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## **Changed in the Community's Livelihood Along Chee River Under The Process of Capitalism: Case Study Chee Wang Kan Village, Mancha Khiri District, khon kaen province.**

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**Abstract** : The objective of this article is to understand the general context of the Chee Wang Kan village, including of change in Chee Wang Kan livelihood under the process of capitalism. This study employed the concept of community economy. In-depth interviews with 10 key informants and 103 household representatives were applied together with guided questions. The study found that the previous pattern of community economy in Chee Wang Kan village, since 1924, was agriculture, based on cropped rice for their own consumption and fish from the Chee River for their own consumption and for sale. Since 1989, the advance of agriculture technology meant that they started to use walking tractors on their farms. The pattern of the community economy in Chee Wang Kan village changed to be agriculture products for sale. Prior to 2000, area suffered flooding that led more laborers in the community to migrate to find work in Bangkok. Consequently, this changed the villagers' livelihoods, which became a mixture of non-agriculture and agriculture products for sale. This situation continues to the present time. However, the pattern of community economy in Chee Wang Kan village has adapted to suit the context of the community, having not only agriculture but also a non-agriculture pattern. This has ensured the maintenance of the community economy pattern, under the influence of capitalism, to the present time.

**Keywords** : Community livelihood, Community economy, Capitalism, Chee River, Chee Wang Kan

### **1. INTRODUCTION**

Drought and a scarcity of natural resources were representative of the Northeast region in Thailand. However, some areas of the region do not suffer these conditions. In the case of Khon Kaen province; some areas are urban, some are rural, some areas possess good natural resources such as good quality soil and irrigation systems, but some areas do not have these. These are the conditions faced by Chee Wang Kan village that is found in Mancha Khiri District, 57 km. away from Khon Kaen city. In the geographical context, the

area consists of land and the river that is suitable for agricultural use but they face flooding during August to October each year. It is due to these conditions that Chee Wang Kan village became more affected by the capitalist system, when compared with other similarly remote areas. However it is considered that the pattern of community economy, in the early period of the village (1924), was based on the agriculture for consumption and sale pattern. This pattern continued until 1989 when modernization became more visible in the village as the pattern of the community economy moved towards commercial agriculture and

fishery. This remained until 2000 when some laborers were starting to migrate to work in Bangkok, causing the pattern of community in the village to be changed from an agricultural base to become mixed pattern between non-agricultural and agricultural for sale. Moreover, there was some village migration abroad, to Germany and Switzerland, in 2007.

This phenomenon is demonstrated in the way that the Chee Wang Kan community has been modified in ways that are appropriate to the economic changes taking place. (Vichitwong Na PomPhet,2007 ) It has also adapted to survive as an economic community within the realms of capitalism.

## **2. OBJECTIVES**

The purpose of this study is to understand the general context and the pattern of change in the community, under the process of capitalism, in Chee Wang Kan village, Khon Kaen Province.

## **3. SCOPE OF STUDY**

The scope of this study focuses on an area that is remote, suffers from flooding, and is located some distance away from Khon Kaen city. The study includes the process of capitalism and its effects on the pattern of the community economy, in Chee Wang Kan Village, Moo 13, Soun Mone Sub-district Mancha Khiri District, Khon Kaen Province, from 1924 to the present day.

## **4. CONCEPT AND THEORY OF STUDY**

The Community Economy was the model used in this study, allowing for an alternative way of development by looking at it from a backward point of view, considering the communities as a base. This opened the way for communities to become independent by using their own resources, for their own development, in a

manner that could enhance their quality of life. This concept looks holistically at the economic, social, political, and cultural environments.

## **5. Research Methodology**

Research was conducted using qualitative methods by employing qualitative data from reviewed literature and other documents. It included the use of semi-structured, guided interviews with ten, older generation, respondents. The aspects covered in the interviews were; the history of Chee Wang Kan village, the context of the village, culture, and career groups. Furthermore, questionnaires were distributed to one hundred and three households; the descriptive analysis method was used to obtain results from the data collected.

## **6. RESULTS OF THE STUDY**

### **6.1 General Context of Chee Wang Kan village, Mancha Khiri District, Khon Kaen Province**

The study found that Chee Wang Kan Village had been settled since 1924, in an area beside the Chee River. In those early days the pattern of community economy was of agriculture for consumption and sale. Rice became the main consumption crop while other plants, such as corn and chilly, were produced for both consumption and sale. However, when modernization process began from 1995, Chee Wang Kan villagers were forced to migrate for work in the other areas, such as Bangkok, and this continues to the present day.

Considering the context of households in the community, it was found that there was an average land holding of 5.4 Rai per household, with 95.05% of total households being the owner of their land and only 4.95% renting land in the neighborhood. It was found that the average income, per

household, was 13,586.77 baht per month. Considering the ratio of their income, 37.34% was from the agricultural and fishery sector and 62.66% was from the non-agricultural sector. Average household expenditure was 10,212.24 baht per month. The proportion of spending was around 55.61%, spent on consumables followed by career investment at 28.83%, 8.36% spent on education, while 4.17% was debt repayment and 3.03% was spent on tourism, medical treatment, house rent, house maintenance, etc. However, when considering their ability to save, it was found that all of the households in the village were able to save, with 18.73%

saving their money at home, 79.55% depositing their money at a commercial bank, and a further 1.72% invested in gold and economic animals such as chickens, cows etc. Household debt was found in 97.09% of households and the average debt was around 70,767.04 baht per household. Career investment was the main cause of the debt with 69.23% coming from the Bank of Agriculture Cooperative Ltd. Moreover, 20.64% had debt with the village fund and 10.13% had debt with the poverty reduction fund. These were the results of the capitalist approach on the ways of community life as shown in Table 1.

**Table 1** Showing the general context of Chee Wang Kan village

<b>Issue</b>	<b>Amount</b>
<b>Family Average members (Person)</b>	<b>5</b>
<b>Average Labor force per household (Person)</b>	<b>5</b>
<b>Pattern of Career</b>	
Agricultural and Fishery (%)	45.36
Non-Agricultural (%)	54.64
<b>Household average income per month (Baht)</b>	<b>13,586.77</b>
Income from agricultural and fishery sector. (%)	37.34
Income from non-agricultural sector. (%)	62.66
<b>Household average expenditure per month (Baht)</b>	<b>10,212.24</b>
For consumption (%)	55.61
For career investment (%)	28.83
For family education (%)	8.36
For debt payment (%)	4.17
For others as medical treatment etc. (%)	3.03
<b>Household ability to save (%)</b>	<b>100.00</b>
At their home (%)	18.73
At a Commercial Bank (%)	79.55
Others such as Cows, Chickens etc	1.72
<b>Household debt (%)</b>	<b>97.09</b>
Household average debt (Baht)	70,767.04

## **6.2 Analysis of the Community Economy Pattern in Chee Wang Kan village, Mancha Khiri District, Khon Kaen Province**

Since 1924, when Chee Wang Kan village was first settled, their community economy can be described in three patterns as follows:

### **6.2.1 Pattern of Community Economy – Agriculture and Fisheries for Consumption (1924-1989)**

The results of the study found that the pattern of community economy in Chee Wang Kan village, since 1924, had been of the agriculture for consumption pattern, brought about by the good conditions provided by natural resources such as the Chee River and the good quality of the soil. These were the main influences on their community economy pattern at that time. However, when considering the pattern of the agricultural sector, it was found that the community continued to grow rice as their main crop for consumption along with fishing and collecting vegetables, such as morning glory from the swamp, which was for sale as mentioned by Charles F. Keynes (Sited from Rattana, 2009) where he said “The production mode in the Northeast region, in the past, was consumption mode, rice became the only main crop during that time”. Until 1957 they grew corn and chilly for sale at Mancha Khiri market.

Considering the types of plant at Chee Wang Kan village during that time, they can be divided into three groups as:

1) Rice: Most Chee Wang Kan villagers grew rice for their own consumption. Until 1947 it was grown for sale at Mancha Khiri market, the price was around 0.10 Baht / Kg. However, in 1966 they started to sell their products at the Chonnabot Market in Chonnabot district, where the price level was a little bit higher than at

Mancha Khiri market (0.12 Baht/Kg.). By this phenomenon, the farmers still grow rice for consumption and for sale to the present day.

2) Fishery: This pattern started in 1924, with rice grown because their village had been settled beside the Chee River. The study found that Fishery was very important for their livelihood because they could make money from this pattern by catching White fish and Sroy fish. However this pattern could not be pursued all year round because during the summer months of April-May, the Chee River would run dry making it difficult to find the fish. The study found that the villagers still catch fish for consumption and sale, as part of their livelihood, at the present time.

