is for aquestion mark. 1Q84 is a strange world bears manyquestions. When Aomame was an elementary student, she and her family were Witness believers. For some religious reasons, Aomame never joined school activity other than studying in theclassroom and she must pray in a loud voice before eating her lunch. Thus, Aomame is alienated. Aomame is in anabsurd situation when she accidentally moved to 1Q84. She does not know why she moves to the world and she wants to know what kind of role she plays there. Aomamerepresents the human desire for meaning in life and how she strugglesto find it.

Absurdism deals with the human's effort failed to find and explain the meaning of life regarding human knowledge and limitation of information about the universe, yet human still continuously tries to find it anyway. Hamm states that absurdity deals with any effort of searching, pursuing, an investigation of meaninglessness existence of human condition (2015, p.10). It means that seeking for the meaning of something in this life seems to be in vain, as the fact that the existence of that something is basically without defined meaning.

Camus defines that absurd is a confrontation between human desire and the reality (1955, p.20). He explains that human condition is absurd if human wishes on significance and meaning of life are confronting to the silence of the world. People try to find their meaning in life but they are never able to get it. Therefore, Camus assumes that life is meaningless.

The immediate answer to absurdity is suicide. A suicide, by killing oneself, is a common way to escape from absurdity. He states that suicide is one of the serious philosophical problems for human life. Camus (1955) considers suicide as "confession" that the world is meaningless. Thus, Camus does not propose suicide as the answer in facing the absurd.

For Camus, he prefers a leap of faith and acceptance. A leap of faith means that human beliefs beyond the rational mind that there is a supreme power upon ahuman being, which is God or in the form of religion. The second and the last option is an acceptance of absurdity. Human is a free to accept absurdity by creating his/ her meaning and objective of life. "To live without appeal" means that human is allowed to do whatever they want as their freedom.

The objective of this study is to answer the questions on how the representation of absurdity faced by the main character and how she overcomes the absurd in her life. This study is expected to give contributions to other literary researchers especially in literary works studies and to give contribution in theeducational field to enrich the scope of literary teaching as an example of appreciating literary work. More than anything, through this paper we want to encourage people

to face the absurd. No matter what, we must live. We must accept the absurd thus we can overcome it.

2. Methods

As the objective of this study is to describe absurdity faced by the main character and how she overcomes it, thus the study tends to apply the descriptive qualitative method and Camus' philosophical concept of absurdity. We try to find out the research data in Murakami Haruki's *1Q84* in the form of words, phrases, sentences from main character's thoughts, actions, and monologues, and dialogues which express explicit or implicit indications of the absurd.

3. Result Discussion
3.1 Absurd Representations: Meaninglessness, Alienation, Emptiness

In *1Q84*, the absurd is represented in forms of meaninglessness, alienation, and emptiness. These three representatives are faced with the main character namedAomame.

Aomame faces the meaninglessness in her life. Aomame spent her childhood with a lot of unhappy moments because she was a Witness believer. She wants to forget it, but she cannot leave her past (Murakami, 2009a, p.485). It is a meaningless effort to forget her past because it still remains. In other words, there is aconflict between Aomame's desire and the reality, thus indicate the absurd. She also faces meaninglessness when she tries to find the reason she moves to the 1Q84 world. She thinks and she talks with the Sakigake Leader but she cannot find the right answer (Murakami, 2009b, pp.273-274). Although she cannot find the answer, she still thinks about it and makes her own judge. Aomame also questioning the meaning of her existence in the1Q84 world (Murakami, 2009b, p.421).She does not know her role in the1Q84 world, but nobody tells her the answer. This condition is inline as stated by Camus that confrontation between human need and the unreasonable silence of the world indicate the absurd (1995, p.18)

In alienation, Aomame observes some things around her are strange and unusual. There are two moons in the sky (Murakami, 2009a, p.351).There are also some events she did not know although Aomame will not miss every news in thenewspaper(Murakami, 2009a, pp.192-193).She feels alienated from the world she had used to live. Apparently,she is brought into another world, later she calls it1Q84 (Murakami, 2009a, p.202). A strange world bears many questions. Being alienated from that new world makes her uncomfortable. She also likes to be alone and untouched. She was a Witness believer and for religion reason, she was not allowed to join Christmas party or to visit Shinto shrine (Murakami, 2009a, p.272). So, when she was in elementary school, she did not have a friend and always by herself.

Aomame feels empty when her one and only bestfriend, Tamaki, get married. Aomame and Tamaki often spent their time together, but after Tamaki married, they rarely met (Murakami, 2009a, p.299). Aomame's life is getting empty because some spaces that usually filled by Tamaki is now empty.

3.2 Overcoming the Absurd

In overcoming the absurd, Aomame does some acts such as not having anemotional relationship, doing judgment, accepting reality, struggle, and living her life to the fullest.

Aomame once had a deep relationship with Tamaki. But then, Tamaki married and after years she committed suicide. After Tamaki's death, Aomame never had an intimate relationship. She does not want to feel another loss (Murakami, 2009a, p.299). Aomame also used to live without love from her parents. She left her parents so did her parents. Thus Aomame learns to not have any emotional relationship with other people (Murakami, 2009b, p.24).

In 1Q84, Aomame experiences some things unlogical. She sees two moons in the sky, finds out that some events were happened without her knowing. She also gets pregnant without doing penetration (Murakami, 2010, p269). All absurd things that happen to her cannot be explained logically. But, Aomame must have ananswer, so she makes it herself. She analyzes every event thus she can make a hypothesis about what actually happens in her life (Murakami, 2009b, pp.421-422). Though she does not get the answer, by making some hypotheses, Aomame feels ease.

When everything seems confusing and nobody tells her what is going on, all she can do is accept it. Once the Dowager ask whether Aomame afraid of death or not. Aomame says she is not afraid because living a life like her life is more frightening (Murakami, 2009b, p.20). It means that Aomame's life is scary yet she still lives in it. She accepts the reality and struggleseventhough she has to face her scary life.

At the end of the story, Aomame makes her way out from 1Q84 to a world which has one moon. Though she can escape from 1Q84, Aomame is not sure whether she comes back to the old world or she enters another world. She does not know yet how hard her life will. She does not know the upcoming event or danger, but Aomame will live there, accept andovercome every obstacle that comesto her way (Murakami, 2010, pp.601-602).

4. Conclusion
The researcher finds three forms of absurdity that faced by the main character, Aomame. They are meaninglessness, alienation, and emptiness. The researcher also finds some ways that taken by the main character to overcome the absurd, such as not having an emotional relationship, doing judgment, accepting reality, struggle, and living her life to the fullest. From the explanation above, it is proved that there are representations of the absurd in Murakami Haruki's *1Q84*.

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Monitoring Urban Farming Based on Documentation and Child Participation in Creating Child Friendly Environment in Surabaya City Area

Idealita Ismanto

Postgraduate Art and Culture Education
University State of Surabaya
idealita.dea@gmail.com

Abstract

This study discusses the problem of urban farming monitoring conducted by children by using photography learning media as a documentation of the environment where children live in the Surabaya area. The issues addressed discuss how the role of photography media is used as urban farming monitoring in Surabaya area and the impact of family and child monitoring with the participation of children in creating child friendly environment in Surabaya area. The method used is observation and interview. Data analysis activities started from the data collection stage, the reduction phase, the data presentation stage, and the conclusion with qualitative research. It can be concluded that the results of urban farming monitoring based on documentation and participation of children in creating child friendly environment in Pegirian area Surabaya by using photography media can be used as a reference to document the environmental change that happened, photography can be used as a tool so that children and society can participate in the activity child-friendly environment, and its impact on the family given the urban farming crop experienced better behavioral changes in caring for plants and maintaining the environment and relationships between family members and between citizens became more intimate.
Keywords: monitoring, *urban farming*, photography, child participation.

1. Introduction

U-Health is one of the Wahana Visi Indonesia project located in Pegirian Village, Semampir Sub-district of Surabaya. This project started from the project U-Star (Surabaya Urban Transformation and Research) in 2009 which aims to initiate and capture the voice of the child to help realize Kampung Child Friendly (KRA) in Sub Pegirian and Surabaya City for Children (skla). From this assistance, the children through the children's group mentioned there are at least 7 main indicators that they want to change in order to create KRA in Pegirian, where one of the indicator is Realizing Clean and Healthy Village.

Urban farming is one of the strategic approaches used by Wahana Visi Indonesia (WVI) to create a clean and green environment for the best interests of children as an indicator of the realization of Child Friendly Village in Pegirian Village, Surabaya. Urban Farming is an effort to empower the community through the greening movement and at the same time provide economic benefits for the community in the assisted area, commonly known as green economy (ecogreen). Vegetable crops for example, can be used to meet the needs of family food so as to reduce family spending, this is certainly an economic benefit for the community.

For the implementation of urban farming, WVI is assisted by National Development University (UPN), Faculty of Agriculture in terms of providing plants and technical assistance. The National Development University is seen as having the theoretical and theoretical knowledge of crop selection and treatment suitable for planting in the Pegirian region with hot, dusty and dry characters. This assistance was carried out from early 2014 until about April 2015, preceded by baseline activities to measure initial data on what is needed by communities related to urban farming. In Kelurahan Pegirian, 4 RWs were chosen as the Ecogreen development pilot area, namely RW 07, 08, 09 and 10.

Activities began by socializing programs involving representatives of RW, RT and PKK. In the socialization, the program objectives and commitment of the community officials in the cultivation of crops will be distributed based on the results of the assessment, for which the selected person in charge in each region. Activity continues with mass service work under the command of RW officials, with the aim of involving community participation. When the distribution of crops is done, the community is given training of mixing and making of planting media (soil and compost). Until the end of 2014, WVI and UPN have been providing assistance and provision of crops to 435 families in 4 RWs in Pegirian Village. Types of plants given in the form of Vegetables, fruits, medicinal plants and ornamental plants. The University also teaches some green

technologies that can be applied in the community, such as vertikultur technology for nursery and vegetable planting and wet waste processing into compost.

For the monitoring itself carried out simultaneously with plant planting from UPN University. Because the monitoring is carried out by the children to provide monitoring of the crops given, the growth of the plants, and interviewing the recipients to know the impacts and effects that occur on the child, family and community after being given an urban farming crop.

The writer as the facilitator wants to describe the environmental monitoring conducted by the child containing the child watch photos taken by the child. It is also a form of monitoring children to the community to realize their desire to make the environment clean and green. As well as the impact for families and children who have earned urban farming crops on their environment.

2. Methods

The study aimed to obtain data on urban farming monitoring based on documentation and participation of Children in Creating Child Friendly Environments in the Surabaya City Area. The method used is qualitative descriptive. Qualitative methods are used to obtain in-depth data, a data that contains meaning. Meaning is the actual data, the exact data and is a value behind the visible data (Afiffudin and Saebani, 2012: 59). The meaning that attempts to show in this study is known the role of photographic media is used as urban farming monitoring in Surabaya area and the impact of family and child monitoring with the participation of children in creating child friendly environment in Surabaya area. The type of research used is descriptive, ie to describe the theory of humanism learning that children do when monitoring Urban Farming done.

3. Discussion
3.1 Photography as a medium for monitoring children in the area of Pegirian Surabaya.

Monitoring, evaluation and learning are part of the community empowerment program cycle. To see the progress and impact of planning and implementation of a program
Enabling monitoring is participatory monitoring and documentation, so that in the future it can be used as a track record of social change in terms of evaluation and learning.

Documentation-based monitoring uses photographs as a monitoring tool. Photo as one of the documentation media has been used as media monitoring and learning media in empowerment programs. The advantage of photo as a monitoring medium is that its activities can be done individually and collectively, where this activity will contribute to the empowerment program itself. In addition can be done collectively or individually, the photo has the power as a visual messenger that is more easily understood by all circles. Photos can talk before and after the empowerment activity is done.

Participatory monitoring using photographs is done by children who implement the program and enjoy the benefits of the program. To improve the capacity of monitoring actors using photographs, a short training course on photographic techniques and methods should be undertaken the presentation of monitoring in accordance with basic journalistic principles.

3.2 Purpose of Documentation

The objectives of the Urban Farming monitoring activities are:
a. Photographs for periodically documenting environmental changes.
b. Photos as a tool for people to participate in activities.
c. Photos as community learning media.
d. Photos as a complement to the knowledge and skill of photography technology of children, youth and young people especially in Surabaya to enter Teens-youth and Technology era

Expected results:
1. Children and adolescents can document the development of Urban Farming activities.
2. Children and adolescents can understand that photos can be used as a medium of learning both individually and in groups.
3. The existence of a photo album that tells about the people who do reforestation.
4. Use of photos for discussion of future environmental and planning developments.
5. Children have the achievement and pride of the environment greening contest.

3.3 The role of Photography is used as urban farming monitoring in the area of Pegirian Surabaya

Teaching and learning process is often confronted with abstract material and beyond the experience of the students or children everyday, so that the material becomes difficult to teach by the teacher or facilitator and difficult to understand by the students. Visualization is one way that can be done to definition something abstract. It is undeniable that today's technology has brought us towards the era of digitalization and one of them is photography capable of giving a big impression in the field of learning media.

Photography is the process of making a picture, that is, capturing light with a film. The pattern of light reflected or removed by the object is recorded by a medium or chip through a certain exposure time / this process is done through a mechanical process, chemical or digital device that we know as a camera. Photography has long been a part of our lives as human beings. Together with family and all life processes, photography is the most real-time documentation that can speak.

Photographic images can basically help encourage children and can generate interest during monitoring activities. Helping children develop language skills, art activities and creative statements in storytelling, dramatization and helping children to remember the content of reading material from textbooks. Similarly, understanding of societal understanding can be obtained from photographic drawings, and in certain situations photographic images are the best source for research objectives or investigations.

Before the children do urban farming monitoring photography training is done about the basic photography that contains about history of photography, composition, and lighting in advance so that they know about the science of photography and good shooting, holding a good camera and can understand about the camera they use. Once the children know how to take good pictures, the children are given direction and understanding in order to make the photo tell a story to describe the urban farming activities.

Documentation-based monitoring uses photographs as a monitoring tool. Photography as one of the media documentation has been used as media monitoring and learning media in empowerment programs. Photography has an advantage in telling the monitoring process, before being given an urban farming crop until after the plant thrives.

The community of children in Pegirian participates in training and monitoring the environment with joy and enthusiasm. Their concern for their surroundings is reflected in how they see, observe, interview and photograph.

There are at least 4 (four) objectives of action research according to Eileen Ferrance (2000), namely:

1.The occurrence of empowerment of participants (research subjects)
2. Collaboration with participants;
3. There is acquisition of new knowledge;
4. Realization of social change.

Monitoring with children seeks to place children in the middle of the monitoring process by encouraging the participation of children in most stages. Thus, children are not just participants, children are equal partners in research. This is in accordance with one of the principles of the Convention on the Rights of the Child (CRC) namely the right to participate (Article 12). This article asserts that children have the right to speak out and that children's voices should be heard regarding situations and contexts that affect the lives of children.

Monitoring by children is photographed with canon digital pocket camera and interviews with resource persons or beneficiaries. With questions that have been stringed up they started asking about Urban Farming.

first image, workshop photography about compotition (private documentation)

second image children participating for make photo story (privat documentation)

third image children participating for make photo story (private documentation)

fourth image   one of urban farming planted in RW 08 (private documentation)

fifth image one of the children photographed the recipient of red shoot plants. (private documentation)

six image Bramastya, one of the children who interviewed Ms. Tian recipients of red shoots at RW 08. (private documentation)

The independence of children in conducting photography training can not be separated from the curiosity of children in the science of photography. The author as a facilitator in providing basic photography science that contains the basic principles of photography, and then to measure the exposure required lighting the right combination of speed and diaphragm. The author explains about the history of photography from the beginning of the creation of the camera to the digital camera appears. Then the author gives an explanation of the types of photography that exist and the composition and lighting in taking photography.

I am a facilitator using Humanistic learning theory with Kolb learning style in the teaching of photography and environmental monitoring. Theories of humanisical learning tend to direct students to think inductively, attach importance to experience, and require active involvement of children in the learning process. Therefore, although explicitly there is no standard guidance on learning steps with a humanistic approach.

In this theory, the child acts as the main actor (student center) who interpret the process of learning experience itself. When the child understands the potential of the self, it is hoped that the child can develop his potential positively and minimize the potential of negative self. According to Kolb, experiental learning is a process whereby knowledge results from different combinations of capturing and transforming experiences.

Kolb's learning style is a learning style that involves new student experiences, develops observation / reflection, creates concepts, and uses theories to solve problems.

In my opinion, Kolb learning style will be more perfect when associated with the characteristics of learning styles and ways known to students with the type of Visual, Auditory and Kinestetik.

The visual human receives and processes information by viewing and creating the mental picture. Typically, the visual person will use words like "show me" or "show it to me" (Amir Tengku Ramly, 2008: 41)

Human auditory receives and processes information by listening to words or voices. Auditory people tend to use words like "tell me" (Amir Tengku Ramly, 2008: 41)

Kinesthetic humans receive and process information through feelings and sensations. Usually quickly say "it feels like .." (Amir Tengku Ramly, 2008: 41).

Kolb divides the learning into 4 stages:

a. The Concrete Experience stage is the first stage, that a person experiences an event as it is (just sensing, seeing, and retelling the event)

b. Stage of Active and Reflective Observation (Reflection Observation). At this stage there has been an observation of the events experienced, seeking answers, carrying out reflections, developing questions of how events occurred and why they occurred.

c. Conceptualization Stage (Abstract Conseptualization). At this stage a person has attempted to make an abstraction, develop a theory, procedure about something that is being the object of attention.

d. Active Experimental Stage (Active Experimental). At this stage there has been an attempt to experiment actively, and be able to apply concepts, theories to real situations.

The advantages of Kolb's humanism style of learning is perfect for learning materials that are personality-building, conscience, attitude changes, and analysis of social phenomena. Students feel passionate, take the initiative in learning and there is a change of mindset, behavior and attitude of their own will, and students become free, courageous and unbound by the opinion of others and manage their own personally responsibly without reducing the rights of others or violate any applicable rules, norms or ethics.

Lack of learning style Kolb humanism less suitable applied to students or children who have a mindset that is less active or passive, students role as a student center then the success of the learning process is determined more by the students themselves; the role of teachers or facilitators in the process of forming and maturing the student's personality is reduced.

From the implementation of a series of urban farming monitoring activities by inviting children to participate in the documentation obtained learning as follows:

Activities involving children as key actors need to pay attention to the educational calendar (children's activities at school).

A total of 13 children, consisting of 6 boys and 7 girls have knowledge of knowledge and skills in photography and monitoring through interviews. Such children exercise the rights of the child, namely the right of the child to participate. A total of 13 children who have photography and monitoring skills are able to monitor plant growth and behavior change in RW 07-RW 10.

The results of the photo shoot to 13 children showed the development in using the camera and know about the basic techniques of photography. Among other things is how to adjust the light, angle selection, and focus determination. The children's photo is good enough to be used as a monitoring document.

Children have great potential to be empowered in the development of the child's home environment. This is evident from the results of photographs of children who can tell about the process of plant growth is also the activity of residents in the process of treatment.

That urban farming monitoring program based on documenting and participation of children in creating child friendly environment in Surabaya area can be applied in various urban areas for greening environment as well as education and fulfillment of children right.

4. Impact of monitoring of families and children with the participation of children in creating a child-friendly environment in the district of Surabaya.

The impact of the implementation of a series of monitoring activities based on documentation and child participation are as follows:

a. Monitoring and documentation conducted at 4 RWs (RW 7, RW 8, RW, RW 10) involved 113 residents consisting of 86 women and 27 men. Involvement of 102 residents in the monitoring, among others, in the form of conveying his experience when involved in Urban Farming, conveyed how changes in the environmental situation, behavioral changes and relationships between family members and between communities became closer.

b. Environment The building of the child and family's home is greener and more child-friendly because with the plant, children can strengthen the affectionate relationship to parents and the surrounding community.

c. Most of the beneficiaries of the Urban Farming program stated that the program was very useful and the community wanted to add more plants, especially the types of plants that can produce fruit.

d. Children who follow an urban farming monitoring program using documentation methods have been successful agents of environmental change for their homes. Because with the plant, making the relationship of parents and children who had not often talk because of their busyness, become more familiar when watering or fertilizer.

e. From the interviews conducted by the facilitator, there are 4 PAUD students in RW 10 who are more like plants, like to eat vegetables and love the knowledge about the process of planting vegetables. For urban farming program in PAUD, given the seeds of green spinach and red spinach.

f. The results of interviews with most of the adult women given urban farming crop, confirmed by the existence of urban farming crops, when it harvests the vegetables, can be picked and cooked alone or resold. Make the mothers have their own income and can cook healthy vegetables for their family.

5. Conclusions

The conclusion of the implementation of the series of urban farming monitoring activities by inviting the children to participate in the documentation obtained learning as follows: photography can be a tool of empowerment in monitoring because photography as one of the documentation media has been used as media monitoring and learning media in empowerment programs. Photography has excellence in telling the monitoring process, before being given urban farming crop until after the plant thrives.

The results of the photo shoot to 13 children showed the ability to use the camera and take pictures. children are able to use the camera in good angle shots, light settings and focus determination. The photos are good enough to be used as monitoring documents.

A total of 13 children, consisting of 6 boys and 7 girls with knowledge and skills in photography and monitoring through interviews. thus monitoring programs can be used as one of the strategies to fulfill and implement the child's participative rights.

Monitoring and documentation conducted at 4 RWs (RW 7, RW 8, RW, RW 10) involved 113 residents consisting of 86 women and 27 men. Involvement of 102 residents in the monitoring, among others, in the form of conveying his experience when involved in Urban Farming, conveyed how changes in the environmental situation, behavioral changes and relationships between family members and between communities became closer.

Children have great potential to be empowered in the development of their environment. This is evident from the results of photographs of children who can tell about the process of plant growth is also the activity of residents in the process of treatment. In addition, children are required to be able to think critically and openly when doing urban farming monitoring program at Pegirian Surabaya. By providing camera tools to children to tell the monitoring activities, the vision vehicle of Indonesia has given appreciation, opportunity and challenge for the community of children to be able to play a role to tell significant environmental change.

6. Award

With the monitoring of Urban Farming, has provided learning in the form of changes for the community in the kelurahan Pegirian program area. Among other things is changing the behavior of parents and children become more tightly.

Thank you for the trust Wahana Visi Indonesia Surabaya which has given opportunity to the author to do research in urban farming monitoring in RW 07, RW 08, RW 09, and RW 10 in Kelurahan Pegirian.

Special thanks to the speakers are the Community Pegirian in RW 07, RW 08, RW 09, and RW 10. And the children who follow the urban farming monitoring program based on the documentation and participation of children in Pegirian Surabaya.

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UMKM AND LITERATING INFORMATION: BETWEEN PHENOMENA AND REALITA

Jefry Romdonny[1], Maskarto Lucky Nara Rosmadi[2]

STIE STMY, Majalengka, Indonesia[1]*
STIE Kridatama, Bandung, Indonesia[2]
Email: maskartolucky@gmail.com

Abstract

Indonesia's economic growth is inseparable from the role of micro, small and medium enterprises (UMKM). The presence of information technology has not been able to improve the welfare of business actors in the region supported by the limited knowledge and expertise it has. The geographical location of Majalengka Regency that is less strategic adds to the constraints of business actors to develop the potential of existing industries. To answer the problem, the research method used is qualitative research method with analytical descriptive approach type, meaning the data obtained describes or explains in such a way which is then analyzed while the data collection techniques consist of primary data and secondary data (bibliography). Based on the results of research, it can be explained that although information technology has been growing rapidly, but its utilization in the batik industrial center Majalengka not optimal. Some obstacles encountered include limited knowledge, human resource capabilities, and financial. Another factor less developed batik Majalengka is the lack of support from local governments in developing SMEs and promote the potential of small industries in Majalengka. Therefore, the existence of information literacy not only can support the economic growth of a region but more than that can increase the income of the community that ultimately the perpetrators of MSMEs can increase their welfare.
Keywords: SMEs, Information technology, Knowledge, Promotion.

1. Introduction

Literasi information is a tool of the development of information technology. Information Literacy defined as "It encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate, information to address issues or problems at hand, it is a prerequisite for participating effectively in the information society, and is part of the basic human right of lifelong learning" (Naik and Padmini, 2014)

The contribution of UMKM has a significant impact on Indonesia's national economy. The utilization of information technology to market the products of UMKM can improve the prosperity of business actors. The use of the internet in business is changing from functionality as a tool for electronic information exchange to tools for business strategy applications, such as marketing, sales, and customer service. Marketing on the Internet tends to break through obstacles, national boundaries, and without standard rules. (Romdonny and Rosmadi, 2017)

With the development of information technology in the form of social media, the perpetrators of UMKM can easily market their products by posting via internet complete with product specifications and prices. However, UMKM actors are difficult to market their products mainly related to capital problems. Computer equipment is the main means in which must be owned by business actors. While the role of government both central and regional cannot be used as a backrest.

From the above description, the writer can draw some problems that are as follow:
1. What are the benefits of information literacy for MSMEs?
2. What are the abstacles of MSMEs in developing their business?
3. What is role of local government in improving the production of MSMEs?
   The purpose of this research are:
1. To know the benefits on information literacy for MSMEs.
2. To know the obstacles of MSMEs in developing their business.
3. To know the role of local government in improving the production of MSMEs.

2. Methods

The research method used is qualitative research method with analytical descriptive approach type, meaning the data obtained describes or exolains in such a way which is then analyzed while the data collection techniques consist of primary data and secondary data (bibliography). Saryono (2010) argues that qualitative research is a study used investigate,

discover, describe, and explain the quality or privilege of unexplained social influence, measured or illustrated by quantitative approach.

The research design is shown in the following figure:
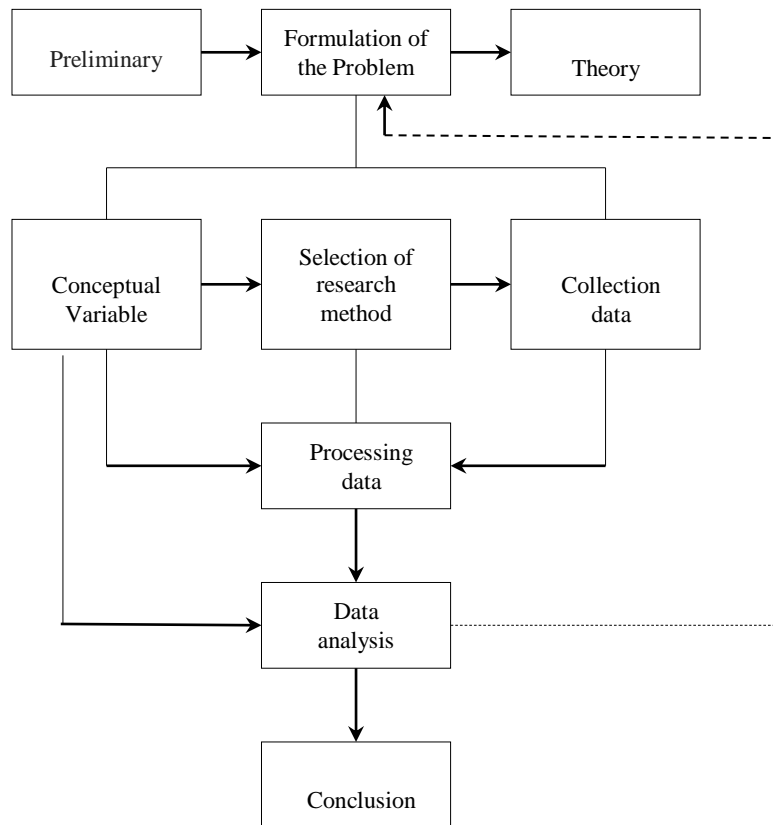
Figure 1. research design combination method

3. Result Discussion

The existence of MSMEs in Indonesia provide solutions and impact on the development of the Indonesian economy both macro and micro. The monetary crisis that occurred in 1998 can be quickly passed by the Indonesian people thanks to the contribution of MSMEs. Micro, small and medium enterprises (MSMEs) are quite dominant in the quantity of business and employment, but the value of output is very small compared to the total value of industrial output. According to previous research Effendi Ishak (2005) stated that the obstacles that are often encountered by business actors of SME class are capital problem, management of business management, product quality standard, difficulties of market penetration and promotion, difficulties of product distribution, and not yet using appropriate ICT. (Ramadhani and Arifin, 2013)

Small and Medium Enterprises (UKM) currently has a very large role in the economic development of Indonesia, Small and Medium Enterprises (UKM) have a considerable role in the development of national economy, it is seen from its contribution to Gross Domestic Product (GDP) of Indonesia continues to increase every year. Based on the survey results and the calculation of the Central Statistics Agency (BPS), the contribution of UKM to GDP Indonesia continues to increase every year. Based on the survey results and the calculation of the Central Statistics Agency (BPS), the contribution of UKM to PDB (without oil) in 1997 stood at 62.71 per cent and in 2002 its contribution increased to 63.89 percent. (Kadir, 2015)

SMEs business that became the object of research is soccer products from Majalengka District of West Java. PT. Sinjaraga Santika Sport is one of the few football producers in Indonesia utilizing social media as a place to market the product. However, in its journey utilizing technology is not an easy problem for PT. Sinjaraga Santika Sport. Various obstacles and constraints, especially human and computer resources is a considerable investment. While the support from local and central government in terms of marketing football production is less than optimal.

However, the benefits that can be felt by PT. Sinjaraga Santika Sport after using information technology, namely:

1. Products can be marketed widely.
2. Pressing promotional costs.
3. Suppressing inventory and overhead costs by facilitating the "pull" value chain management, whose process begins with customer orders and uses just-intensive manufacturing (JIT).
4. Pressing time between payment and receipt of product / service.
5. Increase employee productivity through business process reengineering.
   While the barriers faced by PT. Sinjaraga Santika Sport is as follows:
1. Needed qualified human resources.
2. Big investment especially in terms of technology transfer.
3. The need for training (training) on employees.
4. Required technician for maintenance (maintenance).
   From the results of research obtained from PT. Sinjaraga Santika Sport can be seen in the following table:

Table 1. Export soccer balls before using Social Media

No	Country of destination	Year		
		2010	2011	2011
1	Asia	70	90	110
2	Eropa	80	95	105
3	Afrika	130	143	169

Source: Marketing PT. Sinjaraga Santika Sport

Table 2. Export soccer ball after using social media

No	Country of destination	Year		
		2012	2013	2014
1	Asia	90	130	145
2	Eropa	110	134	167
3	Afrika	140	165	190

Source: Marketing PT. Sinjaraga Santika Sport

From table 1 and 2 above can be seen that the sale of soccer products PT. Sinjaraga Santika Sport after using social media has increased significantly. Exports to Asia in 2014 increased almost 50% compared to 2011 with the same goal. While to Europe has increased significantly in the year 2014 by almost 70% and to Africa in 2014 has increased by nearly 20%.

If the central government and local governments provide optimal support to the perpetrators of SMEs, it does not rule out the export of soccer ball PT. Sinjaraga Santika Sport will increase from those listed in table 2 above.

4. Conclusions

From the above description, the authors can convey some conclusions as follows:
1. Literasi information strongly support the growth of SME industry in Indonesia, especially soccer industry PT. Sinjaraga Santika Sport.
2. The UMKM industry in Indonesia contributes substantially to the growth of the national economy.
3. The role of central and local government needs to be improved, especially in relation to the promotion of production. This is a major obstacle for MSMEs because information technology requires human and computer resources that require a lot of investment.

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LITERACY LOCAL WISDOM PEOPLE OF KECAMATAN LAREN KABUPATEN LAMONGAN TO CHOOSE BASIC SCHOOL INFLUENCE DEVELOPMENT LEARNERS

Kiki Astrea, M.Pd.

Universitas Islam Darul Ulum Lamongan, Indonesia
astreakiki22@gmail.com

Abstract

People of Laren seeing school in SD has a bad religion education, school in MI has a good student and a good religion education. People mayority choosen school in MI than SD. The history of than feeling are the people of Laren is a people religious. School in SD have a little study of religion and have a many study of exac. And than a many foundation set up a school a religion basic. So many people of Laren move to school a religion basic, that is MI. The people has a feeling that school in MI will having a good output. But if having to see, school in SD not bad too. Actually, over all is good. That feeling are suggestion of mind. That suggestion giving the people a bad feeling ton school in SD. The data used in the form of stories that are written based on the recording in the people of Laren. Data collection by specifying objects and recording. Method of data analysis by processing, collecting data based on result of recording then conducted recording and analysis of data to be presented.

Keyword: Literacy. Local wisdom. Development learners. SD/MI Laren.

1. Preliminary

Literacy is literacy, namely the ability to write and read, literacy culture is intended to perform the habit of thinking followed by a process of reading, writing that in the end what is done in a process of the activity will create the work. To cultivate or to get used to reading, writing is a necessary process if indeed in a group of people the habit is not yet or has not been formed.

There are many ways to form a culture of literacy such as (close, easy, cheap, happy, go):

1. Approach access of reading facilities (books and non books)
2. Ease of access get reading material
3. Cheap / No cost (free)
4. Fun with all the hospitality
5. Sustainability / Continue / istiqomah

But actually the effort is not enough with only five steps, because there is a more detailed description. Not just the availability of facilities alone but there is a way how to establish relationships between people so that the relationship will mpengaruhi how a community group can receive well what will be our goal to do literacy movement.
http://www.triniharyanti.id/2014/02/membangun-budaya-literasi-dengan.html.

Local wisdom of society there are several forms, which can be regarded as a habit of a society. Cooperation and mutual cooperation is one form of local wisdom in Indonesia as stipulated in Pancasila. Another form of local wisdom is the perspective of a community in choosing a school place. Rural people have different local wisdom with the urban community. For example, people in Laren sub-district prefer to go to Madrasahs rather than primary schools. They assume that schools in Madrasahs are better than in elementary schools, because in Madrasah there are many religious subjects than in elementary school, so graduates from Madrasahs must be more understanding of religion.

Culture becomes an interesting thing in the literary work because of its beauty value. Culture comes from the word sangsekerta buddhayah, the plural form of buddhi which means mind and reason. Thus culture is defined: "things that are concerned with reason" (Koentjoroningrat, 2009: 146). Culture is closely related to Indonesian literature. Overlays all popular literature containing Indonesian culture, as well as the border between Indonesian culture and foreign culture.

Indonesian society has a variety of cultures that are ancestral heritage and carried on from generation to generation. One of the cultures that is still practiced today is the "customs" (Purwadi, 2007: 12). Customs are a habit that a society undertakes. This habit occurs because of the inheritance of the ancestral heritage.

Generally, people are easy to accept foreign culture and difficult to accept culture such as, elements that concern ideology, philosophy of life and at first stage of socialization process. For example rice as the staple food of Indonesian society is difficult to change with other staple food (Soekanto, 1986: 168-169). Similarly, the socialization process of the Laren community is more prioritized and can not be changed with others.

Local wisdom can be defined as a local cultural treasure that contains a living policy; the way of life that accommodates wisdom and living wisdom. In Indonesia-which we know as Nusantara-local wisdom is not only applied locally to a particular culture or ethnic, but can be said to be cross-cultural or cross-ethnic to form a national cultural value. For example, almost every local culture in the archipelago is known for local wisdom that teaches mutual cooperation, tolerance, work ethic, and so on. In general ethics and moral values contained in local wisdom are taught inherited, passed down from generation to generation through oral literature (among others in the form of proverbs and proverbs, folklore), and manuscripts.

Although there is an effort to inherit local wisdom from generation to generation, there is no guarantee that local wisdom will persist in facing globalization that offers a more pragmatic and consumptive lifestyle. In fact we can see how the local wisdom that is full of policy and life philosophy is almost not implemented in the practice of life that is more pragmatic. The widespread corruption of almost every level is a clear proof of the denial of local wisdom that teaches "to be sick first, have fun later"; "Saving the rich base".
http://badanbahasa.kemdikbud.go.id/labelbah/article/1366.

Madrasah Ibtidaiyah (MI) is an Education Institution equivalent to elementary school (SD), under the auspices of Kemenag (formerly called DEPAG). Curriculum structure, quality and quantity of eyes GENERAL Lessons are exactly the same as those applied to elementary school, follow the same UN and along with SD. The difference between MI and SD is that in MI there are additional subjects of Religion (Islam), if the elementary school of religious subjects 2 hours of lessons each week, then the MI kwantitasnya reached 10 hours of lessons, with the following details:
1. Al-Quran Hadith: 2 hours of lesson
2. Aqidah Akhlaq: 2 hours of lesson
3. Fiqh: 2 hours of lesson
4. History of Islamic Culture: 2 hours of lesson
5. Arabic: 2 hours of lesson

Even plus the local content of Religion (Read Write Al-Quran) 2 hours lesson, so the total hours of religious lessons in one week as much as 12 hours of lessons. Because it is definitely for every day MI students will come home later than when compared with elementary school students. The fact that certainly makes us more hope that someday our children will be more master of religious education when we entrust our children's basic education at a school called "Madrasah Ibtidaiyah". https://mialfalahiyahplompong.blogspot.co.id/2013/05/mi-al-falahiyah-plompong.html

According to Vladimir Propp in Endraswara (2003: 155) has given signs of story analysis and its function. He has found several important theoretical functions, namely: a) functional terms are the most steady and unchanging elements of oral literature, although figures that support functions change; b) the function of oral literature is limited in number, there are approximately 31 functions; c) the order of functions in fairy tales is always the same; d) a fairy tale represents only one type when viewed from its structure. The function is always associated with character figures. Perwatakan is strongly supported by the point of view of the story.

Research on local wisdom is mostly done by researchers, one of them by LR Retno Susanti in his article entitled "Building Character Education in Schools Through Local Wisdom" The research focuses on how to improve education activities and the quality score achieved in education, in contrast to research In this study, we will discuss the influence of local wisdom in choosing school places. The formulation of the problem in this research are: 1) how is the form of local wisdom in school life in Laren district Lamongan regency ?; 2) how is the literacy of local wisdom of Laren influencing development learnears?

2. Methods

This study is qualitative meaning that is collected not in the form of numbers but words or images something. This study is also conducted solely on the basis of existing facts or phenomena that may be empirically alive in society so that the resulting form of oral text. The object of this research is the people of Keduyung village and Pesanggrahan Laren lamongan, and

the elementary school of Keduyung and Madrasah Ibtidaiyah village Pesanggrahan Laren Lamongan. Object research obtained from direct interviews with informants in the field. With data collection techniques, namely observation techniques, interview techniques, recording techniques, recording techniques and documentation techniques. Then the determination of research setting, determining informant, doing data translation, and analyzed by using qualitative descriptive method and content analysis to know how form of local wisdom and its influence to the development of learners in Laren district of Lamongan.

3. Discussion
3.1. Local wisdom of the Laren community

Based on research in some villages in Laren sub-district, as well as in Madrasah and SD in Laren, especially in Keduyung and Pesanggrahan villages. Desa keduyung has two primary schools, namely Madrasah Ibtidaiyah Keduyung and SDN Keduyung. Of the two schools, Madrasah Ibtidaiyah schools have more students than in SDN Keduyung. The research was also conducted in elementary school in Pesanggrahan. In Pesanggrahan village there are four elementary schools, namely Madrasah Ibtidaiyah, Madrasah Ibtidaiyah Muhammadiyah and SDN. Of the four primary schools SDN Pesanggrahan has the fewest students.

Based on an interview with Sarino (52 years old) a resident of Pesanggrahan village, Laren sub-district of Lamongan, in choosing a school place for his children, the pesanggrahan prefer to send their children to Madrasah rather than in elementary school. The selection of these schools is based on subjects that are given in Madrasah schools which provide more religious lessons, such as subjects of fiqh, aqidah akhlak, Qur'an hadith, and history of Islamic culture. While in elementary school, the subjects are not given, but there are only subjects religion of Islam only. That is what underlies Sarino as a member of society and as a parent in choosing the best school according to her for her child. Similarly, the results of interviews with Agus (35 years old) of a Keduyung villager who chose Madrasah schools rather than in elementary school for his children for the same reason.

Some of these studies indicate that SDNs in some villages in Laren have fewer students. Because parents prefer Madrasah as a place to go to school. Because it uses more religious subjects. The selection of Laren community to Madrasah Ibtidaiyah schools occurred in almost all villages in Laren sub-district. The election is a culture of religious society, which emphasizes the science of religion rather than general knowledge and is a local wisdom in the district of Laren

According to Nasruddin (2011: vii) Disclosure of local wisdom associated with that culture, has an important meaning to maintain the continuity of culture, as well as to always maintained its sustainability. Moreover, in the midst of modernization the term is now more familiarly known as globalization. In fact, globalization can shift the values of local culture by foreign cultural values that develop so rapidly in the life of people in Indonesia, both living in urban and rural areas. Yet the values contained in the local wisdom, as an explicit and implicit conception typical of a person, a group or society. A desirable value that can influence the available options of the forms, the means, and the goals of action on an ongoing basis. Values that can only be inferred and interpreted from human speech, deeds and material derived through a ritual or educational activity. Therefore, the direct function of value is to direct the behavior of the individual in everyday situations, whereas his indirect function is to express the basic needs of the form of motivational.

3.2. Influence Development Learners

Choosing a primary school is not difficult for the Laren community. They chose Madrasah Ibtidaiyah as a place to study for their children. The selection of this school is based on a deeper religious education, because the Laren community is a religious society. Laren district Lamongan district is located on the island of Java precisely in Pantura. Adjacent to Sunan Drajat and Sunan Bonang, so the people of Laren chose Madrasah Ibtidaiyah as a place to learn.

Selection of school premises is a local wisdom that must be preserved. Local wisdom is a culture and characteristic of Indonesian society. In its implementation needs to be implemented continuously, in addition to maintaining the culture, also deepen the knowledge of religion and practice it. Not that studying in SDN is not good in religious education. Schools in SDN have slightly different subjects with MI. Madrasaah Ibtidaiyah has many religious education lessons, so the selection of schools in MI is the right choice for Laren people who generally have higher levels of religiosity. Madrasah ibtidaiyah is the school choice for the people of Laren, this is done without coercion and entrust. Culture is a habit that its implementation does not require much cost. It can even be done without charge. Because it is done with the consciousness of each individual.

Local wisdom by the Laren community influences the development of learners. Aspects that affect the development of learners are:

a. Cognitive includes: 1. Physical (natural, nutritional, family affection), 2. Psychomotor (Maturity of the child itself is related to the motion of using large muscles and small muscles), 3. Intellectual, namely: sensorimotor (view), pre-operational (imitate), congruent operations (knowing, denying, seeking reciprocity), operational (solving problems and religious knowledge).
b. Social (including the habit in the family environment, and the school environment Moral (adjusting habits, discipline, responsibility, confidence) Language (intellectual and social) Emotional (satisfied, teacher, general knowledge and dissatisfied with the amount friends, religion).
c. Tawheed includes: congregational worship service. Study. Sugesti The basic religious knowledge (Islamic education).

4. Conclution
4.1. Local wisdom of the Laren community
People of Laren seeing school in SD has a bad religion education, school in MI has a good student and a good religion education. People mayority choosen school in MI than SD. The history of than feeling are the people of Laren is a people religious. School in SD have a little study of religion and have a many study of exac. And than a many foundation set up a school a religion basic.

4.2. Influence Development Learners
Influence development learners of SD and MI district Laren having a good cognitive, and tawheed. But influence of sosial having a problem for emotional dissatisfied with the amouth friends in SD. MI learnears dissatisfied with the general teaching.

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THE ROLE OF SPIRITUAL LEADERSHIP IN KEEPING ORGANIZATIONAL EXISTENCE (Case Study at Pondok Modern Darussalam Gontor Ponorogo)
Mochamad Nurcholiq, M.Pd.

STAI Ma'had Aly Al-Hikam Malang, Malang, Indonesia
choliq7791@gmail.com

Abstrack

Organizations must be (effective organization), (good institution), and become an institution of excellence. But most of the time, some organizations can not achieve that goal because of weak human resources, thinning capital, products or services offered are also not competing with other products. From this phenomenon required a fundamental change, and one of the changes that can be done in an organization is to improve the quality of leadership. Quality leadership affects the survival of an organization. Many studies have shown a close relationship between organizational success and leadership style. The problem is which type or style of leadership that can improve the productivity and success of an organization? One of those leadership styles is spiritual leadership. Tobroni said that spiritual leadership is a leadership that combines the worldly aspects and ukhrowi. Leadership is a lot of emphasis on aspects of personality and ethics. Subordinates are one of the spearheads of an organization's success. The success of the organization (its existence) is strongly influenced by subordinates. Pondok Modern Darussalam Gontor is one of the institutions whose leaders use a lot of spiritual aspect in managing. This institution was established since 1926 and is now turning 91 years old. The existence of this institution can not be separated from the leadership role. Departing from this phenomenon, researchers will analyze how the role of spiritual leadership in maintaining the existence of the organization.

Keywords: spiritual leadership, organization.

1. Introduction

An organization (profit and non-profit) all want the maximum profit from the effort made. This maximum profit will strengthen and encourage organizational life. This advantage can't be achieved without the involvement of all elements of the organization consisting of human and natural resources. Organizations must be (effective organization), (good institution), and become an institution of excellence

But most of the time, some1organizations can't achieve that goal because of weak human resources, thinning capital, products or services offered are also not competing with other products. From this phenomenon required a fundamental change, and one of the changes that can be done in an organization is to improve the quality of leadership. Quality leadership affects the survival of an organization.

Many studies have shown a close relationship between organizational success and leadership style (Tobroni, 2010). Ashok research argues, high spiritual and ethical leadership can grow a business (Ashok, 2011: 613). This involvement should be encouraged by a leader. Leaders must seek a breakthrough to build strength from all elements of the organization. The problem is which type or style of leadership that can improve the productivity and success of an organization?

There are several styles of leadership including spiritual leadership. Tobroni said that spiritual leadership is a leadership that combines the worldly aspects and ukhrowi. Leadership is a lot of emphasis on aspects of personality and ethics.

In addition to the leadership style that needs to be considered in the organization, HR factors are also very important to note. Subordinates or workers spend most of their time at work. They stay at work approximately 8 hours per day. This signifies the time that workers have in an organization more than the time allocated to other activities in different places. From a long time this is what affects the behavior and performance of subordinates.

Subordinates are one of the spearheads of an organization's success. If the workplace is considered a place that can affect their behavior and because they spend much time in this place, it would be necessary to have behavior relevant to the lives of these subordinates. This is because subordinates will feel at ease in working, will feel satisfied in receiving rewards, and eventually will get prosperity in his life.

In this paper the authors want to discuss more deeply how exactly the role of spiritual leadership in maintaining the existence of the organization (case study in Pondok Modern Darussalam Gontor Ponorogo)?

2. Methods

This research uses qualitative approach that is inquiry naturalistic, supported by type of case study at Pondok Modern Darussalam Gontor Ponorogo, and data collection technique done with; document studies, observation and interviews. Once determined the theme of the study held preliminary analysis of research and continued with the research process. Then the data is presented and summarized.

3. Discussion

3.1. Conceptual Framework

Many people argue about leadership, and lead to a great deal of leadership insight. Stogdill (1974) concludes that there are almost as many definitions of leadership as the number of people who have tried to define the concept. Nasution (2001) illustrates that leadership can be defined based on its application to the military, sports, business, education, industry and other fields.

Below are some definitions that are considered to represent for a quarter of a century: Hemphill & Coons (1957), leadership is the behavior of an individual who leads the activities of a group to a goal to be shared (shared goal). Leadership is the process of giving meaning (meaningful direction) to a collective effort, and which results in a willingness to do the desired effort to achieve goals (Jacobs & Jacques, 1990).

Leadership as a process of social influence in which this deliberate influence is exercised by one against another that structures activities and relationships within a group or organization. Yukl (1998), states that the person who has the most influence in the group and who is expected to perform the leadership role is designated as the leader.

The process of influencing others will have an impact on behavior. The first will be the commitment of the affected. Commitment is a result in which the target is willing in his heart to agree with a decision or a demand from the agent and make a big effort to run the demands efficiently. If the affected do not have a commitment, it is possible he is just obedient. Obedience is a result in which targe is willing to do what the agent asks but he is apathetic. And lastly, if there is no commitment and compliance behavior there may be resistance or resistance: this is an outcome in which people targeted against proposals or demands, rather than just ignore them, but actively avoid them.

Spirituality according to Schreurs (2002) is a personal relationship of a person to the transcendent figure. Spirituality includes the individual's inner life, his idealism, his attitude, his thoughts, his feelings and his expectations of the Absolute. Spirituality also includes how the individual expresses his relationship with the transcendent figure in his daily life.

Spirituality is a belief in relation to the Almighty and the Creator, for example someone who believes in God as Creator or as omnipotent. Spirituality implies a human relationship with God by using instruments (medium) prayer, fasting, zakat, hajj, prayer and so forth (Hawari, 2002). In the Great Indonesian Dictionary, the spiritual is defined as something related to or psychological (spiritual, inner). According to the Oxford English Dictionary, to understand the meaning of the word spiritual can be known from the meaning of the following words: offering, supernatural dimension, different from the physical dimension, feeling or statement of soul, holiness, sacred, intellectual and qualified thought, and feelings, a sense of humor, there is a change of life, and interrelated with religious organizations.

While spiritual leadership is the process of influencing others and their activities in achieving the goals on the basis of divine values such as truth, justice, and goodness. The divine values are incorporated into the leadership process or bring the dimension of the world to the spiritual dimension (Tolahi), Tobroni. God is the true leader who inspires, influences, serves and moves the conscience of His servant in a very wise way through an ethical and exemplary approach. Therefore spiritual leadership is also referred to as leadership based on religious ethics. Leadership capable of inspiring, arousing, influencing and mobilizing through exemplary, service, compassion and the implementation of values and other divine qualities in leadership goals, processes, culture and behavior.

Ashok (2011) defines Spiritual Leadership incorporates recent developments in workplace spirituality, character ethics / positive psychology and emerging consensus on the values, attitudes, and behaviors necessary for positive human health and well-being. It is understandable that Spiritual Leadership combines the latest developments in the workplace of spirituality,

positive character / psychology and the consensus on values, attitudes, and behaviors necessary for positive human health and well-being. Spiritual leadership involves the application of spiritual values and principles to the workplace.

Spiritual leadership involves the application of spiritual values and principles to the workplace. Spiritual leadership understands the importance of employees finding meaning in their work and shows genuine concern for "whole" people, not just employees. Spiritual leadership tries to help others find meaning in their work by addressing fundamental questions such as: Who (we as a working team, department, or organization)? Is our work worth it? What's our bigger goal? What are the ethical values and principles that we must hold? What will be our inheritance?

3.2. General description of Pondok Pesantren Darussalam Gontor Ponorogo

Gontor is a village located approximately 3 KM east of Tegalsari and 11 KM to the southeast of the city of Ponorogo. At that time Gontor is still a forest area that has not been visited by many people. Even this forest is known as a hideout for robbers, criminals, robbers, drunks, and so on. On September 20, 1926 to coincide with 12 Rabi'ul Awwal 1345, in the memorial of the Prophet's Maulid, in the presence of the people present at the occasion, declared the opening of Pondok Gontor and eventually was called Pondok Modern Darussalam Gontor Ponorogo (PMDG).

The Pondok Modern Darussalam Gontor has the characteristics of modernity as follows: First, in the field of methods and systems applied embraced classical educational system organized in the form of a set that is set in addition to the classical also introduced extra curricular system, and for the implementation of these activities held the system dormitory, with a dormitory system is intended for the purpose and principles of education can be fostered and developed effectively and efficiently. (Abudin Nata: 2005).

PMDG motto consists of high-minded, able-bodied, knowledgeable, and free-thinking. All life in Pondok Modern Darussalam Gontor is based on values that are imbued by the atmosphere that can be concluded in Panca Jiwa (sincerity, simplicity, self-reliance, ukhuwwah islamiyah, and free).

3.3. Leadership at Pondok Modern Darussalam Gontor Ponorogo
3.3.1. Leadership First Period

Until now the leadership in Pondok Modern Darussalam Gontor Ponorogo has been running 2 periods, namely the founding period and the period of the founder's son. In the founding period of K.H. Ahmad Sahal, K.H. Zainuddin Fannani, and K.H. The Zarkarsyi priest has many leadership behaviors that characterize them.

Grow the soul of ownership to the institution for the alumni of Pondok Modern Darussalam Gontor Ponorogo. Namely with created "Hymne Oh Pondokku." This hymn song was created R. Mu'in and lyrics created by Husnul Haq, both teachers KMI.

Keeping the existence of the cottage by donating to the Muslims. Wakaf Pondok Modern Darussalam Gontor when it consists of dry land area of 1.740 ha (Campus Pondok), wetlands of 16.851 ha, and 12 buildings; Mosque, Madrasah, Indonesia I, Indonesia II, Indonesia III, Tunis, New Building, Abadi, New Asia, PSA, BPPM, and Darul Pole. On March 2-4, 1978, the inauguration of jami 'PPMDG mosque coincided with the quarter-century celebration of the founding of the cottage.

Strengthening the fraternity among PPMDG alumni is done by establishing Family Pondok Modern Association (IKPM). Gontor alumni organization was born on December 17, 1949 amid the ongoing Indonesian Muslim Congress in Yogyakarta. The official vetting of IKPM was conducted at the Commemoration of the Quarter of the Century of Modern Pondok, October 29, 1951.

In addition there are individual behaviors that are enforced and lead the PPMDG. KH. The Zarkasyi priest is made a high spiritual leader, because he can be a figure, influence, serve and move the hearts of his teachers and santrinya.
Assertiveness in the lead.

3.3.2. Leadership Second Period

The leadership in the second period in PPMDG as follows:
Firmness in managing the cottage.
Increased teacher welfare. The classic problem in education in Indonesia is still troubling is the problem of low teacher salaries. To overcome this setlahlah business units that can solve the problem. There are cafeterias, kitchens, and cooperatives.

Based on the principle of expediency, it was established the Community Training and Development Center (PLMPM), in 1988, designed specifically for KMI and ISID alumni who would actually go directly to the community.
Establishment of branch huts that are directly monitored from the central gontor.

3.4. The role of spiritual leadership in maintaining the existence of the organization

Issues related to spirituality, can actually be found in all religions, not least in Islam. In other religions other than Islam are empirically proven they also do it. Even in studies that correlated with leadership success proved to have a positive / significant effect. Those who increasingly appreciate and solemnly perform the spirit of both non-Muslim and Muslim, the correlation is better (Djoko Hartono, 2004: 95).

Viktor Frankle, human existence is characterized by three factors, namely spirituality, freedom and responsibility. Abraham Maslow, one of the leaders of humanistic psychology who seeks to understand the esoteric (spiritual) facet of humanity states that human needs have a multilevel need from the most basic to the most peak needs. The fulfillment of Maslow's transcendent peak needs is called peakers.

As a person's basic need, spirituality in today's life can be developed in the personal lives of organizational leaders if they want success. Leadership within the organization appears to be a shift, increasing the more holistic attention to affection, encouragement, and empathy of service. Spiritual leadership has an effect on the growth of organizational commitment and pruduktivitas, employee welfare and social responsibility. The growing welfare, commitment, productivity, and sociability responsibilities as well as continuous improvement will improve the organization process and produce quality products and satisfactory services to customers and stakeholders.

Associated with the existence of Pondok Modern Darussalam Gontor Ponorogo also can not be separated from the influence of leadership. Leaders who apply this visionary leadership also signify he holds very spiritual values. The managerial and assertive nature of the evidence is evidence of his religious value. Internalization of the motto and the soul of Pondok Modern Darussalam Gontor Ponorogo also became the support of the existence of this institution.

Motto and soul of this cottage is also in line with the spirit of religion or spirituality. This cottage motto begins with high-minded, able-bodied, knowledgeable, and free-thinking. All of them signify a comprehensive religious practice. So also in Panca Jiwa is sincerity, simplicity, self-reliance, ukhuwwah islamiyah, and freely describes the existence of high religious values.

4. Conclusion

Spiritual leadership is not rigid, made possible by the person applying this style. Included in Pondok Modern Darussalam Gontor famous for high discipline. The application of this discipline shows that there is a standard management and coupled with the leader's firmness. Applying good management means positioning something in the field and it is in harmony with the spiritual value. From this style comes a positive leadership impact that is the existence of commitment, although there must be a rejection.

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Readability of Narrative Texts in Textbook entitled "*BahasaInggris*" for year X Students of Senior High School

Nur Fariha[1], YesniaNourma Permatasari[2]

Universitas Islam Darul 'Ulum, Lamongan, Indonesia[1]
Universitas Islam Darul 'Ulum, Lamongan, Indonesia[2]
nurfariha94english@gmail.com
yesnianourmapermatasari@gmail.com

Abstract

The content of analysis study is to describe the suitability of the material in the textbook with the grade the book is provided into. This research based on the content analysis technique which the source is the "BahasaInggris" Textbook content of the of2013 curriculum, on 2016 revision Edition by KementrianPendidikandanKebudayaanRepublik Indonesia 2016 for Senior High School X Grade students. The researchers are able to know about the suitability of the textbook with the grade by calculating the result of readability score of reading materials in the textbook by using the theory of Flesch Reading Ease Formula by Rudolf Flesch in Dubay.After getting the result of the data analysis, the reading texts on the textbook are classified into 4 levels. There are 36.36% of Fairly Easy level, 9.09% of Standard level, 27.27% of Fairly Difficult level, and 27.27% of Difficult level. The most dominant level from the 11 texts is Fairly Easy level. It is found that the textbook is readable but not appropriate level for 10th grade students because many texts found in fairly easy level, means that suitable for 7th grade students.

Keywords:textbook, readability.

1. Introduction

This paper is aimed to figure out whether the narrative text in the "*BahasaInggris*" textbook is appropriate for the year X level of students or not. The researchers used The FleschReading Ease Formula by Rudolf Fleschsince the formula is easy and simple to understand for measuring the appropriateness of the narrative text for the mentioned students. In this case, readability is the ease or difficulty which reader can understand a spoken or written text. A readability score is a computer-calculated index which can tell you roughly what level of education someone will need to be able to read a piece of text easily. The readability of text depends on its content (the complexity of each vocabulary and syntax) and typography (font size, line height, and line length). Later on, the advantages of measuring using The Flesch Formula are both for teachers and students. The advantage for the teachers is teaching and learning process will be effective since teachers know the appropriate texts level for students. While for students, their understanding about the content of narrative text can be improved since the level of text is appropriate for their year.

2. Methods

This research used quantitative approach which the researchers took from the result of readability measurement using FleschReading Ease Formula by Rudolf Flesch of the texts in "*BahasaInggris*" textbook for theyear Xstudents. The following steps are the procedure to use The Flesch Reading Ease Formula:

1. First, count the words, syllables, and sentences of a text,
2. The second is count the average sentence length (ASL) and average number of syllable per word (ASW),

$$ASL = \frac{number\ of\ words}{number\ of\ sentenses}$$

$$ASW = \frac{number\ of\ syllables}{number\ of\ words}$$

3. Find the readability score by using formula:
   RE (Readability Ease) = 206.835 – (1.015 x ASL) – (84.6 x ASW)
4. Determine the difficult level and reading grade by reading ease scale with The Flesch Reading Ease Score Table below

Table 1: the FleschReading Ease Score Table

Score	Level	Reading Grade
90-100	Very Easy	5th grade
80-89	Easy	6th grade

70-79	Fairly Easy	7th grade
60-69	Standard	8th-9th grade
50-59	Fairly Difficult	10th-12th grade
30-49	Difficult	13th-16th grade (Collage)
0-29	Very Confusing	Graduate Students

The researchers found only one narrative text on the textbook entitled "The Legend of MalinKundang" which is the last text on the textbook. The calculation of readability ease for text "The Legend of MalinKundang" is:

Number of words= 412
Number of syllables= 579
Number of sentences= 29

$$ASL= \frac{number\ of\ words}{number\ of\ sentenses} = \frac{412}{29} = 14.21$$
$$ASW = \frac{number\ of\ syllables}{number\ of\ words} = \frac{579}{412} = 1.41$$

RE (Readability Ease) = 206.835 – (1.015 x 14.21) – (84.6 x 1.41)
= 206.835 – 14.423 – 119.286
= 73.126
= 73

In short, the score for the only narrative text in the textbook is 73, it means that the text belongs to 'Fairly Easy' level.On one hand, to calculating the readability ease score of a text not only can calculate by using the formula above, but also by using onlineword counting tool (*countwordsworth.com*) for instant counting the number of words, characters, sentences, paragraphs and the reading ease in the text. The following table is the result of calculating the reading ease scores,the levels and the reading gradesfor all texts in the textbook.

Table 2: The result of calculating the reading ease scores, the levels and the reading grades for all texts in the textbook

Name of Book	Text	RE Score	Level	Reading Grade
"BahasaInggris"	Text 1	74	Fairly Easy	7th grade
	Text 2	63	Standard	8th-9th grade
	Text 3	53	Fairly Difficult	10th-12th grade
	Text 4	56	Fairly Difficult	10th-12th grade
	Text 5	47	Difficult	13th-16th grade (Collage)
	Text 6	71	Fairly Easy	7th grade
	Text 7	39	Difficult	13th-16th grade (Collage)
	Text 8	39	Difficult	13th-16th grade (Collage)
	Text 9	72	Fairly Easy	7th grade
	Text 10	55	Fairly Difficult	10th-12th grade
	Text 11	73	Fairly Easy	7th grade

As a result, the readability of narrative text in the textbook is 73, which is in 'Fairly Easy' level and it means that the text is appropriate for 7th grade students. The teacher should look for other narrative texts which are appropriate for the students year X from other sources since the narrative text in "*BahasaInggris*" textbook is not appropriate for the students (year X), so their knowledge and skill will be improved.

3. Conclusion

In conclusion, the researchers found there is only one narrative text from 11 texts in "*BahasaInggris*" textbook which is not appropriate for the year X students.

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Literacy Awareness Begins At Home: Parents' Role in Shaping Children Literacy Awareness

Uzlifatul Masruroh Isnawati

Universitas Islam Lamongan, Lamongan, Indonesia
uzlifatulmasruroh@gmail.com

Abstract

This study discusses parents' role in shaping students' literacy awareness at home in informal ways of parenting. Long before they learn to read, children can begin to develop skills that will be important for reading development. Good oral language skills, including the ability to use words, combine words into grammatically correct sentences, and to understand the words and sentences others are saying, lays the foundation for reading and later success in school. This study used descriptive narrative inquiry method in portraying a family experience who employs some literacy activities for their children. The data were gained from in-depth interview with the parents and children and observation. The results showed that parents' philosophical beliefs about literacy takes a significant role in educating their children, early literacy skills begins at home where the children spend most of their time growing and learning so the parenting's quality atmosphere is badly needed since early literacy skills are the roots of students' success in the future.

Keywords: literacy awareness, literacy activities, parents' role

1. Introduction

Long before they learn to read, children can begin to develop skills that will be important for reading development. Good oral language skills, including the ability to use words, combine words into grammatically correct sentences, and to understand the words and sentences others are saying, lays the foundation for reading and later success in school.

Even young babies can start the literacy journey, when their parents read to them every day, and talk about what they are looking at. One of the things that we can easily do to support children's language, and to set the groundwork for success in school, is to introduce books and print to them early and often, in a fun, loving, and supportive way.

It has been said that by their first birthday, children should have been read 1000 books (Mem Fox, "*Reading Magic*").That sounds like a lot, but if you only read 3 books a day, beginning soon after a child is born, you will have read more than 1000 books. They don't need to be new books each day. In fact, most children love hearing the same book, day after day, and will surprise you by recognizing familiar words and by filling in the blanks, if you let them.

Considering the importance of being literate, let's say if we are putting together an literacy awareness campaign, whether it focuses on adult literacy or any other kind (numeracy, financial literacy, health literacy, technology literacy… you get the idea) it is important to engage youth in the process too. Why? Two reasons. First off, they are the adults of tomorrow. Secondly, we have seen trends where youth influence and educate adults on major shifts in thinking. Where adults get entrenched, youth and teens have open minds.

In the late 1970s metric was introduced to Canada. A major campaign was launched at all levels, including youth. I know this because I was a youngster growing up in Canada at the time. In school were given rulers, measuring cups and spoons to take home. I remember teaching my Mom how to use the new measuring spoons and cups. We looked at recipes together and figured out how to translate old measurements into new and vice versa. I wasn't alone. My classmates were doing the same thing. The children of that era engaged their parents on what metric was and how it worked. Now metric is an integrated part of Canadian life.

In the 1990s, a similar thing happened with the recycling movement, not only in Canada, but in the U.S.A. and various other countries, too. While the end objective was to get families and adults to recycle, the movement was actually led by the youth and teens who learned about it in school and took action. They educated their parents and other adults about the need for recycling. Now that generation is now in their 20s, possibly approaching their 30s, and they have changed the way all of us think about our environment.

In the first half of the 21st century, literacy is our focus. We are reinventing our notions of literacy like never before in history. Any literacy campaign that does not engage youth is incomplete. It is the youth who will lead the adults into new ways of thinking and acting. They will not only de-stigmatize literacy, they'll make it "cool" to know about literacy and value it. And once

it is "cool", engagement levels will skyrocket. Literacy as a stigmatized issue will become a memory.

2. Discussion

The followings are some rules and activities in encouraging literacy awareness.
Literacy skills and awareness change, as your child moves through different stages in his development.

For Babies:

- Choose books that are made of plastic, cloth or sturdy cardboard.
- Choose books with large, simple pictures of familiar things (e.g. a dog, a cat, a cup, and shoes).
- Use a sing-song voice when sharing a book. It will keep your child's attention. It also helps babies to recognize that reading has different sounds and rhythms.
- Point to the pictures, and to any words on the page. If this becomes a habit for you, you will continue to do this, as your child gets older and their interest changes. You will help him to recognize, that what is on the page has meaning.
- Let your baby flip the pages. You don't have to read the book in order, or even read all of the words.
- Make reading a routine that you do with your baby every day. When your baby shares books with you every day, they will look forward to it. The love of books with begin.

For Toddlers:

As your child starts to use words, and to combine words into short sentences, they will find sharing books even more fun. Your child will look forward to this time, to explore the book, and to learn to say the words that are on the page.

- Point out print everywhere. This will help your child develop important pre-reading or emergent literacy skill. Many children recognize the McDonald's Golden Arches and the STOP sign.
- Give your child paper and crayons or pencils and encourage him to "write" or draw. They will learn how to hold a pencil and experience the excitement of creating something special. Talk about what they have written and print the real words on their page. Draw your child's attention to the word and say the word aloud.
- Take pictures of family members and put them into a photo album. Print the person's name under the picture. Show the child how you write it and what it says.

For Preschoolers:

- Bring print to your child's attention. This will make your child more aware. When print is everywhere, it will become familiar, and will help your child learn.
- Give your child a paper and pencil, and ask them to write a letter to Grandma, or help make a shopping list. At this stage, children can learn that writing is a part of everyday life. , They will take their literacy learning to the next stage.
- Visit your local library. Your child can hear different stories at library story times. Visits to the library can be great adventures.

3. The Six Early Literacy Skills and Ways to Include Them in Story time

The followings are some skills and ways to include for the children using storytime. First, Giving the children motivation by conducting Reading Fun Activities. Reading would be interesting for children gestures are used. Moreover, the choice of the stories are also encouraged. It is better to use stories that not too long t or complicated.

Secondly, since learning a language related to phonology, phonological awareness mastery needs to be acquired. Some activities could be best practiced are such; building words from smaller parts, rhymes and songs, sounds of animals, automobiles, and other related things, alliteration, and clapping out words.

Thirdly, it is all about print awareness that we can find the sources of learning everywhere. The activities might cover handling books (especially board books for lapsit), run a finger under the text sometimes. Point to the title of the books as it is being introduced and also name tags. S about

The forth concerns on vocabulary as the basis. The more words we know, the easier it is to read them. It is important for the teacher to show the students not to be afraid to introduce a few new words.

The Fifth is narrative skills by let the kids talk. Some activities cover on dialogic reading by asking questions   and discussing, have children help retell stories, try to avoid "yes or no questions, and have children describe what is happening in a picture. Finally, the last activity deal with game, we call it Letter Knowledge. The activities are make game of it, shapes, alike and different, and opposites.

4. Conclusion

Literacy awareness campaigns, promotions and marketing should engage young people in as many ways as possible. It is they who will take new – or renewed – ideas and put energy into making them issues of importance. The youth will be agents of change when it comes to literacy in the 21st century, not us more mature folk.

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INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

SUB THEME :
LITERACY IN ANY PERSPECTIVE

Study of Financial Statements in Agricultural Company

Emmy Hamidah
Islamic University Darul Ulum Lamongan, Lamongan, Indonesia
hamidahemmy@yahoo.co.id

Abstract

Every company, including farming and farming companies wants a life cycle of firm, has the potential for a bright, sustainable future and grows naturally with higher levels of profitability, accompanied by a steady and sustainable financial strength. The role of corporate finance is very dominant in supporting the managers of companies and farms in achieving the desired goals and conditions. A coordinated set of financial statements is a rich source of data for evaluating the financial strength of agricultural enterprises. The provisions can also be used to evaluate the feasibility of modifications proposed in the implementation of agriculture. Three ways to evaluate financial statements are described in ratio analysis, comparative analysis and proforma analysis.

Methods in this study using study literature. The results of this study are ratio analysis can be used to evaluate the liquidity, solvency, profitability, and efficiency of agricultural implementation. Ratios that are directly computed from the data in the historical income statement and balance sheet. Comparison of ratios with similar operations provides a useful measure and the relative performance of agricultural enterprises. Unfortunately, there are often no easily available standards or norms to compare existing operations. It is also argued that ratio analysis is based on average rather than on the marginal concept underlying traditional economic theory. Comparative analysis is the process of comparing two or more financial terms. Comparisons can be made to specific operations or can be made to a number of companies at a given point in time. Proforma analysis is based on the projected financial requirements. This projection can be performed for a modification to the existing operation. Projected provisions of cash analysis under existing operations can be used to evaluate the quantity and scheduling of loan fund needs, assess management and cash balance and study the relationship between production, marketing and financing decisions. Projected cash flow conditions under modified operations help assess the feasibility of the proposed modification.

Keywords: Financial Statement Analysis, Agricultural Company.

1. Preliminary

Every company, including farming and farming companies wants a life cycle of firm, has the potential for a bright, sustainable future and grows naturally with higher levels of profitability, accompanied by a steady and sustainable financial strength. The role of corporate finance is very dominant in supporting the managers of companies and farms in achieving the desired goals and conditions. This is in accordance with the opinion of Bambang Riyanto who said that the spending function plays a very central role in a company because almost all parts of the company related to financial activities.

According to Halimah. W. Kadarsan, every company generally has 3 kinds of financial statements namely Balance Sheet, Income Statement, and Cash Flow Statement report. The support of accurate financial data in the form of financial statements as output and accounting system is the basis in analyzing and monitoring the financial condition the company to always be in a healthy and strong financial condition.

The analysis of the 3 kinds of financial statements can be done in various alternatives to detect and measure the general strength of the company's finances, since the financial analysis itself involves the collection, processing and control of all records and information needed to measure the company's financial progress over a period of time . In analysis of financial statements according to Penson (1980) didalammya include ratio analysis, comparative analysis and proforma analysis. The results of this financial statement analysis can be used as a vital indicator that provides clues whether there is irregularities financially in an agricultural or farming company. The general criteria that have been developed in finance, among others, analysis of Liquidity Ratio, Solvency, Rentability, and Effectiveness. In the analysis of agricultural financial statements, in addition to the ratio analysis, it also includes comparative analysis and pro-forma analysis. From the description above can be asked a problem: "How to analyze various financial statements (Balance Report, Income Statement, Cash Flow Statement) in agricultural companies or farmers business".

2. Result

The financial statements of agricultural enterprises in the form of Balance Sheet report Income Statement, cash flow statement, is the result of the process of financial accounting system implemented in an agricultural company. Various alternatives can be done in analyzing the 3 financial statements, namely: Ratio analysis consisting of Liquidity Ratio, Ratio Rentability, and Profitability Ratio. Comparative financial analysis consisting of: (1). Trend over time. (2). Comparison of one farming effort to one farming enterprise at a time or throughout Time. (overtime). Analysis of pro-forma talks.

2.1 Ratio Analysis

Ratio analysis is one method in monitoring the financial strength of an agricultural company or farming business. Through the ratio analysis can be known important indicators that can provide guidance there is or not irregularities in the financial condition of farming. Financial analysis is symbolized into 4 common criteria to monitor the financial strength that is; liquidity, solvency, profitability, and efficiency. To illustrate the above financial ratios, the required data in the form of financial statements are Balance Sheet and Income Statement.

2.2 Liquidity Ratio

Understanding liquidity according to Drs. Wasis is the ability of a company to provide illiquid tools to pay its financial obligations due. The best way to measure the liquidity of farming is to look at the cash flow statement, but this report is often inadequate, so in some cases the liquidity measurement can be calculated from the Balance with the following analysis:

2.3 Current Ratio

It is one of the commonly used liquidity measures that illustrates the relationship between Current Asset and Current Liabilities.

$$CURRENT\ RATIO = \frac{Current\ Asset}{Current\ Liabilities}$$

Current ratio can be calculated based on cost or based on prevailing market value contained in the balance sheet. Current ratio based on prevailing market value is closer to the actual level of liquidity than the existing ratio. The higher the current ratio the more liquid a firm or farm. While the high current ratio can be the company or the farm has the current assets / business smoothest in the form of cash or savings. If two farming businesses have the same current ratio, then the business that has a little inventory is said to be more liquid. Current ratio is an important barometer for farmers' liquidity. Agricultural lenders are very concerned about this type of ratio and this ratio is used as a guide in accepting or refusing to provide loans. In this level of ratios can be linked with other information in order to see the structure of corporate debt or farming. If a farmer has a lot of capital, but the current ratio is weak, then the lender suggests the loan be converted into medium or long term. If a current ratio of more than 1.0 is recommended short-term loan demand is rejected. Mr. case Farmman, which has a current ratio of below 1.0, creditor advised to be on the lookout for liquidity and try to improve its liquidity position.

2.4 Solvency Ratio

This ratio measures the financial security of measuring the relationship between the amount of debt the company and the entire property or wealth of the company and this ratio can be calculated entirely from the data contained in the balance sheet. Included in the solvency ratio are: Leverage Ratio: This ratio measures the relationship between debt and wealth of agricultural enterprises, expressed in the following formula:

$$Leverage\ Rasio = \frac{Total\ Liabilities}{Net\ Worth}$$

The interpretation of this solvency ratio is that if the greater the value of this ratio, it means that the greater the debt relative to the firm's capital. Total debt in this calculation besides covering outside loans, also including taxes pay able, indefinite debt, interest-bearing interest and interest. If you want to know the ability of the farm to close its debts and be forced to liquidate in the short term then leverage ratio which is calculated based on the cost is less meaningful. Some lenders are interested in using this leverage ratio as one measure in financial risk measurement, with guidance if the leverage ratio of agricultural or farming companies.

2.5 Net Capital Ratio

Solvency ratio is used to evaluate the balance sheet report showing the relationship between total assets and total liabilities.

$$NET CAPITAL RATIO = \frac{Total\ Asset}{Total\ Liabilitie\ s}$$

If the value of this ratio is greater and 1.0, it indieicates that in general the liquidity of the farm business can meet the total payment of debt in cash. If we are going to evaluate solvency, in seeking leverage ratio, the net capital ratio is more relevant based on the prevailing market value of the balance sheet compared to the net capital ratio calculated from the balance sheet based on cost. Liquidity and solvency ratios presented here are more for farming. The lender prefers the likulability and solvency of an individual rather than the livability and solvency of the agricultural enterprise. This is based on the assumption that individual farming may have an illiquid business, but he has high liquidity, because he has wealth and income outside the farm.

2.6 Profitability Ratio

When comparing 2 or more agricultural firms, total profit is not a reliable indicator to assess the differences in each size and type of agricultural enterprise. For example there are 2 people who operate with 100 cows will have a total profit expectation greater than 1 person who tried with 50 cows, profit persapi can be compared in this case, in other cases net income per acre can be a useful profitability measure in the cash area grains, but this ratio will be of limited value in evaluating livestock business. The ratio that includes income and investment with the investment rate is the rate of return on investment (the ratio of return on investment offers one criterion that can be used for the type and size of agricultural enterprises.

2.7 Efficiency Ratio:

Some physical efficiency ratios can not be obtained from balance sheet or income statement. For example land per acre, kg of feed per kg yield, milk production per cow and other commodity samples.

The efficiency of this ratio is useful for some types of agricultural enterprises. In addition, the maximization of physical efficiency is not always consistent with economic efficiency.

2.8 Turn Over Ratio

This ratio measures the gross income of a farming enterprise of agricultural property and this formula is expressed by:

$$Turn\ Over\ Ratio = \frac{Gross\ Farm\ Income}{Total\ Property\ of\ Agricultural\ and\ Rental\ Companies}$$

The gross income of the farm is equal to the amount of cash receipts ($ 114) plus the change in current assets ($ 3,500) plus the value of home consumption ($ 600).

The greater the value of this rotation ratio at the same operational level, the more efficient. Assessment of property based on prevailing market value, in this example the turnover ratio for Mr. Farmman is 0.26. Assuming that Mr Farmman wants to borrow funds for his operaional expansion, Mr Farmman must have a levarage ratio that is profitable because of his relatively weak efficiency. This condition is deemed by the creditor not to jeopardize the solvency and liquidity positions held by Mr. Farmman. A good lender recommends that the expansion program be designed to streamline farming.

2.9 Financial comparative analysis; trend over time A financial condition of an agricultural or agricultural enterprise.

This analysis is a history of integrated financial statements of agricultural companies so as to provide an overview of changes that occur in a particular company as well as at a certain time. Examples of cash flow statements, historical accounts of income statement and balance sheet.

At a time when complete integrated financial history is required, only a few individual farming enterprises have complete recording systems. The consequences are often important to do something that is fluent. In this case the lender will lend only consider the income tax and balance sheet report. Financial ratios are suggested to be used by creditors to evaluate the financial strength of the borrower. The trend of current ratio and leverage ratio during the period 1976-1979 is presented in the appendix. In any case, financial ratios are not a reliable indicator

to reflect financial strength. If it is assumed that there is no cash flow or income stream, is there a way to know the income situation from cash and balance sheet. Using our own capital change relationship, income and balance sheet based on cost, we can examine the relationship between income and withdrawal of household expenses, income tax and social security tax. With a balance sheet report that is cost-based a person can determine changes in his own capital without unrealized capital gains. Whatever is assumed to withdraw the need for household expenses and taxes do not earn cash. In other words at the time of withdrawal of household expenses, the tax exceeds the total net income, but does not exceed net cash income. If farm cash income exceeds the withdrawal, this part and income should be used to pay the operational loan. An example of this situation is illustrated by the financial condition of the jane graing rower, where he can spend more than net income of the farm without increasing the debt, by not taking into account depreciation or depreciation value. The same situation can arise if the accumulated inventory is sold.

2.10 Financial comparative analyst; comparison of an agricultural enterprise to another agricultural enterprise at a time or all the time (over time)

The financial performance of agricultural enterprises can be evaluated by comparing performance measures among farm enterprises. Such comparison shows basic motivation and ratio analysis. Comparison of financial performance is often based on relative standards and not absolute. Agricultural business is said to have a good performance record when above average. But a relative comparison can be misleading if farming is compared to above average or below average agricultural activity. Comparisons are based on absolute standards as illustrated in the consolidated balance sheet examples for Mr.Smith and Mrs. Jones are addressed in the table (appendix). They have the same net value but the leverage and current ratios are not the same, where Mr. Smith was taller than Mrs. Jones as a result of Mrs. Jones would be easier to borrow for emergencies, while Mr. Smith controls more property and must grow faster if agriculture is a profitable activity.

2.11 Pro-Forma Analysis

Pro-forma financial analysis is based on the financial provisions of iproyeksi. This projection may include future views on financial results for agricultural enterprises or businesses under existing conditions, or they may look ahead to the financial results as a result of an expansion program. A common method of analysis is to project the journal in a cash flow statement. To complement this projected cash flow, we must project everything both incomes and future costs in this matter we are always confronted with uncertainty, thus making planning sema and important.

3. Conclusion

A coordinated set of financial statements is a rich source of data for evaluating the financial strength of agricultural enterprises. The provision may also be used to evaluate the feasibility of modifications proposed in the implementation of agriculture. Three ways to evaluate financial statements are described in ratio analysis, comparative analysis and proforma analysis. Ratio analysis can be used to evaluate liquidity, solvency, profitability, and efficiency of agricultural implementation. Ratios that are directly computed from the data in the historical income statement and balance sheet. Comparison of ratios with similar operations provides a useful measure and the relative performance of agricultural enterprises. Unfortunately, there are often no easily available standards or norms to compare existing operations. It is also argued that ratio analysis is based on average rather than on the marginal concept underlying traditional economic theory. Comparative analysis is the process of comparing two or more financial terms. Comparisons can be made to specific operations or can be made to a number of companies at a given point in time. Proforma analysis is based on the projected financial requirements. This projection can be performed for a modification to the existing operation. Projected provisions of cash analysis under existing operations can be used to evaluate the quantity and scheduling of loan fund needs, assess management and cash balance and study the relationship between production, marketing and financing decisions. Projected cash flow conditions under modified operations help assess the feasibility of the proposed modification.

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Examining Hate Speech from the Political Perspective

Eva Nurlaily Rohmah, S.IP

Airlangga University, Surabaya, Indonesia
pepenurlaily @gmail.com

Abstract

Direct elections in Indonesia provide a new color as the embodiment of a democratic system in this archipelago country. At the once every five years, elections are held in a spirit of democracy which is enthusiastically anticipated by society to make elections the greatest state agenda. Along with its development since the first held, the implementation of democracy party in Indonesia colored with various agenda setting in effort to win a candidate or group. The development of information technology utilized one of them with the emergence of hate speech is spread by the elements by utilizing the media especially on social media. By looking at the magnitude of the impact of the spreading of hate speech, the emergence of the hate speech phenomenon does not seem to be underestimated. Political literacy is needed in equipping the community, especially young voters in addressing the spread of hate speech by using social media where most of the users are young voters. Bernard Crick explains in his writing "Essay on Citizenship" that political literacy is a practical understanding of concepts drawn from everyday life and language. In other words, political literacy aimed at the community with the aim of encouraging the community to participate actively in exercising their rights and obligations as citizens. When linked in the context of elections, political literacy can help communities to determine why they should exercise their right to vote? Which candidate is eligible to be his deputy later? To create a rational voter then this political literacy movement needs to be driven primarily. In this study the authors used descriptive qualitative methods and literature studies related to the study of political literacy and spreading hate speech.

Keywords: *political literacy, hate speech, democracy*.

1. Introduction

Authors Indonesia is a democratic country that respects the rights of its citizens. It can be seen in Article 28 E paragraph 3 of the 1945 Constitution which contains freedom of association, assembly and expression. The article makes the people of Indonesia into a free society in expressing opinions either directly or through social media. But in reality at the moment, freedom of expression has been largely abused by some individuals, even exceeding the limits that resulted in others not being comfortable.

Freedom to argue in the true sense is to give an opinion with having a responsibility for that opinion. Not as it happens at the moment, argues by spreading an element of hate speech that makes others provoked to hate each other. Hate spreader feel that this is part of the freedom of speech protected in the article of the 1945 Constitution.

To respond to the hate speech phenomenon that has disturbed the people, the Chief of National Police Badrodin Haiti in 2015 issued Circular (official) Letter no. SE / 6 / X / 2015. Which on the contents of it, the Chief of Police declares the forms of hate speech include humiliation, defamation, misconduct, provoking, inciting and spreading false news. All of these actions have a purpose or can impact on acts of discrimination, violence, disappearance and social conflict.

Previously there are rules governing hate speech. The rules are stated in Law Number 11 Year 2008 on Information and Electronic Transactions. In that act, hate speech is mentioned in Article 28 and Article 45 paragraph (2). However, the implementation of the article is not fully functioning, because today there are still many hate speeches spread in various media especially on social media.

Hate speech case is becoming one of considerable concern especially on SARA (*Ind: suku, agama, ras dan antargolongan*; Ethnicity, religion, race and inter-group relations) issues . Indonesian society is still often provoked by information or news spread without knowing the truth. Without a thorough review of the truth of the information sources, they often express their opinions directly to the social media they possess.

When we look at the related hate speech in social media, we can find various cases that lead to SARA issues. One of the victims of hate speech is former Governor Basuki Tjahaja Purnama "Ahok". The case of blasphemy directed against him made him sentenced to 2 years in

prison. Before being sentenced, a conflict arose between a pro community and Ahok with a counter-society with him.

This is an impact of the spread of hate speech in social media. Known internet users in Indonesia is quite high and from various age circles. At this time internet users in Indonesia is quite high, at the end of 2016 the composition of Indonesian internet users can be seen in the following data:

Table 1 :Composition of Indonesian Internet Users by Age 2016

NO	Age of Internet Users	Percentage
1	10 – 24 years old	18,4 %
2	25 – 34 years old	24,4 %
3	35 – 44 years old	29,2 %
4	45 - 54 years old	18 %
5	55 years old and over	10 %

This is what is used by political actors and even some persons to influence voters' behavior in the election competition. For political parties, social media can be utilized in positive things such as the socialization activities of their political parties. But not for some people, they use social media to spread negative opinions, spreading hatred that can harm the party so that it can destroy the reputation of certain parties. It can also affect voter behavior.

Technological developments exploited by some person in disseminating hate speech that exists in society. Especially on young voters who have little knowledge about politics. Departure from the phenomenon, then in this paper will be explained related how hate speech when viewed in political perspective?

2. Political Literacy

It cannot be denied the emergence of Hate Speech in Indonesia is as a consequence of the running Democracy. Because as one of the rights of citizens, freedom of opinion as a pillar of the founding of Democracy. David Baetham and Kevin Boyle reveal that there are five reasons why democracy should be upheld: (1) to treat all persons equally and equally, (2) fulfill public needs, (3) for the interests of pluralism and compromise, (4) basic rights, (5) renewal of social life.

The nature of freedom of expression is the freedom of a person to express his opinion but still be accompanied by responsibility for his opinion. So as to prevent unwanted things such as disturbing the convenience of the community, harassing the rights of others and causing conflict between individuals or groups.

But in reality the freedom that exists today has exceeded the limit. Existing freedoms have disrupted the rights of some communities. For example in the case of Hate Speech aimed at Former Governor Basuki Tjahaja Purnama "Ahok". One impact of this hate speech is the emergence of people who counter Ahok by looking at the background of religion and ethnicity.

Democracy does require people to participate actively in conveying their aspirations with the aim of the government to meet the needs of the people. One aspiration of the people can be conveyed through the direct selection. Whether in presidential, legislative or local elections. At the once every five years, elections are held in a spirit of democracy which is enthusiastically anticipated by society to make elections the greatest state agenda. Along with its development since the first held, the implementation of democracy party in Indonesia colored with various agenda setting in effort to win a candidate or group.

The development of information technology utilized one of them with the emergence of hate speech is spread by the elements by utilizing the media especially on social media. By looking at the magnitude of the impact of the spreading of hate speech, the emergence of the hate speech phenomenon does not seem to be underestimated.

Political literacy is needed in equipping the community, especially young voters in addressing the spread of hate speech by using social media where most of the users are young voters. It can be seen that the number of novice voters in Jakarta Capital City Election 2017 reaches 8%. So in every election implementation will appear the beginner voters who participated. So according to the authors, political literacy is very important to be a provision for beginner voters to face the hate speech attacks in the election.

Bernard Crick explains in his writing Essay on Citizenship that political literacy is a practical understanding of concepts drawn from everyday life and language. In other words,

political literacy aimed at the community with the aim of encouraging the community to participate actively in exercising their rights and obligations as citizens.

With the application of political literacy to the community especially to novice voters, it is hoped that they can make choices in elections based on the political understanding they gain. So that will emerge smart voters that produce legitimate government and pressing money politic that has been rooted in the community.

Because it cannot be denied hate speech is a consequence of the implementation of a democratic system of government. But hate speech is also a challenge for democracy. When hate speech has disturbed the rights of other citizens, as well as harming others, especially when hate speech can break the unity.

3. Implementation of Political Literacy in Hate Speech Countermeasures

The application of political literacy is one of provisions that can be used by society in facing hate speech. Political agenda for the society, especially for young voters cannot walk alone; therefore there is a need for regulation related to the increase of political literacy. Cultivating politics in society will shape the individual or group orientation of the political process.

The community will be said to be a participant if the society has a high level of political knowledge and political participation. Besides these two things, they are expected to be actively involved in the process of making political decisions. In order to reach the participant culture, a series of mechanisms in the process of political socialization are needed. In the book Muslim Mufti, political socialization is described as a process that can influence an individual to be able to recognize the political system, which then determines his perceptions and reactions to political phenomena.

In the process of political socialization will be known by the term agent. Agent is the executor in the process of political socialization. Rush and Althoff outlined six general political dissemination agencies known as follows:

1. Family
   The family is a major political dissemination agent because the family is the closest social institution. Here the role of family members is enormous in building individual political views.
2. School
   School is a secondary group socializing political agency. Like the knowledge of the national anthem, the foundations of the state and the existing government. Therefore civic education is a very important subject in building a child's political view.
3. Peer Group
   Peer is among the agents of political socialization. Because what is done by peers will also give effect to the thoughts or actions of individuals.
4. Mass media
   News, information and opinions that are packaged and then presented in electronic media, social media, or printed letters related to the behavior of government or political parties have certainly influenced the mindset of individuals.
5. Government
   The government is a secondary political socialization agency that has a direct interest in political socialization. One form of government socialization is to define some of the subjects included in the school curriculum with the aim of introducing students to political systems and knowledge of politics so as to influence their political culture.
6. Politic party
   Political parties present as agents of political socialization to bring the interests of specific values of citizens, such as religion, culture, justice, nationalism and the like. Through political parties and activities, individuals know the political activities within a country.

Of the several political dissemination agencies that have been described, according to the most appropriate writers used for novice voters in the face of hate speech is the first family, the family as the first social institution that is able to provide information or political knowledge appropriate to children in the family. Then secondly, then the information and knowledge obtained are reinforced by the subjects in the school curriculum that have been determined by the government. Third, then the knowledge gained will be a strong stock when individuals get news, opinions or information from mass media or peers.

4. Conclusion

The emergence of hate speech is a consequence of the passage of democracy. By looking at the magnitude of the impact of the spreading of hate speech, the emergence of the hate speech phenomenon does not seem to be underestimated. When viewed from a political perspective, hate speech can be a challenge to the democracy that goes because in the implementation of elections some elements utilize hate speech as an attempt to win certain couples. On the other hand the hate speech has also disrupted the rights of others and also harmed certain parties. Therefore the authors offer a solution to apply political literacy for the younger voters' community as a tool to deal with hate speech. In which political literacy can be obtained from political dissemination agencies which include family, school, peer group, mass media, government and political parties.

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Building Students' Characters Using Hot Seat Teaching Reading Technique with Children Literature

Ika Puspitarini[1], Ika Trisnantasari[2], Novi Sriwulandari[3]

Universitas Gresik, Indonesia[1]
Universitas Gresik, Indonesia[2]
Universitas Gresik, Indonesia[3]

puspitarini.ika@gmail.com,

Abstract

In this study, the author defines the characteristics of an effective character development program for elementary school's students built around children's literature. Discussion focuses on how Hot Seat technique in teaching reading can be brought in helping to develop character traits in meaningful and substantial manners, in order to become responsible, respectful, contributing members of our democratic society.

Keywords: character development, Hot Seat technique, teaching reading, children literature

1. Introduction

According to the Laws of Republic Indonesia no. 20 of 2003, regarding UUSPN, article 1 and 3 state that education is a conscious and planned effort in order to build a conducive learning atmosphere and process. Therefore, the learners are able to develop actively his religious spirit, self-control, personality, intelligence, noble moral, and skills needed for him, society, nation, and state. Consequently, the character education is not only important, but also is absolutely needed by the nation in order to be a civilized nation. The Indonesian government, indeed, has put particular attention on character building. The policy on character education has implemented in the 2013 Curriculum of National Education that the main objective of character education is to increase the students' integrated achievement and implementation of character building. However, the current Indonesian national education still faces various problems.

The education achievement is still below the expected target. The teaching and learning process at school has not been able to shape the graduates as whole persons who reflect the character and the culture of the nation. The education process still emphasizes and focuses its outcome on the cognitive aspects.

In accord with The National Education Curriculum 2013, character education embedded with literary works in reading class can be considered as a perfect place for building students' characters. Moreover, teaching reading through literature is somewhat a powerful teaching tool. When literature is coupled with social studies content, it allows the teacher to cover multiple parts of the curriculum: social studies, literacy, and character education. The Hot Seating Strategy is a role-playing strategy that encourages students to build upon comprehension skills. It is popular to promote literature and it keeps the students pre-occupied with the story selections used most frequently in a drama or a classroom. The Hot Seating is an excellent way to introduce unique objects that represent a particular era. Therefore, this paper is aimed to discuss successively the benefits of HOT SEAT strategy in teaching children literature for building characters in the reading classes.

2. Children Literature and Character Building

Representing human struggles and feelings is an essential part of good story telling. Whether it is told in the books of young children or of adults, stories give the reader the vicarious experience of living through the trials and the thrills of characters in a book. With reflection, the reader can decide how he or she personally would have responded to the decisions the fictional character made. Each of those reflections and decisions gradually influences the thoughts and actions of the reader. Therefore, literature can be considered as a powerful teaching tool.

The characters of children and young people meet in the pages of a book can have a profound influence on them, almost as strong of an impact as that of real people they know and meet. A number of definitions and interpretations of character education are found in the literature; those are the core principles and values of generosity, kindness, honesty, tolerance, trust, integrity, loyalty, fairness, freedom, equality, and respect of and for diversity (Bohlin, Farmer, & Ryan, 2001; Brooks, 2001). Indeed, when character education concepts are taught within the context of literature, students realize traits such as respect, honesty, courage, and kindness are

real and interesting aspects of the world around them. In nutshells, children literature teaches children about essential traits needed to build good character (Bland, 2013; Otten, 2002).

3. The Definition of HOT SEAT Strategy

Many researches on Hot Seat strategy on its use in educational situations have been conducted dealing with its benefits and effectiveness in improving students language skills. Hot seat strategy is an activity which students are able to take on roles and use questions in an interview situation. It can help the students either to build a character or to develop a greater understanding of character in the text; it allows the students to understand characters' motives, background, feelings, personality and relationships to others and stimulate the students to actively participate in the activity (Billikova and Kissova, 2013; Wile, 2013; Ashton-Hay, 2005).

Hot seating technique can be employed to serve various benefits. Borich (2004), Moore (2005) and Trachtulcová (2007) state the essentials benefits of conducting Hot Seat strategy, those are; (1) it gives students self-confidence that gets them to trust their ideas and abilities, (2) it creates wide imagination that gives students creative choices and thus thinking of new ideas, (3) it encourages cooperation learning. This cooperative process includes discussing, negotiating rehearsing and performing. It gets students learn how to communicate the who, what, where, and the why to the audience, and (4) it helps students to understand more about human characters.

4. The procedure of Hot Seat Strategy

Hot Seat strategy can be used in enhancing students skills according to four stages: preparation, implementation, evaluation and follow-up (Afana, 1996; Najem, 2001; Al-Heela and Ghunaim, 2006; Al-Huwaidi, 2005) These stages can be summarized as follows:

1. Preparation: in this stage, there are great responsibilities on teachers where they are supposed to know well all the domains of the game, material, rules, time-allotment and relation with curriculum or what the game may achieve, so that Hot Seat strategy needs to prepare place rules.

2. Implementation: teachers introduce the game by connecting the subject of the lesson with the previous one in order to start the new lesson. Teachers have noticed the individual differences among the learners and maintained the aim of the game toward achieving the objectives of the lesson with some fun. They have to observe their learners while implementing the game in order to guide them.

3. Evaluation: teachers have discussed the results of using the game and showed the benefits of the game. Teachers have to fix and organize the results clearly.

4 Follow-Up: teachers follow-up learners to identify the acquired learning experience and provide them with some other games or activities to enrich their educational experience.

5. Building Characters using Hot Seat Strategy through Children Literature

As aforementioned above, children literature teaches children about essential traits needed to build good character. A number of definitions and interpretations of character education are found in the literature. The reader shares the experiences through the trials and the thrills of characters in the book. The human feelings and struggles represented in the literature give the reader the experiences, whereas, with reflection, the reader can decide how he or she personally would have responded to the decisions the fictional character made. Thus, each of those reflections and decisions gradually influences the thoughts and actions of the reader.

Meanwhile, Hot Seat strategy allows the students to develop a deeper understanding of character in the text; they profoundly look into the characters' motives, background, feelings, personality and relationships to other characters. As a result, they understand more about human characters.

Using Hot Seat for building students' characters through literature provides great benefits. From literature, the students are able to learn about human's characters and they are able to understand more about the characters through Hot Seat. The more the students understand about human characters, the more they are able to embrace the people with different characters. Thus, they are able to either minimize or avoid any misunderstanding and develop their characters.

6. Conclusion

The reading class is a perfect place to provide the students with examples of good character traits. In reading class, literature allows the students to learn about humans' characters. They also are able to reflect what has happened and how the fictional character's feels. For this reason, each of those reflections and decisions gradually influences the thoughts and actions of

the reader. Hot Seat strategy reinforces the students' understanding about human's characters. Furthermore, it gives the students the opportunity to create wide imagination that gives them creative choices and thus thinking of new ideas. It also builds their self-confidence by trusting their ideas and abilities. As a result, students realize traits such as respect, honesty, courage, and kindness are real and interesting aspects of the world around them.

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Literation Based on Religious Aesthetic
Religious Aesthetic, Batik Junjung Sunan Drajat in Lamongan City

Khozinatus Sadah

Design, Institut Teknologi Bandung, Bandung, Indonesia
sadahkhozinatus@gmail.com

Abstract

Batik Junjung is one of extinct artifacts and allegedly as one of Sunan Drajat's legacy. Therefore, it takes aesthetic literacy to express the meanings contained in it. So, the values of the teachings sunan Drajat can be delivered properly. This article review attempts to reveal the aesthetic theories of religion that can be used as a reference in meliterasikan aesthetic sunan batik Junjung Sunan Drajat. The results of this article show that the aesthetics of Junjung batik religion can be read by linking the cultural elements of the local community, and associated with Javanese aesthetics, Islamic aesthetics, and its role as a medium of dakwah sunan Drajat.
Keywords: Religious aesthetics, Junjung Sunan Drajat, Lamongan

1.Introduction

According to Kasiyan (2008) states that aesthetics is a branch of philosophy that specifically addresses the beauty, its formation, and how to enjoy it. Meanwhile, according to Sachari (2002: 2) aesthetic placement as a philosophy is a dichotomy between realist and abstraction. Because aesthetic truth is not only about beauty but rather it is a power that can affect civilization. The presence of aesthetics in Indonesia is related to the elements of culture and theology that have built it. Therefore, aesthetics can also be interpreted as the embodiment of human relationships with god or the surrounding environment. According Sachari (2002) this aesthetic manifestation can be divided into three namely Western aesthetics, eastern aesthetics, and aesthetics of Java. Of the three types of aesthetics have differences. Eastern aesthetics is more inclined to the defeated Asian region, Western aesthetics is leaned against Western countries, whereas Javanese aesthetics is part of eastern aesthetics but more specific to the country of Java, Indonesia. The western aesthetic features are reationalist, while Eastern aesthetics are more of a 'mood' (Sachari, 2002: 9). On the other hand, there is a Javanese aesthetic that is part of Eastern aesthetics and is a blend of various eastern buddies, Islamic cultures, and the densest Javanese. This is what makes the aesthetic pattern or eastern distinct from the western aesthetics. The characteristic of Javanese aesthetics is contemplative - transcendental, symbolic, and philosophical (Sachari, 2002: 12).

Javanese aesthetics which is a blend of eastern culture, Islam, and Java produce a new construct concept of the concept of religious aesthetics. Aesthetics of religion is interpreted as a manifestation of human creative works that have a close relationship with the spiritual soul that relates to the belief to the creator. So that all the expression or the results of his work is one form of communications with god or the environment. The aesthetics of religion in Java is of course different from the aesthetics of religion in the Arab country. Because the aesthetic discussion of religion is very much related to the cultural context and Javanese philosophy of life. The philosophy of life is a source of reference, or signs (rules) in living a life of good to God, human, and the environment.

Batik Junjung is a batik that became the museum's collection of Sunan Drajat. this batik is believed as a batik sunan Drajat relic that has been hundreds of years old. The presence of this batik in his day predicted to have religious values dakwah sunan Drajat. Therefore, the discussion of the aesthetics of batik religion Junjung sunan Drajat important to do, so that the meaning contained in it can be expressed scientifically.

Batik Junjung belongs to the group of coastal batik, because it comes from Lamongan which is the northern coastal area of Java island. In the visual form is indeed batik batik people including, because there are no characteristic features of keraton's batik in it. As one of the areas on the coast it will be easier to enter the cultures from outside, brought by merchants who make transactions or transit at the harbor. Based on the visual, Junjung batik arrangement included into the people's batik, because it does not use the grips of batik palace. One of the prominent motifs and arrangements lies in the motifs that are stylized from flora and fauna which are also found in other sajat Drajat artifacts, such as lion motifs, mosque domes, lotus flowers, and garuda. These motifs need to be studied in the viewpoint of Islamic art which has certain rules and standards.

Religion means faith which refers to the formal aspects relating to rules and duties, while religiosity refers to aspects of religion which have been lived by the individual in the heart (Mangunwijaya, 1982). The selection of batik aesthetic studies of Junjung is based on reality whom sunan Drajat is a propagator of Islam, so it would be appropriate if the resulting cultural product is studied in its religious perspective. Because of the allegation that every culture product that is produced is used as a medium of da'wah and as a tool to achieve the vision and da'wah's mission.

2. Discussion

The discussion of batik Junjung Sunan Drajat batik in terms of aesthetics of religion requires support theory that supports that the presence of all forms of artifacts and works of Javanese creativity is the result of thought and culture that closely with the belief or religion adopted.