3) Vegetables, such as sticky rice corn and local chili: It was found that the farmers grew these vegetables for consumption and sale at Mancha Khiri Market from 1957 until 1966, when Chonnabot Market was constructed and some farmers took their products to be sold there. However, the study found that the villagers continue to grow these plants for consumption and sale, as part of their livelihood, to the present day.

Consider that during this period of time, it may said that capitalism had not had much effect upon their traditional livelihood. They still continued their way of life as in the past.

### **6.2.2 Pattern of Community Economy – Commercial Agriculture and Fisheries (1989–1999)**

The results found that, during these years, the pattern of community economy in Chee Wang Kan village had been changed from the agricultural for consumption pattern to develop a more agricultural and Fisheries for commercial purposes pattern, as the farmers began to use machines such as walking tractors from 1989, which were

becoming widely used by 1995. Moreover, they were using chemical fertilizer and water pumps by 1999. At this time, the agricultural sector became focused on the yields of their farms. That is, if production yields increased they would receive more income. The types of plants grown in the community were; Rice, Chili, Tomato and vegetables. They had to adjust to be suitable for market demands. (Chattip, 1998; Suwit, 2003) The study found that, in this period, electric power arrived in the village, during 1991. This made life more convenient for the villagers at night time, while television was the boom item, in every household, in 1993. It was this event that changed the traditional way of life of the villagers, as they started to wear slacks or Jeans and had access to news channels, much faster than in the past. This phenomenon impacted on household expenditure such as electric bills and debt payments, caused by buying electrical equipment. In terms of Fisheries, they continued to catch fish for sale at Mancha Khiri and Chonnabot Markets, as before.

During this period of time, it may be said that the capitalist system had approached the village and changed the traditional lifestyle of Chee Wang Kan village, in their way of dressing, finding food on their farm, community participation etc. This would have an effect on their livelihood, into the future.

### **6.2.3 Mixed Pattern: Non-Agricultural, Commercial Agriculture and Fisheries (2000 – Present)**

The community economy in Chee Wang Kan village became one of a mixed pattern and this was a consequence of the prosperity that came into the community due to its expansion. The agricultural sector became modified in response to market demand for various types of crops. There is now a

school, transport, technology including various types of media such as television and internet. This has caused a further shift in the economic pattern of the community and can be explained as follows:

1) In terms of agriculture, the study found that there was no major change in the kinds of crops grown, but they had used more chemical fertilizer, insecticide, and machinery on their crops, since 1999. However, there are some new kinds of plants, such as sugarcane, now being cropped in the village. It may be said that capitalism has made them change to become more responsive to market demand in their production and changed their mode to mass production. That would explain their income being commensurate with their production quantity.

2) In terms of the fisheries sector. The study found that over the period of expansion, more households were employed in fishing which resulted in a decrease in the quantity of fish in the Chee River. It was noticed that, from 2002, the volume of certain fish, such as white fish and Sroy fish had been reduced. However, it was further found that the amount of fish, per fisherman, per day fell to 30-40 kilograms. The nets developed to a 30 mesh size during this period time; they started using a motor boat to catch fish. However in term of their fish market, they were sold at Mancha Khiri and Chonnabot Markets, as in the past.

3) In terms of the non-agricultural pattern, the study found that the non-farm community economy pattern began in 2000. This was due to the flood. The study found that they had migrated to work in Bangkok, to become construction laborers, waitresses in restaurants and to work in garment factories. For these reasons, not only

improved community infrastructure, but also because the new generation of

laborers had more opportunity for migration to work outside because they had higher education levels which were due to the expanded and improved transportation links with the community. For these reasons, they were given opportunities beyond the agricultural or fishery pattern, as seen by their going out to work in Bangkok in construction or for a company, at a car factory in Chonburi province, in Pattaya or Rayong province. Moreover, it was found that they were able to send money back to their families at a level of around 2,000-6,000 Baht per month. However, in terms of migrating abroad, it was found that they had started to go to Germany and Switzerland in 2007, working as cell phone equipment factory laborers or in Thai massage shops. Moreover, it was

found that they could sent money back to their families in the range of 30,000-40,000 baht per month.

This phenomenon can be seen in the pattern of the community economy in Chee Wang Kan village, as they are unable to live 'on their own' anymore, they must now rely on resources from outside to help them adapt the theme of their economy and their livelihoods under the steam of capitalism.

## 7. DISCUSSION OF RESULTS.

### 7.1 Discussion

Discussion of the findings of the study of the community economy pattern at Chee Wang Kan village showed that the changes can be classified into four types as classified in the two tables below.

**Table 2a** Shows the change in the community economy pattern in Chee Wang Kan village

Pattern of Community Economy	Type	Period	Purpose	Remarks
<b>1.Agriculture and Fisheries for consumption (1924-1989)</b>	<u>Agricultural</u> 1.Rice	1924	Consume	
		1947	Consume	1. Sold at Mancha Khiri Market
		1966 to 1994	Commercial	1. Sold at Chonnabot Market and Mancha Khiri Market
	2. Fisheries	1924	Consume / Commercial	1. Sold in the village 2. Sold at Mancha Khiri Market
		1957 to present	Commercial	1. Sold in the village 2. Sold at Chonnabot Market and Mancha Khiri Market
	3.Sticky rice Corn	1947	Commercial	1. Sold at Mancha Khiri Market
		1966 to 1994		1. Sold at Mancha Khiri Market and Chonnabot Market
		1995 to present		1.Middle man
	4. Chili	1947	Commercial	1. Sold at Mancha Khiri Market
		1966 to		1. Sold at Mancha Khiri

		1994		Market and Chonnabot Market
		1995 to present		1.Middle man
	<b><u>Fisheries</u></b> 1.Fish catches	1924 to 1947	Consume/ Commercial	1. Sold in the village and Mancha Khiri Market
		1966 1987	Commercial	1. Sold at Mancha Khiri Market and Chonnabot Market
<b>Commercial Agriculture and Fisheries (1989–1999)</b>	<b><u>Agricultural</u></b> 1.Rice	1995 to present	Consume / Commercial	1.Middle man
	2. Tomato	1995 to present	Commercial	1. Sold at Mancha Khiri Market and Chonnabot Market
	3.Chinese Cabbage			
	4.Cabbage			
	<b><u>Fisheries</u></b> 1.Fish catches	1989 to 1999	Commercial	1. Sold at Mancha Khiri Market and Chonnabot Market

**Table 2b** shows the change of community economy pattern in Chee Wang Kan village

<b>Pattern of Community Economy</b>	<b>Type</b>	<b>Period</b>	<b>Purpose</b>	<b>Remarks</b>
<b>Mixed Pattern: Non-Agricultural and Commercial Agriculture and Fisheries (2000 – Present)</b>	<b><u>Agricultural</u></b> 1.Sugarcane	2013	Commercial	1. Middle man
	<b><u>Fisheries</u></b> 1.Fish catches	2000 to present	Commercial	1. Sold at Mancha Khiri Market and Chonnabot Market 2. Net 30 mesh size. 3. Motor boat.
<b>Mixed Pattern: Non-Agricultural and Commercial Agriculture and Fisheries (2000 – Present)</b>	<b><u>Non-agricultural</u></b> 1.Domestic Migration	2000 to present	garment factory and construction laborers	1. They sent money back to their family of around 2,000-6,000 Baht per month
	2.Migration Abroad	2007 to present	Labor in cell phone equipment factories in Switzerland and The owner of Thai massage shop in Germany	1. They sent money back to their family of around 30,000-40,000 Baht per month

**Remark:** Information from in-depth interview with 10 respondents

## 7.2 Summary

The results found that the pattern of community economy in Chee Wang Kan village was changed by the

community adopting the process of capitalism. It seems that the village tried to change its mode of production from household consumption to produce



goods for sale such as rice, corn, and chili, which were grown in the community since 1924. Moreover, in terms of consumption they stayed with their traditional lifestyle, finding some of their food in the community forest. Although a grocery had been opened in 1996, it did not change much regarding their traditional livelihood, because they were still poor. Considered in terms of community tradition or belief they continued with their tradition of Hee 12 Klog 14, exchanging labor on their farms and they had some traditional medicines such as tendon medical, traditional bone medical and Kajam (a person who can contact with a villager's spirit). It was found that at that time, there was only one group that had worked in the community, as a cremation group, since 1978. And in terms of natural environment, there was more forest along the Chee River and more wild animals such as wild boar etc. For these reasons the pattern of community economy in Chee Wang Kan village was created, at that time.

However, by 1989 modernization had reached the village, with the use of machines such as walking tractors and fertilizer or insecticide on their farms that made the mode of agricultural production become more mass production. In 1995, some new plants had been cropped in the village such as; tomato, chili, cabbage, Chinese cabbage, and sold to middle men and nearby markets at Chonnabot and Mancha Khiri. For these reasons there was an effect in terms of community resources, as deforestation of community forest, to be used as land for crops, reduced the quantity of wild animals such as wild boar, foxes etc. (Gribson J.K. & Reelvink G., 2009) Regarding the fisheries pattern, they continued with the fisheries pattern as in the past. These conditions had an effect

in terms of the consumption mode for the villagers as there was reduced food to be found around their farms. Moreover, there was an effect on the community tradition in term of participation in village activities as they used rotation among their family members in order to participate in village activities. Furthermore, the study found that electricity had been expanded in to village in 1988, making it more convenient during the night and allowing for televisions in the households so villagers received information faster, it changed the way they dressed and changed their way of life. Modernization arrived in the village and created the pattern of community economy in Chee Wang Kan village at that time and will effect upon their livelihood in the future.

The present pattern of community economy was started from 2000, caused by villagers migrating to work in Bangkok, due to the village being faced with a big flood that also led to migration abroad during this period time, to Germany and Switzerland. However, in terms of agricultural production, new kinds of plants, such as sugarcane, had been cropped in 2013 and sold to middle men from outside village, but the mode of agricultural production remained as mass production mode and they needed more land for cultivation that had an effect on the forest areas in community, as they had become reduced. In the consumption sector, the study found that since 2002 there were some mobile sellers who came to sell food such as pork, garlic, vegetables such as kale and sea foods, in the village. After 2007, the concrete road had been constructed in to the village and there were some pickup truck sellers who came to sell food and household equipment such as brooms, shirts, etc. For these reasons, their

livelihoods changed to become more dependent on external resources and their traditional ways to find food around their farm began to disappear. However, in terms of groups in the village, in 2005, they started a savings group and they had a mat weaving group. Even so, in terms of community tradition and belief, they were still following Hee 12 Klong 14 and other community beliefs with local medicine as tendon medical, traditional bone medical and Kajam, while they still exchanged labor on their farms and had rotation among family members to join in village activities.

Moreover, improved community transportation has led to higher education levels for the new generation of laborers. This has effected on their options to select the best career for them to earn a higher income than provided by the agricultural pattern and has resulted in the abandonment of agricultural livelihoods and a move towards a full-time, non-agricultural pattern; more than in the past they work in Pattaya, Chonburi, Rayong, and Bangkok. It may be said that the process of capitalism brought about a change in terms of the community economy pattern of Chee Wang Kan village. That indicates they may not be able to rely only on their internal resources, but they must also seek external resources to find a suitable pattern to maintain the community economy, under the pressure of capitalism that is exerted upon the community at the present time.

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## The Impact of Globalization with Thai University Students Enrolled With International Program

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**Abstract:** Globalization, caused by the rapid development of Information and Communication Technology (ICT), is becoming an inevitable trend in the present world. Globalization offers clear opportunities and benefits for the world economies but comes with substantial social costs that often appear to affect people, especially the youth. The world's researchers have paid most of their attention to adolescents, the special group of youth whose transition from being children to adulthood, has been most affected by the globalization period. The aim of this study is to study the future impacts of globalization towards perspectives in place identity, specifically, the hometown identity of the youth. As most of the migration workers from Bangkok are coming from northeastern of Thailand, the place where agriculture industry is the major industry. The young students who enrolled with international program in the under-graduate level forms the basis for this research. This study uses primary data which was collected in Khon Kaen University International College (KKUIC). The research results indicated that the respondents from KKUIC were more willing to live in big cities and that traditional music styles are neither popular nor attractive anymore. Among the participating youth students, place identity concerning future working place and living place, big cities such as Bangkok, Chiang Mai, etc. are more attractive for them. The willing of migration is higher than 78%. Sustainable development in the agricultural based region needs contributions from the locals. However, the loss of place identity might act against this participation.

**Keywords:** Globalization, Future Perspective, Place Identity, Youth Student, Northeastern Thailand

### 1. INTRODUCTION

Globalization is not a new phenomenon in the 21st century, but its impact could spread in all perspectives. The positive and negative influences of the impact of globalization grip the attention of researchers all over the world. It is noticeable that, in the positive perspective, globalization could offer economic benefits to the country, which will benefit both the nation and its people. However, the social cost could have a substantial impact upon the younger generation due to a questionable transnational status within an uncertain and rapidly evolving global context.

Globalization can be defined as, the changing of the world combined with

technological improvement. Robertson (Robertson, 1992) defined globalization as the subjection and also intensification for the awareness of the world in whole aspects. Currently, the world seems smaller because of lots of compression of time and space, shrinking of distance, being easy to cross and the world becomes smaller and we become closer to one to another. Tomlinson (Tomlinson, 1996) and Devereux (Devereux, 2014) described the key features for the definition of globalization, as: (1) the growing level for the connectedness between individuals, societies and nation states at a global level; (2) the reduction of the distance between individuals, societies and nation states in both time

and space which could be facilitated by technological developments; (3) the development of Information Communication Technologies (ICTs) increasingly allows the rapid transfer of information, knowledge and capital, (4) increasing awareness of global phenomena in people's (local) lives.

Furthermore, interaction between one to other become higher intense with the increasing of migrations, worldwide media dissemination, multinational companies everywhere, tourism travel and so forth (Friedman, 2000). Giddens (Giddens, 2013) defined globalization as the intensification of social relations which link with distant localities and that could have an effect upon local happenings by events occurring many miles away. In this context, the relationship of improving economics and cultural interdependence of societies, especially regarding identity, is becoming a particularly interesting phenomenon.

Moreover, the other scholars also focus on the globalization and its impact towards to the world (Bauman, 1998), most of them are focus on the economic dimension. For the research of the impact on globalization towards the cultural identity is limited (Featherstone, 1996; Momeni & Rasekh; Wang, 2007).

The youth as a special group, aged between 15 and 24 (WHO), are greatly influenced by the globalization period, and whose transition, from childhood to adulthood, due to their unstable emotional control, draws most of the attention from researchers. Globalization offers clear economic opportunities and benefits, but comes with substantial social costs that often appear to affect people, especially youth, disproportionately, given their tenuous transitional status within an uncertain and rapidly evolving global context (Kenway & Bullen, 2008). Moreover, Development activities

mostly underpinned the young people and put them as the powerless for globalization process in each sectors (Wallace, 2001).

Thailand, as the most tourism based country, yearly attracted millions of tourists, the information exchanged with globally citizens are obviously, and the impact of globalization generally has had a positive impact to the national economy. However, the economic development is not balanced and this is especially obvious by the different regions, such as Esan area (Northeastern of Thailand). Migration flow from the Esan area to the central part of the country is serious; what issues support this regular migration flow in Thailand? What are the issues of globalization that affect the youth population in the Thai university?

Due to this, the impact of globalization towards the future perspective of place identity is the concern of this research. In this study, the researcher focuses on place identity in the future perspective of the adolescents who are studying with International Program in the university level, especially their attitude towards their current living area and as a place to live in the future. Their attitude towards frequently accessed music styles and their attitude to their parents' occupations are the supporting issues considered in the questionnaire, to describe the impact.

## **2. METHOD**

Quantitative method is used in this study. The impact of Globalization regarding the future perspective of place identity is set as the guideline in the questionnaire. According to the definition of the WHO, the youth is the period in human growth and development that occurs after childhood and before adulthood, from ages 15 to 24. At these

ages, the target population should be in education from grade 10 to undergraduate study. Based on this information, the target population selected had an average age of 20 years and consisted of 216 youth students, enrolled in international program in Khon Kaen University International College.

What the students think about globalization and what is the impact of globalization towards place identity will be the focus of this research, is the change in the place's identity due to changing economics, or is outside culture involved? Due to this, the research specifically selected students who enrolled with international program, as English is widely used among those respondents. Data collection was carried out using the self-administered technique. The questionnaires were given to the youth students and they filled them out by themselves. Some of the students ignored the questions that they thought were too sensitive for them to answer, e.g. what is your attitude to marrying a foreigner.

The data analysis for this study uses univariate analysis and descriptive analysis to show the prevalence of the sample. The researcher uses SPSS IBM 20 as the statistic analysis tool to analyze the result.

### **3. RESULT**

The result of this research will be divided into three parts, firstly, it will describe the characteristics of the respondents; secondly, their attitude to the globalization era; thirdly, the future perspective of place identity, regarding globalization issues. The characteristics of the respondents will be described by their socio-economic status, their standard of living and their family conditions. The following phase of this study is to describe the attitude and

behavior of the under-graduate students, regarding globalization. In this phase, I explore their frequency of using the internet, their attitude towards music; the respondents' expression of ecology, economics and social structure issues; their appraisal of the global warming issue; and their attitude towards the personality they would like to be. The third part explains how the respondents think about the future of the place, what is their attitude towards the big cities, where they want to live in the future and their dream career that may also impact to their place identity.