2.1 Batik

Batik is one of the indigenous cultures of Indonesia. The presence of batik not only functions as a clothing tool (cover body), but also as a concrete evidence of the concept of thinking and creativity of the Indonesian art. There are allegations that batik has been present in Indonesia since prehistoric times. This is reinforced by the discovery of Simbut fabrics originating from Priangan which is an example of original batik made which made from ketan's pouder and serves as a cloth cover (Yudoseputro, 1986: 96). In addition, coloring materials that use natural dyes (herbs), bamboo as canting, and ornamental motifs originating from prehistoric times in the form of decorative gemotris and ornamental ornamental symbols is one proof that the batik is the original Indonesian batik (Yudoseputro, 1986: 96). In addition, ornamentic patterns are always present in traditional art.

Batik Junjung Sunan Drajat is a batik allegedly present since prehistoric times. It is based on the form of decorative symbols of lions, eagles, mosque domes, and lotus flowers that are repeated on other objects, such as the ornament of the cupola wall, the gamelan singo (lion) *'mengkok',* and the ornament on the gate.

Figure 1 batik Junjung Sunan Drajat, (source: Sunandra, 2011)

One source of decoration hindhu is garuda (Yudoseputro, 1986: 102). The shape of the eagle is contained in Junjung batik has a resemblance to the funiks bird which is one of the typical from China's motifs.

Picture 2 Garuda's motif of Batik Junjung sunan Drajat

Along with the entry of Islam to Indonesia, participate in producing new ornamental varieties that are Islamic, eg motifs kaigrafi arab, mosque motifs, and tapestry motifs (Yudoseputro, 1986: 103). The form of objects produced from Islamic decoration such as the form of wall decoration, cloth for pennant, or flag. The presence of art products also participates in adding economic value to the local people who produce it.

One of the real examples of the influence of Islamic art is the presence of mosque dome motifs on batik Junjung Drajat. The mosque's dome motif presenting the place of Muslim community worship, and shows how important the worship of worship as the main activity in the mosque.

Figure 2 motif dome's mosque of batik Junjung sunan Drajat

The next motif that is present in Junjung Drajat batik is a lotus flower motif. This motif is also in the ornament of the tomb of sunan Drajat. Since the days of hindhu the lotus flower has a significant role in art and lotus flowers are divided into three namely red, blue, and white (Hoop 1949: 258). In visual form, Junjung batik lotus motif is generated through the process of stilasi and simplification. It is represented from the tendrils of the lotus flower which in Hindhu teaches symbolizes glory, and flower petals like an open book or table used to put the Qur'an. In cultural concept, the formation is an attempt to Islamize the concept of hindhuism which has been present in the lotus flower to the Islamic establishment. So, it can be concluded that the lotus is a symbol of beauty from someone who read and learn Al Qur'an.
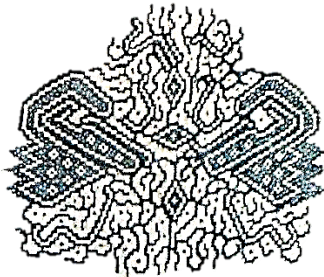
Picture 3 lotuses motif of batik Junjung Sunan Drajat

The last motif is in batik Junjung sunan Drajata dalah in the form of lion motif. This motive is the main reason for the existence of a suspicion that Junjung batik motif is derived from sunan Drajat. The form of lion is found in other sajat Drajat artifacts, namely in the form of wood carvings in front of the cemetery tomb of Sunan Drajat, Singo gamelan mengkok, and the statue singo dikok white.

Figure 4 Several forms of Singo culminate in Sunan Drajat's tomb complex
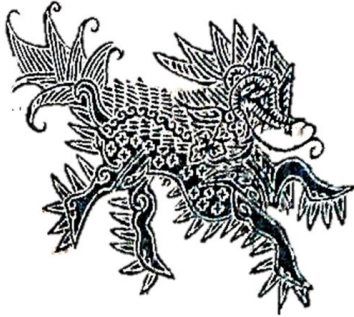
Figure 5 Lions's motif on Junjung Sunan Drajat batik

2.2 Java Aesthetics

Javanese aesthetics which is a blend of eastern culture, Islam, and Java resulted in a new nuance in aesthetic discussion that is in the form of religious aesthetics (Sachari, 2002: 11). Aesthetics of religion is interpreted as a manifestation of human creative works that have a close relationship with the spiritual soul that relates to the belief to the creator. So that all the expression or the results of his work is one form of komunkasinya with god or the environment. Javanese society is synonymous with the existence of life philosophy which made it as source of reference. This philosophy of life is then used as signs or rules in living a life of good to God, human, and the environment.

2.3 Distribution of aesthetic meanings

The meaning of aesthetics conventionally divided into three namely the psychological meaning, the first attempt to improve the quality of human inner human, the contemplation of the happiness of god, the instrumental second, that is as part of humans in organizing life ragawinya through expression in the work or participation in the objects of the day -day, the three meanings possessed by the aesthetic itself in realizing its existence, which is represented in the development of science, art philosophy or new awareness (Sachari, 2002: 98). The giving of meaning to the aesthetic work is a living spirit, without which the work of man becomes 'nothing' (Adorno in Sachari 2002: 98). In Indonesia, there are three dominant esthetic phenomena which have always been the subject of study and reference in the aesthetic arena. The three phenomena are related to (1) historical continuity, (2) sharpness in searching for cultural identity, (3) balancing value culture, as well as consequence of modernization program (Sachari, 2002: 100).

2.4 Religion as an Esthetic movement

The entry process of Islam into the archipelago (Indonesia) is estimated in the 7th century AD which is marked by the arrival of Arab and Persian traders (Sunyoto, 2012: 50). The development of Islam to Indonesia can not be separated from Walisongo services. Walisongo is a guardian of God who consists of 9 people who spread Islam to the archipelago. Da'wah Walisongo uses cultural approach of culture. So, the delivery is very subtle and hook the local art as a medium of Da'wah. According to Salad (2000: 22-23) states that the deepest teaching personification of religion always appears in the form of metaphors, logic, and symbols that are esthetic. This statement reinforces the fact that Walisongo does use local folk art as a medium of propagation of Islamic teachings. This is reflected from the word 'Kalat Kalimosodho' or the meaning of the shahada. Implicitly walisongo tried to preach in a gentle way and even the people who were invited were unconsciously been directed to embrace Islam. Because all the teachings that have been taught have merged into one with the art of the people who had already known society before. So, it is not surprising that the spread of Islam by Walisongo can be easily accepted by society. Islamic teachings in its development can not escape from the socio-culture of existing society, both in terms of economic, political, power, art and objectivity of science and knowledge (Salad, 2000: 22-23). Religion which is a belief in its practice of implementation can not be isolated from the global world, so the possibility of the merging of religious teachings in the form of art or object representation is possible.

Reproduction representing something that is taught by Islam in the form of symbolic, aesthetic, and procedures (norms) in society requires a reflective and empirical examination (Salad 2000: 23). In pelaksaaanya also need to derive from the source of Islamic Shari'ah composed of holy revelation (Al Qur'an), legalization of speech and Sunnah (customs of prophets) embodied in the Hadith, classical literature (*kitab kuning*), consensus normative rules (fiqhiyah

rules), religious sermons, and exclusive opinion (Fatwa) Salad, 2000: 23). Some sources such as the Qur'an or hadith used in as a source of Islamic teachings, require ijma 'and qiyas the scholars'. In Islamic teachings, the term madzab. According to Ustad yazid one of KMNU ITB's mentors stated that madzab is a choice of methods used to understand the teachings of Islam. Therefore, the understanding between the madhhab one and the other is different.

In the dustur of Islamic culture, the ideology of aesthetic movements in the deepest symbolization of teaching in religion in the form of theological and religious doctrines is transformed into aesthetic symbols that are almost found in every tradition and character of artistic expression (Salad 2000: 25). One that currently exists during Indonesian society is the birth of several religious organizations that have their own characteristics that have differences between one another such as NU, Muhammadiyah, and other Islamic organizations. Each organization has its own way of understanding the Shari'ah of Islam. It is also that also affect the aesthetic production style produced, either in the form or color. One of the resulting impacts is that the term grave pilgrimage or to the tomb of God's guardians is more identical done by NU citizens. Therefore, the average visitor of the tomb of the Walisongo is the background of the NU organization. In the form of society's material that is embodied in NU is more dominant use green color in snei work produced such as uniform fatayat NU, flags, symbols that average use green color. Unlike NU, the Muhamamdiyah organization uses blue as its identity, it can be reflected in the birth of the Democratic party which uses blue.

2.5 Islamic Aesthetics

Aesthetics The exposure of Islamic aesthetic theory according to several sources is described in Table 1.

Table 1 Islamic aesthetic theory according to some Islamic sources

Theory	Key points	Benefits for researcher
Anshari (1990)	Art in Islam belongs to the hadith of the Prophet 'Antum a'lamu bi-umuri dunyakum' (you are more understanding with your world affairs)	As the basis of argumentation in Islamic art
Beg (1998)	Islamic art is an art produced by artists, Muslim designers, or Islamic societies.	As the basic argumentation of Islamic art restrictions
Alfaruqi (1998)	- Islamic aesthetics is a view of the beauty that emerges from the Islamic world view, and is motivated by the teachings and aesthetic expressions of the Qur'an. - Islamic art is not only a work of art, but an art that delivers the idea of God's transcendence. - The purpose of art is to strengthen religious beliefs and strengthen ketauhidan = purpose of the Qur'an. - Islamic art covers aspects of religious and cultural aspects	As the basis of the argument about the aesthetic limitations of Islam, its purpose, and its scope.
Hadi (2000)	An artist who can use his mind and his heart will be able to ... produce inspirational works and can discover the essence and beauty of one with the aim of attaining 'musyahadah'	As the basis of the argumentation of the objectives of Islamic art
Al Ghazali dalam Beg (1998)	Love for beauty encourages devotion to God	As the basis of the argumentation supporting the purpose of Islamic art.
Nasr (2003)	Islamic art is essentially a contemplative art ... it expresses specifically a region of the soul ... to the inner dimension, to an encounter with the presence of god	As the basis of the argumentation of the objectives of Islamic mysticism as well as the basis of thinking about the relationship between batik art with the goal of a religious nature
Ambary (1998)	The elements associated with Islamic art are the use of (1) calligraphy, (2) iconoclasm, and (3) arabesk.	As the basis of the argument about mapping the visual elements in Islamic art

Sumber: Loekman (2010: 39), data processed by researcher

2.6 The role of Islam in Batik Development

The development of batik in the era of ISenislam is the culture of the Palace (Yudoseputro, 1986: 103). The presence of Islam participated coloring the development of ornamental diversity in Indonesia which is then called Islamic ornament. In general, the form of penetration of Islamic decoration is reflected in the work produced, such as motifs of calligraphy, mosque motifs, and rug motifs. There are rules in the depiction of forms in Islam, among others: do not resemble living things and do not contain the elements or values that violate the Islamic's Shari'ah.

2.7 Seni Kerajinan Islam - Purba

The development of Islamic craft art can not be removed from previous artistic performances, namely in the Hindu era. The true art of Hindu handicraft is not eliminated but is culturated according to the Shari'a of Islam, either through the forms of artwork, value, textual content, and the meaning contained therein. Because Islam entry into Indonesia is peaceful and one of the medium of dakwah used is in the form of acculturation of art that already exist.

There are many types of Hindu art that are preserved and continued in Islamic times as art activities centered on the Palace (Yudoseputro, 1983: 48). The rulers of the empire pioneered by the Guardians, in smaping the task of spreading Islam and leading the government, the Guardians also play a lot as a creator of new art.

Art of Islam - Indonesia is based on the philosophy of life that reflects the noble values of Indonesian culture that has been named before and developed continuously by the leaders of Islam. Art becomes a medium of devotion of religious fund of devotion to the royal family. There are several arts crafts produced in Islamic era, among others (1) the art of stone craft in the form of tomb buildings, (2) wooden art crafts in the form of palace buildings, chairs, building interiors, ornamental house decorations and mosques, the king's throne and his desk, (3) art of batik handicrafts, (5) other handicraft arts in the form of wear objects, such as kris and display items of gold and silver (Yudoseputro, 1983: 48 - 62).

2.8 The Study of The Meaning at Religion

According KBBI definition of the word meaning is the understanding given to a linguistic form. According Pateda (2001: 88), there are four aspects of meaning that can determine the type of meaning. The four aspects of meaning are (1) sense, (2) sense, (3) tone, and (4) intention. These aspects of meaning must have an influence on the kinds of meanings present in semantics. Leech (2003: 19) mentions seven types of understandable meanings of language activity, namely (1) conceptual meaning, (2) connotative meaning, (3) stylistic meaning, (4) affective meaning, (5) reflective meaning, (6) colloquial meaning, and (7) thematic meanings. Due to the dynamic nature of the language, the meaning of the Language also undergoes shifts and changes.

Literally, the shift of meaning means the meaning that shifts from the original, whereas the change of meaning is a changed meaning from its origin. In the shift of meaning, meaning changes but still in one meaning field whereas in the change of meaning, the meaning changes due to the change of reference. Parera (2004: 110-118) compiles several causes of shifts and changes, namely (1) linguistic, (2) historical, (3) social, (4) psychological, (5) necessities, and (6) power. Chaer (2002: 141) identifies five types of change of meaning, namely (1) widespread, (2) narrows, (3) total change, (4) refinement, and (5) The meaning of this research is in the form of messages, values, or objectives to be achieved from the creation of a product.

From this religious term then came the so-called religiosity. Although rooted the same word, but in its use the term religiosity has a different meaning with religion or religion. If religion refers to a formal aspect relating to rules and obligations; religiosity refers to aspects of religion that have been lived by the individual in the heart (Mangunwijaya, 1982). Religiosity is often identified with religiousity. Religiosity is defined as how far the knowledge, how firm belief, how the implementation of worship and rules and how deep appreciation of the religion it embraces. For a Muslim, religiosity can be known from the extent of knowledge, belief, implementation and appreciation of Islam (Fuad Nashori and Rachmy Diana Mucharam, 2002).

3. Conclusions

Discussion of batik Junjung sunan Drajat can be extracted based on several things, among others, have a high religious significance. Especially based on the analysis of existing culture and the concepts of Islamic teachings contained in it. The conclusion obtained is that Junjung Sunan Drajat batik contains the following explanation:

a. The aesthetic meaning of batik Junjung Sunan Drajat is lies in the inner meaning, which aims to improve the quality of the spiritual (spiritual) associated with the god.
b. Batik Junjung Sunan Drajat belongs to Javanese aesthetics as it comes from Java and uses grip of batik people.
c. Batik Junjung Sunan Drajat contains aesthetic movement, in the form of Islamic da'wah and aims to improve the local people's social and economy. Junjung batik can be used as clothing (clothing) and can be traded.
d. Batik Junjung Sunan Drajat Art is included in the art of ancient Islamic crafts because he was present in the royal era.

e. Batik Junjung Sunan Drajat is included in Islamic aesthetics, with some characteristics as follows: (a) Emerging from Islamic view and motivated by Al Quran teachings and aesthetics (rules and restrictions), (b) Created by Muslims, (c) devotion to god, (d) The aim is to produce inspirational, rewarding, inspiring, and forms of worship to God, (e) The existence of Islamic elements: usability as clothing, iconoclasm on the lion's blade, mosque domes, lotuses, and eagles

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LITERATION BASED ON AL QUR'AN'S PERSPECTIVE
(Reinterpretation "QS Al-Alaq [96]: 1-5" In the Process of Constructing Qur'anic Characters Literacy in Society)

Moh. Nailul Muna
UIN Sunan Kalijaga Yogyakarta, Indonesia
m.nailulmuna7@gmail.com

Abstract

Indonesia society mostly consist of moslem's society. It means that most of them use Al Qur'an as guided of live. Today the formation of a Qur'an-based character is required, as an effort to prepare the gold generation of Indonesia. Therefore, the understanding of literacy in the Qur'an's perspective is necessary so that the Indonesian people can imitate and practice it accordingly. This paper offers a new perspective in understanding the urgency of literacy, on the other hand as a catalyst for the formation of the character of society through the theological and socio-historical dimension in the verses of the Qur'an. The Qur'an is a divine revelation, which has been the guide and guidance for people's behavior. According to the theory of Raymon F. Paloutzian, the attitude and behavior of the community is strongly influenced by religious understanding. Therefore, This study will be interesting because it is supported by the historical elements when it was revealed that al-'Alaq and socio-historical letter that grown and developed in early Islam. The result of this article is a literation's concept based on Surat Al -Alaq ([96]: 1-5) which actually explain not only of reading's literation and writing, but also literate whatever things around us. The Al'Qur'an Verses is method developing Islam's civilization. This work will be sharpened by using Abdullah Saeed's contextual approach which considered textual and contextual side of the Qur'anic verse.
Keyword: Al-Qur'an, Literacy and Reinterpretation

1. Introduction

Since the Qur'an was revealed to the Prophet Muhammad. in the 7th century[1], the biggest changes in the development of world literacy began. Especially in the scope of Arabia at that time, writing and reading could not overcome the oral tradition that Arabs often boast about. Poetry and prose is a very valuable thing for the Arabs, this is evidenced by the Ukaz market that became a gathering place for the poets at that time[2]. However, since the Qur'an descended the spirit of literacy began to flourish, this literacy spirit can be seen when Abu Bakr finds the numerous writings of the Qur'an in both wood, bone, animal skins and date palms. Although the facilities at the time were very minimal but did not dispel the spirit - Qur'ani - to write the Qur'an. this became a crucial factor in the history of Islamic intellectual development.

The literacy in Indonesian means "literacy". Which according to Jean E. Spencer means the ability to read and write which is the gateway (for everyone, whether it is a collective nature which is a community or a nation) to achieve predicate as a learned (human, community, nation). This will result in the birth of civilization and science

It cannot be denied what happens today, is inversely proportional to the early Islamic era. The perfect means of literacy, does not bring the number of people who practice literacy. Of course, what society needs now is an understanding of the importance of literacy by constructing their thinking through Qur'anic ideology '. Because according to the theory Raymon F. Paloutzian, that religious orientation owned by a person will affect the behavior and attitude and his religious attitude will affect his religious behavior. In terms of attitude, a person's religious orientation has contributed to a morally relevant attitude.

One way that can be taken, so that people can understand the importance of literacy based on the Qur'an, which provides a point-press against interpretation that can be used to be the foundation of the spirit of literacy. This can be found in (Surat al-Alaq [96]: 1-5), aside from the earlier 'clerical' interpretation required interpretations that are familiar with the socio-historical aspect that can be traced through the approach used by Abdullah Saeed, to look for a common thread between the past and the present. Briefly this approach goes through four steps: initial considerations, having three dimensions: the world of text, the reader, and the language / meaning of the text. The second step is to look at the accuracy and reliability of the text. The third step identifies the meaning of the text with the analysis of linguistic meanings, then the fourth step is to associate the interpretation of the text with the current context

2. Discussion
2.1 History of Arab Literacy and its development

The cultural aspect is one of the most influential aspects of social life, not to the former Arab society. In the time of ignorance, the Arabs made the poet as a highly esteemed, so the poets had an elevated position in society. However, one of the interesting things is the status of the poets themselves. According to the historians, they are not among the intellectuals

The oral tradition that grew and flourished at that time was very good, as evidenced by the "Ukaz's Market". However, the oral tradition is not accompanied by sufficient writing tradition. This is evidenced by the absence of many manuscripts related to the life of the Arab swans at the time, whether those concerning the ancestry (*nasab)*, or the poems written in an object, except some of the best poems hanging on the walls of the Kaaba

This is Supported in the book The Cultural Atlas of Islam, which explains that at the beginning of the 7th century has found the tradition of writing in the Arabian Peninsula. However, the literacy tradition has not been widely practiced by the contemporaries of the Prophet Muhammad [s]. literary works in the form of poetry and prose commonly created by some Arab society was not written, but only memorized and read in its actual form.

In fact, there are differences of opinion from historians about the existence of literary traditions in Arab society before the advent of Islam, some argue that literasi already existed before Islam came. Like the Jurhum, who in the historical record of this people acquired a part of the zam-zam water rights under the hands of Siti Hajar, Siti allegedly required the Jurhum tribe to teach Prophet Ismail on literacy. From this story, we can conclude two things. First, before the teachings of Islam exist, literacy has become a very important part in life. Second, Literacy shows the progress of a people, because at that time, the Jurhum tribe belonged to a developed tribe.

After Islam began to develop literacy in the Arab world, although there is the History of al-Baladzuri (w.892) which says that at the time of the Prophet there were only 17 men-plus a handful of women-who could write very weakly. Because the Prophet himself had a number of secretaries assigned to write revelations. Furthermore, the fact that the Makkah people (after the descent of the Qur'an), is very fond of writing.

Progress of literacy began to appear clearly when al-Qur'an classification done by companions. The motivation of the Companions, not least because of their love of the Qur'an to write it and codify it in the form of a complete sheet of Al Qur'an (mushaf), which was realized in the time of Uthman ibn Affan. Thus, if the context of that era is the spirit of literacy due to the spirit to preserve the Qur'an then in the contemporary context the spirit of literacy can be realized to develop the scholarship and obey the command to keep reading (96: 1-5) which is actually not only bound in the meaning of the text alone but can be wider

2.2 The dimension of literacy in (Surah Al-Alaq [96]: 1-5)

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

"(1). Read in the name of your Lord who created. (2). He has created man from a clot of blood. (3) .Read, and your Lord is the Most High. (4). Who teaches man with a pen. (5). He teaches man what he does not know."

The verse was the first revelation to the Prophet Muhammad. The Prophet himself is the Ummi Prophet (unable to read and write) as set forth in (Surah Al-A'raf [7]: 157). Told from Siti Aisyah, that this revelation was revealed in the cave of Hira 'through the angel Gabriel, Gabriel told the Prophet: "Read!", He said: "I am not good at reading!". Then the Prophet replied: "I am not good at reading", after the third time, then Gabriel says: "(1). Read in the name of God who has created. (2). That has made man from a clot of blood. (3) .Read, and your Lord is the Most High. (4). Who teaches man with a pen. (5). He teaches man what he does not know.

While the fifth verse is attributed to Abu Jahl: "For the sake of Latta and Uzaa, if I saw muhammad in prayer, I would surely step on his neck and really put down his face to the ground." (Narrated Ibnu Mandzur).

The word 'Iqra 'is taken from the Qara'ah verb which originally means to gather. Thus, the realization of the command does not require the existence of a written text as a reading object, nor should it be pronounced to be heard by others. Therefore, in the dictionaries found a variety of meanings of the word. Among others: convey, review, read, explore, research, know the characteristics of something, and so on that all boils down to the meaning of gathering.

The above verse does not mention the reading object-and Gabriel as. when it does not read a written text-and therefore, in one history it is stated that the Prophet ask (ما أَقْرَأ) which means: what should I read ?.

The verse clearly indicates the urgency of literacy, where it was revealed when the Arabs did not have a good culture of literacy, and this verse is a religious dogma that makes the nation culturally literate later in life, more than that as an embryo of Islamic intellectual development. For how can a nation be said to advance, when its people do not understand literacy, and this is felt by the early Islamic civilization capable of absorbing scholarship from the West. In fact, it can be a source of knowledge from non-Muslims.

Things to consider before doing contextualization / reinterpretation, ie see the text and interpretation before. At least the interpreter (mufassirs) have several views related to this verse, including:

In the Tafsir ath-Tabari, there it is explained that God teaches what man does not know with a pen that teaches how to write. Furthermore, according to Ibn Kathir, that (Surah Al-Alaq [96]: 1-5) shows the importance of keeping knowledge by binding it in writing. Furthermore, it shows the balance between reading culture to gain knowledge with the writing culture as a means of keeping the science itself.

From the classical 'ulama' interpretations a conclusion arises: God has a great deal of attention in the question of literacy manifested in (Surah Al-Alaq 96: 1-5). In this verse the author is more inclined to categorize (96: 1-5) into the interpretive rule of "the special editors, but the content is intended for the public", as in (qs. Ath-Thalaq [65]: 1).

يَا أَيُّهَا النَّبِيُّ إِذَا طَلَّقْتُمُ النِّسَاءَ فَطَلِّقُوهُنَّ لِعِدَّتِهِنَّ

"O Prophet! If you want to laugh at your wives, then divide them when they face their 'iddah (in holy state)'.

So, in fact the word Iqra 'in the letter al-A'laq can refer to non-personal, although linguistically that Iqra' it refers to Mukhotob one, but can be addressed to all human beings. This is reinforced because after that the Qur'an mentions the term related to man and his creation. Because the command of reading (and writing) is addressed to all human beings.

2.3 Contextualization

Actually, what is meant by the spirit of Qur'ani that is, the spirit that raised the verses of the Qur'an in an effort to form the character of Muslims who understand literacy and can affect the awareness and actions of Muslims to be more cultured reading and writing. Related to the meaning of Iqra ', The interpreter (mufassirs) have many opinions. Some argue that it is the revelations of the Qur'an that the commandment in the sense of reading the revelations of the Qur'an when it has been revealed later. There is also the meaning of dhikr.

If it refers to the linguistic principle of "When a verb requires an object but is not mentioned its object, then the object in question is general, encompasses everything that can be reached by that word." From this rule, it can be reinterpreted related (QS 96: 1-5) ie the word iqra 'is used in the sense of reading, studying, conveying, etc., and because the object is general, the object of the word includes all that is reachable, whether it is a holy passage originating from God or not, either it concerns the written verses (in a book) as well as the unwritten ones (including the verses kauniyah and others). As a result, the word Iqra 'includes the command to examine the universe, society and self, and written reading, whether religious or not.

Furthermore, the use of qalam words meaningful pen, this shows that the Qur'an is very concerned about the importance of writing culture for Muslims. on the other hand the word qalama can mean writing. However, if included Fa'ala wazan can be meaningful disconnect. This, if correlated with the actual historical dimension (QS 96: 1-5). Has cut off the culture of illiteracy (unfamiliar reading and writing) which previously occurred before the existence of Islam.

Then in the next phrase, related to the mention of the attributes of God in the letter, which begins by mentioning the nature by which the creation and beginning of the human begins, that is, the nature of God "Who created". Then a specific mention of the creation of man and its origin, in the phrase "Who created man from a clot of blood ..." from a speck of frozen blood attached to the uterine wall, from a small, simple seed to its shape.

This shows how the Creator has glorified man beyond his nature. Among the glory God has given man, God has increased the level of blood attached to this wall to the degree that humans have the potential to know. Then he studied,
"Read, and your Lord is Most Gracious. Who teaches (human) with intermediaries kalam. He taught man what he did not know "(al-Alaq: 3-5).

Thus, human beings have been given tremendous potential to shape the progress of civilization with Iqra' key is reading, and it is very flexible depending on the context at hand. Furthermore, the actual changes that occur are due to the reading, and the reading itself does not only include text. Therefore, the reading can touch social and cultural conditions. True if it is the context of change by way of reading, but not just reading the Qur'an, but beyond the meaning of Iqra 'itself which can mean reading the environment and implement reading objects in social interaction and reality that exists.

Therefore, the urgency of Literacy must be based on the need to advance the country and counter the current problems. because reading is the process of absorption of knowledge in shaping the intellectual self. While writing is a concrete form in applying its thinking which in the context of this study applying and absorption of science can be anything. Both theoretical and the action.

3. Conclusions

Literacy in the perspective of the Qur'an refers to (QS Al-Alaq [96]: 1-5) which can be interpreted extensively, especially in Iqra '. Although linguistically only means reading, the contextualization may include the command to examine the universe, society and self, and written reading, whether religious or not. Furthermore, the word Qalam can be meaningful to break, this can be related to the breakdown of civilization and the backward culture after the decline of revelation to read and change the civilization to a developed and developing civilization.

If this reflects on the history of the demise of the Qur'an, then this first revelation not only provided the values of religious spirituality to the Muslims at that time, but brought a change of civilization and a more advanced culture. Therefore, the Qur'anic spirit needs to do literacy, in harmony with the spirit to advance the country of Indonesia.

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PERSPECTIVE OF FILOLOGY
IN THE DEVELOPMENT OF SCIENCE KNOWLEDGE

Mustofa,

FKIP Islamic University Darul Ulum Lamongan, Indonesia

Abstract

Philology is one of the disciplines that became the reference of the development of science today both the exact sciences and the humanities. This science was revealed thanks to the ancestry of the Greek ancient recording of science in written form. Furthermore, this written philology was translated into Arabic by the Khlaifah for Muslims in order to reach the pinnacle of the development of science, which in turn could give birth to some of the world's leading scholars of science. Thus, through this article Muslims are expected not to lose the treasures of science that once colored the progress of science in the Western world both in the present and the future.

 Keywords: Philology, Science, Present and Period

1. Preliminary

The way to gain knowledge in Islamic teachings is twofold. First, the way of revelation in the sense of communication from God to man. Secondly, the way of reason, which God grants to humans by using impressions that are obtained by the senses as material of thought to arrive at conclusions. The knowledge that revelation brings is believed to be absolute and absolutely true, while the knowledge acquired through reason is relative, possibly true and possibly wrong.

Attention to the problem of science in the present and future contexts is closely related to the position of the khalifah of Allah (human) as a servant who fills his life to worship him, as a substitute for God to manage the earth all his life, utilizing his womb for the welfare of mankind. All the wealth of the earth both in the earth, in the bowels of the earth, in space, and in the sea submitted to mankind as the Caliph to be disciplined to produce various conveniences in his life. In this case, the much-needed supplies are science and reason. With the knowledge and reason man can push himself to perform various actions in accordance with his needs, and can avoid the lust of Suriasumantri (2003: 261) and Nasution (1980: 7). Therefore, humans can take attitudes and actions that contain wisdom in overcoming the problems it faces.

God is omniscient, this means that God has infinite knowledge, as he said: Qul laukanal bahru midadal likalimati rabbi lanafidal bahru qabla an tanfada kalimatu rabbi though jihna bimislihi madada. Meaning: "Say Muhammad: If the ocean were inked to write the words of your Lord, surely he would dry before the word of your Lord was written down all, even if brought in ink again in addition" (Q.S. Al-Kahf, verse 109).

Some of God's science has been given to humans who have used their minds to unlock the previously hidden knowledge. In the history of mankind is known that the nation who first mastered science is the Greek people who have recorded the science in written form of papyrus in the form of a leaf scroll used as a tool to write various sciences and then studied through the discipline of philology until eventually become a reference development of science knowledge today. This science covers the science of philosophy, medicine, physics, mathematics, humanities, astronomy, and so forth. The Western world is generally advanced, thanks to the Greek science which is regarded as the crown of science.

At the time of the Umayyads in Syria, the Islamic world began to experience Greek science through its translation efforts into the Arabic that the Caliph cultivated. Thus successive absorption of science to the Abbasid daulah. The peak of its development was the establishment of Baitul Hikmah by the Khalifah Al-Makmun from the daulah Abbasid in 832 AD

Religion of Islam gives a strong motivation to man to study and develop it for the welfare of mankind, as the word of Allah: ... yarfaillahulallzina amanu minkum wallazina utul ilma darajat ... Meaning: "... Allah will raise the degree of those who believe between you and the people people who have knowledge ... "(QS Al-Mujadalah, verse 11). Thus it is quite natural that history has noted that science developed rapidly in the centers of Islamic government such as Iraq, Syria, Egypt, Pakistan, and so on which eventually gave birth to many known scholars in the world of science such as Al-Kindi and Al-Farabi philosopher, Ibn Sina medical expert, Al-Jabir chemist, Ibn Khaldun a sociologist, Al-Ghazali philosopher and Sufism expert, Al-Farghani astronomer,

Abu Abdallah al-Khawarizmi mathematician (Thoyibi, 2003: 90). All of that is motivated by God's verses to prosecute and develop science.

But unfortunately, Muslims today have lost the treasures of science that once colored progress in the Western world. On the contrary, the position of Muslims is in retreat both in the field of piolitik, economy, culture, and in science and technology. It is now recognized that progress is in the Western world. Islam that has a strong motivation to move forward, in order to master the science is in a period of gloom. Islam's rays are closed by Muslims themselves because of splits, laziness, ignorance, and due to the neglect of the teachings of Islam. Departing from this fact, then Muslims need to be stimulated to rise, introspective, and learn from history.

2. Relevance of Philology to the Development of Science.

There are many verses that suggest that human beings should work themselves to be knowledgeable people. With his knowledge he will further appreciate the contents of the Qur'an and will find a variety of useful knowledge to increase his worship to Allah, as he said: ... Innama yakhsyallaha min 'ibadihil ulama ... It means "... who really fear Allah among servants He is a clever man "(Surah Fathir, verse 28). Cleverly clever (call scholars) in another verse called ulul albab. He is a servant who consistently performs worship of makhdloh and also consistently performs worship ghairu makhdloh. Both worship is done by ulul albab solely to devote themselves and seek ridlo from Allah swt. Thus he can fulfill his function as khalifah on this earth. This function requires considerable means, and among the most important means is the intellect and the power of thought to exploit everything that God has provided for human well-being. All that has been available must be sought and developed by the human mind based on the science of naqliah which is a collection of God's instructions that contain the Shari'ah that must be fulfilled by human beings as guidance on how to behave well in the way that he is.

Furthermore, the human being besides being the khalifah of God on earth who is obliged to manage the earth in its own right, man must also pursue science about the ins and outs of the surrounding environment, including relationships with fellow human beings, relationships with other creatures, and relationships with the physical natural environment, land and sea. That is why human beings can be taught and learn to open some of the secrets of natural knowledge, social knowledge, and culture from the treasures of knowledge embodied in the profound knowledge of God, and able to understand natural phenomena which ultimately lead to a strong belief in the existence of the God of nature and the laws of nature that govern the journey of life. Thus, there is a relationship with God, with man, and with the natural environment or other beings. Based on this fact it can be seen that the existence of the caliph lies in its creative power (mind) to prosper the earth (Daulay, 1991: 4).

The high position of reason in the teachings of Islam can be seen from the hadith Qudsi in which God described as follows: fabi'izzati wa jalali ma khalaqtu khalqan a'azzu 'alayya minka fabika akhudzu wa bika u'thi wa bika utsibu wa bika u'aqibu. It means: "By My power and majesty I have not created a more glorious being than you. For You give me a reward and punishment "(Nasution, 1980: 49). In other words, God's supreme creature is altogether, and that is what distinguishes human beings from animals and other creatures of God. Because human reason is responsible for his actions and reason that is in man that is used by God as guidance in determining reward or punishment to someone.

The development of science is an aspect of intellectual education and occupies an important place in Islamic education. Al-Jamali (1986: 62) asserted that with knowledge and reason, human beings can act as their nature in order to preserve human rights in accordance with the Qur'an. Second World Confrence on Muslim Education in 1980 decided that education in Islam covers aspects of: (1) godliness and morality, (2) reason and knowledge, (3) physical education, (4) community education, (5) education psychology, (6) beauty, and (7) and skill (Daulay, 1991: 75). The decree implies that there is essentially no science between religion and other knowledge. The notion of the cleric (clever) as revealed in Islam is the person who mastered the science of religion and other sciences, with the understanding that in Islam there is no dichotomy in the field of science. The whole must be controlled by Muslims. Therefore, to demand knowledge is an obligation for Muslims for the fulfillment of human function as a servant of God and as God's khalifah on earth.

The position of science has developed so rapidly that in that phase the world will be colored by the progress of science and technology that has never been achieved in the past. For example, the discovery of chemical compounds, the advancement of medical science, the advancement of biotechnology, and the presence of advanced electronic machinery technology. Currently also witnessed the progress of the world of embryology or science of fetal formation

that allows the male male male fertilization on the livestock superior superior cow fetus. This progress is also applied to humans so as to grow the baby tube technique that is not a strange thing in Indonesia. This rapid advance of science, in addition to bringing a better human life, also brings with it a negative impact that leads to the destruction of its own hands. Therefore, on the basis of this fact, it is true that Francis Bacon (in Nasution 1986: 44) states that science is power. Thus, some of the effects of scientific and technological development in our lives today, both positive and negative in the context of science today. This development will continue to occur with the ability of human reason in the context of life in the future.

Indeed for Muslims there has been a clear motivation, for what pursues that science and the answer is to fulfill the function of being a servant of God and as a khalifah of God. If the science to produce damage is certainly not the motivation in Islam. If the science has a negative impact, it does not need to know, not to be feared, but otherwise Muslims should be able to encourage Islamic scholars to return to God's command. The advancement of science and technology must be seized by Muslims everywhere, especially in Indonesia, whose population is predominantly Muslim. The golden age of Muslims in the past who once led the advancement of science and technology should be revived. Indonesian Muslims must be able to anticipate the advance of science and technology in the future and prepare the handling in case it is misused.

3. Conclusion

The above descriptions are introductory discussions that are expected to spur the emergence of very fresh thinking for the betterment of Muslims, wherever, especially in Indonesia. Therefore, as Muslims must be able to anticipate the development of science in the future with the motivation of Islamic teachings that must always be sharpened to control the negative impact. Muslims should be able to seize the progress of science both now and in the future for the creation of a more advanced Islamic world than it is now. The teachings of Islam must always be explored, applied in a life colored by the development of science and technology. The development of science is expected to be not a tool that will destroy this life and will bring humans back to animal civilization.

The emerging discussions should be able to give new motivation to create awareness for Muslims. With the knowledge that God has given to mankind from the treasures of God's knowledge, Muslims will increase their worship to Him, will become the true Caliphs for the higher value of human civilization.

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THE APPLICATION OF LEGAL LITERATION IN PRACTICES IN SOCIETY

SITI AFIYAH[1], ABD.HADI[2]

Darul 'Ulum Islamic University, Lamongan, Indonesia[1]
INSUD, Lamongan, Indonesia[2]
sitiafiyah2014@gmail.com

Abstract

The purpose of this paper is to know the extent to which the application of legal language literacy in practice in society. Literacy is a literacy activity, which has begun to disappear, and will continue to disappear if the successors of this age when we do not want anymore and no longer care about this culture. The problem is because we are too lazy to review and rewrite it according to the results of our study, we prefer to study the results of the study of others without writing it back to preserve it. The impact is no further continuation of the study we studied, all the books become obsolete without any updating for the moment there are still those who care because the culture of literacy has faded intellectually. The language of law is the language of rules and regulations aimed at the realization of order and justice, to defend public interests and private interests in society. The method used in this research is normative, which includes. Research on legal principles, Research on legal theories and qualitative approaches, which are supplemented by recording existing data in the field to assess the effectiveness of legal work in society. The results of this study are expected to be a solution for the community in accordance with the purpose of legal language is to convey the message of truth and justice of the subjects working on the signs of language to other subjects.
Keywords: Literacy, Hukun Language and Society.

1. Background.

Indonesian legal language is still searching for its own style. The terms are still not fixed and most still a mere translation of the Dutch legal term. Thus the term or sentence of Indonesia that still reflects the understanding of Dutch law and the legal mind of the Netherlands. He continued that the language of law is different from everyday language or literary language. The characteristic of Indonesian legal language other than lies in the composition, and the particular language style with special meanings, also lies in the terms used. This is because in formulating, preparing, describing the legal provisions of the jurists for the sake of law itself needs to use words, terms or expressions that are clear, thorough, sure, uniform, and systematic.

Kamus Bahasa Indonesia itself does not contain definitively about the meaning of the term, but in a book entitled Indonesian Law Language compiled by the National Legal Development Board it can be concluded that the term is one or several words used to express a concept. Given this term in the context of legal terms, the concept expressed is a concept of law. Thus, it can be said that the term law is one or several words used to express a legal concept. The law is an interesting thing for me. I have hope with the law, I can contribute to this country. At least, I can various to the community in the nearest neighborhood. I see people in general tend to see the law as complicated, identical with theories and thick books that people tend to avoid even just to add insight into the law. Coupled with cases of injustice in this country, namely corruption, collusion, and nepotism relentless. Legal terminology that emerged today, is not only legal terminology of the Dutch language, some from other languages from both Continental European countries, Anglo Saxon, and even the latest developments of many terms appear from the Arabic language is more widely practiced in the Law of Financial Institutions. The term law itself is actually derived from Arabic hukm, which has subsequently been absorbed into Indonesian into law, as well as the terms justice and expediency.

In everyday language too often we hear still familiar use of the terms of law, both by legal practitioners and ordinary people. Nevertheless sometimes in its use is less in accordance with the meaning of the term in question is measured from the eyes of science theories. Legal terminology that emerged today, is not only legal terminology of the Dutch language, some from other languages from both Continental European countries, Anglo Saxon, and even the latest developments of many terms appear from the Arabic language is more widely practiced in the Law of Financial Institutions. The term law itself is actually derived from the Arabic law, which has subsequently been absorbed into Indonesian into law, as well as the terms justice and expediency.

Some of these terms are reviewed in meaning and their use is often less accurate, difficult to apply, and some become illogical and tend to hyperbolic. Incorrect use, such as the agreement between MoUs and agreements, whereas the difficult terms of application such as adagium lex specialis derogat legi generali, and the use of non-logical and hyperbolic terms such as law should be enforced even if the sky collapses (fiat justitia roat coelum)

The use of the term is appropriate when implemented in practice reality, even though some are considered less precise, especially when viewed from the theory of truth and the theory of justice. Truth and justice are elements that the law intends. Therefore when talking about the law our orientation is on truth and justice.

Talking about terms or terminology means entering a discussion of language, more specifically in this context is a legal language. While when we want to explore the meaning we will enter the realm of philosophy of knowledge, and to seek the truth of the term and its use we will use the theory of truth. After that to know the impact of the use of certain terms we will use the theory of justice. Based on the above exposure, the Author has an interest in discussing "How to Apply Law Language Literacy in Society".

2. Discussion
2.1. Application of Legal Language Literacy in Practice in Society

Indonesia is a law-based country as defined in Article 1 paragraph (3) of the 1945 Constitution. This indicates that law is an essential element of the Unitary State of the Republic of Indonesia. The supremacy of the law is a necessity for the state government to run in the corridor of law. As we all know that the law in Indonesia is still a lot of material derived from the law of the Dutch heritage, where it gets a firm footing legally through Article II of the Transitional Rules of the 1945 Constitution which states that all state bodies and regulations are still directly applicable, a new one according to this Constitution. Factually to this day, there are still many legal institutions of Dutch heritage that are practiced in everyday life, both in the legislative, executive, and judicial sectors. In everyday language too often we hear still familiar use of the terms of law, both by legal practitioners and ordinary people. Nevertheless sometimes in its use is less in accordance with the meaning of the term in question is measured from the eyes of science theories. While using the analysis of the theory of truth, it will be used the theory of truth correspondence, theory of truth coherence, and theory of pragmatic truth. Then, because in the use of certain terminology often affects the essential element of the law of justice, the theory of justice will also be the knife of analysis of certain legal terms, such as the legal fiction that everyone is considered to know the law and ignorance of the law is not a forgiving excuse.

The reform era brings many changes as well as in patterns of language usage and election terms, such as the increasing number of legal and legal terms of other countries that enter and be used in legal practice in Indonesia. Thus lately increasingly felt how important the function of language as a medium of communication. In fact today, in addition to linguists all experts engaged in the field of knowledge deepens itself in learning the theory and practice of language.

Language and law are a unity. The language of law must meet the requirements and rules of language because the language of law has its own characteristics that cause difficult people to understand. The complexity of this legal language structure is influenced by foreign languages, especially Dutch, and also the lack of knowledge of lawmakers of Indonesian grammar itself. In addition, there are still assumptions that the legal world is too formal and complex and there is distrust of the law in general. Legal interpretation that emerged today, it turns out not only the legal meanings of the Dutch language, some from other languages from both Continental European countries, Anglo Saxon, and even the latest developments appear many terminology of the Arabic language that is more practiced in the Law of Financial Institutions. The term law itself is actually derived from Arabic hukm, which has subsequently been absorbed into Indonesian into law, as well as the terms justice and expediency.

2.2. Meaning of Literacy of Law Language Judging from Theory of Truth and Theory of Justice

The use of legal terminology primarily derived from foreign terms as mentioned in the previous section is often not appropriately judged by its meaning and impact when the term is used in legal practice in society. In this section will be presented several legal terms in terms of two blades analysis of truth theory and theory of justice. Some legal terms to be analyzed in this section are the Memorandum of Understanding (MoU), legal fiction theory, and legal adagium lex specialis derogat legi generali.

First, the meaning of the MoU is the basis for future contracting based on the outcome of the consent of the parties, either in writing or orally. The grammatical MoU is defined as a memorandum of understanding.

Some opinions give different meanings about the MoU, for example Munir Fuady means the MoU is a "preliminary agreement, in the sense that it will be followed and elaborated in another agreement which regulates it in detail, therefore the MoU contains the essentials only. The other aspects of the MoU are relatively similar to those of other agreements ". Emanman Rajagukguk defines the MoU as" a document containing mutual understanding between the parties before the agreement is made. The contents of the MoU should be incorporated into the contract so that it has a binding force. "The MoU elements, namely: a preliminary agreement, are made by the parties that are the subject of law, the territory of enforcement may include regional, national, and international, the substance of the MoU is cooperation in various aspects, certain period of time. Considering the substance of the MoU in which the agreement of will to make it, it is said that the MoU has the binding power to be implemented as a treaty in general. However, if one party does not meet the contents of the memorandum, the other party does not question it. So the experts also do not have a definite answer about the binding strength of the MoU.

The use of the MoU in legal practice in the community as mentioned above is often inappropriate, at least in use by laypeople. Most people are still likening the MoU with the agreement, so in the event that the other party does not carry out what is contained in the MoU then it is as if it would be suing the other party. When viewed in the content of the material on the MoU it is often substantially an agreement, but in reality it is the MoU term. The existence of this potentially poses a prolonged juridical impact, which can lead to injustice in society.

Both theories of legal fiction. Fiction by Indonesian dictionary is a fictitious story, the author's fantasy. While the law is defined as an official regulation that becomes regulated and strengthened by the government, laws, regulations, benchmarks (rules of provision); about certain natural events; the judge's decision to the defendant.According to the dictionary of the fictional law or in the original language (Latin) fictio is the wishful thinking, the legal form, the construction of law, the building of law, in addition to the law regulations.Van Apeldoorn argues about fictie or fictions ie circumstances where we receive something that is not true as something that is true. Or in other words we accept what really does not exist as existent or actually exists as non-existent. Yet in fact fiction legislation is not a true fiction, but is formulated as mere fiction. Fiction is understood from the point of view of the desire of the legislator to obtain a brief formulation, ie as a helper to save the number of rules and understanding.

The legal fiction that "everyone is considered to know the law". It is based on a reason, that man has an interest from birth to death. Every human interest is always threatened by danger around him. Therefore humans need the protection of interests, which are met by various social rules which one of them is the rule of law. Because the rule of law protects human interests, it must be obeyed by other human beings. So the awareness arises to comply with the rule of law, so that its own interests are protected. Thus ignorance of the law is not a forgiving excuse or "ignorantia legis excusat neminem".

The truth of the use of legal fiction should be in doubt when viewed from the existing theories of truth. Logically, it is also scientifically unjustifiable, because in fact it is quite the opposite, although the legal regulation is set forth in the State Gazette. Law enforcement officers may also be unaware of certain laws, because of the large number.

Judging from the theory of justice the use of legal fiction potentially lead to injustice, because people who really do not know the rules are subject to the same penalty as people who know. If viewed from the aspect of legal certainty this legal fiction is needed so there is no chance of someone dodging from legal snares.

Thirdly, the lex specialis derogat legi generali principle means that general rules are excluded by a special regulation provided that the rules are in a parallel hierarchy. The intent of this principle is that against special occasions the statutory law which calls the event is called for, although for such special occasions it may also be enacted by the law to refer to a broader or more general event which may also include such special event.

Examples of recognition of the principle of lex specialis derogat legi generali in the law of material crimes can be seen in Article 103 of the Criminal Code stating: "The provisions in Chapter I up to Chapter VII of this book apply to deeds which by other legislation are punishable by a criminal offense, unless if by law it is otherwise specified ". While in formal criminal law, it appears in Article 284 paragraph (2) of Act Number 8 of 1981 concerning Criminal Procedure which states that "(2) Within two years after this law is promulgated, all matters shall be enforced by law , with temporary exception to the specific provisions of criminal events as specified in applicable law,

until such changes are made or otherwise invalid. " It is true that in accordance with Article 7 paragraph (1) point I of Law Number 8 Year 1981 concerning the Criminal Procedure Code, "(1) Investigator as referred to in Article 6 paragraph (1) point a because its liability has the authority to cease the investigation.

As the reason for the termination of the investigation note the contents of Article 109 paragraph (2) stating: "(2) In the event that the investigator discontinues the investigation because there is not sufficient evidence or the event is not a crime or suspension of investigation by law (Article 76; 77; 78 and 79 of the Criminal Code), the investigator notifies the prosecutor, the suspect or his or her family. It is true that in accordance with Article 14 letter h it is stated that the Prosecutor has the authority "h. Closing the case for the sake of law As a reason for the cessation of prosecution ". Notice the contents of Article 140 paragraph (2) "a. In the event that the public prosecutor decides to stop the appointment because there is not enough evidence or the incident turned out to be not a crime or a case closed for the law of the prosecutor poured in a letter of determination ".

Of these two legal products are given a legal basis for the existence of different arrangements for what has been regulated in its generalist law. It can be termed starting from the Corruption Eradication Act, the Terrorism Criminal Defamation Act up to the Money Laundering Act (in the Lex specialis position). They all have material criminal law material and formil criminal law) which are different from what is governed by the Criminal Law (KUHP) Code and Law Number 8 of 1981 on the Criminal Procedure Code.

Based on these conditions it appears that legal terminology in the form of legal principle lex specialis derogat legi generali not implemented when applied. The emergence of the Investment Law for practical reasons is justifiable, namely to create a conducive investment climate so that investment flows will go in and ultimately intended for development purposes. This phenomenon when viewed from the theory of justice has the potential to cause unfair conditions, because the policy was aimed at the interests of the people in practical reality it only benefits the investor. Only investors with strong capital (capital) will do the exploitation of this nation's wealth.

3. Conclusion

Based on the discussion of legal terminology in the language of the above Indoensia can be drawn as follows:

a. The interpretation of law terminology in practice in society is not always right, even some terms whose application is inaccurate so that the meaning is completely lost.

b. From the theory of truth and justice some legal terminations are justified, but many can not be justified because it is very contextual depending on the point where we look at it and what standards we use to measure the truth.

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The Educate the Students of the Faculty of Law with the Popularization of Hermeneutics of the Law

Tomy Michael

University of 17 Agustus 1945 Surabaya, Surabaya, Indonesia
tomy@untag-sby.ac.id

Abstract

The presence of dichotomy in the method of study of legal science in Indonesia led to the science of law in Indonesia is not well developed. Learners in the faculty of law, only conduct research in legal science research methods the science of law which have been determined previously in the absence of freedom of thought. The conclusion obtained is that the hermeneutics of the law can be used as one of the methods of legal research in Indonesia in order to create the study of law science that is objective. Suggestions that can be taken to begin to accustom themselves to not asking law science research method is used in the study of the science of law but the most important thing how to find a legal issues and then how to solve it.

Keywords: hermeneutics, method, science of law.

1. Introduction

In the research of legal science, the use of research methods is a must. But necessity is not a necessity is required to produce a research of the science of law which has novelty. The use of the method in a study of the science of the law only the necessity that is a formality. Researchers, especially learners in the faculty of law just enter a research methods the science of law in the work of research in order to achieve the title of a certain stratum, to meet the amount of the thickness of the pages and copying of some of the science research law before.

Research methods scientific law in the faculty of law also became a way of demonstrating that a university or college of law is the owner of the distinctive features of the method. With its superior attitude in research methods the science of law, then the learners in the faculty of law has a criticality of the weak. One thing that is uniform will weaken learners in the faculty of law, will not bring up the attitude of respect for each other and shut himself up to do the same work. The dichotomy thus makes the science of law can't develop according to the circumstances in the community. The existence of the science of law becomes stagnant and it is contrary to the essence of a science.

2. Discussion
2.1. The Science Of Law

The law can not be separated from human life and every human being has interests. The interest is an individual claim or a group that is expected to be filled. Every human being is support or disability benefit. Since born, human beings need food, clothing, shelter and so on. Adulthood increases the number and type of interests to play, go to school, work, family and so on. Since childhood growing up as well as ahead of time he died of his interests evolved. As a human being before the formation of the fetus up into dust, humans still need the law as his running mate.

Understanding companion is the protector of human rights itself and the obligations that human beings afterwards. For example when a mother kills her child at birth can be charged under Article 341 of the draft Criminal Law *"A mother because of the fear of getting caught give birth to a child at the time the child was born or not long afterwards, with deliberate intent takes the life of his son, shall be punished for killing her own child, with a maximum imprisonment of seven years"* and the case Sumanto in terms of consuming the corpse of a human subject to a criminal offence, namely Article 362 Book of the law of Criminal Law *"Whoever took the goods wholly or partly belongs to another person, with the intent to have the goods unlawfully, shall be sentenced because of theft, with imprisonment of maximum 5 years".* From these examples it can be explained that the science of law is not a part of the exact sciences of nature, the social sciences and humanities. Although in 1980, based on the classification given by UNESCO that the science of law is part of the exact sciences of nature, the social sciences and humanities that gave rise to uniform title-title officially graduates S-2 the science of law "Master of Humanities (M. Hum)", "Master of Science (M. S)" or (Undergraduate Major (S. U)". This conflict ultimately resulted in the decision for the manager of the Graduate Program in legal studies to give the title

of Master of Law (M. H) for graduates S-2 the science of law. The science of law is not a part of the exact sciences natural science, social sciences and the humanities but rather he stand up for themselves and dividing the science of the kind that not more than creating the shell.

In the study of legal philosophy (not philosophy of the law because with the mention of the philosophy of the law then the law in question is part of the science of philosophy while legal philosophy implies that the philosophy is reviewed is part of the science of law) explained to understand the science of the law requires 4 (four) main things, namely ontology, epistemology, axiology, teleology.

Then if the four points were correlated with the science of the law will have no meaning:

a. *Ontology of law is the search will be the nature of the law fundamentally. Can find the essence of a dogma of the law, evidence law, legal norms, legal principles, legal theory, legal principles or legal doctrine.*

b. *The epistemology of legal knowledge, where this knowledge comes from daily experience that the rational and irrational. The epistemology of the law question the knowledge of the nature of law that can be applied in general.*

c. *Axiology of law is a doctrine about the value. The teachings of this related to the question of the legitimacy of the law, the values of decency, equality, justice, freedom or truth.*

d. *Teleology of the law seeking the ultimate goal of the law itself. The objectives to be achieved in general.*

Then the science of law etymologically derived from the word "lex" which is absorbed in the English language to be "jurisprudence". The word "jurisprudence" comes from the "iuris" meaning "law" and "prudentia" which berrati "knowledge". In this case *"jurisprudence"* is a science is *sui generis* "is only one of a kind". J*urisprudence* is the study of something about the law. With the nature of the "sui generis" then the science of law to be prescriptive and applied.

2.2. Hermeneutics As The Flow Of New

Basically, hermeneutics is not a new flow in the research method but in the method of study of legal science, he is a new flow, because in Indonesia research methods the science of law is only divided into the normative, empirical and sociology of law. Etymologically, the word "hermeneutics" comes from the Greek meaning *hermeneuein* meaning "to interpret". The noun *hermeneia* literally can be interpreted as an interpretation or interpretations. Hermeneutics was originally used for the interpretation of the Bible as the work of J C Dannhaure that *Hermeneutica Sacra Seve Methodus Exponendarum Sacrarum Letterarum* in the year 1654. In a further development of interpretation of the Bible requires that the restriction does not arise for interpretation which cannot be accounted for so that appears the Magisterium or the teachings of the Church which is entirely subject to the Pope. Hermeneutics is finally defined as the process of changing something or a situation of ignorance into understanding. General limitations are always considered to be really good hermeneutics in classic view and modern view. In the United kingdom and the United States, the first use of the word "hermeneutics" follow the direction of the general trend in showing in particular the interpretation of the Bible. The use was first recorded in the *Oxford English Dictionary* in 1737 which still pointed hermeneutics as a theory about the interpretation of scripture. Hermeneutics of the law itself is very different with the interpretation of the law and construction law. In the hermeneutics of the law, more directed at understanding the text in depth while the interpretation of the law is only the interpretation of the text which is useful if there is a clash of norms. Construction law leads to the analogy of the law and used at the time the vacancy occurs the norm.

As the foundation of a philosophical science of law, philosophical hermeneutics is a philosophy about it understand or comprehend something. So understand something is to interpret something and vice versa interpret something reached an understanding about something. The thing to understand or interpret it is an aspect of the ultimate in human existence, which distinguishes it from animals, plants and other objects. The meaning of human existence and the activities of the run of his life took place based on or influenced process and product understanding or interpretation.

According to the author of the hermeneutics asked Hans Georg Gadamer's precisely the circle of the hermeneutical spiral is a way of understanding that combines the synthesis and analysis can be known the definition of a word and /or phrase in the legislation. Similarly also, Gerald L Bruns suggests that there is a division of understanding in the text of the law is a statement that can be judged true or false and the text of the law that is driven by politically so there will be no possibility to look upon law as the product of reason and argument. It means that we interpret it according power.

Legal research is not only done to identify the sources of law that can be applied on the legal issues and find the way out of the problems that law. But legal research on the purpose of the finally to learn more about the disciplines that they do.

3. Cover
3.1. Conclusion
The existence of the hermeneutics of the law in research methods the science of law is a necessity because it is able to describe the science of law in depth. Hermeneutics of law is also one of the ways that the science of law in Indonesia can see the legal issues in a different perspective so that the findings generated can become law science research objective.

3.2. Advice
As a suggestion which can be taken is to begin to accustom themselves to not asking law science research method is used in the study of the science of law but the most important thing how to find a legal issues and then how to solve it. In addition, in the faculty of law should oblige the learners in the faculty of law to release yourself from the thought of the scientist of the law that are not relevant at this time. Thus the learners in the faculty of law can become a wise man in addressing a variety of legal issues.

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SCIENCE LITERATION IN THE IMPLEMENTATION OF CHILDREN LEARNING IN SCIENCE (CLIS) MODEL ON THE METHOD OF PHYSICAL DISCEPTIONS

Umi Salamah
STAI Al-Hikam, Malang, Indonesia
umisalamah393@gmail.com

Abstract

Some difficulties in science learning are low understanding of concepts students to the material, this is because the initial concept of the students is very diverse, the model used in the learning process is less precise, and very low literacy of students' science causing misconceptions.

Learning activities are dominated by the delivery of material without the practice of causing passive students, learning takes place in the classroom, has never used media. The use of the CLIS model starts from the student's initial knowledge, through direct experience students are invited to find concepts, student-centered learning and enhanced student activity and creativity.

The results showed that there are significant differences in the application of the *CLIS* model to correct misconceptions IPA

keyword: Model *Children Learning In Science (CLIS),* Misconceptions, IPA

1. Discussion
1.1. Model *Children Learning In Science (CLIS)*

The CLIS learning model is a model that has five main stages, that is (a) *orientation*, (b) *elicitation of ideas*, (c) *restructuring of ideas*, (d) *application of ideas*, (e) *review change in ideas*". The stage of rearranging ideas is still divided into three parts, that is *clarification and exchange* (i), *exposure to conflict situation* (ii), *construction of new ideas and evaluation* (iii).[1]

CLIS is a learning model that has characteristics based on constructivism views. In the view of constructivism the success of learning depends not only on the environment or learning conditions, but also on the student's initial knowledge. Learning involves the formation of "meaning" by students of what they do, see and hear.[2] The implication of constructivism in schools is that knowledge can not be moved entirely from teacher to student mind, but actively built by the students themselves through real experience.

1.2. Misconceptions

Misconceptions are other conceptions that are inconsistent with the general conception of scientists.[3] According to Seqip team [4] Early conception (pre-conception) is that children form an understanding of natural phenomena based on their experiences before they learn in school.

According to Piaget's intellectual development theory, misconceptions will occur if the existing mental structure is not accurate enough to accommodate the new knowledge.[5] According to Piaget[6] one of the causes of misconception can be explained through the theory of intellectual development.

The lesson should pay attention to the students 'initial experiences and concepts to measure students' understanding, as Clough and Wood-Robinson expressed [7] suggests that learning begins by digging up students' ideas and using them as a further stepping stone.

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[1] Nono Sutarno, *Materi dan Pembelajaran IPA SD* (Jakarta: Universitas Terbuka-Kementerian Pendidikan dan Kebudayaan, 2009). Hlm. 8.30

[2] Usman Samatowa, *Pembelajaran IPA di Sekolah Dasar,*(Jakarta: Indeks, 2009), hlm. 54

[3] Sutrisno,dkk, *Pengembangan Pembelajaran IPA SD*, (Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional, 2007), Hlm. 3-3

[4] Tim Seqip, *Konsep IPA Terpilih di SD Kesalahan yang Sering Dijumpai & Saran Penyelesaiannya*, (Jakarta: Departemen Pendidikan Nasional, 2003), Hlm. 3

[5] Sutrisna, *Pengembangan Pembelajaran*, Hlm. 3-5

[6] Sutrisna, *Pengembangan Pembelajaran*, Hlm. 3-4

[7] Sutrisna, *Pengembangan Pembelajaran*, Hlm. 3-9

According to Hopps[8] gives some ideas about fixing misconceptions among them, we can not expect students to identify key stimuli without the help of teachers, we can not expect students to focus their attention on key activities without the help of teachers, and conceptual change models need to be implemented. How to fix misconceptions according to Tim Seqip [9] by using *conceptual change model*

2. Research methods

The experimental design chosen in this study is *Quasi Experimental Design* by using *Nonequivalent Control Group Design*. The subjects of the study were conducted by using saturated sampling technique, namely the technique of determining the sample when all members of the population used as a sample. One group was made into an experimental group and another group was made a control class. Based on the description above, then the experimental design used can be explained through the following table.

Tabel 1 *Nonequivalent Control Group Design.*

Group	*Pre Test*	Treatment	*Post Test*
experimental	O_1	A	O_2
control	O_3	B	O_4

(Sumber: Sugiyono*Metode Penelitian Kuantitatif Kualitatif dan R&D*)

This study consists of two groups, yaitu experimental groups and control groups. Before the learning, both the control group and the experimental group were pretested to know the student's initial ability. After that the experimental group was given a learning model CLIS, while the control group was given conventional learning, so that at the end of the learning can be tested as a result of the treatment that has been given. Then after being treated, both groups were given posttest to determine the students' final ability after the learning activities.

In this study, researchers used the term research subject because the target of research is all members of the population. Sampling technique used in this research is saturated sampling technique, namely the technique of determining the sample when all members of the population used as a sample.[10] This is because every class in MI Al-Hidayah consists of 2 parallel classes, so the subjects in this study are all students of grade IV MI A-Hidayah Wajak-Malang consisting of 2 classes.

Furthermore, the researcher determines the class that will be used as the experimental group and the control group. Researchers chose class IV A which amounted to 27 students as a control group and class IV B, amounting to 27 students as an experimental group, so the number of research subjects was 54 students.

Instruments used to collect data in this study is a matter of tests in the form of pretest and posttest consisting of 50 questions and documentation.

3. Research Result

Based on data analysis about the influence of CLIS model on science learning outcomes of fourth grade students of MI Al-Hidayah Wajak-Malang found the following research findings:
1. Application of CLIS model can improve learning outcomes of experimental group IPA compared to control group without using CLIS model
2. There is influence of application of CLIS model to science learning result of fourth grade student of MI Al-Hidayah Wajak-Malang because there are difference of learning result between experiment group and control group
3. Learning using CLIS model is more fun than learning without using CLIS model because students learn directly with observation and experiment

Based on the results of research can be seen that the learning using CLIS model has an effect on the results of science learning fourth grade students MI Al-Hidayah Wajak-Malang. Learning outcomes are the result of an interaction of learning and teaching.[11] This can be derived from learning outcomes after learning ends. In this study the learning result comes from posttest.

The pretest result obtained by both groups shows the average value of the experimental group that is 33.70 and the control group average is 30.07. This indicates that both groups start at the same condition. While result of second group posttest on plant structure material showed experimental group average value 74,51 and control group average value that is 50,81. Based

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[8] Sutrisna, *Pengembangan Pembelajaran*, Hlm. 3-5

[9] Tim Seqip, *Konsep IPA Terpilih*, Hlm. 8

[10]Sugiyono, *Metode Penelitian Kuantitatif,* hlm. 85

[11] Dimyati,Mujiono. *Belajar dan Pembelajaran* (Jakarta: PT. Rineka Cipta, 2006). Hlm. 3-4

on the average score it can be seen that the group learning using the CLIS model is able to fix misconception and can improve the learning outcomes of the IPA rather than the learning group without using the CLIS model. This can be seen in the following bar chart.

**Nilai Rata-rata Pretest dan Posttest
Kelompok Eksperimen dan Kelompok Kontrol**
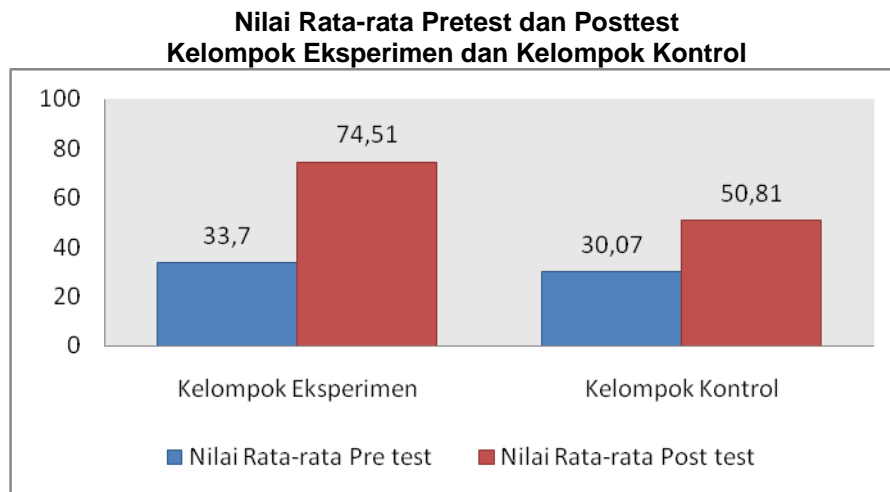
Figure 1 :Picture Pretest and posttest average values

The results of statistical analysis obtained results that reject Ho and accept Ha , so it can be concluded there is a significant influence between learning outcomes taught using the CLIS model with the taught without using CLIS model fourth grade students MI Al-Hidayah Wajak-Malang. The pretest result of the experimental group is higher than the control group. This is because saturated children listen to long lectures and result in unacceptable material.

Learning that uses CLIS invites students to think critically and find concepts with teacher guidance. Students are actively involved in learning by experimenting. By learning directly, the concepts and materials learned will be embedded in the memory of the students. This is in line with Piaget's opinion, which is a direct experience that plays an important role as a driver of the cognitive development of children.[12]

Learning is suggested to begin with exploring students' ideas and using them as a further stepping stone. In this orientation stage the teacher asks questions about the structure of the plant and shows a leaf sample and asks for the name of the leaf and what are its parts. The purpose of this orientation is to know the initial knowledge the students have.

Learning using the CLIS model invites students to know the existing plant skitar and know the parts and types. The learning is in accordance with science lesson in MI / SD which mastery of students to the knowledge of the surrounding nature learned from the facts, principles, and process of discovery. Such learning is expected to provide knowledge (cognitive), skills (psychomotor), ability of scientific attitude (affective), understanding, habit, and appreciation.[13] Learning using this CLIS model gives an influence in fixing the misconception gained from test results that have been given (cognitive). The effect can be seen from the difference of test result obtained by experimental group and control group. The experimental group test results were higher than the control group. This can be seen in the appendix.

Based on the exposure of data obtained from this study can be concluded that the CLIS model has an effect on the science result of fourth grade students of MI Al-Hidayah Wajak-Malang.

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[12] Samatowa, *Pembelajaran IPA*, Hlm. 5

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INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

SUB THEME :
LITERACY AND LANGUAGE

ANALOGY IN FATWA DISCOURSE OF K. H. ABDUL LATIF MADJID
STYLISTICS PRAGMATICS STUDY

Agus Sahrul Mubarich
Universitas Negeri Surabaya, Indonesia
agus.sahrul99@gmail.com

Abstracts

This research is about K. H. Abdul Latif Madjid. The subjects studied are Islamic religious leaders who lead the Jamaah Shalawat Wahidiyah centered in Kedunglo Kediri boarding school. The formulation of the problem in this study include (1) the analogy form of K. H. Abdul Latif Madjid, (2) Relation of the analogy meaning of K. H. Abdul Latif Madjid, (3) Analogy Strategy of K. H. Abdul Latif Madjid. This research is qualitative descriptive. The methods used in this study include the method of referring, transcription, reduction, and data validation. The results of this study show the form of deductive, inductive, and declarative analogies, whereas eating relationships are synonymous and hyponimic. Analogy strategy is the way speakers deliver speech to produce effect to the listening.

Keywords: Analogy, Fatwa Discourse, K.H. Abdul Latif Madjid, Stylistics, Pragmatics

1. Introduction

Language is a means of human interaction in conveying messages in the form of speech. Speeches that humans use in interacting have certain aims and beauties. The purpose used by speakers will drive the speaker to understand and be able to carry out what the speaker means when the speech is imperative. So in the study of language in its use is known as the pragmatic study.

Pragmatic studies focus on studying the language of speech intentions conveyed by speakers. Leech (2011: ix) states that pragmatics is the study of meanings that have something to do with the situation of speech. This study examines linguistic communication according to the principles of the conversation. This opinion is a developer of the previous opinion based on the recognition of the principle of conversation found by Grice.

According to Rustono (1995), pragmatics is a linguistic field that examines the interrelationships between speech functions and forms. In examining the relationship implicitly includes the use of language, communications, and interpretation. It can be linked because in communicating humans always use the language both orally and in writing which has a purpose that needs to be interpreted.

David (1997: 1) defines pragmatics as a field of study that studies several factors that guide people's choice of language in social interaction. The view considers that the diction chosen by the speaker is influenced by several factors. These factors can be internal or external factors. It is a pragmatic field study.

Wijana (1996: 2) reveals that pragmatics is a field of science that examines language externally. Based on that opinion that the meaning studied in pragmatic is the meaning that is bound to the context.

Based on that opinion, it can be concluded that pragmatics is a linguistic field that examines language in the form of communication with its context and interpretation. The study aims to understand the meaning of speakers, because the language used to communicate always has the purpose in accordance with the context so that can be understood by the said partner. Based on this, pragmatic study can not be separated from the concept of speech situation.

In this study, the focus of his research on pragmatic stylistic studies. Pragmatic Stylistics is an interdisciplinary study of science that combines close language style and leads to pragmatic studies, or more precisely the style contained in pragmatics. Stilistika is a method of textual interpretation that places language as the main ingredient (Simpson, 2004: 2). While pragmatics is a study of intent in relation to the situation speech.

Speakers in language use often have to explain statements that contain information that must be translated into a form of understanding that is easy for the speaker to understand. This should be done by the speaker to be able to facilitate in conveying the speakers' messages or ideas to the speakers. This research focuses on K. H. Abdul Latif Madjid. Speakers are one of the leaders of Islam who lead Wahidiyah worship centered in Kedunglo Islamics boarding school. The reason researchers focus on K. H. Abdul Latif Madjid because the speaker often uses the

analogy in his speech. It is said to be a matri loaded with religious science adapted to logic so that the concept of analogy plays an important role in understanding and transforming the speech more easily understood by the speaker.

The important components sought in this research are formulated in the following points,

(1) The form of analogy in the speech of K. H. Abdul Latif Madjid

(2) The relation of the analogy meaning of K. H. Abdul Latif Madjid

(3) Analogy strategy in speech by K. H. Abdul Latif Madjid

2. Literature Review

This study presents literature review to reinforce theoretical rationality as the basis for thinking to analyze the data presented in the study. In addition, the literature review should provide the previous research that supports this research.

1. Form of Analogy

In analogy with respect to speech, then the analogy has a variable level of inference. The analogy variation is indicated by the various forms of analogy presented in the explanation of the following points,

(a) Inductive Analogy

Inductive analogy is a process of reasoning that comes from a phenomenon to the form of another phenomenon that has the same type of function and structure, then there is the process of inference that what happens in the first phenomenon will occur in other phenomena. Therefore, in every analogous inference that needs to be considered which includes the basic events on which the analogy is based, the principal equations that bind the phenomena to be analogous.

The deductive analogy links the common elements to a specific inference. The analogy binds a special element that the listener's reason can understand and is directed to a more general inference form.

(b) Deductive analogy

Molan (2014: 119) states that the argument that uses deductive reasoning always begins with premises consisting of truths that have been accepted as truth, and then drawn a conclusion as a new truth that can not be doubted. For example, when a child has made sure that all the peppers are spicy, and found that there are chillies in the vegetables for example, then he will not eat them because they have concluded that the vegetables are spicy.

In a true deductive deduction, the conclusions or conclusions are valid because the conclusions are already contained in the premise. Therefore the truth of conclusion in deduction depends on the truths in the premise.

Based on the view of Molan (2014) above the deductive anaalogy is an argumentative form based on deductive reasoning based on the premise. The premise in the deductive analogy plays a vital role, since the existence of the premise in an inference will lead to a correct inference.

2. Relationship Meaning

There are four kinds of semantic relations or relationships of meaning are (1) inclusion (hyponimic), (2) overlap (synonym), (3) oppositeness, and (4) proximity (continguity).

The relation of inclusions (hyponimic) is marked by the meaning of the word which one is included in the sphere of other meanings, such as ducks, chickens, birds included in the class of meaning of poultry. Synonymic relations indicate a similarity of meaning, such as bamboo and reed. The opposite relationship is marked by contradictions of meaning such as selling and buying, men and women. The relationship of kongtinguitas or proximity, marked by the existence of a set of words that enter into a meaning field; for example relations processing, meracik, brewing, with cooking.

This relation of identity is commonly called synonymism, namely the relation between lexical elements related to the possession of the characteristics of shared meanings among members of the pantonist, for example women with mothers. The relationship of coverage (inclusion), this relationship shows the meaning of a leksem into the broader meaning of the leksem, for example birds with birds. Overlap, this relationship is due to the presence of shared hypogens, eg cow horse with animal and livestock. While the relationship of rejection (disjuction), this relationship is marked by the rejection of one member against another, such as the relationship of papaya with bananas.

3. Strategy Analogy

Verbal element is a very dominant element in the analogy K. H. Abdul latif Madjid. It can be concluded that there is a linguistic aspect that can build an analogy. There are several aspects that can build a concept of analogy, Veale (2006) states that the analogy is a form of creative insight that recognizes the potential for two concepts that are separated in a closer economy. For example Ares and Mars are more similar to Ares and Zeus. A good analogy can reveal deep insight between the concept of contiguous context and the delivered speech.

Speech can not be separated from the context that accompanies the speech, the speech strategy combines the concept of speech acts and the context of speech. The context of the speech is related to when the speech is spoken, to whom is the utterance spoken ?, and for what the utterance is spoken ?. So in different contexts it brings up different forms of speech and analogy.

3. Method

This research uses descriptive method with a view to describe and contain every language phenomenon contained in the discourse of fatwa speech K. H. Abdul Latif Madjid. The phenomenon of existing language can be expressed by describing the phenomenon in accordance with the focus of research. Decomposition through in-depth and comprehensive descriptions is expected to be able to achieve the research objective, which is to produce propositions related to the form and types of analogies, analogous usage strategies, and analogue usage functions of the lecture K. H. Abdul Latif Madjid.

In addition to describing the phenomenon of language that appears in research, this study also uses qualitative methods. Qualitative method is a research method that produces data in the form of written or oral words of the people and observed behavior or data that became the focus of research. This means that this study aims to describe and explain the phenomenon of language tangible language data such as words, sentences, and discourse to answer the focus of the problem, this is in agreement with Moelong (2011: 3).

Data collection in this research using documentation method refer to. Documentation method is done by tracing the data that has been stored via online in the form of streaming video which then has been documented in www.youtube.com video network site that is stored in Kedunglo live streaming account. In addition, the video has been copied from the K. H. Abdul Latif Madjid study DVD. Furthermore, the method is used to listen to the speech that can be used as a data corpus. On the classification of this penenlitian data with reference to the sentence in the text video K. H. Abdul Latif Madjid.

Documentation methods are used to collect data through recording or download techniques, random techniques, and notes. Recording or download technique is done by downloading video lecture K. H. Abdul Latif Madjid Then random technique is done by choosing random video lecture K.Alm. Then from the video that has been downloaded and documented randomly selected, in the next stage used technique of record which is done by transcribing the speech in written form from the transcribed result is interpreted through the process of data selection, data configuration, data classification, and data reduction. In addition, the technique of note is also used to record the contexts that appear in the lecture K. H. Abdul Latif Madjid.

The method used to listen to the use of linguistic analogies has been documented. This method has a basic technique tangible techniques tapping techniques because tapping is essentially in the form of a tampering that is realized by tapping someone's speech into informants or subjects of documented data (Mahsun, 2005: 91). Techniques tapping is also followed by advanced techniques in the form of technique-libat cakap (SLBC). In this technique, the researchers play a role as observers of language use by their informants. The researcher is not involved in the speech events being studied. after the technique of referring libat ably, researcher use advanced technique, that is by applying the technique of record. The record technique was used to record the contexts that emerged from the lecture K. H. Abdul Latif Madjid.

4. Research result

Based on the analysis of K. H. Abdul Latif Madjid, there are several analogy as follows,

1. Form Analogy
   (a) Deduktive Analogy
      (1) Convinced that Allah creates confidence. That belief has not yet become our feeling, that we feel inadequate. All of that is God's loan, we are sure, yes this is borrowed by God, but we never feel this lend God, it is moved by God, this is Allah (pointing down).

(2) I describe someone lending a nice new motorcycle or car he realized it is not mine (referring to self), but when he rides he enjoys like mine and does not realize that this is a loan. And you are the owner? new he oh this is not mine, but yes ordinary not mine, sorry later I return so wrote (smile).

Speech on data (1) is a form of descriptive belief in Allah SWT. That if someone really believes in Allah SWT, he really does not feel has anything, while humans have not felt that way, but more mengedapankan that humans feel to have. In the text of the discourse above there is a general sentence that is general Confident God who created. Sure. The belief is not yet our sense, then in the next text followed by the explanatory text of the above speech, based on the form of the text above, it is a deductive form of analyzing. Furthermore, we feel inadequate that in the second data K. H. Abdul Latif Madjid analogize it with the second data

2. Relationship Meaning
(3) The big man *sirrihu yaa sirfil Alam*, *kama firruhu fil* bodies (pointing at the body) *sirrinya* meet the universe, as the sun (pointing above) filled the universe, like the soul of the body no one our body is not covered by the spirit. Aumak fi sajad, or water in plants, wherever you are, looking up into the sky then the sun is visible. That is the people who by Allah have his heart *Yaa Tufullaha Daiman*, yes then these wise people are said *qolbul Arif hajrotullah famantaqorroba alaiha bil qurbil mulaim futihat lahu abbul haddzo*. His heart is a wise God *hadroh*, whoever approached him in ways that are common to his position Futihat Lahu opened to him the doors hadroh his God

In the first sentence Great man *ya sirrihu yaa sirfil alam*, kama firruhu fil bodies. The point of a big man in the speech is not a person who has a large and fat posture. But the great man in masud utterance is the person who has the position in God's eyes. Position in this context is the position of piety and religious influence in society and high faith, so as to have sirri or secrets or advantages that are not owned by others that are not desired by Allah SWT.

3. Strategy Analogy
(4) Finally, the attendees present, let us look at the children of our wives (all of the attendees begin to bow their heads), our neighbors, have them return to God or drawn on. Our son, we school high, but we do not introduce with God, maybe tomorrow sakses in his economy, but he does not know God, illicit goods kicked out the presence of the presence, which eventually he will be rich, but tortured in hell.

Locution:
The form of the Scripture which states last means not just to end the activity or recitation, but to give effect that at the end of the study participants or (t) to earnest in praying to Allah SWT. The final twist leads to illocution

Ilocution:
speakers understand when praying in the context of Wahidiyah then it must be earnest.

Perlocution:
The speaker begins to bow his head to pray

5. Conclusion

K. H. Abdul Latif Madjid is a speech implicated in Islamic teachings that focus on the teachings of faith in this case is a religious context. In his speech K. H. Abdul Latif Madjid often use the analogy to facilitate understanding of santri and pengamal Wahidiyah. In analogy analogy raises the form of deductive analogy which dominates the form of the speech, while the meaning relation is formed because of inter-semantic intercourse used by K. H. Abdul Latif Madjid. The analogy strategy uses the concepts of locution, ilocution and perlocution.

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THE ACQUISITION OF INDONESIAN LANGUAGE AFFIXES BY THAI LEARNERS IN ISLAMIC UNIVERSITY DARUL 'ULUM LAMONGAN

BISARUL IHSAN

Islamic University Darul 'Ulum Lamongan, Lamongan, Indonesia
bisarulihsan@unisda.ac.id

Abstract

In general, this study aims to describe the acquisition of mother tongue language learners affix Thailand. While the specific objectives of the research ni is to (1) describe the derivation prefixes Indonesian wrote learners mother tongue language of Thailand, (2) describe the derivation of suffixes Indonesian wrote learners mother tongue Thai language, and (3) describe the derivation konfiks Indonesian Mother wrote learners speak Thai. This study uses qualitative descriptive method, the which exposes the acquisition of mother tongue language learners affix Thailand. Data collection techniques used in this study include engineering test, refer techniques, and techniques Noted. Results from this study is that the acquisition of prefixes such as meN-, di- ter-, ber-, pe, and se-. While the acquisition of such suffixes –an, -kan, -nya, -i. While Obtaining konfiks be ke-an, per-an, ber-an, di-kan, peng-an, me—kan, meng-i, and se-nya.

1. Introduction

acquisition of language is one way human beings can control and use a language that is learned or adapted to the target language development. Based on the sequence of language acquisition, the first language is the mother tongue (BI), and a second language (B2).

Language acquisition first (B1) occurs when the child who from the beginning without language then has gained one language or commonly called the mother language or the first language of the child, as stated by Ali (1995:77) that the mother tongue is the first language which is controlled by humans since the beginning of his life through interaction with fellow members of the language community, such as family and community environment.

While acquiring a second language can occur in various ways, various ages, as well as the different linguistic levels and needs. In line with what was presented by Edmondson (1999:35) that learning a second language is a separate process that requires special attention. Which in the mean particular concern in this case is the second language learning was done on purpose and need a teacher or a tool to facilitate the process of mastering a second language being studied.

Language acquisition is not only in the form of speech to communicate issued by the human vocal organs, but also in the form of writing. Skilled writing is essentially skillfully convey ideas, feelings, and experiences to others using the written language. Writing skills have the same function as the speaking skills because both the language skills to be productive but the difference is more structured written language while the spoken language is not or is sepontanitas of speakers.

In learning written language, morpheme introduction to someone who is learning language is necessary. This is because the Indonesian is come into one's vision agglutinative language (addition on words that result in changes in the meaning of the word and its use). So affixation is one of the most important morphological aspects in the Indonesian language. Is said to be important because it is the process of formation morpheme affixation difficult to master because of the changing mean the word experience affixation so sometimes confusing for foreign speakers who want to master the Indonesian language as their second language.

Affix or suffix is added at the sound of a word, either at the beginning, at the end, in the middle, or a combination of the three to form a new word that means dealing with the first word. According to Ramlan (2001;55) he explained that affixes is a grammatical unit bound in a vocabulary word is not the word and not the subject of the word, which has the ability attached to other units to form new words or principal words.

Based on these descriptions, research on Indonesian affix acquisition for foreign learners is very important to do. The main reason is that researchers want to know all sorts Indonesian affix acquisition Mother language Thai language learners in the environment Universitas Islam Darul 'Ulum Lamongan.

2. Understanding Indonesian Affix

Affix a grammatical unit that has the ability attached to other units to form new words or principal words. Affix consisting of (prefixes), infix (inset), suffix (suffix), and konfiks (combined additive at the beginning and endings).

3. First Language Acquisition and Second Language

In the opinion Yulianto (2009: 11), first language acquisition occurs when a child who previously did not have any language get it then shortly. First language acquisition (B1) is so closely related to the cognitive development of a child. First, if a child can produce utterances based on the level of language that is neat and tidy, it does not necessarily imply that the child has mastered the relevant languages well. Second, speakers must acquire the underlying cognitive category expressive meaning of natural language.

Acquiring a second language (B2) can be divided into two ways, namely by guided language acquisition and language acquisition naturally. Second language acquisition is guided that language acquisition is taught to students by presenting the material as it is understood, a natural second language acquisition is the second language acquisition / foreign language that occur in everyday communication, free from teaching or leadership, teacher.

4. Process Control Second Language

Process control a second language can be divided into two ways, both are guided language acquisition and the acquisition of natural causes.

Second language acquisition is guided language acquisition is taught to the students by presenting the materials which has been prepared in accordance with the criteria and the needs of students as well as using strategies and methods suitable for students. While acquiring a second language naturally acquired language acquisition is in daily communication situations of the surrounding environment without any instruction from the teacher.

Second language acquisition process has characteristics that do secata deliberately, carried out after the learners are in school, time is limited, there is the influence of the first language, etc.

5. Factors Affecting Second Language

Motivation factor

Motivationin acquisition language learning is an encouragement that comes from within the learners that cause learners have a desire to learn a second language. The function of the motivation is to encourage people to learn a language for their desire to communicate with the public speakers of the second language being studied.

The age factor

in second language acquisition, age plays an important role in the success of second language acquisition. As stated by Yulianto (2011: 114) that children seem to be more ready to learn a second language in natural situations and communicative, while learners who have an older age can learn to be more effective with cognitive and academic approach. Likewise what is proposed by Djunaidi (1990) that learning a second language children a better and more successful in learning a second language than adults. Therefore, it can be concluded that the factor of age of the children easier to acquire a new language or a second language than adults.

Formal presentation of

language learning is presented formally to do in the classroom and outside the classroom. Tarigan (1988:166) states that there are certain characteristics of language learning in the classroom environment, namely: the learning environment in the classroom influenced by factors of social psychology in the classroom, the preselection of the linguistic data, presented grammatical rules explicitly, provided tools- a teaching tool.

Environmental Factors

According to Pateda (1990: 140), quality environment is very important for one's language learners to succeed in learning a new language. Because in the environment be it second language learners see and hear directly the language he had learned from native speakers of the neighborhood. If public speakers of the native language of the environment the speak properly, then the impact of the learners who watched will receive a fine, if the environment use use language incorrectly, it will undermine the rules learned by learnes second language because they lack of vocabulary he gained.

6. Methods

This study used a qualitative descriptive study subjects was obtained from all students from the country of Thailand who was educated bachelor's degree at the Islamic University Darul 'Ulum Lamongan, with the number of subjects as many as 20 active students in the academic year 2016/2017. The research data in the form of students from Thailand essay description. To collect research data used test techniques, techniques see, and note technique.

7. Results

In this study found the use of affixation such as prefixes, suffixes, and konfiks. It also found the use of the phrase interference, the use of reduplication.

Obtaining prefix

Prefix is the prefix form of additive that is placed on a basic shape (basic words) to form a new word with a different meaning. In line with the understanding of what is delivered Kridalaksana (2008: 198), that the prefix is an affix that is added to the front of the base.

Data from all 20 students from Thailand in the Islamic University Darul 'Ulum Lamongan, when they were all asked to write essays transform based descriptions right on their personal experiences while in Indonesia, the result of the acquisition of the prefix of the 20 essays descriptionstudents from tahailand *Men-, di-, ter -, ber-, peng-,* and *se-.* Data prefixes as follows.

1. Acquisition of prefixes *meN-* the form of Thai student descriptions of the form :

    *me*narik, *menc*oba, *men*daftar, *men*jadi, *meng*ambil, *me*rasa, *me*nangis, *me*nelpon, *me*mbuat *meng*inap, *meng*uji, *men*cari, *me*rangkul, *me*mberi, *me*njaga, *me*lihat, *me*ngguna, *me*nempuh, *men*capai, *meng*enal.

    interesting, try, register, become, take, feel, cry, call, make a stay, test, seeking, embracing, provide, maintain, view, use you, take, reach, know.

    If the prefix *me-* connected with basic words with initial phoneme / specific, occurring variations, ie *me-, mem-, Men-, meng-* and *meny-*.

2. Acquisition of prefixes *ber- :*

    *ber*jalan, *ber*libur, *ber*tahun, *ber*harap, *ber*bicara, *ber*tahan, *ber*usaha, *ber*sama, *ber*beda, *ber*kuliah.

    walking, vacation, some, many, hope, talk, survive, strive, together, different, college.

    Prefix *ber-* in Indonesian serves as forming a verb or an adjective. Verbs are formed not have an object (intransitive), but may have a complementary or description. Due to the resulting verb prefix *ber-* intransitive verb, it can not be pacified with *prefix-*.

3. Acquisition of prefixes *ter-* :

    *te*robati, *ter*tawa, *ter*unik, *ter*cinta, *ter*biasa, *ter*nyata, *ter*luas, *ter*kenal, *ter*tarik.

    healed, laughed, uniquely, beloved, accustomed, apparently, widest, famous, interested.

    Prefix *ter-* in the Indonesian language serves as a shaper of a verb (verbs) passive and can not be converted into active verbs (also called intransitive verb). In a variety of conversations, the prefix *ter-* as formers of the verb have the same meaning with prefix *ke-.* such as laughing (laughs) and caught (caught). Prefix *ter-* meaning highly: *ter-* + area becomes the widest, *ter-* + love be beloved, *ter-* + uniquely be the most unique. Prefix *ter-* meaning successful, as the data "relieved, laughing". Prefix *ter-* means not intentionally, as in the data "evidently".

4. Acquisition of prefixes *se-* :

    *se*lama, *se*sama.

    During, fellow

5. Acquisition of prefixes *di-* :

    *di*beri, *di*bantu.

    given, assisted.

Prefix *di-* have a very close affinity with the prefix *"me-."* Prefix *me-* showing an active, while prefix *di-* shows a passive action, where the action or object of the action is the main focus in that sentence, and not the perpetrator.

6. Acquisition of prefixes *peN-* :
    *pen*jual.

    The seller

    Prefix *peN-* had six different forms, namely *pe-, pem-, pen-, peny-, Peng,* and *penge-*. Obtaining prefix *peN-* on students from Thailand in the Islamic University Darul 'Ulum Lamongan, obtain one prefixes, ie the seller. Prefix *Pen-* turns into a *pen-* if followed by a basic form that began with the phoneme by phoneme */d /, / t /, / c /, / j /, / sy/*.

Obtaining Suffixes

Suffixes are affixes in a word where the position is at the back or the end of the word. Meaning to the word affixed will also vary with the basic word. Forming process called suffix (suffixation). Various suffix consists of *-kan, - an, -i, -nya, -man, -wati, -wan, -asi, -isme, -in, -wi.*

Based on the results of research and data collection of all 20 students from Thailand in the Islamic University Darul 'Ulum Lamongan then obtained suffix *-an, -kan, his,* and *-i.* As in the following data.

1. Acquisition of Suffixe *–an:*
    makan*an*, hibur*an*, titis*an*, tatap*an*, masak*an,* sehari*an*.

    food, entertainment, bead, stare, cook, all day.

2. Acquisition of Suffixe *–kan:*
    karenakan, takut*kan*, hafal*kan*, bangga*kan*, bawa*kan*.

    Bacause of, fear, memorize, proud, bring it.

3. Acquisition of Suffixe *–nya:*
    lain*nya*, rasa*nya*, waktu*nya*, kakak*nya*, awal*nya*, akhir*nya*, khusus*nya*, masa*nya*.

    the other, it seems, his time, his older brother, initially, ultimately, in particular, of its time.

4. Acquisition of Suffixe *–i:*
    suka*i*, tumpang*i*.

    like, riding

Konfiks acquisition

Konfiks is a affixis comprised of prefixes and suffixes that are placed between the base word. The word "konfiks" comes from the Latin *con-* which means "with" and *-fix* meaning "extra". Konfiks is often found in Indonesian and local languages in Indonesia.

Acquisition of data konfiks on essay description of students from Thailand in the environment the Islamic University Darul 'Ulum Lamongan is as follows: *ke-an, per-an, ber-an, di-kan, peng-an, ke-an, memper-i* and *me-kan.*

Data acquisition konfiks as follows.

1. Acquisition of confix *ke-an:*
    *ke*putus*an*, *ke*sukses*an*, *ke*mampu*an*, *ke*sulit*an*, *ke*duduk*an*, *ke*agama*an*, *ke*lapar*an*.

    decision, success, ability, difficulty, position, religion, hunger.

2. Acquisition of confix *per-an:*
    *per*jalan*an*, *per*kuliah*an*, *per*asa*an*, *per*gaul*an*, *per*beda*an*, *per*siap*an*.

    trips, lectures, feelings, relationships, distinction, preparation.

3. Acquisition of confix *ber-an:*
   *ber*tuju*an*, *ber*tahan, *ber*pengalaman.

   intended, to survive, experienced.

4. Acquisition of confix *di-kan:*
   *di*guna*kan*, *di*perlu*kan*, *di*laku*kan*, *di*bayang*kan*.

   used, is required, do, imagined

5. Acquisition of confix *peng-an*: *pen*didik*an*, *peng*inap*an*, *peng*alam*an*, *peng*enal*an*.

   education, specialty, experience, introduction

6. Acquisition of confix *me-kan:*
   *mem*budaya*kan*, *meng*embang*kan*, *mem*biasa*kan*, *mem*bicara*kan*, *meny*enang*kan*, *m*e*ng*ucap*kan*, *me*rindu*kan*, *meng*ajar*kan*, *meny*elesai*kan*, *men*dapat*kan*.

   cultivate, develop, get used to, discuss, fun, say, miss, teach, menyelesaik late, get.

7. Acquisition of confix *meng-i:*
   *mem*punya*i*, *mem*ilik*i*, *meng*hormat*i*, *men*capa*i*, *meng*enal*i*, *men*jelajaha*i*.

   have, possess, respect, reach, recognize, exploring.

8. Conclusions and Recommendations

Based on the results of research and discussion acquisition affix written Indonesian language learners the Islamic University Darul 'Ulum Lamongan Mother Language Thailand in Lamongan, it can be concluded as follows.

Obtaining prefix Air-language learners Mother Language Thai students the Islamic University Darul 'Ulum Lamongan Lamongan is in the form of *Me-, di-, ter-, ber-, pe,* and *se-*. Obtaining such suffix —*an, -kan, -nya, and -i.*While the acquisition konfiks in this study of *ke-an, per-an, ber-an, di-kan, peng-an, me-kan, meng-i,* and *se-nya*.

Based on the results and findings of this study, the researchers need to give advice to be some party. The lecturers, in this study the researchers found an error in the user's essay description affix students from Thailand. Then it was about her learning to write and learning about the election affix more improved back. To the students, in order to pay more attention to the use of affixes Indonesian. To other researchers, the use of a second language in this case is Indonesian by students from Thailand in this study found an error in the form of sentences interference, error reduplication, error removal affixes, and improper use of the suffix among the flowers descriptions students Thailand, the researchers hope that other investigators want to examine some of the errors found in research today.

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The Development of Direct Learning By Using PQ4R Strategy In Fifth Grade of Celep Elementary School

Daniar Budiman, S.Pd.I

Basic Education Studies Program, Postgraduate Program, State University of Surabaya
daniarbudiman@mhs.unesa.ac.id

Abstract

This research aims to develop the instructional material which has good quality criteria for valid, practical, and effective as well as to determine the effectiveness of the instructional material with the approach of problem posing on learning fraction in the five grade at SDN Celep 1 Sidoarjo. The instructional materials which are develop include lesson plan, student worksheet, and achievement test. The research is conducted in two stages. The first stage is the development stage of instructional material with Four-D (4D) model (Thiagarajan, 1974) with the slight modifications, continued with the implementation stage. The result data of instructional material development reveal that: (1) the istrictional materials are declared valid by the expert, (2) the teacher and the student can read the instructional material, (3) the teacher can use instructional material, (4) the activity of the student during class is effective, (5) the response of students on learning fraction is positive, (6) the completeness of the classical learning can be reached, and (7) the achievement test reaches the criteria for valid, reliable, and sensitive. While the result of data reveal that the implementation of the instructional material are: (1) the teacher can implement the learning well, (2) the activity of the student during class is effective, (3) the response of students on learning fraction is positive, (4) the completeness of the classical learning can be reached. Based on the results data, researcher can conclude that instructional material with the approach of the problem posing has good quality and effectively used on the fraction material in the Fifth grade of the elemenatry school.
Keywords: Learning device, direct learning model, PQ4R strategy and learning outcomes

1. Introduction

Mathematics and language is one of the subjects that students studied in formal education ranging from elementary to high school level even up to college. This shows that mathematics and language plays an important role in efforts to improve the quality of human resources (Human Resources). In an effort to improve the quality of the curriculum of education in Indonesia is changing with the aim of adjusting the needs of people who develop.

Given the importance of mathematics and language, then the process of learning mathematics and language needs to get special attention. With regard to learning mathematics and language, according to Ahmadi (2003: 106) as a teacher planner is expected to be able to plan teaching and learning activities effectively. Therefore, teachers should be familiar and able to implement well the various models and learning strategies, so that students easily understand the material. Not only that, teachers are also required to apply the model and learning strategies appropriately and in accordance with the ability of students, so that students are accustomed to find, search and discuss something related to the lesson which in the end can improve mathematics and language learning.

However, results published in Jawa Pos mass media on average survey of mathematical ability of the 2016 Program for International Student Assessment (PISA) explained that Indonesia ranks 69th out of 76 countries. From the results of the survey shows that the mathematical and language ability of students in Indonesia needs to be improved especially in elementary school.

As an educator has an obligation to fix these weaknesses by developing applied science about learning and problem solving and how to keep students always remember about the science that has been given. These difficulties can be overcome by a design of learning models that give students the opportunity to understand and remember the material being taught. Based on such conditions need to be developed a learning device that can be a bridge between student learning difficulties with the purpose of learning.

One strategy that can help students understand and remember the material is the PQ4R learning strategy (Nur, 2005, p. 33). PQ4R stands for Preview, Question, Read, Reflect, Recite and Review. The PQ4R learning strategy centers students on organizing the information gained in order to become meaningful.

In line with the strategies that can help students understand and remember the material, according to Sudjana (2008, p. 147) is not only enough with the application of teaching strategies, because there are three main things that must be considered by teachers in implementing teaching strategies. The first is the teaching stage, the second is the use of a teaching model or approach and the third use of teaching principles.

In relation to the opinion of Nur and Sudjana, the learning model is important in the implementation of strategy. The learning model in accordance with the PQ4R learning strategy is a direct learning model. Because the direct learning model and PQ4R learning strategy have a common goal. Direct learning has the goal of improving the complexity of simple and complex skills and declarative knowledge that can be clearly defined and taught step by step, while the PQ4R learning strategy aims to help students understand and remember the concepts being taught. The integration of PQ4R learning strategies with direct learning model is expected to improve students' math skills.

Topics of flat wake properties are given in grade V Primary School. During this time, to teach the properties of wake-up flat, the teacher usually immediately notify the students, while students just record what is delivered by the teacher. As a result students learn by memorization but do not understand the meaning so students will quickly forget students. Direct learning model with PQ4R strategy (Preview, Question, Read, Reflect, Recite, Review) can make students actively involved in teaching and learning process. It attracts researchers to conduct research on the development of learning tools directly with pq4r strategy to the students' exhaustiveness class V SDN Celep 1 Sidoarjo.

2. Literature

At the time of the learning process required learning tools that can support the implementation of such learning. Learning tool is a collection of learning resources that allows students and teachers to do learning activities. Learning activities become more optimal with the existence of the device. Learning tools developed include: learning implementation plan, student activity sheets, student books and learning results test.

2.1 Learning Implementation Plan

The Learning Implementation Plan is a plan that contains the steps of teacher and student activities that are systematically arranged to be used as teacher guidance in conducting classroom learning activities. The learning implementation plan is essentially a short-term plan to predict what will be done in the lesson. The Learning Implementation Plan needs to be developed to coordinate the learning components, namely, basic competencies, competency standards, learning outcome indicators, and assessments (Mulyasa, 213, p. 2007).

2.2 Student Activity Sheets

Student activity sheets contain problems from student books. A good activity sheets will be able to guide students in constructing facts, concepts, principles, or mathematical procedures in accordance with the material being studied. In the student activity sheets also provided a place for students to solve problems / problems. Thus, student activity sheets is part of the student's book. Student activity sheets is designed to provide convenience for teachers in managing learning with PQ4R strategy.

2.3 Student Books

Student book is a book that contains subject matter in the form of concepts or concepts that will be constructed by students through the problems contained in it are arranged based on direct learning model with PQ4R strategy. Teaching Media Students can use the students as a means of support for the smooth activities of learning in the classroom or at home. Therefore, the student's book is sought to facilitate teachers and students in developing mathematical concepts and ideas, especially in the chapter under study.

2.4 Test Results Learning

The test result of learning is a test of mastery, because this test serves to measure the mastery of learners of the material taught by the teacher or learned by learners. The test is tested after the learner obtains some prior material and tests are performed to determine the mastery of the learner over the material. Therefore, a good test result should be able to measure the ability of learners in understanding the materials taught (Purwanto, 2009, p. 66).

According Merlot (2002, p. 274) states that the standard evaluation of the feasibility of the development of devices generally include quality content, effective as teaching and learning tools and easy to use when applied / practical.

The development of instructional tools conducted in this study refers to the 4-D model (four-D model) adopted from Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974, p. 5). The model there are 4 stages of them are define, design, develop, and disseminate.
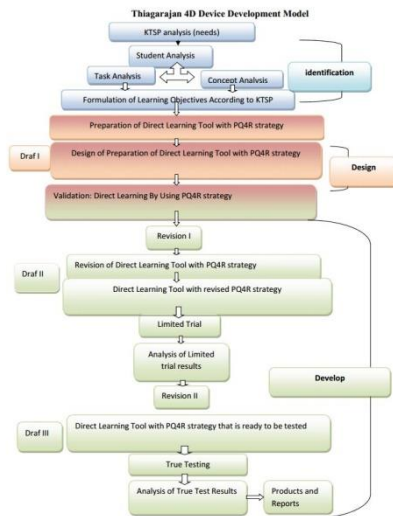
The 4-D model chosen in this study was made several modifications to facilitate the researcher in conducting the research. Modifications made include:
1. Changing the term concept analysis with material analysis because that will be developed is a learning device. The material has a wider scope than the concept. In one material may consist of several concepts.
2. The task analysis is performed after the material / topic analysis because the tasks assigned to the students are based on the results of the material analysis;
3. The test of learning outcomes is arranged together with other learning devices on the initial design as the test is part of the device;
4. In the development stage of the resulting learning tools that have been revised based on input from experts so that the resulting device worth to be tested.
5. The deployment stage is transformed into an implementation stage. A good quality learning tool is then applied in the implementation class with the aim of knowing the effectiveness of learning.