### **4. CHARACTERISTICS OF RESPONDENTS**

In the study, a total 235 respondents were carried out from International college, Khon Kaen University. The characteristics in this study describe their gender, ages and their way of life, including what areas they live in and the condition of their housing.

Based on the result, the numbers between male and female in Yogan almost. Regarding the ages of the respondents, the average age is around 20. As for their living area, most of the respondents are lived in the northeastern part of Thailand (E-san), it could be explained as Khon Kaen University as the top leading university attracted most of the local E-san students to come and study.

The background of the family members were also considered in the questionnaire, since most of the households in E-san area do not pay more attention in education. But seen from the questionnaire, education is considered as important choice. Most of the fathers of the respondents had graduated with a bachelor degree (50.4%) and post-graduates were (40.3%), regarding their mother's education, most had graduated to

bachelor degree level (65.5%). Because of the higher education levels, the majority occupations are being, civil servants, employees in the private sector, entrepreneurs, headmaster, and teachers. 71% of the students' families have farmland, but plantation is not longer the choice for their parents. Most of the family rent their farmland for the rice plantation, and receive the rental fee with set amount rice.

**The young students' attitudes in the Globalization Era**

This study defines attitude as an expression of favor or disfavor toward a person, place, thing or event (Allport, 1935). The phenomenon of dissonant acculturation (Portes, 1997), happens when exposure to a new culture could lead to more rapid change among adolescents rather than the adults. In this part of study, the researcher is trying to explore further information related to attitude in the globalization era, also encouraging the expressions of the

adolescent students in grade 9, concerning ecology, economics and social structure issues. Since the internet and music are the products of globalization, they may also have an impact upon the adolescent's attitude, so the study will start with internet use and music styles.

The internet, as the most popular social media, is also the easiest way to find out about the whole world, and could be an instrument for the respondent to be involved in globalization. Furthermore, using the internet will erase the distance as a physical barrier to the transferring of information. Nowadays, the internet is involved in daily life, this is also the product of modern globalization, the speed of using the internet could let the youth know exactly what is going on outside, it may have an impact upon youth's attitudes in the globalization era. The aim of this question is to know how frequently do the students use the internet. The result is as below.

Table.1 Frequency of using Internet

<b>How often do you use internet</b>	<b>Results in %</b>
Every day	98.4
Several times a week	1.6
Never	0

The table indicated, internet is not popular among the young students in KKUIC. The educational-purposed WI-Fi are applied in almost everywhere at KKUIC building, which also offer the easy way for access the internet. Moreover, currently internet access has become the primary need of the family, supporting education for the young student and also work for the parents. The basic education, from the very early age of children, could also be promoted by internet access. Hence, internet access becomes a primary or

basic need for the family and also for the students.

Townsend (1994) explained the impact of globalization is still evolving and uncertain. However, the certain of globalization is characterized by increasing market power and impact to the dangers of power will be abused (Townsend, 2000). The impact from the over hastily of privatization on corporations and companies, less or depreciation of public sector and imbalance between private interests and collective public interest could

vulnerable the youth's developing life. The globalization influence could also observe from the young generation way of life, one of them is the type of music they usually hear. Based on this, the questions related the types of music that young students frequently heard is

asked. In the questionnaire, the researcher takes 4 kinds of music for the students to select. Which one do you like or which one is your usual choice, the music styles are, pop music, E-san music, Western music and classical music (opera). The result is as below.

Table.2 Attitude towards the music style

What kind of music do you usually hear	Result in %
Pop music	51.2
E-san music,	22.5
Western music	19.4
Classical music (Opera)	6.9

The influence of globalization could also be observed from the young generation's way of life. The spread of music is an impact from globalization, before the social media globalized, the people had little opportunity to know of the music from outside, what they hear everyday would be the local music, ethnic traditional music or other kinds of music, which related to their daily life. With globalizations rapid involvement in people's lives, music is not only limited to local music, but also pop music, country music, rock music, etc.

In this study, most of respondents responded that pop music is their favorite music, and 22.5% of the

respondents choose E-san music, as they heard this kind of music every day and also in every restaurants.

Internet access and the favourite music style are directly impacted by the globalization era, in the following questionnaire, the researcher encourages the respondents to give their expressions relating to the issues of ecology, economics, and social structure. Specifically, in this study, we questioned the respondents, regarding these three issues. The students in KUIIC stated social equality, ecology issues and pollution in the environment as the very important issues.

Table.3 The expression of importance of ecology, economics and social structure issues

Items	VI	Im	LI	NI
1) Everyone have the same opportunities in the society	76.1	20.4	1.3	2.2
2) Ecology issue, pollution in the environment, global warming	69.1	18.4	9.3	3.2
3) Stable in economics, against economical crisis in globally and nationally	57.1	33.0	5.9	4.0
4) Democracy proceeding	44.3	31.3	14.6	9.8
5) Sustainability of traditional social structure	42.3	34.9	20.4	2.4

Note: VI= very important, Im= important, LI= less important, NI= not important

Equality and social justice are the basic human rights for human beings as their development capabilities expand. Its significance is related with the other issue regarding democracy, which the youth students assess as important and very important. Moreover, it is also explained, with the sustainability of traditional social structure issues, as a question in the questionnaire. For respondents in KKUIC, social equality comes first, followed by ecology issues.

Regarding social equality, this ranks No.1 with the youth students who enrolled in international program, moreover, the air pollution and global warming are also the issues that the youth also cared about. Water pollution along the Greater Mekong sub-region are becomes much more serious, almost all the cities which is nearby the Mekong river get impacted.

For the respondents, the youth students stated that stability in economics, against economic crisis both

globally and nationally is the very important issue. This might be due to the occupations of their parents and the economic crisis happened in 1997. During an economic crisis, their parents may be involved or get impacted by the crisis and this may have a direct impact upon their lives, also for Thailand, as an important import & export country, a crisis in the world trade market may influence the national economy.

In this research, the researcher also set a question asking about the students ideas related to global warming, since global warming is partly a human disaster which is impacted by the humans for their exploitation of natural resources and the making of an imbalance between ecology and economic needs. In this multi-selection question, related to the perspective of agriculture, the researcher is trying to uncover the information of how the respondents think global warming will impact upon agriculture and also upon Thailand

Table.4 Attitude of adolescent towards global warming

What do you think the global warming will impact to your country	Result in %
Will make it more hot	98.6
Will impact more drought	96.1
Rice products will be decreased	89.6
Will impact more flooding	51.8
Rice products will be increased	8.7
Will make it more cold	8.5

The curriculum concerning global warming is already introduced to the students in Thailand, with the aim of building the awareness of the youth students to keep taking care and promote balanced use between ecology and their way of life.

When asked about how global warming will impact on the world, 98.6% of KKUIC respondents agreed that global warming would make the world hotter. It also influences on the

second choice which informed the researcher that global warming would impact in the form of drought.

To strengthen the young students perspective, the researcher also measured their perspective over several themes. In these questions, each student chose their level of agreement regarding ten questions about the personality of their parents' occupation and their daily life.



Table.5 What kind of person do you want to be in the future

Questions	SA	Ag	Dis	SD
After I finish my education, I will be free to have a job which I want	79.2	13.9	3.8	3.1
It is important to lived in the solidarity society where everyone always support one to other	78.4	11.9	5.8	3.4
If I am a farmer, I will plant economic plants which obtain income for me and family	58.2	15.9	17.3	8.6
My job in the future is depend with the social need	34.7	31.9	22.1	11.3
If I have farm land, it is better to plant the food plants for my own and family need, rather than sell them	33.4	33.1	28.2	5.3
Food that you buy in traditional market have a better quality compare with supermarket	41.3	35.8	20.9	2.0
To be a farmer will not sufficiently enough to earn enough money to meet a descent life style	43.8	39.1	10.3	6.8
It is important for me to have a job with less physical activity	56.1	33.8	8.7	1.4
To be a farmer and plant all the food every day is the best way of life	10.2	11.1	43.1	35.6
Urbanization in job matter is the negative impact for social traditional structure and rural society	11.9	21.5	45.7	20.9

Note: SA=Strongly agree, Ag= agree, Dis= disagree, SD=strongly disagree

For the respondents in the KKUIC , they did not think that to be a farmer and plant their own food is important, most of the respondents gave the answer of “Strongly Agreed” with less in the agriculture sector. Being a farmer and planting their food for themselves are not their ways of life.. From an education perspective, the respondents all agree with the first important option. In their minds, a better education will give them a better chance of a dream career in the future. This may impact on the attitude towards migration.

Moreover, Only 11.9% of the respondents strongly agreed that migration will have a negative impact on the tradition structure, which indicated that migration is acceptable for the students in KKUIC.