This modification is intended to facilitate researchers in conducting research development of learning devices. In addition to the development of learning tools researchers also want to know the effectiveness of learning according to some experts namely Slavin (1997, p. 307) states that the effectiveness of learning consists of four indicators of quality of instruction (quality of instruction) is how much content of information presented so that students can easily learn, approriate levels of instruction (the extent to which teachers ensure the level of readiness of students to learn new material, intensive) that is how much effort teachers motivate students to do tasks and learn the material given, and time (time) ie the length of time given to students to study the material provided. Based on Slavin's opinion above, the effectiveness of learning emphasizes more on the ability of teachers in managing learning, so that students are ready to learn new material, motivations that will affect student activities, and students can complete the lesson in accordance with the time specified.

Eggen and Kauchak (in Dalyana, 2004, p. 73), states that a lesson will be effective when students are actively involved in the discovery of information (knowledge). Learning outcomes not only increase knowledge, but improve thinking skills. Thus in the learning needs to be considered student activities during the learning process. the more students are active, the lessons will be more effective.

Furthermore Kemp (in Dalyana, 2004, p. 74) suggests that to measure the effectiveness of learning outcomes can be done by calculating how many students who have achieved learning

objectives within a predetermined time. Achievement of learning objectives can be seen from the results of student learning outcomes, attitudes and reaction (response) of teachers and students to the learning program. Based on the opinion of Kemp the effectiveness of learning more emphasis on achievement of learning objectives within a predetermined time. Learning objectives will be achieved if students complete in learning a material. Students are said to be thorough in learning a material if they get a minimum score equal to the minimum completeness criteria of a maximum score of 100, and the completeness of learning outcomes are classically achieved if ≥75% of students get a minimum score equal to the minimum mastery criteria.

Based on the above description, the researcher tries to integrate it, so the effectiveness indicator on the direct learning with PQ4R strategy can be seen. In this study, the effectiveness indicators include the ability of teachers to manage good categorized learning (referring to Kemp), student activities in effective learning (referring to Eggen and Kauchak), positive student responses to the device and learning implementation (referring to Kemp), and the completeness of learning outcomes students are classically ≥ 75% of all students in the class has complete learning (referring to Kemp).

3. Research Methods

This research is a kind of development research, because in this research will be developed direct learning device with PQ4R strategy which valid, practical and effective in class V SD on material wake up properties flat. The subjects in this study were the students of grade V SDN Celep 1 Sidoarjo which amounted to 20 students semester 2 academic year 2015-2016. Learning tools developed consist of Learning Implementation Plan, Student Worksheet, Student Teaching Media and Test Results Learning. This study was conducted in two stages, namely the development stage of learning device following the design of Four-D model (4D) with a few modifications from Thiagarajan (1974) define, design, develop and disseminate, followed by implementation phase.

Instruments used in field trial data collection include: validation sheet of learning implementation plan, student work sheet validation, student's book validation sheet, test result validation sheet, observation sheet of teacher's ability to manage learning, student activity observation sheet, student response questionnaire , test of learning result while data collection method of trial in this research include: method of documentation, observation method (observation), questionnaire method, test method. Data analysis techniques using qualitative descriptive analysis techniques. Qualitative descriptive analysis is used to analyze data in the form of notes, suggestions or comments based on validator assessment contained on the validation sheet, observation sheet and student questionnaire.

4. Results and Discussion

Development of learning tools with direct learning approach with PQ4R strategy is done based on the stages contained in the modification of 4-D model device development ie define (define), design (design), and develop (development) stages. For that will be described the results of the development of learning device development with a direct learning approach with PQ4R strategy in grade V elementary school on flat wake properties. Description of learning device development outcomes described as follows:

4.1 *Define*

This stage includes five steps, namely (1) final preliminary analysis, This analysis is aimed to raise the basic problem needed in the development of learning device. At this stage, the activities of the researcher are observation of learning at SDN Celep 1 Sidoarjo on mathematics subjects, (2) student analysis, this analysis is needed to adjust the characteristics of students with learning tools developed. Students analyzed in this research are students of grade V SDN Celep 1 Sidoarjo, (3) material analysis, This analysis aims to identify the material and systematically compile the materials related to the nature of the wake. This analysis is performed to identify the tasks students will use in learning the properties of a flat build. Based on the details of the above material analysis can be identified a series of tasks in learning the nature of the wake flat, (5) formulation of learning objectives, This activity is done to convert the results of material analysis and task analysis into learning objectives. Based on the basic competence of the subject matter concept that will be taught.

4.2 *Design*

This stage consists of four steps, namely (1) the preparation of the test, the activities undertaken at this stage is to develop evaluation or test tools based on the formulation of learning competencies. The test has been prepared in the form of multiple choice and the description preceded by the manufacture of grids and scoring guidelines with the aim of measuring the extent to which students' understanding achievement of the material has been taught after following the learning with direct learning approach with PQ4R strategy, (2) media selection, media required in the implementation of learning with direct learning approach with PQ4R strategy on the material of flat waking properties in class V SDN Celep 1 Sidoarjo include props, LKS, stationery and whiteboard, (3) format selection, RPP format used adapted to the format the implementation plan of learning in SBC and the steps in learning with the direct learning approach with PQ4R strategy. In the implementation plan of learning contained basic competence, competency standard, indicator, learning objectives, learning model, approach and method of learning, learning implementation, learning resource, learning media and learning evaluation while the format of student worksheet and test result of learning is made in picture and color so that student interested and motivated to do it. In each question is given a separate place to answer the question, (4) initial design, At this stage focuses on the preparation of learning tools and research instruments tailored to the approach of direct learning with PQ4R strategy. The learning tools that are designed include the implementation plan of the three meetings in which the institutional idenditas, competence standards, basic competencies, indicators, learning objectives, learning models, approaches and methods, the implementation of learning, learning resources, learning media, and learning evaluation, student work of three meetings in which there is name and matter of student worksheet.

4.3 Development

This stage includes: (1) validation of experts, validation of instructional devices conducted by experts (validator). The validation process is focused on the format, content, and language used in the developed learning tool. In general, all validator assessments of learning tools (learning execution plan, student worksheet, and learning result test) are said to be valid or get a minimum score of ≥3 and give the same conclusion that it has a good category and can be used with little revision. (2) field trials, learning tools that have been revised based on the input of the validators are then tested in class V SDN Celep 1 Sidoarjo as a trial class. The tools to be tested are the implementation plan of learning, student book, student worksheet and test of learning result. In this activity there are four types of data that will be collected during the implementation of the test are: teacher ability to manage the learning data, student activity data, student response data, learning result data.

a. Teacher Capabilities Data Manage Learning

The result of observation on teacher ability in managing direct learning with PQ4R strategy average of RPP implementation score from 2 observers that is on learning activity-1 95.23%, teaching-learning activity -2 100%, teaching-learning activity -3 100%. Implementation of the implementation plan of learning can be said to be done.

The description shows that the ability of teachers in managing learning in each plan of learning implementation is above the minimum score 3. Thus, the ability of teachers in managing learning with a direct learning approach with PQ4R strategy.

b. Student Activity Data

The result of observation of student activity in learning with direct learning approach with PQ4R strategy during three times expressed mean the average score of student activity that is learning activity 1 is included in very active category with score 98.51%, including in very active category with score of learning activity-2 99.29%, teaching-3 activities are included in the very active category with a 100% implementation score in the pilot class using the direct learning approach with the PQ4R strategy achieving the effectiveness tolerance within the predefined ideal time range. Therefore in terms of aspects of student activity has met the criteria effective.

c. Student Response Data

Student response data obtained through questionnaire is analyzed to calculate the number of students who responded positively according to the aspect asked. From the questionnaire of students responses filled by 10 students after following the learning with direct learning approach with PQ4R strategy on the material wake character flat that is equal to 89% responded positively so that according to the established criteria, it can be concluded that the

student's response to learning with the approach of direct learning with strategy PQ4R on flat wake properties is positive.

d. Test Result Data
    Here is the test data of student learning outcomes:

Table 1. Data of Student Learning Results

No	Name of Student	Final score
1	RA	100
2	RY	97
3	YP	100
4	JA	100
5	MP	97
6	RR	100
7	DO	100
8	AH	100
9	DR	100
10	RT	97

Based on the above data there are 10 children who take the test get the score above the minimum mastery criteria (75). Thus, the completeness of student learning is achieved in a classical manner.

4.4 Implementation

At this stage the implementation is only done on one other class as a validation test of the device that has been developed previously. In this activity there are four types of data that will be collected during the implementation of the implementation are: teacher ability to manage the learning data, student activity data, student response data, data learning outcomes.

a. Teacher Capabilities Data Manage Learning
    The result of observation on the ability of the teacher in managing the direct learning with PQ4R strategy the average of the implementation score of the learning implementation plan from 2 observers that is on the learning activity-1 95.23%, the learning activity-2 100%, the learning activity-3 100%. The implementation of the RPP can be said to be accomplished.

b. Student Activity Data
    The result of observation of student activity in learning with direct learning approach with PQ4R strategy during three times expressed mean the average score of student activity that is learning activity 1 is included in very active category with score 100%, including in very active category with score of learning activity -2 100%, teaching and learning activities-3 included in the very active category with 100% implementation score in the trial class by using direct learning approach with PQ4R strategy achieve effectiveness tolerance is in the predefined ideal time range. Therefore in terms of aspects of student activity has met the criteria effective.

c. Student Response Data
    Student response data obtained through questionnaire is analyzed to calculate the number of students who responded positively according to the aspect asked. From the questionnaire of student responses that were filled by 20 students after following the learning with direct learning approach with PQ4R strategy on the material wake character flat that is equal to 90% responded positively so according to the established criteria, it can be concluded that the student's response to learning with direct learning approach with strategy PQ4R on flat wake properties is positive.

d. Test Result Data
    Here is the test data of student learning outcomes:

Table 2. Data of Student Learning Results

No	Name of Student	Final score
1	MM	100
2	YI	97
3	YR	100
4	AM	100
5	AD	97
6	AF	100
7	AR	100

8	KA	100
9	IR	100
10	MR	97
11	MH	100
12	MF	97
13	HA	100
14	MN	100
15	MU	97
16	AD	97
17	NA	100
18	ND	100
19	DH	100
20	RP	97

Based on the above data there are 20 children who take the test score above the minimum mastery criteria (75). Thus, the completeness of student learning is achieved in a classical manner.

5. Closing
5.1 Conclusion
Based on the results of discussion and research it can be concluded as follows.
1. Based on the results of discussion and research it can be concluded as follows:
   a. Definition stage is the needs analysis that refers to the fundamental problem of learning mathematics that is still far from the curriculum expectations, student analysis is based on the level of abstract thinking, learners can already think about the conclusions. this election because the researcher focuses on the mastery of students learning class V, analysis of the concept that is taught the properties - properties of wake flat.
   b. Stage Designing is the preparation of learning tools directly with the strategy PQ4R for class V SD for material properties wake flat.
   c. Development phase starts from validation I draft I, revised to draft II for a limited trial, then the result of draft II is analyzed and re-validated and revised into draft III, which is ready for trial.
2. Quality of direct learning device with PQ4R strategy for grade V SD students.
   a. The validity of the learning device developed
      1) The validity and learning implementation plan developed valid with an average value of 4.5
      2) The validity of student worksheets developed are valid with an average rating of 4.08
      3) The validity of the developed student books is valid with an average grade of 4.4
      4) The validity of achievement test developed is valid with an average value of 4.5
   b. The practicality of learning tools developed
      1) Overall average RPP implementation has a good criteria with the average of the implementation of teaching and learning activities-1 is 95.23%, the learning-2 is 100%, the learning-3 is 100%.
   c. The effectiveness of learning tools developed
      1) Individual completeness by applying direct learning with PQ4R strategy complete because all the proportion of learning objectives magnitude ≥75 in accordance with the standard completeness SDN Celep 1. Complete learning outcomes classically 99% of the total students achieve the proportion of learning objectives magnitude ≥75, then the results of student learning said to be thoroughly classical and individual.
      2) activity Student response to learning obtained average percentage of students as respondents ie 90% received a positive response
         Based on the above description, it can be seen that the results of direct learning with PQ4R strategy has reached 100% mastery, positive student response to learning tools directly with PQ4R strategy reach 90%. This indicates that the learning tools developed meet the criteria of effectiveness

5.2 Suggestion
The suggestions that researchers can from the results of research and findings and discussion as follows.
1. Product Utilization

Prodak development PQ4R direct learning strategies for elementary school fifth grade students can be used by educators (teachers) as an alternative learning of mathematics in the material properties of flat wake.
2. Product distribution
Although the development of the prodak is limited to the development stage, the dissemination of the prodak can be disseminated to the teacher environment, especially for SDN Celep 1 which has difficulty in teaching the properties of flat wake.
3. Suggestion of continuation of development and general
The good implementation constraints can be used as a reference for further development research, especially to meet the needs of the future curriculum in its application.

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Title Literature and Children with Law Conflict: Strategy of Poetry Writing Development of *NGO Sahabat Kapas* in LPKA Kutoharjo

Haidar Fikri

Universitas Sebelas Maret ,Surakarta Indonesia
haidarfikri@student.uns.ac.id

Abstract

In this era, literature becomes an interesting thing to some people and multiple backgrounds in Indonesia. Writing literature is one of the most attractive attentions in this millennial era. Nowadays, writing can be conducted through utilizing technology and information instead of printed form. The writing development does not only focus on book and novel, but also on poetry. The emergence of poetry writer becomes a tendency that this kind of literature starts to be accepted well in all ages. Poetry writers are mostly young people. They use internet and printing as media. However, the advance of this literature is not as good as the reality of children who are conflicted with law. The burden behind the children at jail makes poetry difficult to be accepted by them. In this case, *NGO Sahabat Kapas* has a sector that focuses on the children world in seeing this gap. The problem is mostly related to the children who are conflicted with law. Through the corporation with *JOGLO SEMAR* Surakarta, *Sahabat Kapas* guides the young prisoners to write poetry that will be published in mass media. It aims to make children literature alive in LPKA Kutoharjo. In this research, the researcher wants to know the strategy of NGO SahabatKapas in developing poetry writing literature to the children with law conflict. This research used conceptual approach on children and its education right in prison. Juridical- sociological approach was used as method, which focused on the problems of norms and laws. It was then related to the facts of the problems. The result of the research shows that strategy of literature development conducted by NGO is to give a task to write poetry as a regular activity in a week. The children are stimulated to grow their interests. In addition, if they can publish their work in printed media of *Joglo Semar*, they will get reward.
Keywords: NGO, Children, Literature, poetry

1. Introduction

The development of literature becomes an interesting discussion in several countries. Generally, UNESCO defines literature as simply. It defines as a skill of writing and reading. Based on its use, literature is an integrated object of observing, speaking, writing, reading and thinking critically (Baynham, 1995:5).As an integrated communication, the meaning of literature can be defined as a center of language skill that cannot be separated. Klein dkk (1991)states that the relation between writing and reading skill is quite close. A person who can write well, he/ she also tends to have a good reading skill. On the contrary, a person who can read well, he/ she can also be a good writer. In literature, a person must master writing and reading skill.

Therefore, literature can be stated as writing and reading skill. Skill of writing and reading can be called as reading and writing literature. Reading literature is basically a skill of reading object of literature, such as poetry, fiction, and drama script. It is same as writing literature which aims to produce writing as a literary work.

Reading literature is a complex and simple activity. It belongs to a simple activity because it is only an activity of reading books. However, reading literary work needs different way than reading usual books. The different way of reading literature refers to the process of pre-reading activity-reading a literary work. Reading activity is about the need and preparation related to reading literary work such as its book of literary work, time, and comfortable place. It must be appropriate with the condition, for example as the task of lecturing.Reading literature is a process of interpreting symbol and sign of the text. If the readers can synthesize and conclude the content of the text completely, process of understanding is well. If the understanding process can be obtained by the readers, it means that they can achieve the enjoyment of that text. How to prove the enjoyment? If the reader can retell with their own style and expression and the listeners can understand and enjoy it very well.

Nowadays, literature becomes a mostly topic to be discussed. The discussion is about the advance and decline of literature in a country. Indonesia is one of the countries that become the main focus of literary problem. In Indonesia, the interest of literary work is still low. It can also be called critical. There are 225 million people in Indonesia, but it can only create 15.000 books

per year. In Vietnam, there are only 80 million, but they can create more than 80.000 books per year (www.pwmu.co,2017).A study conducted by Association of statistic center (BPS) in 2006, 85,9 % of Indonesian citizens prefer watching TV to listening radio (40,3 %) and reading newspaper (23,5 %).(BPS, 2006). A study conducted by *Central Connecticut State University "Most Littered Nation In the World"*, Indonesia is on the 60th rank of 61 countries concerning about reading interest. A research conducted in March 2016 shows that Indonesia is on the second position from the lowest rank. It is above Botswana. Data of *Program for Internasional Student Assesment* (PISA) in 2015, Indonesia has score of 397 from the average of 493(tirto.id,2016). Based on the study conducted by national library in 2015, Indonesian reading interest is on the low category (25,1). UNESCO also reveals that reading interest in Indonesia is only 0,001 which means that there is only one person who likes reading among 1000 people.

This matter needs to be discussed to increase literary interest in Indonesia. It defines literary work as a human right, personal developing tool and media for social and human building (UNESCO). Besides that, literature brings impacts to human body. CEO of *The Reading agency*, Sue Wilkinson states that reading will give benefits to the physical and psychological health. A research conducted to 1500 adult readers, it shows that 76 % of them feel that reading can increase their life and make them better. The importance of literature is also supported by UNESCO. It states that literature becomes the center of basic education to all elements. It is important to against poverty, decrease the number of children death, limit citizen' growth, achieve gender equality and develop ongoing building, peace and democracy.

Related to the importance of literature, the Indonesian government has not focused on the basic education. It can be seen that the government has no attention to the children with law conflict (children in prison). Children are the precious generation to the future. It can be stated that bad or good of a nation is determined by its generation. In the era of information and communication, the rivalry is more competitive. Therefore, building a better nation needs strong human resources who have knowledge and skill in all aspects. Concerning to the importance of the role of human being to make advance, Indonesian government must give serious attention to the protection and coverage of children right. It consists of the right on civil, politics, economy, social, culture and education.

Based on the data of *Directorate of social general, Department of Law and Human Right,* 2000 young prisoners face law conflict. It belongs to big number. System of children justice must set on restorative justice. It is expected to free the children from prison. Based on the cases in court, 90% of children are sentenced with criminal punishment. In prison, many children lose their right of freedom, growth, and education (Kompas,2010)

The understanding of the importance of children right on education must be based on the basic principles of children right. It consists of the right to live, grow, develop, participate and get the same treatment. This matter is appropriate with *Universal Declaration* of *Human Right* paragraph 26 of article 1 "*each person has the right to get education"*. Education must be obtained payless without any tuition. It must be given at low or fundamental education. In paragraph 26 of article 2, education must be directed to the personal development and strengthen the respect of human right and its fundamental freedom.

As a country that respects the human right, Indonesia creates law number 39 of 1999 concerning to human right. The 10th part of the law contains children right especially education right. It is mentioned in paragraph 60 of article 1, "*each child has the right to get education and teaching in developing their personal based on their interest, talent, and intelligence level"*. Getting education, health, and proper life is human right, especially for children. Based on the law of children protection (number 23 of 2002), children must get the right on life, name, education, basic health, praying, expressing, thinking, playing, recreation, resting, associating and social assurance. Indonesia as a law country is the first symbol of government. According to basic law of 1945, Indonesia practices *Rechstaat*not *Machtaat*. Indonesia is a law county that completely respects the human right.

Due to many regulations in Indonesia, education to the children in prison is less attention. It becomes a serious attention to the *social supporting organization* of *SahabatKapas*in struggling the children right in prison. According to Lengeveld, education is a process of children growth. Therefore, education can only be conducted by the adults to the youths (Ary Gunawan,2000).Romo Driyarkoroalso reveals that education is process of humanizing youth. S. Brodjonegoro states that teaching is a process of giving guidance to the young people in growing and developing in order to achieve maturity in physic and spiritual (Seto Mulyadi,2004).

The two statements above are appropriate with the activity conducted by NGO *SahabatKapas.* The aim of the activity is to fulfill the children right through literary education. The

activity is started by reading literature in Kutoharjo prison. It aims to develop skill of reading literature. Then, they are asked to interpret the result of the text they have read. The result is related to the knowledge, experience, and observation in daily activity. Furthermore, it is written with different idea. Knowledge of literary theory (literary work) contains experience and observation of various literary work. It also concerns about a life that can be collaborated as a media to interpret a new idea into a new writing. Therefore, this research focuses on strategy of *NGO SahabatKapas*to increase children literature in prison, especially writing poetry.

2. Method
2.1 Poetry Literature
Writing is a language skill used to communicate indirectly (Tarigan, 2008: 3).Poetry can be used as a media to communicate. Poetry is a literary work with compact and short language. It contains harmonious rhythm and imaginative diction (Waluyo, 2003).

According to Luxemburg (1992), poetry is a monologue text that contains plot and certain typography. Pradopo (1993)summarizes the definition of poetry from several experts' opinions. According to Altenbernd, poetry is an experimental drama and interpretation in rhythmical language. Samuel Tylor Coleridgestates that poetry is the most beautiful words in the most beautiful arrangement. Carlye reveals that poetry is musical thinking. Meanwhile, Wordsworth proposes poetry as a statement of imaginative feeling.

Poetry is a meaningful literary work. Children can achieve more vocabularies and language. Creative process in writing poetry is an intellectual and emotional challenge. Language in poetry is figurative and ambiguous. The meaning of poetry is contextual. Every word not only contains dictionary meaning but also synonym and homonym. Words not only have certain meaning, but It also arouses other words related to the sounds or meaning, derivation, and opposite words that do not belong to that word type (wellek dan Austin warren 1995:219).

According to Leigh Hunt, poetry is an imaginative feeling. Mathew Arnol states that poetry is a life critic. Herbert Read also reveals that poetry is intuitive, imaginative, and synthetic (Zulfahnur dkk. 1997). Based on the above opinions, it can be concluded that poetry is a result of creative work which written as a feeling of experience. It is delivered using figurative language. Writing poetry is an indirect communicative media with short and compact language. It contains harmonious rhythm and imaginative diction.

2.2 Rights of Child Education in Prison
According to paragraph 1 article (2) of Law Number 23 of 2002, Child protection is all activities to guarantee and protect children and their rights in order to live, grow, develop and participate optimally in accordance with human dignity, and get protection from violence and discrimination.

Child protection is also guiding young generation. Guiding young generation is an integral part of national development. It is also as a media to achieve the goals of national development such as fair, prosperous, and safe society based on *Pancasila* and the 1945 Constitution. The conception of child protection covers a wide scope. It means that child protection is not only about the protection of the body and soul, but also the protection of all rights and interests that can guarantee the growth and development of the natural, spiritual, physical, and social. Therefore, it is expected that Indonesian Children will develop into an Indonesian adults who are able and willing to work to achieve and maintain the goals of the national development (WagiatiSutedjo, 2006).

According to ArifGosita, the definition of child protection law is as a written or oral law that ensures the child to implement the rights and obligations (Irma SetyowatiSoemitro, 2000). Meanwhile, BismarSiregar mentions the law aspects of child protection tends to be a central to the child rights. It is not a duty because it belongs to juridical law in which the children have not been burdened with obligations (Irma SetyowatiSoemitro, 2000).

In providing protection to children, we should also pay attention to and adhere to the principles and aims of child protection. Paragraph 2 of Law Number 23 of 2002 states that the implementation of child protection is based on *Pancasila*, the 1945 Constitution and the basic principles of the Convention on the Rights of the Child, it includes: a. Non-discrimination, it means that in giving treatment to children should not discriminate between one another, for any reason. b. The best interests of the child, it means that all actions involving children are conducted by the government, public, legislative and the judicative. The best interest for the child should be the primary consideration. c. Right to life, survival, and development. These three elements are the most fundamental human rights for children protected by the state/ government, public, family,

and parents.d. Appreciation to the child's opinion, it means to respect the rights of the child to participate and express their opinion in making decision, especially if it concerns about their life. The purpose of child protection is described in paragraph 3, which contains as follows: child protection aims to ensure the fulfillment of the rights of the child to live, grow, develop and participate optimally in accordance with human dignity, and receive protection from violence and discrimination. It is expected to create Indonesian children who have good moral and prosperity.

The scope of the study on child protection can be distinguished into 2 (two) principal definitions. Firstly, juridical protection, which includes: 1. the field of public law, 2. field of civil law. Secondly,non juridical protection, which includes: 1. Social field 2. Health field 3. Educational field. The method of this research wassociological-juridical approach. It is an approach to the problem by concerning at the norms/ applicable law. It is then related with the facts of the problem. This approach was carried out in the field to obtain primary data on law protection of children who are imprisoned at Kutoharjo prison.

3. Discussion

Education is a right that is gained by all the people in Indonesia. Education rights include adults and children as it has been mandated by the law of paragraph 28 on human rights. However, the reality in the field shows that there are still many people who have not received a proper education. This condition adds to the problems that occur in Indonesia besides poverty. Therefore, it needs serious attention from the government, public and private sector to work together in handling this problem.

This educational problem is experienced by many children in Indonesia, includes children with the law conflict (child in prison). The child's education in prison cannot be fully received so that their education becomes less controlled as the law mandate. It happens in Kutoharjo prison in which 60 children do not get proper education. Therefore, it emerges the movement of non-governmental organizations of *SahabatKapas* to finish this problem.

The campaign brought by the *NGO SahabatKapas* is the literature in prison. The purpose is to be able to provide writing education to children through literature. UNESCO defines literature as a person's ability to write and read. Based on its use, literature is a form of integrated ability to listen, speak, write, read and think critically (Baynham, 1995: 5). So the activity of writing poetry in prison belongs to a literary activity.

The process of literary campaign in prison has the purpose to fulfill the mandate of the law which regulates the protection of the child of Number 23 of 2002. Therefore, educational right is the main target of the literary program in this prison. Why should write poetry? Because itstimulates children to keep reading and writing. A lot of reading will produce much writing as a communication tool. The meaning of literature can be defined as a link among language skills that cannot be separated. Klein et al (1991) views close relation between reading and writing skills.

In addition to increase interest in reading by writing poetry, children in prison will understand the meaning of the words. Words not only have certain meaning, but it also arouses other words related to the sounds or meaning, derivation, and opposite words that do not belong to that word type (wellek dan Austin warren 1995:219). Therefore, the children' idea in prison will also be interpreted by the reader later. Children's imagination in prison is greater than the children outside. This is due to the many spare time in prison. According to Leigh Hunt, poetry is an imaginative feeling. Mathew Arnol states that poetry is a life critic. Herbert Read also reveals that poetry is intuitive, imaginative, and synthetic (Zulfahnur dkk. 1997). This result absolutely produces life criticism written by the children in prison.

The strategy used by *NGO SahabatKapas* to encourage children to write is to give reward and invite the mass media of *JogloSemar* to publish the poetry in prison. This strategy is very effective to attract the writing interest. By publishing in the mass media, the people outside can enjoy the writing. This situation can encourage the children to continue working in the field of literature, develop creative ideas and frame writing as a media for communication.

4. Conclusion

Literature in prison is a social activity conducted by *NGO SahabatKapas.* This activity focuses on writing poetry in LPKA Kutoharjo by the accompany of *JogloSemar* as mass media to publish the results of poetry. This is a strategy undertaken by *SahabatKapas* to improve the interest of children in prisons by writing and reading literature. In writing poetry, children are given reward and a lot of books so that ideas and knowledge about the meaning of the word are broader.

This literary activity is one of the accomplishments of the education right to the children, especially children in prison. Literature in prison improves the skill of writing poetry. The result will

be published in the media and read by people outside. Literature in prison can be a suggestion to the government to realize the right of education to children in Indonesia.

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Fostering Literacy in Children Growth Period

Iib Marzuki

Darul 'Ulum Islamic University of Lamongan, Lamongan, Indonesia
Iib.marzuqi@yahoo.com

Abstract

According to its development, literacy is not just about the ability to read and write, but also other language activities, such as talking and listening. Through literacy one can improve the quality of life better. In addition, literacy is key to the progress of a nation. Once the importance of literacy, literacy should have been started in the family, which since the days of child language acquisition, or in the future development of the child. Based on observation of five children ranging in age from 0; 0 to 2; 6years,there are significant differences in language acquisition as well as social skills. Two children were introduced to literacy from age 0; 0 years, while the other three are not introduced literacy. Children who are introduced to storytelling, singing, story telling, and reading (even though the child is not able to read) from the age of 0; 0 years have a faster language acquisition than children who introduced the event.

Keywords: literacy, a period of child development, language acquisition.

1. Introduction

Is simply literacy-related activities of reading and writing alone? In the beginning it was. This is also consistent with the opinion of Kern (2000: 3) that the Literacy associated with reading and writing competence. But as the development of human intelligence needs and the scope widened that literacy also includes how people communicate in society. In other words, the wider literacy is not just about the ability to read and write, but also other language activities, such as talking and listening. It is based when speaking someone verbally verbal activity by using logic to show understanding. Similarly, when listening to spoken text, a person using the whole language competence to understand the meaning conveyed by the opponent he says (Yulianto, 2015).

Furthermore, Kern (2000: 16-17) argues that literacy includes the interpretation, conversion collaboration, cultural knowledge, problem solving, self-reflection, as well as the use of language. The principle can be applied widely in communication. Thus, literacy is not only natural, but it is a cultural concentration. This is due to socio-cultural literacy practices related to the use of language.

Cultural literacy is key to the progress of a nation. The progress of a local or campus can be seen from the local library or the campus. That is, the number of lots of the collection and how much the number of visitors can be used as a benchmark of high and low culture of literacy in the area / campus.

Once the importance of literacy in an area should have been started in the family, which since the days of child language acquisition, or in the future development of the child. This is because the life of the community it stems from the family so that all start from the family, including a child's language skills. Although there has been argued literacy can be done at school age, more stout opinion stating literacy literacy planting is best done during the period of child development. Therefore, this article will describe the importance of instilling literacy during the development of the child.

2. Period Early Child Language Acquisition

Process child begins to recognize with its environment verbally referred to child language acquisition. First language acquisition occurs when the child who from the beginning without the language now has obtained one language. At the time of child language acquisition, the child is more directed at the communications functions of the form language.

First language acquisition are closely related to the social development of children and thereby also closely related to the formation of social identity. Learn the first language is one of the holistic development of the child becoming a full member of society. Since the baby has been interacting in the social environment. A mother is often offered an opportunity for the baby to participate in social communication with him. When that baby was first exposed to socialization that the world is where people share a sense.

The development of child language acquisition can be divided into three main parts, namely: the development of preschool, kombinatori speech development, and future development

of the school. The development of the child's first language acquisition in *preschool years* can be divided over prelinguistic development, stage one word and utterance combination starters. Prelinguistic development is characterized by the exchange of a turn between the parents (especially mothers) with children. During the development of the child prelinguistic develop the concept itself. He tried to distinguish itself with a subject, itself with others and relationship with objects and actions at the stage of one word, the child constantly working to collect the names of objects and people he met. Words that first earned this stage typically is a word that says deed, word socialization, says that states the place, and said that states the details. During the 2nd stage three expressive means used by children, who can make their sentences become longer, namely the emergence of morphemes grammatical inclusively in the speech of children, understanding or connecting together the relationship these two things, and expansion term relationship.development of *kombinatori speech* children can be divided into four parts, namely the development of negative/ denial, interrogative development/ questions, the development of the sentence merger, and the development of the sound system. While the future development of *the school year* in which the child p is there this stage the development emphasis shifting from the language to the content and use of language. Children have achieved creative stage in language development. A creative language can be heard in the form of singing or poetry.

Correlate with the development of the child, Rohmah (in Savitri, 2015: 181) states that the future development of the child (early childhood or preschool) is a gateway literacy. Therefore, the introduction of literacy should be doing at that age.

Early childhood literacy gate is said to be due in early childhood (3-4 years) is the golden age in children's development, including the development of language. At that age, children begin to hear and recognize new words from their environment. Simple sentences such as sentences that are incomplete or imperfect is a peculiarity of the resulting sentence early childhood (3-4 years) (Dardjowidjojo, 2010: 65).

In contrast with the opinions Rohmah above, literacy need not wait for children aged 3-4 years. Literacy in children can be done from the age of 0 years such as the stage and the period of child language acquisition in Table 1 below.

Table1: **Stage and Period Language Acquisition**

Stage /Period	Age	Language Acquisition
Preliminary stage	0; 0-1; 0	Babbling, impersonation, and a preliminary understanding (rudimentary).
First period	1; 0-1; 6	Children receive a sound with a specific meaning that expresses the ideas of the entire sentence. There is no evidence that children understand grammar.
The second period	1; 6-2; 0	Kids began to realize that everything has a name.
The third period	2; 0-2; 6	Sentences have a better shape consisting of words for major grammatical relations such as subject and object. Obtaining inflection has started, probably for the next few years. Syntactically consists of words that have a loose connection that word order can be different. The range of questions began to spread.
The fourth period of	2; 6-hereinafter	simple juxtaposition of the words, the syntax is replaced by the hierarchical structure and the addition of the acquisition of the subordinate sentence. Acquiring some grammatical morpheme continues. Kids' questions include things about time and causality

(Stern in Ingram, 1992: 39)

3.   Literacy in the Period of Growth

Literacy in the early period of language acquisition is done by introducing literacy through storytelling, storytelling, singing, accompanying the child while watching educational videos and asked responsible with children (Savitri, 2015: 188). Ways of introducing literacy can be done at the age of 0 years, when the mother picked her up and put the kids. Mistakes are often made by mothers or caregivers are they just sit when to euthanize her. A mother or caregiver can introduce the names of objects that surround her baby during a lull.

Inviting talking, telling stories, singing to her child because the mother did during preschool age children are still busy developing speech and language. Language development is closely linked to the development of reading skills later on. Ability to read to foster interest in reading and expand vocabulary.

Introduce the reading from the earliest period of language acquisition, such as storytelling before children go to sleep, equal to instill a love of reading in children naturally. During

development, the child will be familiar with books and reading. In addition to foster reading skills of children, as she spoke, the child will have the ability to understand the content of reading which was read and be able to retell with simple sentences. In this case the listening skills of children will be formed.

At the age of 1; 0 and thereafter, the child can begin to learn the basic fine motor skills needed to learn to write later *(prewriting skills).*These skills such as learning to draw a line, draw a circle, and connect the dots. Coloring also support the development of these skills. Use stationery with a fat handle to be more easily held by children.

Dealing with language acquisition at the time of the child's growth, the researchers conducted a study of five children ranging in age from 0; 0 to 2; 6 years. Five of the children were 1 female and 4 males were born at almost the same time, which is between the months of August and September. Of the five children, two children were introduced to literacy age of 0 years, while the other three are not introduced literacy. Children who are introduced to storytelling, singing, story telling, and reading (even though the child is not able to read) had a faster language acquisition than children who introduced the event. This can be observed in table 2 below.

Table 2 : Acquiring Language in Children with Introduction of Literacy and Children Without introduction of Literacy

Age	Acquiring Language		Phase Acquiring Language	Development of Communication by the Denver II
	Children with Introduction to Literacy	Children Without introduction of Literacy		
0: 0-0; 1	React to the sounds	React to sounds	voice (crying)	Reacting to a bell
0; 2	voice	-	vocalizations	voiced
0; 3	reacts turned to the voice, laughing / screaming	voice	-	laugh / scream
0; 5	-	-	-	turning the sound
0; 6	voiced ma ma ma	shout	-	-
0 ; 7	-	-	Repetition of syllables (ma ma ma)	-
0; 8	the utterance of the word	-	-	Voice ma ma ma
0; 9	Calling (parents) mama papa	Voice ma ma ma	-	-
0; 11	-	-	the utterance of the word	Calling Mom papa
1; 1	having had less than fifty words	-	-	-
1; 6	Pointing image, merge multiple words (master many vocabulary)	-	-	Speaking a few words
2; 0	Mention the color of objects, making simple sentences with 2-3 words.	Mention / speak a few words	of two three-word utterance	Pointing image (cat, ball); combine several words like mama drink
2; 3	The sentence is more complex, expression	-	-	-
2; 6	Story telling, retelling	-	-	-
3; 0	-	-	-	Mention the color of objects

According to Table 2 above, we see that the child with the introduction of literacy acquire the language faster than children without the introduction of literacy. Kids have done a repetition of the syllable at the age of 0, 6, faster one month compared with the theory of language acquisition and faster 2 months when compared to the development of the communication by the Denver II. In contrast to children without the introduction of literacy, they just repeat the syllable at the age of 0; 9. At the age of 2.3 years, the child with the introduction of literacy has been able to produce more complex sentences. They already biased produce interrogative sentence *Nda te ndi?* 'Mother going?'. In addition, they also have to express opinions as in the following dialog.

Mother   : *Rotine kok ngak dimaem?* 'Why did not eat the cake?'
Children   : *Moh.*'No'
Mother   : *Lapo?* 'Why?'
Children   : *Ndak nok tatnya*. 'No chocolate'

In addition to this, the child with the introduction of literacy at the age of 2.6 can tell and retell. Storytelling means that children are able to recounts, for example, tells about his experiences with his mother to the market and to the zoo. Recounting in a sense the child is able to retell in their own words about his mother's stories read. Kids can mention the names of the characters, character-character, and background stories.

In addition to stage a faster language acquisition, children are introduced literacy at age 0; 0 have better social skills. Kids can interact with their peers, can communicate with other people (other than family). Moreover, children are also showing an interest in books and stationery, such as books and crayons and doodling and walls.

4. Closing

Language acquisition theory states that a child from birth has been equipped with LAD *(Linguage Acuisition* Device).LAD is used to acquire, store, and develop knowledge, including language. In other words, the growth of language in humans genetically programmed, such as breast and whisker growth in general. Based on the theory of language acquisition planting should begin from the age of 0; 0. At that age, children begin to recognize and accept the language sounds around him. For this reason, the planting of literacy needs to be done since the period of development of the child. Planting literacy when starting at age 0; 0 will make the child more quickly in obtaining and producing language. In addition, children will also have better social skills. Literacy in this period is done by telling stories, storytelling, singing, accompanying the child while watching educational videos, and ask the child replied. If the child is already good prelinguistic period in language acquisition, subsequent periods of language acquisition will also be good.

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THE "STORY SKELETON" AS IMPROVING STUDENTS' WRITING SKILL IN NARRATIVE TEXT AT SENIOR HIGH SCHOOL

khoirul Huda
Darul 'Ulum Islamic University of Lamongan, Indonesia

Abstract

Writing is one of skills in English that should be mastered by students in Senior High School. Most of students who study English feel that writing is the most difficult skill in English. There are some reasons why writing is the most difficult skill in English such as: generate and organize ideas and put those ideas into coherent, logically ordered, sentence and paragraph organization, appropriate vocabulary, grammar, etc. While narrative text is a text that is taught often and it has quite simple generic structure. Sometimes students still face difficulties if they write a narrative text. teacher uses a media, story skeleton, in teaching writing narrative text. It is aimed to improve students' writing skill in narrative text.

This study is focused on how story skeleton is used to teach writing narrative text and whether or not the use of story skeleton is able to improve students' writing skill in narrative text. Descriptive qualitative was used as research method in this study. To find how story skeleton was used to teach narrative text, the researcher observed the teacher. To find whether or not the use of story skeleton was able to improve students' writing skill in narrative text, the writer analyzed students' writing score after and before using story skeleton. The subject of this study is 33 students from eleventh class students of senior high school.

The result of the research shows that the use of story skeleton to teach writing using story skeleton has been going well. It was proven that teacher did not face many problems in the process of teaching using story skeleton. Besides, students' written text was getting better and students' ability in writing narrative text increased. In all assessment criteria, students score increased. Structure 13%, paragraphing 12%, ideas 11%, vocabulary 6%, audience 3%, spelling 2%, character and setting 2%, sentence structure 1%, punctuation 1%, and cohesion 1%. Teacher can use story skeleton to teach writing narrative text and it may use to teach other skills.

Keywords: Story Skeleton, Writing Skill

1. Background

English is learned as a foreign language started from elementary school to University. Learning english is divided into two skills. The first, it is receptive skill which is consisting of listening and reading. The second is productive skill which is consisting of speaking and writing. Those skills are very important for students to master it all. (Harmer states,2007:265) : "...we use language in terms of four skills, they are reading, writing, speaking and listening. These are often divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves."

According to (A.S. Hornby,2000:1383), writing is the activity occupation of writing for examples: books, stories or articles. In addition (Harmer,2001:79) states that writing is a form of communication to deliver or to express feeling through written form. So, writing is one way for students to express their idea, thought and moreover feeling in the form of written language.

Writing is the most difficult language skill to master. There are many reasons why writing is regarded difficult. According to (Simpson2016:36), the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays. Besides, (Richard and Renandya,2002:303) state that the difficulty lies on how to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text. Senior High School students should be able to write narrative text. It is not such an interesting and pleasure activities for them to write narrative text although the purpose of narrative text is to entertain the reader. They know many stories related to narrative text. But, if they should produce a narrative text, they still get many difficulties such as getting and generating ideas, grammatical errors, choosing appropriate words, spelling and punctuation, etc.

2. Literature Review
2.1. Writing

Harmer states that writing is a process that we write is often heavily influenced by constraints of genres then these elements have to be present in learning activities (2004:86). Boardman states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing (2002:11). Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

Furthermore, according Essay writing can be specified into four categories. The first is expository,the second is persuasive, the third is narrative, and the fourth is imaginative

a. **Problems of Writing,** According to Msanjila there are six common problems that may occur when doing writing (Msanjila,2005:15-25).Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. The students should pay attention on those six points to be able to make good writing text.

b. **Steps of Writing**

Writing is one of productive skills that need a process. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message. According to Harmer writing process is the stages that a writer goes through in order to produce something in its final written form. There are four steps in writing processes (Harmer,2004:4): 1) Planning, 2) Drafting, 3) Editing, 4) Final Version (Final draft)

2.2. Narrative Text,

Meyers states that narrative is one of the most powerful ways of communicating with others (Meyers,2005:52).A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener (Anderson,1997:8).

2.3. Media

Media are the means for transferring or delivering messages. It is called the educational medium when the medium transfers message for thepurpose of teaching (christine:2000). In addition, Gagne and Briggs cited on Azhar"s book stated that medium is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer. Moreover, Azhar states that medium is a component of learning source or physical vehicles that consists of instructional material in students" environment which can motivate students to learn.

2.4. the use of Story Skeleton

Story skeleton is organization of a story which involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem.Story skeleton is only drawn in the form of human body (Caloriina,2004:201).

Story skeleton can be used for teaching reading, speaking, and writing. In teaching reading using story skeleton, the story skeleton is used as a book report. The students are given a mystery book of a story. They analyze contain of the story book. In this project, students read about the story. Use the pieces of the body that are provided. Put the skeleton together with brass fasteners, string, or yarn. All sentences need to be typed, cut out, and glued to the part of the body in which it belongs. The direction of each part is below:

Picture 1. Story Skeleton Book Report
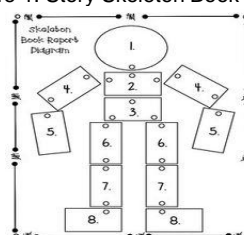
1. Head : draw and color the face of the main character. Write your name on the back of the head.

2. Chest : draw and color the setting where and when the story takes place.
3. Hips : write 1-3 sentence in your best writing that explain the main problem or adventure in the book.
4. Upper Arms: write the names of other important characters. Add how each relates to the problem or main character.
5. Lower Arms: write interesting details from the book.
6. Thighs : write other problems that the character must solve on the way to solving the main problem.
7. Lower Legs : write ways the character gets out of the adventure or solves the main problem – the climax and solution.
8. Feet : write one thing you like about the book on each foot.

   story skeleton is used to help students to make scaffolding first for their writing before they construct it completely. It helps them to keep their idea of their writing. In this study the teacher adapts story skeleton from teaching book report and telling story to teach writing with the purpose is students are able to make a story. Here is the story skeleton for writing:

Picture 2. Story Skeleton for Writing
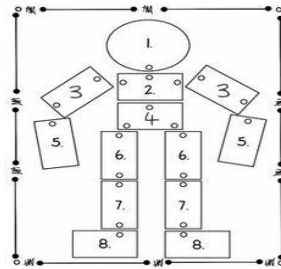
1. Head : Writes the main character and the title on the head.
2. Upper body: writes the setting where and when the story take place
3. Upper arms: writes the other important characters. Gives the character"s name and why they are important.
4. Hips : Writes the main problem and one paragraph about Summary of the story.
5. Lower arms: Provides interesting details from the story.
6. Thighs : Write other problems that the character must solve on the way to solving the main problem.
7. Legs : Explain how the main character solves the main problem.
8. Feet : State the moral value that can be taken on each foot.

3. Methodology
Design
   The use of the method is qualitative, Hatch stated that qualitative study is intended to explore reality about human behaviors within natural setting and context (Hatch, 2002:65).In addition a qualitative study does not start with hypothesis, so there is no interference in the form of control or treatment in the participants (the students and the teacher). According to Wiersma qualitative research investigates the complex phenomena experienced by the participants by the examining peoples' words and action in descriptive ways (Wiersma, 1989:120). *The Subjects*, This study took place in a senior high school in were 33 students of social program. This class consists of 33 females.. *Source of Data,* In this study the researcher gathers the data from various sources. (1) Teacher and Students, The researcher designed interview for the teacher and the students. The researcher interviewed the teacher in order to gain information about how the process of teaching writing narrative text using story skeleton. (2) Lesson Plan, Lesson plan was used to know teacher's way in teaching narrative text using story skeleton, the learning model, the material that had been taught and the process of teaching writing text using story skeleton. It also strengthened the interviews' result. Therefore, the writer got the valid data.; Syllabus, Syllabus was one of the source data in this study. And, Students' Writing Score, It consisted score of students' writing narrative text before using story skeleton and after using story skeleton.

4. Discussion
Finding
   This study is an observation research on the use of story skeleton to teach writing narrative text. It is aimed to know how story skeleton is used to teach writing narrative text and what the result of using story skeleton to teach writing narrative text. the wrier interviewed the

teacher and students. The researcher interviewed the teacher about the use of story skeleton to teach writing narrative text. The researcher also interviewed the students to know their comment about writing narrative text using story skeleton. Then, the researcher checked the observation checklist based on the result of interview on teacher. After that, the researcher asked the teacher about the data of students' writing score before using storyskeleton and after using story skeleton.

a. Students' Writing Score
1. Students' Writing Score Before Using Story Skeleton
   The highest score students' get before using story skeleton in their first writing is 70. There are three students who get score 70. Then, there are two students who get score 67,5. Then, there are five students who get score 65. Beside that there are nine students who get score 62,5. While the lowest score that student get is 60. There are 14 students who get score 60. The highest criterion that students have is character and setting. The total score that students get in this criterion is 90. In audience criterion, students get score 89. Then in punctuation criterion, students get score 88. While in vocabulary and spelling criterion, students get same score that is 86. In sentence and structure criterion, students get score 82. In structure criterion, students get score 81. Then in cohesion criterion, students get score 78. In ideas criterion, students get score 77. The lowest score that students get is 74. It is paragraphing criterion. The following is table of students' writing score after using story skeleton. Students'
2. Writing Score after Using Story Skeleton, The highest score that students got after using story skeleton is 80. There only one student who get score 80. There are three students who get score 75. Then, there are six students who get score 72,5. There are 11 students who get score 70 while seven students get 67,5. Beside that there are two students get score 65 and three students get score 62,5. And the lowest score that student get is 60. It is only one student who get score 60.

The highest criterion that students reach is structure. The score of its criterion is 103. Then students get score 96 for vocabulary criterion. In ideas criterion students get score 95. In the audience and character and setting, students get the same score for each criterion that is 94. Then in paragraphing criterion, students get score 93. In spelling students get score 90 whereas punctuation criterion, students get score 89. The lowest score that students get is 80. It is vocabulary criterion.

Table 1. The Percentage of Students' Achievement on Assessment Criterion Before and After Using Story Skeleton

No.	Criterion	Before	After
1.	Structure	49%	62%
2.	Audience	54%	57%
3.	Ideas	47%	58%
4.	Character and setting	55%	57%
5.	Vocabulary	52%	58%
6.	Cohesion	47%	48%
7.	Paragraphing	45%	56%
8.	Sentence structure	48%	49%
9.	Punctuation	53%	54%
10.	Spelling	52%	55%

From the table above, it can be concluded that in structure criterion students' achievement increases from 49% to 62%. In audience criterion, students' achievement increases from 54% to 57%. In ideas criterion, students' achievement increases from 47% to 58%. In character and setting, students' achievement increases from 55% to 57% whereas in vocabulary criterion students' achievement increases from 52% to 58%. Beside that students' achievement in cohesion criterion increases from 47% to 48%. In paragraphing criterion, students' achievement increases from 45% to 56%. In sentence structure students' achievement increases from 48% to 49% while in punctuation criterion students' achievement increases from 53% to 54%. The last is spelling criterion. In this criterion, students' achievement increases from 52% to 55%. Hence, students' achievement on assessment criterion before and after using story skeleton increase.

The chart below shows us the deviation percentage of students' achievement on assessment criterion before and after using story skeleton. The data ispresented as follows :

Chart 1. The Deviation Percentage of Students' Achievement on Assessment Criterion Before and After Using Story Skeleton
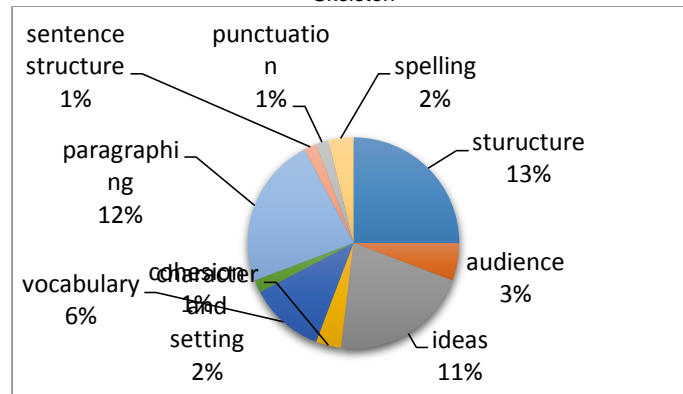
From the chart above it can be concluded that the highest criterion which increase is structure. It increases about 13%. The following criterion is paragraphing which increases about 12%. Then on ideas criterion also increases about 11%. For vocabulary criterion, it increases about 6% while audience criterion increases about 3%. Then spelling criterion and character and setting criterion increase about 2% of each criterion. Sentence structure, punctuation, and cohesion increase about 1% of each criterion. Hence, students' ability in writing narrative text are getting better after using story skeleton even though levels of the increasing are not same in each criterion.

Regarding to the students' comment on how learning writing narrative text using story skeleton, the writer concludes that story skeleton the use of story skeleton as writing outline can help students to write a narrative text. Also it can increase students' ability in writing. The students' score after using story skeleton is higher than students' score before using story skeleton.

5. Conclusion

1. The used of story skeleton to teach writing narrative text follows some steps.The first is planning. Students choose the topic and think about the structure. In this step students used story skeleton as the outline. Students fill all skeleton's body which has represented the content of a story. The second is drafting. Here students generate the ideas and the structure into all paragraphs (orientation, complication, resolution). Students write a paragraph which refers to the points on story skeleton.

2. The story skeleton improves students' writing skill in narrative text are explained in two categories. The first one based on their writing score. Story skeleton can increase students' writing ability. It can be seen on theresults are the structure criterion increases 13%. The paragraphing criterion increases 12%. Ideas criterion also increases 11%. Vocabulary criterion increases 6% while audience criterion increases 3%. Then spelling criterion and character and setting criterion increase 2% of each criterion. Sentence structure, punctuation, and cohesion increase about 1% of each criterion. The second is students' commenter about the use of story skeleton in writing narrative text. Story skeleton is an effective media for teaching narrative text. It raises students' interest to the lesson, leads students' attention, and helps students to understand the lesson. On the other hand, they feel confuse to determine the other problems that occur in the story. Then they hope there is another form of story skeleton. So it is not only form as human body.

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ESP and EGP Teachers' Awareness of Literacy Practice

Khoirunnisa

English Education Department
Faculty of Teacher Training and Education
Sebelas Maret University, Surakarta, Indonesia
annisanisa662 @gmail.com

Abstract

Literacy practice is very crucial for promoting teachers' professional development, since it gives such impacts to their knowledge and perception. As we know that teachers' knowledge and perception are key mediator in implementing teaching practices. This current study endeavors to investigate the teachers' literacy practice relates to their teaching field. Two teachers of ESP and EGP field are the participants of this study which are involved in semi-structured interview. The data gained are analyzed qualitatively and reported narratively. The result of this study indicated that both teachers have high awareness in literacy practice. Reading perceives more attention than writing which is intended to promote the enhancement of teachers' knowledge. Furthermore, ESP teacher prefers to read teaching material books to fulfill the students' needs of learning material which appropriate to their subject matter, while EGP teacher prefers to read pedagogical bookto help her in choosing the appropriate teaching method that meets students needs.However, this study is limited to the scope of its qualitative phenomena, so that the revealed findings cannot be generalized. Thus, It is suggested that teachers' professional development should emphasize on developing and improving teachers literacy especially in their particular field.
Keywords: Literacypractice, Reading Literacy, ESP, EGP, Qualitative

1. Introduction

As we know that teachers are the essential part of education who have direct role in providing qualified educational program.They teach and guide students to get knowledge and skill related to the program they follow. As the consequence, the teachers need to develop their profesionalism by doing such activities that increase their knowledge and skill. As cited in Richard, Li, and Tang (1998), professional teacher is identified as experienced teacher who has deeper understanding of subject-matter knowledge, present subject-matter knowledge appropriately, and integrate language learning with other curricular goals.

Further, Roberts (1998) and Graves (2009) explain that teacher knowledge is not only about subject matter but also about pegagogy and procedure. Subject matter knowledge includes instructional methods, learning theories, language structure, etc. Pedagogical content knowledge entails curriculum development, teaching methods, classroom management, etc. Procedural knowledge includes lesson planning, pedagogical reasoning, etc. Those multiple knowledge believed to be necessary for effective teaching practice.

Therefore,to get as much as knowledge, teacher can do activities such as literacy practice.Generally, literacy is the ability to read and write or an acquaintance with literature (Olson & Torrance, 2009: xiv). Stone (2004: 13) previously explains that literacy refers to an issue of contextualization which includes literacy skills such as reading and writing. Then, the broader meaning of literacy is being knowledgeable or educated in particular field or fields.Based on the explanation above, it can be inferred that literacy relates to the skills which foster the people to be more knowledgeable.

Reading as one of prominent practice in literacy could promote teachers' professional development since it gives such impacts to their knowledge enhancement and perception development.Teachers' knowledge and perception plays significant roles. It guides teachers to adopt, adapt, or develop their teaching material or teaching strategies for dealing with their daily language teaching challenges.As stated by Borg, (2003); and Richards & Lockhart (2007: 30), what teachers do reflect their beliefs and it can be in the form of classroom practices such as the methods, procedures, materials, interactions, instruction, etc.

Theoretically, reading literacy is an important tranversal competence for private, professional and public life. It refers to the personality development which is achieved by perceiving set of knowledge, skill, and attitude (Dolezalova, 2015: 519). As the key concept of getting information, reading provided an experience that made people linked without leasing in

place, date, and time (Noor, 2011: 2). Usually, teachers who do reading more frequently, they also have much knowledge as it gives teacher experience in recording information.

Regarding to English language course, there are two approaches used, namely English Specific Purposes (ESP) and English for General Purposes (EGP).Richard (2001) states that ESP concerns with language coursewhich is designed to fulfill the learners' needs. It aims at spending learners through a known goal which is meant that everything in it has been specified.Fiorito (2005) emphasizes that ESP focuses on teaching language in context rather than teaching grammar and language structure. English is taught as a subject integrated to the students' subject area. Meanwhile, EGP focuses on four basic language skills such as: listening, speaking, reading, and writing. Itdoes not need to include subject matter in itsEnglish language teaching. Supporting that explanation, Kitkauskiene (2006)says that teaching EGP maintains fundamental of grammar aspect and employs the basis for language study. It means that there are many differences between ESP and EGP which indicated that they need different treatment also.

Meanwhile, in some cases, most experienced ESP teachers have lack of specialized content knowledge and professional development (Pham & Malvetti, 2012: 134-137).Those cases rarely appear in EGP teachers as they do not need to link language course with subject matter. EGP teachers usually face problem in pedagogical knowledge such as choosing teaching strategy rather than specialized content knowledge.Therefore, the teachers are suggested to read many book relates to their course and their needs in order to cope such problems that might be appear in their teaching practices.

Furthermore,thisstudy was conducted to investigate ESP and EGP teacher awareness toward literacy practice. This investigation is done to reveal the practice or reading literacy between ESP and EGP teacher. The findingscover the similarities and differences of teachers' reading practice includeperception, reason, and preference. Investigating teacher awareness of literacy practice could be an initial step identifyingto what extent teachersdevelop their professionalism.

2. Methods

The method used in carrying out this study is qualitative which endeavors to investigate the ESP and EGP teachers' literacy practice relates to their teaching field. Qualitative study is used to uncover a phenomenon by concerning with whole picture. The goal is to get a holistic description and deeper understanding rather than a numerical data(Ary, Jacobs, Sorensen,& Razavieh, 2010: 29). This study focuses on why and how teachers do literacy practice.

2.1 Participant

The participant of this study is taken based on the purpose of the study. Vanderstoep & Johnston (2009: 187) elaborate that the use of purposive sampling is to choose the people based on the particular attribute includes to equal representation of groups that may not be equally represented in society. The participants involved are two teachers consist ofan ESP Teacher of Tourism Program in one of secondary school in Surakarta and an EGP teacher in one of Secondary school in Bone. The ESP teacher was graduated from Muhammadiyah University of Surakarta. She has experience in teaching ELT in different levels for more than 13 years. The EGP teacher was graduated from State University of Makassar and now she is a master student of Sebelas Maret University. She has been a teacher since 2008. Both of the teachers are active in participating training which held by the government.

2.2 Data Collection

The data were collected uses semi-structured interview,then the information is recorded into interview transcript in the form of table. As cited in Creswell (2012: 213), qualitative research conducts a semi-structured interview, audiotape the interview, and transcribe it.

2.3 Data Analysis

The collected data analyzed and interpreted qualitatively. The researcher analyzed the data by using data analysis from Ary, Jacobs, Sorensen, & Razavieh (2010: 481). Qualitative analysis involves three stages namely organizing and familiarizing, coding and reducing, and interpreting and representing.All qualitative analysis involves attempts to comprehend the phenomenon under study, synthesizes information and explain relationship, theorizes about how and why the relationship appear as they do, and reconnects the new knowledge with what is already known.

3. Results and Discussions

This section presents the findings of the study from interview section. The questions cover about perception, reason, and practice in literacy. The findings show that ESP and EGP teachers have high awareness toward literacy practice. Both teachers agree that they need to develop literacy practice in order to get as much as information related to their field. They perceived that literacy practice is very important to foster their profesionalism. The common literacy practice they do is reading since they always learn and read before teaching. Thefindingsseem in line withBlock & Mangieri(2009: 42) who explain that teacher will get better understanding about the literacy instructional process by practicing reading. This understanding encourage teachers to choose better decision about what actions should they do when they teach their students.

Table 1: Reading Literacy between ESP and EGP Teacher

Questions	ESP Teacher	EGP Teacher
Importance of reading literacy	It is very needed	It is very important
Reason of reading literacy	Reading literacy helps the teacher to provide approriate teaching material which involves language and particular subject matter	Reading literacy supports the teacher in teaching and foster professionalism. It help teacher to keep up eith the newest information about educational field.
Frequency of reading literacy	3 books in a week	3 books in a week
Reading preference	Teaching material books	Pedagogical books
Reason of reading preference	It is very helpful to help her find out answer of doubtful question. The teacher prefers to keep the answer until she get the appropriate answer.	It is very important to support and enhance teaching quality (how to fulfill students' needs, how to use the appropriate method, ect)

Moreover, referring to the table above, it indicated that reading literacy is very significant for the teachers since it help get much knowledge and information abouteducational field. This result confirms the finding from the study conducted by Hedgcock and Lee (2017:17). They found that reading literacy is intended to promote the enhancement or teachers' knowledge such including subject matter knowledge, pedagogical content knowledge, and procedural knowledge. Subsequently, ESP and EGP teachers have similarity in literacy practice they do in a week. They read at least 3 books to acquire knowledge and information.

However, there is any difference in reading preference, ESP teacher concerns more on reading subject matter booksin order to fulfill the students' needs of learning material which appropriate to their discipline. In contrast, EGP teacher prefers more on the pedagogical bookswhich is use to help her in choosing the appropriate teaching method that fulfill students needs.It happens because there are different needs between those two fields. As cited in Kitkauskiene (2006) and Basturkment (2010), teaching ESP promotes the enhancement of language skills and acquisition of specific information in particular discipline or workplace,so that the teacher should pay more attention on integrating language course with subject matter. Meanwhile, teaching EGP maintains fundamental of grammar aspect and employs the basic skills for language study such as listening, speaking, reading, and writing (Fiorito, 2005 andKitkauskiene, 2006).Teaching materials are not the prior problem in EGP teaching as the teachers do not need to link language course with subject matter. EGP teachers usually face problem in pedagogical knowledge such as choosing teaching strategy rather than specialized content knowledge.

4. Conclusion

This qualitative study endeavors to investigate the ESP and EGP teachers' awareness to literacy practice. The findings provide empirical data toward teacher who do literacy practice such as reading.The result shows that the teachers have high awareness in literacy practice.The findings comfirm that reading literacy is intended to promote the enhancement of knowledge i.e. subject matter,pedagogy, and procedura in teaching particualr field. There are similarities and differences in literacy practice of ESP and EGP teacher.The similarities are on the importance of literacy practice, kinds of literacy practice, and frequency inreading practice. While the differences are on the reason they do reading literacy, the booktypes they choose, the reason they read the book.ESP teacher prefers to read teaching materials book in order to fulfills the students needs of learning material which appropriate to their discipline. Meanwhile EGP teacher prefers to read pedagogical book in order to help her in choosing the appropriate teaching method that fulfill

students needs. By practicing reading, the teachers get better understanding about the literacy instructional process related to their teaching fields. This literacy encourages teachers to choose better decision about what actions should they do in performing classroom practices. However, this study is limited to the scope of its qualitative phenomena, so that the revealed findings cannot be generalized. Thus, It is suggested that teachers' professional development should emphasizes on developing and improving teachers literacy especially in their particular field.

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APPLICATION OF PICTURES MEDIA IN IMPROVING READING ABILITY OF PRE-SCHOOL AGED CHILDREN

Kholifah
FKIP PG-PAUD, Unirow, Tuban, Indonesia
e-mail: *kholifahdra10@gmail.com*

Abstract

Pre-school aged child is a child who is experiencing sensitive period which the child is very sensitive to the stimulation of the environment. That is, the child is ready to learn anything from the environment. At this time it is appropriate to develop all aspects of the child ability. Aspect that must be developed is the ability to use language, in this case especially the ability to read. Beginning development reading ability in early age is expected not to make children lazy to read but will make children who like to read because the ability to read get the child to be able to learn anything. In order to get a child interested in reading, it should be stimulated by something concrete and attract attention that is using the image media. The development of language/reading is related to cognitive development, whereas in early childhood cognitive development is still in motor sensory and pre-operative phases. The problem is how the application of pictures media in improving the reading ability of pre-school aged children. The goal is to describe the application of pictures media in improving the reading ability of pre-school aged childrean. This research was done by documentation study. In conclusion, the application of pictures media can be used to improve reading skills in early childhood, based on information processing learning theories that explain how children learn, starting from the entering of information through the senses, to the ability to acquire and build knowledge and manifest response designs through observable behaviors.
Keywords: pictures media, speaking ability

1. Introduction

Pre-school aged children is the new generation of the nation as the foundation of the next human development, if the initial establishment of the foundation is not solid nor sturdy, it will affect the further development. Reading ability is one of the six abilities (moral-religion, cognitive, language, social, emotional, physical, motor and art) that must be developed. The reality is many students lack in reading interest. It may be children are not used to reading or do not like to read, however reading helps the children in order to be able to learn anything, as reading is the window of the world. The first revelation revealed by Allah SWT to the Great Prophet Muhammad SAW is "IQROK" (Arabic) means read, a word but has a meaning that is extraordinary extent for the advancement of human life and even the life of the whole world.

Early childhood in cognitive development or thinking power and understanding is still limited to what is real (concrete). Based on the existence of these cognitive development, therefore in order to develop the ability of children in reading, it supposed to use something concrete, abservable, and attract the attention of children is using the pictures media

2. Methods

The type of research is literature study, this research relies on the data that is theoretical and documentation that is almost completely from the library so that this research is more popularly known by qualitative research descriptive literature or bibliography research. Another approach or term perspective is conceptual framework or intellectual strategy with a psychological approach. Collecting data techniques is using documentary in the form of textbook research journals, comparative data analysis (comparing one object with another object) especially writing/discourse to connect similarity, differences, and interactional between both objects.

3. Literature Review
3.1. Pictures Media

a. Media is all forms of intermediaries used by humans to convey or disseminate ideas, thoughts, or opinions, so that ideas, opinions, thoughts are presented to the intended recipients (Arsyad, 2002).

b. The pictures media is a various events or incidents, an object that is presented in the form of drawings, lines, words, symbols, and descriptions (Arsyad, 2002). In this writing, the pictures media as a learning media.

c. Learning media according to Santyasa, I.W. (2007) is everything that can be used to convey messages in the form of learning materials, which can stimulate students' attention, interests, thoughts and feelings in learning activities to achieve learning goals.

3.2. Language Development

a. Language function

Language functions in pre-school children or preschooler according to Susanto (2013) are as follows: 1) as a means of communication with the environment; 2) as a tool to develop children's intellectual ability; 3) as a tool for developing child expressions; 4) as a means of expressing feelings and thoughts to others; 5) as a tool for fulfilling the curiosity of the child by asking many questions and exploring the surrounding environment.

b. Language development phase

According to Santrock (2012), the path of language development:

1) Recognizing language sounds, once the baby is born, before they are able to learn and pronounce words, the baby has the ability to recognize the subtle differences of language sounds.

2) Other babbling and vocalization, before the baby is able to speak the basic words, they are able to make various vocalizations/voices. This early communication serves as a voice training, communication and to attract other people's attention. In the first year of life a baby is able to make a sound through the following sequence; a) crying, there are several types of baby cries that indicate different conditions; b) coaxing, gurgling sound that comes from the back of the throat and usually expresses a sense of pleasure when interacting with his caretaker; c) babbling, the baby produces a series of consonant-vowel combinations, such as "ba, ba, ba, ba" It is important to know that babbling is usually because of pleasure or satisfaction, while crying due to dislike, babbling has more range of variation of sounds than crying.

3) Body language, some early body language is symbolic, such as when a baby taps his lips to signal food/drink. According to linguists, the pointing movement is an important indicator of the social aspects of language, and it develops in the particular sequence, start from the pointing movement without looking at the adult of adjacent, until the pointing movement by looking back and forth between the designated object and the adjacent adult.

4) The first words, the children have understood their first words before being able to pronounce them (Pan & Uccelli, 2009). One word spoken by a child should be considered one full sentence, the child's first words should not be considered as a reference to a pure object, they have psychological contents that are intellectual, emotional and also volitional ie the child indicates whether or not to want something (Monks, 2002).

5) The phrase of two words makes the child more likely to express his intentions and to communicate (Monks, 2002). To express the meaning of a phrase that only consists of two words the child relied heavily on body language, tone, and context.

6) The three-word sentence, it gradually develops a three-word phrase that occurs between the 26th and 30th months. Initially it still looks like a structurally worded two-sentence phrase, but soon there is a differentiation in the group of words, a verbal prowess children who cause many words to be included in the new classification, the child rearranges the words in his language by using the other words (Monks, 2002)

According to Schaerlaekens (1977) in (Monks, 2002) there are three periods language development of the first 7-year-old children, namely, a) a one-word sentence term called pre-lingual, 0-1 years of age; b) the two-sentence period is called the initial lingual, the age of 1-2½ years; c) a differentiation period or two-word sentence period, ages 2½ years and so on. Monk (2002) also stated that the phases of language development, consisting of: a) the beginning of talk is babbling, around the age of three months; b) one-word sentences and two-word sentences, around the age of 10 months; c) a three-word sentence around the 24th and 30th month (2-2½ years).

c. Factors that influence language development:

There are two major factors that influence the development of language, namely:

1) The biological effect, according to Chomsky (1957) in (Santrock, 2002), it can not be denied that biological evolution molds human beings into linguistic beings. He also said that human beings are bound bologically to learn the language at a certain time and in a certain way.

Children are born into the world with Language Acquisition Device (LAD), a biological attachment that enables a child to detect a particular language category, such as phonology, syntax, and semantics. LAD is a grammatical skill that underlies all human language.

2) Behavioral and environmental influences, behaviorists view language as much as other behaviors, such as sitting, walking, or running. A lot of a child's experience is learned through the environment (family, school, community and society), from context the occurrence of the learning process, can give a strong influence on the acquisition of language.

3.3. Cognitive Development

This study discussed about cognitive development, because the development of language will inevitably involve cognitive abilities. The child learning to read, of course, thinks also follows to remember the letter symbol, the sound of the letter, and how to read it.

a. Cognitive Understanding

Susanto states (2015) that cognitive is the intelligence of thinking. While the other definition is provided Monks (2002) that cognition is a broad understanding of thinking and observing, so the behavior that resulted in people gain understanding or needed to use understanding. Cognitive processes, referring to changes in thinking, intelligence and language of individuals (Santrock, 2012).

b. Stages of cognitive development according to Piaget, 1965 in (Santrock, 2002):

1) The stage of sensomotor (sensomotor stage), lasts from birth to 2 years, the baby builds an understanding of the world by coordinating sensory experiences (such as seeing and hearing) with physical motor actions, hence the term sensomotor. At the beginning of this stage, newborns have little more than reflex patterns. At the end of the stage, two-year-olds have complex sensomotor patterns and start operating with primitive symbols.

2) Preoperational stage, which lasts from age 2 to 7 years. At this stage the children begin to portray the world through words, and pictures. The symbolic thought transcends the simple connection between sensory information and physical action. However, even though preschoolers can symbolically portray the world, according to him, they are still unable to carry out what he calls a "operation" that is internalized mental actions that enable children to mentally do what was previously done physically.

3) Concrete operational stage, which lasts approximately 7 years to 11 years. At this stage children can perform operations, and logical reasoning replaces intuitive thinking as far as it can be applied to specific and concrete examples.

4) Formal operational stage that appears from the age of 11 to 15 years, at this stage, individuals outrun their real world, concrete experiences and thinking in abstract and more logical. Monks (2002) states that abstract thinking has two properties:

a) The hypothetical nature of the hypothesis, the child will think theoretically, analyze with various hypotheses that may exist, then make a settlement strategy, theoretical analysis can be done verbally, furthermore make a certain opinion or called a proposition, and finally looking for a relationship between propositions.

b) The nature of combinatorial thinking, it enables people to have a truly scientific problem solving behavior, and it is possible to test hypotheses with dependent variables.

c. The process of cognitive development

Piaget in (Monks, 2002) argues that every living organism is born with two fundamental trends:

1) The tendency of adaptation is as the innate tendency of every organism to adapt to the environment. Adaptation involves two assimilations (the tendency for the organism to alter the environment to conform to itself) and the accommodation (the tendency for the organism to change itself to adapt to its circumference).

2) The tendency of the organization is the innate tendency of every organism to integrate its own processes to become a coherent system/linkage.

Piaget argues that there are several processes that children go through in building their knowledge of the world (Santrock, 2012), namely:

1) Scheme is referring to various actions or mental representations that organize knowledge. Baby schemes are built with simple actions that can be displayed against objects, such as sucking, looking, grasping. Older children have schemes that include strategies and plans to solve problems.

2) Assimilation refers to the activity of entering new information into existing schemes.

3) Accommodation is referring to the adjustment of existing schemes in order to cultivate new information and experiences.

4) The organization is referring to the grouping of separate behaviors and thoughts from one another into a higher level system.

5) Equilibrium is the mechanism by which children move from one stage of thinking to the next stage of thinking requires balance

3.4. Pre-school aged children or preschooller

Regarding the chronological age, according to UNESCO agreement, pre-school aged children is a group of children aged 0-8 years, it is also stated in RI Law Number 20 Year2003 on National Education System Article 1 paragraph 14, pre-school aged children is a group of children aged 0-6tahun. (Arifin, 2003). The difference lies in the principle of growth and development. UNESCO proposed that 6-8 years of age is the transition age of children who need assistance (dependent) to be the children who started independent (both physically and psychologically), thus the age of 0 -8 years is included in early childhood education. Yet in Indonesia children in 6-8 years is included in elementary school (elementary school),and children in 0-8 years old are included in early chilhood education.

4. Result Discussion

Pre-school aged child is a child between the ages of 0 to 6 years, they have a unique characteristic, that is they are in the golden age (the golden age) or in the sensitive period that they go through the development of a very significant intelligence (Wiyani, 2016). At this time is the most effective time to instill all kinds of positive knowledge as the foundation of further development. But it should be noted that to instill all the knowledge we should pay attention to the stages of child development, it is to anticipate that children do not feel burdened nor depressed. If children learn under pressure and not in a pleasant situation, it will make children to do something we do not want. It should be noted that the character of the childhood is a period identical to the world of play, so that in any learning must be designed with elements of the game, and children will build knowledge through physical interaction, either with people or objects.

The ability to read is one of the pre-school aged child skills that must be developed. As Adamson (1992) argues, most children are taught language from a very young age, we need an introduction to an earlier language to acquire good language skills. Beaty & Part (2011) also state that children should be active participants and dissolve in a variety of interesting listening, speaking, reading and writing experiences. Therefore developing such capability requires serious attention from parents and teachers. A recent study reveals that children whose mothers are educated will have a higher literacy rate than children whose mothers are poorly educated. Christie, Billy, & Karol (2011) argue that teachers need to provide support to their children in order to develop literacy skills. Teachers should arrange compatible learning design that enables children to follow the lesson happily, enthusiasticly and it should be easy to understand, as that the child is still in a sensory and preoperative stage. Characteristics of these stages explain that the intelligence of children just appeared in the form of motor activity as a reaction of sensory stimulation, which is more important is concrete action, not imaginary nor something merely imagined. After that, the child begins to use symbols to represent the world cognitively, symbols like words that can replace objects, events and activities (behavior), as well as children have not operational thinking.

Starting from the restrictid thinking and understanding to what is concrete, when children practice while playing with interesting pictures media provided by the teacher, then the child will know and understand the purpose of the picture. Therefore initial learning in reading ability stimulated through observing the pictures, what is observed processed internally in accordance with the level of thinking ability of the child. Then in the next stage the child can express what has been understood or perceived through the statement of words or sentences of one word, two words, three words sentences etc. In Langer's view, 1969 & Vigotsky (1962) in (Santrock, 2002) in the relationship between language and thought is believed to be very important. Vigotsky said that language and thought initially developed independently, but finally it will be a united.

According to Vigotsky (1962) in (Susanto, 2015) human beings are born equipped with a set of basic cognitive functions, namely the ability to notice, observe, and remember. Culture will transform these abilities in the form of higher cognitive functions, especially by establishing community relationships through the teaching and use of language. Guilford (1967) also argued in (Susanto, 2015) to improve children's cognitive, it is necessary learning experience that is designed through both proper observation and listening activities, and children have cognitive functions called intellectual operations that include observation, memory, convergence thinking, divergent and evaluative thinking.

By involving the tasks of pre-aged school children development on the aspect of language and cognitive aspect, it is intended that learning to read in early childhood through the pictures can be done by parents and teachers and not contrary to the stages of child development. The task of development is something that is characteristic that must exist and have at any age of development. So that if those developmental tasks are missed, it will be the barrier of children's earliest development.

According to Information Processing Learning Theory, Gagne (1985) describes how children learn to build their understanding and knowledge. The components involved are: 1) Environment (in the form of material/information to be learned); 2) receptors, the receiver senses (sensory which will receive material/information that will be studied); 3) Sensory register, (recording after receiving the information through the senses of structures into a concept or perception); 4) Short-term memory (the result of a sensing regulator that has become a concept or perception into input to be processed into a more meaningful concept, in this process only temporary and not durable 5) Long-term memory (long term storage, concept, or perception, incorporated into long-lasting and relatively fixed memories); 6) Generator response (draft reaction or response forms will be excluded from the process information internally); 7) Expectations, (wishes and goals); 8) Control executive, (a regulator of reaction patterns that are expressed or reproduced is the most valid, the best and most accurrate); 9) effectors, physical organs that would be the response to manifest design of observable behavior.
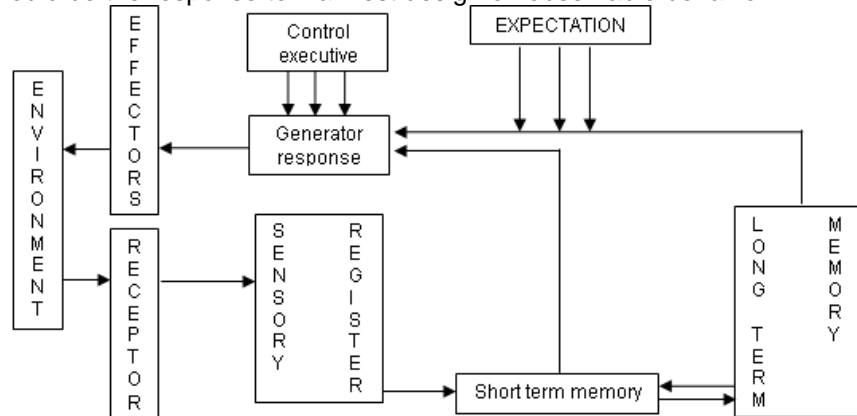
Figure 1. Information Processing Learning Theory

Discussion above is expected to motivate and to achieve what is desired in a learning, it is in line with the opinion of Roopnarine (1993) which stated that the child will have some concepts or understanding such as: 1) the concept of objects, for example: glass, ball, table, book; 2) the concept of color, for example: red, green, blue; 3) the concept of man, for example: mother, father, grandmother; and 4) the concept of form; for example: round, long, square. The concepts can be mastered by children, if children have the ability to read, because by reading children will be able to learn anything.

5. Conclusion

"APPLICATION OF PICTURES MEDIA CAN IMPROVE READING ABILITY OF PRE-SCHOOL AGED CHILDREN". This is because in the theory of learning information processing, children learn to gain and build knowledge by incorporating learning materials obtained from the environment (in this case learning through the pictures images), received by the senses (senses eyes) and then processed internally into concepts or perceptions, stored in memory and manifests the response design into observable behavior (reading ability). Based on cognitive theory, children aged 0-6 years, they acquire and build knowledge through physical interaction by observing around objects, people, objects (in this case the pictures images). As the results, children can use symbols to express the world concretely with the words, to replace events, activities/behavior.

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Creating Children's Vocabulary Mastery through Games and Total Physical Response

Lilik Uzlifatul Jannah

Universitas Islam Lamongan, Lamongan, Indonesia
lilik_uj@yahoo.com

Abstract

This study is urgently developed to provide new insight of teaching English for young learners. The problem highlighted is young learners have not had adequate vocabulary.
Vocabulary is important both in written and spoken language. Vocabulary is also a foundation to build a language, it can express some ideas or ask for information. Total physical response is a teaching method which requires learners to respond physically to imperatives given by the teacher. Total physical Response is assumed to give children's opportunity to develop their vocabulary since they learn a new language in the same way they acquire their mother tongue. A game is an activity with rule, a goal and element of fun. It is giving the class a break from monotony of drilling but a learning process in a relaxed atmosphere. The result of the study shows that the use of TPR method and games in teaching vocabulary is able to help children to improve their vocabulary mastery. Besides the children are able to involve actively
Keywords: Games, Total Physical Response, vocabulary

1. Intoduction

Vocabulary is a basic of communication. People who do not know the meaning of keywords used by those who address them will be unable to participate in the conversation. And if they wish to express some idea or ask for information, they must be able to produce lexical items to convey their meaning. Vocabulary is also foundation to build a language. Hopefully, after students have graduated from their school, they are able to master English well. It is however, not easy to learn English. One of the problem is that many students had not had adequate vocabulary. Whereas, vocabulary is one of language elements that be mastered adequately by the students to support the four skills. It is therefore, necessary to develop some way of teaching vocabulary in order to improve the students' vocabulary mastery.

Experienced teachers of English know very well, how important vocabulary is. Vocabulary is important both in written and spoken language. When children are learning their mother tongue, the first subject which they learn is vocabulary rather than others. Students should master vocabulary well in order to write well and to acquire the fluency of speaking or at least to understand what is written or spoken. Acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and function we may learn for comprehensible communication.

2. Vocabulary

Hatch and Brown (1995) proposed that the term vocabulary refers to a list or set of words that individual speakers of a language might use. Since vocabulary is a list, we may think that the only system involved is that of alphabetical order. According to mc.Whorter (1989), vocabulary is the ability to recognize individual words and to associate meaning with the particular combination of letter that form a word. Words are symbol, they are groups of letter that stands for, or represent either a physical object or an idea. From the above definitions, it can be concluded that vocabulary is a number of words, words meaning and also the rules of how a word is combined with other words appropriately. Vocabulary frequently have more than one meaning. One is able to look at the context in which they are used. Vocabulary mastery deals with the ability to master words and words meaning. Vocabulary mastery has always been an essential part for learning English. Learners should master vocabulary adequately to support the four skills.

3. Method of Language Teaching

Method, according to Richard and Rodgers (in Brown, 1994), is an umbrella term for the specification and interrelation of theory and practice. Whereas teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, or in causing. Method of language teaching is a method used in language teaching.

4. Total Physical Response (TPR)

Total Physical response is a teaching method which requires learners to respond physically to imperatives given by the teacher, who has contrived these imperative in such a way as to cover the linguistic items that he or she wishes to teach. Asher (In Sano 1986:270) summarizes his philosophy and method as follows.

a. Understanding the spoken language should be developed in advance of speaking.
b. Understanding should be developed through movements of the student's body. The imperative is a powerful aid, because the instructor can utter commands to manipulate student's behavior. Research suggest that most of the grammatical structures of the target language and hundreds of vocabulary items can be learned through the skillful use of imperatives by the teacher.

TPR is effective not only because it is in accordance with the natural sequence and mode of language learning, but also because it enables learners to feel relaxed. TPR method is developed in order to reduce the stress that students feel when they study a foreign language and thereby encourage students feel when they study beyond a beginning level of proficiency.

Students are required to obey the instructor's commands, given in the target language. These command require a total physical response, begin with simple imperatives, "sit down!. Asher's learning theory is based on the belief that language is learned through motor activity. In developmental sense, Asher (in Richard and Rodgers 1993) sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consist primarily to produce verbal responses. He sees three processes as control. The first is children develop listening competence before they develop the ability to speak. The second is children's ability in listening comprehension is acquired because children are respond physically to spoken language in the form of parental command. And the last is once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Children have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. The type of syllabus Asher uses can be inferred from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Unlike methods that operate from a grammar-based or structural view of the core elements of language, TPR requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learnt.

Learners in TPR have the primary roles of listener and performer. They listen attentively and respond physically to command given by the teacher. The teacher plays an active and direct role in TPR. "The instructor is the director of a stage play in which the students are the actors" (Asher in Richards, 1993). The teacher has to decide what to teach and present the new materials. He is encouraged to be well prepared and well organized, so that the lesson flows smoothly and predictably

In giving feedback to learners, the teacher should follow the examples of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarly teachers should not correct errors too much in the early stages.

5. Games

This method is used in giving the class a break from the monotony of drilling but a learning process in a relaxed atmosphere. A game is an activity with rules, a goal and element of fun. Through games, learners practice vocabulary and motivation is enhanced too. In games, students are able to use a teaching point in a real situation. They are able to interact or communicate with their friends. So, they can be active in the teaching-learning process. A game is an activity with rules, goal and element of fun. There are two kinds of games: competitive games and cooperative games. Competitive games in which players or teams race to be the first to reach the goal. The examples of competitive games are word sets, card scrabble and word building. The second one cooperative games in which players or teams work together toward a common goal, the examples of cooperative games are guessing games, matching games and search games. They acquire language unconsciously, with their whole attention engage by the activity.

It is the same way as they acquired their mother tongue. The games may be played in pairs or in small groups.

Games are best set up, especially at the elementary level, by demonstration rather than by lengthy explanation. The teacher should explain briefly what the games involves, hand out the photocopied cards and giving the students a little while to study them, then the teacher demonstrates the game with one of the students in front of the class. It will be found that the idea of the game is probably easier for students to grasp.

The teacher's role in the games is that of monitor and resource center, moving from group to group. Listening, supplying any necessary language, noting errors and so on. It is a good idea to carry paper and pen to note any persistent errors or areas of difficulty. This can be dealt with a feedback session after the game. In many cases, the game could then be played again with different partners or with different role-cards. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.

The kinds of games and how to use them as follows:

a. Matching games

In this game, it is best to arrange the chairs in a formation that leaves the center of the room clear, for example, a horseshoe or semi circle. Every student is given a cue card. Then, all the students stand up, and each student tries to find, among all his classmates, the one who has the card with the information matching or completing that of his own card. The students should not show their cards and the students will tend to give oral response then show their cards as if to confirm what they said,

b. Guessing game

This game provides the students with much needed practice in formulating questions, an informant skill that doesn't receive sufficient attention. Example, game where is it? A small object, such as a piece of pen, is selected and a student is asked to leave the room while it is being hidden. The students than return and tries to discover its location by asking the class yes/no question, using the following preposition of spatial relationship; in front of (me), in back of (me), near (me), Far from (me), under, in, on, left, right, between, etc.

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PHONOLOGICAL ERRORS IN JAPAN LANGUAGE SPEECH BY BALINESE NATIVE

Putu Cicilia Septipani

Universitas Negeri Surabaya (UNESA), Surabaya, Indonesia
Email: putucicilia@gmail.com

Abstract

The difficulty that often encountered byJapanese language learners especially in Bali is how to pronounce the sound of Japanese language. This is because there are special sound characteristics belonging to the Japan language that not found in Balinese language. The characteristic sound of the Japan language, it is necessary to know because if there are different sound of how it is spells will affect the intended meaning. So this study aims to find the mistake of pronounciation of Japanese sounds both on the sound of segmental vowels, consonants and suprasegmental Japanese accents performed byperformed by learners as speakers of the Balinese language at level V in Undiksha..This study was conducted when the subject of research conducted Japanese language speech in the process of teaching and learning. Data collection was done by using *"simakbebaslibatcakap (SBLC)"* method that refers to observing (listening to the records) without researchers involved,fishing techniques and confirmation method. The process of analyzing data, assisted with the Praat software program , and based on the recording of native and pitch in Japanese Online Dictionary (OJAD) for the Japan language accents. The results of this research shows the sound that includethe first segmental vowel element are the pure vowel that had experienced many errors was on the sound [ɯ], and long vowels or *Choo'on* (長音) had not experienced any error. While the first consonant segmental elements that is pure consonantshad experienced errors were in the sound of the fricative (摩擦音) namely on the sound [ʃ], [ç], [ɸ], [ʒ], in the sound combination of fricative and afrikatif (破擦音) namely on the sound [ʦ], [ʧ], [ʣ], [ʤ], and nasal sounds (鼻音) were in the sound of [ɲ], [ŋ]. Subsequently, in thedouble consonant or *Sokuon* (促音) an error occurred on the sound of [ʃʃ], [tt], [pp]. While error occurred almost on the entire sound of suprasegmental accents that include *kifukushikiatamadaka-gata* (起伏式頭高型), *kifukushikinakadaka-gata*(起伏式中高型), *kifukushikiodaka-gata* (起伏式尾高型) and *heibanshikiheiban-gata* (平板式平板型).

Keywords: phonological errors, segmental elements, suprasegmental elements, segmental, *choo'on, sokuon,* fricative, afrikative, accent, *kifukushikiatamadaka-gata, kifukushikinakadaka-gata, kifukushikiodaka-gata, heibanshikiheiban-gata*

1. Introduction

Japanese language has a particular characteristics of sound that not found in Balinese language. There are easy and difficult part in that characteristic of sound. The easy part when the sound is also available in Balinese language. The difficult part when some of these sounds are not found in Balinese language. This can make Balinese learners having difficulty in pronouncing Japan language.

Speaking of Japanese vowel sounds, there is a vowel sound that the pronounciation is different from Balinese vowels. In fact, Balinese also has the same vowels when compared to Japanese, but the difference lies in how to pronounce. For example a very different sound lies in the sound of / u / in Balinese language with rounded lips and vowel sounds / u / of Japanese language that phonetically represented by [ɯ] with lips not rounded.

In addition, judging from the sounds of the consonants, where there are some sounds when faced with certain vowels will change (Sutedi, 2008: 19). Changes occured when facing vowels / i / and / ɯ /. For example in the consonant phoneme / z / in Japanese letter / za / ざ, / zi / じ, / zɯ / ず, / ze / ぜ, and / zo /. The phoneme / z / if facing the vocal / i / the articulated point shifts backward to sound [ʒ] located at the middle and end of the word and [ʤ] which located at the beginning of a word. In addition, when facing the vowel / ɯ / reads [ʣ].

Aside from the pure vowels and consonants sound above, Japanese also has special sounds or special phonemes. Specific phoneme mentioned there are 3 of them long vowel sounds or *Choo'on*長音 in phonetic sign IPA written [:] for example in *fubo* word (ふぼ) which means 'mother father' and *fu:bo:* (ふうぼう) which means piece. The sound of the doubleconsonant or *Sokuon* (促音) which is often represented by / Q / for example in *kite kudasai* (きてください)

which means 'please come' and *kitte kudasai* (きってください) which means 'please cut'. Another characteristic is the sound / ɴ / in hiragana that is 'ん' which is located only at the end of a word. If this sound is in the middle of a word and followed by a certain consonant sound, it will have different sounds to be nasal sounds [ŋ], [m], and [n].

From the special sounds above, we see that Japan language has certain rules in pronouncing sounds. Based on the example above, if it does not according to the rules of pronounciation will have an impact on the interpretation of the meaning that would be conveyed to the respondent. When compared with the Balinese language which there is no sound that can distinguish theinterpretation of the meaning like Japanese language. It is the case that resulted in foreign learners when learning Japanese language speakers especially speakers of Balinese language find difficulties. In accordance with the opinion Muneo (1988: 7) states that:

> One of the difficulties faced by foreigners when learning Japanese isdue to differences between their mother language and Japanese language. However, in general the most striking difference between the Japanese language and the mother language of students are usually in speech and the letter is closely related in the learning process beginner level ".

In addition, Muneo describes the error on pronounciation also due to in the Japanese language recognize the accent that serves as a differentiator of the meaning. It is not found in Balinese. Accents in Japanese has an important role, particularly in communicating orally. This also includes one of the causes of the difficulty of learning Japanese especially for people who in the mother tongue do not recognize accents as a differentiator of the meaning (Sutedi, 2003: 26). For example in the word 雨 [ame] which means 'rain' has a high accent on the first syllable, and 飴 [ame] which means 'candy' has a high accent on the second syllable. In written language, it can easily be distinguished from the other person's intentions because of the kanji letters, if the word is verbally spoken it will confuse the audience, especially the Japanese. One of the way to distinguish the word is based on the accent.

Based on the existence of differences related to the sound (phonological) of Japanese and Balinese languages, is a very important study to examine, to study the impact that occur if there is a mistake in pronounciation. In this case the delivery of the message to be understood by the listener. Based on the opinion of Muneo, (1988: 11) state that "efforts to make early improvements will yield better results than after they are accustomed to a false saying".

In relation to the above issues, it is necessary to view and identify the errors of Japanese sounds performed by learners or speakers of Balinese language. This error in Japanese sound will be taken from the speaker's speech. Problems to be studied about the error in pronounciationsound of segmental vowel and consonant Japanese language, also errors inpronounciationsound of thesuprasegmental accent elements in Japanese language.

2. Methods

The type of research is qualitative research with descriptive character that has the purpose of enlighting and describing the phonological errors that occur in the Japanese language speech by Undiksha students of Balinese native factually. The data is obtained naturally, when the student were holding a teaching and learning process. The location of this research was Ganesha University of Education (Undiksha) Singaraja, Bali. The data source of this research was the learners of Japanese language that speakers of Balinese language, which were 5[th]semester students of Undiksha which were 8 people according to the criteria of the research subject. The data collection techniques used in this study is nonparticipant observation techniques which is the data collection is done by observing (listening to the records) without researchers involved. In addition, outside the nonparticipant technique, the second technique used was the fishing technique that was when the data in the form of the desired sound has not appeared yet. Researchers provided stimulilation in Japanese language to the subject of research, so they would spell out the words that produce the sounds that researchers want.

And the last technique was confirmation techniques used outside the two of techniques above. Confirmation techniques were used when certain data has not appeared and the researcher conducted a Balinese language interview on the subject and asked to translate it into Japan language.

The method of data analysis in this study is a matching method called articulatory phonetic. Articulatory phonetic matching method was used because this study examines the phonological error in Japanese language by Balinese native whichthe determining instrument is the organ-forming language or speech organs.

3. Result Discussion

Error in segmental element of vowel and consonant in Japan language are as follows.

Table 1. Errors in Segmental of Vowel and Consonant Japan Language by Balinese Native

No	Type of Sound	Phonetic Sign	Error	Error Description
1	Pure Vowel	[ɯ]	√	[u]
2	Long Vowel	-	-	-
3	Pure Consonant	[ʃ]	√	[s]
		[ç]	√	[h]
		[ʒ]	√	[j]
		[ts]	√	[s]
		[tʃ]	√	[ci]
		[dz]	√	[j]
		[dʒ]	√	[j]
		[ɲ]	√	[n]
		[ŋ]	√	[g]
4	Double Consonant	[ʃʃ]	√	[s]
		[tt]	√	[t]
		[pp]	√	[p]

From the table above, error in the vowel sound occured in the vowel [ɯ] in Japanese language pronounced with [u] round on the lips. In fact, the vowel sound [u] in Japaneselanguade is pronounced with a narrowed lip form that reads [ɯ]. Meanwhile, long vowels did not wrongly pronounced, it is caused the student knew that the sound must be pronounced long, because they understand the rules of the special sound. But the error occurred again on the sound of a pure consonant, in which they mostly make the sound as sounds contained in the Balinese language. Sound [ʃ] replaced with the sound [s],it was caused by the learners liken the sound to the sound of Kana [s]. In fact, a row of sound [s] when facing vocals [i] will read [ʃ]. Furthermore, the fault in consonant sounds mostly occured in the sound of a hiss or *Masatsu'on* or fricative on the consonants [ç], [h], [s], [ɸ], and to the sound of a combination of hiss and inhibition or *Hasatsuon* or afrikatif at sound [tʃ], [dʒ], [dz], [ts], and on nasal sounds [ɲ], [ŋ], and [ɴ]. Mistakes on consonant sounds above, mostly are replaced by consonants in Balinese language. Additionally, the double consonant error occured in the sound [ʃʃ] which is only quoted with one syllable [s]. and so on the double consonants [t] and [p].

Overall, the number of data samplesin this Japanese accent ranged from 97 vocabulary taken from the Balinese native speech in semester V in Undiksha. First, the type of Kifuku shiki atamadaka-gataaccent were found 33 vocabularies that have meaning followed by particles. However, those which experienced the error from 33 vocabularies were 28 vocabularies. In addition to the amount of correct vocabulary were 5. The following are the Japanese accent errors made by Balinese native based on each type.

Table 2. Errors in *Kifuku Shiki Atamadaka-gata* accent by Balinese Native

Kana Letter	Accent Sign Based on OJAD	Accent Sign of the Students	Mean	Right	Wrong
どこ(へ)	どこへ	どこへ	where	√	
キャンプ(に)	キャンプに	キャンプに	camp		√
にもつ(は)	にもつが	にもつが	goods		√
きょう(は)	きょうは	きょうは	today	√	
はは(が)	ははが	ははが	mother		√
ホテル(で)	ホテルで	ホテルで	in the hotel		√
りょうしん(に)	りょうしんに	りょうしんに	parents		√
よる(に)	よるに	よるに	evening		√
バイク(を)	バイクを	バイクを	motor bike		√
スーパー(が)	スーパーが	スーパーが	supermarket		√
しゅじん(が)	しゅじんが	しゅじんが	host		√
じんじゃ(で)	じんじゃで	じんじゃで	shrine		√
つま(が)	つまが	つまが	wife	√	
しゅぎょう(は)	しゅぎょうは	しゅぎょうは	subject		√
ほんだな(が)	ほんだなが	ほんだなが	bookshelf		√
バス(が)	バスが	バスが	bus		√
まど(が)	まどが	まどが	window		√
やちん(は)	やちんは	やちんは	rented house		√
やもり(が)	やもりが	やもりが	lizard		√
あに(が)	あにが	あにが	older brother		√
パン(を)	パンを	パンを	bread		√
りょうり(を)	りょうりを	りょうりを	dish	√	
かくじ(が)	かくじが	かくじが	each		√
ねっしん(に)	ねっしんに	ねっしんに	dilligent		√
ビール(で)	ビールで	ビールで	with beer		√
はる(が)	はるが	はるが	autumn	√	
あめ(が)	あめが	あめが	rain		√
あき(が)	あきが	あきが	falls		√
きぎょう(は)	きぎょうは	きぎょうは	effort		√
ピンポン(は)	ピンポンは	ピンポンは	table tennis		√
へび(が)	へびが	へびが	snake		√
かぞく(が)	かぞくが	かぞくが	family		√
てんき(が)	てんきが	てんきが	weather		√
			Total Amount	**5**	**28**

While the second type of accent is *Kifukushikinakadaka-gata*. Accents in this type were found 22 vocabularies that have meaning followed by particles. However, those which experienced the error from 22 vocabularies were 22 vocabularies. It means that in this accent

there were no words spoken correctly by the speaker. The following findings on this type of accent will be presented in tabular form.

Table 3. Errors in *Kifuku Shiki Nakadaka-gata* Accent by Balinese Native

No	Kanji Letter	Hiragana Letter	Accent Sign Based on OJD	Accent Sign of Students	Mean	Right	Wrong
1	お母さんが	おかあさんが	おかあさんが	おかあさんが	mother (for other person)		√
2	四時半に	よじはん(に)	よじはんに	よじはんに	4:30 o'clock		√
3	アパートへ	アパートへ	アパートへ	アパートへ	go to the apartment		√
4	国際電話が	こくさいでんわ(が)	こくさいでんわが	こくさいでんわが	international call		√
5	材料が	ざいりょう(が)	ざいりょうが	ざいりょうが	substance		√
6	八時半に	はちじはん(に)	はちじはんに	はちじはんに	8:30 o'clock		√
7	クラブ活動が	クラブかつどう(が)	クラブかつどうが	クラブかつどうが	club activity		√
8	図書館で	としょかん(で)	としょかんで	としょかんで	in the library		√
9	事務所で	じむしょ(で)	じむしょで	じむしょで	in the office		√
10	お姉さんは	おねえさん(は)	おねえさんは	おねえさんは	sister		√
11	お父さんに	おとうさん(に)	おとうさんに	おとうさんに	father (for other person)		√
12	一年に	いちねん(に)	いちねんに	いちねんに	in a year		√
13	弁当箱が	べんとうばこ(が)	べんとうばこが	べんとうばこが	lunchbox		√
14	大学生活は	だいがくせいかつ(は)	だいがくせいかつは	だいがくせいかつは	college life		√
15	先生は	せんせい(は)	せんせいは	せんせいは	teacher		√
16	インドネシア人が	インドネシアじん(が)	インドネシアじんが	インドネシアじんが	indonesian		√
17	温帯地方に	おんたいちほう(に)	おんたいちほうに	おんたいちほうに	subtropical area		√
18	草木が	くさき(が)	くさきが	くさきが	plants		√
19	台風が	たいふう(が)	たいふうが	たいふうが	twister		√
20	文化祭が	ぶんかさい(が)	ぶんかさいが	ぶんかさいが	Japan culture festival		√
21	運動会は	うんどうかい(は)	うんどうかいは	うんどうかいは	sports match/sports competition		√
22	開店時間は	かいてんじかん(は)	かいてんじかんは	かいてんじかんは	time for opening the store		√
					Total Amount	-	22
					Persentage (%)	0.00%	100.00%

The third type of accent is KifukushikiOdaka-gata accents. There are 10 vocabularies in this accent that have meaning followed by particles. However, those which experienced errors from 10 vocabularies were 9 vocabularies. And Balinese native were correct in reciting only 1 vocabulary. The following findings on this type of accent will be presented in tabular form.

Table. 3 Errors in *KifukushikiOdaka-gata* Accent by Balinese Native

No	Huruf Kanji	Huruf Hiragana	Lambang Aksen berdasarkan OJAD	Lambang Aksen Mahasiswa	Arti	Benar	Salah
1	家で	いえ(で)	いえで	いえで	di rumah		√
2	町を	まち(を)	まちを	まちを	jalan		√
3	部屋が	へや(が)	へやが	へやが	kamar		√
4	胸が	むね(が)	むねが	むねが	dada		√
5	人が	ひと(が)	ひとが	ひとが	orang		√
6		みんな(が)	みんなが	みんなが	semua		√
7	言葉を	ことば(を)	ことばを	ことばを	kosakata		√
8	夏が	なつ(は)	なつは	なつは	musim panas		√
9	犬が	いぬ(が)	いぬが	いぬが	anjing		√
10	昼間は	ひるま(は)	ひるまは	ひるまは	waktu siang	√	
					Total Jumlah	1	9
					Persentase (%)	10.00%	90.00%

The fourth type of accent is *Heiban shiki Heibangata* accent. There are 32 vocabularies found in thi accent that have meaning followed by particles. However, those which experienced the error from 32 vocabularies were 26 vocabularies. . In addition to the amount of 6 vocabulary speech correctly by the Balinese native. The following findings on this type of accent will be presented in tabular form.