The data mentioned above pointed to the respondents involved in the globalization era, with the internet

offering an easier way to share information outside. The local music will be the last choice for the respondents enrolled with international program. The education perspective, all agreed this to be a strong and important option, migration is positive for the respondents in KKUIC as well.

### **The Young students’ attitude and future perspective for place identity**

Future perspectives in this study explore what the youth students want to be in the future. In this study, the students were asked about their judgment concerning future perspective, mainly focusing on place identity. The questions described in this study are about the choices of the young students for their future, specifically do you like agriculture work as your parents do now? What is the future perspective of

their dream career? what do you think about the big cities outside? Which city are you willing to live in the future? Since the atmosphere of globalization also impact to the place identity (Rapoport, 1981).

Furthermore, in this research the researcher uses scales to ask the

perspective and attitude of respondents, what kind of person do you want to be in the future? Including important statements regarding the economy, ecology and social structure, the researcher gave 12 questions to be answered on a scale of 4 (strongly agree, agree, disagree, and strongly disagree).

Table.6 Future perspective in Economy, Ecology and Social Structure regarding adolescents' future

What kind of person you want to be in the future	SA	Ag	Dis	SD
<b>Economy:</b>				
Have the good education level	89.9	7.6	1.4	1.1
Have privately owned dwelling	79.1	14.2	4.9	1.8
High income, have car, and house	88.1	9.2	1.1	1.6
With a work no need heavy labor	74.9	14.1	4.2	6.8
Have own land, plant food	12.1	19.9	38.1	29.9
<b>Ecology:</b>				
Live with good environment	79.1	19.1	1.1	0.7
<b>Social Structure:</b>				
Live with parents	24.7	18.5	32.8	24
Have rich spirit life	64.1	18.1	10.6	7.2
Live in high class community	69.1	17.3	12.6	1.0
Live in big cities in country	68.1	19.1	11.7	1.1
Live outside of current province	65.8	18.2	13.2	2.8
Marry a foreigner	26.8	15.5	43.1	14.6

Note: SA=strongly agree, Ag=agree, Dis=disagree, SD=strongly disagree

Regarding the economy, respondents agreed that having a good education and having a private dwelling are very important to their economic perspective of the future. Moreover, these groups also agreed that having land and planting food is less important for them, in the future. This means that most of the students think that skills are the important foundation to earn more wealth and have a great job in the future. The future perspective, regarding human development, is already built, the awareness to reach a great education level, as the way to achieve great wealth in the future is already increasing. Regarding the heavy-labour jobs in the future, their

backgrounds might impact their attitude.

Furthermore, the ecology future perspective also asked them the question regarding the environment they want to live in, in the future. The respondents from KKUIC stated that living in a clean environment, with less pollution, is very important for them in the future. The awareness to keep the country green for the younger generation is one of the academic matters in Thailand. Pollution, especially air pollution and water pollution, is the most serious problem along the GMS countries.

Social structure is the perspective which is vulnerable to the influence of globalization among teenagers,

including their way of thinking regarding living in society. The influence of the entertainment sector and social media sector, including music, the internet, etc. bring a huge impact for the young generation to change their perspective and way of life. In previous tables, it is indicated that globalization already impacts on the young generation (see table 2 and 3).

The interesting point in this sector is 'Marry a foreigner'. This phenomenon comes with globalization, moreover, due to the social impact, marry a foreigner is not a shy idea. The situation of 'marry a foreigner' is quite popular in Thailand, this situation is even serious in E-san of Thailand.

As in the data shown above, most of the students who enrolled with International program do not want to be a farmer as their parents are now, they want to move to the outside, to find a better job, such as a teacher, doctor, policeman, internet game player, tour guide, etc. They desire high income with high social position and no need for heavy labor as their first priority.

For the questions related to their attitude towards the big cities outside of the mountain area, the researcher set 9 questions regarding their attitude towards the current place and outside cities, which were friendly, modern, rich, happiness, terrible, solidarity, fashionable, creative, and belief, to test students' attitude. The result is as below,

Table.7 The attitude of youth respondents towards big cities outside

Items	SA	Ag	Fa	Dis	SD
Modern	72.1	12.5	2.8	6.6	6.0
Innovative	70.1	22.6	0.8	3.3	3.2
Fashion	77.2	10.1	2.8	4.8	5.1
Friendly	60.2	15.9	8.7	4.7	10.5
Happiness	59.9	25.4	10.4	2.2	2.1
Solidarity	11.1	19.5	10.5	36.4	22.9

Rich	67.4	19.6	10.1	2.1	0.8
Belief	32.2	22.6	17.8	18.7	8.6
Boring	5.2	8.3	27.5	41.9	17.1

Note: SA=Strongly agree, Ag= agree, Fa= fair, Dis= disagree, SD=strongly disagree Result in Percents

The table indicated that the respondents strongly agreed that big cities are modern, innovative and fashionable, few of them believe that big cities are boring.

Boring is the last judgments for appraisal of the big city by the respondents in KKUIC, It also appears that belief is another point with low levels of 'strongly agree' from the respondents in KKUIC. It means that big cities are assessed by the youth as having low concern, less friendliness, and less safety.

Moreover, the obvious way to show a place identity is whether you wish to stay in the current area or you would be attracted by the outside world (Krupat, 1983; Proshansky, 1978; Proshansky, Fabian, & Kaminoff, 1983). Based on the above data, respondents think the outside city is more modern, innovation, fashionable, rich, and has solidarity more than the local place. This may cause youth migration to the big cities in Thailand. The social media, most of all advertising showing how powerful, modern, rich the big cities are, may impact on the youth's mind when they were filling out the questionnaire. Furthermore, some of the respondents' relatives work in outside cities, what they see, hear and talk about may also impact on the young.

In the following questionnaire, researchers give several questions for the respondents to select where they want to stay in the future. The results are as below.

Table.9 Attitude of youth students towards future place to live

Where do you want to live in the future	Result in %
Big cities in Thailand	91.8
Hometown	3.1
Developed countries in the world	3.8
Developing countries in the world	1.3

In the close-ended question, the future perspective of living in the city is asked. Around 91.8% of the KKUIC respondents wish to stay in the cities in Thailand; in particular, the cities of Bangkok, Chiang Mai, Phuket, etc. All of these cities are big cities and economy core zones, which have lots of opportunities for high-income jobs.

This is a very surprising result, which could be explained by the different backgrounds. As they enrolled into international program, which indicated the English communication is requested in the classroom, this offers the opportunities for the respondents to see the outside world easily. Moreover, compared with the big cities in Thailand, Khon Kaen is not a big town, the opportunity for them to know about the outside world may be through advertisements or the internet, travel while visiting, etc. The huge migration flow happened in E-san area towards big cities in Thailand also impacts the respondents' selection. What their relations or friends' real experience may encourage them for living and working in the big cities in Thailand. Those activities are inadequate for the youth who stay in E-san area and may impact on their attitude towards the big city. Furthermore, it might strengthen or weaken their local place identity.

## 5. DISCUSSION AND CONCLUSION

Globalization, for the Thai people understanding, is not a newly issue. Especially after Thailand set tourism as their strategic pillar industry, Thailand is becoming much more active in the globalization. The rapid economic expansion and the rapidly migration flow in Thailand have been one of the hot issues in the international community. During the last decades, people's living standard is improving, the increasing of the salary standard gives them the chance to go abroad to travel, to study, to get the latest news from outside. Nowadays, the world is more than a community, rather than countries.

The globalization in Thailand generally has the positive impact to the national economy, however, everything has 2 faces, with the economy rapidly growing, and the social media rapidly used people's daily life, to get the information from outside is much more easy than previous time. The place identity, especially the youth people's place identity is changing into negative face. The willing of the youth to move outside of their residence area is strongly enhanced.

Occupation in local place, farmer, is the product of the daily life, also the products of place identity. With the rapid globalized economic growth, the youth in E-san area starting to look for another kind of job which could offer them the high income, high social position, no

need the labour work as their parents do now. The outside cities seem more attractive for the youth, especially for the youth who currently lived in the unknown small cities. The loss of place identity, and the loss of traditional culture identity should be paid more attention in the related research.