Table. 4 Errors in *HeibanshikiHeiban-gata* Accent by Balinese Native

No	Kanji Letter	Hiragana Letter	Accent Sign Based on OJAD	Accent Sign of Students	Means	Right	Wrong
1		かばん(が)	かばんが	かばんが	bag		√
2		ぼうし(は)	ぼうしは	ぼうしは	hat		√
3	調子は	ちょうし(は)	ちょうしは	ちょうしは	health		√
4	旅行中に	りょこうちゅう(に)	りょこうちゅうに	りょこうちゅうに	on the way		√
5	乗り物に	のりもの(に)	のりものに	のりものに	vehicle	√	
6	気を	き(を)	きを	きを	soul	√	
7	作文を	さくぶん(を)	さくぶんを	さくぶんを	essay		√
8	不安に	ふあん(に)	ふあんに	ふあんに	anxious		√
9	仕事が	しごと(が)	しごとが	しごとが	job		√
10	私が	わたし(が)	わたしが	わたしが	I/Me	√	
11	お祭りが	おまつり(が)	おまつりが	おまつりが	celebration		√
12	車で	くるま(で)	くるまで	くるまで	car		√
13	値段は	ねだん(は)	ねだんは	ねだんは	price		√
14	普通は	ふつう(は)	ふつうは	ふつうは	common		√
15	口座に	こうざ(に)	こうざに	こうざに	account		√
16	教室に	きょうしつ(に)	きょうしつに	きょうしつに	classroom		√
17	お金が	おかね(が)	おかねが	おかねが	money	√	
18	先輩が	せんぱい(が)	せんぱいが	せんぱいが	senior	√	
19	夕食は	ゆうしょく(は)	ゆうしょくは	ゆうしょくは	dinner		√
20	右側に	みぎがわ(に)	みぎがわに	みぎがわに	rightside		√
21	机が	つくえ(が)	つくえが	つくえが	table		√
22	悲鳴が	ひめい(が)	ひめいが	ひめいが	scream		√
23	体は	からだ(は)	からだは	からだは	body		√
24	漫画が	まんが(が)	まんがが	まんがが	comic		√
25	映画が	えいが(が)	えいがが	えいがが	movie		√
26	語学が	ごがく(が)	ごがくが	ごがくが	language subject		√
27	生活が	せいかつ(が)	せいかつが	せいかつが	life		√
28	文法は	ぶんぽう(は)	ぶんぽうは	ぶんぽうは	grammar		√
29	漢字は	かんじ(は)	かんじは	かんじは	kanji letter		√
30	英語は	えいご(は)	えいごは	えいごは	english		√
31	動物は	どうぶつ(は)	どうぶつは	どうぶつは	animal		√
32	子供が	こども(が)	こどもが	こどもが	children	√	
					Total Amount	6	26
					Persentage (%)	18.75%	81.25%

Based on the table above, the type of errors that occured in each type of accent can be seen that most errors often occured by making the accents outside the type of accent was to

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equate the first and second syllables or until the third syllable into the same tone, and create a high and low irregularities. According toSoepardjo (2012: 48) states that:

"In the Tokyo dialect, between the first syllable and the second syllable there are always have differences. So if the first syllable is high, the second syllable is always low or vice versa. "

Therefore, an accent in the first and second syllables could not have accents simultaneously, nor can it be made many times high low. Soepardjo's suggestion above also added by Sutedi in his book (2008: 29) that the distinctness of Japanese accent other than that already expressed above, ie when a word has its accent pressure down, it can not be found the accent rises again.

4. Conclusion

Based on the results of this study, it can be concluded that the learners of Japanese language by Balinese native experienced an error in pronouncing the sound of vowel sound [ɯ], and long vowels or *Choo'on* (長音) did not experience errors. While the first consonant segmental element is a pure consonant that suffered a lot of errors in fricative sound (摩擦音) that were in the sounds [ʃ], [ç], [ɸ], [ʒ], and the sound of fricative and africative combinations (破擦擦) in the sounds [ts], [tʃ], [dz], [dʒ], and nasal sounds (鼻)) in the sound [ɲ], [ŋ]. While in the double consonant or *Sokuon* (促音) errors occured in [ʃʃ], [tt], [pp] sounds. The error was heavily influenced by the pronounciation of Balinese sound, where there is no sound in Balinese language has similarity with Japanese language. In Japanese language, making a mistake or errors in pronouncing sound can result in misinterpretation of meaning, but in the Balinese language does not affect the meaning of error when pronounciation occurs.

While errors occured almost in all suprasegmental sounds of accents which include *kifukushikiatamadaka-gata* (起伏式頭高型), *kifukushikinakadaka-gata* (起伏式中高型), *kifukushikiodaka-gata* (起伏式尾高型) and *heibanshikiheiban-gata* (平板式平板型). This is because in the Balinese do not recognize accents. In addition, learners did not mastered the Japanese accent and consider it not important. In fact, accent is very important to know, because in Japanese language there are many words that homonym (*duon-igigo*) which is a word that has the same sound. If it used in oral communication, is determined by the accent. When used in written communication, determined by the kanji.

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The implementation of Video as a situated literacy Practice: Factors which influence Students' Participation in EFL Classroom

Resky Januarty

Graduate School, Sebelas Maret University, Surakarta, Indonesia
kiky.januarty@gmail.com

Abstract

Technology has given numbers of contribution to several aspects in the world including education. Many students watch video on the internet for learning foreign language or just for enjoyment. Thus, teachers use video as one of the teaching media in the classroom. This qualitative study examine the factors which influence students' participation when using several authentic videos as the social content of literacy practice utilized in EFL classroom. The study proposes the use of authentic videos taken from the internet as a situated social practice under the perspective of critical pedagogy. The study involved interview method by asking list of questions to the respondent that guided the teacher and researcher in a particular situation. This study revealed some findings related to the factors that influence students' participation in EFL classroom in accordance to the literacy practice and the students themselves. This study also suggests providing different opportunities for students to explore different dimensions of literacy that go beyond the linguistics aspects of a foreign language can encourage meaningful participation and interest and learning English as a Foreign Language.

Keywords: video, literacy practice, students' participation, EFL

1. Introduction

The outcomes of using video as a learning tool are increasing student activity and efficiency in the learning process. The selection of appropriate video clips within the teaching materials represents an important issue for positive learning outcomes. Using appropriate teaching media to organize and present only relevant information may also increase the efficiency of the self-learning process (Ruiji, 2012). Furthermore, Everyone regarding their social position, location, or individual conditions need literacy in order to match themselves to proper condition. Recently, students use technology to access information, for instance video. For that reason, many teachers use video with social content as a situated literacy practice to develop students' participation in EFL classroom.

In view of exploring how these practices can be transformed to enhance students' interest and active participation in the foreign language learning process, this study looks into the impact that the use of video with social content framed within a literacy as a situated social perspective may have in providing EFL learners with opportunities to find meaningful ways to use the language in classroom contexts by making connections with their own lives and social realities. Being video a topic that generally motivates students' participation, enhancing literacy as a situated social practice in these students through the use of activities based on selected videos, might become a useful classroom tool. This is due to two main reasons: The first one is the fact that video is easy to get and access from the internet, and the second, that these EFL students show a great interest in watching video.

The part of the study focuses on the identification and characterization of the factors that may influence students' participation when videos with social content are used in the EFL classroom within a framework of literacy as a situated social practice and using a critical view of pedagogy.

Baynham (1995) defines literacy as a situated social practice as a set of characteristics that are present in daily activities: First, literacy practices have to be seen as a solid human activity which means construction of society from the perspective of a context and what people can do with it. Second, literacy events are seen as social and interactional because they are made in community. Third, a mediator of literacy is seen as a person who helps others to be literate using their skills. Fourth, networks have to be reciprocal exchanges allowing them to be literate within social relations. Fifth, domains of literacy are related to where people use literacy and how they use it. In short, it can be said that literacy as a situated social practice is the possibility that every

person as an individual has in order to have exchanges with others and be an active participant in the society, taking into account the real context and social issues.

Literacy in this study goes beyond helping people learn how to read and write in the foreign language, it holds a social perspective in which individuals reflect upon real situations and construct ideas in order to become free (Freire & Macedo, 1987). That is, students become literate about their histories, experiences, and the culture of their immedi-ate environments. This view of literacy is relevant to this study because it emphasizes on both the individual and social dimensions involved in the process of becoming literate. In the particular EFL classroom where this study takes place, we consider it is important to provide students with spaces and activities in which they have the opportunity to feel free to share their experiences, to find their voices, to be heard, to value each others' ideas, and to be critical of what is happening in their context and in the world. Implementing this type of approach to literacy in the EFL classroom has shown to provide students with the opportunity to reflect upon real issues and to get into a dialogic process of analysis of their own reality (Chala & Chapetón, 2013).

According to Giroux (2001) critical pedagogy opens a space in which students become critical agents who wonder, question, and discuss the relationship between theory and practice, based on criticism and on what they see around them, analyzing learning and social changes. The purpose of critical pedagogy is to allow students to be able to empower themselves to be critical of social situations; furthermore, pedagogy should provide the conditions for students to be able to create awareness regarding the project of building social equity from a critical perspective, taking into account that pedagogy represents a relation with the future as well as with the past and the present.

In agreement with Freire (1985), we, as critical educators, support the idea of providing students with the tools to be critical about their real life situation and education; he states that this way of living critically permits students to be aware of establishing connections between their individual problems and experiences and the social environment in which they are involved. In this way, they can take significant actions to live in a better society.

This concept is very important for this study for two main reasons. First, it may help students become open minded and conscious about what they can do in order to contribute with new ideas and possible actions to change situations in their immediate world. Second, the use of this kind of pedagogy should encourage and empower learners to contribute to the EFL class construction and development, and it might allow students to express their feelings and points of view in different ways.

2. Methods

This study aimed to investigate the factors that influence students' participation in EFL classroom in accordance to the literacy practice and the students themselves. The design of the study was a qualitative descriptive study using purposive sampling technique.

An English teacher from a school in Indonesia was selected to participate in this study based on his experience and knowledge through the use of Video with social Content. The researcher used interview method to lead a qualitative process in discovering circumstances and perceptions realistically and totally in natural environment which emphasizes meanings, experiences, and definitions.

3. Result Discussion

Regarding the findings, there are some Factors that influence the students' participation in the classroom by implementing video as a situated literacy practice. First, factors related to the videos. It refers to the content of videos which related to the students' real context. The students' will participate actively if they feel that the videos will give numbers of benefit for their real life. For instance, the video about public speaking, the video about expressions in giving and responding opinion, and etc. Second, Complexity of the videos in linguistic terms as a factor that may limit students' participation. It refers to linguistic limitation that they have to express in the class. it is related to the way they actually feel when using a language that is not (linguistically) familiar to them. The teacher argued that students seem afraid and shy to present their work in English. They feel that foreign language doesn't familiar with them.

Besides the factors from the video, there are also several factors related to the students regarding the use of video as a situated practice. First, factors from students' current stage of life facilitated their participation in the EFL class. They are not only enjoying the development of class activities but also perceiving themselves as active agents of their communities. Second, factors from previous life experience which influence the expression of the students' point of view. Using videos with social content as a means for self-expression in this study was a way for students to

express thoughts, feelings, and opinions in any way either speaking, writing, or something artistic that expressed what they felt. This idea also refers to the manner in which they interact with others and the way they interpret the world when they express themselves. As Baynham (1995) suggests, literacy is inside daily activities, this means everything students do is related with the things they live and know. These opinions and points of view reflect their previous life experiences which were expressed through their participation in the class sessions and through the creative artifacts students produced. We can see it in the next extract, which is related to what students consider as self-expression:

Data shows that using videos with social content framed within a perspective of literacy that is social and situated can bring important opportunities for EFL learners to participate in class sessions by expressing their feelings, sharing opinions with classmates, retelling their life stories, listening to other's experiences, constructing realities and, thinking of possibilities to be a better person willing to share experiences with classmates.

4. Conclusion

The findings obtained from the study that videos as the innovative way to use in this particular context (public high school) can encourage students to be reflective and active participants who find, construct, and share meaningful experiences and social realities in the foreign classroom. That is, using videos in EFL classroom can go beyond the fact of learning grammatical structures, vocabulary, and showing comprehension of the videos content.

This study revealed several findings which indicate the factors related to videos and factors related to students can influence learners' participation in the EFL class. Regarding the factors related to videos, the students will participate actively if they feel that the videos will give numbers of benefit for their real life. In addition, it was found that the videos content influenced students' class participation and interaction because it is related to their real life and social environment. As the study advanced, the students realized that the topics discussed in the videos were meaningful to them and links were made to their own realities. This facilitated and encouraged their involvement and interaction during the class sessions as they could share feelings, ideas, experiences, and ways to see the world. However, the linguistic complexity of the videos was a factor that may limit students' participation. This finding points to the fact that students' participation depends on their understanding of the content of the videos. The teacher said that the students were afraid to use English but they showed they can overcome the difficulties and realize this was not an impediment to communicate their ideas. Therefore, their L1 was a resource that helped them overcome those difficulties facilitating communication, involvement, and interaction.

The second factor influencing participation was related to the students themselves. Firstly, students' current stage of life facilitated their participation in the EFL class. They are not only enjoying the development of class activities but also perceiving themselves as active agents of their communities. Secondly, students' previous life experiences were brought into play and influenced the expression of their points of view.

In this study, the students were able to discover different dimensions of literacy. They were not interested only in grammatical issues and vocabulary learning, but also in the content of the videos and in the activities developed which were social-situated practices that allowed them to become interested in participating in the EFL classroom sessions. In addition, the activities developed became a meaningful experience for students because they were able to interact and reflect upon real issues and take hold of their experiences in order to use what they knew about the world.

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Intercultural Language Learning to Promote the Literacy Development in EFL Learning

Ruly Morganna

Graduate School of English Education Department, The Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia
Corresponding E-mail: rulymorganna@gmail.com

Abstract

In the context of English as a foreign language learning, the nature of multiculturality had by Indonesian students (Hamied, 2012; Sukyadi, 2015) and the nature of interculturality they have in communication as promoted by technological advancement (Barrett, Byram, Lázár, Mompoint-gaillard, & Philippou, 2014; Byram, 1997; Byram, Gribkova, & Starkey, 2002; Scarino & Liddicoat, 2009) sensitize the importance of a learning approach which promotes the development of nowadays literacy. The sense of literacy today leads to the issue of being literate or educated people who are capable of maintaining interaction taking place across culture. This sense gives an implication towards the importance of how English learning should be projected since English has been the mediator of international interaction, in that by nature the users are those coming from a variety of cultures. Accordingly, this paper reviews the concept and promotes the application of intercultural language learning in EFL classrooms in Indonesia since this learning approach matches the students' nature in the sense of multiculturality and interculturality and meets the path to endeavor the literacy development. With its potential and the proper combination of language, learning and culture (Liddicoat, Papademetre, Scarino, & Kohler, 2003; Scarino & Liddicoat, 2009), intercultural language learning promotes students to be literate intercultural English speakers who master intercultural communicative competence.

Keywords: English learning, intercultural communicative competence, intercultural language learning, literacy development

1. Introduction

In regard to the case of literacy in English use, as the survey data provided by EF EPI (2017), Indonesian people are positioned at the low level of English proficiency where this proficiency becomes the indicator of assuming the quality of English literacy. There are a lot of factors influencing this condition, and one of the most influential ones is the quality of English pedagogy held in Indonesia. An appropriate English pedagogy is one which meets the students' nature and needs.

Indonesian people are fundamentally multicultural by nature (Sukyadi, 2015). In the context of English education, this multiculturality should be the basis of consideration especially for what and how to teach English for Indonesian students. Hamied (2012) promotes a concept of multicultural English education in Indonesia by virtue of the fact that the use of English as an international language in Indonesia is basically in the same analogy as that of Indonesian as the national language. The variety of cultural backgrounds Indonesian people have naturally makes them use Indonesian language interculturally, and this condition automatically lies to be the same when Indonesian people use English language in communication. It is quite clear that there should be promoted English learning approach which matches the natural condition of multiculturality possessed by Indonesian societies.

In regard to the needs, the advancement of technology binds today's students to be digital native. For instance, through social media, by nature Indonesian students today will communicate using both Indonesian and English extensively with people from various cultural backgrounds. This situation implies that Indonesian students need a cross-culture communicative competence so that they can maintain their daily communication successfully without having to be ended up by stereotype conflicts. In the same point, such this condition naturally requests a concept of English learning approach which meets the intercultural communicative streams.

The low quality of literacy and the nature of either multiculturality or interculturality as the aforementioned conditions become the primary issues which will be dealt with in this paper. This paper is written under the purpose of suggesting intercultural language learning as an English teaching approach which meets and can potentially cope with the above issues (Byram et al., 2002; C. Kramsch, 2013; Liddicoat et al., 2003; Renandya, 2009; Scarino & Liddicoat, 2009). This paper provides some theoretical reviews concerning with literacy components grounded to the

context of English as a foreign language use, intercultural language learning with its related components, and an implication for EFL learning in Indonesia.

2. Theoretical Reviews
2.1 Literacy

Today, literacy is defined differently if compared to how it was conceptualized in the past. Before the mid of twentieth century, it was defined as the ability to read and write appropriately as to be literate or educated individuals. Nowadays, the efficacy of reading and writing merely is not enough to represent literate people so that literacy is defined in more complex concepts. Even particular disciplines possess their own conceptualization of literacy. Such the width of literacy conceptualization grows in line with the changes as societies change (Mackey, 2004). This situation also challenges our view about how far literacy can precisely be defined. Unfortunately, the variety of concepts and definitions of literacy suggested by various scholars give us more challenges to judge what literacy is. However various they are, there are four discrete elements which can bring us into a proper understanding about literacy today (EFA Global Monitoring Report, 2006). Those elements are:

a. Literacy as an autonomous set of skills
    This set comprises the skills of reading and writing, oral skills, numeracy skills, and skills to access knowledge or information.
b. Literacy as applied, practiced, and situated
    It is realized into applying multiple skills in relevant ways according to social and cultural contexts.
c. Literacy as text
    It refers to dealing with discourse sensitively while reading and writing.
d. Literacy as a learning process
    It refers to the integration of active learning within socio-cultural context. For example while reading, it should be profound. Some related skills which are required while reading are such as interpreting, reflecting on, interrogating, theorizing, investigating, exploring, probing, and questioning. In addition, while writing, the required skill is to act on and dialogically transform the social world.

If grounded to the context of language learning such as EFL learning, the aforementioned elements of literacy covers three foundations of EFL learning where they refer to language, culture, and learning. In language learning, the first element, literacy as a set of skills, is related to the ability to master four language skills (listening, speaking, reading, and writing) in appropriate ways to be literate individuals to access and express knowledge or information. The second and third components, literacy as applied, practiced, and situated, and literacy as text, are linked to the capability of applying language skills under relevant social contexts and discourses. This point is emphasized on the culture which underlies the use of language skills. The fourth component, literacy as a learning process, is associated with the term learning which represents a process of knowledge construction taking place interpersonally and intrapersonally.

In regard to language learning, the three essential components, language, culture and learning, are uniquely designed and well-constructed one another to be an approach known by intercultural language learning. The following presentation will highlight the concept of intercultural language learning and all three related components as those cover the components of literacy.

2.2 Intercultural language learning

Intercultural language learning is an approach of learning a language which is constructed from a combination of three interrelated components comprising language, culture, and learning (Liddicoat et al., 2003; Scarino & Liddicoat, 2009). This approach has the basis of belief where by nature language is always used within the cultural framework, and cultural values people have are represented by their language. through this learning approach, students are facilitated to develop their understanding about their culture and language and that of other cultures and languages (Scarino & Liddicoat, 2009). The main purpose of this approach is to set students to be intercultural language speakers (Hua, 2013). To comprehensively get the conceptual compositions of intercultural language learning, there should be clearly comprehended what the language, culture, and learning are in this sense.

2.3 Culture

Culture is viewed like an ice berg. A small area is observable, but a bigger area is unobservable. the former refers to some physical products such as manifestations given by the

ancients, and the latter represents systematic pattern of behavior which is prevailing to a particular social community where this pattern refers to belief, thoughts, perceptions, conventions, institution, rituals, and ways of living (Chastain, 1988; C. J. Kramsch, 1993; Lado, 1957; Liddicoat et al., 2003; Peck, 1998; Scarino & Liddicoat, 2009; Trivonovitch, 1980).

In the context of English as a foreign language learning, C. Kramsch (2013) reviews how culture is viewed and fluctuating. As the history lies, culture is viewed from two big perspectives, modernist and postmodernist. The modernist perspective sees culture from humanistic and pragmatic view. The former calls culture as big C where it refers to general knowledge commonly learnt at schools like art, literature, paintings, dances and etc. The latter comes up along with the emergence of communicative competence theory by Hymes (1972) where culture is called a small c and refers to native speakers' ways of living. Accordingly, learning a foreign language is designed under native-speakerism such as one set within communicative language teaching method.

However, alongside the emergence of 21st century era, lots of FL teachers do not feel satisfied with native-speakerism paradigm like the application of communicative competence theory in a teaching foreign language such as English. Accordingly, the postmodernist perspective exists in which it sees culture as discourse and identity. As discourse, it is conceptualized as a social semiotic construction taking place during interaction committed by people coming from a variety of cultural backgrounds. For instance, during interaction, the two speakers will create their third culture where it represents the interconnection of first and second speaker's culture (C. Kramsch, 2009). However, even though they are making cultural connection, they still maintain their awareness of identity brought from their family circle and social communities (Byram et al., 2002).

In intercultural language learning, culture is taken and prioritized into the sense of its interculturality. The term interculturality refers to the encounter of people whose cultures are different from one another during interaction (Dervin, Gajardo, & Lavanchy, 2011). Thus the English learning processes designed under this approach set students to be intercultural English speakers who are able to maintain successful English communication across culture and deal with conceivable stereotype conflicts which potentially emerge in this sort of communicative dimension (Hua, 2013).

2.4 Language and its relation to culture

The definition of language is growing. The most current definition of language refers to a social semiotic used for expressing, creating, and interpreting meanings. In addition, language is not seen as arbitrary codes only since codes of the same language which are arbitrarily used in a particular social community are not in the same use compared to other communities. The arbitrary sense here is motivated in use (Halliday, 1978; Liddicoat et al., 2003; Scarino & Liddicoat, 2009).

It is very unique and natural in that the processes of expressing, creating, and interpreting meanings during interaction go on under cultural framework because these processes occur on the basis of cultural values and paradigm had by the language users (Scarino & Liddicoat, 2009). It is true that language is always used within cultural circles, and it becomes cultural mediatory since culture is expressed through language in interaction.

2.5 Learning and its relation to culture

In the same situation as the aforementioned relationship, to see the clarity of connection between learning and culture requires a clear understanding of learning itself. The most current theory of learning defines learning as the process of knowledge construction taking place interpersonally and intrapersonally. The interpersonal process is linked to the interaction students make with their environment such as objects around them, materials, parents, teachers, and others. In addition, the intrapersonal one is associated with mental activities occurring in students' mind, in that here the students will utilize their pre-existing related knowledge to acquire the new learned information. In this process students will reconstruct, reorganize, and restructure their mind concept so that they can come up with their new conceptualization (Liddicoat et al., 2003; Scarino & Liddicoat, 2009; Vygotsky, 1978).

On the basis of the aforementioned process, it is clear that learning always takes place within cultural circle either because the environmental interaction students make always goes in accordance with the existing social convention and contexts. Both convention and contexts in this sense are culture. Furthermore, the utilization of pre-existing knowledge in mental activity is also cultural inasmuch as the previous knowledge refers to students' existing perception which they

acquire from their family or social communities. Later on the new conceptualization they have will also become their new perception which is by nature cultural in this essence.

2.6 Intercultural communicative competence (ICC)

ICC is an innovation to back up the concept of previous communicative competence (CC) (Byram et al., 2002). There are various models proposed to conceptualize this competence. However the work postulated by Byram (1997) is considered the most comprehensive and applicable one. The function of intercultural communicative competence is to facilitate non-native speakers of English to capably communicate using English as an international language or as a lingua franca in that the communication is by nature always occurring across cultures. In short, to be successful intercultural speakers, foreign or second language students need to master ICC. The following figure depicts Byram's ICC model whose chart is adopted from Deardorff (2009).
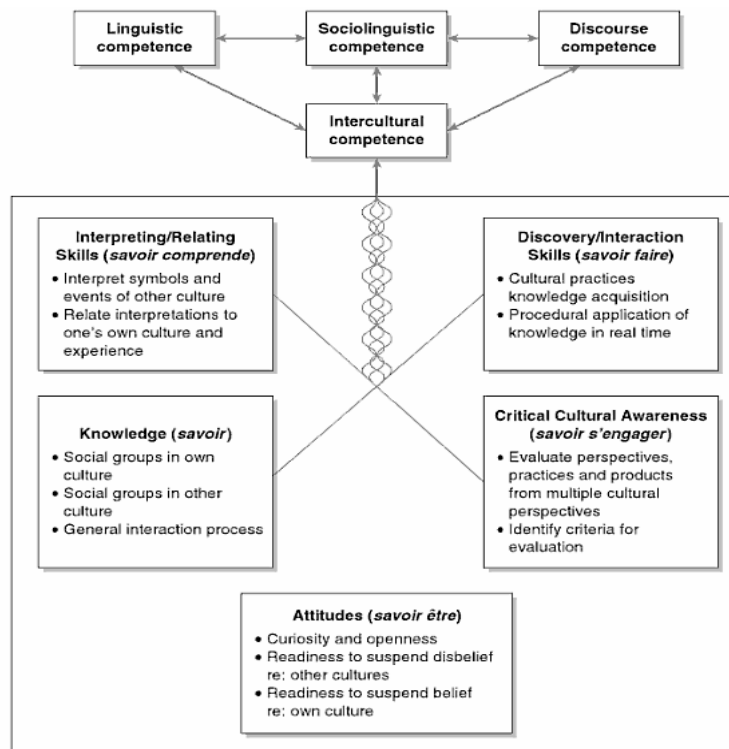
Figure 2.6 Byram's (1997) ICC Model

2.7 Intercultural communicative competence (ICC)

To be comprehensive and applicable in the EFL classroom, Scarino & Liddicoat (2009) propose some essential principles of intercultural language learning. they are as the following depiction.

2.7.1 Active Construction

Learning includes purposeful and active involvement in creating and interpreting meanings while interacting with others, and keeping reflecting, thinking carefully, or realizing one's self and others in communication, and continuously thinking carefully of meaning making for a variety of contexts. It is actually not only understanding facts of related cultures, but also feeling, thinking, and changing intercultural beings.

2.7.2 Making Connection

There are two steps of development in learning process. First, learning develops interpersonally as it happens through interaction. Second, it develops intrapersonally as the process of knowledge construction within the mind of an individual. In the interpersonal development process, the schemata or previous knowledge is faced to construct new insights by means of connecting, reorganizing, elaborating, and extending their understanding. During these processes, constant links are made between:

- Language and culture and learning

- Previous or existing conception and new understandings
- Language and thinking
- First language and additional language(s)
- Previous experiences and new experiences
- The intercultural self and intracultural self and others

2.7.3 Interaction

The essence of interaction is to continuously developing one's understanding towards the relationship between the conceptualization of his language and culture and that of others. Meaning construction and negotiation within a variety of perspectives had by diverse participants happens during interaction. This circle helps each participant joining the interaction learn and also build intercultural experiences from one another.

2.7.4 Reflection

In learning, reflection means to realize or become aware of thinking, knowing, and learning process about languages (either first or additional) and cultures (both one's own and others'). The reflection in this sense also involves understanding the relationship and concept of diversity, identity, experiences, and intercultural thoughts and feelings.

2.7.5 Responsibility

In the process of learning, its development is dependent upon learners' disposition, attitude, and values. While the communication or interaction is undertaken within the learning process, it includes accepting responsibility for one's way of interacting with others within and across languages and cultures.

2.8 Implication to Indonesian EFL learning

In accordance with the complete and essential concept proposed by intercultural language learning to facilitate students to be masterful and successful English users in the dimension of English as an International language, this learning approach is considered really convenient and relevant to be applied in Indonesian EFL learning. There are several logical reasons which meet this sense. They are as follows:

a. English is by nature an International language and becomes lingua franca since non-native speaker users are much more than the native speakers (Jenkins, 2006). As in Indonesia, English is used in lingua franca dimension. The purpose of learning English is to capably communicate in international level where by nature the interlocutors are variously cultural people. They are not only American or British. It is going to be very funny if Indonesian EFL learning is set on the basis of native-speakerism or let us say American, British, or Australian based. Indonesian English learners or teachers should not be native speakers' cultural ambassadors. In addition, the appropriate standards of EFL learning in Indonesia should not be based on native-speakerism standards, but they should be on the basis of International intelligibility standards.

b. Indonesian students are multicultural by nature (Hamied, 2012; Sukyadi, 2015). Therefore, to meet students' nature, Intercultural language learning offers the reasonable and appropriate solution.

c. Indonesian students today communicate extensively and cross-culturally alongside the advancement of technology which has become a part of their lives. They need intercultural communicative competence in EFL learning so that they can become successful intercultural speakers.

d. The essence of intercultural communicative competence as the foundation of being intercultural speakers promotes the development of literacy in Indonesian EFL learning.

e. Intercultural language learning principles promote the development of literacy in Indonesian EFL learning.

3. Conclusion

EFL learning in Indonesia should meet the needs and nature of Indonesian EFL students and should capably be potential to promote English literacy development. By nature Indonesian students are multicultural, and they are intercultural in communication both using Indonesian and English alongside the technological advancement which naturally helps boost the expansion of their cross-cultural communication. They need intercultural communicative competence to

maintain successful cross-cultural communication and to enhance their literacy during interaction in order that they will not easily end up the cross-cultural communication with stereotype conflicts. In regard to this condition, Intercultural language learning with its potential for literacy development and helping students to be successful English intercultural speakers is considered really appropriate and relevant to be applied in Indonesian EFL learning by virtue of the unique nature which Indonesian students possess. However, this paper only provides literature study of intercultural language learning and its implication grounded to Indonesian EFL learning context. Further studies are expected to be conducted on the area of intercultural language learning practice.

4. Acknowledgement

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Writing Journal as a Part of Reflection: 21st Century EFL Teachers' Strategy in Developing Literacy Awareness

Tosriadi

English Education Department, UniversitasSebelasMaret, Surakarta, Indonesia
Email: adytandjung7@gmail.com

Abstract

High quality education demands high quality teachers, and such kind of teachers are the product of professional development.To be professional teachers, EFL teachers need to have high literacy awareness to support their development and to formulate strategy for the success of their classroom instruction.One of strategies applied by 21st century EFL teachers to develop their literacy awareness is keeping a teaching journal as a part of reflective practice. This study was aimed at seeing EFL teachers' perceptions on the use of teaching journal as a means of developing their literacy awareness. Two EFL teachers were involved as the participants of this qualitative case study. The data were collected by means of interview, observation and document analysis. Then, it was analyzed by using interactive model analysis. The results of the study revealed that EFL teachers hold positive attitude toward the use of journal writing in developing their literacy awareness. It helps them grow their awareness of the important of literacy not only for students but also for teachers, as educators.
Keywords: reflection; professional development; reflective practice; teaching journal; literacy awareness

1. Introduction

Teachers hold a very vital role in education. A quality education needs quality teachers since through teachers educational goals can be accomplished. Tanang& Abu (2014) stated that students' achievements are very much influenced by teachers' readiness for classroom instruction. Further Mulyasa in Syamsinar&Jabu(2015) emphasized teachers must master certain competences to support their performance. Those competences may relate to the skill, knowledge, or the other capabilities needed in their job.Dealing with the 21st century education requires teacher to have another type of competency. Today, we are living in the rapidly changing lifestyle related to the use of information and communication technology and it becomes challenge and problem for education (Rahmah, 2015). Along with this phenomenon, those who work in educational field are expected to be "information literate".

Traditionally, based on Oxford Learner's Dictionary (2017) literacy is defined as "the ability to read and write". Meanwhile Laou (2006) expounded literacy as a state of being literate. Related to adults' literacy practice, Gustine (2014) found in her research that mostly educators know about the important of literacy practices for their career, but they are lack of practices. The more current one, surprisingly, the report of OECD 2016 reported the results of adults literacy skill in Indonesia, specifically Jakarta region as the sample of the study, less than 1% adult in Jakarta attain level 4 and 5 of literacy proficiency level, while 5.4% attain level 3 and around 70% of adults score at or below level 1 in literacy. This results indicated that there is a literacy crisis in our society. It should be handled seriously and educational institution is considered as an effective medium to develop someone's literacy skill.

To be able to develop students' literacy skill, teachers as educators shouldbe aware of their own literacy competency or skill. One of the strategies applied by teachers to assure their awareness of literacy practices is by writing a teaching journal as a reflection of their teachings. Through this means teachers evaluate their classroom instructions for a better learning. Moon (2003) argued teaching and learning journals are widely used in education. It contains recorded event over a period of time.

This study, undertaken in a Surakarta region context, contributes wider to an understanding of how writing teaching journals can help teachers develop their literacy skills. A key assumption underlying this study is that teachers' professional development through reflective practice and what best supports the development of their literacy knowledge and transform it into literacy practice, has to contain both new content and pedagogical knowledge about the literacy learning process. Another key assumption is reflective and critical perspective is useful for developing language and literacy.

This study seeks to answer the research question "how do teachers perceive writing teaching journal as a strategy to develop their literacy awareness and practices?"Horton, Jr (2007)

elaborated three basic elements of literacy, namely; reading, writing, and numeracy. The term literacy in this research isspecifically focused on information literacy. Information literacy deals with the ability to recognize the need for information, how to access, evaluate and creatively use information (American Library Association in Foo et al., 2013)

2. Method

This study was an attempt to find EFL teachers perceptions on the use of teaching journal to develop information literacy awareness among themselves. Method used in this study was a qualitative case study. Two participating teachers (Miss Linda and Miss Rani, both are pseudonyms) from 2 different senior high schools were involved as the respondents of the study. Those two EFL teachers used teaching journal writing as a reflective practice for their professional development activity. The teachers did the reflection and then posted it online on their blogs, so others may add some suggestions or learn something from their teachings. The data were gained through interview, observation and document analysis.The samples were selected through purposive sampling. Prior to the interview, interview protocol was constructed carefully to answer the objective of the study. After collecting the data, then they were analyzed by using interactive model analysis for qualitative data.

3. Results and Discussion

The results of this study confirmthat participating teachers have similar ways in defining the term literacy.

"I think, literacy relates to ability to read and write. Because we often call someone who cannot read and write as illiterate person. So, literacy must deal with those two skills' Miss Rani on interview, November 2017.

While Miss Linda said:

"Literacy is the ability to read and write. In general it is about reading and writing, I think. "

Related to the literacy practice the teachers confirmed:

"There are so many ways to develop our literacy competency, one of which is by keeping a teaching journal. I always ask my students to give comments on my teaching. After that I write it on my blog. I often get some feedbacks from my blogger community. So it is really beneficial for us as a teacher. I use reflection to train my literacy practice and to improve my teaching" said Miss Linda.

On the other hand, Miss Rani elaborated her literacy practice as follow:

"I usually record my teaching for reflection. As a young teacher, I still lack of experience. With several college friends I have a learning community blog, so we share anything related to teaching there. I regularly share my teaching video. Sometimes I feel shy, because I cannot manage the class well, but it is ok. I learn a lot there. Instead of helping me develop my literacy practice, it also helps me improve my classroom performance. I believe literacy development is a simultaneous process"

The participants also revealed that posting their reflections on blog provides them with useful comments and they also argue it helps them develop some aspects of their literacy.

"We are living in a digital world. A world where the choices are in our hands. To be good or to be bad. Technological era facilitates us with so many opportunities. Including with literacy development. I am sure mostly Indonesian people own their personal gadget. And it should be a good tool to develop their professionalism and their literacy skills. On my case, I find that using blog platform for my teaching reflection is an effective tool to develop my awareness of the development of my literacy competency. I ask the feedback from my students or peers, then I have to write good narration on it. So, through this activity I develop my reading and writing literacy. And also I build my media and information literacy" said Miss Linda.

Miss Rani also explained that doing reflective practice through blogging activity helped her develop her literacy competency.

"I think as a young generation we are quite familiar with gadget and technology. I try to bring the technology advancement as a part of my teaching aids. Technology helps me be a practical teacher. I consider using blog for the teaching reflection is useful for some reasons. First, I like blogging and through this activity I do something what I like. Second, I get very useful feedbacks from other members, and the third, it helps me develop my

literacy competency. Before writing I have to find some information, read, analyze, write, and use it".

This research has explored teachers' perceptions on the use of teaching journal as reflection to support the development of their literacy awareness. In general the participating teachers give similar interpretations when defining literacy. They still refer to the basic elements of what constitute a literacy; reading and writing.Even though they havepracticed some forms of literacy activities, but still their focuses when talking about literacy are reading and writing. Literacy basically is not only about the ability to read and write, it is a broad term. There are several types of literacy such as media literacy, information, literacy, cultural literacy, reading literacy, academic literacy, etc. Keefe & Copeland (2011) proposed five core definitional principles for literacy: 1.All people are capable of acquiring literacy. 2. Literacy is a human right and is a fundamental part of the human experience. 3. Literacy is not a trait that resides solely in the individual person. It requires and creates a connection (relationship) with others. 4. Literacy includes communication, contact, and the expectation that interaction is possible for all individuals; literacy has the potential to lead to empowerment. 5. Literacy is the collective responsibility of every individual in the community; that is, to develop meaning making with all human modes of communication to transmit and receive information.

There is similar form of literacy behavior practiced by respondents, it is writing teaching journal as reflection and posting it on their learning blogs. Teachers argued that this activity helps them strengthen their instruction for a better teaching. It also helps them develop their literacy awareness, especially related to information literacies. Irawati (2009) said information literacy as "a new skill that arises as a demand of the information era". The participating teachers said making reflection and sharing it with others bring some positive impacts. It improves the quality of their instruction. This is in line with what Helyer (2015) found in his research. He said that reflection used to critically appraise what have been experienced via practice, this enables them to improve ongoing practice. Burton, Quirke, Reichmann, &Peyton (2009) also argued that reflection can be a learning source for teachers to improve teachings. Instead of bringing some impacts on teachers' pedagogy skill, it also influences their literacy competency, mainly information literacy. Information literacy is the first step in achieving educational goal, and it should take place lifelong (Laou, 2006). Since it brings positive impacts, it is very important to promote literacy practices and engage teachers on it.

4. Conclusions

To conclude, this research investigated how teachers perceive the use of teaching journal as a part of reflective practices to develop and improve their literacy awareness and practices. Overall, it can be stated that literacy development takes time. It is not an instant process. As a lifelong learning process, it should be part of individual's daily routine. The results of the study show teachers hold the same perceptions on what literacy is. And also they have positive attitude toward the use of teaching journal to develop their literacy awareness and practices. It helps them develop their reading and writing skills, and also it is good for development of information literacy. Through this means, they learn how to gain and evaluate information related to their teachings, and then make some improvements based on their reflections.

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English Teachers' Literacy Techniques in Teaching Reading as to Promote Professional Development

Umu Arifatul Azizah

SebelasMaretUniversity, Surakarta, Indonesia
umuarifatulazizah@gmail.com

Abstract

Coupled with the attribute of literacy generally recognized as one of the principal aspects of educational objectives in every level of education, literacy is essentially meant as the ability of students to read and write in an appropriate level of fluency. Thus, teachers in middle and high school need to know the ways or strategies to help students in learning several texts to comprehend the content since one of professional development objectives is engaging teachers to enhance students' comprehension during reading class. However, many are frequently unprepared to facilitate students by utilizing particular techniques to involve in literacy context. Accordingly, the underlying notions of this research was exploring and finding out teacher's techniques to lead students read well to tackle the literacy demands. Two English teachers who respectively teach in middle and high school were purposively investigated in this study. Furthermore, researcher made open-ended questionnaire related to teachers' literacy technique to teach reading, then continued by in depth-interview to confirm and explore further the teacher's answer. Thus, a qualitative study was considered as the proper design to conduct this research and Miles, Hubberman, and Saldaña's(2014) model were used to analyze the data. It is found that discussion strategy gave significant contribution for student to learn reading which automatically lead the teachers to be more skilled and professional in teaching reading.
Keywords: contentliteracy, English teacher, reading, professional development

1. Introduction

English teachers have critical role to help and guide students, particularly for those having any difficulty in the literacy context to comprehend the content of the text in reading activity. Literacy demand essentially means the ability of individuals towards reading, writing, and numeric in which one of challenges is low interest in reading. Surprisingly for the professionalconcerning in that context UNESCO found that in one of developing country the people have low desire in reading at the rate approximately 0.001% of the total citizen. Accordingly, engaging the adolescent to the literacy needs is not a classical issue which teachers need to pay more attention and even take particular act toward the problem that is considerably able to lead them to reach professional development needs (Alvermann, 2001). However, few research conducted show that in the middle and high school determine unprepared practitioners to utilize the literacy techniques to help students learn the content and to guide the learners who do not read well to involve in the literacy needs of the subject. This which also refers to the lack of preparation gives rise to ill-equipped feeling to deal with students' literacy difficulties (Greenleaf, Schoenbach, Cziko, & Mueller, 2001).

Furthermore, another previous research states the belief of teachers can influence students who are difficult or unmotivated to learn in some particular subjects is an essential issue for middle and high school teachers who are integrated to the literacy demand in content area. It could be assumed that literacy teaching is related to teachers' techniques to teach literacy effectively which engage students to have high desire and address students' literacy difficulties in the content area. Graham, Harris, Fink, & MacArthur (2001) find that only few teachers in their research know the importance of content literacy techniques in teaching students. In fact, by knowing well the techniques in literacy teaching teachers are automatically led to be more skilled and professional.

The approach of content literacy has been embedded in every curriculum in each particular subject of several schools for many periods in which the approach involves literacy strategies on it (Bean, 2000). The approach is grounded in social constructivist theories which has specifically underlined the issue that the approach more focuses to integrate content literacy to help students develop essential skills both improving reading ability and learning content more effectively.Content literacy challenges the professionals in educational field to think critically towards the limitation of literacy teaching which involves both pre-service and in-service teachers. The challenge is related to strategy in teaching reading in which mostly teachers apply traditional

way to teach reading such as teachers do lecturing and recitation while students are required to take formal test independently.

Correspondingly, the content of the professional development is closely related to content literacy instruction (Schoenbach, Greenleaf, Cziko, &Hurwitz, 1999). One of the professional development objectives isto engage students in before, during, and after reading activities with content-area texts to enhance their comprehension during academic reading. Thus, teachers must understand a range of content literacy techniques designed to help students learn from texts (Cantrell & Hughes, 2008). These included (a) vocabulary activities; (b) engaging students' in global analysis of text, comprehension monitoring, and reading supportbefore, during, and after reading activities; (c) writing activities designed to engage students in interacting with text; and (d) discussion strategies designed to engage students in reflective evaluation of text. To emphasize, the focus of the professional development instruction is on helping students improve their global analysis of text. In addition, the existing academic reading strategies are note taking, using text features, identifying and circling key words, skimming & scanning, and using reference materials.

Under those circumstances, the underlying notion of this research is exploring the experiences of English teachers in applying literacy techniques to help students in comprehending the content of reading text. Likewise, the impacts of the usage of the techniques are also examined. To strengthen this research, the researcher conducts preliminary research which takes previous study from Cantrell et al. (2008) as the guidance this research.

2. Methods

In this study, the data were qualitatively gained through questionnaire and interview to twoEnglish teachers who teach English in Junior and Senior High School. The participants of this study were purposively selected in accordance with the experiences of utilizing literacy techniques, and henceforth, the data collected through those techniques were considerably convenient to answer the research question as follow:

What are content literacy techniques utilized by English teachers to help students in comprehending the content of reading text?

With attention to the phases of collecting the data, the participants were given an open-ended questionnaire which investigated teachers' experience in teaching reading by utilizing literacy technique to help and guide students to comprehend the content of the text. Furthermore, in depth-interview was conducted to confirm the participant's answer and to gain more detail information that could not be found in questionnaire answer. This was considered as the proper techniques to meet the validation of data. Ultimately, Miles, Hubberman, and Saldaña's (2014) model was applied to analyse data obtained in this research which ranged into three phases: (1) data condensation, (2) data display, and (3) drawing and verifying conclusion.

3. Result Discussion
3.1. Teacher's content literacy techniques

Middle and High school teachers in this research confronted the equal challenges relating to teaching reading. English reading passage in non-native country was notably difficult for students since they need to comprehend the content widely. Literacy demand in reading meant they should think critically towards what they read. It was not only they were able to answer several questions following the passage as the assessment to measure their ability but also placing them in open-mindedness while reading a passage. This seemed possibly to lead teachers reaching high comprehension of the content. From open-ended questionnaire distributed to the participants and an interview, the following are the explanation of teachers' answer of several questions relating to their experiences in engaging students in literacy needs through reading activity.

Teacher 1
"I teach in the afternoon, so sometimes it makes students very tired"

"Lack of vocabulary is the main problem for students in reading activity"

"Prior to the meeting I usually provide students with some vocabularies that will be useful in comprehending reading passage"

Teacher 1 as a high school teacher argued that challenges in reading class appeared from both students and teacher due to some factors such as class condition and lacking of vocabulary. Particularly, he highlighted class condition as the big problem as he taught English class for grade XII in the afternoon. People commonly understand that students had the limitation to absorb information and knowledge in the critical time. In the afternoon students were usually tired and they would lose focus. In the interview, he clarified that teaching any subject in the afternoon lead to the difficulty for teacher to guide students to focus. The best solution was by keeping lesson activity in a relax way or not push students to finish the task quickly.Moreover, students faced the problem in comprehending the passage because of lacking vocabulary. However, teacher 1 argued that he provided some vocabularies that were useful for their reading activity.Before he gave time to do the task, he invited students to read the vocabularies he provide and looked for the meaning. He also guided students to relate the vocabularies to particular context. They had little discussion in this activity. If students had been considered understand, then he continued to instruct student to read and answer the text. Vocabulary activity was categorized as a content literacy technique in teaching reading. It meant that he had applied one of the techniques.

Teacher 2
"There are many techniques to find out whether the students have comprehended the reading text or not. One of them is giving some exercises to the students written or oral to test their comprehension"

Relating to helping and guiding students in reading the text as to engage them in literacy demand, teacher 1 always checked students' understanding by giving the exercises both written and oral test. She did both of them was owing to the variety of students preference. Sometimes a student could not answer well teacher's question orally, they tended to need little time to think clearly and structurally. Accordingly, they were usually good in written. Otherwise, some students prefer to answer the questions directly. Those types had preference in speaking and they would be lazy to write something since they had a chance to speak up. However, in this case the teacher had applied a technique to monitor students' comprehension. This was considered as a technique in content literacy named monitoring students' comprehension.

Teacher 1
"To reflect their understanding, I ask my students to write short summaries of the text, and then share it in front of the class, so others can give some comments on it"

Writing activity was included in content literacy techniques. Teacher 2 had been considered in utilizing writing activity in content literacy. He believed that if students were only assigned to read a passage and answer the question, this would be like nothing since students were also required to understand several elements in the text, especially the whole content. They had also to know the background of passage, the fact of passage in daily life, or the contained culture.

Teacher 2
"Discussion is one of the helpful methods to help the students comprehending text. They usually share ideas with their friends in group to get the same perception about the text"

Teacher 2 found that discussion is a helpful technique in teaching reading as to involve students in literacy context. She conducted discussion in certain process. This was after students did the task individually, teacher opened discussion session to facilitate students to share their understanding of the passage to their friends. She usually divided students into groups to facilitate them easily sharing what they found from the text. Here, teacher monitored each group one by one. Sometimes she checked each group randomly if any students asking help. And the last, teacher explained more about the text in the end of activity.

4. Conclusion

Opportunities and practicesof mastering content literacy techniques lead to the improving of teachers' way in teaching reading.Many consider it as a boring subject with long passage and some questions following it. Without good teaching techniques or materials students will be unmotivated in reading.Improving this context means teachers are struggling to achieve varying level of success to guide students to be active in reading. English teachers underlined the importance of experiences of implementing the techniques many times to improve students' performances in reading skills. There are several existing techniques in teaching; however they must select such techniques considerably convenient to apply in English classroom activity. Further, teachers need to design collaborated-discussion with other English practitioners to analyse techniques they have applied in classroom. Sometimes it is found that they have utilized the same techniques, but there remained some different elements. Accordingly, it is considered as valuable opportunities to find out the differences, strengths, and weaknesses as to gain the qualified techniques.Ultimately, it can be suggested that to catch students' attention using a multimodal text and authentic material can be a good solution.As they have improved their literacy techniques, students' competence in reading willbe possibly higher. This circumstance indicates that teacher have been involved in professional development.

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The language teaching challenges:the problems of teaching English pronunciation in Indonesia

Wahyu Hidayat M.Pd[1], Rani Rahmawati, S.Pd[2]

MTs Alquran Binaul ummah, Yogyakarta Indonesia[1]
MTs Alquran Binaul ummah, Yogyakarta Indonesia[2]
uryuhidayat@yahoo.co.id

Abstract

Pronunciation is important in English as communication purpose. When we mispronounce a word, it will lead into misunderstanding and the essence of the communication will not run well. Unfortunately, many students assume that basic vocabulary and grammar are enough to communicate with using English language to the other people. Surely, this is the responsibility of the English teachers to solve this kind of problems. The purposes of this paper are: (1) to describe the English pronunciation problems like mispronounce the word(2) try to solve this kind of problems by using an approach. The writer believes this kind of approach can help the student in order to increase their English pronunciation better than before.

Keyword: Problems, Prounouciation, Responsibility, approach

1. Introduction

Teaching English as a foreign language for Indonesian is not an easy thing to do. The teachers are demanded to be successful. An effective teaching is the basic factor for the success of teaching learning process to prepare an effective learning. Teachers are constantly searching for new innovative material to enhance learning in the formal classroom environment. To meet this demand, the teachers try to promote their material as being authentic, but many teachers believe that no matter how appealing texts might be, they still ring of artificiality and are just a representation of the real thing.

In status quo right now English is taught from elementary school to higher education in university. Nevertheless, the result of English learning in Indonesia is unsatisfactory. It is shown by speaking mastery of senior high school graduation. The majority of them cannot speak English fluently about their daily lives. It can be happened because of their pronunciation.It is so ironic, because today we live in globalization era that we play the important role on there. In order to face up this era whether or not we must be able communicate with the foreign people by using the international language.

Based on the preview I stated, it has been obvious why pronunciation is important. Good pronunciation can also give a plus value to those who master it. You still don`t believe? What do you think which makes people get amazed of your English language when they hear you speaking in English?. The answer is quality of the pronunciation. What makes people interested with your speaking is related to your pronunciation. Good grammar or widely vocabulary is usually secondarily observed. So, pronunciation here playing important role in language teaching process.

However, learning English pronunciation is not easy in Indonesia. We know that English in Indonesia become as the first foreign language. So, it will make the student has some difficulties or problems in learning English pronunciation..The problem for the first is social background of the students. The student is not use English as their primary language. It makes them hard to pronounce the word or the letter in English. The lesson time only two times for a week. The English material that be learned usually is not related to learn English pronounce.So, they don`t get enough time to learn English pronunciation. The second problem is about the teacher. Sometimes the teacher uses the bored technique or method in English. It makes the student didn`t pay attention to the teacher. The teacher usually teaches English using Indonesian language. So, the student will get the difficulties to practice and pronounce the word.

Becoming as the English teacher has the important role here. This is the big challenges. Weshould canmanage condition in teaching in teaching and learning process. We can use the interesting method, strategy, and media to solve this kind of problems.

The purposes of this paper are: (1) to describe the English pronunciation problems like mispronounce the word (2) try to solve this kind of problems by using an approach. The writer

believes this kind of approach can help the student in order to increase their English pronunciation better than before.

2. Pronunciation Problems

Pronunciation is central to successful communication. Jenkins (2000: 25) has argued that a speaker with a good grammar but poor pronunciation is much more difficult to comprehend than someone with poor grammar but pronunciation. There are numerous examples of how mispronunciation has led to a failure communication, hazardous situations and even near-fatal accident (Tajima: 2004). There are an example related this problem. This example taken from (http://www.citehr.com/).

> **❝ Story From The Japanese Embassy In US!!!**
>
> **Nilesh.Joshi87 Started The Discussion:**
>
> This Is A True Story From The Japanese Embassy In US!!!
> A Few Days Ago, Prime Minister Mori Was Given Some Basic English Conversation Training Before He Visits Washington And Meets President Barack Obama...
>
> The Instructor Told Mori Prime Minister, When You Shake Hand With President Obama, Please Say 'How R U'.
> Then Mr. Obama Would Say, 'I Am Fine, And You?' Now, You Should Say 'Me Too'. Afterwards We, Translators, Will Do The Work For You.'
>
> It Looks Quite Simple, But The Truth Is...
>
> When Mori Met Obama, He Mistakenly Said 'Who R U?' (Instead Of 'How R U?'.)
>
> Mr. Obama Was A Bit Shocked But Still Managed To React With Humor:
> 'Well, I'm Michelle's Husband, Ha-Ha...'
>
> Then Mori Replied 'Me Too, Ha-Ha....'
>
> Then There Was A Long Silence In The Meeting Room

Another sample taken from (www.englishforums.com) related to mispronunciation.

> **chenyj:**
>
> A man, who never passed his English texts, had been working in a big company after graduated. One day, some English-speaking businessmen came to visit the company. The leader had this man keep them company. When entering the lift, the man came into collision with one of the businessmen. The man said, "I am sorry." The businessman said, "I am sorry, too." When hearing "two", the man said without hesitation, "I am sorry three." The businessman felt strange and asked, " What are you sorry for?" Then the poor man had to say, " I am sorry five."

Based on that example the writer thinks pronunciation is very important in communication. One little mistake can make the communication not run well. So, the problem is how well they pronounce and the other people can understand about the meaning of the communication. Mispronounce will make miscommunication.

The writer would like to give the example as the description of the pronunciation of the students. This example taken from (http://subhanshabri.blogspot.co.id/). One of students wants to make sure whether his friend will come today or no. He called the friend and says, **"Are you going here to die?".[a: jugoiŋhietudai]?** Actually he wants to ask **'Are you going here today?' [a: jugoiŋhietude]?**, But he mispronounces **day [de]** as **die [dai]**.

He pronounces the word day as **[dai]** because he is influenced by his habit reading the word in Indonesia language, there is no difference between spelling and pronunciation in Indonesia as their mother tongue. They tend to pronounce the words they use as what the spelling are. The mispronunciation above happen dynamic.

The problems can be described as follows:

1. They mispronounce the homonyms such as:

   day [de] and **die [dai]**
   work [wə:k] and **walk [wo:k]**
   snake [sneik] and **snack [snæk]**
   other [ʌðə] and **order [o:de:]**
   fool [fu:l] and **full [ful]**
   four [fə:] and **for [fə]**
   love [lʌf] and **laugh [laf]**
   feel [fi:l] and **fill [fil]**
   high [hai] and **hike [haik]**

2. They mispronounce the -**ed** in the endingof past formsand past participle forms. For example how to pronounce Wanted, learned, wastedlooked and so on.

3.   Problems Solving

English teacher here has an important role to solve this kind of problems. Teacher is like president. They have a full authority. When the president has the full authority to manage the country, teacher also has the full authority to manage the classroom and make it meaningful to the student.

Becoming a good teacher must realize their responsibility in learning process. They must know about their role. According to Richard& Rodgers (2001: 31) he believes their main role as an teacher was to (1) help student to discover effective approaches to learning, (2)pass on knowledge and skills to their pupils, and (3) adapt teaching approaches to match their students need. When the teacher can do this entire role, the learning process can run well because they realize their role in the classroom.

Actually the teacher has implemented many approaches to help their way of teaching. In this case they also implemented to method to help the student in order to reduce their weaknesses in English pronunciation. He teacher must ask to them to ensure the pronunciation of the words on the dictionary by themselves. Here drill method has the important part to be implemented by the teacher to make easier for them to learn English pronunciation.

So, the teacher must have appropriate approachesin order to overcome that problem. Littlewood (1981:8) states that the criterion for success in communication is not so much whether he or she has managed to convey an intended meaning, but rather whether he or she has produced an acceptable piece of language.

Based from the discussion above, the writer offers Audio Lingual Method as the way out or solution of the pronunciation problems. Richards & Rodgers (2001:59) state that, Dialogues and drills form the basis of audio-lingual classroom practice. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as cultural aspects of the target language. Based on that theory the writer chose this kind of method because in teaching and learning process in order to make the student can improve their English pronunciation, teacher can use drill method. The teacher asks the student to repeat the words then the teacher speak. It is useful for students to practice English pronunciation. The use of drills and pattern practice is a distinctive feature of the Audio-lingual Method. Various kinds of drills are used. Brooks (1964: 156—61) includes the following:

1. Repetition
2. Inflection
3. Replacement
4. Restatement
5. Completion
6. Transposition
7. Expansion
8. Contraction
9. Transformation
10. Integration
11. Rejoinder
12. Restoration

4. Conclusion

Practicing is the key to make learn English pronunciation more meaningful. Pronunciation is a sub skill of language that have several problems when we as the student of Indonesia lean it. By always taking to practice, it is possible for the students to make the English pronounce better than before.

Audio-lingual method is a kind of approach which can help the student in increasing their pronunciation ability. The student be able to listen how people speak then try to memorize and repeat it and to compare with their own way in pronouncing in the conversation. For example how they can differentiate the sound between "die" and "day".

The last statement, the writer believes this kind of approach can help the student in order to increase their English pronunciation better than before. Because we need habit to make the something more familiar and easier.

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SAMR MODEL-BASED SUPPLEMENTARY READING MATERIALS TO PROMOTE ESP STUDENTS SKILL

Wahyuni[1], Mochamad Nuruz Zaman[2], Asep Budiman[3]

Sebelas Maret University, Surakarta, Indonesia[1]
Sebelas Maret University, Surakarta, Indonesia[2]
Sebelas Maret University, Surakarta, Indonesia[3]
wahyuni@student.uns.ac.id

Abstract

English plays an important role as communication skill in the 21st century learning. Especially for vocational high school students, English will be used to negotiate meaning in a variety purposes. However, there are limited learning sources which meet the students' need. The existing materials are too general and not authentic. To fill this void, supplementary reading materials are developed with technology integration. This study aims to argue that printed based material is no longer the only learning sources. The emerging trend is using digital materials to create the more effective English language instruction. This paper presents a literature review on the English language instruction in vocational high school. Data of this study were collected through classroom observation, field notes, and analysis on the existing textbooks. The tentative findings suggest that the ESP teachers got many problems on teaching English language, so they should be creative in selecting, adopting, adapting, and delivering materials by deploying digital material which is suitable for the needed language skills. The SAMR model has emerged as the solution to integrate technology into language teaching and learning practice. The main goal in applying this model is to fulfill their needs in learning language.
Keywords: SAMR model, ESP, Supplementary reading material, digital literacy.

1. Introduction

The development of English for Specific Purposes (ESP) has been influenced by the widely-spread uses of technology in education setting. Vocational high school is considered as specific domain where the students need English for communication. Especially for vocational high school students, English will be used to negotiate meaning in a variety purposes. However, there are limited learning sources which meet the students' need. The existing materials are too general and not authentic. To fill this void, supplementary reading materials are developed with technology integration. This study aims to argue that printed based material is no longer the only learning sources. The emerging trend is using digital materials to create the more effective English language instruction. This paper presents a literature review on the English language instruction in vocational high school. The previous researches report innovation in ESP teaching and learning to be fruitful for the pedagogy. Web quest, hypertext, electronic books and digital resources are the innovations of material development in the ESP classroom in order to provide the authentic and realistic language input.

2. Literature Review
2.1 English for Specific Purposes

Mastering the English language is another life skill needed by the professionals. At this point, vocational high schools in Indonesia play the main role in producing skillful graduates to be the professionals of their own workplace. Paltridge and Starfield (2013, p. 2) state that ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in particular domain. Along with this view, English language teaching and learning in vocational high school focuses on developing language skills to be able to communicate effectively for the work. The concrete need of the ESP students covers sentence and vocabulary, comprehensive communication, international interaction and cultural understanding in the workplace (Vogt and Kantelinen, 2013, p. 64). The most essential feature of ESP is the integration of content knowledge which is used to developing the language skills. There are some characteristics of teaching methodology in the ESP class as proposed by Vogt & Kantelinen (2013, p. 66). Language learning in vocational high school should be holistic, be learner centered, be content based, be action oriented, be task based, integrate several subjects, and foster learner autonomy. ESP instructions are expected to provide as much as language input

through the real-life tasks which will be encountered by the students in their future professional situations.

Strevens (1998, p. 1-2) points out the dominant criteria of ESP. ESP is the teaching of English which is a) designed to meet specified needs of the learners, b) related in content to particular disciplines, occupations and activities, c) centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, d) in contrast with general English, e) restricted as to the language to any pre-ordained methodology.

2.2 Reading Skill

Reading cannot be separated from the learning of language. The major input from the second and foreign language comes from the reading. In ESP teaching in vocational high school, the reading materials should be in line with the content knowledge. The students' skill in reading is urgently needed to achieve the target of learning. Based on Alderson (2000, p. 7), reading distinguishes level of understanding of a text. Thus, some may distinguish a literal understanding of a text, an understanding of meanings that are not directly stated in the text, or understanding the main implications of the text. Similarly the distinction between understanding details and understanding the main idea of a text is familiar to teachers of reading.

Some experts often have different approaches about reading. There is a belief that reading is a process, yet the other side claims that reading is the matter of product. The proposed elements of reading process are delivered by Grabe (1991) as automatic recognition skills, vocabulary and structural knowledge, formal discourse structure and knowledge, evaluation strategies and metacognitive knowledge. On the other sense, reading involves perceiving the written form of language, either visually or kinesthetically (Alderson, p. 13). Students of vocational school are prepared to be able to use language for real communication. Therefore, it is in line with the main goal of reading instruction which is to help students learn how to read effortlessly so they can be more focused on the content (Ashby & Rayner in Grabe, 2009, p. 36).

2.3 ESP Material Development

Textbooks are widely known as the learning materials. There are some assumptions on the way to categorize learning resources, materials and media. Tomlinson (2012) make a very comprehensive view on material development in the form of state-of-the-art of material development for language teaching and learning. According to Tomlinson (2012, p. 143), materials for language learning refers to anything that can be used to facilitate learning of a language. It can be course books, videos, graded readers, flash cards, games, websites and so forth. Considering the essential roles of materials in language learning, Crawford (2002) states several criteria of the effective teaching materials, including a) language is functional and must be contextualized, b) language development requires learner engagement in purposeful use of language, c) the language used should be realistic and authentic, d) classroom materials will usually seek to include an audio visual component, e) effective teaching materials foster language autonomy, f) materials need to be flexible enough to cater to individual and contextual differences, and g) language needs to engage learners both affectively and cognitively.

In developing material for ESP, Bathia and colleagues (2011) describe the continuum of ESP to be consideration in defining task. It can be seen in figure 1.
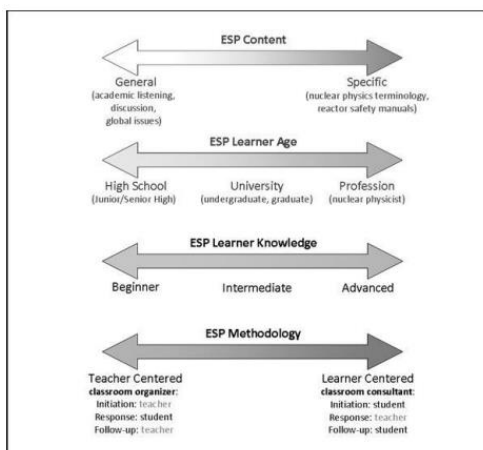
Figure 1. ESP Specificity Continuum (Bathia, et al, 2011)

2.4 Integrating Technology in ESP

In accordance to the development in language instruction, technology is inevitably used in the classroom. Technology-aided task, computer-assisted learning and the other forms of blended learning have been popular in ESP teaching and learning. The infusion of technology in ESP materials is along with the idea of Crawford (2002). She added that, nowadays in technologically complex world, second language learners need to develop the ability in diversity. The challenge for the material developer, curriculum developer and ESP teachers to provide materials which meet students need and engage the students cognitively and affectively.

The emerging models being offered by practitioners on how integrate technology in content language learning. There are TPACK (Technological Pedagogical Content Knowledge) and SAMR (Substitution, Augmentation, Modification, and Redefinition). SAMR model is very firstly developed by Puentedura. SAMR model offers two main components, enhancement and transformation in the learning. The followings are the descriptions. a) Substitution where technology as a direct substitute with no functional change, b) augmentation refers to technology as a direct tool substitute with functional improvement, c) modification allows technology to give significant task redesign, and d) redefinition means technology allows for the creation of the new tasks, previously inconceivable. The detail can be seen on the figure 2 below.
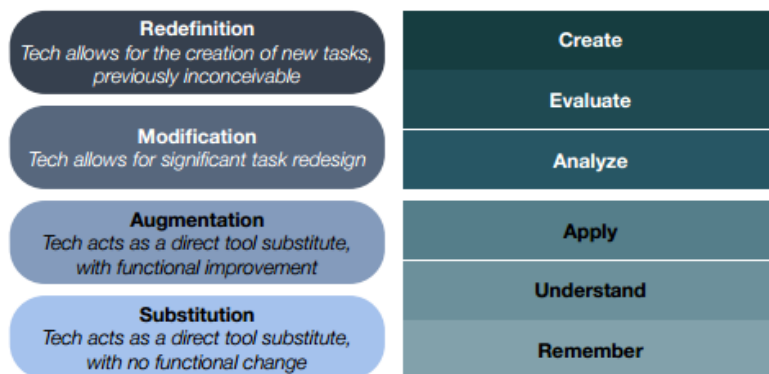
Figure 2. SAMR model and Bloom Taxonomy (Puentedura)

3. Methodology
3.1 Setting and Participants

The setting of this study is a vocational high school majoring fashion and design in SMK Negeri 1 Karanganyar. Actually, there are several programs in this vocational high school such as multimedia program, hotel and tourism program, accounting program, and so forth. The participants of this study are 36 female students of grade XI fashion and design program. In addition, an English teacher participates in this study as well. This article focuses to investigate the students and teachers perception the existing learning materials. The existing learning material is in form of English textbook entitled "STOP BULLYING NOW". To analyze the textbook, instruments are employed to get the required data. The data of this study were collected by using qualitative method using questionnaire and interview. These two techniques of data collections are aimed to know the appropriateness of the existing materials to the students' need.

3.2 Instruments

To analyze the textbook, instruments are employed to get the required data. The data of this study were collected by using qualitative method using questionnaire and interview. These two techniques of data collections are aimed to know the appropriateness of the existing materials to the students' need.

4. Result Discussion

The result of questionnaire and interview revealed some limitation of the existing textbook. Students described their evaluation towards the textbook that it is too general. The topic and content of the textbook cannot afford the need of the vocational domain. In this case, there are no themes or topics about fashion and design. The other stated that the textbook is inadequate in the sense of language input. The activity in the classroom is far from authentic. The English teacher added that she found some obstacles since there is limited resource about ESP.

She finds it is very important to engage students in the classroom activity with challenging and attractive activity with the infusion of technology.

5. Conclusion

From the above discussion, it can be drawn a suggestion that the ESP teachers got many problems on teaching English language, so they should be creative in selecting, adopting, adapting, and delivering materials by deploying digital material which is suitable for the needed language skills. The SAMR model has emerged as the solution to integrate technology into language teaching and learning practice. The main goal in applying this model is to fulfill their needs in learning language.

6. Acknowledgement

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THE TRADITION OF WRITING STUDENTS
Literacy Development effort of the Arabic language in boarding schools

Zen Amrullah

STAI Ma'had Aly Al-Hikam Malang, Indonesia
zenamrullah@gmail.com

Abstract

Tradition of reading yellow book in pesantren becomes a main feature for the existence of pesantren. This reading ability is offset by text analysis from the linguistic side. Criticism of the grammar written by the author is also done by the santri who master the Arabic grammar. Usually the above skills are owned by santri who take education in salaf pesantren. However, the ability of students in reading and analyzing religious texts derived from the yellow book is not matched by the ability to write ideas or ideas using Arabic. Whereas the competence of students in reading and analyzing the Arabic text is already on the advanced level. Students who have reached the advanced level can be shown with complete learning material *al-fiyah ibnu malik* (Arab grams material advance level).
Factually, students who have the competence to read and analyze Arabic texts can certainly not have the competence of writing ideas and ideas in the form of Arabic texts. From this fact, literary tradition in pesantren there is no balance between reading and writing in Arabic learning. As an effort to improve the quality of Arabic language learning in writing aspect, pesantren should develop the teaching methodology used in Arabic learning. Learning methodology can be done by the method of writing practice in the form of the method of Insya and Imla '. The Insya 'method (writing) is a writing method that is oriented to the expression of the principal thoughts of ideas, messages and so forth. While the Imla method 'means talqin is to convey or dictate to others aloud so that he moves well and correctly in terms of language. Of the two methods, pesantren can improve the quality of Arabic language learning. Students who have the competence to read and analyze the text will develop on the ability to write ideas that have only been expressed in verbal form. Though ideas and ideas will become immortal if he can be made in the form of writing.
Keywords: Boarding School, Learning, Arabic

1. Preliminary

As an Islamic educational institution, pesantren is an indigenous Indonesian constitution (Madjid, 1997: 87). In recent decades many scholars of both Western and Eastern countries have been interested in research and study of pesantren. Call it two names that represent West Martin Van Bruinessen and Karel A. Steenbrink (Steenbrink, 1986). These two figures have been studying and researching pesantren. On the other side, the pesantren reviewer from the eastern country (represented by the country) there are two groups, the reviewers who come from pesantren or outside pesantren. For example Mustofa Bisri, Dawam Raharjo, Nurcholis Madjid, Zamahsyari Dofier, Azyumardi Azra (Dofier,1982). These figures have produced many studies on pesantren from different perspectives. Starting from Kiai as a figure who has absolute authority in pesantren environment until the learning system in boarding school.

One that makes a typical pesantren (genuine) is yellow book study. In yellow book study, the kiai are able to move and even determine the rate of change of the times. Creative kiai deeply explore and deepen the motions of life engraved in amazing works of writing. The inheritance of the yellow books is always created to keep going with the challenges of the times. Creative is shaped diverse, ranging from books syarah, khulashah, mukhtashar, to write a new book in various languages. The greatness of the kiai both in terms of the depth of knowledge and in the birth of works has attracted interest not only for the people of Indonesia but also greatly affect the Islamic world in general. Not a few kiai from Indonesia attracted international attention so that his biography was written, especially with Arabic, since the 18th century AD. Tarajim (biography of ulama) Indonesia written and published in Saudi Arabia for example, Sayyid Abdurrahman Abdushamad (Palembang), Mahfudz at Termasi (Pacitan East Java), Shaykh Nawawi Al-Bantani (Banten), and Shaykh Muhammad Yasin ibn Isa Al-Padani (Padang) (Azra, 2009: xxv-xxvi).

It must be admitted that the tradition of writing in pesantren has declined from time to time (Dofier, 1994:41). Especially now, it is increasingly difficult to find a kiai or santri who wrote or

prepared to become a writer. Simply skillful writing to pour ideas is very limited. There are many alumni of pesantren who are currently also writers, but not the result of the cadre prepared to become writers when studying in pesantren. They became writers because they wrestled with the outside world of pesantren, then seriously independently learned to become writers. Now quite a lot of alumni pesantren who became writers. But the situation remains, very few pesantren who prepare santri to become writers.

In this context, researchers are interested to further explore the limitations of students in the field of writing compensation, especially writing ideas and ideas in the form of Arabic texts. If we examine the pesantren, in which there is a process of learning Arabic grammar ranging from basic to high level, it can be assumed that students who have learned not only have the ability to read Arabic texts, but also able to pour ideas and ideas in Arabic. However, the facts show that the majority of santris are only able to read Arabic texts accompanied by the ability to analyze and critique the text they are reading. But this is a speculative hypothesis and must be proven through profound academic research.

2. Theoretical Basis
Learning Kitab Kuning

The process of learning that takes place in pesantren, an ustadz is required to master the appropriate learning methods for his students, as well as methods used in learning books that are known without a vowel (*kitab gundul*). The method of learning books that are commonly used in pesantren (both in salaf pesantren and in modern pesantren) from the past until now (among them) is the method of sorogan and bandonga (Dhofier, 1994:41)

From the many methods in the study of the book without a vow in the boarding school did not get much reaction from the santri because the figure of a kiai who always and must be respected and obeyed, this is similar to what is said by Nurcholis Madjid that: the existence of kiai in pesantren environment like heart for human life. The kiai's intensity shows an authoritarian role because only the pioneer kiai, founder, manager, caregiver, leader, and even the sole proprietor of a pesantren" (Ensiklopedi Islam, 2000: 336).

Besides Bruinessen reveals the beliefs of kiai, ustadz, or santri that the book without the usual yellow is the classical text that exists and is always given in the pesantren as al-pole mu'tabarah, which is a science that is considered round, can not be changed change, and can only be clarified and re-formulated when the kiai, ustadz wants.

Associated with pesantren learning materials to classify the field of science. There are at least 4 groups of disciplines that are the focus of study in boarding schools, among others; Fiqh, Tawheed, tasawuf and Nahwu-Sharaf. All four groups are all written in Arabic. So students who will learn must first learn Arabic grammatical. In this case pesantren start grammatical learning of arabic language with beginner level material up to advance level. In learning this arabic language, pesantren do learning that focus on Arabic grammar which then the instruction is directed to the ability to read, analyze and criticize the Arabic text.

This capability is basically owned by salaf (classical) pesantren, such as pesantren lirboyo kediri, ploso kediri, al-Anwar Sarang Rembang . Pondok Pesantren has long been doing the learning process arab dengsan focus on the ability to read arabic texts. Yeven though if we look at the Arabic language is not only limited to the ability to read (reading text) but there are four aspects or components of the ability in learning Arabic language; listening ability (istima'), speaking (takallum), reading (qiro'ah), and writing (kitabah).

Seeing this fact, pesantren has failed to produce santri who are productive in writing ideas and ideas. This is due to the tradition of learning Arabic language only focused on grammar. As if the pesantren did not want to open themselves to provide Arabic language learning from other aspects, especially kitabah, or even pesantren do not have human resources who have the ability of Arabic Kitabah. Of course this makes pesantren in a condition of concern, because brilliant ideas and ideas can not be written to be enshrined in writing.

3. Result And Discussion

Arabic language learning in pesantren, especially salaf pesantren still seems to have a paradigm that learning Arabic is learning to understand religious texts. The yellow book as the main characteristic of the pesantren occupies the highest position. The pesantren does not see that the yellow book is plain text written in Arabic. This view is then applied to the learning of Arabic language in pesantren. At least, the learning aspect of Arabic language can not be developed by pesantren. The focus of the pesantren study is on the Arabic reading ability.

In addition, there are several factors that cause pesantren not able to preserve written writing especially writing with Arabic. First, pesantren is not open with the development of time, Second, pesantren does not consider the needs of students intellectually, third, the pesantren assumption about Arabic language can be fulfilled with the ability to read. Fourth, assuming the readability is the size of the santri has reached a certain level of wisdom. From these points, the following is presented an offer for pesantren to develop Arabic writing skills.

Learning Arabic Language *Kitabah* and *Imla '*

Writing skills are generally intended to communicate in writing. Kitabah is basically an expression of what others think in writing. This skill in general also has two aspects, namely the skill of forming the alphabet and spelling, and the skill of giving birth to thoughts and feelings with writing. Basically, this writing skill will be greatly influenced by reading skill, at which point she will see and remember her writing form. Thus, if a person learns to write first before he can read, certainly will have many difficulties. Conversely, learning to write is done after skilled reading, will simplify and accelerate the learning process. In writing skills, there are several types of writing, including the form of stories, letters, news, scientific articles, reports, speeches, and so on. Because of the many types of writing skills, a language study is as much as possible to develop santri skills in the various forms of writing. Nevertheless, the most basic is actually the skill of issuing thoughts, desires, or other things in the form of writing.

Included in the writing skills here is the skill of writing the Arabic letters with the correct rules of khat. In Arabic script is known some kind of khat commonly used in written language. For that writing skills not only to the ability to write and connect the letters of Arabic solely, but also writing skills with various forms of style.

Kitabah is often referred to as 'insha'. Both terms are equally used to demonstrate language skills in written form. Kitabah learning, as well as other skills, also has levels. The most basic writing skill is the skill of writing Arabic letters both separately and continuously. Once this ability is mastered, then it can be improved on the ability to compose sentences, arrange paragraphs, until finally can make an article, or writing intact. In this paper the kitabah learning strategy is more directed at santri who have mastered the rules of writing Arabic letters and know enough Arabic vocabulary. Some strategies that can be used include:

1. Writing Strategy

This strategy seeks to train santri in writing a sentence or fabricate by basing on an image. The steps are;

a. Show a picture in front of the class, such as a landscape image, a picture of daily behavior and so forth.

b. Have each santri name an Arabic name in the picture. It is meant to enrich the mufradat.

c. Ask each santri to write a sentence of the words. If this process runs smoothly, then it can be continued on the next process (write a story). But if this stage has not gone well, you should never step into the story form.

d. Ask each santri to write down a few sentences that tell about the picture.

e. Ask each santri to read out the results (if needed can be done snow bowling process or power off two).

f. Give comments and evaluations on the work of each santri.

2. Guided Composition

The purpose of this strategy is to provide practice to students in making sentences ranging from the simplest (short) sentences. The process of composing the sentence is based on the determination of key words and developing it in sentence form. The steps are;

a. Specify one keyword.
b. Ask each santri to make 2 sentences from the word.
c. Ask each santri to combine the 2 sentences without changing the contents. This merger can be done in several forms, for example by using the letter '*athaf*.
d. Ask each santri to combine the 2 sentences by changing the position / order. In this stage the first sentence can be mixed with the second sentence thus giving a different meaning than before.
e. Ask each santri to combine the 2 sentences by adding 1 or 2 new words. In this stage does not close the possibility of changing the meaning of the sentence.
f. Ask each santri to create a new sentence that supports the previous sentence.
g. Ask each santri to read the result (presentation) in turn.
h. Give the other santri a chance to comment / correct.

3. Paragraph Building.

This strategy is usually used for learning with the aim of practicing santri skills to develop ideas. The process starts from a topic, then spelled out in a few sentences that end up into a few paragraphs. This strategy is very helpful to train santri in writing scientific papers. The steps are;

a. Give an introduction that explains in general about something related to sentence forms and paragraphs.
b. Define a topic, then from that topic create a sentence or statement that all students agree on.
c. Ask each santri to make sentences about the topic as much as 7 sentences. This stage is expected santri write different sentences and are the main ideas of the topic.
d. Give the students a chance to correct their writing.
e. Ask each santri to correct each other's friend's writing.
f. Ask each santri to make several supporting sentences from each of these sentences which then form a paragraph. If this is done, it will form 7 pieces of paragraph.
g. Ask each santri to read out the results in front of the class. If deemed necessary, can be re-given the opportunity to correct each other before being presented.
h. Provide clarification of the work of the students so that some errors can be justified.

On the other hand, in the development effort of learning Arabic writing can be done by imla 'method. In this case *Imla* 'means *talqin* that conveys or dictates to others aloud so that he moves well and correctly in terms of language and learns it. *Imla'* is part of *maharah al-kitabah* or writing in Arabic. In writing Arabic, at least includes three writing skills. The purpose of this 'imla' can be divided into two, namely direct and indirect goals. The immediate goal is to be able to write *Hijaiyah*. Specifically *Imla'* Giving practice to students writing letters and sentences by paying closer attention to sentences that many errors occur in writing.

Judging from its kind, *imla'* is divided into 4 kinds of imla'; First, *Al-Imla' al-Manqul*: santri writes part of the book or what is written on the board after it is read, understood and spelled its sentences. Second *Al-Imla' al-Mandzur*: the exposition of a few sentences to the students by reading and understanding then closed and spelled. In this *imla'* there are several things that must be considered, among others: gradually in giving themes in terms of *uslub*, short length and *ma'na*; provide evaluation of *santri* at any time with themes consisting of various sentences printed in their thinking, repeating exercises for evaluation perfection. Third, *Al-Imla al-Istima'i,* santri listen to the word cut after the discussion of sentence. Fourth, *Al-Imla' al-Ikhtibari* (Exercise) with the purpose as a balance of the scale of how much the ability of santri.

Methodologically, Arabic language learning *imla'* method can be done by opening to the theme pieces that will be taught as well as presenting the theme pieces in writing or in the card or it could be on the board. In addition, Master first reads the theme pieces as examples, then the students read the pieces of the theme.

4. Conclusions And Suggestions

Based on the exposure and analysis of the data that the author has described in the previous chapter, it can be concluded that

1. pesantren still has not preserved the tradition of writing especially in Arabic language field. This is caused by several factors, among others; First, pesantren is not open with the development of time, Second, pesantren does not consider the needs of students intellectually, third, the pesantren assumption about Arabic language can be fulfilled with the ability to read. Fourth, assuming the readability is the size of the santri has reached a certain level of wisdom.
2. The absence of teachers or kiai who have the ability to write is also a factor in the occurrence of the void of the tradition of writing, because the success of learning is in the kiai.

To improve the quality of learning Arabic language in the form of writing, the suggestions that can be submitted are as follows:

1. Pesantren need to realize that the potential of the santri needs to be stimulated, especially the potential of writing.
2. Pesantren need to carry out the training of writing ideas and ideas with Arabic language which is charged to the teacher. In turn the teacher will teach the same to the santri. So it will become a tradition of writing in the boarding school

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Comparison Pronunciation Vocabulary Spelling English with Arabic At Student Worksheet Elementary School

Zuli Dwi Rahmawati

Islamic University Darul 'Ulum, Lamongan, Indonesia
dwisyfi08@gmail.com

Abstract

It is important to justify the pronunciation of vocabulary early on to students the basic level, the accuracy of pronunciation this affects the language habits that they will bring to a higher level of education. Therefore, it is important for teachers, especially teachers of English and teachers of Arabic to understand, train, confirmed vocab spelling pronunciation and repeating until the slightest error does not occur that can lead to errors continuity speaking. The analytical method used was action research phase continued refinement of the data with interviews of teachers teaching English and Arabic. From these results, it can be seen that the exact spelling of English vocab is more difficult to be pronounced by the students for the first; each letter and word in the English language has a different way with his pronunciation, second; Javanese dialect usage habits. While the exact spelling Arabic Vocab prone pronounced because there are similarities between writing and reading of every word in Arabic, also supported by the students in the reading habits of Juz 'Amma every morning before school starts.
Keywords: Pronunciation Spelling Vocabulary, English, Arabic, Student Worksheet, Elementary School

1. Preliminary

learning activities gained serious attention in the world of education, every effort actual teaching has a desire to grow and enhance certain patterns of behavior in students, especially at the elementary school level[14].Teaching subject matter well requires great effort and organization that is mature, the components in teaching situations that include materials, media, methods, models, evaluation and learning objectives plays an important and largely determines student learning outcomes. Basically, the elementary level schools rated "most important" in the implementation of education as the foundation of knowledge gained at this level. Giving the material to the students the basic level different from the level of secondary and further education, there is a feature on the delivery of material during the learning process the primary school level with the object of the education of children who are still very small, a teacher needs to possess patience so that students feel comfortable in understanding any material which has not previously been learned and will affect the development of the students themselves. Students have an obligation to undergo the process of basic education for six years with some subject matter that must be completed, followed by an evaluation process to determine the level of understand during learning.

Mastery and thoroughness of the subject matter presented by the teacher based on the standards applicable curriculum is not an easy problem, every teacher has high expectations of all students. The requirement of a teacher is to have the ability to master the hearts of students and knowledgeable are broadly in line with the subjects to be taught because every student has the characters, backgrounds, and abilities, therefore the teacher must choose the means, methods, and strategies appropriate so that the material being taught can be accepted and understood as a whole.

Many of the schools in Indonesia using student worksheets that have been adapted to the basic competencies, contains a summary of the material and the tasks to be accomplished students with the purpose of facilitating the learning process and the achievement of mastery learning. Student worksheet is functioning the role of the teacher as a facilitator, where students are allowed to be active in seeking knowledge, is active in developing the concepts, skills, and abilities or potential which is owned any student, while the teacher's task here is to guide, direct, ask students to build experiences of the learning outcomes. Then the teacher today should be

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[14] Educational institutions basic level that must be traveled children aged between 7 and 13 years in an effort to educate and print life of a nation devoted, skilled, creative, noble character, capable of solving problems, love and pride in the nation and the state in accordance with national education goals in Law OF 1945 article 31, paragraph 3.

different with the teacher first period in the problem of how, techniques, strategies, and models monotonous teaching model of lectures, assignments are done by hand writing, memorization, while students psychological condition when learning is not considered, sometimes the teacher is very busy explaining the subject matter is so much in front of the class from morning until afternoon, hoping what is delivered will be understood by students, but students actually feel tired, sleepy, even asleep.

In a books *creative guidecreate innovative teaching* materials,student worksheets revealed that a printed instructional materials in the form of sheets of paper containing material, summaries, and manual execution of tasks of learning which refers to the basic competence that must be achieved[15]. For students' worksheets subjects in English and Arabic there are a lot of vocabulary that will facilitate the administration of meaning to a reading[16] where students can interpret the passage without asking the teacher, they will actively search for information by user vocabulary that was written into the student worksheet owned by each student. The practice, students naturally memorize vocabulary without being asked by the teacher, either in English or Arabic, nothing to memorize to use the songs but the lyrics of his songs changed with that vocabulary, memorize by moving limbs, memorize interchangeably with give questions to your seatmate to her, asking questions to his friend about the vocabulary by giving the characteristics of the vocabulary in question (eg vocabulary "blackboard", characterized by: a square shaped black or white, is in front of the class, used by teachers to write captions or notes), and many more unique ways they are doing to memorize vocabulary. The process of memorizing vocabulary which they did without the guidance of teachers of subjects, resulting in an error on the pronunciation spelling they do not realize, especially in the English vocabulary that writing and reading are not the same way.

Based on classroom research action against the elementary level student of class 2 was continued refinement of data by interviewing the subject teachers of English and Arabic writers do in Madrasah Ibtida'iyah Ma'arif Sukolilo, globally can not be equated pronunciation spelling vocabulary in students basic level in all schools, because of the quality of teachers and schools also determine the outcome of the quality of the students themselves, especially in terms of pronunciation spelling vocabulary in English and Arabic.

1. **Spelling Pronunciation English Vocabulary Elementary School**

English primary school level and the provision of basic education for students to learn about basic skills in English language skills which includes aspects of listening, speaking, reading and writing should be given in a fun way. Learning English is better given to children early because of the golden age, the child is ready to receive the skills, knowledge, abilities whatever is given to him. Award foundation and understanding of English since elementary let built by the teacher to provide a stimulus to increase the curiosity of students so that they respond well and accept what is taught. Learning English is not only implemented in schools, giving reading assignments at home, spelling vocabulary in textbooks or worksheets that students can help accelerate learning.

Pronunciation of English vocabulary or pronunciation that is not the native language of Indonesia, many found it difficult for elementary level students in utter or pronounce the word correctly. Pronunciation of the vocabulary is how we say or pronounce a word in the English language correctly. Differences in the habit of speaking the tongue of Indonesia with tongue English speakers is the cause of the difficulty of the English pronunciation, comprehension and fluency can not directly get, but every problem there is a way out. The way out is most appropriate for confirming the pronunciation of English vocabulary right is to practice:

•   Practice reciting the alphabet in English

Pronunciation alphabet in Indonesian and English is very much different, but the pronunciation of the alphabet into the most basic things in the understanding of pronunciation spelling vocabulary English is good and right. Exercise is very important to do by beginning students will learn the English language, in this case the elementary school level students, they need to know and can recite the alphabet as the provision of basic learning English. This requirement will bring positive impacts to themselves to learn English in school advanced.

•   Listen to the pronunciation in English

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[15] Prastowo, A. (2011). *Free Creative Creating Innovative Teaching Material.*Yogyakarta: DIVA Press. p. 204

[16] In the elementary level student worksheets, each reading or conversation (in Arabic worksheets) is always followed by a good vocabulary found on the bottom of the reading or conversation, every chapter, or globally at the end of the sheet after every chapter finished. While in English worksheets, vocabulary contained in each chapter, whether or not accompanied by pictures.

After doing the exercises pronunciation in English alphabet, the next is to listen to the pronunciation in English. Someone will more quickly improve the pronunciation of words, one of them when he listened to music in English, the hearing will also be able to get improvements on how to pronounce the spelling on the correct vocabulary, it can also differentiate and justify the incorrect pronunciation. Elementary school level students tend to prefer to sing, they will very quickly memorized by reciting vocabulary in the pack in the form of chanting. Of singing it, teachers can fix one by one vocabulary they say.

- Exercise reading vocabulary is slowly

Not easy to read correctly even though only one vocabulary for elementary level student new to the English language, there are some of them who can recite the vocabulary of learning at home by parents, tutors, youtube gadget , or people in the neighborhood, but they just can "mimic" and not necessarily right or wrong. In learning English, become things to be mastered and focus on the correctness of pronunciation, vocabulary then read it slowly. During the learning process, not a problem to read and pronounce English slowly.

- Make it a habit

you want to be because they are used, as well as how to read in English. English teacher primary school level should familiarize students read, recite vocabulary loudly and repeatedly, when read and pronounce vocabulary aloud the teacher will be able to detect error pronunciation, and when students have to recite vocabulary it correctly, then in repeated to get the correct pronunciation of vocabulary. If it is unusual to do, then read in English does not mean being tough and things will flow away when students recite them.

In addition to exercise, the teacher must be able to shape the attitudes of the students to learn because it is not possible someone did error in learning, while students at a primary school level close to the nature spoiled, childish, shy, crying, and others. The attitude that must be established to students of English among others *bold;* dare to pronounce vocabulary, spelling aloud bold, daring justify his pronunciation errors, dared to ask the teacher if he could not or difficult to pronounce correctly. *Never give up;* English language skills can not be held with ease, many people began to learn English then they are in reproach, ridiculed, blamed, however, the attitude of never give up and continue to focus on learning will give impetus of its own to be able to learn faster.

2. **Pronunciation Spelling Vocabulary Arabic Elementary School**

Arabicis a foreign language for the people of Indonesia, learning Arabic is not as easy to learn the native language. Learning Arabic can be done in various ways and methods, as well as learning vocabulary *(mufradat).* The vocabulary is one element of language students need to have the Arabic language, vocabulary vocabulary adequate to support a person to communicate in Arabic.

Ahmad effendy explain in more detail about the phases and techniques of learning vocabulary or experience of students in identifying and obtaining the meaning of the word, as follows:[17]

- Listen to the words. This is the first stage is to give students the chance to hear the spoken word teacher or other media, the sound of the word element if been mastered, then the next student will be able to listen properly.
- Say the word. In this stage the teacher gives students the chance to say a word that has been in his hearing.
- Getting the word's meaning. At this stage the teacher should give the meaning of the word by giving a simple definition, the use of images or photographs showing the original or replica objects, modeling gestures and translation as a last alternative when a word is really difficult to be understood by students.
- Read the word. After the hearing stage, pronounce, and understand the meaning of new vocabulary, the teacher wrote on the blackboard. Then students are given the opportunity to read the word aloud.
- Write the word. Students' vocabulary mastery will be greatly helped when he was asked to write the words he had just learned.
- Making sentence. The last stage of vocabulary learning activity is to use new words in a sentence are perfect, either orally or in writing.

Elementary school level students must have met the subjects of Arabic, in subjects that students are asked to know the vocabulary very much. A teacher must teach vocabulary in Arabic

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[17] Effendy, A. Fuad. (2005). *Arabic Language Teaching Methodology*. Malang: Misykat. p. 99-101

with an inspiring manner and method, capable of engaging the students to always remember vocabulary in themes that are currently studied and have been studied. In practice, a teacher of Arabic creative will use the means and methods such as:

- Using media images. Each student acquires multiple images according to the vocabulary of the student worksheet, for example on the theme of "public vehicle" teacher pronounce the vocabulary in Arabic *"darraajatun"* the students raise the image "bicycle", then the teacher pronounce the vocabulary of another Arabic, and students raise the image whose meaning in accordance with the spoken teacher.
- Singing with lyrics vocabulary. This method is often used at the elementary level. A teacher stringing vocabulary and their meanings and used as the lyrics of a song, the students were invited together to sing the lyrics of that vocabulary to memorize indirectly that vocabulary and their meanings, this song always repeated at the end of each lesson to remember the meaning of vocabulary learned today.
- Write new vocabulary in a special pocket books in Arabic. In the early entry class (the new school year), teachers give an empty pocket book to each student. When any Arabic language lessons, students will be required to write a new vocabulary in the book, and read it (singing) at each meeting of Arabic language subjects. The longer, the book is getting full with vocabulary, and indirectly, the students will memorize all the vocabulary in the pocket book, and so forth.

Help students memorize vocabulary as the above will indirectly make students recite vocabulary in Arabic, there teacher should correct any spelling errors in vocabulary recited by students. However pronunciation in Arabic is easier to do because of the similarities between writing and reading, as well as their habits in reading short letters on every morning before school starts. Habituation is also very good impact for students, other than they used to correct the pronunciation of Arabic also indirectly they will be memorized by itself without having to memorize.

3. **Comparison Pronunciation Vocabulary Spelling English with Arabic Elementary School**

English and Arabic are the two foreign languages taught at primary school level educational institutions. Basic mastery of two languages is very important for the continuation of education at the next level, become important because that ability to speak English and Arabic is the language of world communication. In order to learn two foreign languages well, it needs intensive study conducted by the teacher as the subject of education and the role of parents as a motivator when students are not in school. In the realm of basic education, the student elementary school level, there should be an introduction to the English and Arabic that one way is to give knowledge of the vocabulary of a second foreign language, which has been packaged in a textbook or worksheet the students according to the standard curriculum apply. From the introduction of the students who are not accustomed to pronounce English and Arabic in demand to be even able to recite every vocabulary and sentence properly.

To pronounce vocabulary correctly, students must learn the pronunciation of each letter in the vocabulary or sentence. This means that the role of teachers in providing knowledge in speaking of course not enough, students must have the ability and can recite the spelling vocabulary is good and right in a second foreign language. Once the student has the ability to recite vocabulary correctly, then habituation be the next thing to do. The following table student's ability as a result of research the author of the comparative pronunciation spelling vocabulary in student worksheets second grade school basic level courses in English and Arabic:

No	Aspects of Comparative	object's	ability to recite										EXAMPLE
			English					Arabic					
			A	B	C	D	E	A	B	C	D	E	
1	Spelling letter	43 students	36	4	1	3	0						ei bi si,...
								42	1	0	0	0	*a, ba, ta, tsa, ...*
2	pronounce syllables		38	6	2	0	0						pen-cil, win-dow ..
								40	3	0	0	0	*QAA-la-mun, baa-bun, ..*
3	pronounce vocabulary (one syllable)		34	5	4	0	0						hand, food, big, ..
									0	0	0	0	

4	pronounce vocabulary (more than one syllable)		31	7	3	2	0						blackboard, Sharpener, ..
								39	4	0	0	0	*ustaadzun, thaalibun, ..*

Description:

A: very easy

B: easy

C: average

D: hard

E: very hard

From the table above can be seen in the students' ability to recite the spelling vocabulary in English and Arabic language support, of all aspects of the existing comparative, many students who occupy the ability of "foolproof" in pronouncing vocabulary, but still there is a difference of students' ability to "very easy" to both these subjects. More students are "very easy" to recite the Arabic vocabulary of the "foolproof" in pronouncing English. So the conclusion from this study is the spelling of Arabic vocabulary worksheet second grade students of primary school level more easily pronounced than on spelling vocabulary in English.

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INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

SUB THEME : LITERACY CHALLENGES FOR THE 21ST CENTURY

Challenges of Teacher's Performance in Teaching English for Specific Purposes

Asep Budiman

Sebelas Maret University,Surakarta, Indonesia
asepbudiman@student.uns.ac.id

Abstract

In spite of the fact that vocational high school education has been demanded to prepare students for the work field (Lo, 2012), in the Indonesian context, there are still fundamental problems found in the teaching and learning process which influence the output. In relation to this issue, this study is aimed at investigating the problems of the teacher's performance which affects the teaching and learning process. To reach the objective, a case study on an individual teacher was used in this study. The participant was purposively and theoretically selected because she was considered as the informant who could give sufficient information to answer the research question. Teacher and students' interview, classroom observation, document analysis and questionnaire were used as the data collecting techniques. Interactive data collection and analysis using the concept of grounded theory were conducted continuously till theoretical pattern of concepts and categories were achieved. The findings of this research indicate that there are some problems of teacher's performance in preparation and implantation stage. Furthermore, this study also revealed some good points from the teacher. These findings suggest that teachers be more responsible as the teacher of ESP.
Keywords: Teacher's problems, teacher's performance, ESP teaching

1. Introduction

In the Indonesian context, *Sekolah Menengah Kejuruan* (SMK) or vocational public school is educational system where students are prepared to be able to involve in the many aspects of global contention. To fulfil that demand, one of the keys that should be equipped to students is the ability to use the language used in global communication that is English. However, as mentioned in (PERMENDIKBUD, 2014 no. 60) the English that should be mastered by SMK students is related not only to their daily communication but also to their future professions and jobs.

Teaching English at vocational high school is a process in education world that prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific occupation or vocation. The ultimate aim of teaching English at the vocational high school is to prepare students to master the English language skills and knowledge base which will support the achievement of competencies and skills to implement the program expertise and skills mastery of English language skills in oral and written communication at an advanced level (PERMENDIKBUD, 2013 no. 70).

In relation to the expectation, ESP program is utilized in SMK. Carter, Hughes, and McCarthy (2011) explain that ESP programs are focused on increasing learners' English competence in many specific disciplines, such as tourism, nursing, medical science, business, or information technology and use different methodology in the teaching of General English. The key feature of ESP course design is that the syllabus should be based on an analysis of the learners' needs (Cullen, & Kuo, 2007)

Despite the fact that vocational high school education has been demanded to prepare students for the work field (Lo, 2012), in the Indonesian context, there are still fundamental problems that can be found in the output of SMK. One of the problems which is highly criticized by employers is that most of SMK graduates do not have enough capacity to communicate using English in their work fields. This problem is allegedly triggered by the problematic teaching and learning process. Lo and Tsai (2013) found that there is a gap between what students have learnt at school and the expectation of the work fields. Dudley, Jo and Jhon (2007) point out that the EFL teaching practices which are conducted at vocational high schools are not effective to make students able to use English appropriately. Gatehouse (2001) identified that there were four challenges faced by teachers in implementing ESP program, such as students' motivation, mismatch between reality (students' English proficiency) and expectation (curriculum), lack of quality resources, and teachers' heavy workload.

From the above explanation, it is considered that the lack of ability of most of SMK graduates in communicating using English is due to the teaching and learning process which is not able to prepare the students to use the target language. Regarding this, some research identifies many factors which trigger the ineffectiveness of teaching practice; one of them is the teacher's factor. The studies conducted by Gatehouse (2001) Lo (2012) have revealed the teachers' weaknesses. Nonetheless, none of the studies portrays the problems of teachers' performance which potentially make the teaching and learning process ineffective. Moreover, to get a broader picture of the problems in terms of teacher aspect in ESP teaching, it is necessary to conduct a research in a different context. This means that there is still a gap which needs to be filled in the current condition in regard to the problems of ESP teaching. Thus, by deep investigation on how an SMK teacher teaches ESP in one of the SMKs in Purwokerto, Central Java, Indonesia, this study is intended to fill in the gap.

2. Methods
2.1 Research Design
As this research is aimed at finding out the problems with the teacher in teaching ESP, this research employed a case study method which focused on the case of an individual teacher (Ary, *et al.* 2010). The rationale of choosing this design is due to the fact that the intention of this study is to get deep understanding on what kinds of problems of the teacher's performance in teaching ESP. Therefore, the investigation was targeted only to T (false name), a considerably general English teacher who can provide data to answer the research question.

2.2 Research Site and Participant
One of SMKs in Purwokerto city was chosen as the research site because it has several majors, such as animation, multimedia, chemical industry, and RPL (software) which use English technical terms. Moreover, this school employs 2013 curriculum where the basic competences of the English subject are the same as what SMAs have. This fact shows how SMK students' needs are not accommodated by the curriculum. Besides, the principal and the participant are very cooperative to support the administration of the research in that school.

The reason of choosing T as the participant is due to the fact that she was graduated from university where ESP course was not provided. Moreover, she does not have any experience on ESP teachers training therefore she is considered as the potential person who can give sufficient information.

2.3 Procedure
Concerning the qualitative research methods, this research employed classroom observation, questionnaire, document analysis and interview to allow the researcher to gather authentic data and to have a full idea about the real teaching experiences of ESP teachers. The instruments were carefully selected to collect the data to meet specific objectives and to answer precise research questions.

The collected data were analyzed and more analytic questions were devised to ask in subsequent interview. More specifically, the analysis of initial data gained from the interview and observation determined subsequent questions which were helpful to sample theoretically relevant concepts. Interactive data collection and analysis were continued till theoretical pattern of concepts and categories were achieved (Miles, Huberman, and Saldana, 2014).

3. Finding and Discussion
A set of common problems with the participant in teaching ESP program in the context under investigation can be categorized into two major problems; problems in planning and implementing. Those two major problems are presented and discussed in this section.

3.1 Problems in Planning
In terms of planning, the teacher tended to neglect three important aspects, those are lesson plan, teaching materials preparation, and teaching media.

3.1.1 Insufficient use of lesson plan
In regard to the importance of lesson plan, teachers should realize and be triggered to make it before they go to classrooms and run the class. However, during the observation of this research, there was no lesson plan made and used by the participant. This fact is indicated by

the observation results as she arrived at school, she did not prepare the plan for the teaching of that day. Moreover, she had not seen bring the lesson plan inside the class before entering the classroom.