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## Factors Affecting the Attitudes of Members' Towards Participation in Fisheries Cooperative In Dahlak Islands, Eritrea

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**Abstract:** The study intended to analyze factors affecting the members' attitudes towards participation their cooperative in fishing communities of Dahlak Islands, Eritrea. The Ministry of Marine Resources Eritrea (MMR) initiated the formation of fisheries cooperatives in 1994, in 2017 only 39 village level cooperatives and 6 regional fishery cooperatives were functional. Considering the fact that active participations leads to successful cooperation, yet only about 1,500 fishermen and women were actively incorporated nationwide. Dahlak islands fisheries cooperative was one of the six regional cooperative with 228 active members engaged in fish supply services. To understand their attitude, the study used quantitative approach in collecting data, information was gathered using questionnaires from 140 systematically selected random samples with 95% confidence level. To obtain information Likert-type questions were designed, where the data were considered as continuous data and analyzed using Statistical Package for Social Sciences. The results showed that attitudes towards participation were positive, with only 11.4% of the respondent having negative attitudes. The attitudes of members were correlated with independent factors of age, gender, educational level, monthly income, family size, profession, training attendance, number of training taken, loan received and amount of loan received. Sorted from highest to lowest the variables with significant correlation were; number of training taken (0.50\*\*), cooperative related training taken (0.46\*\*), monthly income from Cooperative (0.34\*\*), loan received (0.25\*\*) amount of loan taken (0.20\*). In conclusion taking training and number of training taken of members were attributes to active participation, and with the increase in number of trainings the members had more positive attitudes towards participation. Moreover, the chances of receiving loans and amount of loans had significant effect in increasing participation. It is recommended to increase the number of training given and accessibility of loans to improve participation of members in fisheries cooperative in Dahlak islands, Eritrea.

**Key Words:** Dahlak, fishery, cooperative, participation, attitude

## International Marriage: Life Must Go On!

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**Abstract:** International marriage is marriage between people from two different nations and it is a common phenomenon that occurs daily in today's small-world society. Due to the changes in this modern world, it is now very easy to be interactive, travel, and exchange information. People from many countries have the opportunity to communicate through media such as web pages, email, Face book, or Line. It is also much easier for people to meet 'face to face' due to the lower cost of airfares. Sometimes, when there are problems with language, it is possible to hire someone to help by translating or writing letters to help people connect with each other from another country. It is also possible to use a broker company who, for a fee, will contract and coordinate everything right up until the couple gets married. Thailand is one of the countries where local people enter into marriage with foreigners. Especially, Thai women prefer to marry Westerners, while women from Vietnam or China often choose husbands from Japan, Korea, or Taiwan. Studies indicate that there are large variances in the age, education, religion, language, culture, life style, and family relationships of the people involved in these marriages. The parents of Thai women, who marry a foreigner, although they may not understand their son in law's language, will accept him and be very happy to have him as a son in law. If they move abroad with their husband, the Thai women will visit Thailand every year and many send money back to Thailand regularly. They also plan to return to live in the Thailand when there is an opportunity or when their husband retires.

**Keywords:** International Marriage, Germany, Thailand, Way of life

### 1. INTRODUCTION

International marriage is very widespread in Europe and has happened from the Middle Ages until World War I. The monarchs in the past often tried to expand their dynasty, both inside and outside the country, by relationships through marriage. It is a factor that both stimulates and inhibits conflict and invasion between states and also promotes interstate peace. ([https://en.wikipedia.org/wiki/Royal\\_int\\_ermarriage](https://en.wikipedia.org/wiki/Royal_int_ermarriage))

Today, international marriage is a common occurrence in European and other Western countries. International

marriage occurs when people from two nations come to live together as man and wife. This movement of people, who create a mixture of different races, cultures, and ways of life in international marriage has increased due to the globalization effect. In France, International marriages increased from 10% in 1996 to 16% in 2009 and in Germany, international marriage was up 13.7% in 2010; in Switzerland, international marriage accounts for one-third of all married couples. (<http://www.economist.com/node/21538103>)

The relationship between two people can occur due to travel, using the Internet, or as a way to find a better life,

overseas. People are searching for ways to have more new friends in the world by having a global link. This is an important factor behind the increasing number of international marriages taking place in the world of globalization. International marriage is now associated with the ability to communicate quickly and well. It also affects upon immigrant society due to policies on citizenship, naturalization and the mix of new cultures provided by these immigrants. Important factors that encourage international marriage are as follows: 1. The desire to attempt to marry outside their home country. 2. The increase in the movement of people around the world provides more opportunities to meet and learn from, and about, each another. 3. Globalization has had an effect on many people who want to marry people from other societies (Niedomysl Thomas, et al. 2010).

In Sweden, Thomas (2010) found a marriage between a Swedish old man and a young foreign girl. There is a serious question about gender equality because during the past fifteen years, there has been an increase of 44% in young women migrating from poor countries to marry with Swedish men, with most of these women originating from Asian countries, Russia, or South America. It was also found that Swedish women may find their male friends in other countries in Europe, North Africa or in the United States.

In general, people will choose mates from their own society and of similar status. These spouses usually are around the same age, have similar education levels, share social groups, religions and social status as with other married men and women from Europe, the United States or Australia. However, Swedish men married to women from Asia or Eastern Europe are often more than ten years older than their spouse. It is

difficult for men to marry younger people in Swedish society and there are also negative indictments of international marriage. Men who marry people from other cultures are accused of having 'ordered' their wives from distant lands. They are told "It's like buying a used machine"; "This guy is a person who could not afford to have a wife from his own society". In fact, marriage is connected to sharing the satisfaction of need, whether or not it involves a variety of issues such as age, physical attractiveness, or economic stability. There are attractive people who persuade friends from abroad to marry because they look for traits they cannot find locally (Niedomysl Thomas, et al. 2010).

David Glowsky (2007) found that since 1970, international marriages in Western Europe have become even more international. Especially, marriage between Westerners and women from distant countries, who moved to live in Germany. Due to improved, low cost communications, internet, and cheap plane tickets, marriages between people from developed countries and people from countries with weak economies have increased dramatically. These women are mostly from Eastern Europe, Southeast Asia, or South America. Men from wealthy countries will marry women from poorer countries because they have been unsuccessful in marriages with people from their own nation.

Margarita Khartanovich (2017) found that Finnish women like to marry people from Turkey, the United States, Russia, England, and Sweden because Finnish men like to live quietly, they are not social people. This is why Finnish women turn to men from other countries, but Finnish men like to marry women from Thailand, Russia, Estonia, China, and the Philippines. This is because



these foreign women are not strong feminists, they like to stay home and focus on their family, which is acceptable to their husbands. However, international marriage is often difficult to maintain as the relationship of the two people who stay together means that one of them is far away from home, they may miss their culture, their traditions and have to deal with a different language and culture. There are also other issues, such as in the case of the Finnish economy, with low wages or more unemployment. To live in a new environment with language barriers, people from distant lands may find it difficult to live and depend on only their Finnish spouse. If the spouses are able to overcome these problems, and still love each other, then they will have a balanced relationship, respect each other, and it could be true love. International marriage is not a comfortable marriage, because there are many inconveniences associated with it.

Asian countries also have the phenomenon of international marriage. This is usually a marriage between the so-called rich countries, Japan, South Korea and Taiwan and the poorer countries such as China, Thailand, and Vietnam. International marriage is a reflection of globalization because of the fact that people travel to, or study abroad in, other countries or use social media to connect with other people. A girl who traveled from a poor area of China or Vietnam would be looking for economic opportunity by entering in to a marriage with a man from a richer country. They would see such a marriage as a way to help their family at home.

In the case of Japan, the number of international marriages rose sharply between 1980 and 2006 with 40,000 international marriages in that year. However, the number has dropped continuously to an average of 20,000 per

year. Japanese women prefer to marry men from the United States or England, but Japanese men like to marry with Asian women from Korea, Thailand, China, and the Philippines (<https://www.nippom.com/en/features/h00096>). Most of these are people from rural areas. Traditionally, rural wives may have to take care of their husband's parents, be responsible for parenting (raising the children), and help with farming. For all this help, Japanese men will be looking for women from abroad as partners. Some local governments provide support and counseling services to assist men to contact a foreigner. The whole process to marry may lead to spending up to \$30,000 US. Some men pay money to the bride's family and this can improve the quality of life and conditions of her family. ([http://en.wikipedia.org/wiki/Japan\\_foreign\\_marriage](http://en.wikipedia.org/wiki/Japan_foreign_marriage)).

Regarding international marriages in South Korea, it was found that up to 2005, there were more than 250,000 such marriages in the country. In 2013, 40,000 people from Vietnam, China, Japan, the Philippines and Cambodia, married in Korea.

Since 2007, South Korea's Multicultural Families Support Act has opened a center for overseas brides to learn about the Korean way of life, lifestyle, culture, traditions, and language. This supports women, who come from Southeast Asia to marry with Korean men, to adapt themselves to Korean society because almost all of the women do not know the man who she married. All these learning programs will help these women to have a better life because they both can get to know each other through intermediaries. If she does not know the language, she cannot understand the culture. This will put them at a disadvantage and they will face inequality (Philip Iglauer, 2015).