3.1.2 Lack of consideration in choosing materials
Regardless of the importance of choosing materials, the teacher did not do the materials selection comprehensively and thoroughly. It is indicated by the result of interview which shows that during the teaching and learning process the teacher was completely reliant on the materials provided in the textbook without considering the appropriateness for the students' needs.

The fact that the materials given to the students were not in line with the students' majors and were not adjusted to suit the level of the students' competence indicates the problematic situation. The teacher's tendency in choosing the materials is inconsistence with the argument from (Cunningsworth, 1995; Tomlinson, 2011) which states the material should be in line with the students and the subject goals/objectives.

3.1.3 Lack of teaching media
Concerning the importance of media in teaching, teachers have to design innovative media to increase the quality of teaching and learning process. However, the observation result shows that the teacher did not use media in teaching. In other words, the teacher relied only on the students' book.

As the consequence of the absence of the teaching media affect the teaching and learning process. During the observation the way the teacher taught the students was very monotonous. She was very uncreative and the only medium which was used by the teacher was textbook which is provided by the government without any supporting media.

3.2 Problems in Implementing
3.2.1 Rare use of brainstorming at the beginning of teaching activities
The importance of brainstorming has to be taken in to account by teachers so at the beginning of the class it is important for teacher to start with this activity. In fact, during the observation process the teacher tend to skip brainstorming.

The effect of the absence of brainstorming was very apparent during the teaching and learning process. It can be noticed in the transcript of observation above where the teacher directly invited the students to enter the main activity. However, the teacher invitation was not well responded by the students. During the observation, the beginning of the class was not conducive.

3.2.2 Lack in managing class
The teacher's performance during the observation indicates that she was not good at managing the classroom. The teacher found it difficult to control the students who had so many characters because they were still teenager. Indeed, the student's behavior is very crucial in creating the climate of the class. However, the teacher's reaction toward the students' behavior was not appropriate because she seemed to neglect the students' behavior. Ideally, the teacher should have tried to find the solution because the students' behavior could have caused by many factors, one of them is the teacher herself. Moreover, the students' behavior which were hard to be handled was one of the teacher responsibility besides giving the lesson.

3.2.3 Lack of English Mastery
The observation process indicates that the teacher English ability was not enough to be a role model for the students. During the observation process, the teacher frequently made mistake in terms of lexical choices, grammar, and pronunciation.

The impact of the teacher's lack of proficiency of English could be noted from the students' habit in making mistake like what the teacher usually did. During the performance, the students frequently omitted "s" or "es" when pronouncing plural countable nouns. Besides, the students admitted they were not able to make sentences with a good grammar because they were never taught how to use sentences in a good way.

3.2.4 Less interactive teaching instruction
In relation to the importance of interactive teaching, teachers demanded to be able to create learning atmosphere which can trigger the students to be more active and motivated in the learning process. However, this expectation did not occur in the teacher's class during the observation session. This fact is indicated the lack of the interaction between the teacher and the students during the learning process.

There is an inconsistence tendency between the teacher's beliefs and her action. This is indicated by the fact that when the teacher beliefs that the students should get more experience of interactive learning, on the other hand, the teacher did not facilitated the students with methods or activities which could trigger the students' motivation and participation.

3.2.5 Lack of technical knowledge

During the process of observation, the teacher did not provide or combine the materials with the students major. The topic given or discussed in the teaching and learning process tend to be general such as the legend of Malin Kundang, story of inventor and so on. This situation indicates that the teacher has limitation in her technical knowledge. In other word she does not have enough information about materials which were related to the students major; animation and multimedia.

The students said that they did not get such knowledge from the teaching and learning process. This situation will affect the students' motivation because from the very first time the students feel that they do not learn what they are supposed to learn. In other words, from the very beginning they feel that their needs are not fulfilled by the lesson.

3.2.6 Lack of improvisation of ESP material

The observation process indicates that all of the materials which were given to the students were supposed to be given to SMA students. In other words, there were no materials which were related to the students' major. Moreover, like in the other majors, in animation class the teacher did not provide topic which was related to the major.

The teacher never provided materials which were related to the students major so the students were bored. The students' boredom was due to the materials which were not suitable for their needs. That situation was not in line with the argument stated by Cunningsworth (1995) and Tomlinson (2011) suggesting that ESP materials should be in line with the students and the subject goals/objectives. Furthermore, as mentioned by PERMENDIKBUD (2013 no. 70), teachers should master teaching materials widely and deeply based on the program standard of content.

3.2.7 Lack of personality professionalism

Based on the observation process, the teacher often showed her unprofessionalism either in teaching context or outside it. The teacher came to the class after the time had been running for 20 minutes and she dismissed the class when there was 15 minutes remaining. This phenomenon frequently captured during the observation process. That illustration is inconsistent with her statement which explained that she dismissed brainstorming at the beginning of the class due to the limited time. In fact, she wasted the time, instead. Besides punctuality, another aspect which indicates her unprofessionalism is her inability to control her mood so that sometimes her mood distracted her performance.

3.2.8 Lack of use of rubric evaluation

Since rubric is very important in evaluation process, teacher should always use it when evaluating the students' works. This rubric is very important to be used for the sake of the accuracy of the evaluating proses. However, during the observation process the teacher did not use rubric when evaluating the students' performance.

The teacher explains that she always used evaluation tools when evaluating the students' performance. She also explained some detail criteria which were used by her in administrating the evaluation. Moreover, she also said that she combined the theories and her experience about the students' condition in determining the criteria. Her explanation in the interview session revealed an ideal condition. However, during the observation process, what she explained was not identified and when the presence of the rubric was crosschecked, the teacher never shown the rubric, and when the rubric was asked she never gave it.

3.2.9 Lack of constructive feedbacks

Bearing in mind the importance of feedback in supporting the success of the teaching and learning process, the teacher is expected to have appropriate strategies in giving the feedback to students. However, during the observation process the teacher rarely gave the feedback to the students. Even if the teacher gave some feedbacks to the students, the feedback was not sufficient to make the students aware of their weaknesses and motivated to improve them.

3.2.10 insufficient checking of students' understanding

Considering the important of the review at the end of instruction, it is suggested that the teacher do it in every meeting. This activity is meant to find out the level of the students understanding of the materials which have been given by the teacher. However, during the observation process the teacher very rarely made sure her students' understanding before dismissing the class.

The fact that the teacher never reviewed the materials at the end of teaching session is inconsistent with PERMENDIKBUD (2014 no. 60) which suggests that In relation to closing activities, teachers and students, either individually or collectively, do the reflection to evaluate several activities.

If we look at reason given by the teacher, the main problem why review is dismissed is the limited time. The teacher feels that 2x45 minutes a week was not enough to provide all of the session in the teaching and learning process because she felt that the materials which had to be explained to the students are too many. If it is so, to resolve the problems the teacher should be more consistent in managing the time so that all of the aspects in the teaching and learning can be conducted.

3.3 Participant Positive Points
3.3.1 Alternative activity

Bearing in mind the importance of making an alternative plan, based on the result of observation the teacher was always ready to face any situation because she always has plan B. Knowing that the school provide limited facilities, the teacher brought the devices which were needed from her own home. It was bone to anticipate in case the devices which were provided by the school were used by the other teachers.

3.3.2 Good rapport with students

Concerning to students-teacher rapport, the observation result indicates that the teacher was aware of it. Chien, Lee, and Kao (2008) have stated the relationship you have with your learner is fundamental to the success of teaching. A good relationship will increase the learning your client gets, as well as making it much more enjoyable for you as a teacher. Designing the alliance, you have with your learner is part of making this successful. Hutchinson and Waters (1987) have expressed rapport is that wonderful bond that allows teacher and students to work and learn well together.

3.3.3 Encourage students to be autonomous

Considering of the importance of being autonomous in learning, teachers as facilitators should be able to lead and to motivate the students to learn independently (Lai, *et al.*, 2015). Regarding this mater, based on the result of observation, the teacher tends to lead the students to become autonomous learners.

During the observation process, the teacher kept asking the students to always use English when they opened the presentation. The students were asked to introduce themselves using good English and to present their work in English, although sometimes the students mixed the language with Bahasa Indonesia. The teacher seemed to try to implement that habit to the students in order the students could always remember and use English when they open the presentation.

4. Conclusion

The findings indicate some problems of the teacher's performance. In planning stage, the first problem was that the lesson plans made by the teacher was not used. Moreover, the materials selection was not conducted comprehensively and thoroughly. Besides, she was lack of teaching media. In terms of the plan implementation, the teacher tended to skip brainstorming. In addition, she was lack of ability in managing the classroom. On top of that, she rarely gave feedbacks to the students. Further, the interaction between the teacher and the students during the learning process was less dynamic. In addition to them, the teacher had limitation in her technical knowledge. In other words, she was lack of information about materials which were related to the students' majors. Another problem found during the observation was the fact that the teacher did not use rubric when evaluating the students' performance. Furthermore, the teacher's English ability was not enough to be the model for the students. Moreover, the teacher often showed her lack of professionalism either in the teaching context or outside it. Besides, in terms of material use, the teacher tended to give materials that were less related to the students'

majors. Lastly there was a tendency for the teacher not to check her students' understanding about the materials. In addition to the problems that have been mentioned, this study also revealed some good points from the teacher, they are plan B for unpredictable situation, good rapport with students, and encourage students to be autonomous. All in all, she still needed a lot of improvements in many aspects to be met the standard of competences given by the government.

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THE ROLE OF VISUAL LITERATION IN THE CREATION OF ART WORKS CREATIVE-PRODUCTIVE

Budi Defri Kurniawati S.Pd

Postgraduate Program, State University of Surabaya, Indonersia
bdefri@gmail.com

Abstract

The Ministry of Education requires a culture of literacy in schools, one of which is visual literacy. Visual literacy is an ability where the individual has the ability to recognize the use of lines, shapes, and colors so as to interpret actions, recognize objects, and understand the message of symbol. Visual literacy is needed in the learning process, especially the learning of art and culture. Such visual literacy is indispensable in creating creative, productive work of learning. Theoretical and empirical studies show that visual literacy has a significant role in making creative, productive work of art. These roles include (1) literacy movements in schools capable of growing critical thinking skills that are indispensable in the application of productive-creative learning, (2) literacy skills required in exploration activities on productive-creative learning that is by reading, drawing, sorting information for solving problems and finding new concepts, (3) literacy skills will empower students to explore, observe, experiment, and wisely in sorting information from multiple sources thereby increasing the effectiveness of productive-creative learning in schools. The approach of this research is qualitative. The data will be described in the form of words and pictures descriptively. Data collection through observation, interview and documentation.

Keywords: literacy, visual, artwork, creative-productive.

1. Preliminary

Literacy is an important skill that every student should have. Most educational processes depend on the ability and awareness of literacy. Literacy skills include all the language skills of listening, speaking, reading, and writing. In learning, this ability is a very important first step in the success of productive learning process due to the ability of good literacy students have a good absorption of information obtained so as to generate ideas and works.

In the Year 2015 the Indonesian Ministry of Education and Culture issued Ministerial Regulation No. 23 of 2015. The Ministerial Regulation contains about the growth of manners which includes the School Literacy Movement (GLS) by requiring learners to read books in the form of writing, drawing or video. This movement aims to make students have a culture of reading and writing so as to create a lifelong learning. This is done because basically in reading and writing skills required training and habituation. Reading skills play an important role in our lives because knowledge is acquired through reading. Therefore, these skills must be mastered by the students well since the early. Through reading skills students can pour good thoughts in the form of ideas, ideas through the activities of work.

Educational practices need to make the school a learning organization for all its citizens to grow as lifelong learners. To support it, the Ministry of Education and Culture developed the School Literacy Movement (GLS). For a free reading program to work properly, schools need to ensure that schoolchildren share the same perception and understanding of the principles of free reading and how to implement and manage the program (Pilgreen 2000).

The School Literacy Movement (GLS) aims at fostering a culture of reading, writing, listening, talking to schoolchildren, both principals, learners and teachers, leading to an analytical, critical and reflective information mamma. School Literacy Movement (GLS) also aims to create a school environment into a lifelong learning environment by cultivating the activities of reading, listening, writing, and work. Such skills are indispensable in creating creative, productive learning

Creative-productive learning is a learning that emphasizes active student involvement in proposing critical thoughts related to the substance of the material being studied in accordance with established indicators and competencies. Critical thoughts are expressed by students orally, written or both when the learning takes place in terms of intellectual and emotional through the exploration of the concept studied, responsible for joint tasks, hard work, high dedication, students construct their own concepts studied, and confident to be creative. Nur (2000) adds in accordance with constructivist theory suggesting a more active role for students in the learning process. The lesson emphasizes the students actively constructing their own knowledge through various activities such as observation, experimentation, or discussion solving problems in the learning

process that menutntut students to read, and write. Students are encouraged to solve their own problems individually or in groups rather than teaching them the answers

2. Discussion

This educational study uses theoretical and empirical exploratory methods of School Literacy Movement and its role in creative-productive learning. Through literature study, various sources of reading in the form of books, research results, pictures, videos, and internet access obtained a conclusion. The conclusions are directed to answer the questions in this study.

2.1. Understanding Literacy

Literacy, in English literacy, comes from the Latin littera (letters) whose understanding involves mastery of the writing systems and the accompanying conventions (Cooper 1993). Literacy activities have been synonymous with reading and writing activities. However, the Prague Declaration in 2003 mentions that literacy also includes how one communicates within a society. Literacy also means practices and social relationships related to knowledge, language, and culture (UNESCO, 2003). The UNESCO Declaration states that information literacy is also related to the ability to identify, define, discover, evaluate, create effectively and organize, use and communicate information to address issues. These capabilities need to be possessed by individuals as a condition for participation in the information society, and that is part of the basic human rights concerning lifelong learning (Kemendikbud, 2016)

Literacy is closely related to language and how the language is used either through oral or written. Language is part of the language because when discussing about the language of course can not be separated from what culture the language is dari.Sehingga, defining the term literasi course must include the element that covers the language itself, the cultural social situation. With regard to this Kern (2000) defines the term literacy comprehensively as follows.

Literacy is the use of socially, and historically, and culturally-situated practices ofcreating and interpreting meaning through texts. It entails at least a tacit awareness ofthe relationships between textual conventions and their context of use and, ideally, theability to reflect critically on those relationships. Because it is purpose-sensitive, literacyis dynamic – not static – and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge.

Literacy is the use of social, historical, and cultural practices in creating and interpreting meaning through text. Literacy requires at least an unspoken sensitivity about the relationships between textual conventions and the context of their use and ideally the ability to reflect critically on those relationships. Being sensitive to purpose, the literacy is dynamic - not static - and may vary between and within the community and discourse / discourse culture. Literacy requires a range of cognitive abilities, written and spoken language knowledge, knowledge of genres, and cultural knowledge).

2.2. Literacy Components

Literacy is not merely a reading and writing activity, but demands critical thinking skills in assessing the sources of science in print, visual, digital, and auditory forms that are expected to develop knowledge, skills and attitudes. This ability is called information literacy. Clay and Ferguson (2001) describe that the information literacy component consists of (1) early literacy, (2) basic literacy, (3) library literacy, (4) media literacy, (5) technological literacy, and (6) visual literacy, Visual Literacy (Visual Literacy), is an advanced understanding of media interaliteration and technological literacy, which develops the ability and learning needs by utilizing visual and audiovisual material in a critical and dignified way.

2.3. Understanding Creative-Productive Learning

Early creative-productive learning is called the strata strategy (Wardani in Wena, 2011), then with various modifications and development of this strategy is called creative-productive learning (MoNE, 2005). Creative-productive learning is a learning that is developed with reference to various learning approaches that are assumed to be able to improve the quality of teaching and learning process in both primary and secondary education, as well as at higher education level. Such approaches include active learning creative (CBSA), also known as inkuiri strategy, constructive learning strategy, and collaborative and cooperative learning strategy. This learning is expected to challenge the people. students to produce something creative as a recreation or reflection of their understanding of the problem / topic being addressed (Wena, 2011). Creative-

productive learning is one possible alternative that can support the achievement of learning objectives and improve student activity and learning outcomes. According to Solihatin (2012) productive-creative learning is a model developed with reference to various learning approaches that are assumed to increase the quality of process and learning outcomes. Meanwhile, according to Zulkifli (2011) creative-productive learning stimulates students to be fluent and flexible in thinking, able to see a problem from various angles and able to give birth to many ideas that are very interesting during learning accompanied by efforts that can create something meaningful.

In learning art and culture kususnya art field students are required to be more creative in creating new works. in art material there are elements of fine arts including point, line, field, texture, color. Researchers apply visual literacy learning to art and culture lessons.

2.4. Visual Literacy Learning Activities
1. Teacher explains material about elements of art consisting of point, line, plane, texture, color.
2. Teacher guides learners to understand and interpret the elements of art.
3. Teachers assign students the task of creating works of art consisting of combinations of art elements
4. Teacher guides students to incorporate elements of art
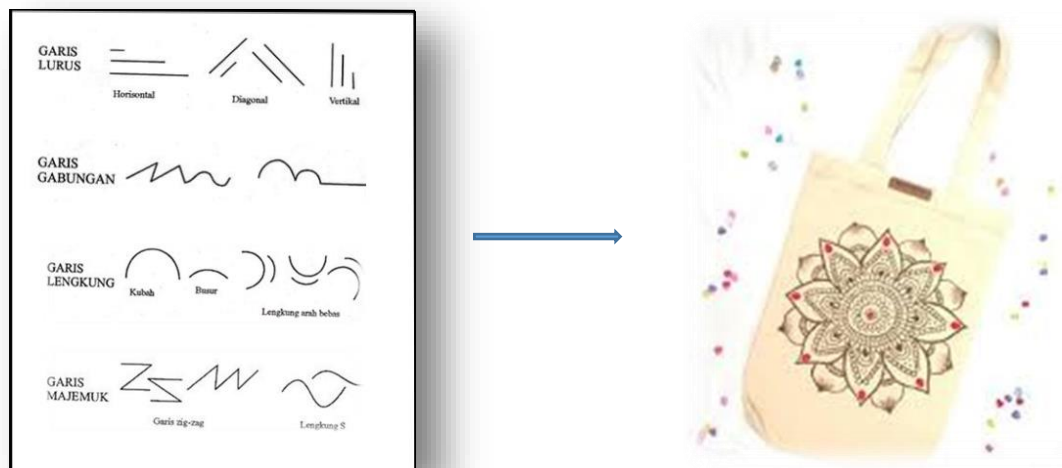
Figure 1. Exploring the lines into mandala images
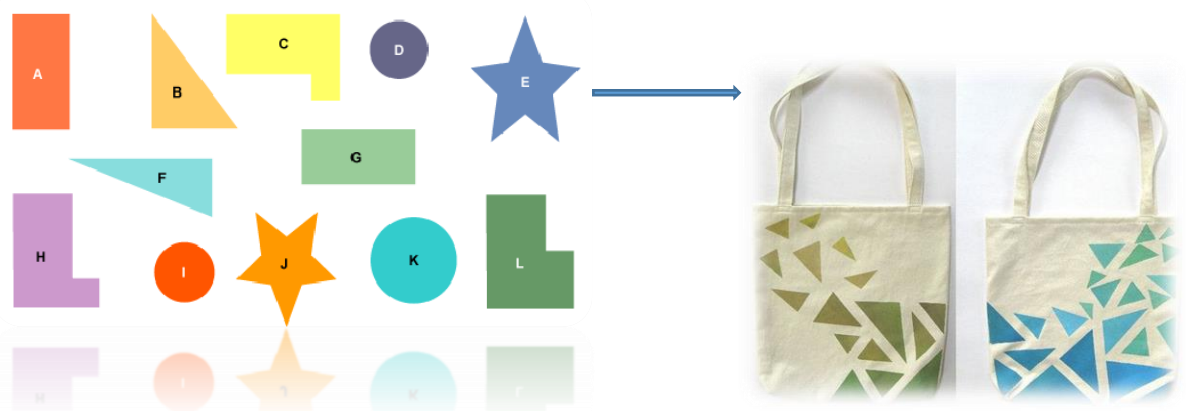
Figure 2. Exploration of the fields arranged on totebag

2.5. Characteristics of Creative-Productive Learning
Creative-productive learning is a learning model that invites students to build on their initial knowledge of a concept / problem being studied, then encourages students to seek and find answers from knowledge and direct experience to produce something new or re-creations as a result of their understanding . The characteristics of this learning are (1) the involvement of

students intellectually and emotionally in the learning, facilitated by giving the opportunity to the students to explore the concept and interpret the results of their exploration, (2) the students are encouraged to find / construct the concept they are studying through interpretations made in various ways, (3) students are given the opportunity to take responsibility for completing joint tasks through exploration, interpretation and re-creation (Segal in Black, 2003) .Pratiwi et al. (2015) states that the characteristics of creative-productive learning model helps teachers to apply this model in learning so that students can develop creative thinking ability, responsibility and cooperation in solving a problem in learning.

2.6. Creative-productive learning phase

There are 5 stages of creative-productive learning strategies according to Mone (2005), among others (1) orientation by communicating the objectives, materials, time, learning steps, the expected outcomes of the students, and appraisal, (2) exploration by doing (3) interpretation by assessing exploration results through analytical, discussion, question-answer or even retooling activities, if they are to be examined in a variety of ways, such as reading, observing, interviewing, experimenting, internet browsing (4) re-creations by assigning to produce something that reflects his / her understanding of the issues / issues / issues examined according to his or her own creation, (5) Evaluation done during the learning process and at the end of the lesson. During the learning process evaluation is done by observing students' attitudes and thinking abilities. The things that are assessed during the learning process are the sincerity of the task, exploration, critical thinking and logical thinking in providing views / arguments, the ability to work together and assume shared responsibility. According to Clegg & Berch (2001) at the end of each lesson, students should be able to produce something so that what they have learned becomes meaningful, especially to solve problems that are often encountered in everyday life displayed or followed up.

2.7. The Role of Primary School Literacy Movement In Creating Creative-Productive Learning

School literacy movement is able to cultivate a critical attitude in thinking. Such attitude is indispensable in creative-productive learning. According to Marzano (1992) in the creative-productive learning process, teachers must be able to cultivate productive thinking habits, characterized by (a). ability to think and learn regularly independently, (b) critical attitude in thinking, (c) cultivate a creative attitude in thinking and learning. In addition, in one stage of creative-productive learning is the exploration of students are required to solve problems / concepts studied through various ways, such as reading, observation, interviews, experimenting, browsing the Internet and so forth. Such activities require literacy skills by reading, writing, sorting information in order to solve problems and discover new concepts in learning.

The reading-drawing activity will empower students to explore, research, and enjoy the content of knowledge according to their own needs and interests as independent learners (Eanes, 1997). Student empowerment is very necessary to do. For that reason, the experience of exploring, researching, and deepening the knowledge as needed needs to be given to the students. Through that experience students will become independent learners. Therefore, literacy is useful for meeting the needs of the workplace, since it includes reading, scaling, creating, calculating, solving problems, developing one's knowledge so as to enhance the quality of life of increasingly complex society (Green, 2001; Seaforss, 1994).

Literacy across the curriculum can improve mastery learning content (Goodman, 1986, Strong, 2001, and Bundy, 2001). This is in line with the GLS program at Elementary School which integrates literacy into learning that implements the 2013 curriculum by improving receptive (reading and listening) and productive (speaking and writing) language skills. When cross-curriculum reading can be realized as a movement, students will be conditioned to take advantage of every available opportunity to read-write as an important part of every learning that is followed (Suyono, 2009). Literacy is essential for students to become independent thinkers who are able to solve real problems and challenges in their lives (CSL, 1996; Eanes, 1997), so students need to gain continuous experience of literacy both inside and outside the classroom (Langford, 2001; Cropper, 2001).

Based on this study it can be seen that visual literacy can improve students' critical thinking skills, while that ability is indispensable in creative-productive learning process. In addition to critical thinking skills, literacy skills (reading, writing, and sorting information) are also needed in the problem-solving process in creative-productive learning. If literacy is linked to the curriculum and learning it can encourage the development of students' thinking skills, for example

by combining, evaluating, selecting, organizing, and connecting facts; (2) through data processing in reading-writing students will gain new insights and knowledge.) through grappling with facts, etc. both in relation to their perceptions as writers and readers, they will be able to better appreciate their role, especially in the creation and interpretation of data, such as those relating to the content of art and culture subjects (Giroux, 2001).

ARE THE TEACHER READY TO 21st CENTURY CHALLENGES?
A REVIEW THROUGH TEACHERS' MULTICULTURAL PERSONALITY AS A RESPONSE TO CHANGE

Fahmi Ulin Ni'mah[1], Leni Widiawati[2],

Master of Economics Education, Sebelas Maret University, Surakarta, Indonesia[1]*
Master of Economics Education, Sebelas Maret University, Surakarta, Indonesia[2]*
Fahmiulin1@gmail.com

Abstract

The teacher is one of the professionals who must develop the professionalism in accordance with the 21st century challenges. Continues professional development have been done with institutional and juridical apporaches by the government through teachers' certification, teacher professional education / PPG, Continues professional development / PKB. Multicultural personality is needed in an era of openness and ease in accessing all information so that teachers as a life long learner must be developed their career with the organisational changes, adapt with changes of curriculum, understanding with 21st century skills and collaboration across networks and leading by influence. Based on the description, this article will discuss about how the effect of teachers' multicultural personality to teacher professionalism in the 21st century. This research uses descriptive analysis method based on theoretical and empirical facts. The results showed that multicultural personality is a factor of teachers' professionalism of the 21st century because the indicator of multicultural personality are the open minded, easy to adjust with organisational changes and skills to life in globalisation era. The teachers' multicultural personality should be improved because educational organization rapidly changes.

Keywords: teachers' readiness, multicultural personality, 21st century challenges

1. Introduction

21st century is the era which quality of the nation depend on the quality of the human resources and information and communication technology. the important skills are learning and innovation skills; information, media and technology skills; life and career skills. So, education should be create the human with have the important skilss in 21st century. To respon this challenges, the ministry of education and culture change the curicullum from k13 to k13 revise 2017 edition. the rapidly changes of curriculum must be balanced with the skills of the teachers in accordance with 21st century skills. Teachers should be believe that the changes of the education system or curriculum to adapted with the world chalenges . Because, the facts show that there is an assumption that curriculum changes because of a ministerial change. teachers are required to have professionalism according to the 21st century through the mastery of knowledge and competence, teachers can provide meaningful learning to create value added in the students' competence and skills as the provision in competing with all people in the world and adjust with the demands of workplace in the 21st century.

Professional teachers realize that their profession has an obligation to provide skills that support the students' success in the future by the cultivation of these competencies. In addition, teachers should have an open-minded and able to provide a global view to students so that they have an attitude of tolerance for a difference without abandoning the sense of nationalism. This is one of the aspect in the new curriculum that integrate character education. empathy, open mindedness, emotional stability, action-oriented and flexibility are the characteristic of multicultural personality (Kortman, 2016, 29; Ponterotto, 2010, 718; Caliskan & Isik, 2016: 404). Multicultural personality must be owned by the teacher because the teacher should be easily adapt to the rapidly changes of the system education or curriculum. Teachers should provide insight and provisions students with the skills which needed in the global era and ability to compete and collaborate with the international community. Crosscultural experience is related to multi-cultural awareness so that educators are able to adapt and not give students misunderstanding. Multicultural consciousness is formed when a person directly experiences life with different ethnic, racial, religious, and customs. By experiencing a heterogeneous life will directly lead to adaptation to the outcome of interaction with people from other ethnic or cultural entities found (Merryfield in Soyomukti, 2010: 53). People with this character can life with difference characteristic and have networking all over the world. Because, in this era, we life with people in the difference country. Many student have dreams to can get schoolarship or study

abroad so teacher should be have insigt about others country because teachers as a fasilitator and motivator for the students.

Teachers who have high multicultural personality, will be better prepared to the challenges and changes in the 21st century. This character is also the character of a professional in the 21st century. Voinea & Palasan (2014: 365) explains that teacher professionalism becomes a form of responsibility as a teacher who can have closeness with students; able to explore and construct knowledge and positive attitude so they can be a role model for students. Multicultural personality will provide learning that creates a context and awareness of respecting the rights of others, open mindedness, the ability to communicate effectively and appropriately in these different characters. This is have relate with the pedagogy compentences (hladik , hrbackova, & vavrova, 2012: 343; and Zivitere, Riashchenko, & Markina, 2015: 4068). On the other hand, Pekerti & Thomas (2016, 102) explains that multicultural experience can affect the creativity and complexity of knowledge that is not only useful for one's career, but also the organization because the relationship with colleagua and all member of the organization can be established with the attitude of open, flexibility, accept the opinions of others.

So that the teacher is trying to adjust to the challenges of the 21st century by integrated learning with the character education (PPK/Penguatan Pendidikan karakter), , literacy, 4C (critical thinking, creativity, collaborative and communicative), and HOTS (higher order thinking skill). To implement this purpose, teacher should have 21st century competence, inovative and creativity. The open minded person, can view something in many perspective and they can make the best alternative to solve a problem, and to impelements the best learning in the classroom. People with this character can adapt with the information and communication technology (ICT) era, so they learn how to operate and get benefit of the ICT. but, preeresearch result that 45% (productive teachers), 60% business and manajement vocational teachers literate with ICT. To develop their career, teacher should be doing a continouse professional development by develop personality, collaboration with colleagua, publication, and create a inovation. This is to solve the problem about the law of teachers quality. Based on the description, there needs to be a review of how the readiness of teachers in facing the challenges of 21st century education in terms of multicultural personality of teachers.

2. Methods

This research uses descriptive analysis method based on theoretical and empirical facts. Population of this research are teachers in business and manajement vocational school in Surakarta.

3. Result Discussion

Based on research and literature review show that teacher feel confused and difficult with many changes in the curriculum. Teacher always try to adapt with the new regulation and curriculum, they implement new models accordance with the curriculum. Teachers collaborate with collegua in same subject to discuss about learning, changes of curriculum, and doing lesson study to develop their knowledge, competence, and solve their learning problems. Interview result that teachers always try to adjust with changes of system education or curriculum, but the changes too fast but did not balancing with the socialization. Teachers also said that they confused with the differences between the KTSP, 2013 curriculum, and 2013 curriculum 201 revision. They did not implement learning with 21st century skills. The result show that 25% teacher did not assess students with higher order thinking skilss. On the other hands, only 45% productive teachers able to use ICT and 60% normative and adaptive teachers which able to use ICT. the confirmation interview show that this condition happened because many senior teachers can not adapt with the many changes in their job, difficulty to study about technology and the low of willingness to learn. Another research show that, the learning which use usually (conventional) their student become a successfull person. The vice principal of the curriculum also stated that there is no special preparation or strategy to prepared and train teachers ' readiness with 21st century learning.

This research analyse this condition with the characteristic of teachers multicultural personality accordance with Zee & Oudenhoven (2000) are:

a. Open mindedness

   Teacher adapt and accept the challenges of 21st century. This is shown by collaborative teachers to discuss about education. They try to learn and practice the skills that should be develop the the 21st century classroom.

b. Social inisiative

This aspect did not shown by teachers because they will be change and adapt if they follow a socialization from government. And the little teacher inisiative to innovate or creative to implementing learning objective.

c. Flexibility

Teacher should be flexible about many changes and challenges in education, but they need a time to adjust and study about skills and teachers 21st competence. But, teachers have problem with ability of ICT.

Teachers also develop their career with aspect in the continouse professional development such as collaboration with colleagua, publication, and create a inovation. This is the goverments' program to improve quality teachers. This quality teachers are teachers who ready to challenges of 21st century.

5. Conclusion

Based on the result, teachers' multicultural personality should be improve because some aspect such as social inisiative and flexibility. Teacher with multicultural personality always develop their career and adjust their ability accordance the challenges. They are a life long learner who always study about new things. Their open minded create creativity and innovate learning. Flexibility make teacher easy to adapt with many changes in curriculum. They can collaborate and cooperate with colleague and stakeholders to solve problems. So, the characteristic indicate that teachers' readiness of 21 st century is good, but should be improve with training or workshop from government about 21st century by continouse professional development.

6. Acknowledgement

I am gratefull to Allah. I would like to say thank you to:

a. Indonesia endowment fund for Education (LPDP) as funders to study at master level.

b. The Committee of International Seminar Darul Ulum Islamic University of Lamongan.

c. All parties who can not be mentioned one by one who has helped in the implementation of this research. I realize that this article is still far from perfect, therefore I expect constructive criticism and suggestions from all parties to improve the writing of articles in proceedings.

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HOW TO INCREASE THE ABILITY OF LITERACY IN THE TECHNOLOGY ERA IN THE 21st CENTURY WITH CONTEXTUAL TEACHING AND LEARNING (CTL) THROUGH LEARNING METHOD NATURALISTIC INQUIRY

Mutaqin Al Zam-zami
UIN Sunan Kalijaga, Yogyakarta, Indonesia
muttaqinalzamzami86@gmail.com

Abstract

The technology is created to facilitate human being in various aspect of life included to facilitate learning system. In the 21st century now the technology depelopment can't to avoid, so demanded us to have a role more active in the following the depelopment. The phenomenon that over happened now among the students are abusing technology that give negative impact for the education. One impact of abusing technology is declining world literacy among the students of Indonesia. Indonesia if compared with the other Asia state still left behind in the literacy. This case proofed in public data international, Indonesia during 2001-2010 years only produced 7.843 scientific publication, far behind with Singapore, Thailand and Malaysia that produced more 30.000 scientific publication. (Ma'ruf Cahyono, 2016: 66). According to the problem, need an approach Contextual Teeaching and Learning that focused the context of student life today, include the technology. CTL approach used with naturalistic Inquiry learning method. This Naturalistic inquiry method more emphasize the student more active in the studying, while under the auspices of teacher as a facilitator and advisor. From the approach and method, for the later can be an education access in striving the ability of literacy in the era of technology.
Keyword: Literacy, Contextual Teaching and Learning, Naturalistic Inquiry.

1. Preliminary

Rapid tachnological developments has contributed enormously for all users in arround the word including in the realm education. The existence technology, especially internet, can develop services information more quickly in educational institutions. Utilization technology in academic environment already ssso thick, with implication technology almost everything related to science can be accessed easily. In more spesific context, can be said that one of the factors being most important in progress science to all people especially for students.

In the midest of chaostic the world of education Indonesia that never, waiting for technology information into a bright spot that is expected to provide, positive benefics in improving the quality of education. The current quality of Indonesia still very low. Annual report of human Development Index UNDP in 2004 placing Indonesia in position 111 from 175 countries. As for survey result on quality of educarion in Asia conducted by PERC (The Political and Economic Risk Country) Indonesia in position 12 or the lowest (Suara Karya, December 18 2004) this rating doesn't seem tobe shifting away at this time, considering the problem of education still has changed.[18]

One of the problems in the world education is read and write or so called literacy among the learners of Indonesia. The rampant unstoppable of thecnology is one effect of lack literacy among Indonesian student. Rhe misuse of thechnology among learners makes the urgency education lessning among them and making it unattractive. Now education isn't im priority anymore, at the same timr the imterest of literacy gradually began to decline.

Due to lack of literacy interest in Indonesia can be seen with comparing some of the neighboring countries in southeast Asia. The Indonesian Intellectual Products, especially in scientific publication and patents, still minimal relatively. Based on data of International Publications, Indonesia during the period 2001-2010 just produce 7.843 scientific publication, for behind compared with Singapore, Thailand and Malaysia which produce more than 30.000 scientific publication. From 1991 to 2011, the number of patents registered to the Directorate General of Intellectual Property was 83.000 patents. From that number only 5.000 who come from Indonesia people, the rest of foreigners.[19]

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[18] Deni Darmawan, *Teknologi Pembelajaran,* (Bandung: Remaja Rosdakarya, 2012), hlm. 11.

[19] Ma'ruf Cahyono, *Perpustakaan Wakil Rakyat Berdimensi Literasi dan Demokrasi,* (Jakarta: Sagung Seto, 2016), hlm. 66-67.

In building nation, the most important thing tobe first is personal intellectual quality of the nation. Because from the ability to think the contents of state the nation can be controlled optimally. Itelectual quality can be achived when community of the nation has made literacy as tradition that must be mainted and continue to develop.

The developed nation, canbe ascertained the community has a literacy tradition established (dicipline,orderly and positive)[20]. In contrast, a nations whose society has no literacy tradition will never be a developed, civilized, and sovereign nation in international arena.[21] In Islam itself the tradition of the literacy has long been applied by the early leaders of Islam, it can be confirmed by the number of their worksthat have been booked. In this case the nation now especially Indonesia his work should be more than the previous facilities such as technology. Not evenmake technology as an obstade in movement of literacy.

Every individual has potential should be continually grown. Literacy is one of the most powerfullways in developing potential of people in the world education. In the prcess there needs tobe an approach and methodology as an aplicable alternative. The approach used is Contextual Teaching and Learning approach emphasizes the various context that connect teaching materials with personal and social environment so are with method, the method affered is Naturalistic Inquiry. The Naturalistic Inquiry method has distintive characteristic, that in research using this method the researcher didn't manipulate the subject studied, with obtaining research data derived from the perpetrator itself, both from his perception and his expression. From two alternative, can be a way of learning that can be applied in the era technology in 21st century.

2. Method Aplied
2.1. Types of Research

This research uses a kind of library research, namely the research using data and information with various help materials such as books, jurnals, texts and other documents.[22] While the nature of this research is qualitative, that is research based on quality of data has been described and analyzed systematically.

The technique used is the collection of literary data, namely materials of library materials are coherentwith the object discussion in question.[23] Data in the literature are collected an processed wuth: 1) editing, is re-examination obtained, especially in terms of completeness and clarity of meaning between one another. 2) organizing, is organizing data obtained with frame work already created. 3) discovery of research result, which is to conduct further analysis of organizing data result with using the rules, theories and methods have been determined so obtained certain conclussion which is the result of the answer problematic this paper.

2.2. Learning Approaches

As in this paper using *Contextual Teaching and Learning* approach, an approach that uses diverse contexts, the meaning exists where in the fiscal and social context. In *Contextual Teaching and Learning,* the teacher gives a variety ideas (school, family, community, work place, etc). So that meaning (knowledge) obtained the students become more qualified.[24]

2.3. Learning Methods

Learning method will be discussed further in this paper is Naturalistic Inquiry method. According Egon G. Guba defenition of Naturalistic Inquiry there is no systematic defenition is shared by all people. Educational experts seems to be less formal about to defenition they provide (Sutan Zanti Arbi, 1987:5).

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[20] According to the story, Japan can progress as now can't be sparatedfrom the literacy culture. The effort to develop a literacy culture still supported with the sending selected youths to study aboard according yo their interest. After gradution the devote themselves to the nation, then be Japan now as a nation advanced because has a high literacy culture. See Ali Romadhoni , *Al-Qur'an dan Literasi Sejarah Rancang-Bangun Ilmu-ilmu Keislaman,* (Depok: Linus, 2013), hlm. 25.

[21] Ali Romadhoni , *Al-Qur'an dan Literasi Sejarah Rancang-Bangun Ilmu-ilmu Keislaman,* hlm. 25-26.

[22] Kartini, *Pengantar Metodologi Riset Sosial,* (Banadung: Mandar Maju, 1996), cet. VII, hlm. 33.

[23] Suharsimi Arukunto, *Prosedur Penelitian: Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1990), hlm. 24.

[24] Elaine B. Johnson, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna* terj. Ibnu Setiawan (Bandung: Mizan Learning Center, 2007), hlm. 21.

Even though, Egon G. Guba also takes several defenitions from severaleducation experts, among there are opinion of Wolf and Tymitz. Both state the Naturalistic Inquiry attempts to present episodes of "incisions of life", which is documented through natural language and describes as closely possible how people feel, what they know, how they know it, and what concerns, beliefs perceptions and under standing. This defenition seems to focus on people with people through interviews. But the opinion Edwin P. Willems and Harold L. Raush on the defenition of naturalistic interaction is investigation of symptoms, in and relation with naturally occuring contexts.[25]

2.4. The Reason Academic Underlying the Aplication of CTL Approach and Naturalistic Inquiry

Before discussing more about the *Contextual Teaching and Learning* approach and the Naturalistic Inquiry learning method, the authors wants to express some academic reasons behind the application both of this paper. The reasons are:

2.4.1. The Reason for Applying the CTL Approach

The first reason, problem based teaching, need to vent especially adoles cents meant a need to understand the ideas and problems it faced. Leaners expect what he experienced, felt especially during puberty. Conversely, if the do not get the opportunity to comunicate these problems, let alone harrased, rejected, or hostile, can make them disappointed angry even they feel unsafe, resulting in the ffile unsafe, resulting in behaviour is negative and deviant behavior.[26]

The second reasons, using diverse contexts. In *Contextual Teaching and Learning* approach, teacher are required to understand the state of learner from different context. Understand student from the influence of life at home, economic background, race and ethnicity. As a teachers need to know what the students are experiencing at school, they also need to know how the faces of their student in school outside..[27]

2.4.2. The Reason for the Application of Naturalistic Inquiri

A very basic reason for the application Naturalistic Inquiry method is existence of chemistry *Contextual Teaching and Learning* approach with Naturalistic Inquiry method. One of the existence of chemistry in Naturalistic Inquiry method data collecting done, can be done with interview, which aims to discovery and verification, while in *Contextual Teaching and Learning* approach there is problem students in school outside mudt be understood by teacher. Thus in understanding the student situation from *Contextual Teaching and Learning* approach can be answered by using observation method applied to Naturalistic Inquiry.

3. Discussion of Result
3.1. Overview of CTL Approach and Naturalistic Inquiry Method
3.1.1. Understanding CTL Approach

Defenition *Contextual Teaching and Learning* or commonly referred as CTL is comprehensive system. CTL consists of interconnected parts. If these parts interwined with one another, an effect will be more than the result of parts given sparately. Like violins, cellos, clarinets, and other musical instrumentin orchestra that produce different sounds together produce music, so also separate parts of CTL involue different processes, ehen used together, enabless students create meaningful relationships. Each of CTL these different selections together, they from a system that allows student to see the meaning it, and remember academic material.[28]

CTL'S primary goal is to help student in the right way with relating meaning to their academic subjects. When students find the meaning in their lessons, they will learn and remember what they learn. CTL allows students to connect the content academic subjects with context of their daily lives to find the meaning, it broadens their personal contexts. Then, with providing the

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[25] Egon G. Guba, *Menuju Metodologi Inkuiri Naturalistik dalam Evaluasi Pendidikan* terj. Sutan Zanti Arbi, (Jakarta: Djambatan, 1987), hlm. 6-7.

[26] Nurfuadi, *Profesionalisme Guru* (Purwokerto: STAIN Press, 2012), hlm. 44.

[27] Elaine B. Johnson, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna* terj. Ibnu Setiawan, hlm. 241.

[28] Elaine B. Johnson, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna* terj. Ibnu, hlm. 65.

new experiences set the brain to create new relationships, we help them to discover new meaning.[29]

3.1.2. Understanding Naturalistic Inquiry Method

Regarding the nation of the method of Naturalistic Inquiri, educational experts provide several definitions of it, among them is the opinion of Wolf and Tymitz. Both argue that Naturalistic Inquiri is a process led to the disclosure of many idiosyncratic but important stories, which are told by real people, in real and natural ways. The more commonly provoked, the more these stories will reflect what respondents perceive as prominent issues, meaningful proofs and appropriate inferences. Naturalistic Inquiry attempts to present the episodes of the "incisions" of life, the picture as close as possible to how people feel, what they know, how they know it, and what are the concerns, the things that are believed, perceptions and their understandings.[30]

Apart from the opinions of Wolf and Tymitz, a psychologist named Gutmann also has views on Naturalistyc Inquiry. He states that the method does not treat nature as passive. The Naturalistyc assumption in any field is that these arrangements will organize and encourage events even if our theories do not pay attention of them. Thus, the techniques and instruments of a naturalist are intended to "emit", to highlight the outline of an order implicit in the area of concern.[31]

3.2. Components of *Contextual Teaching and Learning*

The Contextual Teaching and Learning system includes eight components: first: making meaningful connections; second: doing meaningful work; third: doing meaningful learning; fourth: working together; fifth: critical and creative thinking; sixth: helping individuals to grow and growing, seventh: reaching a high standard, eighth: using authentic judgment.[32]

CTL, a different educational approach, does more than guide students in combining academic subjects with the context of their own circumstances. CTL also involves the students in searching for the meaning of the "context" itself. CTL encourages them to see that human beings themselves have the capacity and responsibility to influence and form a range of contexts that include family, class, club, workplace, community and workplace environment, community and neighborhood, to ecosystems.the lesson with contextual teaching provide two important questions for students "What are the appropriate contexts for human searching? And "what steps should I take to shape and give meaning to the context?".[33]

The CTL component will make students do meaningful work: purposeful work, useful to others, involving the process of making choices, and producing a product, real or unreal. Use high-level creative and critical thinking: analyze, synthesize, solve problems, make decisions, use logic and evidence. Working together: helping students work effectively in groups, helping with example, KKN, cultural activities, expedition adventures. Building interpersonal relationships: learning works well in groups, they understand that what they do affects others; helping them communicate with others. Develop each individual: Know, pay attention, and put high expectations for each child. Motivate and encourage each student. Students can not succeed without adult support. Students respect their peers and adults.[34]

3.3. Representation of the Naturalistic Inquiry Room

The reproduction of the Naturalistic Inquiry room can be classified into several parts, among which are as follows:
1. Paradigm Naturalistic Inquiry

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[29] Elaine B. Johnson, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna* terj. Ibnu Setiawan, hlm. 64-65.

[30] Egon G. Guba, *Menuju Metodologi Inkuiri Naturalistik dalam Evaluasi Pendidikan* terj. Sutan Zanti Arbi, hlm. 6.

[31] Egon G. Guba, *Menuju Metodologi Inkuiri Naturalistik dalam Evaluasi Pendidikan* terj. Sutan Zanti Arbi, hlm. 9.

[32] Elaine B. Johnson, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna* terj. Ibnu Setiawan, hlm. 65-66.

[33] Elaine B. Johnson, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna* terj. Ibnu Setiawan, hlm. 66.

[34] Elaine B. Johnson, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna* terj. Ibnu Setiawan, hlm. 94-95.

Naturalistic investigators use a very different paradigm. It deals with description and understanding; so he begins as an anthropologist may begin to learn about a strange culture, by inserting and immersing himself in the investigation with as much open mind as possible, and allowing those impressions to emerge. As the impressions are formed, it checks in various ways, such as "triangulation," tests one source with another, until it is satisfied that the interpretation is valid.[35]

2. The point

The naturalistic finder has partially meant the discovery of the discovery of symptoms, of which the empirical elaboration and the testing will be useful. However, this does not suggest that he will not operate occasionally in any way of verification. If he finds interesting symptoms, he may also want to test his relationships. But even in that case it will continue to operate naturally, looking for examples in which relationships can be observed rather than arranging for them to occur under controlled conditions.[36]

3. Style

Style The basic style of naturalistic-know-seek is seeleksi. He does not manage the inquiry situation, but he uses it; he is less a stage manager, but rather a member of his audience. He watched the whole plays, then selected from them the aspects he deemed as very important for his purposes.[37]

3.4. Analysis

From both the definition of Contextual Teaching and Learning and Naturalistic Inquiry can be analyzed that the approach and method can be used as a way of learning that can be applied in the midst of technology. Looking back on CTL definitions that emphasize a comprehensive system. CTL also consists of interconnected parts and includes eight components: first: making meaningful connections; second: doing meaningful work; third: doing meaningful learning; fourth: working together; fifth: critical and creative thinking, sixth: helping individuals to grow and flourish, seventh: achieve high standards, eighth: use authentic judgment. While Inkuir Naturalistik it is a process that led to the disclosure of many stories that can be done by observation or interview.

CTL approach can be used as an approach by teachers both teachers and parents to see the state of their students in various contexts. Students' perceived complaints can be found by teachers by applying the method of Inquiry Naturalistic by making observations to their students directly. In this work the problem raised is the misuse of technology inhibiting the craft of students in the literacy. So, after being confirmed by interview (Inquiry Naturalistic) the teacher can contextualize the problem into learning. How the problem does not continue to be a problem, therefore teachers should be able to enter technology into the media learning.

4. Conclusion

Contextual Teaching and Learning Approach and Naturalistic Inquiry method can be used as a way of learning in understanding the problems of students directly. When the method of Inquiry of Naturalistic is applied, the teacher can hear more deeply what is the student's problem directly through observation. After knowing the problem in this case is the abuse of technology, then the teacher can mengkontekstualisasikan problem with approach Contextual Teaching and Learning. With the CTL approach should teachers have dared to direct students to make technology as a tool in the world of education. When technology has been applied in learning, indirectly the teacher has implanted morale to the pupil, that is inculcating the thought directly, that technology in essence facilitate learning not as inhibitor in literacy.

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[35] Egon G. Guba, *Menuju Metodologi Inkuiri Naturalistik dalam Evaluasi Pendidikan* terj. Sutan Zanti Arbi, hlm. 21.

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BETWEEN CORRUPTION AND POWER

MOH. Sa'diyin

POLITICAL SCIENCE *Islamic University Darul Ulum Lamongan, Indonesia*

Corruption in the Era of President Susilo Bambang Yudhoyono and JOKOWI is Tranding Topick in reign, during President Susilo Bambang Yudhoyono 100 days depends on the concept of corruption issues should be resolved. and at the time President of the Jokowi, one of the main agenda in his Government is "the eradication of Corruption should be improved", this is manifested by the increase and improvement of the effectiveness of the function of the corruption eradication Commission (KPK), commitment from both This President is very high and no compromises, even from those that existed were either family, servants, or those party colleague many have become suspect.

With so many people suspect corruption, corruption eradication become famous, like a balloon that crashed in the middle of the football field of the ongoing World Cup, everybody became know, everyone is talking about and debate starts at the stall, the campus, the base taxi up to the television station and the offices of Government, all of which addressed the issue of the eradication of corruption, because of all the people already know and discuss it, then this problem according to the Hoogwood in Solikhin Abdul wahab: 41:2002. Already entered on the Agenda Setters, i.e. issues that are mandatory to note in decision making, if this issue is not taken care of, then there will be the defence of the people (People Power). So anyone who attempted to weaken the corruption eradication as Cicak Vs Crocodile volumes 1 and 2 as well as new Godard? UU KPK always gets the spotlight and the defence of society

The issue of corruption eradication in the country be attractive, because there are two great powers with each other face to face, the first is a community that had long been victims of corruption and want a presence of eradication up to its roots, the two the parties are the perpetrators of corruption that average is power, two holders of this power have a desire to the contrary, that the first party wants the presence of corruption eradication indiscriminately with the hope that the money totally devoted to the welfare of society, whereas for the second party always trying to run, Dodge and defend yourself mightily to survive and to avoid jarring the eradication of corruption.

In the face of conditions such as these, the Government is in a very delematis position, on the one hand the Government is a manifestation of the desire and will of the community it is in accordance with the mandate of the UUD 1945 article 1 paragraph (2) kedaualatan there are in the hands of the people and carried out according to the UUD but on the other hand the Government is synonymous with power, a power that is not tampa Government. Both of these issues have flips.

The First existence of governance that is representative of the Community Government to do this in accordance with the fourth sila "... ... ... In the provisional Representation ", hence the Government had the primary function was as a servant of the community, an employer certainly does not want to have a waitress who loves to *Ngapusi, and Ngorupsi*, (Lying and corruption) this is the will of the people in the the life of a country, they want good government, borrowing the term from Teade Gabler Good Gavernance transparent,clean government and accountability.

The Scond Governments are identical to the power, the authority is muktlak owned, authority over that power, if there is a rival means it is a country within a country and it is not known in the unitary State of Republic Indonesia (SO) Kewennangan the This is the nature of the authority of the exekutif is the power possessed by the President which is set in article 4 paragraph (1), kewenanganan legeslatif IE power owned by the DPR, which is set in article 20 paragraph (1) and the judicial power is power owned by the Institute of Justice (MA) which is set in Article 24 paragraph (2).

Power is absolute, the nature of the powers like this will likely lead to an authoritarian power, whereas according to the Lock Action "that power tends to corrupt, absolute power was much less", so the nature of the power it does tend to especially if misused that power nothing not hide him:.

The question that arises is why that power tends to be abused? There are two factors causing power it tends to be misused, namely internal factors and the factors ekternal, internally instinctively someone who authorized the Treasury to spend, divide those who authorized it, they

will try to make ease-ease to profit from his power, because of the chance of this is they will tend to make something profitable and memudahkanya, this is power inclined to coruption.

In ekternal because the authority issue the Division of money and the determination of the work on this area of mempnuyai strategic value, impact and broad authority power so many individuals, groups or groups trying to influence this process in order to the interests of those it could be represented in it so its easy to get multiple benefits. Because the pattern of such collaboration is often done by the parties concerned, who are the parties to it? they are authorized to make policy, they are the authorized issuing financial and implementing their financial users are Governments and policy makers are members of Parliament, as well as the implementer could of bureaucrats and businessmen

his theory vulnerable open opportunities the parties to commit corruption, what is wrong and who is to blame? Then the answer is that we don't need to blame and judge someone, because anyone who entered on the territory will definitely have a tendency to do corruption, whoever the person tampa exception. To control for the Regent powers does not fall only moralah which is able to control them,

The question of moral restraint is not easy to do, it will be defeated by the existence of Chaence, Desire, Need. Chaence that is the opportunity to do corruption, Desire desire or intention to commit corruption and Need the need that caused the corruption. Because the control of moral corruption to not do so is heavy Government should have Goodwill that is entering the public interest or Interest group in the processes of policy making, which Cheak and balances in the making policy

If the nation of Indonesia were treated to a mega corruption hambalang dragging the helpers of the President, the Chairman of the Party Chairman and a member of a political party, and the corruption of the Congregation is the E-KTP that is dragging people from the same group even DPR Head area and officials other Government as well as businessmen dragged down in it, this is because due to the power in making policies that lack power stabilisation. So the existence of important men of the terseretnya people in this country is because of the absence of Cheak and balances in power

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UUD 1945

INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

SUB THEME :
LITERACY AND INFORMATION TECHNOLOGY

THE STRATEGY OF ISLAMIC EDUCATION TEACHER IN THE DEVELOPMENT RELIGIOUS CULTURE

Dr. Jiddy Masyfu', M. Pd. I
Universitas Islam Darul 'Ulum, Lamongan, Indonesia
jiddymasyfu69@gmail.com

Abstract

In this era, the religious culture is necessary because of the presence of religious culture is expected that the students were able to create *Ukhwah islammiyah* in a broad sense the brotherhood that is Islamic, not just the brotherhood between Muslims as long as this is understood, but is also able to build brotherhood and is capable of forming personal and social piety piety.

It's appears a formulation of the problem in this research, the strategy of islamic education teacher in the development religious culture in the school. The Purpose of this research is to analyze the strategy of islamic education teacher in the development religious culture in the school. The method in this research use descriptive method. Descriptive method is a study which studied the issue-an issue in the community, as well as the procedures that apply in the community and specific situations, including about relationships, activities, attitudes, views and processes that are ongoing and the influence of a phenomenon. From the was written by the authors, it is known that the strategy of islamic education teacher in the development religious culture through two strategies are strategies intera and strategies extra. The results of this study, expected to be useful theoretically and practically. Theoretically, this research will be useful as inputs for the formulation of the concept of the strategy of islamic education teacher to develop the religious culture in schools. The result of this research is ultimately expected to serve as the basis to build further research hypothesis related to this study.

As a practical way, the results of this research into materials valuable input for the education practitioners, the islamic education teacher, the headmasters and the vice-headmasters in the development religious culture in a good school and for students of Islamic religious education mainly to undertake the research, in order to contribute ideas for the development of Islamic educational institutions generaly.

Keywords: Strategy, Islamic Education Teacher, Development Religious Culture

1. Preliminary

This study departs from a concern and at the same expectations. Why in this era of globalization the problem of moral decadence is increasing, so that parents are increasingly concerned about the negative effect of globalization, namely the easy moral values that negatively affect proteges either through print and electronic media, as well as online media, even we see directly in real life about our lives as fighting between gangs, fighting between the school, consume alcohol or drugs, rape, sex, sexual abuse, theft, etc. Of the several examples that make us as human beings doubts about the issue of education.

To answer these problems, the role of Islamic religious education is very important. The purpose of Islamic education is to form human Muttaqin that span dimension infinitum (not limited by the reach of human beings), both Lincar and algorithmically are in line of *muslims-muhsin* with device components, variables, and respective parameters -masing the qualitative nature kompetatif.

The islamic education is also intended to increase the potential of religious and make the student become a man of faith and fear of God almighty and noble one. Increased religious potential include recognition, understanding, and internalisasai religious values, as well as the application of these values in individual or collective social life. Increasing the potential of ultimately aims at optimizing the potential that owned the actualization reflect human dignity and status as a creature of God.

To realize the Islamic education as defined above, Islamic education teacher has an enormous role. One of the roles of teachers of Islamic education is to nurture the whole ability and good attitude of students in accordance with the teachings of Islam. It's means that the development of attitudes and personality are not limited to implementation through coaching in the classroom. It's means, the function of Islamic education teachers in fostering students is not only limited to teaching and learning interactions.

To make student become a man of faith and fear of god and good morality is not only need just Islamic education that only 4 hours of lessons but also need habit continly outside of

school hours Islamic education, both in the classroom and outside the inside classroom, or outside the school. even, it is also necessary the interactive harmonious and cooperation between the community of school and the staff of education.[38]

So that, strategy of islamic education teacher in development religious culture strategy of islamic education teacher in development religious culture in schools is very important. The purpose in the of islamic education teacher for development the religious culture of the school is for all people in schools their faith reached the stage of beliefs, religious practices, experience, knowledge, religion, and the experience of religious can be realized with religious activities for create and develop the religious. It's the planting of religious values in schools can then be practiced in the family and community. It's expected from the religious culture become a source of reference in globalization.

2. Discussion
2.1 Islamic Education Teacher
a. The Function OF Islamic Education Teacher

The meaning of islamic education teacher is a comprehensive, one of them is to foster all abilities and good attitudes of students in Islam islamic education. This means that, the development of attitudes and personality are not limited to implementation through coaching in the classroom. It's mean, the function of Islamic teacher is not only limited to teaching and learning interactions. According Zakiyah daradjat function islamic education teacher are five:

1) As a teacher,

The first function from islamic education teacher is as a teacher. It's mean the islamic education teacher must display his personal as scholar. Therefore, the islamic education teacher must be master:

a) (scientific discipline) both from of the substance and methodology of research and development,
b) How to teach it to others or how to learn.[39]

2) As a giving guidance,

The guidance is the process of providing assistance for individuals to achieve understanding and self-direction needed to make maximum adjustments in the school, and the community. It's means In the all of process of teaching education is a major factor.[40] The teachers as mentor and give guidance are two kinds have contain similarities and differences. All of them often carried by teacher who want to teach and love their child and as love their students.[41]

Remembered that the give of guidance, for the islamic education teacher includes the teaching and the guidance development behavior. It's mean the teaching attitude or the teaching behavior has purpose to make the students be religious.[42]

The meaning from my understanding In the function of teacher as a mentor, the teacher need high competency to carry out the following four points:

a) The Teacher should plan goals and competencies will be achieved,
b) The Teacher should see the involvement of students in the learning,
c) The Teacher must make function the learning activities,
d) The Teacher should carry out an assessment[43]

3) as a leader or manager class,

the teacher also becomes as an administrative, it's that not meant as an office worker, but becomes manager in the class and in the interactions of learning. Therefore, from this case are two attention by teacher of religion, are:

a) Assist the development of students as individuals and groups.
b) Maintaining the working conditions and learning conditions as well as possible inside and outside the classroom.

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[38]Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam Di Sekolah, Madrasah, Dan Perguruan Tinggi* (Jakarta: PT Raja Grafindo Persada, 2005), hlm.59.

[39] Udin Syaefuddin, *Pengembangan Profesi Guru* (Bandung: Alfabeta, 2010), hlm. 36.

[40] Imam Musbikin, *Guru Yang Menakjubkan* (Jogjakarta: Buku Biru, 2010), hlm.186-187.

[41]Zakiyah Daradjat, *Metodik Khusus Pengajaran..............................,*hlm.266.

[42]*Ibid*. hlm. 267.

[43] E. Mulyasa, *Menjadi Guru Professional Menciptakan Pembelajaran Kreatif Dan Meyenangkan* (Bandung: PT Remaja Rosda Karya, 2011), hlm. 40.

All of them from three, should be implemented in a balanced and harmonious line. None of which should not be neglected, because everything is functional and linked in to the success of education as an integral whole.

b. The Job And The Responsibilitie From Islamic Education Teacher

The jobs of a teacher almost equal like the job an prophet. It's means, the jobs of a teacher as *warasat al-Anbiya*' that has mission *rahmatan lil alamin*. It's one the mission that invites people to submit and obey God's laws in order to obtain the salvation of the world and the hereafter. This mission was later developed in the process of formation of monotheism spirited personality, creative work righteousness and high moral standards.

To do his theacher's job as *warasah al-Anbiya*, the teacher should be contrary to the principle of *amar makruf nahyu* wa *al-munkar* and make the principle of monotheism as a center of Islamic faith mission deployment activities and good personality. The power developed by theacher is the power of individuality social and moral.

Rasulullah as the first teacher in Islam has job for reading, conveying and teaching the verses of God to man, to purify the man from sin, he explain which the lawful (in islam) and which unlawful, and he tell the story of human in ancient times, and link with human life in their day and the prophet Muhammad predict in life for the go time.

From the all of understanding, in the general the teacher in charge and responsible as Prophet, is not bound the science that is taught, but take off the student and make them the human educated who is able to carry out all of the job and all job ebout the divinity. He does not give and teach the subject matter to student, but the the teacher must make responsible in providing to the student to become human who could only discuss retardation, explore science, and make the an environment that is exciting and fun. [44]

There are some qualities that should be a teacher in making their job, are: *zuhud* (he dos not put the material), clean his body, away from sin and mistake, clean his soul, avoid the big sin, riya', envy, hostility, and all of the bad character. The teacher must also be sincere in charity and work, forgiving, the teacher must also loves his student like love itself, the teacher must also think the student like he think about his son, the teacher must also know the student's character and mastered the subject matter.

2.2 Strategy Of Islamic Education Teacher In Development Religious Culture In The School

All of the master of religion, generally agreed that religion is the origin a value, origin an ethics, and origin philosophy for life which can be played in the lives of people and the united. This reason is based on the religious has some factors. Are: *The first*, the creative factor, that is the religious should encourage productive work. *The* Second, the innovative factor, the religious can teach ideals of human for life. *The third*, the sublimatif factor, the religious can improve the human activity, not only religious matter, but also all of the dimension world. *The fourth*, the integrative factor, the religious can unite the attitud of people and activiti, both individually and collectively in the challenges of life.[45]Based on, the strategy of islamic education teacher in development religious culture in the school, the author divide into two strategy should done by the islamic education teacher are internal strategy and extra strategy. There are something that must be done by teacher in the internal strategy, are:

a. The teacher gives the good examples

The religion emphasizs the good examples from the theacher. They are required to not only speak but also to do it. Every teacher at the institution needs three things: the competency, the personality and thereligiosity. The competency involves the ability to perform of job professionaly are material competence, skills and methodologies. The personality concerns the integrity, commitment, and dedication, while religiosity involves knowledge, skills, and practice in the field of religious.[46] By the three things (the competency, the personality and thereligiosity), the teacher will be able to develop exemplary models and in the presence of students.

The Qur'an emphasizs strongly the importance of the example or role model and good relationships in forming personality. It's telling us studying the behavior Rasullullah saw and makes the most important examples. Indeed, the teacher is a good example of his student if he

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[44] Imam Musbikin, *Guru Yang Menakjubkan* ....,hlm.19-20.

[45] J. Suyuti Pulungan, *Universalime Islam* (Jakarta: Moyo Segoro Agung, 2002), hlm.63.

[46] Ahmad Barizi & Muhammad Idris, *Menjadi Guru Unggul* (Jogjakarta : Ar-Ruzz Media, 2010), hlm.69.

really becomes good example. However, he is sometimes also to be bad personality and destructive if he misleds his student and leads them into the valley of grief and misery.

b. Good habituation

In the life habituation is very important, because many people do or act purely out of habit. Without that, the life of people will run slowly, because before he did something he should think what he would did. The habituation is going to give the opportunity to student practicing their religion, individually or in group in their life.

The Habituation is also be one of the concept and strategy that very important to develop religious culture. With this is approach, the student is expected has capable to practice of religious culture. One of example from this approach is like the student is habited to pray when he will start And finish his lesson, prayer duhur congregation, say hello when he meet anyone, the student is habited to always smile to the other.

The continuity of habituation is not only happening in the schools but also be practiced at home. Because basically the student interact not only at the school but students also interact in his family. Therefore, the islamic education teacher practice at home by making a journal format the like the journal of prayer which must be signed by his parent.

c. Discipline

Discipline is essential to get respect for the other, geting cooperation, and get to organize, and respect to the other.[47] Discipline is to be also a key prerequisite for achieving success in development religious culture. Without discipline, the activities carried out by islamic education teacher will be less valuable. Therefore, the efforts to improve the discipline is an important to achieve the success of religious culture. [48]

d. Emotional approach

Emotional approach is one of approach by using emotion. By the emotional approach the students will be intrigued and want to practice religious cultures in the school and in the family environment. As one of example from this the emotional approach that can be done islamic education teacher is like when feast *Qurban* islamic education teacher ask the student to take the meat and ask him to distribute the meat to the poor, orphans, and those who deserve sacrificial meat, with the playing Islamic CD about the traveling prophet Muhammad, with the playing Islamic CD about Muhammad's character, and with the playing Islamic CD about Islamic figures who has loyalty in Islam. By using the playing Islamic CD will be touched feelings the students to follow the traces of piety.

Some of them about the strategies in the development the religious culture in schools by the internal strategies. It's must be supported by some of the strategies that are strategies eksteren. In this case, the author explain several things, are:

1) Collaborated with the official school: to get one understanding,

The School is an institution that has a clear purpose. The purpose is institutional objectives, it's mean the educational goals of the institution. The goal was given by the people of school to the headmaster for achieve it. And than, the headmaster divide that purpose to teachers and other officials in the school. Therefore, the role of the headmaster in this case becomes very important. The role of the headmaster in this, are:

a. The headmaster must be able to mobilize the teacher, the employe and the student to active for their job and get responsibiliti.

b. The headmaster must be able to communicate effectively with the parent.[49]

For developmen a religious culture in the school absolutely the islamic education teacher are not working alone. It's, the islamic education teacher needs for cooperation between the teacher and the other official of school. One of the reason from it, because when the math teacher was only responsible for fostering the ability to think, and the sport teacher and health teacher just to feel obliged to foster the health and physical strength from the students and the islamic education teacher feel obliged to instill faith so consequently student's personality can be divided strictly. In the fact, the formation of in the personality include three major factors, and the formation that is not mutually apart from one another. [50]

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[47] Mulyasa, *Manajemen Berbasis Sekolah (*Bandung: PT. Remaja Rosdakarya, 2002), hlm.118.

[48] Ahmad Tafsir, *Metodologi Pengajaran Agama Islam* (Bandung: Remaja Rosda Karya, 2004), hlm. 112.

[49] Asmaun Sahlan, *Mewujudkan Budaya Religius Di Sekolah Upaya Mengembangkan PAI Dari Teori Ke Aksi* (Malang: UIN-Maliki Press), hlm. 57-61.

[50] Ahmad Tafsir, *Metodologi Pengajaran Agama..............................,*hlm. 132.

That is just an example of the solidarity for achieving the goal education in the school. All teacher can and should help each other. Likewise, the other apparatus such as a clerical officer, the security, the seller in the school do can not escaped from this job and also have the power of unity.

2) The teacher of Islamic education should be a partnership with parent and the social community,

To save the continuity of education of Islamic religious, we need a unity that should work synergistically, that is between the student's family, the school and the social community. The Urgency of cooperation between the teacher and parent because the student almost all his life in a family environment. Therefore, the family is very responsible in the teaching of student about different kinds of religious culture. The family is also responsible to provide student with education values and social good. The important of family factor can also be seen from the empirical fact (based on observation) that the first of experiences in the life child is a basic foundation in the formation of his personality.

It's men, the cooperation of both the Islamic religious education teachers and families is very important to establish the religious culture although the school is responsible in the education, the guiding and prepar the student to be student who has a high character religious. While, the important of cooperation between the teacher and the community because the community to be central and strategic role. The purpose of the cooperative relationship between the school community are:

a. The community develop the quality of learning,
b. The community reinforce the goals and improve quality of life,
c. The community influence a relationship with the school. [51]

3) The islamic education teacher should choose and determine the model of innovative learning to develop religious culture in the school,

The teacher as one of a learning resource obliged to provide a creative learning for students in the clas. One of the activity which do is make the selection and determination of learning strategies will be selected to achieve the goal of teaching.[52]

4) The extra curricular of religious

The extra curricular is organize lesson activities outside in the school. The extra curricular is at the evening for the school that enter at the morning, and at the morning for the school that enter at the afternoon. The purpose of the extra curricular is to develop one of the subject students.

Mr. Percy E. Burrup says on his book "*Modern Hight School Administration*", extracurricular activities is:

> "variously referred to as "ectracuriculer"," or " out school activities" the are perhaps best described as "ectra class" or simply" student activities".

From the understanding it, for the best of the activity was described as activities outside the classroom just as the activities of students.[53] It's mean, the definition of the extra curricular activity is a wide range of school activity is carried out in order to provide opportunities for learners to develop the potential, the interest, the talent and the hobbies that have done outside the school.[54] The extra curricular of religious has the principal function, are:

a. For increase the knowledge, the appreciation, the experience and the experience about Islam for the student in his daily life.
b. For give an opportunity for the student to develop and express in their school.[55]

Based on, with the extra curricular of religious, the activities of learning can also more smoothly and more insight than in the class. According to me about the activities the extracurricular of religious are very helpful for the student whos like the field of the study of their choice at will themselves not coercion from outside. Moreover, the purpose of this The extra

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[51] E. Mulyasa, *Menjadi Guru Professional Menciptakan Pembelajaran.........................,*hlm. 50.

[52] Binti Maunah, *Metodelogi Pengajaran Agama Islam* (Jogjakarta: SUKSES Offset, 2009), hlm. 86.

[53] Hendriyat Soetopo, *Pengantar Operasional Administrasi Pendidikan* (Surabaya: Usaha Nasional, 2010), hlm. 139.

[54] Mulyono, *Manajemen Administrasi dan Organisasi Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2008), hlm. 188.

[55] Kementrian Agama RI. *Penyelenggaraan Kegiatan Ekstrakurikuler Pendidikan Agama Islam* (Jakarta: Kementrian Agama RI, 2010), hlm. 2.

curricular of religious to train the student to organize, to get the leadership, to get discipline and to get responsible for his action.

3. Conclusion

After analyzing from the results of the research the author get conclusion that strategy of islamic education teacher in the development religious culture makes two strategies are the internal of strategy and the extra of strategy. All of them, be implemented by islamic education teacher to realize value system of Islamic education.

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The High-Level EFL Students' Perception on Participating in a Web Conference

Fadel Muslaini[1], RizkyAmaliah Ulfa[1]

Universitas Sebelas Maret, Surakarta, Indonesia[1]
Corresponding author *: fadelmuslaini @yahoo.com*

Abstract

The purpose of this study was to reveal high-level EFL students' perception on participating in a web conference. The data were collected from 22 high-level EFL students in a university by using survey. The data analysis is quantitative. It consisted of a set of questionnaire to collect information about students' perception and experience in the web conference. From the numerical data, the researchers used descriptive statistics to interpret the data. There are several findings derived. The first, they have sufficient knowledge needed to understand the materials in the web conference. Secondly, it shows that web conference motivates the students to apply autonomous learning by using digital media. Third, the participants are enthusiastic to join web conference and the upcoming similar event. As a conclusion, the web conference participation enhanced students' understanding about ELT. The conference is able to improve students' comprehension about certain issues and topics as well.
Keywords: high-level students, perception, autonomous learning, web conference.

1. Introduction

Every year, the target of education in some countries was changed based on the current situation and development. The recent evidence is that many learners incorporate self-learning strategies into their English language acquisition process. Freeman in Dornyei and Sekhan (2003) stated that exposure to foreign language outside the classroom is considered as one of the essential factors to achieve proficiency. In Indonesia, some efforts have been applied and revised to improve the mastery of English as lingua franca. The objective is to accelerate learning progress achievement effectively and efficiently. It is because English is not only applicable in academic circle, but also in the global development of every aspect in many sectors.

Every teacher, student, and school needs to cope with the new and innovative way to gain a better result or achievement. Teachers as one of the pillars of education are required to guide and be responsible for educating students both inside and outside of school. The teachers' quality is influenced by their higher level of educational background (university) before they are formally qualified to teach (Mór, 2007). Their way of learning in the university will determine their future quality as educators.

Autonomous learning through participation in web conference is expected to improve their awareness towards contemporary issues in ELT. Therefore, the researchers intended to comprehend and expose high-level EFL students' perception on participating in the web conference.

Nowadays, digital learning is not a new thing. The development of globalization, technology, information, and global regulation from government support the learning progress in the borderless world. Pickard (1996) demonstrated that successful English learners are those who dedicated their time to develop personal learning strategies outside of traditional class setting. In the internet perspective, people around the world can share their ideas, talent, and creativity to others. With this benefit, some educational organizations have conducted online events such as web conference where experts and participants around the world virtually gather to discuss certain topics or issues. Web conference as a learning resource can motivate and build global communication.

The purpose of this study is to reveal the high-level EFL students' perception and experience of participating in the online conference. The result is expected to give contribution for education practitioners to consider applying a new technique in English language teaching and learning for specific issues or topics. If the online conference is assumed as a new motivating media, further study is needed to continue the development of the finding.

1.1 Definition of Term

High-level students are the graduate students majoring English Education in a university located in Indonesia where English is used as a foreign language. The numbers of high-level EFL

students are not many because the qualification to enroll the master's degree program is strict by applying Academic Potential Test (TPA) and English for Academic Purposes (EAP) test.

Participating is the activity of understanding the procedure and joining totally with requirements fulfilled until the process ended. A web conference gathers expert and participants or audience to share and discuss together according to the related current issue through the internet at the same time from different location organized by an educational association or organization.

1.2. Research Question

To underline the focus of the study, the researchers formulated the following question: What is the high-level EFL students' perception on participating in a web conference?

2. Literature Review
2.1 Autonomous Learning through Web Conference

Deci and Sheinman (1981) found that autonomy-supportive teachers tend to help increase learners' motivations, whereas controlling teachers were prone to discourage learners' to be motivated and interested in learning. Self-study for EFL is one of the best options for the lecturer to transfer the materials or theory to the learners. It means that self-study is learning activity with minimum role and guidance from the lecturers or teachers.

Regarding economical perspective and effectiveness of time and space, learning process could be done in various media, method, and resources. Autonomous learning requires students to be independent by challenging themselves to search, collect, and formulate data. They should have the initiative to find the most effective way of learning if they want to succeed. In this study, researchers focused on web conference as a learning media and aimed at revealing high-level EFL students' perception.

2.2 Perception and Participation

According to Angell (2007), perception is "the consciousness of particular material things present to sense." Huxley in his essay The Doors of Perception (1954) implicitly proposed that perception is related to awareness. It is the ability to directly perceive the world. Thus, practice and experience are important to build vivid perception on certain phenomena. Perception makes us possible to see beyond things or to be sensitive to our surroundings. Lefebvre (1991), He states that perception is the perceived world which exists as the result of human activities throughout history and social life. The social life shapes our senses, organs, primary needs, instincts, and feelings. Those elements, along with consciousness, permeate the world which is considered as the reflection of human activities.

The stages of perception can be summed up in two phases. First, one makes a consideration about an object. After that, the process of consideration allows him or her to give appreciation or critics (Lefebvre, 1991).
In a web conference, students communicated with other people from various backgrounds, creating collaborative interaction. Vygotsky in Liu and Lan (2016:172) wrote that collaborative interaction is a means to build understanding between speakers and listeners. Furthermore, Liu and Lan formulates some elements affecting the interaction such as cognitive aspect, motivation, social aspects, interest, and encouragement (2016:172).

Students need to relate what they are studying with their experience and surroundings. High-level students are expected to intertwine one thing to another so that their knowledge can be structured as a whole. When students are used to building constructive ideas from various sources, they would likely perceive the world more clearly.

2.3 Web Conference in Cyberspace

It goes without saying that cyberspace can overcome boundaries among people around the world. Baudrillard in Kurnianta, et al. (2005) proposed the word simulation to illustrate digital era. Cyberspace is considered as a simulation of the real world where there is no difference between what is real and imaginary. The simulation creates the so-called hyper reality, the design of actual event without the source of existence. It means that what we see, hear, and even touch is nothing more than interrelated bits produced by artificial intelligence such as computer, television, robots, etc.

Despite such scrutiny, cyberspace has lots of benefits, especially in teaching and learning process. With its hyper real characteristic, cyberspace can be seen as a reflection of reality and society. It helps education practitioners to conquer distance by employing online occasions.

Online occasions as part of cyberspace offer immediate (instant) solution especially to gain information and knowledge.

Nowadays, a web conference is an alternative to gathering experts and interested participants around the world to share and discuss certain topics or issues at the same time. It is also a new thing for a number of high-level EFL students that it is expected to increase their motivation and interest.

Motivation is an important aspect to maintaining the learning process well. Therefore, students have to encourage themselves to keep learning. To figure out if the students are motivated, the researchers collected information before, during, and after the web conference activity from them. The information is also used to reveal their perception on it. They suggested that education practitioners should develop better learning activity related to the web conference. Students' perception and suggestion should be considered as influential support to improve English learning skill.

3. Methods
3.1 Participants

This research applied a quantitative method by using survey questionnaire. To ensure the homogeneity of the sample, all participants were selected from High-Level EFL students in the same academic year. The questionnaire was distributed to 22 students with a return rate 100%. They consisted of 6 males and 16 female aged 22-30 years old. All of them passed English for Academic Purposes (EAP) test to attend English education course. Their score was not less than 70 out of 0-100 scales.

The 22 students joined web conference as a partial fulfillment of a course's task in the first semester. Based on the literature review, this study was to reveal the students' perception and experience of web conference. The survey questionnaire was forced-choice items because they are considered to motivate respondents to answer (Ching-Mei Cheng, 2015). The questionnaire of the survey aims to retrieve the response from the participants to know students' perception in participating on the web conference.

3.2 Data Analysis

To analyze the data from the questionnaire using likert-scale to measure the students' understanding, belief, attitude and phenomena while joining in web conference (Djaali and Muljono, 2001). In two days, the questionnaire was collected from the participants and directly calculated by using descriptive statistics.

In statistical analysis, the data were taken first to measure the validity and the reliability of the questionnaire. In that situation, all the data would be proven the valid item or reliable condition of the test to move to the further analysis. The categories of experience and perception of the students were considered in developing the numeric data into the explanation of the students' response to each question. After gaining the valid and reliable result of the questionnaire, the data were calculated for showing the final result in which it was to transform the data into the further explanation based on the research questions.

4. Results

Table 1: High-Level EFL Students on Web Conference Perspectives

No.	Indicators	SA	A	N	D	SD
1	All the themes are up to date	9	11	1	0	0
2	The presenters are good at conducting each material	10	10	2	0	0
3	The moderators run the role appropriately	5	17	0	0	0
4	The power point is readable and understandable	5	12	5	0	0
5	The presenters' speech is clear	4	10	8	0	0
6	Question and answer session enhanced my knowledge	3	16	3	0	0
7	Each online conference improves my knowledge about certain issue	9	12	0	0	0
8	I would like to participate the in the upcoming online conference	7	11	4	0	0
9	I found other participants who were enthusiastic about online conference	7	13	2	0	0
10	Online conference helped us to improve vocabulary mastery	7	14	0	0	0
11	Online conference helped improve reading skill	4	10	5	2	1
12	Online conference helped improve speaking skill	6	10	4	1	1
13	Online conference helped us improve listening skill	10	11	1	0	0
14	Online conference helped us improve writing skill	4	12	4	1	1
15	Online conference is more effective than conventional conference	1	4	9	8	0
	Total	91	173	48	12	3
	Percentage (%)	27.83	52.91	14.68	3.67	0.917

Based on the survey result, it can be seen that 52.91% of the respondents' answer is "agree" (A). It means that they have a good impression of web conference. The 27.83% of "strongly agree" (SA) answers indicates that some students find that web conference is really helpful in their learning process. The 14.68% of "neutral" (N) shows that some students have a moderate view about web conference. It can also indicate uncertainty of the students' view because, for instance, their opinion may change as they are given the same question in the future. We have got 3.67% "disagree" (D) answer which means that some students do not get maximum benefit from web conference. The 0.917% of "strongly disagree" (SD) answer indicates that a few students do not feel any improvement in some English language skills after joining the web conference.

5. Findings and Discussion

The students are aware of the current issues presented in the web conference. The researchers find that they have knowledge about issues they have not known before and the ones they have known. It seems that the students could relate their experiences in daily life with web conference topics. Thus, students have sufficient knowledge to understand web conference materials.

The next finding shows that students are enthusiastic about web conference. They are encouraged to independently learn by using the internet and are eager to participate in the upcoming web conference. Some of them might watch web conference in a group. Therefore, they could see that their friends are also enthusiastic about the event.

The students can also see others' enthusiasm from how other participants around the world actively chatted during the web conference. They introduced themselves nicely and supported each other when they found any problem like unclear utterance, unintelligible materials, or internet connection problem. By gathering in the virtual world, they feel like in the real interaction with some old friends. They do not need to be disheartened because they can revise and rethink of what they would like to chat.

By joining the web conference, students believe that it enhances their understanding about ELT. Moreover, they had a chance to interact with other students around the world. It gave them the confidence to apply their English language skills such as listening, reading, and writing. It is because the interaction among participants was in the form of virtual chat. They could practice listening and reading during web conference session. It enhances listening skill because they have to listen to what the speakers say. In the web conference, the students also have to read the materials presented on power point and read the chats. Such activity is believed to improve their reading skill. The power point helped students understand key ideas of the presentation

6. Recommendation

Teachers can strongly stimulate students' learning process (Ching-Mei Cheng, 2015; Alton, 2006; Covill, 2011). If teachers are able to coordinate, facilitate and promote autonomous learning, students can develop their own learning style in out-of-class context. Then, they are expected to achieve fruitful long-term learning outcomes (Ching-Mei Cheng, 2015).

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INTEGRATION OF INFORMATION LITERATION AND INFORMATION TECHNOLOGY IN SMA NAHDLATUL ULAMA 1 GRESIK

Luluk Ernawati[1], Nur Kholis[2]
SMA NU 1 Gresik. Indonesia[1]
UIN Sunan AmpelSurabaya[2]
lu2k.3r@gmail.com

Abstract

Information literacy is related to information technology skills, but has broader implications for individuals, education systems, and communities. Information technology skills enable a person to use computers, software applications, databases, and other technologies to achieve academic, work-related and personal goals. The academic, institutions have an educational challenge in the face of the information age. The large number of incoming information and the ease of obtaining information require a person to have thinking skills in accepting, analyzing, processing, and evaluating the information so that it can be applied as an accurate and credible reference effectively for a particular purpose. Integration of information literacy and information technology in the design of curriculum is very influential in directing strategies and instruction methods to become intelligent, critical and creative individuals in the information age, be able to minimize hoax or cybercrime. Thus it is hoped that the ability of good information literacy can realize well informed society. This paper discusses how the integration of information literacy and information technology literacy applied and being developed in SMA Nahdlatul Ulama 1 Gresik in supporting the learning process and how important the role of education in developing information literacy through information technology intelligently and critically.
Keywords:information literacy, information technology, education

1. Introduction

To build a culture of literacy in all spheres of education (family, school, and community), since 2016 the Ministry of Education and Culture has activated the National Literacy Movement (GLN) as part of the implementation of the Minister of Education and Culture Regulation No. 23 of 2015 on the Growing of Character. Like a movement, the perpetrators of GLN are not the Ministry of Education and Culture but also other stakeholders, such as literacy activists, academics, professional organizations, businesses, and other ministries/institutions. The involvement of the educational ecosystem since the drafting of the concepts, policies, the provision of supporting materials, to the literacy campaign is essential so that policies are implemented in accordance with the expectations and needs of the community. GLN is expected to be a supporter of families, schools and communities ranging from urban to the farthest areas to take an active role in fostering a culture of literacy.

Prior to the 21st century, the ubiquitous term'literate'was defined as one's ability to read and write. Its meaning delineated the educated from the uneducated, as being illiterate proved an unthinkable dilemma. With the advent of a new millennium and the rapidity with which technology has changed society, the concept of literacy has assumed new meanings. Experts in the field suggest that thecurrent generation of teenagers— sometimes referred to as the E-Generation, possesses the digital competencies needed to effectively navigate the multi-dimensional and fast-paced digital environment of computers(Jones & Flannigan, 2006). Young people are spending more hours exposing themselves to civic and political issues on digital media than ever before. The ability to understand and assess a message critically can restrain impulsive or irrational outbursts of emotion and help one recognize the benefits of online deliberation(Kim & Yang, 2016).

Millennial learners are considered to be a generation of electronic multi-taskers and fast-paced learners. Digital natives are people who have grown up with and used technology since the day they were born. While digital natives have familiarity with technology, it does not mean that they do not have misunderstandings with the use of technology. Millennial learners have a high expectation of technology and do not quite understand the limitations. Students can search the Internet and connect with friends through text messaging, Face Time, receive communication immediately, and engage in other activities in multiple windows. However, many students still lack the experience of learning with technology, and remain information illiterate(Neumann, 2016).

As a great nation, Indonesia must be able to develop a culture of literacy as a prerequisite of life skills of the 21st century through an integrated education, from family, school, to society. The mastery of the six basic literacy agreed by the World Economic Forum in 2015 becomes very important not only for learners, but also for parents and all citizens. The six basic literation include literacy, numerical literacy, science literacy, digital literacy, financial literacy, and cultural and civic literacy.

The development of the world of education and learning today is growing rapidly along with the development of human culture in producing creativity, taste, intention, appearance and engineering. The result of these developments is the birth of a model of renewable products as in the world of education and learning is more often known as educational innovation, especially innovation of learning through integration information technology. For that purpose it is necessary strategy and to produce optimal learning process with approach of integration of information literacy and information technology needed synergic effort among all school community: leader, teacher and student.

This paper discusses how the integration of information literacy and information technology literacy is applied and developed in SMA Nahdlatul Ulama 1 Gresik in supporting the learning process.

2. Theoretical Basis

Information Technology Literacy is part of digital literacy. According to UNESCO the concept of digital literacy overshadow and become an important foundation for the ability to understand the devices of technology, information, and communication. For example, in ICT Literacy refers to the technical capabilities that enable the active involvement of the community component in line with the development of culture and digital-based public services. ICT literacy is explained by two points of view. First, Literacy Technology (Technological Literacy) - formerly known as Computer Literacy - refers to an understanding of digital technology including user and technical capabilities. Second is the use of information literacy. This literacy focuses on one aspect of knowledge, such as the ability to map, identify, process, and use digital information optimally. The concept of digital literacy, in line with the terminology developed by UNESCO in 2011, refers to and can not be separated from literacy activities, such as reading and writing, and mathematics related to education. Therefore, digital literacy is a life skills that not only involves the ability to use technology, information and communication tools, but also social skills, learning ability, and attitude, critical thinking, creative, and inspirational as digital competence(Kementerian Pendidikan dan Kebudayaan, 2017).

Four critical components of an information literacy program can be identified in anyeducationalsector, including Higher Education: 1. Resources to facilitate the learning of specific skills, e.g. web based information skills enhancement packages and other point of need, or self-paced instruction. 2. Curriculum that provides the opportunity to learn specific skills, either early in a course or at point of need, (from self-paced packages, peers, lecturers, librarians). 3. Curriculum that requires engagement in learningactivities that require ongoing interaction with the information environment. 4. Curriculum that provides opportunities for reflection and documentation of learning about effective information practices(Rahanu et al., 2016). Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information(American Library Association, 2000).Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills(American Library Association, 2000).

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UNESCO in 2011, refers to and can not be separated from literacy activities, such as reading and writing, and mathematics related to education. Therefore, digital literacy is a life skills that not only involves the ability to use technology, information and communication tools, but also social skills, learning ability, and attitude, critical thinking, creative, and inspirational as digital competence.

The integration of Information technology literacy in learning has several reasons. First, the community is experiencing an unprecedented growth in the number and variety of data collections because computer technology, network connectivity and disk space are becoming more affordable(Sweeney, 2001).Second, The information boom is an unending cycle, the more information is out there, the more people will produce and create information that spurs more information for dissemination(White, 2009). Explosion of information can be defined as a rapid increase in the amount of information published. This is a situation where information is available in abundance or too much data(Kadiri & Adetoro, 2012). The cause of the information explosion with the abundance of information is due to various sources of information, abundance of information, difficulties in managing information, irrelevant or unnecessary information received, and time scarcity of information users to analyze and understand information(Hoq, 2016). Precisely it is the difficulty in getting the required information appropriately.

3. Method

This research method uses literature study, observation and interviews. Interviews were conducted to the principal, head librarian, librarian, teacher and student. The observations were carried out by researchers directly in the literacy area of libraries, classes and all areas of the school, including activities inside and outside learning.

Through the literature review came the argumentation of scientific reasoning that describes the results of literature review and researcher thinking about a problem or topic of study. The literature review study is conducted through a critical and in-depth review of relevant literature materials. The literature review is conducted by collecting data or information from various literature sources. Literacy of information through information technology as a source of ideas to explore new thoughts or ideas, so that new theoretical frameworks can be developed or as a basis for problem solving in schools.

This research data in the form of verbal exposure which contains information about integration of information literasi and information technology literasi as base of effective and productive learning development. Data analysis is done through three stages, namely preparation, analysis, and inference.

4. Result and Discussion

SMA Nahdlatul Ulama 1 Gresik located at Jl. Raden Santri V / 22 Gresik won the best national library of public and private level in 2015. Currently is has 1055 students with 101 teachers teachers and employees. There are 30 learning groups and about 42 extracurricular programs. The classrooms are based on interests and talents (department, talent and interest in art, sport and language). The management uses the 3P principle: Penampilan (Appearance), Pelayanan (Service),Prestasi (Achievements).Information Technology Facilities include Graphic Design Lab, Photography-Cinematography Lab, Computer Accounting Lab, Language Lab, Wifi, Student & Teacher Smard Card: Presence, library card, foodcourt, Ma'arif Marf, SMS Gateway,Develop a touchscreen android based foodcourt, E-learning, CCTV all the room and hallway, Web School, BK based android, LCD TV in each class.

Currently the school as internet connection as fast as 100 Mbps Bandwidth Capacity: 100 Mbps download, 15 Mbps upload. The local server used is PowerEdge R220 Intel Xeon, E3-1200 v3 Processor, 8 Gb of RAM / RAM, 2x2.5 "SAS Harddisk, 1 PCLe slot x 16 3.0, 2.0 MB L3 cache per core, core options 2.4. WiFi devices: Unifi UAP LR 2.4 GHz throughput 300 Mbps.Technology Facilities in the library's "kebun buku" includes 10 PC internet access, Hot spot, E-learning, Digital book circulation, Digital Catalog, Presence paper less, Access e-book, Movie Corner, Presentation Stage.

The forms of IT integration and information literacy in learning at SMA Nahdlatul Ulama 1 Gresik include:
1. Teachers invite students to explore information by utilizing internet access both in "kebun buku" library and from their respective mobile phone.
2. Teachers create blogs for subject literacy in order to better focus the material.
3. Teachers and students make use of e-books on blogs "garden books" library.
4. Teachers create social media groups with students with a view toanalyze and evaluate information.

5. Discussion to develop critical thinking skills on information.
6. Teachers use e-learning under the web by using the moodle program.
7. To develop the creativity of teachers and students in literacy, teachers and students create papers in accordance with the areas of interest such as literary works, scientific papers, workshops, etc. Selected works are uploaded to the book garden blog.
8. Teachers and students utilize android applications in learning, for example: applications of the Qur'an, Hadith, etc.
9. Develop android-based instructional materials
10. The development of scientific or literary works can be done online, via email, medsos, etc.

The integration of technology and information literacy can take different forms. Yet, it is important that school community should support of the programs. It seems that the role of teachers is critical in the implementation of the integration. The main prerequisite of the successful integration of technology and information literacy in supporting student learning is the availability and the sufficiency of technology pertinent to information retrieval and production. Students need also to be accustomed to the technology.

5. Conclusion

The purpose of the integration of technology and information literacy in school is to help students search, select, and use accurate information for their learning purposes. The process of this is aided by the information technology. The success of the integration depends of the readiness of all stakeholders in schools, including the principal, teachers and staff, parents, and the students. It is important to expand this research to cater to more schools to examine the relationship between the integration of technology and information literacy and student learning outcome.

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LITERATION INFORMATION IN HIGHER EDUCATION TO IMPROVE STUDENT COMPETENCY

Maskarto Lucky Nara Rosmadi

STIE Kridatama, Bandung, Indonesia
Email: maskartolucky@gmail.com

Abstract

Development of science and information technology has two factors for the world of education both positive and negative. Positive factors can increase the knowledge of students in college gain other than those received from faculty. The limited number of printed literature books can be obtained by the Internet as additional literature. However, in the implementation of technology development is not used optimally by students in completing education in college. The research method used is mix method (combination method) with the type of descriptive analytical research, that is data obtained describes the results of questionnaires and interviews are processed together (mixture of qualitative and quantitative) in a balanced way then analyzed while the data collection techniques consist of primary and secondary data (literature). Based on the results of research conducted can be explained, that although the development of information technology is so fast but cannot be used optimally by students in an effort to improve its competence. However, it can be emphasized that student competence can be increased due to several factors such as motivation, habit, and behavior in the use of social media.
Keywords: Information Literacy, Competence, Motivation, Habits, Behavior.

1. Introduction

The 21st century is a century of paradigm shift for the life of mankind in the world which is marked by the increasing of science and information technology which make it easier for human to interact and communicate. The competitiveness of the nation, especially competition in improving the quality of human resources is one way to be a winner in all aspects of life. According to Ummi Rodliyah (2012), the power of information competency is the ability to utilize the information obtained to improve the performance of daily activities, thus affecting and accelerating the dynamics of society and ultimately affect the progress of the country.

Universities as one of the nation's institutions have an obligation to provide science to the students in order to have the competence and expertise in accordance with the discipline that he is involved in. Carnegie Foundation's (1986) recommends that the quality of a college is measured by the resources for learning on the campus and the extent to which the students become independent, self-directed learners. And yet we found that today, about one out of every four undergraduates spends no time in the library during a normal week, and 65 percent use the library four hours or less each week. The gap between the classroom and the library, reported on almost a half-century ago, still exists today.

The results of research conducted by California State University (2001), competence of information literacy in universities can provide benefits include:
a. Provide proven methods to guide students to a growing variety of information sources.
b. Support national efforts to improve the quality of education.
c. Provide enhancements to strengthes lecture materials.
d. Improving the learning process without knowing time limits. This each individual (student) can have a critical intellectual ability both thinking and acting.

Koneru (2010) argues that information literacy is a competency that requires knowledge of available information, properties and formats, the ability to retrieve relevant information by irrelevant filtering, and attitudes to use information and share in an ethical manner.

From the above description, the writer can draw some problems that are as follow:
a. What are the benefits of information literacy in college.
b. How information literacy can improve student competence.
c. How far the efforts of universities to improve student competence in facing global competition.
   The purpose of this research are:
a. To know the benefits of information literacy in college.
b. To know, analyze, describe, and develop information to improve student competence.

c. To know the efforts of universities to improve student competence, including the obstacles it faces.

2. Methods

This research was conducted at the College of Economic Sciences of Kridatama Bandung with the number of respondents as many as 160 students conducted random sampling of all forces and study programs. The data were collected using questionnaires and documentary studies. Questionnaire intended to collect primary data about student perceptions related to information literacy, students' ability in utilizing information technology, and institutional support in improving student competence by utilizing information technology. Then proceed with a structured interview with the respondent. Quantitative data in the form of numbers from the results of the questionnaire while the qualitative data in the form of description in the display data that ended with the conclusion. Data then processed with the help of SPSS software version 23.00 which is then analyzed by analytical descriptive method.

The research design can be seen in the following figure:
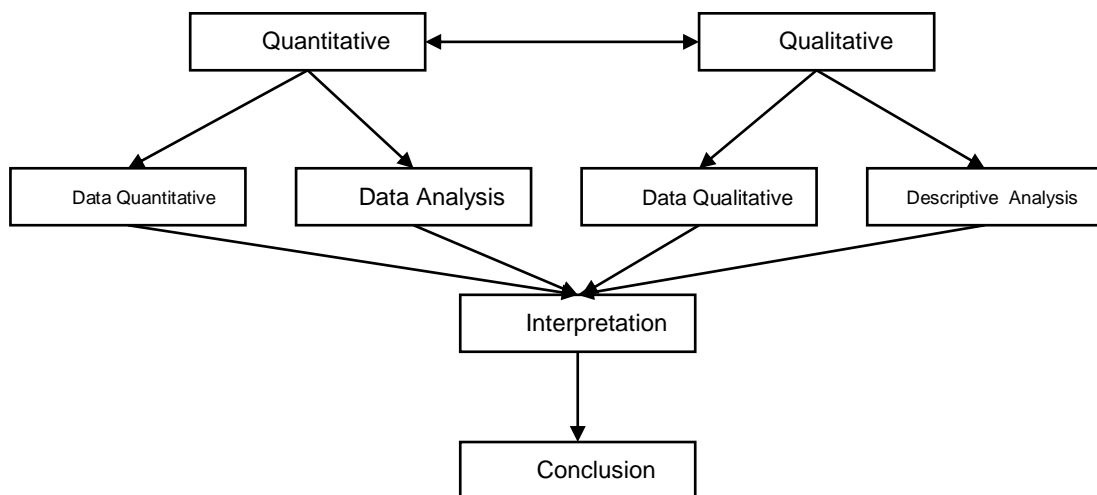
Figure 1. research design combination method.

3. Result Discussion

Many ways to improve student competence in the learning process in college. Limited face to face time in classes with lecturers is not an obstacle to acquiring knowledge. Literacy of information through the utilization of social media is one way to overcome these problems.

In recent century information is growing at surprisingly fast speed in the society every person whether men or women, rich or poor, adult or child needs information for their work. If you have information at every step then only you can proceed in your life. In today's scenario information is compulsory. Information Literacy is the process of knowing when and why information is required, where to find it and how to evaluate, use and communicate it in an ethical way. (Naik and Padmini, 2014)

Unesco world institution that overshadowed the problem of culture and education argued, that education has four pillars, namely:

a. Learning to know; education is an attempt to find and know the information needed and useful for life.

b. Learning to do; education is learning process to be able to do something. The learning process produces changes in the cognitive region, the enhancement of competence, as well as the conscious selection and acceptance of values, attitudes, rewards, feelings, and willingness to do something.

c. Learning to be; mastery of knowledge and skills is part of the process of becoming oneself.

d. Learning to live together; the habits of living together, mutual respect, openness, giving and receiving need to be developed. This condition allows the growth of mutual understanding between race, ethnicity, and religion.

To that end all education in Indonesia should be directed at improving the quality of intellectual and professional skills as well as attitude, personality and morale. With the ability and

attitude of Indonesian people like that, then in the end will make the people of Indonesia with dignity in the eyes of the world community.

Four pillars of education delivered by Unesco is implemented in Indonesia with the added pillar of learning to believe and cautious to God Almighty. With these five pillars the Indonesian state can realize the ideals listed in the preamble of the 1945 Constitution of the intellectual life of the nation based on the divinity of the omnipotent.

From the results of research conducted in respondents who to 160 students can be seen in the following table:

Table 1. Results of Validity and Reliability

No	Variable	Score	Category	
1	Information literacy	0,829	Valid	Reliable
2	Competence	0,847	Valid	Reliable
3	Motivation	0,870	Valid	Reliable
4	Habit	0,813	Valid	Reliable
5	Behavior	0,861	Valid	Reliable

Source: data processed

From the above data can be explained that based on the results if using SPSS softwere version 23,00 all data declared valid because the number obtained more than 0,300 so there is not need discard data. While the value of reliability is all more than 0,700 in accordance with the ones listed in the table above. From the result of questionnaires to 160 respondents related to the use of literacy to improve studen competence obtained data as shown in the following graph:
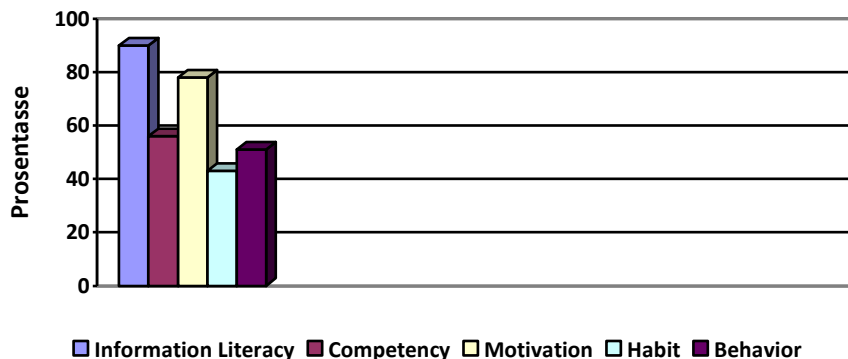
Graph 1. Data of the questionnaire result

In graph 1 above it can be explained that in general repondents who use information literacy through social media as much as 90%, media social used to increase knowledge (competence) as much as 56%, social media to increase motivation learn as much as 58%, social media used to fill in the emptiness of time (habit) as much as 43 %, and 51% utilize social media related to the behavior of students.

From the description above, then the need for information literacy in universities, especially for students os very important in addition to increase knowledge as well as to improve it competence. While for lecturer of information literacy is very useful to improve the competence in giving the lecture material to the students. Therefore, universities are required to support all forms of activities undertaken by students, especially in developing science.

4. Conclusions

From the results of research conducted by the author, it can be submitted several things as follows:

a. Literacy information is instrumental in improving student competence, especially in developing lecture materials.

b. The role of lecturers is very decisive in the development of science, especially in teaching and learning process, especially the competence and expertise it has.

c. The role of the college determines the progress or achievement of the students.

d. Facilities and infrastructure become the needed of higher education.

e. Support from central and local government is needed for the achievement of university graduates who have expertise in their respectivefield.

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INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

SUB THEME :
LITERACY CRISES

Influence Communication Analysis between Leader and Employee and Work Discipline to Work Performance Employee in Koperasi Save Loan Mitra Jaya Mojoagung Jombang

Dr. H. Chairul Anam, S.E., M.Si.

STIE Al-Anwar Mojokerto, Lamongan, Indonesia

Abstract

Good communication is important substance in orgazation. Good communication can make understanding and comfort people in organization. Even though, fair communication between manager and employee can make miss-understanding information between leader and employee organization, when the leader decide to border communication to their employees, so miss-understanding happened that comfortable are made while the employee works. It influences employees performance when they have problem which must be told however it can not be solved because leader and employees never have good communication to solve employees problem in company and make their company loss.

The purpose for this research to recognize communication influences between leader and employee to working discipline and working performance in KSP Mitra Jaya Mojoagung. After doing research, it is got the result that Fcount 11,754 significant 0,000 (p<0,05), that means Ho is rejected and Ha is accepted which result communication between the employee and work discipline simultantly influence to work performance KSP Mitra Jaya Mojoagung. Whereas, communication between leader and employee to work performance 2,407 significant 0,023 (P<5%), that means communication between leader and employee to work performance. Calculation result is got t calculate working discipline 3,742 significant 0,001 (P<5%), which means working discipline influences to work performance. Whereas for working discipline has dominant influent to working performance be compared communication between leader and employee variable, because it has influent partial communication leader and employee 16,6% whereas work discipline 32,6%.

At the same time, multiple coefisien correlation value is got 0,669, means communication variable leader and working discipline has relation or has influent to work performance in Koperasi save loan Mitra Jaya Mojoagung Jombang.

Keywords: communication between leader and employee, work discipline and work performance

1. Introduction

Performance management plays an important role in creating relationships and ensuring effective communication, performance focuses on what organizations, leaders, and workers do to succeed. Performance management is about how performance is managed to achieve success and convenience by its employees. In contrast to Bacal's emphasis on communication processes, Armstrong (2004: 29) sees performance management as a means to better outcomes organizations, teams, and individuals by understanding and managing performance within a standard objective framework, and agreed terms .

While the work discipline is less than the maximum also makes the work becomes not working well, when employees have jobs in the field and expertise of each, there was a vacancy in other fields because the delay and absenteeism will harm other employees so there must be a temporary replace, finished in time. Lack of firm action and sanctions by the leadership to employees who violate the discipline of work to make employees behave arbitrarily to make other employees disadvantaged. The mood of the organization is not conducive and effective, resulting in social jealousy for employees.

In a functioning organizational system will produce "order", the setting makes sense. The results of workers who have strong relationships with organizational strategic goals, consumer satisfaction, and contribute to the economy (Armstrong and Baron, 1998: 15). Human Resources in an organization, although it has been recruited through good selection, but in carrying out its duties are always facing problems that can not be resolved alone.

Currently there is often a misperception in two-way communication between superiors and subordinates within the organization. From communication errors can also cause problems in the discipline of work, thus affecting the performance of the employees. Because performance also plays an important role in the level of excellence that is expected of an organization. The quality of human resources should be instilled in the discipline of work in respect of respect, respect,

obey the rules that apply, both written and unwritten and able to run and not evasive to accept sanctions when violating the duties and authorities given to him (Siagian , 2013-309).

Employee communication is influenced by several factors: Work environment, organizational culture, leadership, work motivation, and work discipline. By considering the above problems and listening to how important the issue of placement of Human Resources in KSP Mitra Jaya Mojoagung. To improve employee morale in order to work well and in accordance with what is expected in the company's management needs appropriate placement of human resources appropriate. The purpose of this study is to determine the influence of subordinate Communications subordinate work discipline with employee performance in KSP Mitra Jaya Mojoagung Jombang .

2. Literature Review

Anang Mardianto. (2004). Effect Analysis of Subordinate Communications Subordinate And Motivation To Performance In PT Bank Regional Development Central Java Branch of Surakarta. Where the purpose of the research is the ability of an organization lies in the human, not on the system, technology, procedures or sources of funds (Uchana, 1998: 57). This statement is supported by Robert E. Wood who states that the system is important, but our main belief must always be put on the human rather than the system (Uchana, 1998: 58). The research method used population and sempel population of this research is all employees in PT Bank BPD Jateng Surakarta branch that has more than two years become permanent employee. If the sample population is random 99 people then taken as a sample of 83 people.

Based on the analysis results can be concluded that there is a positive and significant influence between communication and motivation variables on the performance of PT Bank BPD Jateng Surakarta branch, both individually and simultaneously. Based on the above conclusions, it is recommended that PT Bank BPD Jateng Surakarta branch should improve the quality of communication factors and work motivation.

Communication is "a process in which a person or persons, groups, organizations, and society creates, and uses information to connect with the environment and others". In general, communication is done orally or verbally that can be understood by both, communication can still be done by using body movements, showing certain attitudes, such as smiling, shaking his head, shrugging. This way is called nonverbal communication. Internal communication is a communication that occurs in the office environment. This communication can occur between employees with employees, employees with superiors, and superiors with superiors.

• Factors Affecting Communication

There are two reviews of factors that affect communication, ie factors of the sender or also called communicators, and factors of the receiver or communicant.

Factors of the sender or komunikator, namely skills, attitudes, knowledge sende, media channels used.

1. Sender Skills (Sender Skills)

Sender as a sender of information, ideas, news, messages need to master the ways of conveying the mind both in writing and oral.

2. Sender Attitude (Sender Attitude)

The sender attitude is very influential on the receiver. Sender who is arrogant to the receiver may result in the information or message being given to be rejected by the receiver. Similarly, a hesitant sender attitude may result in the receiver becoming unbelieving of the information or message being conveyed. Therefore the sender must be able to convince the receiver of the message given to him.

3. Sender Knowledge (Knowledge of Sender)

Sender who has extensive knowledge and master the material presented will be able to inform the receiver as clearly as possible. Thus, the receiver will be younger to understand the message conveyed by the sender.

4. Media Channels Used by Sender (Media Channels Used by Shippers)

Media or communication channels by assisting in delivering information or message ideas to the receiver. Sender needs to use appropriate communication channel media and attract the receiver's attention. Factors from the receiver side, ie receiver skills, receiver attitudes, receiver knowledge, and media communication channels.

5. Receiver Skills (Recipient Skills)

Receiver skills in listening and reading messages are very important. Messages provided by the sender will be well understood. If the receiver has listening and reading skills.

6. Receiver Attitude (Attitude of Receiver)

Attitudes toward the sender greatly affect the effectiveness or lack of communication. For example, the receiver is a priori, dismissive, prejudiced against the sender, the communication becomes ineffective, and the message becomes meaningless to the receiver. Therefore the receiver must be positive to the sender, even if the sender's education is lower than it is.

7. Knowledge Receiver (Knowledge Receiver)

Receiver knowledge is very influential in communication. A receiver that has extensive knowledge will be easier to interpret the idea or message it receives to be less widespread to allow the message received to be less clear or less understood by the receiver.

8. Media Communication Channels

The medium of communication channels used is very influential in the reception of ideas or messages. Media communication channel in the form of a sense device on the receiver greatly determines whether the message can be received or not for him. If the receiver's sensory device is interrupted, the message provided by the sender may become less clear to the receiver.

• Communication system

Maintaining relationships with employees requires effective communication. Regardless of the size of the organization, continuous communication is a must. It is said that because through communication various matters concerning organizational life delivered by one party to another party. In practice, there are four streams of communication within an organization:

1. Vertical communication. Members of the organization always want to be heard by their superiors. Such desires are exploited to convey things such as employment reports, problems encountered, both official and private, suggestions concerning the performance of their respective tasks and even within a democratic-run organization, constructive criticism the interests of the organization.

2. Horizontal communication. Horizontal communication takes place between people who are at the same level in the organizational hierarchy, but carrying out different activities. Given that the basic principle used in moving the wheel of an organization is cooperation and not competition, the organization must be viewed and treated as a system.

3. Diagonal Communication. This communication takes place between two units at different organizational hierarchies, but organizes similar activities.

• Work Discipline

Discussion of employee / employee discipline in human resource management departs from the view that no human is perfect, escape from mistakes and mistakes. Therefore every organization needs to have various provisions that must be obeyed by its members, the standard that must be met. Discipline is a management action to encourage members of the organization to meet the demands of the various provisions. According to Davis (1985: 366) suggests that "Dicipline is management action to enforce organization standards". Based on Davis's opinion, the discipline of work can be interpreted as the implementation of management to strengthen organizational guidelines.

Thus it can be said that there are two types of discipline within the organization, which are preventive and corrective.

1. Preventive Discipline. Preventive discipline is an action that encourages employees to be obedient to various applicable regulations and meet the established standards.

2. Corrective Discipline. If any employee has actually committed a breach of any applicable provisions or fails to comply with the standards set forth, to him subject to disciplinary sanctions.

One kind of discipline is the corrective discipline requiring special attention and the process of the procedure should be. This is in accordance with the opinion of Davis (1985: 367) who argued that:

Davis argues that corrective discipline requires the attention of the process that it should, which means that the procedure must show the employee concerned actually involved. The intended process requirements are intended to be:

a. First, an innocent prejudice until proof of employee role in violation.

b. Second, the right to be heard in some cases is represented by other employees.

c. Third, the discipline is considered in relation to the involvement of the offense.

• Employee performance

Performance is about creating relationships and ensuring effective communication. Performance focuses on what the organization, managers, and workers are managing to succeed. Performance is about how performance is managed to succeed. Performance comes from the notion of performance. There is also a definition of performance as a result of work or work performance. However, performance actually has a broader meaning, not just the work, but includes how the work process takes place. Performance is the result of work that has a strong relationship with the organization's strategic goals, consumer satisfaction, and contribute to the economy (Armstrong and Baron, 1998: 15). Thus, performance is about doing the work and the results achieved from the job. Performance is about what to do and how to do it.

• Performance Benefits

Performance not only focuses on the output and the direct work of human resources. Performance needs to pay attention to the benefits or impacts of the work. The impact of the work can be positive for the organization, for example, because the success of a person to realize his achievements have an impact to improve motivation so as to further improve the performance of the organization

• Hypothesis

Based on the formulation of the problem, the purpose of research and the theoretical basis, then the hypothesis proposed in this issue are:

1. That the subordinate supervisor's communication variables (X1) and work discipline (X2) together have a significant influence on employee performance in KSP Mitra Jaya Mojoagung.

2. That the communication factor of subordinate and discipline boss partially affect the performance of employees in KSP Mitra Jaya Mojoagung.

3. Research Methods

Data collection procedure is done by questionnaire aartinya data collection techniques by giving a set of questions or statements to the respondent for the answer, besides that also done by collecting the documentation meaning a way of collecting data by looking at records or archives stored.

• Operational Definition of Variables
  - Subordinate Employee Communications (X1)

A process in which a person or persons, groups, organizations, and society creates, and uses information to connect with the environment and others.
  - Work Discipline (X2)

Management actions to encourage members of the organization to meet the demands of these provisions.
  - Employee Performance (Y)

About creating relationships and ensuring effective communication.

• Analysis Techniques

To know whether there is influence from subordinate employee communication factor and work discipline that affect to employee performance in KSP Mitra Jaya Mojoagung, hence in use multiple linear regression analysis. Where the equations resulting from multiple linear regression, are as follows:

$$Y = a + X1b1 + X2b2 + e$$

• **Hypothesis testing**
  - **Test F**

F test is done to know the significance of the effect of independent variables simultaneously to the dependent variable or not free, by the formula:

$$F\ hit = \frac{R^2/k}{(1 - R^2) / (n\text{-}k\text{-}1)}$$

• Determining the hypothesis formulation:

Ho: b1 = b2 = 0, means the subordinate and subordinate communication communication variables simultaneously (simultaneously) does not significantly affect the performance of KSP Mitra Jaya Mojoagung employees.

H1: b1 $\neq$ b2 $\neq$ 0, means the subordinate and subordinate communication communication variables simultaneously have a significant effect on the performance of KSP Mitra Jaya Mojoagung employees.

Determine the level of significance (level of significant) 95% or = 5.

F-table is determined by degrees, V1 = k and V2 = n-k-1

Ho is rejected if Fcount> Ftable, meaning that simultaneously independent variables affect the dependent variable.

Ho is accepted if Fhitung <Ftabel, meaning that simultaneously independent variable have an effect on dependent variable.

   - **Test t**

This statistical test basically shows how far the influence of one independent variable individually to the dependent variable. The null hypothesis and the alternative hypothesis to be tested on the statistical test t are as follows:

a. Ho = Independent variable individually has no significant effect on the dependent variable.

b. H1 = Independent variables individually have significant effect on dependent variable.

   While the hypothesis accepted or rejected by comparing the value of t arithmetic with the value of t table. The value of t arithmetic can be obtained with the following formula:

$$t_{hit} = \frac{b_i}{s_e(b_i)}$$

   The value of t table can be seen by knowing the level of significance (α) and the degree of freedom of n-k-1 (where n = number of observations, k = number of independent variables).

The provisions of this test are:

- Ho will be rejected if t-count value $>$ t-table

- Ho will be accepted if the value of t-arithmetic $<$ t-table

4. Discussion

   To know the influence between subordinate employee communication and work discipline on employee performance used multiple linear regression analysis, where the output with SPSS statistical program tools obtained results as follows:

   Regression Analysis

The influence of subordinate employee communication and work discipline
on employee performance

Variable	Regretion coefficient	t arithmethic	Sig.
Communications superior subordinates	0,374	2,407	0,023
Work discipline	0,753	3,742	0,001
Constant : -0,427		F count : 11,754	
R : 0,669		Sig : 0,000	
R square : 0,448			

   Source: Primary data is processed

   Based on the table above linear regression calculation results can be compiled multiple linear regression equation as follows:

   Y = - 0.427 + 0.374 X1 + 0.753 X2

   The purpose of the regression coefficient in the table above can be explained as follows:

a. Constants (a)

The value of a = -0.427 shows the amount of employee performance variable (Y) that is not influenced by subordinate employee communication variables and work discipline.

b. Coefficient of regression of subordinate superior communication

b1 = 0.374 indicates an increase in subordinate employee communication variables that may lead to an increase in employee performance or in other words increase subordinate employee's communications by one unit will lead to increased employee performance of 0.374 units, assuming work discipline in a constant state.

c. Regression coefficient of work discipline

b2 = 0.753 indicates that there is an increase of work discipline variable which can lead to the increase of employee's performance or in other words the increase of work discipline of

one unit will cause the increase of employee's performance equal to 0,753 unit, assuming subordinate employee's communication in constant state.

The value of multiple correlation coefficient obtained by 0.669, means that subordinate communication variables subordinates and work discipline has a strong relationship with employee performance, while the value of coefficient of determination double (R^2) obtained by 0.448 or 44.8% variation of employee performance can be explained by subordinate superior communication and work discipline.

Testing this hypothesis will be tested on the hypothesis that has been established in this study. Testing each hypothesis based on the results of regression analysis can be explained as follows:

1. Simultaneous influence of subordinate employee communication and work discipline on employee performance

To test the first hypothesis of whether subordinate employee communication and work discipline simultaneously have an effect on employee performance, the test equipment used is the F test. The results of F test calculations in the regression output can be seen in the table below:

Table F Test

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4,916	2	2,458	11,754	0,000
Residual	6,064	29	0,209		
Total	10,980	31			

a Predictors:(Constant), work discipline, subordinate superior communication

b Dependent Variable: performance

Source: Primary data processed

Based on calculation result by using SPSS program obtained Fcount equal to 11,754 with significance 0,000 (P <0,05), so Ho rejected and Ha accepted. Thus the first hypothesis proved that subordinate employee communication and work discipline simultaneously have a significant effect on employee performance KSP Mitra Jaya Mojoagung.

2. Influence partially subordinate employee communication and work discipline to employee performance

a) The influence of subordinate employee's communication on employee performance

To find out whether subordinate employee communication partially have a significant effect on employee performance, the test equipment used is t test. Based on the calculation results using SPSS program obtained the following results:

Table Test t

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Constant	-0,427	0,856	-0,499	0,622
Communications subordinate top	0,374	0,155	2,407	0,023
Work discipline	0,753	0,201	3,742	0,001

a. Dependent Variable: performance

Source: Primary data processed

Based on the results of calculations using multiple linear regression analysis tools obtained the value of t count communications superiors subordinate 2.407 with significance 0,023 (P <5%), so Ho rejected and Ha accepted which means the second hypothesis proved. Statistically, subordinate employee's communication has a significant effect on employee performance.

b) The influence of work discipline on employee performance

To find out whether the work discipline partially has a significant effect on employee performance, the test equipment used is t test. The result of calculation by using multiple linear regression analysis in table 4:14 above obtained value t count the discipline of work of 3.742 with significance 0.001 (P <5%), so Ho is rejected and Ha accepted which means the second hypothesis proved that the work discipline significantly influence the performance employees.

3. Job discipline variables that have a dominant influence on employee performance.

To know the contribution of each independent variable that is subordinate employee's communication and work discipline to employee's performance then used partial determination test instrument (r^2). Furthermore from the results of partial determinations can be known the percentage magnitude influence of each independent variable on employee performance. The results of the calculation of partial determination test in the regression output can be seen in the table below:

Korelasi partial table

Model	Correlations			
	Zero-order	Partial	Part	r^2
(Constant)				
Communications subordinate top	0,425	0,408	0,332	0,166
Work discipline	0,581	0,571	0,516	0,326

a. Dependent Variable: performance

Source: Primary data is processed

SPSS calculation results in the above table can explain the amount of communication contribution of subordinates and employee discipline to employee performance as follows:
a. Contribution of subordinate employee's communication to employee performance
   The value of partial correlation of subordinate employee's communication to employee performance is 0.408 so that the partial determination can be known as 0.166, meaning that subordinate superior communication has contribution to employee performance of 16.6%.
   b. Contribution of work discipline to employee performance
   Partial correlation of work discipline to employee performance is 0,571 so that the partial determination can be known as 0,326, it means work discipline has contribution to employee performance 32,6%.
          From result of calculation of partial determination of both independent variable known that work discipline have bigger value that is 32,6% than subordinate employee communication equal to 16,6%.
   Based on the results of the research analysis described above, then further discussion will be conducted on the results of the analysis. The discussion is made by looking at the causality relationship that occurs as a proving hypothesis raised in this study.
   Human resource management literature states that there are many factors that affect the performance of employees such as subordinate employee communication and work discipline Theoretically there are two factors that influence the influence of the factors of the sender or called communicators, and factors of the receiver or communicant. While discipline in the organization there are two types of discipline, the discipline that is preventive and discipline that is corrective. On the basis of these, the purpose of research is to test and analyze the influence of subordinate employee communication and work discipline affect the employee performance.
   Based on the assessment of respondents in the field on all indicators of research results variables, it turns out most of the respondents gave a fairly good assessment. The result of model test which made for this research resulted in a sufficiently good suitability level so that the model built is feasible enough to be used to test the research hypothesis and then obtained the result of the research hypothesis test.
   The theory behind the communication of superior subordinates and work discipline in KSP MITRA JAYA Mojoagung Jombang influential in doing something organizational work as a result of the influences that come from within his employees or who came from outside him employees, the impetus can make the strength and encouragement in him to undertake a concrete work action related to their respective field of work to achieve what is desired in order to meet the personal interests and targets of the organization.
   Good communication that comes from within a person gives a big role to change itself and others, because good communication impact on social relationships with other colleagues. While the discipline of work must be created so that the organization can run smoothly and will bring a good impact on the performance of employees produced by each individual.
   This research is supported by theories and research from Armstrong (2004) over looking at performance management as a means to get better results from organizations, teams, and individuals.

Subordinate employee communication and good work discipline will have a good impact on the organization and on the employees themselves. Employees will be more morale work and employee performance results will be good, it has a big effect on the rotation of the system of the organization.

Contribution of organization in improving employee performance by way of building relationship or communication between leader with subordinate or among others, employees to create a good work atmosphere in terms of work. And work discipline should be done so that all employees' performance can produce the expected and in accordance with the target organization that is given to all employees

The results of this study are in line with previous research from Anang Mardianto. (2004) positive and significant influence between communication and motivation variable on performance of PT Bank BPD Jateng Surakarta branch, either individually or simultaneously. Based on the above conclusions, it is recommended that PT Bank BPD Jateng Surakarta branch should improve the quality of communication factors and work motivation.

5. Conclude

Based on the research findings that have been described earlier, it can be deduced that based on the calculation results using SPSS program obtained F_{count} of 11.754 with significance 0,000 (P <0.05), so Ho is rejected and Ha accepted. Thus the first hypothesis proved that subordinate employee communication and work discipline simultaneously have a significant effect on employee performance KSP Mitra Jaya Mojoagung. Subordinate employee communication test on employee performance obtained t_{count} of communications superiors subordinate 2.407 with significance 0,023 (P <5%), which means the hypothesis proved that statistically subordinate superior communication significantly affect employee performance. Discipline work partially proved to have a significant effect on employee performance. The calculation results obtained t_{count} the discipline of work of 3.742 with significance 0.001 (P <5%), which means the hypothesis proved that the discipline of work has a significant effect on employee performance. While for work discipline has a dominant influence on employee performance compared to subordinate supervisor communication variables, because it has a partial influence of subordinate communication communication subordinates 16.6% while the discipline of 32.6%

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Executive Selection Model in the Local Level in the Reformation era

Prof. Dr. Yaqub Cikusin, M.Si
Islamic University of Malang, Malang, Indonesia

Abstract

At the legal system domain, the democratic transition in Indonesia is characterized by a change in local leader election system, from a non-direct election by the member of representative body to direct election by people. The application of direct election system in local political leader recruitment is normatively aimed to: (1) improve the accessibility of the recruiting process of local political leader, (2) bring in a more politics local political leader, and (3) minimize the possibility the money politics in the election of local political leaders. The phenomenon of direct election for local political leader during 2005-2006, however, shows the different fact. Money politics occurs in everywhere.

Defining politics as the struggle for power, this research is intended to: (1) discover the signification of money politics in the winning process of local political leader candidates, (2) to describe the way of the money politics works in the winning process of the local political leader candidates, (3) the specify the functions of money politics in the winning process of local political leader candidates.

A kabupaten district with high economic attractiveness was selected as the research site. A qualitative-descriptive analytical strategy was applied to analyze the gathered data in the form of formal document and published news, observational field notes, and the records of in-depth interviews with all main actors and the key informants of the election of local political leader.

The findings show a number of threats of money politics have been anticipated, and have been tried to prevent systematically by establishing related regulations, and administering the supervisory committee and independent monitoring institutions. It is evident that money is the most necessary means to win the very tight rivalry in local political leader election since it can be converted into or exchanged with the other necessary means. The absolute nature of money as a means in attaining the goal of local political leader candidates, gives the opportunity for the political croupier to enter and intervene the process local political leader election. In the context of the relationship between the actors of local political leader election, money serves as the most certain binding. Such binding will influence the public policy decision made by the elected political leader so that gives special advantages to the political croupier.

The first implication of this research is on the transition to democracy. At the political behavior domain, the democratic transition in Indonesia, as reflected in the direct local direct local leader election, is characterized by the emergence of money-oriented pragmatism, so that: (1) directing the transition from people to money sovereignty oriented transition, (2) fertilizing pragmatic political behavior both among the elite and the massive voters, (3) and lessening the influence of political ideology upon the peoples electrical behavior.

The second implication is on the refinement of the dimension of power, from dichotomous model to the continuum one. The change from potential to actual power is triggered by dynamics of political life. There is exchange-based power which is located between the consensus-based and coercion-based power. In term of public morality, the practice of money politics will result in less legitimated local leader, so that property-based power which is located between the occupation-based power and personality-based power. There is type of sensible but unproven power which is located between the implicit and explicit power. There is type of liaison power which is stronger than, and bridges the direct and non-direct power.

The third implication is on the theory of the basis of power. The domination of economic elite in local power structure affects the basis of power form cultural-based power to material-based power. This phenomenon lessens the popularity of political ideologies, and fertilizing the pragmatism in elite's and mass' political behavior. The findings are, however, rejects the Marx's hypothesis of base determinism over the legal system, but they are still powerful in influencing the implementation of the legal system in line with their interests.

Finally, the Parsons' theory of voluntary action which was offered as theoretical perspective is consequently insufficient to explain the phenomena of money politics in the local political leader election. Parsons' theoretical model needs to be advanced by: (1) adding the Marx's theory of capital structuralism which affirms the significant meaning of capital in shaping societal behavior, and (2) involving the Mead's agency theory which affirms the notion of human beings as the creative agent in negotiating the social structure that is shaped by the social norms as well as the capital.

Keywords: money-politics, local political leader's election, local economic elite.

1. Introduction

Indonesia is entering a new era of democracy. Following the adoption of the presidential election system and vice president directly, since 2005, head of the rural areas also elected directly by the people. Thus the application of a direct election system, normatively intended to: (1) improve public access for the recruitment of local political officials, (2) generate local political official with a higher legitimacy, and (3) reduce the possibility of money politics in the election of the head of the area- village.

However, the phenomenon of rural local elections directly for 2005-2006 would indicate a different fact. Political money is everywhere. Theoretically, this phenomenon provoke debate whether direct election system and political practices of money in local elections-village implications for the actions of candidates or candidates of regional head-village in choosing ways and means of winning independence, as well as the pattern of voting behaviour *(voting behaviour)* community.

A number of studies on the relationship of money and politics have been done. Results of the study of Brian (1970) concluded that the issue of money politics has emerged since the year 600 BC. Drew (1983) concluded that money politics negatively impact the performance of public officials elected. Skinner (2000) concluded that money politics and vote-buying is political corruption, particularly in developing countries such as Thailand and Indonesia. McVey and colleagues (2000) with research sites in Thailand concluded that the practice of money politics in Thailand led to a business party, in a sense become the political elite is how businessmen in politics *(Political Godfather)*. Mann and Corrado (2002) concluded that the flow of funds in the general election in the United States tend to be more complex and difficult ratified between legal and illegal. Loewen (2005) concluded that the strategic determination in determining expenditure by candidates of local elections is affecting large or small expenditure compared with the type designation expenditures.

In the Indonesian context, Sulistyo and Kadar (2000), which examines the Indonesian elections in 1999, concluded that the practice of money politics emerged in all steps elections in Indonesia. Because it is the party that has a lot of money also scooped sound. Sherlock (2004), which examines the implementation of the Indonesian elections *in* 2004, concluded that money politics in the legislative elections in Indonesia is one of the effects of the application of the system of *the single non-transferable vote* (SNTV).

On the implementation of area-village elections by Parliament. Suwondo (2005) concluded that the practice of money politics is very symptomatic and show various forms of money politics. Rifai (2003), which is using a legal approach, concluded that the patterns of political money in local elections-village by the time the necessary funds, a strategy giving money, as well as the conditions that make the politics of money does not happen.

Related to a number of these studies, it can be noted a few things. First, all did study on the implementation of legislative elections. Even if there is a study of the practice of money politics in the regional head-village, everything was done when the system is indirect election. Second, in the whole study, not yet equipped with the empirical study of the power structure of society *(community power* structure), so that could be identified who the "real government" (Dahl, 1968).

The specificity of this study, in addition to be implemented in the context of rural local elections directly, also reveals the testimony of the various parties involved in money politics in the regional head-village directly. The study also did not stop at the surface description about money politics, but tried to give a theoretical significance of political phenomena of money in local elections-village.

With regard to voting behaviour has been much research done on the behaviour patterns choose in Indonesia. In general, the political perspective view, beginning of the study results Geertz (1981), Feith (1981), Gaffar (1992), Nasikun (1995), Mallarangeng (1997), and the last Sherlock (2004), is still deemed sufficient to explain voting behaviour in Indonesia.

When voting by the people is not only used for legislative and presidential elections, the question arises that is important to answer. Is the flow of political theoretical perspective is still valid to explain voting behaviour in local elections? Which is more dominant in the regional head-village, whether political or the flow of money politics?

2. Review Theoretical
2.1 Formal theoretical framework

actions of the actors in the regional head-village voluntaristic action model developed by Parsons (Turner, 1987). This model can be represented as follows:

Chart 1: Model Early voluntaristic action theory Parsons
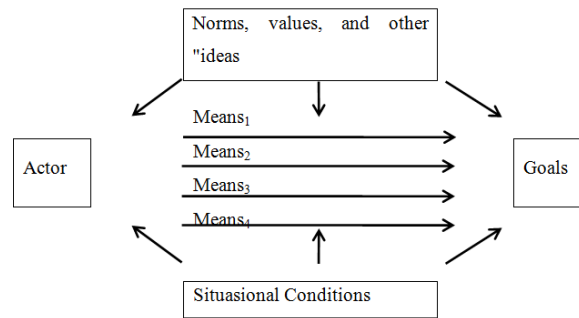
An actor, in taking action to achieve the goal of having a number of selection means. Norms, values, ideas of others, and situational conditions not only provide restrictions on destinations that may be realized, but also limits the choice of means can be used. Thus, what the actor does not totally free, but have choices constrained by the norms, values and situational conditions.

2. The theoretical framework of substantive

thought theoretical framework of how money influences politics can be described as follows (Office of Democracy and Governance, 2003: 10).
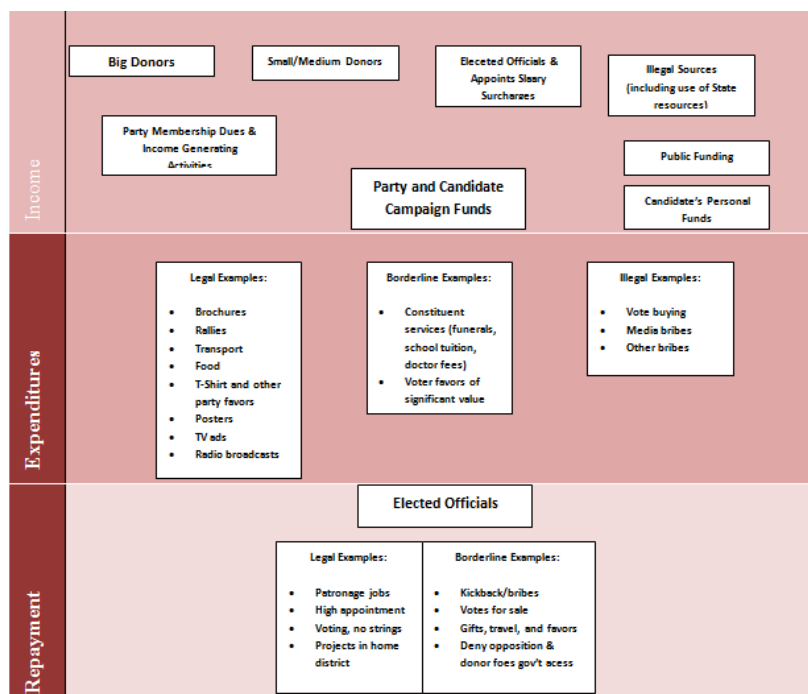
Chart 2: How Politics Can Affect Money

By describing politics as a system, the money flow starts from the source of income *(income),* expenditure *(capex),* and chargeback *(repayment).* Sources of income and expenditure, in the context of a political official election lies in the stage of pre-election *(pre-election),* while the reverse payment is post-election events (post-election).

Sources of revenue prospective political officials include: donor big *(big donors),* the donor SME *(small and medium* donors), allowances and salaries of officials *(elected Officials and*

appointee's salary surcharges),illegal sources including the use of state resources*(illegal sources, Including use of state* resources),public budgets*(public funding),*party membership fees and business activities(party *membership dues and income generating* activities),and private funding of candidates. All financial resources are used for both the party and candidate campaign budget *(party and candidate campaign* funds).

With regard to budget expenditure, grouped into three categories, namely legal expenditures*(legal expenditure),*expenditure boundary*(boderderlin expenditure),*and illegal e expenditure*(illegal expenditure).*Examples of legal expenditure is the cost of manufacture and distribution of brochures, campaign circumference, transportation, food, t-shirts and other party attributes, posters, television commercials, and radio broadcast advertising.

The forms of shopping is located on the boundary between legal and illegal is a service to voters*(constituent services)*such as paying school fees, allowances grief, and the cost of the doctor, as well as giving something to the voters with significant value.

The forms of illegal expenditures include the purchase of voice *(vote-buying),* bribery media *(media bribes),* and other bribery *(of* bribes).

When use of financial resources, both legal and illegal, as well as shopping both legal, borders, and illegal, an aspiring political officials elected, then in post-election, the question must pay back everything was good with a chargeback legal and illegal. Examples of legal chargeback include job patronage *(patronage jobs),* a promise binding *(high appointments)* voting, and projects in the areas concerned.

The forms of payment include bribery illegal turning back *(kickback/*bribes), buying and selling votes *(votes for* sale), gifts, travel, and the like. And reject the opposition and donors to gain access.

With reference to the framework of the above ideas can be studied how the money has influenced various forms of election, both Legislative Election, Presidential Election, and the election of the rural areas.

3. Conclusion The theoretical

From a number of sources of power and a means of acquiring political power, a means of theoretical, money is one source and means that are very strategic. A concrete manifestation of the use of money as a source and a means of obtaining political and perpetuation of powers is the practice of money politics in different shapes and legislative elections or political officials. Local elections direct-village is one form of electoral political officials.

Although the official election politics of money is believed to play an important role, it should be noted that the practice of money politics does not take place in a social vacuum, but rather in the context of the structural distribution of power society *(community power* structure).Hypothetically, money politics elitist. Mass of voters, who in most studies the political economy of Indonesia described still a sufficient economic studies and floating, easily influenced by the elite, especially the political and economic elite. When the economic elite control or conspire with, the political elite, the masses would be easily influenced voters to make a choice in a particular way.

Money as a source and means of acquisition and perpetuation of political power, can be exchanged for a variety of other means, and can be used to develop ways of winning candidates and vice-regent. Money has a very strategic function and tend deterministic in candidates have been taking place in the power structure elitist, specifically dominated by economic elites. Sources of power to another, both of which are in the public realm of politics, civil society, as well as a communal society, it is very susceptible to interference and abuses by the elite economic community.

Associated with the transition to democracy, Demos research team found that the elite, especially the formal political elite have hijacked most of the momentum of the democratic transition and they take advantage of it (Priyono et al., 2004: 20).

As far as the study was not placed in the context of society elitist power structure dominated by economic elites, Demos research team's findings can be accepted. But actually those, if the identification of theoretically to who actually has the most impact is done carefully, then hypothetically it elite economic community to intervene into the realm of political society community residents, and a communal society. It has the potential, not an aberration but rather disrupt the transition to democracy. Political entrepreneurs who have actually *bonded labour practices* in the local election process-village. Elite political economy come into play not only

hijack the momentum of the transition to democracy, but rather distort the democratic transition, and that led to the sovereignty of the people turn to the rule of money.

Until the 2004 elections political stream is still quite important to explain voting behaviour in Indonesia, particularly in Java. Nevertheless, it is clear that on the whole election ever held in Indonesia, until 2004, all of them are legislating election to elect members. Because of the position of the party becomes very important when compared with the figure of legislative candidates as well as money spent on winning.

When voting in person is not only used for the legislative elections, but also for the election of the presidential and local elections-village, in theory political interests flow back to debate. On the one hand, all president candidate and regional head-class village proposed and supported by political parties. This means that the party is a political machine that is quite important. On the other hand, the emergence of the figure of the candidate which of course also has its own influence, implicated in the decline in the level of political interest flow. The slogan that had appeared in the Presidential Election (2005) that "a party may be different, but the president is ...." further reinforce the political erosion of the flow in the direct election of political officials such as president, governor, regent or mayor.

Another problem that then arises and supports the notion that politics fades flow, is the presence of an increasingly clear about the practice of money politics. There is a tendency that the winners of the local elections villages directly are those who spend a lot of money in the nomination stage, the stage of the campaign and voting, which should be observed is the possibility of money politics (Office of Democracy and Governance, 2003: 39). And if money politics can deliver the prospective head region-village to be a winner, it can be concluded that politics increasingly displaced by the flow of money politics.

3. Finding
3.1 Election and National Context elections

In the context of national Election and Election rural areas, obtained the following findings. When Election seen as a form of democracy, it can be concluded that from a number of elections held in Indonesia, there is a lot of money politics is a tendency that the more the case. Election Old Order is considered more democratic and free from money politics. Election for the New Order is characterized by the dominance of hegemonic powers, which occurred not so political participation but political mobilization. Post-New Order, Election increasingly colour by some action that is considered as money politics.

The practice of money politics by the political elite area so implicated when Parliament has substantial powers to eliminate or at least reduce the practice of money politics in local elections-village. Besides rural local elections also directly based on the spirit to restore sovereignty to the people.

There are a number of threat sources of money politics in the regional head-village directly. Among them is a tradition in local elections-the village and a number of practices that emerged in a variety of legislative elections and the presidential election. Moreover, in terms of regulatory legislation also found many loopholes arising from the provisions concerning money politics less operational and difficult verification process and sanctions for violations that do not affect the validity of the election process and rural areas directly.

There is a systematic effort to prevent money politics in local elections-the village directly. Each one is through regulatory legislation and controlled regulatory agencies and independent monitors. However, considering the threats are so many sources of political money, still no guarantee that the regulation and control is able to function properly.

3.2 Political Context of Local and Regional Head Election Systems-Village

District / City are one area in East Java which has become a centre of political activity since centuries BC. Some dynasties and political forces in turns control the territory and people of this region.

The phenomenon of dynastic and political forces that constantly vying for control of society Regency / City is closely related to the location of a large area, rich in natural resources is high enough, populous enough, and has a very strategic location in terms of the economic, political and defence.

Based on a growing sub-culture, the people of District / City can be divided into three ethnic groups and sub-cultures, namely, ethnic and sub-cultures of Java, ethnic and sub-culture of Madura, and ethnic sub-cultures and others. The cultural context of societies supposed to

influence the electoral preferences according to the origin of the sub-culture of candidates and deputy regent.

Regency / City have a very high economic potential. The economic potential that really stands out and attracts the attention of investors is in the field of tourism, followed by the residential sector, further industrial, mining and agriculture. Therefore it is not surprising that many people would like to have the opportunity to take advantage of the economic potential for the development of their businesses. In order to facilitate the achievement of this objective, the closeness of the relationship with the regent and deputy regent, is indispensable.

Map political forces Regency / City are characterized by the dominance of nationalist parties and religions. Changes constellation appears when Golak appear as a dominant force nationally. Thus, the three political forces that determine at Regency / City are: PDI-P, PKB and Golkar.

The power structure of society in Regency / City is dominated by the economic elite. Economic elites not only intervene in determining the policy, but also in determining an official. Community residents who have not quite settling tend to be closer and want to become a client of the economic elite. The elite communal society can still be used to support the decision and wishes the economic elite.

With regard system local elections villages, obtained several findings as follows:

1. Each member of the district commissioner / City originated and received support from community organizations or particular political organization, so it is crucial for outsiders to allege that both in the general election and the election of the regent and deputy district commissioner member regent / city is not neutral. The problem that arises is not whether the allegations can be proven legally or not, a justification for the violation and fraud.

2. Although no general conclusions are the same, that the legislation that is not quite operational for use as a base decree whether an action is the practice of money politics or not, all the elements of the organizers, supervisors and observers are not trying to "describe" the grains in laws the -invitation to be used in the field. In other words, the weakness of the grains legislation regarding local elections, villages and deputy regional head-village, remains a weakness in the application level.

3. Implementation of regent and deputy regent election, the village requires a large budget. However, it does not mean that the regent and deputy regent candidates do not spend big budgets as well. There is a tendency that the larger the budget of a region - and Regency / City include quite large - the harder the competition and the greater the money should be spent by the candidates head-village area.

4. The difficulties encountered to prove money politics is not comparable with that sanction may be imposed against the perpetrators. This concerns not only the difficulty in explaining the concept of money politics, but also about the way of proof, and the period between the reporting by a legal decision. In fact, while reporting has not followed up, the selection process to the region continues.

5. Opportunities to make money politics may occur in almost all phases of the electoral rules and the regent and deputy regent, village. Pairs of candidates and their campaign team and supporters, could observe all rules and these opportunities and seek to work around this.

3.3 Currency in Stage Nominations Head-rural areas

Although the budget provided by the local government is already quite large, in-country local elections directly each candidate or candidate the rural area definitely expends substantial funds. This bears very budget necessary to optimize support from party officials, from the village, district to district. Meeting with community leaders, meeting with groups of voters, as well as other strategic groups also requires funds hundreds of millions to billions of rupiah.

Also the political costs incurred by candidates to expedite the process of granting the recommendation of the political elite, both local steps, provisional, and national levels. If the candidates do not come from a party that is large enough, then the expenditure budget at this stage is also greater. Similarly, if the party is used as a political consciousness has a group of different affiliation. The lower-level party officials also considers that the crawl past time for them to be involved and have their own price. Therefore, the reason for the development of the organization and so on, they also decide number of conditions that have implications for money to candidates of regents (Check Bagai 3).

In the case of the election of Regent and Vice Regent, village head also candidates who had long ago put out so much money, not to earn recommendation or support from party leader's bottom level, but to build a positive image through a variety of items and display that accentuates the figure will candidate. Expenditure and this strategy cannot be categorized as campaigning outside the schedule, because it is done not in pairs and without a number of candidates.

Chart 3: The Role of Money in Phase Nominations
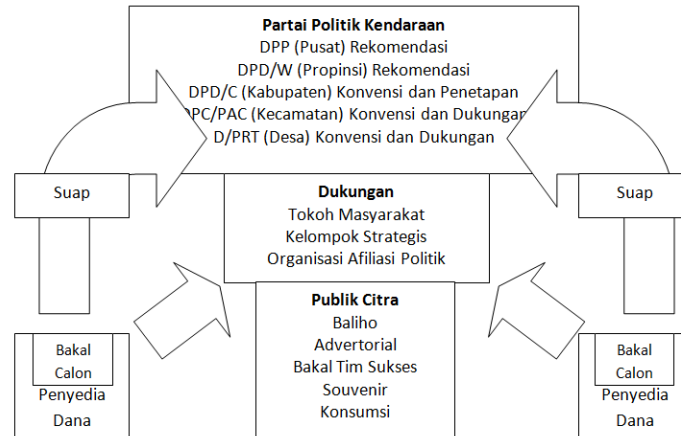
It is not the same as spending budget from each candidate at the nomination stage. however, it is certain that if the candidates do not come from a political party that has a turnout quite a lot, and not supported by a strong funding sources, almost guaranteed to fail designated as candidates or vice-regent, village.

Briefly it can be argued that because every political party has formal policies and informal that is internal which requires money, and the candidates had to adjust to the policy, then that person can continue to move to the stage of determination of as candidates or candidates for deputy district must provide a budget amounting to hundreds of millions to billions of rupiah. Not infrequently, a number of candidates who feel they have sufficient financial resources will resign. Similarly, there is a party that requires a certain amount of preparation funds, which sometimes have agreed to bargain with candidates.

3.4 Currency in Campaign and Voting

Practice of money politics in the regional head-village is not only subjective recognized. Money politics was also not just happening upon entering the stages of implementation of the elections, but have been done long ago. Political form of money that is only possible by candidate's *incumbent* is done by mobilizing public budget for areas that are politically benefit him. Physical projects such as improvements way infrastructure, aid to educational institutions, partnership projects, assistance to government agencies such as the military and police, gifts to the leaders of formal and informal community are forms of political practices of money that can be done by the candidate *incumbent*,

Money is considered very important by almost all the actors involved in the regional head-village, but also objectively gives highest in the process of achieving goals. Money is the most strategic variable because it has the potential to be converted into a variety of other means and ways. More daeri the money also can be used as a tool to deal with the social structure in the form of norms such legislation. Ways and by other means, in the context of rural local elections held under Law No. 32 of 2004, it is a necessary condition *(Necessary condition)* for the triumph candidates but cannot be a sufficient condition *(sufficient condition)* to deliver a candidate win the election.

When compared with the vote each candidate, it would seem that the pair were ranked first in spending will also be ranked first in the vote. Similarly, couples who ranked the bottom in spending will also occupy the lowest ranking in the vote.

Based on the whole description and analysis of the data, the role of money as a means of political competition in the regional head-village can be described as follows (Check Chart 4).

Chart 4: Money in Phase Campaign and Election
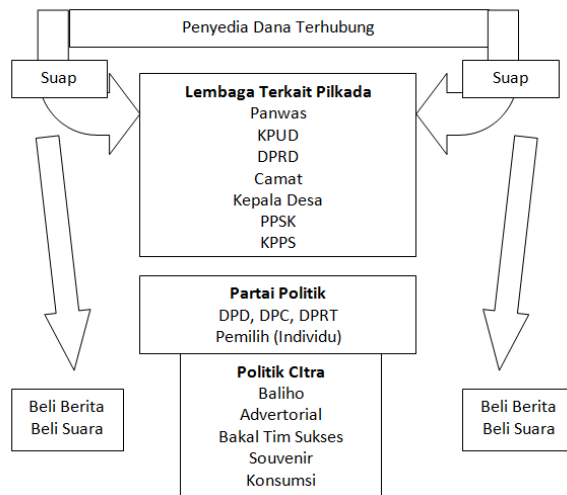
Money is being used not only to buy the votes of voters *(vote buying),* but also buy the news media with the contract system, bribing a number of institutions which are responsible for head elections were clean, honest and fair. As is the case in the District / City, there is a difference between the alignments Election Supervisory Committee rural areas with the Election Commission, the Election Commission with the PPS of element formation PPS sub-district and village heads. All these things cannot be separated from the flexibility of money to be converted into a variety of means in political competition.

Because competition in the bupati elections is very strict and through various stages requiring the availability of large amounts of funds, it is logically rare that the funds can be provided by the candidates themselves. Local Politicians and candidates, who initially need only funds for members of the DPRD, now have to provide so much funding for so many people, ranging from party members as voters, party managers to party heads of political parties.

Finally, both the analysis of both quantitative and qualitative data tends to lead to the same conclusion that, in the context of village-head elections, the level of political determination of the flow tends to decrease when compared to the politics of money and the political cotokohan of the village head candidates.

4. Conclusion
4.1 General Conclusion

Based on all the discussions that have been done, can be drawn some general conclusions. First, money is a necessary tool, but not enough to ensure the candidate pairs win the competition for village-head election. Of a number of other necessary means, money is the most important means of securing a village-head candidate, as money can be converted into, or exchanged for, other necessary means.

Secondly, all potential money as a means of achieving the objectives of the candidate pair of village heads can be actualized in two ways: (1) in line with norms, values and rules, or (2) is a way of actualizing the instrumental potential of money that is contrary to norms, and rules, but difficult to prove, so it is reasonable to do.

Thirdly, the absoluteness of money as a means of achieving the objectives of the candidates for village heads, gives an opportunity for the entry of the Regional Politician Entrepreneurs in controlling the election of village heads. In the context of inter-agency relationships in village-head election, money is the surest binder. Included is a binder for the village head-to-head candidate to the Regional Politician Entrepreneurs, who will influence the decisions and public policies made by the head of the villages to benefit the Local Politician's Entrepreneurs.

Fourthly, the direct election of village heads by the people does not necessarily increase the legitimacy of juridical, ethical and sociological. Ethical legitimacy is largely determined by the quality or level of democratization of the direct election of village heads. The more democratic a direct election of village heads, the higher the chances of gaining the heads of the villages that have not only juridical legitimacy, but also sociological legitimacy and ethical legitimacy.

Fifth, the identification of power winners at the local level should take into account the basis of the basis or source of power. In this connection, the source of power in the form of material or money tends to be stronger when compared to the source of power in the form of office. Through material ownership and money, a person can exercise control almost entirely in the direction that public resource allocation policies will be brought. This is done by acting as the Regional Politician Entrepreneur who funds the candidate pairs of village heads in all stages of village-head election, for in turn the elected head of the village-elect will be bound to make public policy favourable to the Regional Politician's Entrepreneur.

Sixthly, in the election of political officials such as in the presidential election, the election of governors, the election of regents, and the election of the mayor, people choose not because of the consideration of political ideology which in the context of Indonesia is a political flow but because of pragmatic considerations, Indonesia is a direct benefit. In summary, it can be argued that when political and economic elites engage in money politics, grassroots voters are trapped in the rationality of money's pragmatism.

4.2 Specific conclusion
4.2.1 The Meaning of Money in Politics

All the actors involved in the village-head election directly interpret the money is not the only means to achieve victory. However, when compared with other means, money is the most decisive means. The meaning of money in direct village-level elections is not only subjectively acknowledged to be very important by almost all actors involved in village-head election, but also objectively contributing the most in the process of achieving the objectives. The belief that money is an indispensable prerequisite in village-head elections and money can be used as a tool to bargain social structures in the form of statutory norms and law enforcement implies the need to address the theoretical view that human acts act constantly limited by the social strict. In fact, humans are not only influenced by social norms, but also tend to deal with social norms. The theories of social action, including in this regard political action, cannot but necessarily place the human being as not merely producing the normative social structure.

4.2.2 How Money Politics Works

In direct village-level elections, money politics works by altering or dealing with norms, social values, the idea of a proper way of politics, and even the conscience of the electorate, and situational conditions that limit the likelihood of goal attainment. This is possible because money is a flexible tool and has the potential to be exchanged with other means as needed. The various laws, between and the constitution of the party can be changed through the practice of money politics. Other ways and means, in the context of village head election conducted under the Law of Number 32 of 2004, is indeed a necessary condition for the candidate's victory, but not a sufficient condition to deliver a candidate wins the election

2.3. The Functions of Money Politics Practices

Basically the practice of money politics is to eliminate or at least reduce the uncertainty in achieving goals according to the stage of village-head election. In the early stages, money serves to ensure that prospective candidates will be assigned to candidates for district heads or village heads. At the stage of the campaign, money serves to ensure that the candidate is known, well earned, and ultimately in demand by the prospective voter. At the election stage, money serves to ensure that voters leave for electoral activities, the practice of money politics serves to bind the elected candidates to give special treatment to the party providing the money when in the process of nominating and electing the head of the village he follows. Latterly, the practice of money politics serves to complicate the process of enforcing social norms, including legal norms.

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INTERNATIONAL SEMINAR AND CALL FOR PAPER 2017

SUB THEME :
SCIENTIFIC LITERACY

The Basic Interpretation of The Considerations of The Constitutional Court In The Judicial Review of The Rules Political Right of A Former

Muhammad Lutfi Hardiyanto

Faculty of Law, Universitas Islam Darul 'Ulum, Lamongan, Indonesia
mlutfihardiyanto@gmail.com

Abstract

Legal power in running the life of a state must be based on the law. The law has a major role in the administration of the state in order to prevent arbitrary acts by the means of the state or its citizens. A country can not be called a legal state if human rights are deliberately violated and can not be resolved by the state. The concept of human rights can not be separated from political rights. This article analyzes the interpretation of a Constitutional Court that grants political rights to former inmates. Basic consideration of the decision of the Constitutional Court namely; the right to vote and to be elected by a person can only be withdrawn on the basis of a court decision not in accordance with the provisions of law; a person who has served the sentence and left the prison is essentially a person who has repented and regrets his actions, so it is not appropriate to be given further punishment through the provisions of the law which prohibit the candidacy in the election of regional head. On that basis, the Constitutional Court granted the right to former inmates to run for regional heads.
Keywords: Political right, former, Judicial review.

1. Introduction

Elections by the people of popular sovereignty are held in all types of political levels: democratic, authoritarian and totalitarian systems. In some democracies, elections are also seen as symbols and benchmarks of the democratic system. Elections are a logical consequence of the adoption of democratic principles in the life of a nation and a state in which every citizen participates in the political process.

The political rights of citizens in the general election, including the election of the regional head (Pemilukada), namely the right to vote and to be elected, is a human right guaranteed in the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945). It is as stated in Article 28 Sub-Article D of UUD NRI 1945 that:"*setiap orang berhak memperoleh kesempatan yang sama dalam pemerintahan* (everyone is entitled to equal opportunity in governance)". However, the right of everyone to be elected in the General Election / Pemilukada is limited by the provisions of Law no. 8 of 2015 on Amendment to Law Number 1 Year 2015 Concerning the Stipulation of Government Regulation in Lieu of Law No. 1 of 2014 on the election of Governors, Regents, and Mayors Article 7g: "*Warga Negara Indonesia yang dapat menjadi calon Gubernur, Calon Bupati, Calon Wali Kota adalah yang memenuhi syarat diantaranya; (g). tidak pernah dijatuhi pidana penjara berdasarkan putusan pengadilan yang telah mem peroleh kekuatan hukum yang tetap karena melakukan tindak pidana yang diancam dengan pidana penjara 5 (lima) tahun atau lebih*" (Indonesian citizens who may be candidates for Governor, Regent Candidate, Mayor Candidate are eligible among others; (g). has never been sentenced to imprisonment based on a court decision that has obtained a permanent legal force for committing a crime punishable by imprisonment of 5 (five) years or more).

The provision of Article 7 Sub-Article g of Law no. 8 of 2015 above provides a limitation that ex-convicts convicted under a court decision can not run for a regional head candidate. However, the Constitutional Court in its Decision Number No. 42 / PUU-XIII / 2015 guarantees the right of ex-convicts who have completed sentences to run for candidates for regional heads, be they candidates for governors, regents or mayors. In this case there is a different interpretation of the rights of ex-convicts in nominating as regional heads. For that we need to examine the interpretation made by the Constitutional Court in order not to cause something multi-interpretation.

2. Methods

This research is a normative juridical research, with statute approach, and case approach. Statute approach is done by reviewing the provisions of legislation related to General

Election and Regional Head General Election. The case approach is done by reviewing the Constitutional Court's decision on General Election and Regional Head Election.

The legal substances in this research are primary legal materials and secondary law materials. Primary legal material is obtained from legislation and Constitutional Court decisions, while secondary legal material is obtained from law books, and legal journals related to the General Election and Regional Head Election. The collected legal material is then analyzed by legal interpretation technique.

3. Results and Discussion
3.1 Basic interpretation of the Constitutional Court in the nomination of regional heads by former inmates

Constitutional interpretation is the interpretation of the provisions contained in the Constitution or UUD NRI 1945, or interpretation of the Basic Law. Constitutional interpretation is inseparable from judicial review activity. In the science of law and constitution, interpretation is a method of legal discovery (rechtsvinding) whose rules exist but is not clear the application of events. According to Meuwissen, the discovery of the law is a reflection of the formation of the law. The discovery of the law is concerned with the concreteness of the product of the formation of the law. Legal discovery is a process of concrete jurisdictional decision-making that directly poses legal consequences for an individual situation.

The Constitutional Court as a negative legislator has the authority to cancel or abolish a rule, so that every decision of the Constitutional Court has legal effect and affects the rule of law, whether applicable or not applicable. In addition, the Constitutional Court's decision not only applies to parties, subject to cases but also applies to all citizens of the countries, subject to the Constitution. This is because the nature of the norm of the Act is tested is general (erga omnes), so that since the decision was issued then the decision is binding to all citizens of Indonesia.

Norms set forth in Article 7 Sub-Article g of Law Number 8 Year 2015 before the Constitutional Court Decision Number 42 / PUU-XIII / 2015 On July 9, 2015 aims to obtain leaders with a good track record, which has adequate integrity, honest, authoritative and trust from the community. While the basis of consideration of the Constitutional Court in giving a decision on the examination of Article 7 Sub-Article g of Law no. 8 Year 2015, as follows:

First, Article 7 Sub-Article g of Law no. 8 of 2015 which states "never sentenced to imprisonment based on a court decision that has obtained permanent legal force for committing a crime punishable by imprisonment of 5 (five) years or more"/"tidak pernah dijatuhi hukuman pidana penjara berdasarkan putusan pengadilan yang telah memperoleh kekuatan hukum tetap karena melakukan tindak pidana yang diancam dengan pidana penjara 5 (lima) tahun atau lebih". According to the Court, the provision is a form of reduction of the right to honor, which may be equalized with the revocation of certain rights. When Article 7 Sub-Article g of Law no. 8 of 2015 stipulates that the candidate of the regional head must fulfill the requirement of not being sentenced for committing a crime punishable by imprisonment of 5 (five) years or more which means a person who has been convicted of a criminal offense punishable by imprisonment 5 (five) years or more shall be revoked of their right to be elected in the election of regional heads. This is in accordance with the provisions of Article 35 paragraph (1) point 3 of the Criminal Code that the right to vote and be elected in elections held under general rules. The difference is if the right to be elected as regional head is revoked based on Article 7 letter g of Law no. 8 Year 2015 is done by the legislator, while the elected right revoked from the convicted under the provisions of Article 35 paragraph (1) number 3 of the Criminal Code done with a judge's decision. Thus, the removal of a person's right to vote can only be made by a judge's decision as an additional punishment. The law can not revoke a person's right to vote, but only provides restrictions that are not contradictory to the 1945 Constitution, Article 28 J Paragraph (2) mentions *"pembatasan dapat dilakukan dengan maksud semata-mata untuk menjamin pengakuan serta penghormatan atas hak dan kebebasan orang lain dan untuk memenuhi tuntutan yang adil sesuai dengan pertimbangan moral, nilai-nilai agama, kemanan, dan ketertiban umum dalam suatu masyarakat demokratis* (Restrictions may be exercised with the sole intent of ensuring the recognition and respect of the rights and freedoms of others and to satisfy fair demands according to moral judgment, religious values, security and public order in a democratic society)".

If associated with Law Number 12 of 1995 on Corrections, in the sociological and philosophical perspective of prison reimbursement to correctional means that punishment in addition to harassment is also a rehabilitation and social reintegration effort. The sociological and philosophical prison system sees prisoners as legal subjects that are no different from other human beings who can at times make mistakes and criminal errors.

Criminalization is an attempt to awaken prisoners to regret their actions, to return to good citizens, to obey the law, to uphold religious values, morals, security and order, and to be able to actively participate in development, and to live as A good and responsible citizen is also considered in the Decision of the Court Number 4 / PUU-VII / 2009, which provides five years after the convict has served the sentence, unless the ex-prisoner can run for the head of the region by fulfilling certain conditions such as publicly announcing that the person concerned has ever been sentenced to imprisonment, it is necessary for the people or the electorate to know the circumstances.

If a former prisoner has fulfilled that particular requirement, then the person should not be punished unless the judge reiterates his actions. If the law limits the right of an ex-prisoner to be unable to nominate himself as head of the county then it means that the law has given additional punishment to the person concerned while the 1945 Constitution shall not discriminate against all its citizens.

Secondly, the Court in Decision Number 4 / PUU-VII / 2009, has determined the requirement for a person who will fill a public office or political office that is filled by election, which is not applicable to elected officials, for 5 (five) years since the convicted person finished his sentence. Excluded for former convicts who openly and honestly told the public that the concerned former convicted, and not as perpetrators of repeated crimes.

Thirdly, the Decision of the Court Number 4 / PUU-VII / 2009 is reinforced by the Decision of the Court Number 120 / PUU-VII / 2009 stating: "that the requirement of the candidate of the regional head which has been given new interpretation by the Court in Decision Number 4 / PUU-VII / 2009 is solely administrative requirements. "Therefore, since March 24, 2009, the legal regime of Article 58 Sub-Article f of Law Number 32 Year 2004 as amended by Law Number 12 Year 2008 Concerning Second Amendment to Law Number Law No. 32 of 2004 on Regional Government as the sound and meaning of the original text ends, and since then in the entire territory of the Indonesian Republic law there is a new interpretation of Article 58 Sub-Article f of the Regional Planning Law that former inmates may nominate themselves as regional heads. the new interpretation is erga omnes.

Fourth, that the Court through Decision no. 4 / PUU-VII / 2009 has given space to former inmates for adaptation with the community for at least five years after the prisoners have spent their legal days. The five-year period is a reasonable time as the proof of the former inmate has been well-behaved and does not repeat the criminal act as the objective of the social institution stipulated in the UUP.

A person who has served a sentence and left the prison or correctional institution is essentially a person who has regretted his actions, has repented, and promised not to repeat his actions. Thus, an ex-convict who has repented is not appropriate if given further punishment by the Act as specified in Article 7 letter g of Law Number 8 Year 2015. For that the legal consequences of the decision of the Constitutional Court is a legal obligation because it is related with the fulfillment of constitutional rights of citizens guaranteed and protected by the 1945 Constitution of the Republic of Indonesia as the supreme law of the State of Indonesia.

4. Conclusion

The basis of interpretation by the Constitutional Court in giving a decision on the examination of Article 7 Sub-Article g of Law Number 8 Year 2015 namely that someone who has served the sentence and left the prison or correctional institution is basically the person who has regretted his actions, has repented, and promised not to repeat his actions. Thus, an ex-convict who has repented is not appropriate if given further punishment by the Act.

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ISLAMIC GOVERNANCE FINANCE IN ISLAMIC SCHOOLS
(At Private Islamic Senior High School Lamongan District)

Ahmad Munir Hamid

Postgraduate School of Airlangga University, Indonesia
hamtik1@gmail.com

Abstract

During this time the school has only reports and letters of accountability as a form of transparency in school's financial management. It is expected that the school has a school accountability report on the school's financial management consisting of balance sheets, surplus reports, deficits, cash flow statements, and cost calculations spent by each student. So, governments and communities can know more easily how much each student needs in each semester, month and year. Educational institutions that should be a fortress in fighting corruption, are actually involved in corrupt practices. Corruption behavior in the education world involves starting from policy makers to educational institutions such as schools and colleges. Since 2005 to 2016 there were about 425 corruption cases. A total of 214 educational corruption cases occurred in the education department

This study uses descriptive qualitative method with case study research strategy. Method of data collection using semi structured interview method. Interviews were conducted on five informants, four principals, two from Islamic schools under the NU, and two other Muhammadiyah guards and one chairman of the Lamongan education council.

Based on the research and analysis that has been done, the researchers can conclude that Islamic financial governance (IFG) is the result of derivatives of Islamic governance whose scope is restricted to Islamic private high school Islamic high schools in Lamongan district. Values and principles of IFG such as; tauhid, taqwa, equiblirium, maslahah, transparency, accountability, responsibility, independence and justice are common in Islamic schools so that in working always involves Allah SWT, more concerned with poor and orphaned students, avoiding the misuse of school funds derived from the state budget, The APBD is also a society that is more transparent and accountable operational procedure (SOP) standard and hopes to get the blessings of Allah SWT for the provision of the last day when it comes to the Creator, God robbul izzati.

Keywords: Islamic Governance Principle, Islamic Financial, Islamic School, Corruption

1. Introduction

National Institute for Literacy, defines Literacy as "Individual ability to read, write, speak, calculate and solve problems at the level of expertise required in work, family and community." This definition connotes Literacy from a more contextual perspective. From this definition there is a meaning that the definition of Literacy depends on the skills required in a particular environment. On the other hand, the Education Development Center (EDC) states that Literacy is more than just reading ability. But more than that, Literacy is an individual's ability to use all the potential and skills it has in his life. With the understanding that literacy includes the ability to read the word and read the world.

Today the Literacy movement has begun to be upgraded to all walks of life because it is the right of everyone to study for a lifetime. By enhancing the literacy capacity of each individual is expected to empower and improve the quality of life either individually, in the family or in society. Broadly, the nature of the "multi-effect" liteli can help sustainable development, such as eradicating poverty, reducing mortality, population growth, and so on.

According to Setyawan (2015) in the official Ministry of Education and Culture website (Kemendikbud) from 2011 to 2014 there are 562 complaints about regulatory deviations and 113 complaints about fund deviations. From all irregularities and irregularities it is not all due to the deliberate factor, but also comes from misconceptions about the management of education. The education sector receives 20% of the government's allocation from the state budget or around Rp 368 trillion, of course,

in an effort to improve quality. Most or Rp 268 trillion, transferred to the regions through various allocations, such as special allocation funds and general allocation funds.

Irawan (2017) reveals that educational institutions that should have been a fortress in combating corruption, are actually involved in corrupt practices. Corruption behavior in the education world involves starting from policy makers to educational institutions such as schools

and colleges. From 2005 to 2016 there were about 425 corruption cases. A total of 214 educational corruption cases occurred in the education office (www.tribunnewa.com).

Islam and Islamic Science are the only religions that can combine the values of religion and life in the day-to-day because it requires good science and technology in realizing it. This is because, in the practice of Islamic practice it must be coordinated and integrated in the reference system of space and time interconnected. Science is the laws of God that are used to governing everything in the universe.

In Islam generally, there are two things between faith and piety, science and technology are inseparable (dichotomy) but must be united (chotomous) in the life of a Muslim to achieve the balance of the interests and happiness of the hereafter, as stated in the Qur'an Surah al-Qasas, 77 as follows;

وَٱبۡتَغِ فِيمَآ ءَاتَىٰكَ ٱللَّهُ ٱلدَّارَ ٱلۡءَاخِرَةَ‌ وَلَا تَنسَ نَصِيبَكَ مِنَ ٱلدُّنۡيَا‌ وَأَحۡسِن كَمَآ أَحۡسَنَ ٱللَّهُ إِلَيۡكَ‌ وَلَا تَبۡغِ ٱلۡفَسَادَ فِي ٱلۡأَرۡضِ‌ إِنَّ ٱللَّهَ لَا يُحِبُّ ٱلۡمُفۡسِدِينَ

الأمدس ؤف ن 77

حبي الMeaMeaning: And look for what Allah has bestowed upon you in the Hereafter, and do not forget your portion of the world and do good (to others) as He has done good to you, and do not make any harm in (the face) earth. Indeed Allah does not love the harmdoers (QS: Al Qasas: 77).

This is what attracts the attention of researchers to analyzing the Islamic school's financial management which includes planning, and budget realization is allegedly not fully implemented based on the principles of school's financial governance that includes transparency, justice and efficiency. The use of Islamic governance principles in the planning and realization of school income and expenditure budget, in making the fund report obtained. Based on the previous problems, theory and research described above, researchers intend to carry out research titled "Islamic Financial Governance At Islamic School in Private High School Lamongan District ".Bahan dan Metode

Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif-deskriptif. Metode ini digunakan karena penelitian ini bertujuan untuk memberikan penjelasan mengenai tata kelola keuangan sekolah / madrasah Islam (Studi Kasus pada sekolah Islam di kabupaten Lamongan) dan menemukan model terkait tata kelola keuangan sekolah Islam yang bisa menjadi rujukan pada pelaksanaan pengelolahan keuangan sekolah.

Creswell (2015:471) menjelaskan penelitian kualitatif adalah penelitian "interpretatif" yang dengan penelitian itu peneliti dapat membuat asesmen pribadi sebagai deskripsi yang sesuai dengan situasi atau tema yang mengangkat kategori utama informasi. Interpretasi yang dibuat oleh peneliti terhadap suatu transkrip, misalnya, berbeda dengan interpretasi yang dibuat orang lain. Hal ini bukan berarti bahwa interpretasi peneliti lebih baik atau lebih akurat; hal ini hanya berarti bahwa peneliti membawa perspektif pada interpretasinya.

2. Theoretical Theory

The financial governance contained in Islamic educational institutions is suspected of not fully applying the principles of financial management of the school especially the principle of transparency, justice and efficiency. For example, SPPs collected from students are paid the same amount at each class level, whereas the needs of each class are different. From the description it can be concluded that the school's financial governance serves to launch various activities related to education. Sufficient school financial governance greatly determines the achievement of educational goals. Education with a small amount of funding can take place, but quality education requires considerable funding. Therefore, there are some important reasons for the school's financial governance to achieve the quality of education services, among others; helping to manage education financial resources in creating appropriate control mechanisms for transparent, accountable, and effective financial decisions.

Good corporate governance, which in modern terminology is referred to as Good Corporate Governance in relation to the hadith of Rasulullah SAW narrated by Aisyah r.a which means "Indeed Allah loves when someone does something done well". Indonesia as a majority Muslim nation, must understand and understand the principles of Good Corporate Governance in the context of the Website. The principles of Good Corporate Governance in the context of the Internet are not something new. This principle of principle has existed since hundreds of years ago in the form of Islamic management. But with the development of the principle of capitalism of the western world, the principle of principle is then abandoned by Muslims.

The Good Corporate Governance principle in Islam refers to the Al-Quran and Al-Hadits that make it unique and distinct from the concept of Good Corporate Governance in the

western world. Good Corporate Governance principles in general are transparency, accountability, responsibilities, independence (indenpendency), fairness and fairness. While the principle of Good Corporate Governance in Islam according to Muqorobin (2011) covers tauhid, taqwa and ridha, equilibrium (balance and justice), and benefits. According to Abu-Tapanjeh (2009), the principles of Corporate Governance in an Islamic perspective are manifested through a syariah framework in business execution, justice and equality for the benefit and orientation of Allah SWT as the sole owner and authority of the world.

Literacy may have been a familiar term for many people. But not many of them understand clearly the meaning and definitions. Because literacy is a concept that has a complex, dynamic, meaningful meaning and is defined by various ways and perspectives. Moving from here, it is necessary to describe what the meaning of the Literary term is.

According to the Merriam-Webster online dictionary, Literacy comes from the Latin term 'literature' and the English 'letter'. Literacy is a quality or literacy capability that includes reading and writing skills. But more than that, the meaning of literacy also includes visual literacy which means "Ability to recognize and understand ideas delivered visually (scenes, videos, images)." UNESCO explains that literacy is the right of everyone and is the basis for lifelong learning. The ability of literacy can empower and improve the quality of individuals, families, communities. Because of its "multiple effect" or can provide an effect on a very broad domain, literacy skills help combat poverty, reduce child mortality, population growth, and ensure sustainable development, and the realization of peace. Illiteracy, however, is a barrier to a better quality of life.

At present, the term Literacy has begun to be used in a wider sense, such as Information Literacy, computer literacy, and science literacy which all refer to competence or ability beyond reading ability. It's just that the most common understanding of literacy is the ability to read and write. The understanding of literacy in general is an individual's ability to process and understand information when reading or writing. Literacy is more than just reading ability, therefore, literacy is indispensable for language skills that is written and oral knowledge that requires a series of cognitive abilities, genre and cultural knowledgeMeskipun literasi merupakan sebuah konsep yang memiliki makna kompleks, dinamis, terus ditafsirkan dan didefinisikan dengan beragam cara dan sudut pandang, namun hakekatnya kemampuan baca tulis seseorang merupakan dasar utama bagi pengembangan makna literasi secara lebih luas. Istilah literasi dalam bahasa Indonesia merupakan kata serapan dari bahasa Inggris *literacy* yang secara etimologi berasal dari bahasa Latin *literatus*, yang berarti orang yang belajar. Dalam bahasa Latin juga terdapat istilah *littera* (huruf) yaitu sistem tulisan dengan konvensi yang menyertainya.

Based on the above definition, corporate governance is defined as the company 's internal control system that has the primary purpose of managing significant risks to meet its business objectives through the safeguarding of corporate assets and increasing the value of long - term shareholders' investment.

According to World Bank (World Bank), good corporate governance (GCC) is a set of rules, rules, and rules that must be fulfilled, which can encourage the performance of company resources to function efficiently to produce sustainable long-term economic value for the shareholders and the surrounding communities as a whole (Effendi, 2016: 2).

According to the Forum for Corporate Governance in Indonesia (FCGI), Corporate Governance is a set of rules governing the relationship between shareholders, managers, creditors, governments, employees and other external and internal stakeholders regarding the rights and responsibilities, or systems in which the company is directed and controlled .

Based on SK Minister of State-Owned Enterprises No. 117 / M-MBU / 2002, Corporate Governance is a process and structure used by BUMN organ to improve the business success and accountability of the company to realize shareholder value over the long term by keeping an eye on other stakeholders, ethical value.

The Organization for Economic Coordination and Development (OECD) in defining Good Corporate Governance is a system used to guide and control corporate activities. Corporate Governance regulates the distribution of rights and obligations of those interested in the life of the company including shareholders, board of directors, managers, and all non-shareholder stakeholder members. The Center for European Policy Study (CEPS) formulates Good Corporate Governance as a whole system established from right, process, and control, both within and outside the company's management (Sutedi, 2011: 1).

Good Corporate Governance, hereinafter referred to as GCG, is a Bank's governance that implements transparency, accountability, accountability, professionalism, and fairness (Bank Indonesia Regulation no. 11/33 / PBI / 2009).

From the above definitions, it can be concluded that Good Corporate Governance is a system that regulates and controls the company in order to create added value for corporate and community stakeholders (Kay in Sutedi, 2011).

Corporate Governance Concept

According to Efendi (2016: 4), this model consists of 2 (two) aspects that are the basis or foundation for establishing a Corporate Governance mechanism as a system, hereinafter:

1) Hard Aspect (hard component)

a. Strategy (strategy), is an organizational plan in utilizing resources to achieve organizational goals.

b. Sturcture (structure), is the way an organizational unit relates to one another.

c. The system, is a step or mechanism undertaken by top management and others in the organization to achieve organizational goals.

2) Soft aspect (soft component)a. Skill (ability), is a special ability of top management and other personalities in the organization as a whole to shape the company's competence.

b. Style (leadership style), is the style of top management leadership to support the achievement of organizational goals.

c. The staff, is the ability to work with top management and other personalities.

d. Shared value, is the values held by stakeholders of companies that shape the behavior of members of the organization

e.

The Goals and Benefits of Good Corporate Governance

According to Indra Surya (2006) in Efendi (2016: 8), the implementation of good corporate governance has a concrete purpose for the company as follows:

1) Facilitate access to domestic and foreign investments
2) Getting lower cost of capital
3) Make better decisions in improving the economic performance of the company
4) Increase the trust and trust of stakeholders to companies or organizations.
5) Protecting directors and commissioners from lawsuits.

GCG provides a framework of reference that allows supervision to be effective so that the mechanism of checks and balances in the company is created. By implementing Corporate Governance on the company, there are several benefits that can be obtained (www.fcgi.or.id), namely:

1) Reducing agency cost, which is a cost that must be borne by shareholders as a result of delegation of authority to management. These costs can be a loss that the company suffered as a result of wrong-doing, or in the form of supervision fees that arise to prevent such occurrences.
2) Reducing the cost of capital, ie as a result of good corporate governance, the interest rate on the funds or resources borrowed by the company decreases as the company's risk level declines.
3) Increasing the value of the company's shares while also enhancing the company's image to the public in the long run.
4) Creating stakeholder support in the company's environment for the existence and strategies and policies of the company, as they generally have the assurance that they also benefit from the company's actions and operations in creating prosperity and prosperity

3.   Islamic Governance on Islamic School Finance

The concept of corporate governance from an Islamic perspective is not much different from conventional definitions because it refers to a system in which the company is directed and controlled with the objective of meeting the objectives of the company by protecting all stakeholder interests and rights. Corporate governance in Islamic paradigms presents distinctive characteristics and features compared to conventional systems, in particular cases of broader decision-making theory using Islamic socio-scientific epistemological premises based on divine Oneness of God, Choudury and Hoque (2004) in Hasan (2009).

Financial governance according to Islam

The Qur'an does not mention the concept of financial institution explicitly. But emphasis on the concept of organization as a financial organization has been found in the Qur'an. The basic concept of co-operation with various branches of activities has received considerable attention from the Qur'an. In the political system, for example, the term qaum is used to indicate the existence of social groups that interact with others. There is also a term ballad (state) to

indicate the social structure of the community as well as the government (the government) to show the importance of a relationship arrangement among members of the community. Caliph (leadership), also became a concern in the Qur'an. The concept of the organizational system, also found in modern organizations.

Especially about economic affairs, the Qur'an provides basic rules, so that economic transactions are not in violation of norms / ethics. Furthermore, economic and financial transactions are more oriented towards the justice and prosperity of the people. The term suq (market) for example shows about how market (market), should be an important business focus. The financial organization is known as Amil. This body not only serves on zakat solely, but has a wider role in economic development. The distribution of ghonimah, for example, shows a fair and equitable distribution mechanism. Allah says in the letter An-Nisa verse 29:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَأْكُلُوا أَمْوَالَكُم بَيْنَكُم بِالْبَاطِلِ إِلَّا أَن تَكُونَ تِجَارَةً عَن تَرَاضٍ مِّنكُمْ وَلَا تَقْتُلُوا أَنفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا
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It means: O ye who believe! Take not your neighbor's possessions with falsehood, except by way of business that is acting with love among you. And do not kill yourself; surely Allah is Most Merciful to you. [An Nisa: 29].

The above paragraphs are an illustration for institutions with clear organizational structure and are affiliated with Islamic values to further emphasize the importance of ethics / ethics. Referring to the characteristics of modern organizations such as; transparency and accountability, openness, egalitarianism, professionalism and accountability, have also received serious attention. The Qur'an has long been providing the basic rules and principles that became the foundation for the formation of modern organizations.

The principle of accountability and transparency provides the direction that business institutions should be able to demonstrate the principle of openness and freedom of manipulation. The concept of recording (accounting in modern economic terms) both financial statements (profits and capital changes and other business administration) are clearly regulated in the Qur'an. As stated in Surat Al Baqarah verse 282.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَنتُم بِدَيْنٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ وَلْيَكْتُب بَّيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَن يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ فَلْيَكْتُبْ وَلْيُمْلِلِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ وَلَا يَبْخَسْ مِنْهُ شَيْئًا...

Meaning: O you who believe, if you do not ask for cash for a fixed time, write it down. And let a writer of yours write it down correctly. And let not the writers refuse to write them as God teaches them, let them write, and let the debtor dictate (what will be written), and let him fear the Lord of his Lord, and let him not reduce the least of his debt ... (QS Albaqoroh: 282)

Mengajak kepada kebajikan dapat berarti menuju pada peningkatan kehidupan dan kesejahteraan ekonomi. Berbuat baik dan mencegah kemungkaran berarti juga menciptakan iklim dan sistem bisnis yang Islami jauh dari sistem yang anarkis dan eksploitatif. Tata kelola yang baik adalah seperangkat tanggung jawab, praktik, kebijakan, dan prosedur yang dilakukan oleh suatu institusi untuk memberikan strategi arah, memastikan tujuan tercapai dan sumber daya digunakan bertanggung jawab dan akuntabel. Praktik tata kelola yang baik mendukung sekolah dengan membantu mereka mengelola sumber daya mereka sehingga mereka dapat memberikan kualitas pendidikan. World Bank (2017).

Principles of Islamic Governance on Islamic School Finance

Muqorobin (2011: 4) states that good corporate governance in Islam should refer to the following principles:

a. Tauhid

Tauhid is the main foundation of all Islamic teachings. Tauhid became the basis of the whole concept and all the activities of the Muslims, both in the fields of economy, politics, social and cultural. In al-qur'an it is mentioned that tauhid is the fundamental philosophy of Islamic Economics, as the word of Allah in the letter Az Zumar verse 38:

وَلَئِن سَأَلْتَهُم مَّنْ خَلَقَ السَّمَاوَاتِ وَالْأَرْضَ لَيَقُولُنَّ اللَّهُ قُلْ أَفَرَأَيْتُم مَّا تَدْعُونَ مِن دُونِ اللَّهِ إِنْ أَرَادَنِيَ اللَّهُ بِضُرٍّ هَلْ هُنَّ كَاشِفَاتُ ضُرِّهِ أَوْ أَرَادَنِي بِرَحْمَةٍ هَلْ هُنَّ مُمْسِكَاتُ رَحْمَتِهِ قُلْ حَسْبِيَ اللَّهُ عَلَيْهِ يَتَوَكَّلُ الْمُتَوَكِّلُونَ 38

Meaning: And if you ask them: Who created the heavens and the earth? They will say: Allah. Say: "Then explain to me what ye call upon besides Allâh, if Allah intend to bring harm to me, whether these idols can disgrace them, or if Allah wishes to grant me mercy, will they withstand His Mercy? Say: "Enough is Allah for me." To Allah put trust in those who surrender. [Az-Zumar, 38]

The essence of tauhid also means a self-surrender that is round to the will of Divine will. Whether it comes to worship or Muamalah. So all the activities done are in order to create the pattern of life that is according to God's will. If a person wants to do business, he / she must first know the law of religion which regulates the trade so that he / she does not commit illegal activities and harms the community. In what you have to pay attention to is how to create the atmosphere and the conditions of study that are guided by divine values.

b. Taqwa and ridha

The principle or principle of taqwa and ridha becomes the main principle of the upholding of an Islamic institution in any form of taqwa principle to Allah and His pleasure. Business governance in Islam must also be enforced on the foundation of taqwa to Allah and His pleasure in QS at-Taubah: 109.

ال لٱوٱ ذمهج نار يف هب رهانٱۚ هار جرف ٱۚش ىلع هٮۛۨٮ سسٱ نم أم ريخ ن ضورو لٱٱ نم ةوٮۛ ىلع هٮۛۨٮ سسٱ نٱمۭ

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Meaning: Is it they who build their mosques on the basis of their fear of Allah and their goodness, or those who build their building on the edge of the abyss, and the building fell with him into the Fire of Gehenna . And Allah guideth not wrongdoers [At Tawbah, 109]

In conducting a business shall be on a voluntary or voluntary basis. It is not justified that an act of trade, such as trade, is done by coercion or fraud. If this happens, it can cancel the act. This principle of excellence demonstrates the sincerity and good faith of the parties.

c. Equilibrium (balance and fairness)

Tawazun or mizan (balance) and al-'adalah (justice) are two concepts about equilibrium in Islam. Tawazun is more widely used in explaining the physical phenomena, though it has social implications, which are often the al-'adalah or justice areas as manifestations of Tauhid in the social-social context, including economic and business justice. Allah SWT says in QS ar-Rahman verse 7-9:

2 نازٮۛمۭٱ أذسروت وال طسٮۛٱٱٮ نٱوزا أوۭمٱۛۨٮو 3 نازٮۛمۭٱ يۭ غٮۛٱطٱٱل 7 نازٮۛمۭٱٱ عضوو اۭۖح ۭ آۭعۭمٱۛسٱوٱۖ

It means: And Allah raised the heavens and He put the balance (justice). So you do not go beyond the limits of the balance sheet. And set the scales fairly and do not reduce the balance (Ar-rahman, 7-9). In the context of justice (social), the parties involved are required to be true in the disclosure of will and circumstances, fulfill the agreement they have made, and fulfill all their obligations.

d. Kemashlahatan

In general, mashlahat is defined as the goodness (welfare) of the world and the hereafter. The fiqh ushul experts define it as anything that benefits, benefits and avoids harmfulness, damages and mufsadah. Imam al-Ghazali concludes that mashlahat is an effort to realize and maintain five basic needs: the preservation of the religion (hifdzud-din), the preservation of the souls (hifhzun-nafs), the preservation of the mind (hifhzul-'aql), the preservation of the descent (hifhzun-nasl) , property maintenance (hifhzul-maal).

The corporate governance principle in Islam above uses values derived from the Qur'an, hadith, ijma and qiyas ulama 'so that in its implementation is called Islamic Governance. Muqorobin (2011: 4)

e. Transparency

Accuracy is also an important principle in the implementation of Islamic Corporate Governance. Accurate information can be obtained if the system in the company can guarantee the creation of justice and honesty of all parties. This condition can be achieved if each company carries out Islamic business ethics and is supported by a good accounting system in a reasonable and transparent disclosure of all business activities.

f. Accountability

Accountability is not limited to honest and reasonable financial reporting, but rather the essence of human life which is the form of human responsibility to God as the Owner of the whole universe. The

fundamentals of Islamic concepts believe that nature and all of its contents are entirely owned by God and human beings are trusted to best manage for the benefit of the people.

g. Responsibility (responsibility)

Company's financial liabilities also need to be presented in the form of an honest and reasonable disclosure of the company's financial condition. So that shareholders and stakeholders can make the right decisions. Accurate and accurate financial reporting, will also result in the accuracy of payment of zakat. Because of any profits earned by Muslims in its business activities, there are at least 2.5 (two point five) percent of the poor. Zakat problem is important in Islamic perspective because it is a feature of Good Corporate Governance implementation. Good corporate governance is not only aimed at prospering the management and shareholders, but also the communities around the company, especially the poor and the poor.

h. Independence

Independence relates to consistency or istiqomah stance that holds true to the truth despite being at risk, God says:

ن 08ودعوت مهِنْك تَيِلَأ ةنلجآب اشِروبأَا وونِتَ حز لاو ةَ واانِخ أاَل ةكئِلملَ أهِلْعل زنِِت اومِئْسنأ ُمْ ٱللآ انِبر والائِن بِلآأ إن

Meaning: It is those who say: "Our Lord is Allah" then they establish their stand, and the angels will descend upon them, saying: "Do not be afraid and do not feel sad, and rejoice in them with the jannah which Allah hath promised unto you" [Fussilat: 30]

Independent is a wise human character (ulul al-chapter) which in the Qur'an is mentioned as many as sixteen times, which amongst the characters are "Those who are able to absorb information (hear the word) and make the best (following) his conscience without the pressure of anybody) "

i. Justice

An honest, accurate and fair record is also set out in the Qur'an (2: 282-283) and the Qur'an (21:47) also emphasizes that the recording of financial transactions must be done properly and correctly. The person responsible for the recordings should be chosen by those who are honest and fair. Again, this shows that Islam seeks to conduct business fairly and honestly for all parties.

The main advantage of coporate governance in Islam is the main orientation of corporate management responsibility is God as the owner of nature and its content. The application of Islamic ethics in business that ensures honest, fair treatment to all parties is also a key reference to good corporate governance. Good Corporate Governance is run not only as a form of management responsibility for capital owners, but rather on the basic needs of every Muslim to carry out the complete and perfect Islamic law. With a firm belief in God then Good Corporate Governance will motivate honest, fair and accountable business transactions.

Benefits of Islamic Governance on Islamic School Finance

Benefits that can be obtained from Islamic Governance on Islamic school finance include:
1) A more Islamic, democratic and responsive system of Islamic school finance, including the utilization of more efficient resources
2) Greater participation of all stakeholders (teachers, students, parents and school management) in the development of policies, rules, plans, and school code of ethics according to Islamic values.
3) Greater transparency in all school activities, including increased information flow between school stakeholders on plans, finances, rules and regulations, and open programs.
4) Strengthening accountability among stakeholders to improve Islamic school finance.
5) Coordination between different levels of formal government (eg, Education Department, Resource Center, or other educational institution)
6) More open communication between stakeholders on how to manage schools

4. Results

Islam has a far more comprehensive and more comprehensive concept and aqlqaqul karimah and taqwa in Allah SWT which is a solid wall not to be exposed to illegal and dishonest practices in accepting the trust. Good corporate governance, which in modern terminology is

referred to as Good Corporate Governance in relation to the hadith of Rasulullah SAW narrated by Aisyah r.a which means "Indeed Allah loves when someone does something done well".

Within the framework of Islam, decision making occurs through a shura or consultative council, and this council is used consisting of tribal elders during the pre-Islamic and Islamic era. The decision was made after the matter was discussed and the board members expressed their personal opinion until the consensus was reached. This is based on the following verse from al-Qur'an:

اذإف رملأا يف مهرواشو مهل رفغتساو مهنع فعاف ولكحن مهيلع ظيلغ لا ظفلا تنك ولو مهل تنل للها تنك تمرح مابف

952], نارمع لآ ورقس] نولكوتملا بحي للها نإ للها ىلع لكوتف تمزع

It means: It is because of mercy from Allah that you are gentle toward them. If you are being hard- hearted, they would have kept away from you. So forgive them, beg forgiveness for them, and talk with them in the affair. Then when you have made a determination, put your trust in God. Verily Allah loves those who put their trust in Him [Al 'Imran, 159]

From the results of journals and scientific writings on corporate governance (CG) on Islamic financial governance, many Islamic institutions / schools that have not applied the principles of Islamic governance in their financial governance, it is alleged that there is still a lot of misuse of school finance (corruption) .

As schools that are affiliated with Islamic organizations either NU or Muhammadiyah, many of the informants also serve as daily divisions of NU or Muhammadiyah Islamic organizations, of course, those who are elected and incorporated are considered to have good competence, with enough religious basic and some also includes with pesantren hut all the informants agree that the vision and programs that contain Islamic values consider it necessary to be applied, of course, the financial governance that is being implemented in this Islamic school should also apply Islamic financial governance that carries the mission of the appropriate practice Islamic law.

In general, all of these principles are part of the behavior and culture of Islam, so called the term Islamic governance (IG), it shows a positive indicator when done appropriately and correctly (syariah compliance). In addition, in order to maintain stability it is necessary to create new innovative constructivism to prevent negative things.

5. Conclusion

Based on the research and analysis that has been done, researchers can conclude that Islamic financial governance (IFG) is the result of derivatives of Islamic governance whose scope is limited to the financial institution, including schools. The purpose of the IFG is to minimize the level of misuse of school funds that are sourced from APBN, APBD as well as to society and to gain a blessing for avoiding illegal or illegal goods with the basis of Islamic law in private high school Islamic high school in Lamongan regency with several indicators, among others:

1) Tauhid in Islamic financial governance using Islamic jurisprudence, ethics and morals on the basis of the sense of faith in Allah SWT, is believed to be able to reduce the mismanagement of school funds as well as bribery bribery.

2) One's taqwa depends on how faith and obedience exist in a Muslim, ethics in Islamic financial governance is reflected in the policies and practices of zakat, shodaqoh and infaq for poor and orphaned students.

3) Equiblirium in the Islamic financial management informant explained that the school should provide accurate real data regarding the criteria and conditions required for the assistance received so that no one felt disadvantaged.

4) Maslahah in Islamic financial governance is not just about the value of the value to be distributed but also the accuracy and appropriateness of the budget given to students who are deemed inadequate, awards for outstanding students.

5) Transparent Islamic governance covers; socialization and publication of school programs and policies to parents or guardians as well as the general public in discussing RAPBS according to SNP (national education standard).

6) Accountability in Islamic financial governance can be characterized in relation to the application of the government accounting standard (SAP) in making financial statements of the school.

7) Responsibility in Islamic financial governance is the presentation of cashflow related data, income and expenditure on bookkeeping by masters without any delayed, meaning there is a commitment of honesty as well as professionally proficient in managing the Islamic

financial syariah.
8) Independent in Islamic financial governance is asserted that the principal does not have absolute freedom (determining his own choice), in the coercion or intervention of the other party but in accordance with existing SOPs and upon the values required by Allah SWT.
9) Justice in Islamic financial governance can be seen from policy-oriented policy-making for stakeholders (teachers or students) in a balanced manner with cross-subsidy or affirmative action approaches.

From the nine indicators that can be found above, it can be seen that the implementation of Islamic Financial Governance (IFG) has a positive impact on private high school Islamic schools in Lamongan regency. This is evidenced by the background of informants originating from pesantren and being the organizer of Islamic organization in Ma'arif Education Institution NU Lamongan as well as Council of muhammadiyah branch of Lamongan, existence of strong commitment from informant to execute IFG principle as always do with always hope to involve God in Islamic financial processing.

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THE ROLE OF SCIENTIFIC LITERACY IN EMPOWERING STUDENTS' 4Cs SKILLS TO FACE THE 21st CENTURY CHALLENGES

Arnita Cahya Saputri

Master of Science Education Program, Sebelas Maret University, Surakarta, Indonesia
Corresponding email: arnitacahyasaputri26@gmail.com

Abstract

Learning in the 21st century is faced with the challenges of information flow and rapid technological advances so that 4Cs skills are important to students. This study aims to analyze the role of learning with scientific literacy in empowering 4Cs students' skills to face the challenges of the 21st century. The results show that scientific literacy which is the ability to use science knowledge in scientifically appropriate decision making becomes important to empower the 4Cs students skills. 4Cs skills that include communication, collaboration, critical thinking and problem solving, creativity and innovation can be trained in school learning. Therefore, learning with scientific literacy can be a way of bridging the skills necessary to face the challenges of the 21st century.
Keywords: scientific literacy, 4Cs, 21st century

1. Introduction

Learning in the 21st century is faced with the challenges of information flow and rapid technological advancement. Information is available wherever and accessible without knowing the time limit and place so science and technology work together faster (Berry, 2010; BSNP, 2010; Castell, 2005; Castell, 2010). The explosion of information also occurs as a result of the rapid advances in technological developments in which 2.5 Quntilliun digital data bytes are generated in the world every day (D'Aurio, 2013). 21st century progress occurs in various sectors of life and requires people to work with complex thinking skills. Complex thinking skills are needed because humans must adapt to the global challenges associated with the high mobilization and use of technology (Kemdikbud, 2013; Levy & Murnanne, 2004). In addition, every human being must also be able with his or her own thinking skills to select the right information and use it for the right purpose because the 21st century is also confronted with a multitude of information flows that are not entirely in line with the facts or the number of incorrect information (Halpern, 2003; Sajidan & Afandi, 2017).

The development of the 21st century requires everyone to have the skills necessary to deal with developments in the era of globalization. According to the 21st Century Partnership Learning Framework (2015), there are a number of competencies and / or expertise that must be possessed in the 21st century - critical thinking skills and problem solving, communication and collaboration skills, creativity and updating skills, literacy skills in information and communication technologies, contextual learning, and information skills and media literacy. This is also in line with Ananiadou & Claro's (2009) opinion that the 21st century requires skills of problem solving, critical thinking, collaboration, communication, creativity, and global awareness contained in the three frameworks of communication, information, and ethical and social impacts. (1) Reading, (2) wRiting, (3) aRithmetic, and (1) Crtical Thinking and Problem Solving, (2) Creativity and Innovation, (2) 3) Collaboration, teamwork and Leadership, (4) Cross-cultural Understanding, (5) Communication and Media Fluency, (6) Computing and ICT Fluency, (7) Carrer and Learning Self-relance. These skills can be trained to students early in the learning process at school and become a priority learning objective (Chu et al., 2017).

21st century skills in Indonesia are applied in the 2013 curriculum and formulated as 4Cs skills that include communication, collaboration, critical thinking and problem solving, and creativity and innovation. These skills are supported by literacy skills, high-order thinking skills (HOTs), and strengthening character education (PPK) (Kemdikbud, 2017). 21st century skills are closely related to literacy skills in learning, especially science literacy. Literacy of science is the scientific knowledge and the use of knowledge to identify questions, acquire new knowledge, explain scientific phenomena and draw conclusions based on evidence on science related issues, understanding of the characteristics of science as a form of human knowledge and investigation (OECD, 2013). The scientific literacy is the ability to use science knowledge in making

scientifically appropriate decisions so it is important to empower the 4Cs students' skills (Kemdikbud, 2017).

Communication skills, collaboration, critical thinking and problem solving, and creativity and innovation (4Cs) become skills that need to be empowered in learning in Indonesia. This is because the skills of the students are still low seen from the results of several studies that have been conducted in various regions of Indonesia such as Rajagukguk et al. (2016) in North Sumatra, Afcariono (2008) in SMA NI Ngantang Batu Malang Regency, Arnyana (2007) in SMA N 1 Singaraja Bali, Pursitasari (2014) in Palu city, and Saputri *et al.* (2017), Rahmawati *et al.* (2017), Astira *et al.* (2017), Sukmawati *et al.* (2017), and Pramesti *et al.* (2017) in Surakarta. This lack of skills is supported by a study conducted by The Program for International Student Assessment (PISA) on student science literacy which is also related to students' thinking skills. The study results of The Program for International Student Assessment (PISA). The results of a once-a-year study using instruments to test science literacy closely related to thinking ability show that Indonesia ranks 38th out of 40 participating countries in 2000, the 38th from 40 countries in 2003, the 50th from 57 countries in 2006, ranked 60th out of 65 countries in 2009, 64th out of 65 countries in 2012, and 69th out of 75 participating countries by 2015 (OECD, 2001; 2004; 2007 ; 2010; 2014; 2016). These results indicate that Indonesian students have not yet been trained to think high level so that the results of each PISA-held test still put Indonesia at the bottom and generally still below the OECD average. Other results according to Martin Property Institute (2015) cited in Sajidan & Afandi (2017) show that Indonesia's creativity index is only 0.20, or 115th out of 139 countries. These data indicate that students' thinking skills, especially 4Cs, need to be better empowered using various learning innovations in schools with a learning role that seeks to engage students with good science literacy that will support 21st century skills improvement. Therefore, this study aims to analyze the role of scientfic literacy in empowering 4Cs students' skills to face the challenges of the 21st century.

2. Theory
2.1 Scientific Literacy
2.1.1 Scientific Literacy

Scientific Literacy comes from the word literacy and science. Literacy means literacy prevention, while science means science. Science is concerned with the systematic way of finding out about nature, so science is not just the mastery of a collection of knowledge in the form of facts, concepts or principles but also the process of discovery (Toharudin, et al, 2011).

Literacy of science (scientific literacy) is the ability to use scientific knowledge, identify questions and draw conclusions based on facts to understand the universe and make decisions of the changes that occur due to human activity. PISA in the OECD (2013) states that the scope of science literacy refers to the activities of the students, among others, "... Scientific knowledge and use of that knowledge to identify questions, acquire new knowledge, explain scientific phenomena and draw evidence-based conclusions about science-related issues; their understanding of the characteristic features of science as a form of human knowledge and inquiry .. ". Literacy of science is the scientific knowledge and the use of knowledge to identify questions, acquire new knowledge, explain scientific phenomena and draw conclusions based on evidence on issues related to science, understanding of the characteristics of science as a form of human knowledge and investigation.

2.1.2 The Scientific Literacy Framework

The Program for Student Assessment (PISA) does not limit the scope of science content to the knowledge that is the subject of school science curriculum, but includes knowledge gained through other sources. The process of science referred to in PISA refers to the ability of students to use knowledge and scientific understanding in reviewing the material associated with daily life, so that in the process of science there are three aspects of science literacy assessment that is identifying scientific questions, explain the phenomenon scientifically, and find scientific evidence. The scientific context in PISA refers to very important issues in everyday life that are used as land for process application and understanding of science concepts (Toharudin, et al, 2011).

Scientific literacy is measured by a framework or framework Nature of Science. Wenning (2006) states that the measurement of science literacy is based on six aspects of the Nature of Science framework: 1) Scientific Nomenclature is the use of a commonly used language for communicating express ideas in science; 2) The intellectual process skills (Intellectual Process Skills) are basic experimental and observational skills taught by using learning-oriented models of inquiry and laboratory methods; 3) Rules of Scientific Evidence is a rule used in the exercise

of science in accordance with the scientific method; 4) Postulates of Science is a commonly used science assumption; 5) Scientific Disposition (Scientific Disposition) is an attitude or behavior that should be owned by a scientist; and 6) The Major Misconceptions about Science is an analysis of misconceptions existing in science closely in the scientific method as part of science.

2.1.3 The Literacy Dimension of Science

Scientific literacy is divided into three dimensions: content (science knowledge), process (science competence), and context (science application) (OECD, 2001 & 2003). The content dimension refers to the key concepts of science necessary to understand natural phenomena and changes made to nature through human activity but not limited to the science content available in schools but also from various other sources. The dimensions of the process are related to the competence of science which includes assessment on the activities of identifying scientific questions, explaining a scientific phenomenon, and using scientific evidence involving cognitive processes such as inductive reasoning, deductive reasoning, critical and integrated thinking, and being able to reconstruct an explanation based on existing data to contain a decision or conclusion based on available evidence. The context dimension by OECD (2013) deals with the scope of the various fields including the areas of science applications, the field of assessment, and global life.

Choi *et. al.,* (2011) proposes the reconceptualization of 21st century science literacy which includes five dimensions: 1) content knowledge; 2) habits of minds, 3) character and value; 4) science as a human endeavor; and 5) metacognition and self-direction. These dimensions become the standard development in learning to realize the skills students must have in the 21st century.

2.1.4 Learning with Science Literacy

Learning is an important activity in achieving good science literacy skills. Learning which focuses on the achievement of science literacy is the learning that is in accordance with the nature of science learning that learning is not just a knowledge or a mere memory but also oriented to the process and the achievement of scientific attitudes so as to foster thinking skills (Yuliati, 2017). Millar and Osbome in Harlen (2004) suggest that science literacy in learning can be improved by applying science lessons that promote the development of attitudes, ideas, and skills by using various learning models so as to be effective in building 21st century skills.

2.2. Skills on 21st Century Learning

21st century skills demand changes in the educational system to develop skills and literacy (Black 2009; Pigozzi, 2006). The learning of the 21st century is directed to a learning model that encourages students to find out from various sources of observation, not just being told. Learning is also directed to familiarize students in formulating problems, not just solving problems and practicing critical thinking instead of mechanistic thinking. Cooperation and collaboration are also emphasized in solving problems in the learning process (Husamah and Setyaningrum, 2013). The National Board of Education Standards (BNSP) formulates the 16 principles of learning that must be met in 21st century education processes: (1) from teacher-centered to student-centered, (2) from one direction to interactive, (3) from isolation to the network environment, (4) from passive to active-investigating, (5) from virtual to abstract real world context, (6) from personal to team-based learning, (7) from broad to typical behavior empowering rules of attachment, (8)) from a single flavor stimulation to stimulation to all directions, (9) from a single tool to a multimedia device, (10) from a one-way relationship shifts toward cooperative, (11) from mass production to customer needs, (12) plural, (13) from a science and technology shifted toward pluralistic discipline knowledge, (14) from centralized control to autonomy and trust, (15) from factual thinking to critical, and (16) from the delivery of knowledge to exchange of knowledge ahuan (BNSP, 2010).

The 21st century learning in Indonesia is applied in learning with the 2013 curriculum. The 2013 curriculum of 2017 revision requires that ongoing learning should train Higher Order Thinking Skills, literacy skills, strengthening character education (PPK), and 4Cs skills that include communication, collaboration, critical thinking and problem solving, and creativity and innovation (Kemdikbud, 2017). This 4Cs skill becomes an important skill for students in the 21st century according to the competencies required by the 21st Century Partnership Learning Framework (2015).

3. Discussion

Scientific literacy learning is closely related to the achievement of communication skills, collaboration, critical thinking and problem solving, and creativity and innovation (4Cs) which is the tuntuntan of the 21st century. Interaction in a global society requires literacy skills in a world filled with scientific work products scientific inquiry so that scientific literacy becomes a necessity for every generation (Amin, 2017) Turiman *et.al* (2011) also states that scientific literacy plays a very important role in everyday life. Advancement of science literacy is well known as one of the main goals of education in the world.

Learning with scientific literacy in it trains every individual to be able to compete in the face of global opportunities and challenges in the future because every individual is required to have adequate science literacy includes knowledge of science, science process skills and scientific attitude. With the ability of good scientific literacy, one will be able to communicate, collaborate, critical thinking and problem solving, and foster creativity and innovation because it has knowledge relevant to the needs of the 21st century (Amin, 2017; Turiman et al., 2011; OECD, 2013; Yuliati, 2017).