Under Globalization, Taiwan has also received brides who have migrated from poorer countries for a better economic status. Since 1986, there have been more and more international marriages between Taiwanese and Chinese. Five years on, there were brides from Thailand, the Philippines, Malaysia, and Indonesia. Later still, brides from Vietnam and Cambodia were on the increase as these countries opened up. In recent years, Vietnamese brides have become the most sought after because a brokerage firm has made a significant contribution to the number of these brides.

Most Taiwanese men who married foreign brides have a background in agriculture, industry or live in the metropolitan areas. They are from an economically inferior group when compared to other people in Taiwanese society. Some of the Taiwanese marriages were intended to provide descendants and cheap labor for their families. Many foreign brides travel long distances from their home country to marry a Taiwanese. These girls will be limited, when living in Taiwan, by issues such as language. She must take care of her husband's whole family, care for her own children, her husband's parents and adapt to the environment, weather, customs, religion, language, diet, lifestyle, and her new family's way of living. The potential for conflict in an international family is obvious when they do not understand each other's culture (Betty Y. Weng, 2007).

In the case of Thailand, as reported from the seminar topic: Is being married to foreigners really a good thing? It is considered that 300,000 Thai women are married to foreigners and live abroad. They are located all around the world for example; Germany has the largest population of Thai married women with 50,000 brides. France and the United

States each have around 30,000 Thai brides. A foreign language, the gap between ages, and expectations of a comfortable life in a foreign country are the problems that Thai women face when they marry and live in Germany. However, there are many families who have successful marriages and are happy; this is usually because the spouses can communicate with each other. These couples experience few or no language problems, learn from each other before marriage, and know how to make a living, they do not wait for the husband to pay for everything. Success is found by attempting to study and adapt to each other's culture. It is important to keep talking to each other when problems arise. (<https://pantip.com/topic/30980927>)

## **2. Research Method**

This research is divided into 3 parts. The first part is a study of the lifestyle of Thai women who marry with a German and live in Germany. The researcher provided questionnaires to 241 Thai women who live in Berlin, Hamburg, Cologne, and Nuremberg, Germany. The second part concerns a questionnaire provided to 173 parents in Northeastern Thailand, of women who married a foreigner. The objective of the study being to learn their perspective on their son in law. The third part is also based in Northeastern Thailand and relates to a questionnaire provided to 193 people, who are in ongoing contact with foreigners, so as to learn why they have contact with foreigners.

## **3. Result of Research study**

### **a. Research in Germany**

The results of the study indicate that Thais who are married and live in Germany are aged from 22 to 66

years old and have an average age of 40 years. The German husbands are aged between 25-73 years old with the average age being 50 years. The age variation between couples is around 10 years. For the Thais, 88%

are female and they are 100% Buddhist. For the husbands, 50% are Christian and 18% are Buddhist. The Thais are mostly educated to secondary school level, but 88% of the Germans have higher education.

Religion	Thai (%)	Partner (%)
Christian	0	50
Buddhist	100	18
Muslim	0	0
Other	0	13
No religion	0	11
No data	0	8

Education	Thai (%)	Partner (%)
Primary School	46	2
Secondary School	22	16
College	23	28
University	4	12
higher	1	17
other	4	25

How many years – marry with present partner ?	Number (%)
1-5	26
6-10	28
11-15	16
16-20	21
21-25	8
26-30	0
31-35	1

Thais (46%) and Germans (48%) had been married and divorced before. Spouses (54%) lived together in Germany for more than 10 years. Most Thai people return to Thailand every year. And will stay in Thailand for 4 weeks.

Married before	Thai (%)	Partner (%)
Yes	46	48
No	54	47
No data	0	5

Which country is more difficult to live?

Germany	21 %
Thailand	41 %
No difference	28 %
I do not know	1 %
No data	9 %

Sixty percent of the Thais report that they live in Germany without problems. However, the most common problem was being unemployed, and consequently having no money. German language is very hard to learn and the cost of living there is high. Some Thais reported a feeling of being 'second class citizens'. Regarding the difference in culture, most Thais (84%) said they were satisfied with their life in Germany and 41% of Thais said it was more

difficult to live in Thailand than in Germany.

Do the Thais intend to return to Thailand in the future? The answer was Yes, with 62 % wanting to return to live in Thailand because they want to stay with a relative, Thailand is their homeland, parents want their children to return and stay in Thailand. Some do not like the German way of life and consider the weather to be too cold in Germany. Some are happy to stay in Germany because they feel very happy there. They have no

relatives in Thailand and in Germany they have a better social security than in Thailand which has no social insurance.

The main reason stated for the Thais to go abroad was due to economic problems and they want to go to 'try their luck!' Some had

left after being disappointed with their partner in Thailand. Sixty five percent reported sending money back to their family in Thailand, an average of 6,267 Euros per person, per year.

Reasons international marriage migration	%	Send money to your family	%
had economic problems in Thailand	33 %	Send money regularly	65
just wanted to go abroad	31 %	Send money, but not regularly	16
wanted to try my luck	22 %	Do not send money	19
disappointed by the partner in Thailand	20 %	evaluate your stay in Germany	%
recommended or informed by friends or relatives successful in abroad	16 %	satisfied	86
did not like the work in Thailand	11 %	not satisfied	7
		Do not know	7

### b. Research in Northeastern Thailand

The second study was undertaken in a sub-district in Northeastern Thailand by providing a questionnaire to 173 parents of Thai Women who had married a foreigner. It was found that the foreigners were from 23 countries

with most from England and Germany. The age of the Thai women was 21-57 with an average of 33 years. The foreigners were aged between 27-72 years old, with an average of 44 years. The age difference between spouses was around 10 years.

Age	Foreign	Thai
20-24	0	15
25-29	8	40
30-34	23	51
35-39	25	39
40-44	25	18
45-49	33	6
50-54	26	1
55-59	9	1
60-64	13	0
65-69	8	0
70-74	4	0
Do not know	2	2
Average	44	33

### Nationality of foreign partner

England	34	Austria	9
Germany	29	Netherland	7
USA	19	Japan	7
Norway	13	Denmark	6
Sweden	10	Switzerland	6
France	9	New Zealand	3
Other; Taiwan, Finland, Argentina, Oman, Malaysia, Mexico, .....			21

Of the foreign husbands, 66% had married before, as had 38% of the Thai women. They had children within their first marriage, some having 3 children! So the question is – “Why did she divorce?” The

answers included, the first husband did not show responsibility to the family, they did not understand each other, and the husband had a second wife, he drank too much alcohol or he had passed away.

Number of children	Foreign	Thai
<b>No Children</b>	<b>105</b>	<b>24</b>
1	16	61
2	30	24
3	5	4
4	1	0
5	1	0

Reasons for divorce	
Passed away	9
Has other wife	11
Did not has responsibility, do not work	39
Drink to much alcohol	9
Do not understand each other	39
Do not know	11

Their daughter would return to Thailand every year and they could talk with each other, by phone, at least once per week. Around 91% sent money to their parents, and the parents said the money was enough for them to support themselves and

other relatives. The parents used the money mainly for building or repairing their home, to buy new agricultural land, invest in a business, pay off debt, and for general expenses.

#### How often – come to Thailand / Year

Once a year	95
Once in 2 years	33
2 time a year	17
seldom	13
Never return	15

#### How often –do they contract on telephone

Everyday	26
Every week	104
Every month	37
Once – 3-4 Months	6

For the parents, 86% said that it was good that their daughter had married a foreigner, but 13% were also worried or sad because their daughter was far away from home. They said they loved their son in law, even though they may not be able to communicate with each other. It was reported that 68% thought that their daughter, by marrying a foreigner, had a better life than in Thailand as they were very disappointed with the Thai husband and it will be good for their grand children... However, 19 % of parents indicated they were disappointed with their son in law.

Of the Parents, 91% indicated they wanted their relative to marry a foreigner, only 16 % said... “No way”. This was because they would be so far away from home and could not understand each other.

The parents wished that their daughter would return to live in Thailand (76%) and 78% of parents did not want to go to live with them, abroad, Finally, 84% of parents said their life today is better and they were satisfied with their current living status.

**The third part of the study** was conducted in Northeastern Thailand and consisted of a questionnaire to 193 Thai women in ongoing contact with a foreigner. The foreigners are from 24 countries, of which Germany, United States, and England are in the topic. Regarding the Asian countries, they are Japan, Pakistan, Singapore, and Malaysia, with a total of only 9 people. There is an age difference of 12 years and the Thai women’s ages are not more than 50 years, with most 26-30 years old. The foreigners are mostly in the

31-50 years age group, while some are much older, from 50 to 70 years old.

Regarding education, most of the Thai women and foreigners are graduates and their religion is Buddhist for the Thai women and

Christian for the foreigners. The foreigner's occupations are as self-employed or in the public and private sector. The Thai women are workers and employees in the private sector.