Complex competence that must be mastered by students in facing 21st century challenge hence on learning 21st century change of learning paradigm that is, from paradigm of teacher-centered learning become student-centered learning so that teacher not become only source of learning. Students are required to learn from various sources and collaborate with anyone. Learning is also directed to familiarize students in formulating problems, not just solving problems and practicing critical thinking instead of mechanistic thinking (Husamah and Setyaningrum, 2013; Yuliati, 2017). Therefore, it is necessary to study with science literacy so that students are science literate. As learning takes place with a variety of learning models integrated with good science literacy students will be able to use their knowledge knowledge to process and be competent and knowledge-able as well as technology, able to think logically, critically, creatively, correctly argue , can communicate and collaborate. Scientific literacy can be termed as a scientific literacy ability, the ability to understand science, communicate science (oral and written), and apply the ability of science to solve problems so as to have a high attitude and sensitivity to the self and its environment in making decisions based on scientific considerations (OECD , 2013, Yuliati, 2017).

The scientific literacy is the ability to use science knowledge in making scientifically appropriate decisions so it is important to empower the 4Cs students' skills (Kemdikbud, 2017). Literacy of science that is divided into three dimensions of content (science knowledge), process (science competence), and context (application of science) (OECD, 2001 & 2003) in learning has an important role that can support the empowerment of communication skills, collaboration, critical thinking and problem solving, and creativity and innovation (4Cs). The content dimension refers to the key concepts of science needed to understand natural phenomena and changes made to nature through human activity but not limited to the science content available in schools but also from various other sources that exist allowing students to be trained to communicate over the knowledge have it and then build a collaboration with friends to discuss science knowledge owned. The process dimension (science competence) plays the role of students to think critically about the knowledge or information obtained and able to formulate ways to solve the problem faced (problem solving). Whereas in the context dimension (science application) can trained students to apply their science knowledge to create creativity and innovation (Al Rsa'i, 2013; Rautela & Chowdury, 2016; Okada, 2013; Yuliati, 2017; OECD, 2013).

Reconceptualization of 21st century scientific literacy covering five dimensions according to Choi *et.al.,* (2011) that is 1) content knowledge; 2) habits of minds, 3) character and value; 4) science as a human endeavour; and 5) integrated metacognition and self-direction in learning are able to train 4C skills because the development of these skills also requires the support of student character and values and how the students' metacognition and self-regulation. The 4Cs skill that continues to be trained to students in learning is expected to be the provision of students to face the demands and challenges that exist in the 21st century demanding skills problem solving, critical thinking, collaboration, communication, creativity, and global awareness (Annaniadou & Claro, 2009).

4. Conclusion

Scientific literacy has an important role in empowering communication, collaboration, critical thinking and problem solving skills, as well as creativity and innovation (4Cs) needed to meet the challenges of the 21st century.

5. Acknowledgement

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Effect of Literation and Technology on Performance of Manager on KJKS BMT Mandiri Sejahtera Karangcangkring Dukun Gresik

Edy Anas Ahmadi. S.E., M.M[1,] Ahmad Yani Syaikhudin. S.E[2]

Universitas Islam Darul Ulum Lamongan, Lamongan, Indonesia
edyanas@ymail.com

Abstract

The success of using and managing information resources has an important meaning for a company or a manager to operate and compete with other companies. The use of technology can contribute to user performance in decision making. Decision-making is the most important management role and the availability of a reliable source of information is a key component of management decision making in a corporate organization.

Based on the background then the formulation of the problem in writing is. How management gets useful information in improving manager performance. And how management utilizes technology in getting and improving manager performance. Based on the formulation of the problem then the purpose of writing is to know the extent to which management to obtain useful information in improving the performance of managers. And to know when the technology used to improve the performance of managers.

This research uses several theoretical approaches such as theory about management information system, decision making theory. The research method used in this study is a qualitative research method with descriptive approach with data collection techniques obtained through interview / interview techniques and documentation.

The results of the study indicate that the utilization of information management and technology literacy has a role to the performance of managers, Data presented in a timely and accurate for the users, without requiring the existence of prantara system information. Ensure the availability of quality and skills in utilizing information systems critically. Develop an effective planning process.

Keywords: literacy, technology, manager performance

1. Preliminary

This research explains about the utilization of management information system. Taking a seeting study of this study specifically explains the effect of literacy and technology on manager performance. As the world of technology and information more quickly and instantly in the presentation of information. In order for information generated by the information system to be useful to management, the system maker must know the information it needs, that is by knowing the activities for each level (level) management and the type of decision taken,

The success of using and managing information resources has an important meaning for a company or a manager to operate and compete with other companies. The use of technology can contribute to user performance in decision making. Decision-making is the most important management role and the availability of a reliable source of information is a key component of management decision making in a corporate organization.

Education Development Center (EDC) also states, literacy is more than just literacy. Literacy is the ability of the individual to use all the potential and skills (skills) owned in his life. With the understanding that literacy includes the ability to read the word and read the world.

According to UNESCO, people's understanding of the meaning of literacy is strongly influenced by academic research, institutions, national context, cultural values, and experience. The most common understanding of literacy is a set of real skills, especially the cognitive skills of reading and writing, regardless of the context in which the skill was acquired and from whom it was acquired. UNESCO explains, literacy ability is the right of everyone and is the basis for lifelong learning. Literacy skills can empower and improve the quality of individuals, families, and communities. (www.komunikasipraktis.com).

Haag dan Keen (1996): Understanding information technology according to Haag and Keen that information technology is a set of tools that help you work with information and perform tasks related to information processing.

Oxford English Dictionary (OED): Understanding information technology according to *Oxford English Dictionary* is hardware and software and may include networks and telecommunications that are typically business or business contexts.

Williams dan Sawyer (2003): According to williams and sawyer, the notion of information technology is a technology that combines computing (computer) with high speed communication lines that carry data, voice, and video.

Martin (1999): According to Martin, information technology is a technology that is not only on computer technology (hardware and software) that will be used to process and store information, but rather to confess communication technology to send or disseminate information.

Some people say that the word performance stands for "kinetic energy work". The kebernarannya can not be confirmed. But in the scope of the management and organizational review the word "performance" is not an entirely new word and has now become an integral part of organizational life and everyone involved. It can be said that the term performance has been known since pre-modern era.

Some sources state that the term performance was known during the Wei dynasty empire in 221-265 AD (Amstrong, 2009). The ruling emperor at that time employed a person as an "imperial rater" with the primary task of recording all the activities of royal household employees and at the same time evaluating and valuing the activity. Perhaps the form of recording, evaluation and assessment is still very simple, not so complex and comprehensive as it is today. However, recording the activities of royal employees is what is considered as the forerunner of the concept of performance, performance appraisal and performance management as we know today.

This is where it takes a manager who has a thorough knowledge of the literacy and development of the world of technology in order to provide good performance capability to keep up with these constant changes, and to design the right strategy in a decision-making. So from here the researchers took a title that is "The influence of literacy and technology on the performance of managers on KJKS BMT Mandiri Sejahtera"

Based on the above background the author can describe some formulation of the problem, while the formulation of the problem from the above background is as follows:

1) How does management obtain useful information in improving the performance of managers in KJKS BMT Mandiri Sejahtera?
2) How does management utilize technology in obtaining and improving manager's performance on KJKS BMT Mandiri Sejahtera?

2. Literature review
2.1 Understanding Literacy

The literacy of the information used here is the translation of the word information literacy. Before this term used in the Indonesian language is literacy, literacy letters (Glossary, 2007) but the term accepted among librarians is literacy although it causes difficulties when want to translate the word literate. The word literacy itself has difficulties when translated into other languages such as French, German, Italian, Turkish, etc.

Although the term information literacy began in the US in the 1970s, the notion and basic foundations of the IIA did not fully meet the agreement among information scientists. As Shapiro and Hughes (1996) said, information literacy is a concept that is often used but has a dangerous nature (ambiguity).

It is also stated by Snavely and Cooper (1997) that to be accepted by non-librarians and academic users, the biblical literature needs to explain the definition of LI as well as distinguish it from bibliographic instruction and its differences from education and learning in general. Owusu-Ansah (2003, 2005), however, says that many LI definitions and concepts do not reflect major differences or disagreements. The information literacy consists of various literations as follows:

a. Visual Literacy

The first is visual literacy means the ability to understand and use images, including the ability to think, learn, and express themselves in the context of the image. Visual literacy is the ability to understand and use visual imagery in work and daily life. Visual literacy includes the integration of the visual experience with experiences gained from other senses such as what is heard, what is smelled, what is tasted, what is touched and what is perceived. The visual literacy competence allows one to sort and interpret the various visual actions, objects and or symbols. From there, one can communicate with others, create pamphlets, landmarks, create web pages.

b. Media Literacy

Media literacy is the ability of a person to use various media to access, analyze and produce information for various purposes In the daily life of a person will be influenced by the media around us in the form of television, film, radio, recorded music, newspapers and magazines. From the media is still added to the internet even now even via mobile phones can be accessed.

The definition of media literacy uses a trichotomy approach that encompasses 3 areas of meaning media literacy having access to media, understanding of media and creating / expressing oneself using media (Buckingham 2005, Livingstone 2005). Access includes using media habits and artinay habits using navigation functions and competencies (changing television channels, using Internet connection): media controlling competencies (eg using interactive installed systems, conducting transactions over the Internet); knowledge of legislation and other regulations in the field (eg freedom of speech, express opinion, privacy protection, knowledge of disturbing material, protection of "internet garbage).

Understanding means having the ability to understand / interpret and gain perspective media contents and critical attitude toward it. Creating includes interacting with the media (eg bebricara on the radio, participating in discussions on the internet) also generates media content. For someone who has experience with different types of mass media make someone have a better understanding of and a critical approach to media content.

So media literacy is a matter of skills, knowledge and competence, also dependent on institutions, institutions and techniques for mediating information and communication. Analytically, the concept of media literacy is used on individual and community principles.

The term media includes all communications media, sometimes used in mass media terms referring to all media intended to achieve such huge auditions as television broadcast and pay, radio, film, newspapers and magazines. Often the term "in all media and formats" refers to the communication and dissemination of information in different media and formats (text, graphics, photographs, statistics tables, etc.).

Marshall McLuhan is considered the creator of the term "medium is the message", meaning that content is often indispensable from special media used to transmit news. Therefore, due to time and budget constraints, the news transmitted through television media must be formatted and laid out the most optimal way for "news to be forwarded". In short, news in the television media, should not be too long, in plain language etc.

Interactive media allows users to directly berinetraksi with communication or telecommunications devices such as the model of "touch screen", is now starting to be widely used in restaurants, hotels, tourist information centers etc.

Media literacy includes everything from having the knowledge required to use old and new media technologies to having a critical relationship to the content of the medusa. Writings such as Buckingham (2005), Livingstone (2005) suggest that the trichotomy to define media literacy is to have access to the media, to understand the media and to create, express themselves using the media. The media literature recognizes the daily influences on humans derived from television, movies, radio, music, newspapers, and magazines.

c. Literacy of computer and communication technology commonly called computer literacy (IFLA ALP 2006)

Computer literacy means the ability to know how to efficiently use and operate computers as information processing machines (Horton Jr, 2007). This section is half the literary part of information technology and computer, the other half is media literacy.This section consists of: hardware and software literacy. Hardware literacy refers to the basic operator required to use a computer such as Personal Computer, Laptop, Notebook, Tablet Computer as well as Blackberry handheld devices. There is also software literacy referring to the set of procedures and general-purpose instruction required by hard computer or telecommunication to perform its functions. In the main computer LI is basic software such as Windows software, spreadsheets for numerical data such as Excell software pre-presentation software such as PowerPoint and software providers to use Internet services including WWW search. The third part is the application luetrasi refers to the knowledge and skills required to use various special-purpose software packages.

d. Network Literacy

It is a literacy in using digital networks effectively, which is evolving thanks to the existence of the Internet. For librarians information literacy requires a change of mind, from "ownership" to "access" means the library's information but can be accessed by the public so it raises the question of how far the concept of ownership. In the context of the information economy, it shows the characteristics of information viewed from an economic point of view, for example the information that has been sold will remain the property of the seller. It is different from the sale of

objects such as food, once sold then the food was moved into the hands of the buyer (Kingma, 2001).

This literacy means that someone understands how information is generated, managed, available, can trace information from the network by using various search tools, manipulating information together with a variety of sources, adding to it or increasing the value of information from a particular situation.

For information managers including librarians there needs to be a change of way of thinking, from a proprietary approach to an access approach and this demands competence in information retrieval and access to remote electronic resources.

e. Cultural literature

Cultural literature means knowledge about, as well as an understanding of, how traditions, beliefs, symbols and icons, celebrations and means of communication of a country, religion, ethnic or tribal group affect the creation, storage, handling, communication, preservation and archiving of data, information and knowledge using technology. Understanding of information literacy in relation to cultural literacy is how cultural factors impact the efficient use of communication and information technologies. The impact can be positive or negative. The spread of television for example impacted the loss of children's games that traditionally performed during the moonlight. On the other hand, the spread of cell phones, television and wireless communications takes place as a result of the willingness of local people to recognize, accept and adapt the technology in their respective cultures.

f. Digital literacy

Information literacy differs from digital literacy. Information Literacy focuses on understanding one's information needs, done with the ability to locate and assess television information and use it appropriately. Information literacy has been widely used since the 1980s.

The term digital literacy became popular around 2005 (Davis & Shaw, 2011) Digital literacy means the ability to connect with hypertextual information in the sense of computer-assisted unstructured reading. The term digital literacy was once used in the 1980s, (Davis & Shaw, 2011), in general meaning the ability to connect with hypertextual information in the sense of non-sequential reading or non-computer-assisted disorder (Bawden, 2001).

Gilster (2007) then extends the concept of digital literacy as the ability to understand and use information from various digital sources; in other words the ability to read, write and relate to information using the technology and format that exist in its time.

Other authors use the term digital literacy to demonstrate the broad concept of linking together relevant literacy and competence-based literacy and communication technology skills, but emphasizing the more "soft" information evaluation capabilities and the shared knowledge sharing of understanding and attitude (Bawden, 2008; Martin, 2006, 2008).

IFLA ALP Workshop (2006) mentions part of information literacy is digital literacy, defined as the ability to understand and use information in various formats from a large number of resources when the resources are presented via computer. As the Internet develops, the user does not know or ignore where the information comes from, what matters is that it can access it.

Digital literacy includes an understanding of the Web and search engines. The user understands that not all information available on the Web is of the same quality; so users can gradually recognize which websites are reliable and valid and which situations can not be trusted. In this digital literacy the user can choose a good user machine for his information needs, capable of effectively using the machine (eg "advanced search").

In short, digital literacy is a set of attitudes, understanding, ability to handle and communicate information and knowledge effectively in various media and formats. There are definitions that include the term relationship, coomunicating; those with a records management perspective or a dynamic archive management mention the term deleting and preserving. Sometimes the term discovery is broken up into source selection, rediscovery and accessing (Davis & Shaw, 2011). Although digital literacy is important in the age of information in the form of digital form, it should not be forgotten that another important part of digital literacy is knowing when using non-digital sources.

2.2 Understanding Information Technology

Understanding Information Technology is a study of design, implementation, development, support or management of computer-based information systems, especially in hardware applications (hardware) and software (computer software). Simply stated, Understanding Information Technology is a facility consisting of hardware and software in support and improve the quality of information for each layer of society quickly and quality.

Meanwhile, according to Wikipedia, that the definition of Information technology (IT) is a general term tekologi to help human beings in creating, converting, storing, communicating and disseminating information.The purpose of information technology is to solve a problem, open creativity, increase effectiveness and efficiency in human activities.

Understanding Information Technology (IT) According to the Experts of Haag and Keen (1996): Understanding information technology according to Haag and Keen that information technology is a set of tools that help you work with information and perform tasks related to information processing.

Oxford English Dictonary (OED): Understanding information technology according to Oxford English Dictionary is hardware and software and can include in network and telecommunication which usually dalah business context or business.

Williams and Sawyer (2003): According to williams and sawyer, the notion of information technology is a technology that combines computing (computer) with high speed communication lines that carry data, voice, and video.

Martin (1999): According to Martin, information technology is a technology not only for computer technology (hardware and software) that will be used to process and store information, but rather to confess communication technology to transmit or disseminate information.

The function of Information Technology (IT) - There are six functions of Information Technology, among others, as follows.

a. Capture Processing (Processing); Process / process enter data received to become an information. Processing or processing can be data conversion to other forms (conversion), condition analysis (analysis), calculation (calculation), merging (synthetic), all forms of data and information.

b. Generating; Generate or organize information in a useful form. For example reports, graphs, tables and so on.

c. Store (Store); Recording or storing data and information into a media for other purposes. For example diskette, hard disk, tape, compact disk and so on.

d. Retrieving (Retrival); Searches retrieve information or copy (copy) data and information that has been stored, for example spplier that has been paid off, and so on.

e. Transmission (Transmission); Send data and information from one location to another through a computer network. For example sending sales data to user A to other user, and so on.

Today, it takes a variety of science studies and practices in order to realize the effectiveness and efficiency in all activities undertaken by humans. Included with the information technology, a term that is already familiar with our ears but probably many of you who do not know exactly what the meaning of information technology itself. According to the Information Technology Association of America, the definition of information technology is a study of design, implementation, development, support, or management of computer-based information systems, especially in computer hardware and software applications.

Some Understanding Information Technology and Its Benefits Due to the importance of information technology today, the understanding of the understanding of information technology becomes something important to learn more detailed information technology. Some notions expressed by information technology experts are as follows: (1) According to Haaq and Keen, information technology as a set of tools that help work with information and perform tasks related to information processing; (2) According to the Oxford Dictionary, information technology is the study or electronic equipment, especially computers, for storing, analyzing, and distributing any information, including words, numbers, or images.

From some understanding of such information technology, can be seen the benefits of the existence of information technology. The existence of a new technology, especially in the field of information would be expected to bring various benefits. Although it can not be denied that sometimes the new technology can be likened to two different sides of the coin, one side is beneficial but on the other hand brings a number of negative benefits or unwanted effects. However, what we should look at in this review is the positive benefits of information technology. Benefits arising from the existence of these are as follows:Fungsi teknologi informasi sebagai penangkap (capture)

a. The function of information technology as a processor (processing)
b. The function of information technology as Generating (generating)
c. The function of information technology as Storage (storage)
d. The function of information technology as a searcher (retrifal)
e. The function of information technology as Transmission (transmission)

Seeing so many benefits posed by information technology makes us aware of the importance of it in the era of globalization and all-round technology as it is today. To find out more about information technology, we can examine further from the understanding of information technology itself because in that sense has been contained the meaning of information technology, so if we as the layman who does not understand about information technology, we can understand.

There are several technologies that continue to be created, it's just that there are technologies that have a negative impact on the environment. Because every manufacture of a technology would require fuel and waste from the engine that was created. Well in this discussion we will share information that contains understanding and some basic things about technology. So when you are going to make a research about technology, you already know and understand the concept of technology as a whole.

2.3 Understanding Performance

If performance is indeed something that is vital to the life of the organization, the question is what exactly is performance? This question becomes more important because as Armstrong & Baron (2005) says "if we are not able to define performance just as we are not able to measure and manage performance - if you can not define performance, you can not measure it or manage it." it must be admitted that the question of what performance really is is not easy to answer because so far there is no standard definition of performance (Lebas & Euske, 2004). Performance is a multifaceted construct (Hubbard, 2009) in which each of the parties concerned with performance tends to define performance in accordance with their understanding and importance.

Likewise performance is often regarded as a multidimensional construct (Bates & Holton, 1995) that is not only tied to the whole organization but also to the parts within the organization including the activity units, processes and individual employees. It is therefore not surprising that performance is defined in various ways.

To understand the notion of performance, it is necessary first to understand literally the meaning of the word performance. The word performance when translated into English using Google Translate electronic dictionary, the translation is performance (noun - noun). However, when the word performance is translated back into Indonesian using the same dictionary, or other English-Indonesian dictionaries such as those written by Echols & Shadily (1988), the results are not performance but rather: performances, work, deeds, performance performances, results.

Based on this cross translation it appears that performance has a different meaning. On the one hand the notion is performance, and on the other side the notion is performance, work, deeds, performance performances, results. Thus, mathematically, it can be concluded that the performance of understanding is the same as performance, work, deeds, performance performances, results. But if we refer to the Great Indonesian Dictionary, the right understanding for performance is achievement or result.

Although literally performance is a noun whose meaning is the same as result or achievement, performance in management and organizational literature has broader and diverse meanings; not just a result or achievement. Observe for example understanding and meaning of performance as summarized by Lebas & Euske (2004) as follows.

1. Performance is something that can be measured, whether measured using numbers or using an expression that allows communication
2. Performance means attempting, in accordance with a specific purpose, to produce something (eg creating value)
3. Performance is the result of an action
4. Performance is the ability to generate or the potential to create results (for example, customer satisfaction can be seen as a potential for an organization to create sales in the future)
5. Performance is a comparison of results with certain benchmarks (benchmarks) both internally defined and external benchmarks
6. Performance is an unexpected outcome (surprising) than expected
7. In psychological discipline, performance is acting (acting out)
8. Performance is a performance, especially in performing arts, involving actors, their roles and how roles are played and involving outsiders who watch the performance.
9. Performance is judgment (a judgment or judgment) based on something else as a comparison. The problem is who should be the decision maker and how the criteria.

3. Research Methods

3.1 Type of Research

According Sieregar in Sugiyono (2013: 7) Descriptive Research is a study conducted to determine the value of independent variables, either one variable or more (independent) without making a comparison, or linking with other variables.

This type of research is included in the qualitative descriptive category, which describes all the data collected, the type of data collected in the form of data kuaalitatif data that can not be expressed by numbers.

3.2 Sampling Technique

Sampling technique is used to determine the sample used in the research, there are various sampling techniques used (Sugiyono, 2013; 116).

a. Population

According Sugiyono (2012: 80) "Population is a generalization region consisting of: Object / Subject that has certain qualities and characteristics applied by researchers to be studied and then drawn conclusions.

Therefore, the population in this study is the manager at KJKS BMT Mandiri Sejahterah.

b. Sample

According to. Sugiyono (2012: 81) "The sample is part of the number and characteristics possessed by the population". Due to time constraints, cost and place, the researchers took a sample that is on the manager KJKS BMT Mandiri Sejahterah.

c. Sampling Technique

The sampling method used is purposive sampling or nonprobability sampling method, which gives the same chance for the elements in the selected population. And in this purposive sampling method technique used is sample determination technique with certain consideration Sugiyono (2012: 85).

3.3 Data Collection Method

Method to obtain complete data from objective then writer will use research method as follows:

a. Primary data

Primary data is the source of elitist data obtained directly from the original source (no need for intermediaries). Primary research sources were obtained by the researchers to answer the research question (Sangadji and soputan 2013: 301).

b. Secondary Data

Secondary data is an indirect and baseline source is not generally designed specifically to meet the needs of a particular researcher. (Sangadji and sopria 2013: 304)

3.4 Data collection techniques

From the data collected, about the influence of service quality on customer loyalty which will then be processed, compiled and compared and analyzed on the basis of theory and drawn a conclusion and provide the necessary advice data processing process include:

a. Interview (interview)

Research conducted by conducting interviews directly to the respondents to provide data and explanation of the problems studied.

b. Documentation

Collecting data or information is done by studying documents (reports or notes) that exist in the company.

4. Research Results and Discussion

In a recent study, Allington and Johnston (2002) found the class to be a central component of the class. In particular, they found that these teachers were expected, modeled on, and taught the productive ways of communication as an integral part of the learning process. They encourage students to use arguments as a means to explore new ideas and work together. The teacher uses discussion as a form of instruction.

Discussion is a performance as an important component of reading and writing development in both conventional and digital formats (Duke & Pearson, 2002; McKenna, Labbo, & Reinking, 2003). Teachers play an active role in decision makers.

From the interview with KJKS BMT Mandiri Sejahterah manager. Can be concluded that literacy is something that is very important for managers to understand, deepen and adjust an

information to be in the best as possible in order to meet the target needs of consumers or customers more appropriate.

While technology is a tool in managing the information received and then applied as a source of data management to draw a conclusion.

Result of analysis of literasi and technology to manager performance at KJKS BMT Mandiri Sejahterah. Can be drawn a conclusion in accordance with the results of interviews with the manager. The result of the analysis is that the manager's performance will be more effective and efficient. The manager is able to utilize an information, whether he receives directly or indirectly, in terms of discourse, media or other sources of information. By utilizing the information resources by using tools to manage the data, it will help the manager in improving the manager's performance.

5. Closing

Closing Based on the results of research, the results of the discussion has been put forward by the author on the performance of managers on KJKS BMT Mandiri Sejahterah in the previous chapters, it can be deduced from the overall analysis results as follows:

In accordance with opinion (Thomas & Bitter, 2000). The results use literacy and technology to search data, to evaluate it, and to collect, process, and report results, according to the National Education Technology Standards Project.

The results of the study indicate that the utilization of information management and technology literacy has a role to the performance of managers, Data presented in a timely and accurate for the users, without requiring the existence of prantara system information. Ensure the availability of quality and skills in utilizing information systems critically. Develop an effective planning process.

From the conclusions that have been put forward before, then the author will present suggestions as input for the company that is as follows:

This literacy is the basic skill needed to be able to handle information and knowledge. Traditional literature and skills are constantly embraced.

By reading books and information technology diharpakan companies able to implement strategies used in the field of improving the performance of managers both individual teaching and within the community.

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THINKING PROCESS OF STUDENTS WITH FIELD INDEPENDENT AND FIELD DEPENDENT COGNITIVE STYLE IN MATHEMATICAL LITERACY BASED ON GENDER PERSPECTIVE

Khafidhoh Nurul Aini

Darul Ulum Islamic University, Lamongan, Indonesia
Corresponding author : khafidhohnurul@unisda.ac.id

Abstract

Literacy in the context of mathematics is to use mathematical thinking in problem solving. The purpose of this research is to describe the thinking process of students with field dependent and field independent cognitive style in solving mathematics problem based on gender perspective. In this research, gender focused to male and female students. The thinking process are evaluated based on the result of test and interview with research subjects in solving the problem. Problem solving in this research refers to Polya's steps, they are: (1) *understand the problem*, (2) *device a plan*, (3) *carry out the plan,* (4) *look back*. The subject are students of Darul 'Ulum Islamic University of Lamongan. They are male and female students with field independent cognitive style, and also male and female students with field dependent cognitive style. The subjects were selected based on the GEFT tests. The result of this research showed that (1) thinking process of male and female students with field dependent cognitive style are found no significant difference in each problem solving steps, (2) there are no significant difference between male and female students with field independent cognitive style in step of *understand the problem*, however there are differences in step of *device a plan*, *carry out the plan*, and *look back*, (3) field independent students more able to understand the informations of a problem than field dependent students, (4) female student with field independent cognitive style solved the problem better than male student with field independent.

Keywords: thinking process, cognitive style, mathematical literacy, gender

1. Introduction

Mathematics has a basic object in the form of facts, concepts, abstract principles so that to understand it is not enough to memorize but it takes the thinking process, reasoning logical and critical in solving the problem. The thinking process is a person's mental activity that is used to help formulate or solve problems. Such mathematical ability is known as the ability of mathematical literacy.

OECD (2013) and Stacey (2012) said that mathematical literacy is an individual's capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts and tools to describe, explain and predict phenomena. It assists individuals to recognise the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens. Stecey&Tuner (2015) defines literacy in the context of mathematics is to use mathematical thinking in problem solving.

Problem solving is a technique used to train thinking learners. Problem solving is an activity in mathematical learning that involves using certain steps to find a solution. Some experts have put forward the steps in problem solving. Polya (1957) describes the steps in solving a problem are: (a) *understanding the problem*, (b) *device a plan*, (c) *carry out the plan* and (d) *look back*. In addition, Krulik (2003) states problem-solving steps are: (a) read and explore, (b) select a strategy, (c) solve the problem, (d) look back and reflect. The problem-solving steps expressed by Krulik are the development of Polya's problem-solving steps, so that in this research will be used problem solving based on the steps proposed by Polya.

Reality in the field based on experience and observation of the researcher shows that the ability of students in solving the problems are different. There are students who have difficulty and there are students with excellent ability. Most students write systematic steps, for example by writing what is known and asked from the problem then solving it. But the difference between students is seen when students identify what is known and asked from the problem so that it results in a difference in solving the problem. Based on these facts can be seen that there are different cognitive factors among students who influence it in solving a mathematical problem.

Susanto (2008) said that cognitive style is the way a person processes, stores and uses information to respond to a problem or respond to various types of environmental situations. Furthermore, a broader understanding is explained by Keefe (1987) that cognitive style is part of learning style that describes the habit of behaving permanently in a person in receiving, thinking, solving the problems and recall information. Witkin (1977) divides the cognitive style in two parts, namely the field independent and field dependent. A person with an independent field cognitive style has the characteristics of being able to analyze objects apart from his environment, capable of organizing objects, choosing professions that are individual, and prioritizing motivation from himself. Whereas someone with a field dependent style is a person who thinks globally, accepts existing structures or information and tends to prioritize external motivation.

In addition, some experts also revealed in solving the problem is not only influenced by cognitive style but also influenced by gender, male or female. Heymans (in Kartono, 2006) said that on the scientific issues of female students are usually more consequent and more accurate than male students. Female student will take notes more complete and accurately than male students, but her notes are less critical. The research results of Hightower(2003) showed that gender differences do not play a role in the success of learning, in the sense can not be clearly defined whether male or female students are better at learning math. While the research results of Zheng Zhu (2007) showed that there is a difference in the ability to solve intermediate mathematical problems male students and female students. Female students prefer solving problems using conventional algorithm strategies rather than male students.

In the previous research, researcher have conducted research on the thinking process of male and female students in cognitive field independent style. While in this research, researcher will expand the focus of research is the process of thinking male and female students with field independent and field dependent cognitive style. Based on this introduction, the researcher intends to conduct research to describe the thinking process of field independent students and field dependent student in mathematical literacy based on gender perspective.

2. Methods

The purpose of this research is to describe the thinking process of independent field students and field dependent students in mathematical literacy based on gender perspective. The researcher's role is as the main instrument in order to make it easier adjust to the class conditions so that the data obtained complete and quite deep. In accordance with these characteristics, then this research includes research with qualitative approach. Judging from how the research is done, then this research is included into the descriptive research that describes exploration results in mathematical literacy, this research is descriptive exploratory because the data collected is verbal data.

The subjects of the research are students of Darul Ulum Islamic University of Lamongan. Subjects were selected based on the GEFT (Group Embedded Figures Test). The original GEFT instrument is made in English, so in this research used GEFT with Indonesia language (Witkin, 2017). The test consists of 3 sessions. The first session consists of 7 questions as an exercise so the results are not taken into account. The second session and the third session each consist of 9 questions. The score for the correct answer is 1 and the score for the wrong answer is 0, so the maximum score of the test is 18. The FI and FD group determination uses the Gordon & Wyant categories of the score 0 to 11 including the FD group, and the score of 12 to 18 belongs to the FI group. The selected subject is presented in table 1.

Table 1. Subject selected in this research

Research subjects	Category	Gender	Subjects Code
MNW	*Field Dependent*	Male student	FDL
LN	*Field Dependent*	Female student	FDP
SL	*Field Independent*	Male student	FIL
SLFN	*Field Independent*	Female student	FIP

Data analysis technique used in this research is flow model proposed by Miles and Huberman (1992) include: (a) reducing data, that is selecting and focusing data obtained, (b)

presenting data, done in order to organize information result reduction prepared narratively, (c) make conclusions.

3. Result Discussion

Student's thinking process are evaluated based on the result of test in solving the given problem. While, researcher conducted sourch triangulation that is comparing result of mathematics test with the interview result of the research subjects. The thinking process of each research subject is described in each steps of Polya's. There are (1) *understanding the problem*, (2) *device a plan*, (3) carrying *out the plan*, (4) *look back*.

Thinking process of FDL and FDP

In *understanding the problem* step, FDP begins by reading the problem and has difficulty in understanding what is being asked of the question. Likewise, the FDL begins by reading the problem many times and writing the information obtained from reading the problem, which is what is known and asked from the problem. FDL has little difficulty in understanding the problem. This is evident from the results of interviews researcher with FDL.

P	:	*Bagaimana pendapat kamu terhadap soal yang telah kamu kerjakan ini?*
FDL	:	*Soalnya lumayan bu.*
P	:	*Menurut kamu yang sulit dibagian mana?*
FDL	:	*Dalam memahami soal, yang pernah dibahas kemarin cuma 1 kotak tapi ini ada 4 kotak.*
P	:	*Apa saja informasi yang kamu dapatkan dari soal?*
FDL	:	*Yang diketahui kotak I berisi 5 apel 3 busuk, kotak II berisi 10 apel 5 busuk, kotak III berisi 6 apel 1 busuk, kotak IV berisi 7 apel 2 busuk. Yang ditanya peluang terambilnya apel dari kotak I.*

This is accordance with the opinion of Riding & Cheema (Guisande et al, 2007) that subjects with *field-dependent* (FD) cognitive styles tend to be difficult to separate information received from contextstual and are not selective in absorbing information.

In the *device a plan* step, FDL making illustration of the box 1 until 4 and making B symbol to representing the event of termend of rotten apples, K_1 which represents the event of apple picking from the box 1, K_2 which represents the event of apple picking from the box 2, K_3 which represents apple picking from the box 3, K_4 which represents apple from the box 4, that are to simplify the work as shown in the following FDL answer sheet.

Figure 1. written answer of FDL

While FDP planned illustrating the box I, box II, box III, box IV and making symbol R to represents the rotten apple, K_1 which represents an event of apple out from the box I, K_2 which represents an event apples out from the box II, K_3 which represent an event apple out from the box III, K_4 which represents an event out from the box IV. In addition, FDP has also determined the probability of each box. The following are written answers and interview results of FDP.

Figure 2. written answer of FDP

P	:	*Lalu untuk menyelesaikannya bagaimana strategi atau langkah-langkah yang kamu gunakan dalam mengerjakan soal ini?*
FDP	:	*Pertama ya ditulis yang diketahui terus dimisalkan*
P	:	*Kenapa dimisalkan?*
FDP	:	*Untuk mempermudah bu*

In the *carry out the plan* step, FDL solves only part of the thing asked of question. FDL determines the probability of apple picking from box I only, and does not look for the probability of apple picking from box II, box III, box IV. This is because at the step of *understanding the problem,* FDL has little difficulty in understanding what is being asked from the problem. Here are the results of interviews with FDL.

P	:	*Coba ceritakan kembali langkah-langkah kamu dalam mengerjakan soal ini!*
FDL	:	*K_1 nya $\frac{1}{4}$.*
P	:	*$\frac{1}{4}$ itu apanya?*
FDL	:	*Peluangnya, tapi saya agak ragu.*
P	:	*Bagian mana yang membuat ragu?*
FDL	:	*Bagian itu peluang kotaknya atau apel yang busuk.*
P	:	*Bagaimana langkah selanjutnya?*
FDL	:	*Ya langsung dicari peluangnya dari kotak 1.*
P	:	*Apakah kamu mengalami kesulitan pada langkah menyelesaikannya?*
FDL	:	*Iya bu, ini mau saya jumlahkan semua dari kotak 1 sampai 4. Saya coba coba lagi tapi waktunya sudah keburu habis bu.*

Similarly, FDP at the *carry out plan* step solves it by finding the probaility of apple picking only from box I. This is because FDP has not fully understood the information of the problem and is affected by examples of questions already given. Here are the results of interviews of FDP with researcher.

P	:	*Kenapa yang dicari hanya kotak I?*
FDP	:	*Karena yang kemarin pernah dikasih contoh untuk mencari peluang dari kotak I saja bu*
P	:	*Oh jadi terpengaruh dengan contoh soal sebelumnya*
FDP	:	*Iya bu*

At the *look back* step , the FDL re-examines the problem solving steps that have been made and are still unsure of the answers already obtained so that the FDL tries to improve the results of its work. Here are the results of interviews with FDL.

P	:	*Apakah kamu yakin dengan langkah-langkah dan jawaban yang sudah kamu peroleh?*
FDL	:	*Belum yakin bu.*

While the FDP at the *look back* step, rechecks the answer on each problem solving step and does not believe the answers already obtained. This is evident from the results of interviews with FDP as follows.

P	:	*Apakah kamu yakin dengan langkah-langkah dan jawaban yang sudah kamu peroleh?*
FDP	:	*Tidak bu, karena ragu-ragu dan kurang yakin.*

Thinking process of FIL and FIP

In *understanding the problem* step, FIL begins by reading the problem many times to understanding the problem until it can take the information that is known and asked from the problem. This is evident from the results of interviews with FIL.

P	:	*Bagaimana pendapat kamu terhadap soal yang telah kamu kerjakan ini?*
FIL	:	*Kalau dari segi konsep si tidak sulit bu karena yang diketahui sudah jelas tinggal membaca soal saja. Tapi sempat terkecoh dengan soal terus saya baca-baca lagi sampai memahami apa yang ditanyakan.*
P	:	*Berarti sudah bisa menangkap apa yang diketahui dan yang ditanyakan dari soal ya?*
FIL	:	*Iya bu, meskipun agak telat.*

While FIP begins by reading the problem and understanding what is known and asked from the question. In this step, FIP had a doubt in determining the questioned from the problem, but FIP still believe it after understanding the whole. Here are the results of interviews with FIP.

P	:	*Bagaimana pendapat kamu terhadap soal yang telah kamu kerjakan ini?*
FIP	:	*Emm saya yakin pasti bisa gitu bu, tapi sempat agak bingung yang peluang terambilnya apel itu hanya satu kotak atau semua kotak.*
P	:	*Tapi selanjutnya bagaimana, apakah masih mengalami kesulitan?*
FIP	:	*Tidak bu*

This is accordance with the research results of Kamid (2013) which indicates that the female subject can immediately understand and be aware of the thinking process and can estimate the time of task completion quickly than the male subject.

In *the device a plan* step, FIL planned strategy by illustrating the box and make symbols R represents an event packing rotten fruit, B_1, which represents an event picking from the box 1, B_2, which represents an event picking fruit from the box 2, B_3 represents an event picking from the box 3, B_4 which represents an event picking from the box 4. FIL made a mistake in making a box 2 illustration that should contain 10 apples of which 5 were rotten but FIL wrote it 10 apples of which 3 were rotten. This is evident from the written answers and interview results of FIL.

Figure 3. written answer of FIL

P	:	*Lalu untuk menyelesaikannya bagaimana strategi atau langkah-langkah yang kamu gunakan dalam mengerjakan soal ini?*
FIL	:	*Menulis yang diketahui ditanyakan dari soal, R ini peristiwa terambilnya buah busuk, B_1 peristiwa terambilnya dari kotak 1, B_2 dari kotak 2, B_3 dari kotak 3, B_4 dari kotak 4.*
P	:	*Bagaimana selanjutnya?*
FIL	:	*Mencari peluang masing-masing kotak pakai aturan Bayes bu.*

In the *device a plan* step, FIP planned strategy by making illustrations of box I, box II, box III, box IV and symbols R which represents an event picking a rotten apple, K_1 which represents an event picking fruit from the box I, K_2, which represents an event picking fruit from the box II, K_3 which represents an event picking apple from the box III, K_4 which represents an event fruit from the box IV. Here are the results of interview with FIP.

P	:	*Lalu untuk menyelesaikannya bagaimana strategi atau langkah-langkah yang kamu gunakan dalam mengerjakan soal ini?*
FIP	:	*Pertama ya ditulis yang diketahui kotak apel 1, kotak 2 sampai kotak 4. terus dimisalkan R nya.*
P	:	*R itu apa?*
FIP	:	*Peristiwa terambilnya apel yang busuk*
P	:	*Bagaimana selanjutnya?*
FIP	:	*Menentukan K1, K2, K3, K4, Setelah itu kita mencari peluang K1, kemudian mencari peluang K2, K3 dan K4.*

This is accordance with research conducted by Krutetski (1976) which states that female student are superior in accuracy, precision, precision than male student.

At the *carry out the plan* step , FIL completes all settlement plans as disclosed in the previous step (*device a plan*) . FIL had a little trouble matching the denominator and FIL made a mistake when calculating the probability of apple picking from the box II. This is due to FIL error in the previous step. FIL is aware of the writing errors during the interview.

P	:	*kemudian dalam pengerjaannya apakah ada langkah-langkah yang menurutmu sulit?*
FIL	:	*Ini pas menyamakan penyebut angkanya terlalu besar bu.*
P	:	*Apakah ada lagi?*
FI	:	*Tidak bu.*
P	:	*dari mana $\frac{3}{10}$ ini?*
FIL	:	*Itu yang peluang apel busuk dari kotak 2 bu.*
P	:	*Coba dicek lagi.*
FIL	:	*Oh iya bu harusnya $\frac{5}{10}$.*

While FIP also experienced little difficulty in equalizing the denominator because the numbers are relatively large, but FIP overcome them by changing to decimal form as disclosed by FIP during an interview.

P	:	*Ok, kemudian dalam pengerjaannya apakah ada langkah-langkah yang menurutmu sulit?*
FIP	:	*Iya bu, bingungnya pas menyamakan penyebut, makanya menggunakan desimal.*
P	:	*Apakah ada lagi?*
FIP	:	*Tidak bu.*

At the *look back* step, FIL reviews the problem solving steps and believes in the correctness of each step. But FIL is a bit hesitant with the calculations already done. Here are the results of interview researcher with FIL.

P	:	*Ok, setelah mengerjakan ini apakah kamu yakin atau ragu-ragu dengan jawaban yang sudah diperoleh?*
FIL	:	*Nah kalau secara langkah-langkahnya saya yakin benar bu, tapi kalau ngitungnya itu bener apa tidak ya saya agak ragu.*

While at the *look back* step, FIP checks every step of the problem solving and corrects the errors made. FIP also believes the steps and answers that have been obtained. Here are the results of interview researcher with FIP.

P	:	*Apakah kamu yakin dengan langkah-langkah dan jawaban yang sudah kamu peroleh?*
FIP	:	*Kalau langkah-langkahnya sudah yakin benar, tapi kalau hasilnya kayaknya benar.*

This is accordance with the opinions of Amir (2013) which says that the confidence of female students better than male students in solving the tasks. In addition, this is accordance with research result of Wardani (2014) which showed that males are incapable of carrying out the plan and looking back in problem-solving steps.

4. Conclusion

Male and female *field independent* students, both managed to understand the information that exist on the problem and determine what is known, what is asked from the question correctly. However, female *field independent* student had experienced doubts in determining the questions asked from the question. While male and female *field dependent* students are equally difficult to understanding the problem. FDL and FDP still can not determine the question of the problems correctly even though it has been read over and over again.

In the *device a plan* step, *dependent field* and *independent field* subjects are similarly planning the completion by doing the box illustration and making symbols to simplify the process of mathematical literacy. However, male *field independent* subjects made a mistake in writing the contents of the box.

In *carry out the plan* step, the subject of *field dependent* only completes a partial solution that only determines the probability of picking the fruit from the box 1 only. This is because in the previous step *field dependent* has difficulty in understanding the information from the problem. While male and female *field independent* subjects had difficulty in equating a relatively large denominator. However, the subject of female *field independent* overcame it by changing to a decimal form, and the subject *of* male *filed independent* made a miscalculation because in the previous step in planning the solution made a mistake in making the illustration.

In *look* back step, male and female *field dependent* subject both do not believe the steps of problem solving and answers that have been obtained. While female *field independent* subject believe the steps taken and answers that have been obtained. But male *field* independent subject only believe the steps and still doubt with the calculations that have been done.

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The Enhancement of Teacher's Performance of Special School through Group Supervision

Sugeng Utomo

Universitas Islam Darul 'Ulum Lamongan, Lamongan, Indonesia

Abstract

The purpose of this research is to improve teacher's performance. There are three focuses that must be paid attention in this research. They are: (1) the understanding of the group supervision for principal and teachers, (2) the teacher's performance, and (educational services catered for individual special needs. The teacher's performance step by step functioning as learning agent needs to be improved in its skill (experiential learning), it includes planning of learning, implementation of learning, relationship between individual and learning value. Third, the special education teacher in providing education service to the special students uses special method and communication implant the values and positive attitude, discipline and provides education service with individual approach to improve their individual potency. The following suggestion are proposed to the related concern (1) the special education teachers always try to improve their work and their professionalism in giving the service the special students by individual services.

Keywords: teacher's performance, group supervision, and special education.

1. Introduction

Special education in Indonesia, as in other countries, is considered as very important to meet the educational right for all (educational for all, EFA). Each child has a similar right for education for all and wholly without any differentiation (Unesco, 1995), which also explicitly stated in Educational Right no. 20/2003 about the National Educational System passage 5, point (2) The Citizen who has handicaps, physically, emotionally, intellectually and/or socially has a right to be given special education, and UUD (the Principles Acts) 1945 passage 31 paragraph (1) Each citizen has a right to get education, and paragraph (2) Each citizen is obliged to joint the basic education and the government is obliged to pay the fee. The intended education is a consciously effort and planned to realize the learning situation and teaching process so that the learners actively develop his potential to possess religious spiritual strength or power, self-drive, personality, intelligence, honorable moral, as well as skills needed by himself, the society, nation and country. The education given to normal children is called general education, while the education for the special learners is called the special education. Special education is a n educational services for learners who have special needs, having deformity, either physically or mentally and psychically.

The special education school as an object of this research is the special education school which have a special characteristic and attractive. According to preliminary findings in discussion between the researcher and the principal, the teachers and the learners' parents, and the students of the special education school (the transcription of interviews are enclosure). The special education school that has many grades/levels, from Pre-School, the Special Laboratory Elementary School, The Special Junior High School until The Special Senior High School. This school has the greatest amount teachers in East Java Province, there many problems on teaching, for examples, this level oh the school in one unit includes: the Pre-School, the Special Laboratory Elementary School, The Special Junior High School until The Special Senior High School. And the various level of the school makes the school is attractive to be studied, and it is only found in "SLB Negeri Gedangan". In other side, about the understanding and individual teaching is still in lower level, it is very crucial of course. There are also other specialties in this school (e.i., blind, deaf, autistic, mentally retarded, physically handicapped).

The problems are so complex in this school, so that the researcher decides that this school is very appropriate to be the object of the research, because it is the only special education public school in East Java, which has a specialty, attractive and it is as a solution for the learning obligation of elementary school for East Java Province and there are still many other specialty aspects.

The principal is a person who is responsible of the implementation of education in his school; he should be able to face the educational problem which is appropriate for its function as an

educator, manager, administrator, supervisor, leader, innovator and motivator, so that the principal is able to enhance teacher's professionalism in teaching activity in the classroom. As stated by Arends (1997) that the Principal as a person who is responsible toward the teaching implementation in school has main job to implement the supervision in school.

Glatthorn (1990: 23) also stated that the effective principal will focus his activities to the purposes of the school, the attainment of school purposes and provides needed resources in the teaching process. One of the authority activities is to lead teachers, to empower teachers, in teaching supervision. This guidance is an activity of professional help to teachers in implementing their professional duties in teaching field.

Teachers are important parts in teaching. Teacher as a point of lance in the process the enhancement the quality of education, either internally or externally, encourage himself to enhance his professionalism. For that reason, Teacher and the Principal there is a strong commitment and work cooperatively to attain the purposes of education, either in the quality or quantity to prepare the human resources with higher quality (Goode, 2001).

The following is the interview the researcher with a teacher of The Special Education School code S, about teacher's performance in teaching planning. "Frankly speaking I do not make written planning, because I have taught here for 10 years, I feel is enough to use packet books, in the Special Education School, but really, the outcome is not good enough". From this interview the researcher gets the data that the teacher does not make written planning, as a result the teaching outcome is not optimal, it is felt by the teacher.

The performance means work outcome reflected as work achievement to result the best output in a certain time span, in this case is the learners have special needs (handicapped learners) trough planning, teaching, interpersonal relationship, process of evaluation and learners' learning outcomes. The fast development of science and technology nowadays, demands the teacher to provides the appropriate teachingin accordance with the development, meanwhile in line with the limited the existing teachers, teachers' achievement is relatively remains constant and the principal's transparence is needed in school management, Gagne (1974), and Perrot (1982) stated that "in teaching-learning activities there are three basic achievements demanded from teacher, those are: (1) planning, (2) administer teaching-learning activities, and (3) evaluate teaching-learning activities". Widyastono, (2000: 135), and Reid (2006:1) propose that Teacher Performance is still less in making written teaching planning, implementing teaching process full of spirits and evaluation are done not in a good order. Beside that, there are also some improvements in educational field that might be so difficult to follow by the teachers who have used with the way or system of the traditional teaching, for instance less giving attention to toward the development of learners individually. (*Individual Educational Program's*), and conducts the research in the classroom, as well as use the research for teaching improvement (Barrera, 2006: 1). That is why instructional supervisions needs to be done to enhance teacher's performance, as stated by Sahertian (2000: 4), Garcia, Jimenez, and Hess, (20001: 1), that supervision needed by each teacher philosophically, the growth of occupation sociologically, culturally, and psychologically.

According to Pidarta (1999), that group supervision emerged as the reaction toward the weaknesses of individual supervision. These weaknesses laid on imperfect the effort to solve the teaching problems faced by teacher in the classroom. Those problems had been solved only according to supervisor's and teacher's opinion. In other side, teacher and supervisor is only the expert of a certain field or it exists as a complex problem. The solutions of individual supervision are felt to be shallow; therefore, the group supervision technique emerges.

Group supervision has proved the significant outcomes to improves teacher's performance, either the special educational school or teachers of common school (non-special education school), as stated by Soemosasmito (1999), the importance of group supervision to enhance teacher's skill in practice, and to enhance work quality of the performance of professional teacher. It was stated by Mantja (2005), Olivia (1984), Saleh (2004), Pidarta (1985), Neagly and Evans (1980).

In accordance with the focus of the above action research, the purpose of this research is to study: (1) The Implementation of instructional supervision with group technique conducted by the Principal of the Public Special Education School SLPN) Gedangan Sidoarjo. (2) The enhancement of group supervision by each supervisor in SLBN Gedangan Sidoarjo. (3) The enhancement of harmony relationship between teacher with teacher and the Principal. (4) The role of supervisors to enhance teachers' performance in SLB Negeri Sidoarjo. (4) The enhancement of teachers' in teaching-learning process in the classroom. As a detail, the focuses of this action research are: Teacher's preparation to plan teaching, teacher's performance, in the

process to teach the learners in the classroom, special method used in teaching learning process students have special needs, communication, and teachers' discipline when they are manage the classroom, teachers invent the positive attitude and value on the learners who have special needs, the way the teacher evaluate the teaching and the outcomes of learners' learning process the learners' who have special needs by using individual teaching program.

2. Methods

This research is an action research in SLM Negeri Gedangan, Sidoarjo. This research focused on the improvement of teacher performance and through Supervision with Group Supervision technique conducted by the Principal, Superintendent of Special Educational School (SLB) together with SLB teachers. This research emphasizes activity (action) by enhancing or increasing teacher performance (*noumena*) into practice or real situation in micro scale. By this action it is expected that the activity is able to increase teacher's performance through group supervision. The writer's reasons are: 1) this research emphazies to action to try out an idea to increase teacher's performance in SLP Negeri Gedangan Sidoarjo; 2) This research is expected to be able to increase the quality of understanding about the concepts of educational supervision in accordance with the definition of educational supervision in this action research; and 3) this research is used to apply idea/theory in practice, that is, to apply the concept of individual teaching in to teaching in the Special Educational School (SLB); 4) this research uses the Institutional Action Research, because the problem is teacher's performance, while the purpose of this research is to enhance the teacher's performance (Henry & McTaggart, 1996).
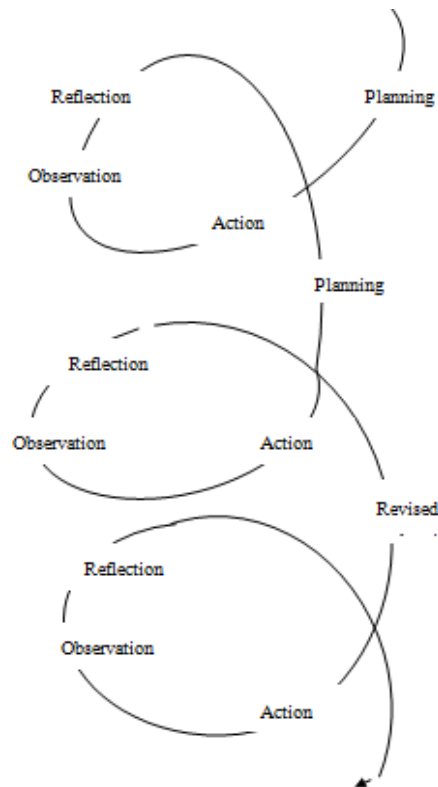
Diagram 1. Action Research Circle (adopted from McNif 1992)

The subject of the research are 34 teachers of the Special Education School. Research procedures are as follow:

In the preliminary study the researcher conducted exploration study, including, observation, discussion and interview to the Principal of some Special Education Schools, by using an observation aid, that is, evaluation sheet of the skill to arrange teaching planning, and pre observation of teaching, then the researcher conducted discussion about the teaching planning, and teaching implementation by using some special method with their varieties. Then the researcher conducted post observation interview.

The steps of Action Research. The research is based on the data of interview outcomes and observation by using an observation aid, the researcher did an action through three circles a

follows' the first circle, the researcher semi lock with the purpose to enhance the understanding to some teachers and the principal about group supervision and individual teaching in SLB, involving the Superintendence from East Java Province level and Sidoarjo Municipal level. Both of the superintendents explained the meaning of supervision to enhance teacher's performance, the role of superintendent to enhance teacher's performance, and school evaluation in sub instrument about teacher's performance, as well as the meaning of group supervision. On observation level, the researcher used the effectiveness of *semi loka* group supervision of ABO (alat Bantu observasi) and its implementation, the instrument of evaluation of the performance principal management, and IPKG, 1, 2, and 3: After observation and reflection are conducted, it is found that teacher's performance is less optimal, for that reason together with teacher and the principal the improvement of planning implemented on the second circle.

The second circle on the enhancement of supervision variation to enhance the teacher's performance, by the action through group discussion, the observation and evaluation of teacher's performance of IPKG, 1, 2 and 3 performance are continued; ABO about the variation of group supervision after observation the reflection is conducted to meet the weaknesses and the lack in teaching learning process in SLB. The results of the reflection are: teacher's performance SLB is less optimal, in implementing teaching learning process with individual approach, the research together with the teachers and the principal to plan the application of PPI in SLB.

The third circle, based in the results of reflection on the second circle teachers need understanding and improvement of their attitude, to be please to implement the teaching learning process with PPI approach. So, the action which is done is group supervision through discussion in applying PPI in SLB. After discussing about the application of PPI in SLB, so observation and evaluation through ABO about the approach in KBM, in SLB, as well as the school performance is measured: sub component of teacher's performance.

Table 1: Thinking Process of the Problem/Root of Problem, Action and Collecting Data as well as Measurement

No	Problem/Root of the Problem	Treatment Given	Data Collection and Measurement
1.	Teacher's performance is generally not optimal, teacher does not arrange RPS in KBM	Circle 1: semiloka, teacher's performance, KBM, PPI, and group supervision technique, involvement of super-intendance in province level and superintendence in municipal level.	Evaluation sheet of semi-loka effectiveness (supervision & teacher's performance (appendix page: evaluation instrument of IPKG 1, 2, 3 & 3, free interviews.
2	1) Less understanding of group supervision 2) Teacher's performance, KBM, PPI 3) The lack of frequency of group supervision 4) Relationship between teachers and KS-teachers less harmony Teachers performance less optimal in RPS, KBM, Evaluation and KBM, specific in SLB through special approach of PPI	Circle 2: Group discussion, teacher's performance, KBM, PPI, efforts to make perfect circle 1 supervision program make supervise program/school meeting once in two months and coordinator meeting each month. The improvement the relationship between teachers and teachers and between teachers and the principal.	IPKG 1, 2 and 3, that is planning of teaching learning process, implementation of teaching learning process, evaluation and interpersonal relationship & monitoring: written & complete schedule of supervision. The improvement of relationship between teachers and teachers and the principal. Free interview.
3		Circle 3: group discussion, make perfect KBM, PPI, and observation by supervisor (in KBM for learners who need special needs.	Employment of instrument of teacher's performance adapted with the needs; IPGK 1, 2, and 3 as well as observation of implementation PPI special needs. Free interview.

3. Results
Circle 1
a. Planning

This circle 1 has begun on Saturday, July 22, 2006, the researchers, the principal and the teachers conducted a discussion to plan circle. The first circle plans the action to increase teacher's performance through group supervision, and was conducted wholly, while the next circles make perfect and complete it. In this circle, it has been conducted semiloka among the superintendent of SLB, the Principal, the researcher, and the teachers of SLB. In the semiloka Teacher presented the school problems or the teaching learning process. What happen in the present times, the Superintendent, the Researcher and the Principal give the explanations in accordance with the agreement, the semiloka is followed by the Superintendent in the Province Level (Dra. Sumartik) presented the role of the Superintendent in relation as a supervisor, and the Superintendent in Sidoarjo Municipal level (Sularsih, S.Pd) presents the instrument of the

teacher's performance evaluation in SLB. The researcher present group supervision, PPI and its implementation, and followed by the implementation of KLBM by the teachers as professional activities of the teachers. After all things are well prepared, the semiloka was begun on Saturday July 22nd, 2006. It is conducted in teachers room SLBN Gedangan.

b. Implementation

Semiloka and implementation of teaching learning process by the teachers to enhance their performance which had been planned previously using the materials they agreed with the purpose as follows: 1) The Increase of group supervision, 2) SLB will apply the concepts of group supervision they had agreed some days before, among the researcher, the Principal, The Superintendent of SLB, and the Teachers of SLB. 3) the result of monitoring or observation with ABO, 4) teachers' performance are enhanced, 5) PPI teaching in SLB, and 6) the implementation of teachers' performance of SLB.

As known before, that there is no written planning about group supervision, and it is not well implemented, even the found result of research from the first circle that the principal was reluctant to conduct school meeting with the teachers of SLB. The researcher asked the principal of SLB to work cooperatively to enhance group supervision technique in SLB.

When the implementation semiloka about the enhancement of understanding of group supervision and its implementation, the teacher enthusiastically gave input of the problem that can be an impact to hamper teacher's performance. Ask and answer and workshop that discuss individual teaching and integrated curriculum of the instructional unit (KTSP) (app. 18). Semiloka was implemented with identification the problem of school performance and teacher's performance, as well as giving opinion of the teachers, can be identified as follows.

Whenever the supervisor presented their lectures about the role, the function and the technique of supervision (Drs. Sumartiningsih/the superintendent of SLB Province Level), and the enhancement of teacher's performance (Sularsih, S.Pd/the superintendent of SLB of SLB Sidoarjo Municipal), and the researcher presented group supervision and action research, the participants are enthusiastically paid their attention the presenter's explanation (app. 16, and app.28). Then it is implemented as an action in teaching learning process in the classroom by the teachers, as a process of the enhancement teachers' performance.

c. Observation and Evaluation

After that, the understanding of the teachers and the principal toward supervision can be enhanced in accordance with the outcomes of the measurement from the observation aids instrument (ABO) about the effectiveness of supervision semiloka and its implementations are as follow. In the understanding of group supervision process, it is found that the participants of semiloka/teachers present their opinions: a) fully understood the purpose and the principles of supervision and it had been counducted (90.9&), while b) they understood but a little that had been implemented (9.1%); as well as none of them viewed that they did not understand nor implement it. b) The effectiveness semiloka about supervision, the participant/teachers presented that:

Table 2. The Effectiveness Semiloka of Supervision in SLB

No	ASPECT	INDICATORS	CRITERION	SUBJECT (N.33)
1	The understanding of the concept of group supervision	Having understanding in group supervision	Fully understand the purpose and the principles of supervision and it is implemented.	30
			Understand but a little it is implemented	3
			Did not understand nor implemented	0
2	The effeciveness of semiloka about supervision	Adds the understanding of group supervision	Effective enhancing the understanding of supervision	31
			A little effective to adds the understanding	2
			Not effective to add the understanding of supervision	0
3	Implementation of supervision	Implementing variation in supervision	Always use varieties of supervision techniques	0

			Sometimes use varieties of supervision techniques	27
			Implemented supervision monotonously	6
4	Frequency of supervision and goals	Frequencies of Implementation supervision and the appropriateness of the goals	Very enough and appropriate	3
			Enough and appropriate	
			Less enough and not appropriate	26
				4

From the above table can be concluded that the principal less implemented the variety of supervision , for that reason, for the next circle will be focused on the activity of the principal to implement variety supervision to enhance the teacher's performance of SLB.

The Observation of Teacher's performance in the Teaching and Learning Process

Table 3. The Enhancement Teacher's performance Between Pre and First Cicle

NO	CIRCLE	SCORER	MEASUREMENT OUTCOMES			AVERAGE	
			APKG 1	APKG 2	APKG 3		
1	Pra-Circle	p	2.7	2.6	2.6	2.63	
		R	2.8	2.6	2.6	2.7	2.665
2	The first	P	32	3.6	3.5	3.43	
		R	3.3	3.25	3.25	3.3	3.365
			3	3.063	2.988	3.015	

NOTE:

P = Principal   R = Researcher

ETTS 1 = Evaluative Tool of Teacher Skill 1 (Teaching Learning Process Implementation)

ETTS 2 = Evaluative Tool of Teacher Skill 2 (Teaching Learning Process Implementation))

ETTS 3 = Evaluative Tool of Teacher Skill 3 (interpersonal relationship)

Span of score 1 – 5,

Average score 2.7 means that teacher's performance is categorized as enough

Average score 3.27 means that teacher's performance is categorized as good/

The content of the above table with graph is as follow. It is in accordance with the interview outcomes that stated: I teach by using package books are enough for me, and the outcome is in fact not so good for my students.

d. Reflection

The principal in applying group supervision is more skillful and better, it can be seen from the way ke implements the group supervision which include: planning, time arrangement, implementation, and follow up which finally all of the problem can be solved well. The researcher observed by using the aids tool of observation of ETTS 1, 2, and 3 which the results can be seen as the above table.

Teacher's performance
Written Preparation

The preparation made by the teachers have classical characteristics, whereas the students of the special educational schools should use individual, because of the special students' achievement are very different. In the teaching period in the special educational school, the teacher teaches without any written preparation, they teacher as usual they teach but because there is no written preparation so the implementation of teaching learning process is not so smooth, systematically. It is in accordance with the results of the interview as follows:

Scoring

In the formative scoring in the special education school is not written well, and summative scoring is written. The special education school teachers should not emphasize on the result of teaching score but more than that is the teaching process. It is useless that the teacher says that the student is wrong, because it will underscore the students' motivation. The students' approach toward a problem is more important than the last answer they give. In a way of observing the conceptual, the student is able to grasp how to learn the concept in school.

In the first circle the teacher's performance that needs to be improved are: 1) written preparation, 2) teaching, 3) special methods in teaching learning process in Special education school, 4) communication and discipline, 5) inventing positive attitude and values, 6) the way to evaluate learning process, and 7) special classroom management by PPI approach.

Based on those findings, the next circle is the need to improve teaching preparation with a good PPI, there should be PPI teaching for student with the special needs/handicapped children.

Communication and Discipline

A teachers' communication with deaf learner needs special method as explain in the previous part, for examples with establishing speech, sound perception and rhythm for a deaf learner and mentally handicapped learner, gesture system o Indonesian language, total communication system, reading the lips movements, where as learner's discipline can be invested well, in the daily life in school and widen in daily life, known as ADL (*activity of daily living*).

Investing Positive Attitude and Values

The specific educational school teachers always invested positive attitudes and values everyday. Many learners who are not able accept their handicap themselves, they are inferior, feel ashamed, complaining and dependency to other people, even frustrated. Similarly, with the student with mentally handicapped with their lower intellectual abilities, so that positive attitude and values should be taught every time, wherever and whatever the teaching materials are should be inserted with positive attitudes and values, although it is easily forgotten. All of the teachers has been aware ofd the importance to invest positive attitude for the learners with special needs.

Evaluation Process and Learning Outcomes

According to the observation, the implementation of evaluation by teachers toward learners is still restricted on teaching outcomes, it is done because the evaluation of teaching process has not been well mastered by the teachers, it is in accordance with the results of the interviews with the teacher who stated:

"Really, I evaluate the students are restricted on the teaching outcomes, less attention be paid on the process, because I have not understand the evaluation process for special learners", (IW/Hars/a/July/2006)

Managing Special Class by Using PPI Approach

Based on the discussion of data above can be arranged the proposition s as the outcomes of the research beginning from the preliminary study, circle 1-2-and 3, as follows:

Supervision in the time before the research was conducted is considered as less important in the educational management in SLBN Gedangan, therefore has not been planned or scheduled every academic year and is not implemented. But this view quickly change become the importance of educational administration to enhance the management performance in SLB and teacher's performance in SLB.

Supervision is considered as very important in enhancing teacher's performance. The principal has an important role to enhance teachers performance, among of the roles are: (1) the appointment for teachers to continue their study at stratum one and two on the Special Education field; (2) conducting meetings periodically every 2 months; (3) coordinators meeting each of two months; (4) appoints teachers to take training, workshops, seminar etc. either locally of nationally, even internationally, (5) implementing comparative study; (6) scientific lectures and discussions in the special education fields; (7) to make effective the classroom action research; (8) evaluation monitoring; (9) controlling the special educational schools every semester, (10) school committees meeting, and (11) to make effective MGMP activities.

The implementation of Group Supervision

Meeting and discussion as the implementation of instructional supervision are very raye conducted by the Principal, only delegated to the subordinates (teacher coordinator) because meeting are used as an arena to attacked and defeat the Principal by various reasons, so that group supervision are supposed do not run well.

- **Managing Special Classes with PPI Approach**

The classroom of the special education school are still managed classically-conventionally, has not used special ways and methods, however, some teachers have used special methods, while generally are still classical and the management has not used PPI approach.

This first group supervision still oriented on teaching problems which are presented by each teacher in this special educational school, beginning from teaching preparation, material presentation and evaluation, which are uncovered as the findings of group supervision are as follows:

Group supervision has been implemented on each month to discuss the different problems. Such as, teaching learning process, the results of *KKS, KKG* and others. There are cooperative works between teachers of special educational school and the Principal which is uncovered in group discussions. In group discussion was uncovered that teachers openly passed on his/her the difficulties and problems in the teaching learning activity every day. Dan each teacher is able to response and present some suggestions or solutions openly, healthy, take and give each other and complete each other together with the Principal of the special educational school.

Unexpectedly it was uncovered that the teacher has not get teaching skills of PPI conceptually and practically enough, but in reality PPI has been implemented simply do not follow the *concepts* and steps of PPI arrangement. It can be aware because the teachers have not got enough information, because the lack of information and PPI at the present time is on the level of dissimilation in the special educational school.

Unexpectedly it is also uncovered that the concepts of group supervision have not been understood, either conceptually or its implementation, but each of the beginning semester, the formal meeting o all teacher and the Principal is conducted, although is not in accordance with the procedures of Group Supervision. By this action research the Principal or the teacher of special education school feels to get some insights about the concepts and implementation of Group Supervision.

4. Discussion

Table 4 Comparison on the Beginning Study with the Three Circles

No	Object of research	Preliminary Study	First Circle	Second Circle	Third Circle
1	1. Group supervision includes:	The understanding of the concept of group supervision is very limited	The understanding of the concept of group supervision is limited	The understanding of the supervision concept of the principal and teachers has increased.	Supervision understanding either concept, principle, purpose, and implementation is good.
	a. Planning	Has not been included in annual activities program.	There is a planning, but certain components needs improvement.	Planned well, so that each teacher has agreed on each Saturday	Planned together between teachers and principal.
	b. Time arrangement	Has not been included, except only in group.	Has been ordered its times everyday.		Group meeting has been conducted smoothly and routinely each of the beginning semester and periodically.
	c. Implement-ation	The only implementation is only teachers meeting, and the purpose is not clear.	On Saturday, but the implementation is not efficient. The implementation of meeting on the beginning semester but sometimes in a very long time there isn't any meeting.	Group meeting has been implemented but not routinely.	
	d. The arrangement of feedback	There isn't any feed back arrangement/follow up action. After meeting has finished what is discussed is only those matters without any follow-up.	The effort of feed back meeting or teacher's proposals have been starting, is expedited that the results of meeting should be a follow-up and useful for teachers to enhance teaching.		Feed back has been conducted on each of group .meeting routinely.
	Teacher's performance				
	a. Written preparation	Teachers' preparation is classically.	Teachers have started work written preparations, individually, but is not complete, mainly the decision of the assessment of preliminary achieve-ment of each the learner firstly.		eachers has written the preparation. Teachers' awareness to works written preparation is felt more importance because without any written preparation, teaching cannot be directed.
	b. Teaching	Teaching is classically, but the are individual guidance.			hing is conducted individually and a little bit classically. It is because the learners are able to follow the classical teaching, so they may joint the classical.
	c. Evaluation	Formative and summative scoring are not recorded			

			Teaching is conducted classically, guru supposed that the handicapped students has the same achievement formative scoring are not recorded, and summative only emphasize the result only, the process is not paid attention.	Teachings are conducted classically and individually.

Formative scoring exists but not routinely, and summative are integrated with elementary schools district wide. | ative scoring has been conducted routinely and summative scoring are endeavored to make tests by themselves, so the result is optimal |

(6) to make effective classroom action research to enhance teaching quality, (7) to make effective the evaluation monitoring or group supervision and other techniques, (8) invite the superintendent of the special educational school each semester to provides the new additional insights about the special education for the handicapped children, (9) school committee meeting followed by all components of the stakeholder of SLB Gedangan, (10) to make effective the MGMP activities, and (11) to send teachers to the meeting of MGMP inter the specific educational school.

  c. The third Circle was conducted on the third circle, as the second circle by applying the second improvement after the second circle. If the improvement is considered as good, it means it has shown the quality improvement toward the implementation of group supervision, from the Principal and the teachers of the specific educational school, so the fourth circle is continued by the principal and the teachers of SLB, so that it can be said that the action research in continuation. On this circle is competed the questions about the vision, mission and the purpose of the specific educational school, submitted to the principal, as well as some question about the understand of group supervision and individual teaching in the Special educational school.

Table 5 Pre-observation to arrange teaching plan in the special educational school

No	CIRCLE	OBSERVER	OBSERVATION RESULTS					AVERAGE	
			A	B	C	D	E		
1	Pre-Circle	P	2.8	2.8	2.7	2.6	2.6	2.7	
		R	2.9	2.8	2.65	2.85	2.80	2.8	2.75
1	First	P	3.00	3.64	3.50	3.14	3.32	3.16	
		R	3.05	3.64	3.50	3.14	3.32	3.16	3.12
2	Second	P	3.70	3.80	3.60	3.10	3.00	3.10	
		R	3.20	3.50	3.30	3.20	3.40	3.30	3.50
3	Third	P	4.05	4.15	4.30	4.20	4.05	4.15	
		R	4.15	4.20	4.10	3.80	4.00	4.05	4.30
Average			3.525	3.732	3.575	3.306	3.595	3.8	

Note:
A = Planning the management of teaching activity
B = Planning the organization of lesson material
C = Planning of classroom management
D = Planning of using teaching media
E = Planning of scoring learners achievement
* Score 3.12 means that planning conducted is enough on the first circle
* Score 3.50 means that planning conducted is good on the second circle
* Score 4.10 means that planning conducted is better on the third cicle
Range of score 1 up to 5. P = principal. R = Researcher

The first circle: The result of observation is good with the average score is 3.34
The Second circle: There is an enhancement; good with the average scores is 3.45
The Third circle: there is a good enhancement, is better than the average of 4.20

  Nbased on the above discussion can be arranged these propositions as the finding of the research started from the preliminary study, circle 1-2-and 3, as follows

Supervision before the research is conducted considered as less important in educational management in SLBN Gedangan Sidoarjo. Therefore, it has not been planned or scheduled each of the beginning years and it was not conducted. But the opinion is change quickly becomes the important of educational management to enhance management performance in SLB and the enhancement of teacher performance of SLB.

Supervision considered as very important to enhance teacher performance. The Principal has a role to enhance teacher performance, among of them are: (1) appoints teachers to take the continued education in strata one and strata two on special educational field; (2) meeting were conducted each two months; (3) appoints teachers to follow workshop, training, and seminar etc., either locally or nationally, even internationally, (4) conducting comparative studies, (5) scientific lectures and discussions on the special education fields, (6) to make effective classroom action researches, (7) evaluation monitoring 7 superintendents of the special education schools each semester, (8) school committee meeting, (9) to make effective the activities of MGMP.

Meeting and group discussions as implementations of instructional supervision are rarely conducted by the Principal, only delegated to the subordinates (teacher coordinator) because meeting are used as an arena to attacked and defeat the Principal by various reasons, so that group supervision are supposed do not run well.

The Principal makes a seriously efforts to enhance the relationship with teachers, parents, school committees and students (academic atmosphere), so that teaching is more conducive.

After the superintendents intervenes as a mediator to the existing problems so the atmosphere will be better and school meeting was conducted in the time research was in the process and after that it develops to be good.

The relationship between teacher and teachers, and between teachers with the principal is not so harmony, suspect each others and blaming each others, but after the research finished the relationship was harmony again, as if there is nothing had happened, after that communication can be recovered, and trusts each other through a good group supervision.

5. Conclusion

Based on the research findings and the above discussions, it can be concluded as follows:

1. The implementation of group supervision activities conducted by the Principal to teachers of the special educational school in Gedangan Sidoarjo, is in accordance with the principles of group supervision so that it can be said that there is an improvement, the enhancement of achievement and skills of the Principal in giving supervision to teachers of SLB.

2. There is a variety of instructional supervision conducted by the Principal, because what is researched and developed in this research is group supervision by announcing first to the teachers who will be supervised, so that the teachers was able to prepare the instrument and their teaching planning.

3. The relationship between teacher and teachers and teachers and the principal is established one understanding in the harmony friendship, besides the understanding, to take and to give in educating the learners who have special needs.

4. The role of supervisor to increase or enhance teacher performance.

Teacher performance in teaching process when they were supervised by the Peincipal through group supervision showed good increase in step by step way, beginning from:

   a. Teachers preparation in planning teaching, increasing from one circle to another circle

   b. Similarly, the teaching methods used by the teachers from three school are lecture, discussion, operant conditioning, task analysis, eclectic, experiment and the application of PPI, are in accordance with lessons and the achievement of the students who have special needs have been well implemented.

Indonesian Language as Development Means of Scientific Literacy in Indonesia

Syamsul Ghufron
Darul Ulum Islamic University of Lamongan, Indonesia
syamsulghufron@unisda.ac.id

Abstract

Literacy is the ability to read and write; the ability to integrate between listening, speaking, reading, writing, and thinking; the ability to be used in mastering new ideas or how to learn them; the ability device to support its success in the academic or social environment; read and write performance capabilities always required; the competence of an academic in understanding the discourse in a professional manner.

Literacy culture in schools is charged to Indonesian language subjects based on the Regulation of the Minister of National Education (Permendiknas) Number 22 of 2006 and Permendiknas Number 23 of 2006. Culture of literacy in universities to the Indonesian language courses is governed by the General Directorate of Higher Education General Directorate of Higher Education Ministry of National Education Number 43 / Dikti/Kep/2006 and Law Number 12 of 2012. However, the implementation of less attention and the results are still apprehensive.

` Therefore, the efforts need to build a literacy culture in university. Lecturers can utilize grant funds for research, community service, textbook writing, scientific articles in international journals, and so on. The students can take advantage of various funds in students creativity program (PKM). In addition, there are several alternative programs that can be selected and occupied, including proposal preparation training, proposal clinic, study center, lectures based on PKM.

Keywords: Indonesian language, means of development, scientific literacy

1. Introduction

Indonesian language as a subject in school and courses in university is still a very interesting issue to discuss. The attractiveness is mainly related to the subject matter that teachers and lecturers must teach to students and college student, learning outcomes, as well as its contribution as a means of developing scientific literacy in Indonesia.

The change of learning paradigm of Indonesian language is contained in the Regulation of the Minister of National Education (Permendiknas) Number 22 of 2006 on Content Standard and Permendiknas Number 23 of 2006 on Graduate Competency Standards (SKL). In this permendiknas disclosed that the Indonesian language learning in schools directed at improving the ability of learners to communicate in Indonesian language properly and correctly, both orally and in writing, and foster an appreciation of the literature of Indonesia human (Depdiknas, 2006).

These changes have consequences for the transformation of various educator strategies in Indonesian language learning. Educators must change in helping learners to speak and literate. It is not the same as other lessons teachers who transfer knowledge to learners, but to train their language or literature skills. Indonesian language lessons in school are not about linguistics or literature, but an increase in the ability to communicate orally and in writing. Thus, Indonesian language learning is currently directed at building a culture of literacy.

Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education states that the curriculum of higher education shall contain Indonesian language courses. Decision of the Director General of Higher Education Ministry of National Education of the Republic of Indonesia Number 43/DIKTI/Kep/2006 concerning implementation signs of Personality Development Course Group in Higher Education states that the basic competence of the Indonesian language course is to become scientists and professionals who have knowledge and positive attitude to the Indonesian language as the country language and the national language and able to use it well and correctly to express the understanding, the sense of nationality and love of the homeland, and for various purposes in the fields of science, technology and art, as well as their professions.

The substance of the study for Indonesian subjects emphasizes the skills of using Indonesian as as the country language and the national language in a well and correctly to master, apply, and develop science, technology, and art as a manifestation of the love and pride of the Indonesian language. The substance of the study should be integrated into the activities of using the Indonesian language through listening, speaking, reading and writing skills with academic

writing skills as the focus. So, the Indonesian language course is currently aimed at building a culture of scientific literacy.

2. Literacy and Cultural Literacy Concepts

In a traditional perspective, literacy is associated with read and write and is defined as the ability to read and write (Musfiroh, 2005:151). O'Donahoe and Tynan (1998:2) suggest that literacy can be interpreted as 'see' in the strict sense refers to the ability to read and texts understand. Malmelin (2010) formulates the traditional literacy as the ability to read and understand the meaning of the written word. Literacy can also be understood as the ability to generate, understand, and use text in culturally appropriate ways. Another concept is proposed by Ritson (1995) in intellectual debates among researchers who widely agree that literacy is a skill cluster acquired by an individual to be 'literate', literacy not only the ability to read texts, but also to initiate and participate in any particular social interaction.

Stripling (in Kusmana, 2009) states that the basic concept of literacy as literate discourse so that the scope of literacy it revolves around all efforts made in understanding and mastering information. Robinson stated that literacy is the ability to read and write well to compete economically in full. He further explained that literacy is the ability to read and write related to one's success in the academic community, so that literacy is a tool that is owned to be able to reap success in the social environment. Currently the field of literacy extends to the area of communication through technology and even multifield interpreted as communication skills in the real world that includes reading, writing, speaking, listening, and thinking (Cooper, 1997).

Based on some concepts of literacy, it can be stated that literacy is (1) the ability to read and write or discourse literacy, (2) the ability to integrate between listening, speaking, reading, writing, and thinking, (3) ready ability to be used in mastering new ideas or how to study it, (4) the ability device to support its success in the academic or social environment, (5) the ability to read and write is always required, (6) the competence of an academic in understanding the discourse professionally.

The literacy culture is intended to engage in the habit of thinking followed by a process of reading and writing that in the end what is done in a process of the activity will create the work. There have been many writings and studies expressing concerns about the culture of writing in Indonesia especially visible from the ability to write of educated people. The low writing ability occurs at all levels of education and even college. Fuad (2005) describes the results of the survey and self-evaluation of Lampung University students that the use of Indonesian language scientificly of the students is still very apprehensive.

3. Literacy Culture in Schools and Universities

In universities there are big obstacles faced by lecturers and students that is still the low culture of writing scientific articles and manuscripts scientific publications of research results. This phenomenon can be seen in a number of final research results that have not been optimized its contribution in the form of scientific manuscripts of research results for publication. Another problem that is also quite apprehensive is the low interest of lecturers and students in scientific writing (Prayitno et al. (Ed.), 2000:v). Therefore, the General Director of Higher Education issued Policy Number 152/E/T/2012 dated January 27, 2012 on the outcomes of scientific publications of graduates of S1, S2 and S3 in scientific publications, accredited national scientific publications, as well as international scientific publications, with hope can motivate and cultivate the culture of writing scientific articles for students/lecturers/researchers.

Based on his study, Alwasilah (2001: 679-680) concluded as follows. First, writing is the most ignored subject both in school and in university. Secondly, writing is the most difficult language skill to learn by the students and the most difficult to teach by the teacher. Third, high school students and students in the university has been taught to write by teachers or lecturers who are not experienced. Fourth, writing lessons are grammar lessons and writing theories with a little writing practice. Fifth, in general the student and college student essays are not returned to them. Sixth, the only way to teach writing is through writing exercises.

On the other hand, if the lecturer gives the task to his students writing or composing papers, in general the writings or papers of students are never corrected seriously so that the mistakes made by the students are never fixed. If this happens, there will never be a change or development of cultural literacy in students until they become employees.

Though writing ability is the basic ability that takes precedence in formal education. Writing skills are important to students because most of the learning tasks are given in writing.

The ability to write also has an important role in life. By realizing the importance of writing and writing skills in individual and social life, it is appropriate that writing coaching should be enhanced. The improvement effort involves various parties in the community: informal, nonformal, and formal education. Formal educational institutions are educational institutions that intensively foster and develop students' writing skills. On campus, the mission of coaching and increasing the passion of writing the students is entrusted to the learning of writing which is an integral part of Indonesian language learning (Sunardji, 1983: 235). The statement is in line with O'Hare's opinion (in Budiyono, 2001:4) which states that in order to gain a learning experience so as to gain the ability that can be actualized as a truly reliable writing skill among the public, the community entrusts its learning to linguistic lecturers.

Based on the description, it can be concluded that the results of writing learning including writing learning in university until now is still apprehensive because the writing ability is a complex ability and difficult to teach. However, it does not mean that students do not have the ability to write and students' writing skills can not be optimized. Researchers believe that in every student there is the ability to speak including the ability to write and the ability can be optimized. To optimize the writing skills, it is necessary to optimize the Indonesian language courses in universities.

4. Building Literacy Culture in Schools and Universities

To realize the literacy culture required a variety of efforts. Budiyanto (2005:149) states that to be able to write at an early age, children need to be exposed in the form of reading texts that are expected to be an inspiration for children to develop writing skills in the early stages. Sudartomo (2005) argues that writing communities need to be built and learning start from things that are close to the child's life, for example children are motivated to have an imaginary dialogue with God in their own prayers.Pranowo (2005) argues that materials of writing learning that are oriented towards social interaction in the cultural of local communities need to be given as a starting point for writing communications based on daily needs. Sugihastuti (2005) views that getting used high school students to writing in the form of popular scientific articles with flexible structures allows writers to improvise. This improvisation allows students to be motivated to write actively.

The efforts to build a literacy culture in universities have facilitated by the government not only for the lecturers, but also for the students. For the lecturers, the effort is in the form of giving the opportunity for learning task, providing various grant fund for research, community service, textbook writing, scientific article in international journal, and so on. For students, the government has provided student creativity program (PKM) in various forms and entrepreneurship programs.

Since the facilities provided by the government have been overwhelming, it is only a matter of how academicians at universities try to utilize these facilities to accelerate their literacy capacity. In this framework, there are several alternative programs that can be selected and occupied (Ghufron, 2014:123) including proposal preparation training, study center, UKM-based lectures.

4.1 Proposal Drafting Training

Proposal drafting training can be conducted on lecturers and students who have not had the habit or the number of broadcast hour is still not too much in preparing the proposal let alone the proposal oriented to get the grant. This means that the lecturers or students should be diligent in finding the right strategy to get the grant funds through the proposal. They should not be easily satisfied with the strategies they already have. It can be done through various trainings organized by various institutions. The various trainings of course offer different strategies in obtaining various grants: research grants, devotion grant, and PKM grants for students.

4.2 Study Centers

Study centers is a campus community that concentrates on scientific activities. These study centers are places of discussion and mutual giving and receiving among their members. These study centers can serve as a means of searching for and finding solutions to existing problems, searching for and finding research themes, and PKM to search for grant funds, as well as searching for and discovering various strategies that can be done to achieve all that matter. In addition, these study centers make their members motivated by other members who successfully obtain grant funds. In other words, these studies centers make their members race for good. Thus, the existence of these studies centers in campus is a necessity that can not be negotiable.

4.3 PKM Based Lecture Tasks

PKM (Student Creativity Program) is one of the efforts developed by the Directorate of Research and Community Service (Ditlitabmas) General Directorate of Higher Education to improve the quality of students in universities in order to become members of the community who have academic and/or professional ability can apply, develop, and disseminate science, technology and art and enrich the national culture. PKM was developed to form students to reach the level of enlightenment of creativity and innovation based on the mastery of science and technology and high faith. In order to prepare to become a scholars leader, entrepreneurs and self-centered, students are given the opportunity to implement skills, expertise, responsible attitude, build teamwork and develop self-reliance through creative activities in their knowledge field.

PKM provides an opportunity for Indonesian students to develop their literacy culture. In addition, the role of supervisor is also very decisive success or failure of this effort. The concrete form of lecturer's role in this effort is to make PKM-based lecture work. This means that all lecture assignments that lecturers give to their students are oriented towards the preparation of proposals for one type of PKM. With this PKM-based lecture tasks, students are not only required to be active, but also have tasks that must be completed in the preparation of PKM proposals.

5. Conclusion

Literacy is the ability to read and write or discourse literacy; the ability to integrate between listening, speaking, reading, writing, and thinking; the ability to be used in mastering new ideas or how to learn them; the ability device to support its success in the academic or social environment; read and write performance capabilities always required; the competence of an academic in understanding the discourse in a professional manner.

The literacy culture in universities supported by the Indonesian language is regulated by the government with the Decree of the General Directorate of Higher Education of the National Education Ministry of the Indonesia Republic Number 43/Dikti/Kep/2006 and Law Number 12 of 2012. However, the implementation does not receive serious attention from various parties. Indonesian language courses in universities have not been handled seriously. As a result, Indonesian language courses that are expected to build a literacy culture in universities have not been able to meet expectations. Based on that fact, let's take Indonesian language course in universities, let's be serious in implementing government policy in building literacy culture in universities.

The efforts to build a literacy culture in universities have facilitated by governments. Various grants for research, textbook writing, scientific articles in international journals, and so forth were provided to the lecturers. Student creativity program (PKM) in various forms and entrepreneurship programs were provided to the students. Therefore, academics in universities must utilize the various facilities to build their literacy competence. There are several alternative programs that can be selected and occupied, including proposal preparation training, study center, PKM based lecture tasks.

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Undang-Undang No 12 Tahun 2012.

Madrasah:
between tradition and the demands of change in modern civilization (historical and sociological studies)

Zaedun Na'im

STAI Ma'had Aly Al-Hikam Malang
zaedunnaim82@gmail.com

Abstract

As an Islamic educational institution in Indonesia, madrasah emerged and developed along with the entry and development of Islam in Indonesia. Along with the development of the nation of Indonesia, madrasah has experienced development, both from ladder and from its type since the time of the empire, the period of colonialism and the period of independence

The process of the growth of madrasah, not only on the basis of the spirit of Islamic renewal, but the birth of madrasah is also based on two factors. **First**, traditional Islamic education (a mosque, and pesantren) is considered less systematic and lacks adequate pragmatic ability. **Secondly**, the rate of development of gubernemen school (the Dutch) in the society, tends to expand and bring the character of secularism, so it must be balanced with the Islamic education system, colored models and organizations in a more organized and planned

Madrasah as an Islamic educational institution serves to connect the old system with a new system by way of maintaining the old values are still good that can still be maintained and take something new in science, technology and economics that benefit the life of Muslims

With the emergence of some form or model of madrasah developed by kemenag indicates kemenag want a development and reform of madrasah in following and meet the needs and demands of development in this era of modern model but not remove the tradition attached to the self madrasah

Keywords: madrasah, tradition, change demands

1. Preliminary

In Indonesia, the manifestation of Islamic educational institutions is very diverse, ranging from formal institutions, nonformal, to informal. In the context of formal institutions, found at least two models, madrasah and school models. Both have different historical precedents. If madrassas are widely developed by traditionalist Muslims, then schools are developed by modernist Muslims. In the context of nonfromal education, found the model of pesantren and madrasah diniyah both takmiliyah and salafiyah. Meanwhile, in the context of infromal, the learning model takes place privately or independently, especially in Muslim family environments(Masdar Hilmy, 2016: 126)

As part of educational development institutions, madrasahs can be viewed from many sides. One of them can be seen from a sociological perspective that involves interaction between individuals in society. On this side, we can look at the sociological aspects of an educational activity played by a particular community. That is, madrasah education can be seen as one of the social phenomena that contribute in participating build individual and community. Therefore, in this context, the development of madrasah with all its dynamics can be seen as one measure of the progress of a society, especially the Muslim community (Yusuf Umar, 2016:xi)

This indicates that Madrasahs have a strategic role in the development and advancement of education in Indonesia, more-madrasah which is a notabenya Islamic education is needed and become the choice by Indonesian people who are predominantly Muslim in Indonesia

Madrasah is a sub-system of national education at the level of primary and secondary education. Long before independence, madrassas already exist in this country and managed by the Muslim community in order to educate Muslim children understand the science of Islamic religion and at the same time be devout children of religion

After the independence of Indonesia, kemenag was given the authority to manage Madrasahs, there were private Madrasahs that were declared and there were also state madrassas built by kemenag itself from central to regional. Ministry of Religious Affairs has released madrasah data, which is 80 percent private and 20 percent of the country. Thus the number of private madrassas run by the Msulim organizations and foundations is far greater.(Faisal Ismail, 2017:129)

It is acknowledged that Madrasah is a community-based educational institution, since the majority of madrasah are established by private parties that are motivated to develop Islamic

educational institutions to produce generations of Muslims who have berkakhlakul karimah and become the next generation to lead this country

Therefore, in this paper the authors are interested in studying the history of Madrasah and its contribution in education in this country from a certain time so that many madrasah experience changes in form and system that we can observe and meet until now

2. Methodology

To explore and find out the contents of the title that the author lifted, the author uses literature review, because the authors will browse and mencarai data related to the history and social impact of the existence of madrassas in this country from a certain time, ie before Indondeisa independence until the era this modern civilization. So from the data obtained later will be taken conclusions and various proposals or recommendations for the development and progress of madrasah in Indonesia.

3. Discussion

In this discussion the author will divide in several sub-discussion, namely the history of birth and berkembanganya madrasah, the contribution of madrasah in the world of education, tradition and demands of change in the modern civilization

a. History of Birth and Development of Madrasah

In a historical perspective, Indonesia is a unique Muslim country, located very far from the center of the birth of Islam (mecca). Although the new Islam entered into Indonesia in the seventh century, the international world recognizes that Indonesia is one of the majority Muslim country. This is one indicator of the success of Islamic education in Indonesia

The first Islamic educational institution established in Indonesia is in the form of pesantren. With its characteristic, religiously oriented, pesantren has been able to lay the foundations of a strong religious education. The santri are not only equipped with an understanding of the teachings of Islam, but also the ability to spread and pay attention to Islam

The entry of the school education model had a disadvantage for the Muslims at that time, leading to the birth of the dichotomy of theology (Islam) and secular science (general science and secular science of Christianity). The dualism of this confrontational model of education inspired the emergence of the reform movement in education in the early twentieth century. The movement aims to accommodate the system of school education into the pesantren environment. The style of this educational model spread quickly not only in remote Java island, but also outside Java island. That's where the Madrasah embryo was born(Iskandar Engku & Siti Zubaidah, 2014: 103)

Madrasah as an Islamic education institution in Indonesia is relatively younger than pesantren. He was born in the twentieth century with the appearance of Madrasah Mamba'ul Ulum of Surakarta Kingdom in 1905, and Adabiyah school founded by syekih Abdullah Ahmad in West Sumatra in 1909. Madrasah stands on the initiative and realization of the renewal of the existing Islamic education system. The update according to Karl Stembrink (1986) includes four things, namely:
1) Efforts to improve the pesantren education system
2) Preparation with western education system
3) The effort to bridge between traditional education system of pesantren and western education system
4) Madrasah as Islamic educational institutions are now placed as school education in the national education system.

As an Islamic educational institution in Indonesia, madrasah emerged and developed along with the entry and development of Islam in Indonesia. Along with the development of the nation of Indonesia, madrasah has experienced development, both from ladder and from its type since the time of the empire, the period of colonialism and the period of independence.(Yusuf Umar, 2016: 64)

These developments have changed the organization of Islamic education, from the form of pengajian homes, then mosques and mosques up to the current madrasah building. Educational material also experienced the development. At first only learned to study the Qur'an, and coupled with practical worship lessons, monotheism, hadith, tafsir and Arabic. then next go into general lessons and skills.(Yusuf Umar, 2016: 64)

The introduction of Dutch colonialism into Indonesia, which brought a secular Western education system, had opened Muslims in Indonesia, so that in the late nineteenth and early

twentieth centuries there was an Islamic style that no longer centered on the mystique and the mystic but also evolved into thinking for the equivalent of the Dutch colonialists, eventually the pattern of the implementation of education imitates public schools (Yusuf Umar, 2016: 65).

The growth and development of Madrasahs in Indonesia, influenced by madrasah traditions in the modern Middle East, which have taught religious and general sciences. Before the 20th century, the tradition of Islamic education in Indonesia has not known the term Madrasah, there is only pengajian al-Qur'an in mosques, mosque, pesantren, surau, langgar. The term new madrasah menajdi phenomenon in the 20th century, when in some areas, especially in Java and Sumatra stand Madrasah.(Yusuf Umar, 2016: 65)

The next development, the establishment of Madrasahs inspired almost all Islamic organizations and movements. For example, Nahdhatul ulma (NU), the unity of Islam (exactly), the unity of the Ummah (PUI), al-Washliyah, the unity of tarbiyah islamiyah (PERTI), of course, the Madrasah which he founded according to the style of each organization.(Yusuf Umar, 2016: 65)

The idea of modernization of Islamic education, at least marked two tendencies of Islamic organizations in making it happen. That is:

a) Adopt almost universally Dutch systems and educational institutions

This effort gave birth to the Dutch model public schools, but was given a mutant of Islamic teaching, for example clearly seen in the change of madrasah adabiyah, which Abdullah Ahmad founded in Padang in 1909, which became a school Adabiyah (Adabiyah school) in 1915. There are only few features at the HIS school adabiyah that distinguishes it from the Dutch school, that is the addition of religious lessons 2 hours a week

In harmony with that, Muhammadiyah adopted the system of Dutch education institution consistently and thoroughly, by establishing the public schools of the Dutch model. Only, incorporated religious education (the term Muhammadiyah Qur'an method) into the curriculum

In addition, Muhammadiyah also tried to advance madrasah with the Dutch education pattern, through Muallimin madrasah and Madrasah Muallimat. Madrasah developed by Muhammadiyah is not based on traditional Islamic education institution like surau, pesantren as its base

b) The emergence of modern madrassas, which only adopted the substance and methodology of modern Dutch education

The difference with the first, the second attempt is precisely starting from the system and institutional Islamic education itself. The madrasah system, suaru, pesantren traditionally constituting indigenous Islamic education institutions, are modernized by adopting certain aspects of the Dutch education system, such as curriculum content, teaching techniques and methodologies

This second form appears to be the attempt of H. Abdul Karim Amrullah who in 1916, he monconversion suaru an iron bridge, a traditional Islamic educational institution in Minangkabau, as a modern madrasah mining base, later known as Sumatera Thawalib(Yusuf Umar, 2016: 66)

These two forms of business basically continue. On the one hand, there is a system and institutional Islamic education which is actually general education, by incorporating certain aspects of Islamic teaching. On the other hand, there is a system and institutional madrasah that emphasizes religious teaching, and then incorporates general lessons with religious patterns and orientations

The above points show that the process of madrasah growth, not only on the basis of the spirit of Islamic renewal, but the birth of madrasah is also based on two factors. *First*, traditional Islamic education (a mosque, and pesnatren) is considered less systematic and lacks adequate pragmatic ability. *Secondly*, the rate of development of gubernemen school (the Dutch) in the society, tends to expand and bring the character of secularism, so it must be balanced with the Islamic education system, colored models and organizations in a more organized and planned.(Yusuf Umar, 2016: 67)

The growth of madrasa shows the progressive and defensive response of Muslims. Progressive in responding to the progress of the organization and the organization of education, as well as defensive to the politics of Dutch East Indies education.

After Indonesian independence, attention to madrasah or Islamic education continues. This is evidenced by the declaration of the working body of the national central committee of Indonesia (BKNIP), dated December 2, 1945 (RI news II no.4 and 5 pages 20 column erl). In it there is an affirmation that, "in advancing education and teaching at least it is

recommended that teaching in langgar, surau, mosque and madrasah goes on and on.(Yusuf Umar, 2016: 67)

As an effort to improve the quality of Madrasah education, a joint ministerial decree was issued on March 24, 1975, signed by the minister of religion, minister of education and culture, and minister of interior

With the SKB, it has several positive impacts, namely Madrasah certificate can have the same value with the same level of public school certificate, madrasah graduates can continue to upper level public school, madrasah students can move to the same level of public school. On the other hand, there is a negative impact, the composition of general subjects 70% and religious subjects 30%, this makes the "madrasah" has become a public school, with a label characteristic of Islam, and its mission to form human susila (UU no.4 1950) or become a man of faith, piety and noble Law no. 20 in 2003, actually has begun to "disarm" this critical attitude according to H. Muchtar Zarkasyi (former Legal Bureau and former Ministry of Religious Affairs) (Marwan Saridjo, 2011: 104)

In further development, the late 1980s world pendiidkan Islam entered the era of integration with the birth of Law no.2 / 1989 on the National education system, the existence of Madrasah as educational institutions that are characterized by Islam increasingly get its place. But this becomes an obstacle as Malik Fadjar fears: when the Madrasah format over time becomes increasingly clear, the contents and visions of Islam continue to change (Samsul Nizar, 2009: 294)

b. Madrasah contribution in education

Madrasah, like boarding schools, existed long before Indonesia became independent. In other words, Muslims already know and hold Madrasah education long before Indonesian independence. Muslims function the madrasah as a means of education to teach and educate the Muslim students to be clever, capable, morally, and cautious to God

Because madrasah education has a strong and strong religious nuance, this educational institution is emotionally, culturally, institutionally, and historically in the spirit close to the ministry that manages the religious field, the ministry of religion (kemenag) of the Republic of Indonesia. (Faisal Ismail, 2017: 131)

Madrasah from the early days of its development to date, are fostered and developed by the Ministry of Religious Affairs. Guidance and development is intended for madrasah graduates to have and master the basics of ability and quality of knowledge are recognized equivalent to the graduates of the school at the same level in the field of mastery of general subjects in addition to mastering the subjects of religion more broadly and profoundly

Efforts to achieve these goals and objectives maximally are not easy. For, the madrasah develops with its own characteristics and tackles the complexity of problems and the dynamics of its own historical-sociological challenges (Faisal Ismail, 2017: 131)

c. Traditions and demands of change in modern civilization

Madrasah which is an Islamic educational institution actually has the potential of a strategy enough memasuka era of modern civilization. The potential is related both to the internal potential of Muslims and the external factors of Muslims. These potentials for example Muslims, especially Indonesia, are among the majority in this country and they have a deep connection with Islamic education institutions

In addition, Islamic educational institutions have a long history and proven to exist from time to time, from the pre-independence era until the reform era. Islamic education institutions can exist on an ongoing basis even if financially not getting full support from the government. Plus, in quantity, the number of Islamic educational institutions in the country is also very much so that accommodate the students with a large number of also. Furthermore, the availability of experts and adequate human resources (Sutrisno & Suyatno, 2015: 83)

Madrasah was originated from the education and teachings of Islam in the form of Qur'an recital and pengajian book held at home, home, surau, mosque boarding schools, and others. In subsequent development experience changes both in terms of institutional, subject matter (curriculum), methods and organizational structure.

Madrasah as an Islamic educational institution serves to connect the old system with a new system by way of maintaining the old values are still good that can still be maintained and take something new in science, technology and economics that benefit the life of Muslims (Samsul Nizar, 2009: 291)

Therefore, the content of the madrasah curriculum in general is what is taught in Islamic educational institutions (surau and pesantren) coupled with some subject matter called general sciences.

Government efforts to improve madrasah competitiveness in the global stage or modern civilization, through the Ministry of Religion, among others through some forms as follows.(Yusuf Umar, 2016: 81) :

a) State Madrasah
b) Compulsory Madrasah
c) Madrasah and schools in boarding schools
d) Madrasah with boarding system
e) Religious Madrasah
f) Madrasah skills program
g) Madrasah model
h) Integrated Madrasah

With the emergence of some form or model of madrasah developed by kemenag shows kemenag want a development and reform of madrasah in following and meet the needs and demands of development in this era of modern model, which of course hope madrasah lunar can compete with public schools and in accordance with the needs of society

Of course, changes or reforms in madrasah require thought and implementation is mature because of course madrassas also want tradition in the madrasah still existed as still the subject of a thick and religious religion in the madrasah environment but also the development of general subjects are also needed to meet the needs and demands of this modern civilization

The existence of challenges that change and always demands to work harder, education inevitably have to segerema reform themselves if you do not want to always be left behind with other fields. At least there are two sides that must be reformed, namely the management of education and academic culture(Sutrisno & Suyatno, 2015: 84)

This shows how important reforms in Madrasahs can always compete and meet the demands and demands of this modern civilization

4. Conclusion

From what I have described above, it can be concluded that:

1) The growth and development of madrsah in Indonesia due to two reasons, namely because of the movement of reform in Indonesia and in response to the education of oslam education policy of the Dutch East Indies. After Indonesian independence, the government's policy toward madrasah is still unclear, madrassas are still marginalized or not yet entered into the national pendiidkan system. It was not until the decree of the 3 ministers in 1975 and UUSP in 1989 that Madrasah had their place in the national education system

2) Madrasah, like boarding schools, existed long before Indonesia became independent. In other words, Muslims already know and hold Madrasah education long before Indonesian independence. Muslims function the madrasah as a means of education to teach and educate the Muslim students to be clever, capable, morally, and cautious to God

3) Madrasah as an Islamic educational institution serves to connect the old system with a new system by way of maintaining the old values are still good that can still be maintained and take something new in science, technology and economics that benefit the lives of Muslims

Government efforts to improve madrasah competitiveness in the global stage or modern civilization, through the ministry of religion, including through some forms as follows: a) State Madrasah b) Compulsory Madrasah c) Madrasah and schools in boarding schools d) Madrasah with boarding system e) Religious Madrasah f) Madrasah skills program g) Madrasah model h) Integrated Madrasah

The challenges that change and always demands in this modern civilization, there are at least two sides that must be reformed in the presence of Madrasahs, namely the management of education and academic culture

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The Impact of Satisfaction and Commitment to Work Organizational Citizenship Behavior (OCB) on Small, Medium Business Enterprises (SMEs)
(Case Study on SMEs in Lamongan)

Ali Muhajir, SE, MM.

Darul 'Ulum Islamic University of Lamongan, Lamongan, Indonesia
muhajirally@gmail.com

Abstract

The purpose of this study is to analyze the impact of job satisfaction and commitment to the OCB on small and medium business employees (SMEs) (Case Study on SMEs in Lamongan). The data used in this study is the primary Data Obtained from the questionnaire. Population in this Penalitian Employees in CV.Paradila is as much as 150 Employees and CV.BINTANG Mas. samples taken 25% Obtained as many as 50 people or respondents. Sampling Technique in this research used purposive sampling method. Purposive sampling is a sampling technique with certain considerations.
The analysis technique used is multiple regression and hypothesis testing using F test and T test and Classic Assumption Test.
The results Obtained by all questions in the questionnaire are valid Because The value of Corrected Item-Total Correlation> 0.30.From the results of the questionnaire also can be seen that the coefficient Also Cronbach's Alpha> 0.60, so that all questions in the questionnaire is reliable. then the multiple linear regression equation is formed is as follows Y = 4079 + 0426 + 0722 X2 X1. Obtained test results Fcount F> F table (86.085> 3.20). This Proves that the variable of Job Satisfaction and Commitment to organizational citizenship behavior (OCB) on employees of small and medium enterprises (SMEs) simultaneously influence while t test results Obtained X1 (Job Satisfaction) t> TTable (3,321> 1,667) is X2 (commitment) is tcount> TTable (4707> 1667) so it is concluded that the Organizational commitment more dominant influence of Organizational Citizenship Behavior (OCB) Job Satisfaction on SME employees. R2 results of 0776 means the ability of independent variables in explaining the diversity of the dependent variable is 77.6% and there are 22.4% of the variability of the dependent variable Described by other factors. a very high correlation between the independent variables in the regression equation), whereas the heterokesdastisity test there are Certain Certain patterns that form a regular pattern, hence the heterokesdastisitas.
Keywords: Job Satisfaction, Commitment, and OCB

1. Introduction

Globalization huge impact for the development of business. The market is becoming increasingly widespread and the opportunities are everywhere, but instead the competition is becoming increasingly fierce and difficult to predict. This condition requires the company to create a competitive advantage of the business in order to compete on an ongoing basis.

The main focus of the manager in improving the effectiveness of the company is the behavior of human resources (HR) in the works. The effectiveness of a company can be seen from the interaction of work at the level of individual, group, and organizational systems that produce output humans who have high levels of absenteeism is low, employee turnover is low, the lack of deviant behavior in organizations, to achieve job satisfaction, commitment to the company and also *Organizational Citizenship Behavior* (OCB) (Robbins & Judge, 2008).

HR management is now a necessity and is no longer an option if the company wants to develop. Companies that have good human resources is as capital in order to compete with other companies that are more advanced. Competition between companies is getting tougher, because the company is not only faced with competition in the country, but also abroad. Facing such circumstances, the company must define a strategy and management policies, particularly in the field of Human Resources (HR).

Therefore, the needs and desires of the employees as human resources should also be supported by the company so that employees can be motivated to perform well and was satisfied with his work. Work is more than just the activity of arranging paper, writing code, or wait customer. Each job requires interaction with colleagues and superiors, follow the rules and prudence-organizational wisdom, meet performance standards, accept working conditions that

are often less ideally, etc. (Robbins and Judge 2008). So it takes a company's contribution in creating job satisfaction for employees so that the resulting performance is also maximized.

Job satisfaction (jobsatisfaction) is a form of feeling and expression of a person when he is able / unable to meet the expectations of the work process and performance. Arising from the transformation of her thoughts and emotions that gave birth to the attitude or value of something that worked and obtained. The higher the degree of job satisfaction of the employees with a more friendly work environment. In addition to job satisfaction is no other thing that the employee behaviors that have a positive impact for the company's commitment.

Commitment is the ability and willingness to align perilakupribadi to the needs, priorities and objectives of the organization organisasi.Beberapa incorporating elements of commitment as one of the requirements to hold an office or a particular position in a qualifying job. It's just that a lot of employers and employees who still do not understand the meaning of true commitment. Yet this understanding is essential in order to create a conducive working conditions so that companies can operate efficiently and effectively.

As social beings, humans have the ability to have empathy for others and the environment and to align the values espoused. With the values held their environment to maintain and improve social interaction better. Moreover, to do everything that a good man is not always driven by things that benefit themselves, for example, someone is willing to help others if there are certain rewards.

The OCB is not so well known, but basically an employee in a company or organization sometimes has implemented OCB work. One of the strategic posture in the HR division is developing *Organizational Citizenship Behavior* (OCB) in the organization. OCB is reflected through behaviors like helping others, volunteering for extra duties, adhere to the rules and procedures in the workplace. This behavior illustrates the added value of employees, which is one form of prosocial behavior, the social behavior of positive, constructive and helpful.

One of the factors that may cause the small and Medium Enterprises diLamongan less competitive is the quality of its human resources and performance is less qualified. Qualified human resources are working in accordance with prescribed standards and are able to produce appropriate work even more than what was expected. The lack of human resources that not only has the skill and good quality but have extra behavior where one of them is the OCB. The extra behavior such as helping a co-worker to complete the task, seriousness in following the organization's meetings, a little complaining, and others. These behaviors called extrarole behavior. Especially when the leadership to evaluate the performance of employees, who are evaluated not only intra-role behavior but extra-role behavior to be part of the evaluation, because the extra-role behaviors have an equally important contribution to the intra-role behavior.

Indonesia's economy is still dominated by firms with low productivity, where companies with low productivity this amount terkonsentarasi micro and small enterprises (84.7%). This indicates their low productivity and competitiveness of micro, small and medium enterprises.

One key to success in order to increase competition is the ability effort in recruiting, developing and retaining talented human resources. still very few SMEs who understands even a majority of SMEs do not yet know the advantage of having an extra-behaved human resources (OCB).

For that researchers interested in conducting research with the title " IMPACT OF JOB SATISFACTION AND COMMITMENT TO *organizational citizenship behavior* (OCB) EMPLOYEES OF SMALL AND MEDIUM ENTERPRISES (SME) (Case Study on SMEs in Lamongan). Problem Formulation: Based on the background described above, then in penelitiandapat formulated as follows: Is there any impact of job satisfaction and commitment to *organizational citizenship behavior* (OCB) to employees of small businesses, and medium enterprises (SMEs) (Case Study on SMEs in Lamongan)?. Research Goal, The objectives of this research are:

1) To understand the impact of job satisfaction and commitment to *organizational citizenship behavior* (OCB) to employees of small businesses, and medium enterprises (SMEs) (Case Study on SMEs in Lamongan).
2) Make recommendations based on job satisfaction and commitment to *organizational citizenship behavior* (OCB).

2. Literature
2.1. Human Resource Management

Human resources are now increasingly played a major role in the success of a company. Many companies realize that the human element in a company can provide a competitive

advantage. They make goals, strategy, innovation, and achieve company goals. Therefore, human resources is one of the elements that are vital to the company. Human resource management (HRM) is associated with a formal design system in the company in charge of determining the effectiveness and efficiency in realizing the goals of the company (Rachmawati 2008).

Human resource management (HRM) is the science and art of governing the relationship and the role of labor, in order to effectively and efficiently help the realization of the goal. The key things learned in this HRM is the planning, organizing, directing, controlling, procurement, development, compensation, integration, maintenance, discipline, and dismissal of employees (Hasibuan 2009).

Human Resource Management is a recognition of the importance of the human element as resource potential and very decisive in a company, and needs to be developed so as to provide maximum contribution to the company as well as for the development of his (Suharsaputra 2008).

2.2 Relationship Between Job Satisfaction with OCB

In the journal "Interdiciplinary Journal of Contemporary Research in Business" by Farhan Mehboob and Niaz A Bhutto, empirical studies conducted by various researchers to establish the relationship between OCB and job satisfaction has proven to be a consistent relationship.

Findings of job satisfaction and OCB greatly varied in different studies. But in 15 independent studies across different contexts find a significant relationship between job satisfaction and OCB as discussed by Organ and Lingl in Mehboob and Bhutto (2012). Disgruntled employees seem more likely to show positive behavior can effectively contribute to the overall functioning of the organization. Job satisfaction has the strongest association with the OCB. Employees will tend menampilkanOCB when they are satisfied with the support or benefits received (eg, a positive, enjoyable experience) are perceived within the company or with their work colleagues.

In the journal"TheStudy of Job Satisfaction and Organizational Citizenship Behavior (OCB) in the Retail Industry inIndonesia"by Wannee Saepung, Sukirno and Sununta Siengthai discussing the relationship between job satisfaction and OCB among retail employees in Indonesia. The results showed that the level of education, age, work experience is positively correlated with job satisfaction and OCB. This suggests that employees who have a higher education, work experience longer and more mature age coined a higher level of satisfaction on OCB.

Employees who have achieved lower secondary school or less the sense of job satisfaction with their jobs, while those who have achieved Master Bachelors degree or higher have the highest job satisfaction in the retailer in Indonesia. Older employees (age) working in retail companies in Indonesia have high levels of satisfaction and OCB higher than younger employees. The older the age of the employee, the more satisfied with their jobs.

On the other hand, it was found that gender, position and kind / *type of retailers* (retailers) are negatively correlated with job satisfaction and OCB. For example, women employees are significantly more satisfied with their jobs and have high levels of job satisfaction and OCB were higher than male employees. Employees who work at the operational level in the retailer in Indonesia was found to have the lowest job satisfaction than other groups who hold a higher job positions (ie, director, manager, head of the division, or other position).

When you look at the data, managers are the ones who feel the most satisfied with their jobs and have the highest levels of OCB than other groups. In addition, those working in discount stores more satisfied with their jobs than their colleagues who work in other types of retailers.

,   a. Job Satisfaction Measurement

Yardstick absolute level of satisfaction was no different for every individual employee satisfaction standards, indicators for any measure it may vary depending on the company that set it.

According to Robbins (2008) there are two approaches that can be used to measure employee satisfaction, namely:

1) Number Value Global Single*(SingleGlobal*Rating)

    method is the numerical value of a single global (single global rating) nothing more than asking individuals to answer the question, eg "When all things considered, how satisfied are you with your job?". Then the respondents answered by circling a number between 1-5 that corresponds with the answer of "Very Satisfied" to "Extremely Dissatisfied".

2) The sum score*(summation*Score)

This method to identify the main elements in a job and asking employees about the feelings of each element. Factors common to be covered is the nature of the work, supervision, wages now, promotion and relationship with colleagues. These factors are assessed on a standard scale and then summed to create the overall job satisfaction score.

2.3 Commitment

Organizational commitment by Gibson (2007) is to identify flavor, which revealed the involvement of workers' loyalty to the organization or organizational unit. The commitment shown in an attitude of acceptance, a strong confidence to the values and goals of the organization, and their strong urge to maintain membership in the organization in order to achieve organizational goals. Modway, Steer, & Porter in Wahyuningsih (2009) defined organizational commitment as to how far the level of the level of a worker in identifying himself to the organization and its involvement in a perusahaan.Adapun Component Commitment as follows:

Mowday cited Sopiah (2008) there are three aspects menyakan commitments include:

1) *Affective* commitment,with regard to their willingness to be bound by the company. Individuals living within the company because of their own desires. The key to this commitment is want to

2) *continuance* commitment,is a commitment based on the needs rational. In other words, this commitment is formed on the basis of profit and loss, considered on what must be sacrificed when it will settle on a company. The key to this commitment is the need to survive (need to)

3) *Normative Commitment,*is a commitment that is based on the norms that exist within the employees, contain an individual's belief responsibilities to the company. He felt compelled to endure because of loyalty. The key to this commitment is the obligation to stay in an organization *(ought*to).

2.4 *Organizational Citizenship Behavior /*OCB

According to internal organs Mohammad (2011) states that the *Organizational Citizenship Behavior* (OCB) *is an individual behavior that is discretionary, not directly or explicitly Recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the*organization.OCB is defined as work-related behavior that is not binding, is not related to the organization's formal reward system, and overall improve the effective functioning of the organization. Moreover, OCB exceed the performance indicators required by an organization in formal.OCB job description reflects the actions performed by employees who go beyond the minimum requirement expected by the organization's role and promote the well-being of co-workers, workgroup, and enterprise (Lovell, Kahn Anton, Davidson, Dowling, et al, Mohammad 2011).

OCB is a positive behavior, in this case the behavior of other people to help work exhibited by a person in an organization or company. Contributions shown by workers in the form of work outside of work he has to do, the workers show helping behavior on others in a company so that such action may improve the performance of the organization or company. It can be concluded that the *Organizational Citizenship Behavior* (OCB) is:

1. Conduct that is voluntary and not a forced action against the things that promotes the interests of the company.
2. The behavior of individuals as a form of satisfaction based on performance, and not formally ruled.

3. Research Methodology
3.1 Study Design

The study design used is quantitative research, The type of research is explanatory research method in researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. (Moh. Nazir, 2009: 63)

3.2 Data and Data Sources

Judging from the data acquisition source, or from which the data originated generally in the study known as the primary data and secondary data. Data needed in this research is the primary data. Primary data is a source of research data obtained directly from the original source (not through intermediaries) primary data can be opinion of the subject (person) individually or in groups, the results of observations of an object (physical), event or activity and the results - the results of the questionnaire.

3.3 Population and Sample

Arikunto(2010: 173) argues that the entire population is the subject of research. Meanwhile, according Sugiyono (2012: 119), the population can be defined as a generalization region consisting of the objects or subjects that have a certain quantity and characteristics set by the researchers. The population in this Penalitian are employees in CV.Paradila 150 employees and CV.BINTANG Mas 50 so that the total population of 200 employees.

Sample or samples are partially or representative of the population studied (Arikunto, 2010: 174). Determination of the sample size in this study is based on the following pendapatArikunto:

"To simply ancer-ancer, then if the subject is less than 100, preferably all of that research is the study population. Furthermore, if the major subject can be taken between 10-15% or 20-25% or more. "In ekstensial then indeed that urgan in determining the percentage of the sample is not good advice but there should be a reference in the sampling is:"*Is Sampling Always Over better than under sampling*"means more samples is always better than a smaller sample why? Because large samples will be closer to the actual reality and will reduce the distance between the sample population. Thus, in this study as the sample is 25% of the employees so designated as sample 50 or the respondent.

In this study usedmethod. *purposive sampling*Purposive sampling is a sampling technique with a certain consideration (Sugiyono, 2012: 216). By using *purposive*sampling,sample obtained the expected criteria strictly in accordance with the research done and are able to explain the true state of the object studied.

3.4 Data Collection Techniques

Collecting data is an important work in the study, because of the presence of accurate data to be obtained results in accordance with their purpose, namely the collection of variables to keep in mind the importance of research data in this study, according Sugiyono (2012: 130), data collection techniques used are as the following:

1) Interview *(Interview)*
   technique is a way of collecting data by holding a question and answer verbally directed to the management CV.Paradila and CV.BINTANG Mas
2) questionnaire *(questioner)*
   is the data collection techniques by filing a questionnaire to the respondent sheet containing a list of questions. This method is used to get data from respondents existing questionnaire.
3) Measurement Scale
   Sugiyono(2012: 93) argues that "Likert scale used to measure attitudes, opinions and perceptions person or a group of social phenomenon". In a Likert scale, variables to be measured and translated into indicator variables, then the indicators are used as a starting point to construct items instruments which can be a statement or a question. The answers to the questionnaire were scored as follows:
   a. Strongly Disagree (STS)   = given a score of 1
   b. Disagree (TS)   = given a score of 2
   c. Neutral (BS)   = given a score of 3
   d. Agree (S)   = given a score of 4
   e. Strongly Agree (SS)   = given a score of 5

3.5 Operational Definition of

VariablesThe variables used in this study consisted of independent variables and the dependent variable among others:
 a. Variables
   1. Job satisfaction (X1)
   Job satisfaction is a form of feeling and expression of a person when he is able / unable to meet the expectations of the work process and performance (Rachmawati.2008; 123). The indicator consists of:
   a. Salary and reward system
   b. work itself
   c. Program Human Resources Development
   d. Partners

2.   Commitment (X2)
Commitment is something that makes one put one's mind, determined to toil, sacrifice and responsible in order to achieve the purpose of himself and objectives that have been agreed or determined previous. (Rachmawati.2008; 133). The indicator consists of:
a.   *Affective commitment*
b.   *continuance commitment*
c.   *Normative commitment*

3.   *Organizational Citizenship Behavior* (Y)
Conduct work in accordance with conscience, not associated with a system of organizational formality and simultaneously increase the success of an organization's functioning. The indicator consists of:
a.   *Altruism*
b.   *Conscientiousness*
c.   *Sportsmanship*
d.   *Courtesy*
e.   *Civic virtue*

4. Data Analysis
4.1. Test Research Instruments
InstrumentsThis research use the tools of the questionnaire in collecting primary data for this study using a computer calculation by **SPSS21.0** *for Windows.* The This study used a test test:

a. Test Validity
According Arikunto (2010: 144) Validity is a measure that indicates the levels of validity and validity instrumen.Uji validity is used to measure whether a legitimate or valid questionnaires. Research in said valid if it is able to measure the desired and can reveal the data of the variables studied precisely. Validity considered valid if it has a value of *Corrected Item-Total* Correlation>of 0.3 and a probability value (p) less than 0.05.

b. The reliability test
Reliability test is performed to measure the consistency CONSTRUCTS or variables of the study. In a questionnaire said to be reliable or reliable if someone answers to questions are consistent or stable over time. One questioner expressed realibel whenvalue *crobanch alpha* worth> 0.6. Reliability test in this study using Alpha formula as follows: (Arikunto, 2010: 192).

c. Assumptions Classical
Classical Assumption Test consists of a test multicollinearity, heteroscedasticity test and autocorrelation test.

d. multikolinearitas
Priyatno (2010: 81) argues that: Multicollinearity is a situation where there is a linear relationship was perfect or near perfect between the independent variables in the regression model. Multicolinearity test is required to determine whether there is a linear relationship between the independent variables in the regression model. Prerequisites that must be met in the regression model is the absence of multicollinearity.

Multicolinearity test in this research is to look at the value of Inflation Factor   (VIF) in regression models. According to Santoso   in Priyatno (2010: 81) "in general if VIF is greater than 5, the variables has multikolinearitas problems with other independent variables".

e. Heteroskidastity
Priyatno (2010: 83) argues that: Heteroskidastity is a situation where there's inequality variants of residuals for all observations in the regression model. Heteroscedasticity test is used to determine whether or not the inequality of variance of residuals in the regression model. Prerequisites that must be met in the regression model is the absence of symptoms heteroscedasticity.

To detect the presence of heteroscedasticity done by looking at whether there is a specific pattern on a scatterplot graph, where the X axis and Y had been predicted and X-axis is the residual (prediction Y - Y in fact that has been studentized).
 Basic decisions:
1. If there is a specific pattern, like dots (points) that there is a certain form a regular pattern (wavy, widened and then narrowed),   there have been heteroscedasticity.
2. If there is no clear pattern, as well as the points spread above and below the number 0 on the Y axis, then there is noheteroscedasticity.

f. Test autocorrelation

One of the requirements that must be met by the regression model is no autocorrelation. According Widayat and Amirullah (2002: 108) if autocorrelation estimator then kosekuensinya is still inefficient, therefore the assurance to be wide interval. Other consequences if the problem is left then the variance error autocorrelation bullies be *an underestimate,* which in turn use t test and F are no longer useable. To detect the presence of autocorrelation is of the magnitude of *Durbin Watson.* In general, the *Durbin Watson* could be taken benchmark by Priyatno (2010: 219) are:

a. DW figure below -2 means there is positive autocorrelation.
b. Figures DW between -2 to +2 means no autocorrelation.
c. Figures DW above +2 mean negative autocorrelation.

g. Multiple linear regression

Namelyto test or estimate of a problem that consists of more than one independent variable. In general, multiple linear regression equation can be written as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$

Description:
Y   = *Organizational Citizenship Behavior*
X_1 =Job satisfaction
X_2 =Commitment
  e   spam= Error*(errordisturbance)*   (Sugiyono, 2010: 221)

h. Test F

To determine whether there is real influence between independent variables with the dependent variable simultaneously used F-test with the following conditions:

1) H_0: $b_1 = b_2 = b_3 = b_4 = 0$ (no effect simultaneous real between the independent variables on the dependent variable).
   H_1: $b_1 \neq b_2 \neq b_3$ $b \neq_4 \neq 0$ (no simultaneous real influence of independent variables on the dependent variable).
2) Critical Value in the F distribution with a significance level (α) 0.05
3) Testing Criteria used in the F-test is:
   a) If $F_{arithmetic} < F_{table,}$ means that H_0 is received and H_1 rejected it means independent variables simultaneously does not have a real impact the dependent variable.
   b) If the $F_{count} > F_{table,}$ means that H_0 is rejected and H_1 accepted, which means that independent variables simultaneously have a significant effect on the dependent variable. (Sugiyono, 2010: 228)

i. The t-test

to determine the effect of independent variables partially on the dependent variable, t test with the following conditions:

1. H_0: $b_1 = b_2 = b_3 = b_4 = 0$ (there is no real influence of independent variables partially the dependent variable).
   H_1: $b_1 \neq b_2 \neq b_3 \neq b_4 \neq 0$ (no real influence of independent variables on the dependent variable partially).

2.   Significant level α = 0:05
3.   The criteria used in the t-test is:
   a. If $_t < t_{table}$ then H_0 is received and H_1 rejected.
   b. If $_t \cdot t_{table}$ then H_0 is rejected and H_1 accepted. (Sugiyono, 2010: 230)

10.   Coefficient of Determination Regression Analysis (R^2)

Used to determine the strength of the influence of all independent variables (X) on the dependent variable (y). Conditions used are: The value of R^2 (coefficient of determination) lies between 0 and 1. If the value of $R^2 = 1$ means 100 percent of the total variation in the dependent variable explained by the independent variable. If $R^2 = 0$ means no variation y be explained by X1 and X2.

5. Results And Discussion

5.1. description

In this study 50 questionnaires distributed at 100 responden.Rincian acquisition of the questionnaire in this study can be found in appendix data summary. Once the data is collected, then the data is edited *(editing),*coded *(coding),* and tabulate *(tabulating).*For further analyzed with the aid of a computer statistical program *SPSS for Windows Release 21:00.*

5.2. Respondents karakteristrik

Based on the research that has been conducted on 100 respondents, it can be identified on the characteristics of the respondents as follows:

a. Gender

Based on Gender, the respondents in this study were classified as follows:

Table 5.1 Classification of Respondents / Gender

No.	Gender	Frequency	Percentage
1	Female	35	70%
2	Male	15	30%
	Total	**50**	**100**

Source: Appendix 3, 2017.

From Table 5.1 it can be said that in this study the respondents consisted of as many as 35 women and men of 15 people. So that the conclusions drawn most of the respondents were female.

b. Age

by Age, the respondents in this study were classified as follows:

Table 5.2 Distribution of Respondents by Age

Number	Ageof Respondents	Frequency	Percent
1	20-29	21	42%
2	30-39	13	26%
3	40-49	11	22%
4	50-60	5	10%
	Total	**50**	**100**

Source: Appendix 3, 2017

Based on the above table it can be seen that the grouping is based on the age of respondents showed that respondents who have aged 20-29 years were 21 (42%). respondents had ages 30-39 were 13 (26%). respondents aged 40-49 years who had a total of 11 (22%). and respondents aged 50-60 years who had as many as five (20%) so that it can be deduced most of the respondents are aged 20-29 years were 21 (42%).

c. Pedidikan

Based on Latest Education, the respondents in this study were classified as follows:

Table 5.3 Occupation

No	Occupation	Freq	Percent
1	SD	2	4%
2	junior	13	26%
3	SMU	20	40%
4	Bachelor	12	24%
5	Other	3	6%
	Total	**50**	**100%**

Source: Appendix 3, 2017

Based on the above table it can be seen that the grouping is based on the latest education, there were 13 (26%) Junior, 20 (40%) of high school, 12 (24%) graduates, and 3 (6%) had recent education (including graduate and D3). Seeing the recent education respondents conclude most respondents are high school level 20 (40%) of respondents.

d. Old Working

Based on Old Works, the respondents in this study were classified as follows:

Table 5.4 Classification of Respondents / Working long

long work	Freq	Percent>
5 years	5	10%
years5-10	24	48%
11-20Years	15	30%
and Over20	6	12%
Total	50	100

Source: Appendix 3, 2017

From Table 5.2 it can be said that in this study who responded with long worked> 5 years 5(10%), 5-10 years as many as 24 (48%), 11-20 year as many as 15 (30 %), 20 and Over

6 (12%). Seeing conclude long working respondents most respondents are 5-10 years as many as 24 (48%).

5.3.   Variable Frequency Distribution Research

As mentioned before that there were 50 respondents were used in this study. While there are three variables mentioned, and each variable is composed of several indicators.

Based on these conditions, a description of the results of field research reported as follows:

a. Variable Job Satisfaction (X1)

Based on data collected from a questionnaire on job satisfaction, it appears that the frequency distribution of items such statements appear in the table below.

Table 5.5 Frequency Distribution Job Satisfaction

Item	Answer Options								
	STS(1)		TS (2)		BS (3)		S (4)		SS (5)	
		F%		F%		F%		F%		F%
X.1	-	-	1	2	8	16	24	48	17	34
X.2	-	-	1	2	11	22	24	48	14	28
X.3	-	-	1	2	8	16	26	32	15	30
X.4							1 2 1 2 9 18 25 50			

Source: Appendix 4 Processed (2017)

Job Satisfaction Questionnaire Variable consists of four items of questions. The highest score of '' Accept ', while the lowest score of' 'Strongly Disagree ''.

b. Commitments

The frequency distribution of items such as Komitme statement in the table below.

Table 5.6 Variable Frequency DistributionCommitments

Item	FeaturedAnswer								
	STS (1)		TS (2)		BS (3)		S (4)		SS (5)	
		F%		F%		F%		F%		F%
X2.1	-	-	1	2	9	18	20	40	20	40
X2.2	-	-	1	2	9	18	19	38	21	42
X2.3	-	-	1	2	6	12	22	44	21	42

Source: Appendix 4 Processed (2017)

variable commitment Questionnaire consisted of three items of questions. The highest score of '' Strongly Agree '', while the lowest score of '' Strongly Disagree''.

c. *Organizational Citizenship Behavior* (OCB) (Y)

Based on data collected from a questionnaire on *Organizational Citizenship Behavior* (OCB), it appears that the frequency distribution of items such statements appear in the table below.

Table 5.7 Variable Frequency Distribution *Organizational Citizenship Behavior* (OCB)

Item	FeaturedAnswer								
	STS (1)		TS (2)		BS (3)		S (4)		SS (5)	
		F%		F%		F%		F%		F%
Y.1	-	-	1	2	7	14	23	46	19	38
Y.2	-	-	1	2	11	22	21	42	17	34
Y.3	1	2	-	-	16	32	20	40	13	26
Y.4	-	-	1	2	11	22	23	46	15	30
Y.5	-	-	1	2	11	22	29	58	9	18

Source: Appendix 4 Prepared (2017)

Questionnaire variable *Organizational Citizenship Behavior* (OCB) consists of 5 items of questions. The highest score of '' Accept ', while the lowest score

5.4.   Test Validity

Validity is a measure that indicates the level of validity or the validity of the instrument by comparing the total value of items rhitung with rtabel. Tt The calculation results in the table below:

Table 5.8 Test Validity X1 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1.1	12.12	4.067,	792	,	743,811
x1.2	12,24,	3,860		861,879,	782
x1.3	12.16	3.933,		884,894,	776
x1.4	12,26,	4,686		440,207,	955

Source: Appendix 5 SPSS

Table 5.9 validity X2
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
x2.1	8.46	2,294,		823,690,	939
x2.2	8.44	2,129	,	910,839,	869
x2.3	8.38	2.363,		868,793,	905

Source: Appendix 5 SPSS

Table 5.10 validity Y
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple correlation	Cronbach's Alpha if Item Deleted
y.1	15.92	5.585,		695,560,	736
y.2	16.04	5.753,		580,488,	771
y.3	16.24	5.696,		524,409,	792
y.4	16.08	5,544,		675,506,	741
y.5	16.20	6.408,		496,456,	795

Source: Appendix 5 SPSS

From 5:21 table value *Corrected Item-Total* Correlation>0, 30 can be said to all of the data or whole grains questionnaire is a valid question.

5.5. Test Reliability

Reliability refers to a notion that an instrument is trustworthy enough to test the accuracy of the grains have a question in the research instrument. The results of the calculations obtained by using SPSS 21 shown in the table 4:29 below:

Table 5.11Test Reliability X1

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of
Items,872,	881	4

Source: Appendix 5 SPSS

Table 5.12 Test Reliability X2

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of
Items,935,	935	3

Source: Appendix 5 SPSS

Table 5.13 Test Reliability Y

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of
Items,805,	808	5

Source: Appendix 5 SPSS

from the results obtained in the above table above, the variable X1, X2 and Y can be said that the data used is reliable because the value of *Cronbach's* Alpha>0.60.

5.6. Regression

From the results of data processing using SPSS 21 is obtained regression coefficient as in the table below:

Table 5:14 Coefficient of Linear Regression
Coefficientsa

Model		unstandardizedCoefficients		Coefficients Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.079	1.255			3.249,002,
	Job Satisfaction		426,128,	385		3.321,002,
	Commitment		722,153,	545	4.707,	000

a. Dependent Variable: OCB

Source: Annex 6 SPSS

From the table above, the multiple linear regression equation that is formed is as follows:

$Y = 4.079 + 0.426 X1 + 0.722 X2 + e$

Remarks:

1. The value of a (constant) of 4079 means that if X1 and X2 constant then *Organizational Citizenship Behavior* (OCB) is approximately 4,079
2. the regression coefficient of 0.426 X1 job satisfaction job satisfaction showed that 42.6% have influence on *Organizational Citizenship Behavior* (OCB). This means increased job satisfaction effect of 1% would result in an increase *Organizational Citizenship Behavior* (OCB) of 42.6% and conversely a decrease of 1% would result in a decrease in *Organizational Citizenship Behavior* (OCB) 42.6% assuming constant X1.
3. Commitment X2 regression coefficient of 0.722 indicates that the commitment has the effect of 72.2% on *Organizational Citizenship Behavior* (OCB). This means an increase in the influence of price by 1% would result in an increase in purchases by 72.2% and conversely a decrease of 1% causes a decrease in *Organizational Citizenship Behavior* (OCB) of 72.2% assuming constant X2.

5.7. Test F

From the results of data processing using *SPSS21 for* windows, obtained the F test results in the table below:

Table 5:15 Results Test F (Test)

Model		Sum of Squares	df	F	Sig.
1	Regression	332.510	2	86.085,	000a
	Residual	90.770	47		
	Total	423.280	49		

Source: Annex 6 is processed in 2017

From the ANOVAb or F test obtained F count is 86.085 with a significant level, 000 for the probability (, 000) is much smaller than 0, 05 then the regression model can be used to predict *Organizational Citizenship Behavior* (OCB) to employees of SMEs.

While the F table with a significant level of 0.00 by 3.20. and DF2 = 47 (nk-1) of 3.20. This means that F_{count} F $_{table}$ (86.085> 3.20). From the above test results can be explained that Ho refused and Hi accepted. This proves that the variable of job satisfaction and commitment to *organizational citizenship behavior* (OCB) to employees of small businesses, and medium enterprises (SMEs) simultaneously influence.

5.8. T test

t test is a test that is used in order to explore each free variable influence on the dependent variable. The t-test results of this study as follows:

Table 5:16

Coefficientsa

Model		unstandardized Coefficients		Coefficients Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.079	1.255			3.249,002,
	Job Satisfaction		426,128,	385		3.321,002,
	Commitment		722,153,	545	4.707,	000

a. Dependent Variable: OCB

Source: Annex 6 is processed in 2017

to test the significance of the constants of each independent variable, then use the following hypotheses

If $_t$ <t$_{table}$ then H$_0$ is received and H$_1$ rejected

if $_t$> t$_{table}$ then H$_{0 is}$ rejected and H$_1$ accepted

From the above analysis results can be explained as follows:

a. t value for X1 (Job Satisfaction) is 3.321 while t table and the degrees of freedom df = (nk-1) is 1.667 with a significant level of 0.002. So that $_t$> t$_{table}$ (3.321>1,667). So from the above analysis can be explained that H$_{0 is}$ rejected and H$_1$ accepted, meaning that partial job satisfaction have a significant effect on *Organizational Citizenship Behavior* (OCB) to employees of SMEs.
b. T value for X2 (Commitment) is 4,707 while t table with a significant level of 0.000 and degrees of freedom df = (nk-1) was 1,667. So that $_t$> t$_{table}$ (4,707> 1,667). So from the above analysis can be explained that H$_0$ is received and H$_1$ rejected, meaning that partial

commitment have a significant effect on *Organizational Citizenship Behavior* (OCB) to employees of SMEs

From the description above it can be concluded that the commitment of the Organization more dominant influence on job satisfaction *Organizational Citizenship behavior* (OCB) to employees of SMEs.

5.9. Test Determination coefficient

coefficient of determination (R ^{2}) is the proportion or percentage of the total variation in Y explained by the regression line. The coefficient of determination is the square of the correlation coefficient, determination coefficient was used to determine the effect that occurs persetase of the independent variable on the dependent variable. Here are the results of the calculation coefficient of determination as the table below:

Table. 5:17 determinations Test

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
dimension0	1,	886A,		786,776	1,390	1,241

a. Predictors: (Constant), Commitment, Job Satisfaction

b. Dependent Variable: OCB

Source: Annex 6 is processed in 2017

From the above data it can be concluded that the value of R = 0.886a means relations x_1 and x_2 to y is very strong as it approaches a value of 1, while the value of R^2 of 0.776 means the ability of independent variables in explaining the diversity the dependent variable is equal to 77.6% and contained 22.4% diversity dependent variable explained by other factors.

5.10. Classical Assumption Test

a. Multicolinearity

multicolinearity is a situation where there is a very high correlation between the independent variables in the regression equation. To detect the presence or absence multicolinearity done by looking at VIF *(VarianceInflating*Factor),if VIF is more than 10, then the model does not happen multicolinearity. For more details can be seen in the following table:

Table 5:18
Coefficients,

Model		unstandardizedCoefficients		Coefficients Standardized			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	4.079	1.255			3.249,002,		
	Job Satisfaction		426,128,	385	3.321,		002,340	2,939
	Commitments,		722,153,	545	4.707,		000,340	2.939

a. Dependent Variable: OCB

Source: Annex 6 is processed in 2017

From the table above it can be concluded that the VIF smaller than 10 (2.9939> 10) then multicolinearity

b. Heterokesdastisitas

Heterokesdastisitas will result in the assessment of regression coefficients become inefficient. The diagnosis can be done with regard heterokesdastisitas residuals and predicted variables. If the distribution point in the plot were scattered around zero (0 on the Y axis) and do not form a particular pattern or trend line, it can be said that the model does not meet the assumptions heterokesdastisitas or regression model is said to be eligible to predict. Heterokesdastisitas tested using the scatterplot graph. Heterokesdastisitas test results shown in the figure below:

Based on these images can be seen that there is no heterokesdastisitas because there are no clear patterns and dots spread. The basis for decision making are:

- If there are certain patterns that form a particular pattern that is regular, then there heterokesdastisitas
- If there is no clear pattern and dots spread it did not happen heterokesdastisitas.

6. Conclusion

a. Job Satisfaction in the SME CV.Paradila and CV. Save Mas Lamongan has a significant influence on OCB based on the perceptions of employees. From the analysis, the result that job satisfaction (Co-Workers, Wages, Work Itself and Human Resources Development Program) and Commitment*(Affective,Continuance and Normative*commitmen)gives effect to the OCB in the company. Thus, the hypothesis is proven.

b. Job Satisfaction and Commitment simultaneous effect on OCB. This is evidenced by the simultaneous test (F test) in that the magnitude of F count> F table, this means that Ho refused and Hi accepted.

c. and test the coefficient of determination, amounting to 77.6% of OCB is affected by variations in the two variables used in the study, the rest is another factor. Job satisfaction is more dominant influence on OCB. This is evidenced by the regression coefficient greater job satisfaction than commitments based on research that researchers do

d. Organizational Commitment of the more dominant influence Job Satisfaction *Organizational Citizenship Behavior* (OCB) to employees of SMEs. This is evidenced by the regression coefficient and t test is greater than the commitment to job satisfaction based on the research that researchers do.

e. Classical Assumption multicolinearity test results showed that VIF is less than 10 then there multicolinearity (where there is a very high correlation between the independent variables in the regression equation), whereas heterokesdastisitas test there are certain patterns that form a particular pattern that is regular, then there heterokesdastisitas

7. Suggestions

1. For further research is recommended to expand the scope of research on the influence of job satisfaction and commitment to the OCB employee used in this study with other variables outside of these variables in order to obtain a more varied results and suggested metamorphosis digital direction HR.

2. For the management of SMEs dilamongan expected to maximize the commitment of employees. Due to reach and improve the productivity of employees working more urgently needed commitment and loyalty of employees. When job satisfaction and commitment given to the balanced then OCB on employees also increased.

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The Understanding of Character Building Values in Modern Indonesian Inspiration Novel Text by Indonesian Literature Education Student of UNISDA Lamongan
(Receptive Pragmatic Study)

Sutardi
Darul 'Ulum Islamic University of Lamongan, Lamongan, Indonesia
sutardi_rm@yahoo.co.id

Abstract

The purpose of this study is to describe the abiding values of character education in modern Indonesian novel inspired by students of Indonesian Education UNISDA Lamongan in the form of: (1) Honesty, 2. Religious, 3. Responsibilities 4. Think smart, 5.Healthy and clean, 6.Care, Creative and 7. the Mutual Cooperation.

The method used in this research is descriptive qualitative Pragmatic Receptive approach, the data in this study is the data about the value of education character. Source the data obtained from the documentation and informants. The data collection techniques do with documentation and interviews. Data were analyzed using interactive techniques Miles models Huberman.

Research findings can describe: Abiding by the values of character education in modern Indonesian novel inspired by Indonesian Education Department students UNISDA Lamongan in the form of: (1) Honesty, 2. Religious, 3. Responsibilities 4. Think smart, 5.Heqlthy and clean, 6.Care, Creative and 7. the Mutual Cooperation.
Keywords: values, character education, inspirational novel, pragmatic receptive

1. Introduction

Disclosure reality in literature through the medium of figurative language connotative has much broader capabilities in exposing the problems that exist in the literature society. Work not merely fiction. In accordance with nature, fictional obtained through a total understanding of the facts (Ratna, 2011: 23) .This provides evidence that the literary work is not simply wishful thinking or expression only. Work literature is fictitious, but it is worth. Creative arrangement of writers makes the values of life that does not give any impression, but delivered as an experience. Literature presents events to be experienced by the reader, and then literature is trying to be wise teachings for the reader. On this understanding, "the value in literature" can become a clear concept that the literary work is imaginative work in which to have the truth and the values of life (Eagleton, 2010).

Social phenomenon in the literary work will be useful to their educational value content. The value instinctively accepted by readers as the knowledge, insights, and information. Therefore, the educational value of a literary work must also be disclosed so that the reading is done completely.

Assessment values of character education in this study assumes that the literary work is a reflection of society and the presence of literary works not because there is no reason, but not in the present literary works of cultural emptiness. The literary work as a portrait of a human life is able to showing the theme of morality which contains kindness, honesty, and justice will prevail. The literary work can also be a response to the circumstances, social criticism, often carried out by the authors to fight for the marginalized, the excluded and oppressed always become victims of the development of science and technology that is less balanced by the development of ethics, aesthetics, and humanities (Herman J. Waluyo , 1994).

Literary works said to be useful when reading literary works, readers can draw valuable lessons, which contains the noble values and may be used to undergo life. There consideration didactic approach is an approach that is trying to find and understand the ideas, comments and attitude evaluative the author of the life. Ideas, responses and attitudes in this regard will be able to manifest in an ethical approach, philosophical, or religious, so it will contain values that are able to enrich the spiritual life of the reader (Aminudin, 1987).

Based on these views, education that value in the modern Indonesian novel will be more focused on value character education which is generally found in the literature. In the literature, there are various patterns of behavior, nature and character, as well as a picture of life that can

give direction to develop a virtuous good character. Contains of knowledge-knowledge that can be used as a lesson in life.

In particular the study The Understanding of Character Building Values in Modern Indonesian Inspiration Novel Text by Indonesian Literature Education Student of UNISDA Lamongan (Receptive Pragmatic Study) aims to find Abiding by the values of character education in Honesty, find the understanding religious values, values find the understanding Responsibility values, find the understanding values Thinking intelligently, find the understanding values of healthy and clean, find the understanding values of Caring, Creative and, find the understanding values of the Mutual Cooperation.

2. Discussion and Theory

According to Herman J. Waluyo and Nugraheni Eko Wardani (2008), the word "novel" is derived from the word *"Novellus"*new meaning. Novel by Burhan Nurgiyantoro (2007) derived from the Italian *novella.* Literally, it means a novel new small goods. According to him, the novel is a form of literary works once called fiction. Moreover, in development, is considered synonymous with fiction novel. In it there are always innovative discourses that draw attention reader. People always trying to get the latest news as an effort to increase knowledge in his life.

The novel is a work of Eko Wardani fiksi.Nugraheni (2009 :) said that the term used to describe works of fiction narrative side fusion between reality and imagination. As a work of fiction, the novel created by the imagination of the author. Imagination comes from contemplation to the problems life. Therefore, the novel can contain social phenomena that appear in it.

Panuti Sudjiman (1986) argues that the novel is a fictitious process that is lengthy, presenting figures and appearances in a series of events and background composed. The novel is much longer than a short story to novel can freely express something, more detailed, more detailed and more. Novel present something usually tells the life of a figure of since childhood to adulthood or the character has undergone a change of fortune in the structure that is long enough, Novel more detail in telling a story to illustrate the reality lived by the characters. It was very likely the breadth of stories that often undescribed freely.

While the word great inspiration Indonesian dictionary is something that can influence or inspire and excite, provide guidance, and give creative ideas (KBBI, 1989). More modern word refers to the genre of modern Indonesian literature that developed after the time of such take over novel. With literary inspiration of modern Indonesia can be categorized as a work of fiction in the form of novel whose content is able to inspire change for the better to the reader.

Literary and educational value has a relationship that tight. In many literary works on the teachings contained very useful for reader. Rene Wallek and Austin Warren (1993), taking the view of Horatius about literature on the area *utile* (useful) and *dulce* (fun) .Literary work has a beauty capable of entertaining the reader, which also contained the teachings very useful. Teaching in the literature as one of the efforts to develop codes of civilized behaviour and understanding luhur. Ajaran in the literary work is not done dogmatic, but inspiratif. Hal did this for their beauties of literature that delivers inspiration to explore the story in it to be applied in everyday life. In other words, there is no element of coercion that is received by the reader; the reader receives it with consciousness. Education without culture orientation will become barren and distant from the values of noble character people (Retno Winarni, 2008).

The literary work is said to be useful when reading these works, readers can reap a valuable lesson, and namely the existence of the great value that can be applied in consideration to undergo life (Wellek and Warren, 1993) .Value sublime contained in literary works can be opened views and provide insight to this region reader. On literature has a role and influence to the reader to provide learning about life.

Values education in literature not only realize forms saga. But education Thus, the value of the concept and the various dynamics that can be the meaning of the value of education in the work literature. Padas essence, there is something new understanding to the reader is a form of teaching which is not written. The teaching does not mean there should be teachers and a learner, but here reading literature is full of knowledge is separate from readers learning to be more sensitive to social phenomena.

This view of education itself is explained in great detail by Paulo Freire (2007) as an effort to liberate. These liberation efforts related to the ignorance that had been shackled Usually literary works are present in the midst of society contains insights that provide a variety of new inspiration in order to reduce pityness. Knowledge in the literature can be categorized as value education is very valuable.

Efforts to provide awareness to the reader space as a phenomenon socioculture also part of the concept of education, delivered implicit. Literary work phenomenon raised many existing oppression, which actually provides an illustration (transmission) that is where the reader to be concious. In knowledge arranged through a fictitious form that can brighten reader. On this regard, it is expected the works' literature can be as a teacher "that illustrate the phenomenon to be observed and understood by the reader.

According to Aminuddin (1987), the reading of literature can provide benefits (1) provide information relating to the acquisition of the values of life, and (2) ensuring that the view or insight into life as one of the elements associated with the provision of the meaning of life and increasing the value of human life itself. The literary work reveals about life issues that can be for the information of the reader. Information can make the reader insight increases.

With the insight and knowledge to increase the education received by the reader. Terry Eagleton (2010) says that by reading literary works will sharpen one's instincts and sensitivity to the reality. Reader readings of the literary form parallel circuits with life as literature involves life with KEB messages containing

Personal character is a stable attitude consolidation process results in a progressive and dynamic to act as living activities (Yahya Khan, 2010). A person's character is formed by the dala behavior patterns of everyday life as a reflection. Character is interpreted as a way of thinking and behaving that are typical of the individual to life, working in the sphere of family, community, nation and state (Muchlas Samani and Hariyanto, 2011). In view of the further, the character is seen as' the basic values that build one's personal, formed good because influence of heredity and the influence of the environment, which differentiates it from other people, as well as the attitude and treatment embodied in the daily life of the most important core day. On. character is formed by the values of human behavior associated with self, fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs ,

Their characters have noble values in the realm of life that need to be taught to generation's. Character building to be very important in light of the global aspects began to penetrate the boundary and interaction through various room.Values that exist in the family, community and the nation as a noble heritage began to be ignored in global activity. Influence in the realm of life can be overcome with a good character to fight even sustain the adverse effects of globalization (Maswardi Muhammad Amin, 2011) .With this, the characters need to be taught to create an identity and form generation successor in harmony.

According Saptono (2011), is a character education deliberate effort to develop good character based core policy objective for both the individual and society. Character education will direct a person to have the good manners to be useful for itself and its surroundings. Mental effect on the character education is the basis of the necessities of life. Character education teaches habitual ways of thinking and behaving that can help individuals to live and work so that they can be responsible (Yahya Khan, 2011).

Their character education is expected to have internalizing the character of a person in life (Steven Levy, 2012). With the inclusion of the person's value system will be most elements and fundamental to direct the deepest structure. A person's character is formed in the presence of a value system that is consistent with the social system as a complex system. Character education provides guidance on the elements of a person's awareness of living a life based on the views that can be accepted by the environment in the surroundings. Things do with the merits of the offer. Internalization for someone will give a very positive impact in providing direction. Internalization of character education made the effort to inculcate noble values are good to a person or group to respond to the dynamics of life (Maswardi Muhammad Amin, 2011).

The value systems become an important part of character education is seen as a reference .Value confidence to make choices based on conscience (Rohmat Mulyana, 2004). The inherent value of a person will push to determine right and wrong against life problems he is facing. A system of good value will make the character of a person in life can have an open and wise. It makes themselves can develop a culture of harmony always teach, guide, and nurture every human being to have the skills, character, and ability (Yahya Khan). It is very appropriate to be applied to young people, who are still susceptible to influences from outside,

Values can be identified through a pattern of behavior, mindset and attitude in a person's tendency to undergo activity (Rohmat Mulyana). In this region, the value of which will be owned by a person of character with their habits in life. According to the Ministry of National Education (in Steven Levy, 2012), the character is character, character, character, or personality someone that is formed by the internalization .With such, its manifestations can be seen in the participation

as a good human being in accordance with the structures and systems that exist. Behavior pattern, mindset and attitude into one's practice in a routine that the directives can be a character.

Meanwhile, in the direction and character of education policies and priorities emphasized that character education has become an integral part of efforts to achieve national development vision which long ka 2005-2025. Related to that to carry out the functions and purpose of the character education has been published Permendiknas number 23 of 2006 on Competency standards (SKL). When examined in depth, in fact almost every formulation of the SKL implicitly or explicitly, either at SKL SD / MI, SMP / MTs, SMA / MA and vocational, substance load value / character (Muchlas Samani, 2011).

Character education that provides subtle discourse of consciousness can be reached through the literary work. In literature there are many values that can be perceived as knowledge to the reader. The subconscious mind will absorb the values contained in literature through amazing to events. In the subconscious is stored all the memories and habits, all of a person's personality and self-image (Yahya Khan, 2011).

Education and character-building effort is inseparable from the education and cultivation of knowledge, or values. Character education is itself a lengthy process, which is a process of learning to inculcate noble values, character, character that is rooted in the teachings of religion, mores and Indonesian values in order to develop the personality of students to become human dignity, be citizens of the nation of character in accordance with the noble values of the nation and religion (Sardiman in Burhan Nurgiyantoro,).

Furthermore, talks about literature in relation to the formation of character by Burhan Nugiyantoro (2000) forming the attitudes and behaviors have a lot of people do. In fact, it is not uncommon that the impression that the study of literature is nothing but moral learning and values. It was not entirely wrong, but also not entirely correct. Various literary texts believed to contain elements of values that can be used as the raw material of education and character formation. Literary texts believed to contain a "doctrine" because of nonexistent authors write without any moral message *(message).*However, the emphasis on the material even rarely fatal: peserta students simply asked to identify morals and values contained in literary texts. In fact, should things nuanced noble values which would normally attitudes and behavior of the characters it is to be understood, reflected upon, and exemplified in the attitude and behavior of everyday life.

As according Muchlas and Hariyanto Samani (2011), there is a draft Grand Design Character Education is expressed in the values of a culture that developed in the formal and non-formal education, with the following explanation.
  a) Honestly, stating what it is, an open, consistent between what is said and done (integrity), daring as it is, can be trusted (trust) and do not cheat.
  b) Responsibility, task wholeheartedly, working with a high work ethic, strive to achieve the best performance, able to control themselves and cope with stress, self-disciplined, accountable for the choices and decisions.
  c) Smart, think carefully, act with the full calculation, curiosity is high, strive to achieve high performance, communicate effectively and empathetically to get along politely, to uphold truth and virtue, love of God and the environment.
  d) Healthy and clean, respect for order, regularity, discipline, skilled, keep yourself and your environment, apply a balanced lifestyle.
  e) Care, treating others with courtesy, acting polite, tolerant of differences, do not like to hurt anyone else, want to hear the other person, willing to share, not the person, do not take advantage of others, able to work together, to get involved in community activities , loving human beings and other creatures, loyal, peaceful in the face of problems.
  f) Creative, able to solve problems in an innovative, flexible, critical, dare to take decisions quickly and accurately, in an extraordinary display something (unique), has a new idea, want to continue to change, able to read the situation and take advantage of new opportunities.
  g) Mutual cooperation, willing to work with either, on the principle that the goal will be easily and quickly achieved if done together, not taking into account the power to share with others, want to develop their potential to be used to share in order to get the best results, do not be selfish.

In this study, character education is focused on the seven values of the characters according to the recommendations of the Curriculum Center of the National Education presented. Draft Grand Design Character Education reveals the values that were developed in a culture of

formal and informal education. It was together with the content of the overall meaning of a literary work.

With the character of such education, will direct and provide benefits in the process of civilizing harmony civilized man. Aspects such as knowledge, feelings, and actions will be more virtuous. It will be able to create harmony in the family, community, nation and state.

Education characters in literary works will awaken in the pattern of noble character traits. In the literature there are doctrines that give knowledge to determine the merits of the living. Literature provide indirect teachings, which can be rooted in a value system to be felt in oneself as the driving life principle. Value who became something abstract in literary works can be traced from reality.

To reveal the value of education in literature cannot be released with the study Pragmatic. Therefore, pragmatic approach puts attention to a study on the usability aspects of the work of this literature. Research appears, on the basis of purely structural dissatisfaction that sees literature as a structural only.The study of text considered only able to explain the meaning of the surface only in the research literature (Endraswara 2006 :).

Pragmatic approach gives primary attention to the role of pragmatic literature. .Approach of readers consider the implications of the reader through the various competences. Taking into account indicators of literature and the reader, then problems can be solved through pragmatics approach is how the public response to a literary work. The response here put someone as a reader explicitly or implicitly, both within the framework of synchronic and diachronic (Ratna, 2004).

Meanwhile Abrams gives his view that a pragmatic approach is a literary work is a form of means to convey a specific purpose in literature text. The aim is for example to express values or teachings special to the reader (Abrams, 1981).

Literary relations and educational value have a relationship that tight. In many literary works on the teachings contained very useful for the reader. This is in accordance with the opinion of Teeuw (1984) and Wallek and Warren (1993:) on pragmatic aspects in literature, taking the views of Horatius about literature in the area *utile* (bermanfaaat) and *dulce* (fun). The literary work has a beauty that is capable of entertaining the reader, which also contained the teachings very useful. This teaching in the literature as one of the efforts to develop codes of civilized behavior and understanding good. Teaching in the literature do not dogmatically but inspirited. Things done this for their beauties of literature that delivers inspiration to explore the story in it to be applied in everyday life. In other words, there is no element of coercion that is received by the reader, the reader receives it with consciousness. Education without culture orientation will become barren and distant from the values of noble character people (Winarni, 2008).

Value of character education in a study of the novels of inspiration to the students' understanding FKIP UNISDA Department of Indonesian can be categorized into the values:
1. the values of character education in honesty,
2. values, religious,
3. values of Responsibility,
4. the values of Think smart,
5. value Healthy and clean-value,
6. the values of Caring, Creative and
7. values of the Mutual Cooperation.

The results of the reception and understanding pragmatic students UNISDA Department of Education Indonesian toward novel inspired Modern Indonesia in accordance with the understanding of theoretical researchers proposed in a literature review that Panuti Sudjiman (1986) argues that the novel is a fictitious process that is lengthy, presenting figures and appearances series events and background are composed. The novel is much longer than a short story to novel can freely express something, more detailed, more detailed and more. Novel present something usually tells the life of a figure of since childhood to adulthood or the character has undergone a change of fortune in the structure that is long enough, Novel more detail in telling a story to illustrate the reality lived by the characters. It was very likely the breadth of stories that often undescribed freely.

While the word great inspiration Indonesian dictionary is something that can influence or inspire and excite, provide guidance, and give creative ideas. More modern word refers to the genre of modern Indonesian literature that developed after the time of such take over novel. With literary inspiration of modern Indonesia can be categorized as a work of fiction in the form of novel whose content is able to inspire change for the better to the reader.

Novel inspiration that made research work includes the novels of Andrea Hirata entitled, Laskar Pelangi, Habiburrahman El Shirazy titled Earth Love, Hani Naqshabandi titled Woman chained and Negeri 5 menara A.Fuadi work. Novels that inspired the student's understanding UNISDA shows the values of character education. The character education appears in the values of education in the insiparated novel.

In view of the educational value theory that the character is a stable personal attitude consolidation process results in a progressive and dynamic to act as living activities (Yahya Khan, 2010: 1). A person's character is formed by the dala behavior patterns of everyday life as a reflection. Character is interpreted as a way of thinking and behaving that are typical of the individual to life, working in the sphere of family, community, nation and state (Muchlas Samani and Hariyanto, 2011). While the educational values of characters that appear in the novel in accordance with the understanding of character education by Muchlas Samani and Hariyanto (2011), there is a draft Grand Design Character Education expressed in values developed in the culture of formal and informal education, with the following explanation ,

1. Honestly, stating what it is, an open, consistent between what is said and done (integrity), daring as it is, can be trusted (trust) and do not cheat.
2. Responsibility, task wholeheartedly, working with a high work ethic, strive to achieve the best performance, able to control themselves and cope with stress, self-disciplined, accountable for the choices and decisions.
3. Smart, think carefully, act with the full calculation, curiosity is high, strive to achieve high performance, communicate effectively and empathetically to get along politely, to uphold truth and virtue, love of God and the environment.
4. Healthy and clean, respect for order, regularity, discipline, skilled, keep yourself and your environment, apply a balanced lifestyle.
5. Care, treating others with courtesy, acting polite, tolerant of differences, do not like to hurt anyone else, want to hear the other person, willing to share, not the person, do not take advantage of others, able to work together, to get involved in community activities , loving human beings and other creatures, loyal, peaceful in the face of problems.
6. Creative, able to solve problems in an innovative, flexible, critical, dare to take decisions quickly and accurately, in an extraordinary display something (unique), has a new idea, want to continue to change, able to read the situation and take advantage of new opportunities.
7. Mutual cooperation, willing to work with either, on the principle that the goal will be easily and quickly achieved if done together, not taking into account the power to share with others, want to develop their potential to be used to share in order to get the best results, do not be selfish.

Results above have been adjusted to the rules of research that uses receptive and pragmatic approach undertaken by students FKIP UNISDA Indonesian Department.

3. Conclusion

Based on the findings of this study can be concluded that the results of the reception pragmatic undertaken by students FKIP UNISDA against novels Inspiration modern Indonesia shows the values of character education can clasified into seven types, Finding Abiding by the values of character education in honesty, values religious, Responsibility values, the values of smart thinking, values of healthy and clean, the values of Caring, Creative and values of the Mutual Cooperation.

Those values appear due to the themes of the novel inspiration requirement to educate the reader to the appropriate values of which exist in the community and is reflected in the novel teachings.

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The Understanding of Al-Qur'an Perspective about Character Building Education to TPQ Teacher
(The Study of Surat al-Luqman)

Ernaningsih

Darul 'Ulum Islamic University of Lamongan, Lamongan, Indonesia

Abstract

This study focused on two studies (1) How to understand the values of character education contained in the letter of al- Luqman, the teacher TPQ Sukodadi District (2) How the context of character education values contained in Surat al-Luqman with the development of students. The purpose of this study is to describe and explain about: (1) Understanding the values of character education contained in the letter of al-Qur'an, the teacher TPQ Kecamatan Sukodadi and (2) contextualization of character education values contained in Surat al-Luqman with the development protégé. The method used in this research is qualitative descriptive approach with hermeneutic interpretation. The Data in this research are the data about (1) the values of character education contained in Surat al-Luqman, and (2) contextualization of character education values contained in Surat al-Luqman with the development of students. Source of Data Obtained from documentation and interview. The technique of the data collection is done by documentation and interview. Data analysis techniques use interactive techniques. Validation of the data using triangulation, triangulation theory, data, and methods. The findings of the research can be Described as follows: (1) The understanding of TPQ teachers on the value of character education in Surat al-Luqman includes, martyrdom, gratefulness, filial morality to both the Parents, and Moral Being Honest and Fair, (2) Character education contextualization of values contained in the Al-Luqman's letters with the development of students includes: through exemplary, through experiential simulations (experiential learning), icons and affirmations, and the use of metaphors.
Keywords: perspective, al-Qur'an, education, character, letter al-Luqman, and hermeneutics

1. Introduction.

Education according to national education law no. 20 of 2003 states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, ahlak noble, as well as the skills needed him, society, nation and the State (education Law, 2003).

John Dewey represent the flow of modern educational philosophy formulate *education is all one end beyond it*self, education is everything simultaneously with the growth, education itself does not have the ultimate goal behind him. In this growth process of children develop themselves to a level that more perfect or *lifelong education,* in terms of education lasts for life. Education is a fundamental human phenomenon in human life to deliver a human child into the world civilization. Also an existential guidance humane and authentic guidance, so that children recognize the unique identity, and the last have and continue or develop social legacy of previous generations, to be built through reason and experience (Kartono, 1997).

Education in Islamic teachings has meaning *al-tarbiyah, al-study groups', al-ta'dib. At-tarbiyah* derived from words *robba-yarbu* that has meaning to grow, grow and develop, Rabiya-yarbu is great, *Rabba-yarubbu* which means repairing, master of affairs, guiding and nurturing. While *al-study groups* that have meaning that provides *knowledge,al-ta'dib* that foster moral and aesthetic attitude that refers to human dignity. Education in Islam not only laid the foundations of intellectuals. But further education in Islamic work in the area of quality improvement in achieving moral integrity of people or noble character in accordance with the aim of Islamic education leads people become caliph fill ardhi whose top is to achieve happiness in this world and hereafter with the guidance of the Qur'an and Al -hadits.

Character education is moral education that essentially is teaching program that aims to develop the character and temperament of children in a way meghayati values and beliefs of society as a moral force in his life through honesty, trustworthy, disciplined, and the cooperation stressing the affective (feeling / attitude) without leaving the realm of cognitive thinking rationally, and the realm of skill is a skill, process data, opinions, and cooperation. Character is the character of a special nature for someone to act polite and respect the other party which is reflected in the

behavior of his life. The character is the entirety of encouragement, attitude, decisions, habits and moral value of a person, which are covered by a policy term (Zubaidi, 2011).

In connection with the character education in Islam described in the Qur'an as a primary source, and the source of power that should be owned by every human being, so they do not go astray against what they know in the field of religion. Some examples of moral education and worship in the show to the people in Al Qur'an that is often used is the advice luqman references to his children contained in Surah Luqman verse 12-19.

Therefore in this study will try reviewing the values of character education in the Al-Luqman. This study is based on an effort to understand and explore the values of characters in the letter. The approach used in this study examines using hermeneutic perspective. Hermeneutic perspective is used to obtain data acquisition methodology can be justified by scientific data. Therefore, the procedures of scientific research using this approach for a hermeneutic perspective, used to interpret and analyze objects that have a certain interpretation of research to a research data. Given the Muslim civilization is a civilization of text in which all activities are either in the form of trust, public policy and the provisions of the public and all legal provisions were based on two sources of primary and secondary texts, namely the Al-Quran and Al-Hadith.

2. Theory and Discussion

Etymologically, the word character (English: character) is derived from the Greek (Greek), namely charassein which means "to Engrave" (Ryan and Bohlin, 1999). The word "to Engrave" can be translated sculpture, painting, carving, or inscribe (Echols and Shadily, 1995). In Indonesian Dictionary the word "character" is defined by character, psychological traits, morals or manners that distinguish one person to another, and character. Characters can also mean letters, numbers, spaces, special symbols that may appear on the screen with the keyboard (MONE Language Center, 2008). Characterless person means a person with personality, behavior, character, temper, or disposition. With significance as it means the character is identical with the personality or character. A personality trait or characteristic or characteristics of a person who comes from formations received from the environment, such as family during childhood, and also congenital (Doni Koesoema, 2007). Along with this understanding, there is a group of people who found the good and bad of human character has become congenital. Luggage soul is good, then it will be characterized by a good man, and vice versa if the default ugly, then it will be characterized by an ugly man. If this argument is correct, then the character education is useless, because it would not be possible to change the character of the person who has been taken for granted. Meanwhile another group of people different opinion, namely that character is formed and pursued bias, so that the character becomes very meaningful education to bring a good man can character.

As in the study's findings to the letter of al-Luqman found some character education concepts related to the formation of human personality character. Such findings can be explained as follows:

2.1 Akhlaq Thankful

Gratitude is the cornerstone of one's personal character therefore offers our grateful praise to God is the giver of favors, on the virtue of giving and kindness given to us (Ahmad Faried 1995). Realization of gratitude slave includes three pillars, namely, the enjoyment is bathiniah recognize, acknowledge with lahiriyah, and use it as motivation to increase the worship of Allah. Thus, gratitude is a fusion between the behavior of the liver, oral and limb. Heart to ma'rifat and mahabbah, as pecetus verbal praise and flattery and limbs used as a media executive of gratitude itself and prevent it from doing ma'siyat to God. As outlined in the letter of al-Luqman verse to 12. Based on the interpretation taken from Commentary Hermeneutics by al Imam Abu Ismail Ibn Kastir ad fida Dimasyqi described as follows; Salaf Ulema disagree about luqman, whether he is a prophet or whether pious servants alone, Shu'bah has narrated from al-Hakam, from Mujahid, that Luqman was a pious servant, not a prophet. Al A'masyi said Mujahid has said that Luqman was a black slave from Abyssinia, thick-lipped, big-footed. He was a qodi among the children of Israel.

Besides Mujahid said Luqman is a qodi among the children of Israel in the time of Prophet David as Ibn Jarir said, have told us Amr ibn Qais who said that Luqman was a black slave, thick lips, and bertelapak feet wide. Asar mentioned in the ghorib sourced from Qatada at narrated by Ibn Abu Hatim, mentioned that my father had told us, have told us, al-Abbas ibn Walid had told us Zaid Ibn Yahya Ibn Ubaid al Khuza'i had told our Bashir Ibn Sa'id, from Qatadah who said that God told Luqman choose between wisdom and prophecy. The judge then Luqmanul not wants to

vote prophetic. Qatada continued by saying, that then Gabriel came to him while he was tiddur. Gabriel sprinkled or sprayed him him that wisdom. In the morning Luqman can utter words of wisdom.

According Arubah Ibn Said, from Qatada respect to the meaning of the word Allah al letter Luqman verse 12 *"walaqod Ataina Luqmanal Wisdom* "that the purpose of the wisdom is knowledge of Islam, and he is not a prophet who was given the revelation, be explained again the wisdom here is the science of understanding and expression. Next is *"AnisykurLillah"* that we told him to be grateful hello to Allah SWT for what has been bestowed on him in the form of virtue in particular is only given to him and not someone else contemporaries. *"Waman Yasykur fainnama yasykuru*linafsihi" the true benefits and rewards of thankful it was back to the culprit, because Allah says in Surah ar Rum: 44 which means "and anyone who work righteousness for they themselves then they set up (where the fun)". And in the next paragraph *"Wamankafara fainnaallaha ghoniyyun hamid"* meaning "and whoever is ungrateful, verily God is rich again maha commendable" according to Ibn Kastir mahakaya ie, requiring no servants. And no shortage, although they are not grateful-pleasure. Seandain kepadanya semua penduduk pleasure earth disbelieves, then verily He mahakaya of selainya, none but Him, and we worship none but Him.

2.2 Ahklak Faithful

Believers are believed something that requires careful justify it, which makes the quiet life and be a net confidence of vacillation and indecision (Taufiq Ahmad, Muhammad Romadi, 2010: 12). Abu Bakr al-Jaziri in the books of Aqeedah al-believer, that the believer is a truth that can be accepted easily by the human intellect, revelation (which is heard) and the nature of truth in patrikan adalam heart, and rejected everything that is contrary to truth (Azyumardi Azra et al, 2002). Character education about the teachings of their faith and myakini truth of God is described in a letter to al-Luqman in paragraph 13 as follows: Meaning: And remember when Luqman said to his son, when he gave a lesson to her son "thou shalt not, O my son to Allah, verily ascribe (Allah) is truly a great cruelty ".

While the hermeneutic interpretation made by Ibn Kathir as follows. That in this verse, tells the story of Luqman's advice to his son. Luqman is Anqa Ibn Sadun son, and his name is the suggestion, according to an opinion in Baihaqi narrated by Faith. Mention Allah Luqman story as good, that He has given wisdom; and Luqman advised his son who is her baby, it was natural he give to those most in kasihinya most important thing from his knowledge.

Luqman first message to his children is to emphasize the education of monotheism which he should worship Allah SWT, do mempersekutukannya with anything. Then Luqman warns her that the deed to Allah is the greatest act of persecution.

2.3 Morals devote to both parents

Many verses in the Qur'an explain and encourage devotion to both parents and mempergaulinya in the world, one of which is in the letter al-Luqman verses 14-15, which means as follows; Meaning: And we told people (in order to do good) kapada both his parents, his mother had conceived him in a weakened state that increase steadily, and weaning at the age of two years. Thank kapadaKU and to both parents, only to ME your return. Verse 15 means: And if both of them force you to ascribe ME (god) with something you do not know the science of it, you shall not obey both of them, and pergaulilah keduannya well, and follow the people who come back to me. Then just me where is your return, then will I inform you of what you used to do.

Parents are comprised of mother and father was very instrumental in this life, as well as the first in a family establishment as well as those who care for and love his children. They are key in the development of children, especially in infancy in the hands of his parents. Because at this young age almost the entire time the child was near the elderly and dependent to him. As caregivers and educators of children in the family, parents can affect the growth and development of children, and the parents who can find out carefully the changes that occur in children, the child's needs such as food, clothing, health care, attention and affection and a sense of security. And many more roles of parents in all aspects of life, therefore Allah says in the letter al-Luqman being leveled at the messages of Luqman to his sons and to all humanity in order to do good to his parents. Namely in the letter of al-Luqman verse 14-15 that Luqman advised his son to be loyal to both the mother and father. In the other verses also mentioned a lot in the arm with the command to worship God alone and devote to both parents.

2.4 Morals Honest

Honest is a statement of what it is, an open, consistent antara what dikatakan and do (integrity), daring as it is, can be trusted (trust) and not cheating (Samani, 2011). Meanwhile, related to the attitude of fair behavior of someone who is able to put himself in proportion before others and the environment. Good environment itself even with God. In connection with this honest and fair attitude in the letter of al-Luqman is illustrated in verse 16 as follows. Verse 16; Meaning: O my son, jika no (deed) weight of a mustard seed and be in a rock or in the heavens or in the earth, Allah will give him (children) Allah is smooth and Maha understand.

As Ibn Kathir hermeneutics related commentary in this paragraph luqman advised that the actual act of persecution or any small sin, such as a mustard seed Allah will bring in return. This means that God must menghadirkanya on the day when the balance of deeds has been installed and retaliatory deeds accomplished. If someone's good deeds, then balasanya well, and if someone's bad deeds, then return bad anyway. In subsequent Zarrah if it were in a sheltered place and closed the meeting which is located inside a large stone, or flying in the air, or terpendam in the earth Allah surely bring and membalasinya. For indeed, for God nothing being hidden goods amounting zarrahpun, whether in heaven or on earth. Karen's why God says "Truly God is subtle omniscient". 16. Luqman

2.5 Ahlak Patience

Patience According to the Salaf Salih etymology is to prevent and restrain. While the terminology is defined as an attempt to hold jiwa dari grief and anxiety, spoken of pitting pain and limb from hurting themselves as slapped cheek, chest memukul and others. (Faried Ahmad, 1995).

There is another opinion that says "patience is one of the main ahlak souls, which denganya person restrained of all the works that are less good. Patience is the strength of the soul, as the joint kelurusan and nobility of behavior. Dzun Nun al-Misri said: patience is abstain from irregularities, quiet when they swallow the bitterness of the disaster and appeared always rich liver or tolerant, although poverty coloring life "(Faried Ahmad 1995). Verse 17: Meaning: Luqman said, "My son, be steadfast in prayer and command that (human) man doing good and forbid (them) from the evil deeds and patience with what happened to you. Verily it includes things that are required (by Allah). In this verse again Luqman said to his son with the message "*sholata aqimis* wa" meaning and establish the prayer, the prayer in accordance with the restrictions, fardhu-fardhunya, and their timing. *"Wa'murbil ma'ruf Wanha annealing evil" means*, command (humans) are doing good and preventing (them) what is wrong. I.e. according to the ability and capability according to strength. Wasbir alaa maa ashobaka, and be patient terhadapa what happened to you. Please know that in doing commanding the good and forbidding mungklar to humans, surely you will receive interference and ill-treatment of them, that's why you have to be patient with their disorder. Luqman advised his son to be patient in running order commanding the good and forbidding unjust it. who proceed with the sentence, "Inna Fi Dhalika min Azmil age" indeed that it includes things that are enjoined (by Allah). Namely that such attitude patient in the face of human disorders including things enjoined God.

2.6 Ahlak noble character not overbearing

According Lickona (in Saptono, 2011) there are two fundamental policies needed to form a good character, namely respect (respect) and responsibility (responsibility). Both the life policy merupakan fundamental moral values that should be taught in the formation of character. Therefore the two forms will shape the behavior of someone whose noble character and not overbearing in attitude. As well, the Qur'an Surat al-Luqman, verse 18 and 19 are described as follows. Verse 18 means: And do not turn your face away from men (for pride) and and do not walk in insolence through the earth. Allah does not love those who are arrogant boasting. Verse 19 means: And you're within walking simplify and lunakkanlah voice. Indeed, bad voice is the voice of donkeys.

3. Conclusion

This study can be concluded from the formulation of the main issues, namely (1) How the values of character education contained in the letter of al-Luqman verse 12-19, (2) How kontekstualiasasi educational values of characters contained in the letter of al-Luqman verse 12-19 with the development of the students.

The values of character education contained in the letter of al-Luqman verse 12-19 are as follows: Character wisdom, gratitude Character, Character Kufr, Faith Character, Character kapada dutiful parents, relegius Character, Character patient and courteous character. While

kontekstualiasasi educational values of characters contained in the letter of al-Luqman verse 12-19, with the development of the students is: Through the example, through simulation practice (experiential learning), through icons and affirmation, Through the use of metaphor.

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Gender Understanding in Literature Text Writing to Gresik Artist

Tsalis Abdul Azis

Darul 'Ulum Islamic University of Lamongan, Lamongan, Indonesia

Abstract

The purpose of this study is to describe: (1) the author's view of gender, (2) the literary structure of the text, (3) the author's struggle in gender equality, by the writer Gresik. Research on literary texts written by writers' gresik Began in 2017. The method used in this research is descriptive qualitative approach with genetic structuralism, and gender. The Data in this study is the Data of the author's world view, the text structure, and, the struggle for gender equality. Source of Data Obtained from documentation and informants. The technique of the data collection is done by documentation and interview. Data analysis techniques use interactive techniques. Validation of the data using triangulation, triangulation theory, the data and methods. The findings of the study can be Described as follows: (1) Gresik literary views on gender. (2) The text structure is a reflection of gender issues (3) The struggle Gender equality is Characterized by the absence of gender justice in the form of marginalization, subordination, stereotype, violence and excessive workloads between men and women, gender justice struggles include, discrimination of gender roles, improving the quality of Javanese women in the field of education, independence and female domination, and the resistance of women's image in patriarchal culture.
Keywords: Gender, literary texts, gresik writers, gender perspective.

1. Introduction

Shape disclosures social reality of people's lives in literature through the medium of said language is figurative and connotative have a much broader ability to see the problems that exist in society. Keep in mind that the literary work is not purely fictional existence. In accordance with nature, fictional obtained through a total understanding of the facts of reality that occur in the environment community (Ratna, 2011: 23). It gives an overview of evidence that the literary work is not just wishful thinking or mere expressions of its man of letters. It refers to that literature is fictitious, but it is worth. Creative arrangement of writers makes the values of life that does not give any impression, but delivered as an experience. Literature presents events to be experienced by the reader, and then literature is trying to be a wise teaching for the reader. On this understanding, "the value in literature" can become a clear concept that the literary work is imaginative work in which to have the truth and the values of life (Eagleton, 2010: 25).

Basically the literary work is the result of the interplay between social and cultural factors as well as the imagination of the author. The social structure is a relationship between individuals, and the individual's relationship with the environment (Wardani, 2009: 56). The discourse that appears in the novel in Indonesia cannot be separated from the perspective of the problems that affect women as a social phenomenon. The history of the development of literature in Indonesia noted that novel that reveals problems feminist literary criticism has emerged since the 1920s, by lifting a major problem recurring, namely opposition forced marriage and the problems emancipation of women that is characterized by the emergence of novels that give a discourse awareness for women in existence. This is done in an effort to end discrimination against women (Sugihastuti, 2002: 31).

The phenomenon of the picture of the discrimination of women and gender equality seen in the novels in Indonesia in force Balai Pustaka, among others *Azab and the Passion* (1921) works Mirari Siregar, *Siti Nurbaya* (1922) by Marah Rusli, *Asmara Jaya* (1926) by Adi Negoro, *One Orphanage* (1928) by Abdul Moeis, *No End in distress* (1929) by Sutan Asjahbana, *If Not Lucky* (1933) by Basil, *Sinking Ship Van der Wijck* (1936) and *under the Protection Ka'bah* (1938) by Hamka *Andang Midshipman* (1942) Soetomo work Djauhar Arifin, and *Broken Missing Changes* (1950) Subro Zunaidah work.

Likewise, a novel that reveals gender and women's emancipation continue to evolve in the New Poet novels until the current period. Novels, among others *sail* (1937) by Sutan Alisjahbana, *Fetters* (1940) works Armyn Pane, *the Fall and the Heart* (1950) S.Rukiah work, *Pujani* (1951) Supangat Walujati work, *On A Boat* (1973) works NH Dini, *Sri Sumarah and Bawuk* (1975) written by Omar Khayyam, *she quipped* (1983) works Moron Kelana, *La Barka* (1976), and

Departure (1977) written by Omar Khayyam, *Ronggeng Paruk Hamlet* (1982), *Bekisar Red* (1993) by Ahmad Thohari, *Saman* (1998) by Ayu Utami (Sugihastuti 2002: 34).

The phenomenon of the struggle for gender equality voiced in the literature so far, provide separate education to the community. Not infrequently literary works serve as a medium of learning for the values offered are excellent to motivate Indonesian women in demand and to determine issues of gender dynamics in society. This suggests that the literary phenomenon that has implications for the dynamics of women's education in Indonesia should not be eliminated, but need to be raised into a comprehensive research on the gender perspective and the extent to build critical thinking to the actualization gender equality.

In connection with the above phenomenon research seeks to uncover the extent of the forms of literary works written by writers gresik represent the values of a gender perspective. This is important in an effort to legitimize the role of writers in the share of advocacy campaigns for gender, it is necessary once the study was conducted.

2. Theory and Discussion
2.1 World View Author

Concept of world view here associated with the theory of structuralism genetic link the thinking authors, author biographies, works ever written by authors, social groups where writers interact, intellectual author and education level of the author (Sutardi, 2016; 76), This is consistent with the theory put forward by Lucien Goldmann that the author's view of the world, is always associated with the structure of literary works and social structures (Wardani, 2009: 154). In research to reveal the world view the authors in the study's findings are based on data from interviews of researchers to share resources related to the subject of collective author or community becomes a social environment the authors, because the community authors are intimately affect thinking authors in exposing the problems that developed in the social group living environment that developed around it.

Basically, after doing the study, researchers looked at a group of social, thinking and social interaction writers Gresik, historically the most powerful influences affect the world view the author is (1) view of the attitude of humanism associated with gender issues that are affected by environmental problems of social communities. Gender equality is wrapped in the Java community ethical social culture that upholds the values of humanization. This value appears due to the awareness of women and men on the importance of social relationships both. Women in the public area is not really matter, women in the region domestic not become a serious problem. Both bias each other in balance without forgetting the nature of humanity.

> **Larut**
> *Barangkali engkau belum juga berbenah,*
> *Seperti ketika matamu begitu begini sombong*
> *Untuk menghardik kucing*
> *Yang sedang bernyanyi tentang kepasrahanya*
> *Untuk menyambut kesunyian*
> *Dan kau menginginkan kebisingan*
> *Sampai aromamu penuh dengan*
> *Suara terompet-terompet kecemburuan.*
> *Lalu sudah larutkah engkau setelah malam menghajar tubuhmu?*

The work Aji S Ramadan, the value of gender in the poem is exposure unfair attitude towards the nature of life that lies in the first stanza. Cats are positioned as beings that have a role in the level of human values comparable to natural law. Symbolization laws pursued by the poet as power according to the observations of the social environment. Women and men are God's people, just as Destiny them women and men.

As a writer living within the Java community, social humanism principles of Javanese in this poem is not only seen on the relationship with other human beings, but the Javanese believe that harmony harmonious relationship between humans and the environment. Treatment Javanese attitude to the social environment is a form of appreciation of the values of trust Javanese. Regarding the Javanese mystical view that puts humans Java appreciate human relationships does not see the difference. Despite the differences in social status, but the difference is the form of awards and accolades relationship Javanese society.

> **Weton Wotan**
> *Ular itu tak juga tergoda*

Walau sejarah moyangnya membuat kau
Dan aku betah memegang cinta.
Memegang pundak luka
Yang membuat kita ada.
Ular itu tetap milik kita, selain bunga.
Tetap cantik sisiknya, biar ia kerap terluka
Di gelaran yang kian alpa
Di penyampir purba
Di serat cinta yang kian kalah

Symbol *beautiful* synonymous with female identity that reflects the beauty of the face. Association in this poem imaged on animals expressed mythology. This is evident in the first paragraph that mythic snake in a variety of viewpoints. (2) The view of the world's emerging gender radicalism influenced the writers have the spirit of association metropolis, influenced by the ideas of the liberal gender. Three writers have toward radical world view of gender equality had a background in a different education. So that the influence of thought modern and ragak nylenah in the fight for gender equality seems straightforward at all.

Dari jalanan
Kami telah memutuskan untuk memotong
Alat kelamin suami-suami kami, yang telah
Membikin kami bolak-balik melakukan abortus
Dari jalanan aku kuburkan potongan alat kelamink
Dan mayat anak-anakku.
Dari jalanan pula
Aku mainkan yang bisa: Berlari dan makin berlarian

Mardi noble poetry works above, the phrase impression that delivers power according to its own look at, Cutting husband sex is an attitude that portray the dissatisfaction of the opposite sex, we can even portray as an attitude of life imbalance between women and men. A woman's rebellious attitude to seek the values of justice and equality.

2.2 Text Structure

Structure literary texts in the fourth Poetry Gresik are a thematic structure that centers on characters and themes of poetry. Prominent buildings and thematic poems in this case centered on a thematic story or narrative poetry. If due, thematic figure is a thematic interwoven narrative stories that have developed conditions complicated situation, problematic well with the other characters and the environment. Thematic figure in the narrative poem story is a picture of social beings who interact with the other characters and the world as fair man in real life, although the interaction between characters in the story is the imagination of the author (Wardani, 2009: 182). The structure of the text in the genetic structuralism approach centered on the hero character. Hero character in question is a character who has an important role experiencing problematic among other characters and their world. Although interaction between actor and his world is imaginary, but the relationship is like in a real social life. This hero figure in view of the genetic structuralism figures who seek the values of the authenticity of the world to seek the truth values that are believed by the author.

Sehabis Bercinta: Kartun April 1995
Dengan perumpamaan apa pun
Tak akan bisa aku rangkum kegairahan cintamu
Titik air di gelas membasuh di lidah
Kerongkongan dan nafas menjadi segar
Setelah itu, seekor kuda jantan merumput
Sambil sesekali menjilati punggung betinanya

Symbol of equality which shows the value of love culminates on a horse licking the female's back. Lick symbolized as a form of equality that is implemented into a love of sharing.

Rahasia
Si guru mendekat padanya. Jenggot dan kumis si guru yang putih menggeseri cuping kupingnya. Dia merasa kikuk. Tapi suara si guru lebih menggoda daripada apa yang dirasakan di kulit: "dengarlah, jangan

pergi, sebelum kau tahu rahasia cerita si burung."

Human organs gave rise to portray masculinity for men, perhaps even excite the taste of the femininity of women to make objects life satisfaction.

Thematic figures in fouran of letters Gresik poetry is the expression of the world se author. The fourth main character is a manifestation of the author thought about the social life of a particular social group interactions contrasted copy. These figures are those of the authors about how the social dynamics of gender among certain social groups of *small communities* and *Power.* Thought patterns of social relationships between small communities and *power* this gave birth to the world view of social humanism and radicalism associated problems *gende*r. Hero character relationships with other characters in this novel can be described as the world outlook Expression Center for Social Humanism and radicalism to the issue of *Gender* and Relationship with Other thematic figures.

2.3 Struggle author gender equality, by writers Gresik

Literature although as a work of imaginative authors, but literature does not come just like that, in a sense in a situation of emptiness, but the literature was born on the creation of the author of the social problems of cultures that occurred in a group of people. Given the author is part of a certain group of people in which the author was alive. In the social and cultural dynamics between the author and cause social group interaction and response in the personal view of the author on the problems that occur in the social and cultural environment

In view of the structural theory of genetic, social dynamics are driven by the social structure is the element of creation of literary works. As was stated Taine (in Wardani, 2009: 56) that literature is not just an imaginative game that is personal, but it is a procedure for recording era. This means that the literary work is built from patterns of social and cultural interaction of a community group that represents the social and cultural life of society at a certain time. The position of the author as a member of a social group of a particular society, affect his personal vision in assessing the dynamics of social relationships occur structure. The vision of the authors of their social environment will appear in the image of the social structure that was built in the world of literary texts.

> ### *Wanita yang kencing di Semak*
> *Wanita yang kencing di semak*
> *Takut apa, jengah apa?*
> *Kerumitan-rahasianya terbuka*
> *Pada rumput, batu dan tanah*
> *Bayangan pun tercetak lewat genangan*
> *Yang dikucurkan penuh was-was*

In poem this women also have equal to men in terms of day - to- day behavior. We often see men urinating in the bushes. However, women also have the same right to do so without having to think about the taboo.

> ### *Subuh*
> *Di ranjang, kau berkata padaku: "tuan Bolehkah aku meminta waktumu?" sayangnya,*
> *Aku tak sempat menjawab.*
> *Cuma lewat kelambu*
> *Yang biru muda campur kuning, sempat aku*
> *Melihat ada yang menetes: "itu embun ataukah*
> *Kelenjar bulan?"*

Symbol *bed* raises the image of erotic values in life. In these poems, erotic intermingled with a variety of symbols such as *mosquito*nets.The interpretation that emerges is a mosquito net that gave rise to degradation excitement attitudes towards women.

> ### *Subuh*
> *Di ranjang, kau berkata padaku: "tuan*
> *Bolehkah aku meminta waktumu?" sayangnya,*
> *Aku tak sempat menjawab. Cuma lewat kelambu*
> *Yang biru muda campur kuning, sempat aku*
> *Melihat ada yang menetes: "itu embun ataukah*

Kelenjar bulan?"

Targeting a human activity undertaken. Those activities are done in a way that it is directed to something that is a member of the human body. Body interpreted as a mirror of courtesy that must be on guard of honor. *Targetting* a correction activities on human behavior as well activities that can be done by humans, but not for activities other than humans, such as animals. A comparison of the *targeting* word, namely *temples.* Literally in maknai as part of human body parts located on the brow.

Ketam
Dan di antara kamar itu/bundamu sibuk
menggunting *dan* ***menjahit*** *balik perut*
bapakmu.
Seperti perajin yang cakap bundamu pun
menaburkan benih matang….

There are two metaphors associated with word *stomach* that can be interpreted literally as a member of the body that serves as a food storage bag. However, why belly stitched and trimmed? Mardi luhung seems to want to express new things that are connotative. Symbolized stomach pouch accommodates all forms of foods. While the food goes into the stomach of course derived from the positive and negative, in the sense of halal and haram.

However, on the other hand there is a line that says *your mother also sow the seeds* mature. It can also be interpreted as a hope to get good offspring (mature seeds), or perfect. Meanwhile, why scissors and sewing in the abdomen associated with the father? There could be the meaning of the affair in the household. It is strengthened by cutting out and sewing word that can be described as unpacking to see what was happening, and sew to whitewash anyone.

Takziah Istri
Dan di hutan bambu itu, aku melihat matahari turun dan terbelah sama persis.
Yang satu mirip kuldi. Satunya lagi tak pernah aku kenal. Apa itu jamu atau tuba?
Dan ketika menjilatnya, mendadak aku menjelma sekuntum teratai. ***Teratai*** *merah*
menyala. ***Teratai*** *yang di hari-hari ganjil mewarnai* ***bibirnya.***
Dan membuat senyumnya begitu indah. Senyum yang kini telah menjadi milik bukit
onik. Bukit onik
yang goyang karena tertakik. Tertakik oleh sebaris taklimat: "percayalah, dia selalu
menampik tulang rusuk lelaki yang tak ermat"

Lips in konsepkan with *lotus* can be connoted as though happiness heart felt grief. *Lotus* identical to night, for bloom at night. While the evenings can be interpreted as grief. But grief can be treated by a lotus smile. *Lotus* to text that has the properties *humanism* as juxtaposed with lips that are semantically predicated as part of the body of a human.

Meanwhile, the relation with other symbols such as hill onik, ribs, bamboo forest, a physical form associated with human traits. Bukit identified with power, because physically the hill in the text interpreted human nature. This is shown in the idiom smile owned by hills. While more states symbol bamboo forest somewhere rather than nature. A place that leads to the mood of a person shown in the occurrence of the word *Eternity* lead to a ban. Prohibition to do something because it is considered breaking taboos God. The ribs more emphasis on responsibility, as the backbone of man is symbolized as a social significance that responsibility.

Based on the findings in the literature writers Gresik and linked   to   theories,   the discussion of the social structure here include: The structure of the farmers in the village are poor and depend on farming livelihoods. Social structure of rural communities characterized by harmonious social relations and mutual cooperation between the emphases on flavor society. Other social structure in the city is an urban community with the characteristics of educational level and nature individualistic take. Urban community in the social structure in this poem (literary) chose the dynamics of modern life, uphold rationality, declining levels of trust and human values are somewhat decreased. It is an impact on the perception of gender relations in society. It appears on the literary phenomenon perspective of gender justice. It can thus be seen the attitude of the author in Gender fighting equality is characterized by a lack of gender equality in the form of, marginalization, subordination, steorotipye, violence and excessive workloads between men and women, struggle for gender equality include the rejection of discrimination of gender roles,

improved quality women in education, independence and domination of women, and fight the image of women in a patriarchal culture.

3. Conclusion

Based on the findings of this study can be concluded that the world view of the author of the writing of literary texts in literary Gresik showed two patterns of the dynamics of thinking gender, ie: thinking about radicalism gender caused by the influence of the authors capture the reality of social groups of subjects collectively, the background of social writer very plays an important role in bringing the two themes of gender radicalism. The second thought is thinking about gender social humanism, It is influenced by the climate of writers will understand Javanese culture radicalism associated with gender and gender humanism. Dialectic relationship of text structure built on relationships thematic figure in an array of poetry with historical value through thematic authors depicted in poetry.

Gender fighting equality is characterized by the absence of gender justice in the form of, marginalization, subordination, steorotipye, violence and excessive workloads between men and women, struggle for gender equality include the rejection of discrimination of gender roles, improving the quality of women in education, independence and female domination and resistance the image of women in a patriarchal culture.

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Bibliotherapy: Reading As A Development Efforts
For Teenagers Interpersonal Skills

Triana Rosalina Noor [1]

STAI An Najah Indonesia Mandiri, Sidoarjo, Indonesia[1]*
trianasuprayoga @gmail.com

Abstract.
      Literature or books is one of media that used to obtain information, knowledge and self-development. In addition literature also can be used to improve self development, especially teenagers. It becaused some teenagers has not optimize on improving their selves. They still have lack of interpersonal skills that make them difficult to do good adaption in their social environment.

      Bibliotherapy or or reading therapy is one alternative in dealing with self-development problems. In this way teenagers are expected to develop a more positive sense of themselves, provide insights into a problem, stimulate discussion of problems, provide solutions to problems, communicate new values and attitudes, and discover meaning in life. The choosen process of literature literature based on what problem faced. The goal is the process of reading therapy in order improving teenagers interpersonal skills maximized. In addition, the application of bibliotherapy also consider the interests and learning styles that are owned by teenagers.

      Bibliotherapy is very effective therapy for improving understanding and adding insight into teenagers according to reading material. Through bibliotherapy, teenagers are expected to find insight over obstacles their selves develompment to improve better interpersonal skills

Keywords : *Bibliotherapy, interpersonal skills, teenagers*

1. Introduction

      Bibliotherapy or also called reading therapy is a process whereby a person used literature or books for helping someone's development. Reading activity in the bibliotherapy will use a book that suitable to the age of the reader and then will be followed up with a discussion according to the topic of self-improvement issues to be improved.

      Nowdays, teenagers can not be separated from problems such as: academic problems, problems with parents, problems with teachers, problems with peers and problems with other environments. Teens are required to solve the problem properly and effectively. Ideal problem solving is expected by every teenagers. Various attempts were made by the teenager to solve the problems in his life. Not all teenagers are able to solve the problem well and get the right solution.

      One of the problems of teenagers is interpersonal skills, a skill used to interact with one another. Interpersonal skills are the total of one's ability to interact effectively with others (Johnson, 2000). Interpersonal skills are one of multiple intelligences that a person possesses, namely the ability to understand and cooperate with others effectively (Gardner in http://www.tcd.ie/Student_Counselling.pdf).

2. Teenagers Interpersonal Skills

      A teenagers shoul be have good interpersonal which its good for they daily activities. Teenagers who have good interpersonal skills have the potential to more easily adapt to the environment, have appropriate problem-solving skills, have the ability to respect others, and also can establish effective communication (Rachmat, 2005).

      Interpersonal skills are related to the social skills which it possesses. According to Hurlock (1995), the lack of a social skill possessed by a person will lead to social problems in life. In addition, someone who has low social skills will bring a bad impact on the development of his personality. The characteristics that have good social skills are well accepted in social groups, happy, always positive and have a sense of security.

      In reality today in society, some teenagers lack interpersonal skills. This suggests a misunderstanding or poor communication process, lacking social relationships with others, especially older ones, low empathy, selfish, distant, ambitious, making them seem alive to their "own world."

      Johnson (2000) told that interpersonal skills are divided into five dimensions: self-disclosure, trust, communication, listening ability and interpersonal conflict resolution.

1. Self-disclosure

   Self-disclosure is one's act of expressing to others the perceived situation and providing information about himself and his past that are relevant to his present perceptions and

behavior (Johnson, 2000). Self-disclosure possessed by a person can be influenced by several factors that are significant in influencing the process of self-disclosure, namely the openness of others, the number of communication opponents, the topic, the nature of self-disclosure, sex and relationship with the opponent communication (Devito, 1989)

2. Trust
   According to Deutsch (in Johnson, 2000), believing is a form of relying on others by realizing in the future the positive and negative consequences of relying on it.

3. Interpersonal communication
   According to Johnson (2000), interpersonal communication is a behavior that is shown in verbal and nonverbal forms obtained from others, usually associated with a message sent by one person to another. Relationships will work effectively when the interpersonal communication is also effective. To achieve an effective interpersonal communication can be started by expressing a thing through verbal and non verbal communication congruently.

4. Listening ability
   According to Gamble & Gamble (2002) listening is a deliberate process to try to understand and store the stimulus gained from the outside. According to Covey (1997), the listening process has the following levels:
   a. To pretend to listen, that is not to listen to the discussed conversation. It's just impressive listening for what's being said.
   b. Listening selectively, that is listening only on certain parts of the talk that was put forward.
   c. Listening to the attentives, that is to pay attention to the words or important things raised in the conversation.
   d. Listening to empathy, ie listening for the sake of understanding, trying to get into the frame of the conversation of others. In this empathic listening stage, the listener tries to feel from the person who is in the conversation in order to better understand clearly.

5. Settlement of interpersonal conflict
   According to Johnson (2000), there are five basic strategies commonly used in resolving interpersonal conflicts:
   a. The Turtle (strategy dodge)
      Through this strategy, a person in the face of conflict, he will overcome it by avoiding the source of the conflict.
   b. The Shark (pressing strategy)
      Through this strategy, in the face of conflict, one will impose its purpose in any way. They will use the pressure in trying to achieve their goals.
   c. The Teddy Bear (the strategy of succumbing)
      Through this strategy, in the face of conflict, a person will tend to succumb and tend to blame themselves for the occurrence of the conflict.
   d. The Fox (compromise strategy)
      Through this strategy, in the face of conflict, one will seek an agreement on the problem at hand.
   e. The Owl (negotiation strategy)
      Through this strategy, in the face of conflict, one will negotiate in the hope of bringing satisfaction to both parties.

3. Bibliotherapy As A Self Develompement Efforts
Implication of Bibliotherapy

Generally, bibliotherapy refers to the use of literature to help a person adjust to emotional problems, mental disorders, or overcome changes in life (Pardeck in Abdullah, 2003), or also to create affective change, spur the growth and development of personality (Lenkowsky, Adderholdt- Elliott & Eller in Abdullah, 2003). According to Berry & Hynes (1994) put forward several assumption points that are implicitly included in the definition of bibliotherapy, namely:
   a. Bibliotherapy is an interactive process
   b. Literature can be broadly defined (not limited to books only)
   c. The process can be done in bibliotherapy with clinical settings and general development settings as well as education
   d. The practice of bibliotherapy can be done in individual or group settings
   e. The result of an effective bibliotherapy is the development of self-esteem and the assimilation of more adaptive social or psychological values into the participant's character and behavior.

f. Bibliotherapy is a therapy, but has a unique therapeutic effectiveness derived from the use of literature as the main tool. Bibliotherapy is especially healthy for cognitive aspects for both clinical and general development participants. Interactive bibliotherapy is aimed more at supporting and reinforcing participants than the problem area diagnosis.

g. The effectiveness of bibliotherapy depends on the facilitator's ability to select material that fits the participant's needs and interests, providing an accurate and empathetic interpretation of the participants' responses to help participants understand themselves more deeply through literature and dialogue.

The literature intended in bibliotherapy is not limited to poetry or creative writings, but can be widely translated (Berry & Hynes, 1994). Poetry is probably the most commonly used form but bibliotherapy material should not be imaginative, doactic or informational material can also be used. Games, short stories, essays, magazine articles, certain parts of the textbook can also be used in whole or in part, quotations can also be used as material.

Specifically, bibliotherapy using the story as its main ingredient has its advantages:
a. Interactive
b. Able to penetrate defensive and resistant attitude
c. Developing the ability of imagination
d. Develop problem solving skills
e. There are many possible endings that can be created
f. Form an independent attitude in decision making

Nugent (2002) states that bibliotherapy is one form of therapy by using literature is one tool that can be used to help facilitate the process of healing, adaptation, or growth of a person. In bibliotherapy there is a process of dynamic interaction between a person and the literature, which emphasizes the reader's emotional response to what he has read (Schlichter & Burke in Myers, 1998).

As a tool to foster personal development and social adaptation, bibliotherapy enables students to deal with the various adjustments that must be made in adolescence. (Reynales in Nugent, 2002).

The Aims of Bibliotherapy

The aims to be achieved in the application of bibliotherapy (Berry & Hynes, 1994) namely:
a. Develop the capacity to respond by stimulating and enriching mental images and concepts, by lifting these mental images to the surface. In developing the capacity to respond, some of the things that are done are giving mental or imaginative stimulation
b. Giving experience of freedom to participants to enjoy the beauty contained in the material (creating harmony and self-integrity)
c. Enhance self-understanding by helping individuals review their existence and become more knowledgeable, as well as more accurately self-perceiving. Increased self-understanding is done through increased ability to give affirmation to yourself by:
d. Raise awareness in interpersonal relationships
e. Developing a reality orientation, The above objectives should not be achieved sequentially, but rather more comprehensively and complementarily. The four objectives above have a comprehensive goal, namely to develop the self-eteem and morality of participants

To achieve that goal the bibliotherapy process is performed as a catalyst in the hope that the literature will invite the responses that menadlam from each subject. Readers are free to reflect on reading in areas of personal problems or to gain reinforcement (Bery & Hynes, 1994)

4. Bibliotherapy As A Effeort For Interpersonal Skills

Bibliotherapy or reading therapy is a form of treatment by using literature such as books or literary works to assist a person in his / her development. Abdullah (2003) states that bibliotherapy has great value because in the bibliotherapy participants have the opportunity to recognize and understand themselves, to understand the characteristics of themselves, as well as the complexity of human thought and behavior. Bibliotherapy also leads to social development, such as a general literary likeness and an increase in reading interest in particular (Gladding & Gladding in Abdullah, 2003). The feelings of isolation that may be felt by troubled individuals can also be reduced by reading the literature.

The effectiveness of bibliotherapy, however, has limitations on the availability of certain material topics, as well as the lack of readiness and readiness of individuals to read. Individuals may also project personal motives on the characters in the book and instead reinforce the solutions and self-perceptions so there is no progress. In addition participants may also act defensively, so as to be selective in viewing the behavior of characters in the material and failing to identify themselves with the character of the story. Some of these limitations can be overcome by continuing to process with those problems, through role playing, and group discussion (Gladding & Gladding in Abdullah, 2003).

Limitations in the application of bibliotherapy can be due to insufficient teachers to play a role. Teachers or facilitators are very likely to have limitations in determining what literature can be used in the development of interpersonal skills. Therefore, it is very important that teachers or facilitators need a previous exercise and have a list of literature titles suitable for use in bibliotherapy.

Another limitation is the process of selecting the literature that has been done, not maximal in the discussion of the topic. This means that the essence of a literature has not been revealed in depth, only on the surface only. This leads to the extracting of critical attitudes less available when applying bibliotherapy. By providing literature relevant to the individual's life situation, bibliotherapy can help to understand oneself and adjust.

The ability of bibliotherapy to develop interpersonal skills will be achieved and optimal when supported by the selection of bibliotherapy materials that are more suitable to the condition and needs of the reader will further increase the likelihood of the reader to engage and make the characters in the reading as a model (Bery & Hynes, 1994). The selection of reading material should be adjusted to the condition of the reader. The literature is used according to the circumstances experienced by the reader. The ability to select materials that fit the needs and interests of the participants is one of the factors that support the effectiveness of bibliotherapy (Berry & Hynes, 1994). In addition, for the effective implementation of Bibliotherapy, schools should facilitate reading material of books, articles, brochures, fliers and prepared as optimal as possible to fit the needs

5. Conclusion

Bibliotherapy or reading therapy can be used as an alternative in developing a teenager, especially related to the problem of interpersonal skills skills. In its application, bibliotherapy can be used in developing interpersonal skills of adolescents. This is because through bibliotherapy or adolescent reading therapy will be invited to explore the contents of the reading, understand the essence of the reading so as to gain insight that will bring the adolescent in proficient performing interpersonal skills.

As for things that need to be considered in the application of this bibliotherapy is the selection of reading materials that must be tailored to the characteristic self development problems experienced by adolescents. In addition, interest and style of adolescent learning is also a consideration in deciding what kind of literacy can be given to adolescents to integrate references.

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Darul 'Ulum Islamic University
Lamongan, November 24, 2017