#### Country of partner

Germany	41
America	36
England	30
Sweden	13
Norway	10
Australia	9
Switzerland	5
Japan	5
Canada	4
New Zealand	4
Other; Israel, Malaysia, Finland, ...	35

AGE	Foreign	Thai
17 – 20	1	3
21-25	1	19
26-30	6	70
31-35	26	42
36-40	35	30
41-45	30	24
46-50	27	5
51-55	23	0
56-60	21	0
61-65	18	0
66-70	5	0

EDUCATION	Foreign	Thai
Primary	0	25
Secondary	5	63
College	13	29
University	175	75

RELIGION	Foreign	Thai
Buddhist	6	181
Christian	169	6
Muslim	4	0
Other	13	0

All parties had been married before and have children. The Thai women made contact with the foreigners because they learned from their friends or relatives who had married a foreigner and had a successful life after having economic problems or being disappointed with Thais. Some just wanted to go abroad, some wanted

to try their luck... Why had they chosen a particular person? Because they understand each other well, he had a good income, he had a good job, he was good natured and kind. "I love him" was the fifth choice. The final question was; when do you plan to marry? It seems that they are not in a hurry to marry.

Were you married before	Foreign	Thai
Yes	123	115
No	70	78

How many children did you have	Foreign	Thai
No Children	93	87
1	35	65
2	38	30
3	17	8
4	4	0
5	2	0

#### Why do you contract with him ?

Do not like the work	27
Has economic problems	97
Disappointed with Thai-friend	79
Just wanted to go abroad	52
Wanted to try my luck	42
Friends or relatives successful in abroad	122
Other	38

#### Why - this person as present partner ?

Understand each other well	132
Good income	124
Good job	116
Good-natured and kind	116
I love him	83
Good-looking	57
Not drinking, smoking, and stay home	50
Nationality	31
Other	18

#### When do you plan to marry ? / Year

1 Year	24
2 Year	37
3 Year	34
4 Year	17
5 Year	10
More than 6 Year	6
never plan	19
Do not know	16

## 4. CONCLUSION

From the literature review it was found that there are many negative reports regarding international marriage, or marriage between the rich and poor. The rich are those who could not find women in their homeland because they are not attractive and in a lower social status. Therefore, they find women from a poor country to fulfill their needs, and globalization has only increased the opportunities to contact with a partner.

This study found that the spouses' age, education, and religion are different and Thai women mostly prefer to contact Western people, rather than Asian. Around 50% have married previously, and some have children. They have not had success in family life and they want to start afresh. For the Thai women, it is more of an economic motive that drives them to find a better life. Parents are satisfied with their daughter when she achieves a better life and they accepted their son in law, although they may not be able to communicate with each other.

The ongoing contact is with foreigners who have a higher education level and is almost always with western people. They have married before and have children. The woman wants to get away from her environment, to go abroad, to try her luck, but she is in no hurry to marry her boy friend.

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## A Comparison of International and Domestic Hotels in Sanya, Hainan Province, China

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**Abstract:** This paper focused on the hotel industry in Sanya, the southern city in Hainan Province, China. Its objective was to compare domestic 5-star with international 5-star hotel and to find out the differences between the two hotels. Using qualitative approach with in-depth interview, observation and a systematic of review literature, we found the differences of each hotel operation and effective suggestions to make a better development, according to their market environment. To understand these differences, the paper indicates them in the context of advantages, disadvantages and suggestions in the competitive market environment.

### 1. INTRODUCTION

At the time of China opening itself to the outside world, the hotel industry was one of the earliest industries. The foreign hotel brands, for a long time, had entered the Chinese market, and in recent the world's top ten foreign hotel brands have entered China. After they had absolute advantage in first-tier cities, they became large and permeate lower-tier cities and scenic spots. The foreign hotel proportion was 10% in china, but it occupied 90% of the profits (Xu Yakun, 2010). Thus, it can be seen that foreign brands of high-end have absolute advantage, domestic hotel brand was rising in the field of economy. However, foreign brand in China attached great importance to the development of brand building, market research, strategic management and capital operation, and had a global vision, the ability of global learning and resource integration capability, and had a clear positioning

and loyal customers; meanwhile, domestic hotel brand was relatively lacking in these aspects, so, this made the domestic hotel brand to develop high-end hotel market were relatively difficult (Wang Hanxi, 2010).

According to China's tourism industry "thirteenth five-year" development planning and the present situation, tourism became a important industry of our country, and always maintained a rapid growth trend, China has entered into the world's largest inbound tourism receiving country and the fourth largest outbound travelers. Thus, China has formed the world's largest domestic tourism market. Then, Hainan will become an international tourism island (Wang Tao, 2016).

Hainan government was further enhancing the management level of Hainan hotel, to promote its scale, the popularity of brand and internationalization direction. At the same time, hotel industry was the basic

condition for the tourism industry (Yu Xueqin, 2014).

As for the different culture in the same hotel, especially in China, managers who were transferred sometimes that cannot avoid some management problems. Hotel of Hainan province had some problem in human resources management, and the price of hotel was not regular. The study focused on management and marketing strategy to analyze the concrete differences in hoteling between international 5-star hotel and domestic 5-star hotel in Sanya, Hainan Province.

## **2. LITERATURE REVIEW**

### **Competitive Advantage Theory**

The Competitive Advantage of an industry was an ability of creative. Michael Porter pointed out that creating products and creating service is creating differences. Where there is a difference, there is a market. And difference can make your business in an invincible position among all the competition. Any enterprise that wants to survive for a long time has to form a unique advantage over all competitors through differential strategies (Porter M E, 1985).

The competition in hotel industry, actually was a product competition. In nowadays, personalized consumption has become increasingly apparent, the hotel which owns the favorite features, will be able to firmly catch consumers, no matter what product, only to form their own characteristics, were recognized and loved by consumers, and can attract more customers. In a competitive industry, creating new and innovative ideas was crucial to

differentiate products from other similar products (Hugh Taylor, 1997).

### **SWOT Analysis**

SWOT was a tool that can help analyze from both internal and external. It stated that an effective strategy comes from a company's internal strengths and weaknesses, as well as external opportunities and threats. It can maximize a firm's strengths and opportunities and minimizes its weaknesses and threats (Weihrich H., 1982). SWOT was very general, and it was a primary tool of decision-making, and strategic planning in various kinds of works. The SWOT summarized the firm's situation which including the internal and external analysis, and provided a planning perspective for controllable and uncontrollable variables. It was simple to use and has been a tool of making choices for many managers (Weihrich H., 1982).

## **3. METHODOLOGY**

In this research, the tourism industry, hotel management, marketing strategy, and other related theory and method were used and focused on the study of Sanya five-star hotel management system.

In order to seek to gather an in-depth understanding of both international 5-star hotel and domestic 5-star hotel, the research methods that used were mainly qualitative analysis. Focused on the size and economic benefit of Sanya domestic and international five-star hotel as the research basis, and then analysis of the situation of the two kinds of hotels, in order to make comprehensive, integrated

research of the all-round development of the domestic five-star hotel.

After systematically reviewing of literature, understanding the new tendency of the research dynamic, both primary and secondary data were collected. Followed by analyse of the competitive advantages, operation strategies and development features in culture, management and marketing strategy of international 5-star hotel and domestic 5-star hotel, so as to gain better understanding of the external environment and the development of competitors. The SWOT Analysis, listed and analyzed the advantages and disadvantages of the Sanya international and domestic 5-star hotels, at the same time it also analyzed the internal conditions and external environment, found out the international and domestic five-star hotel source of competitive advantage. So as to achieve a competitive advantage in the hotel are given specific strategies.

#### **4. RESULT**

After a clear analysis of the situation of the target market, the positioning of the hotel market and the competitive advantage of the hotel, the development strategy and suggestion were put forward from four aspects, including channel strategy, promotion strategy, personnel strategy and material environment strategy according to the combination of market characteristics and hotel characteristics.

##### **Target customer**

The room price of the Horizon Resort Sanya Hotel sometimes was unreasonable compared to other hotel in the same scale. With the high pace of

information technology, the price information was becoming more and more transparent. So the room price of the Horizon Resort Sanya hotel must be more regular and reasonable, and then promote themselves more effectively.

The guest room of the Horizon Resort Sanya hotel will take different sales strategy according to different customer groups. Specific as follows:

Sales strategy for business customers: (1) focused on finding the high yield customers of the best competitors, and use the incentive schemes to compete for market share; (2) aiming at the international customer who has a reservation quantity, and sign the annual contract, strive for more booking; 3) planning the long-term room price and preferential policies, and develop the trade of long-term room.

Sales strategies for meetings and teams: (1) visiting company customers and professional conference companies, in order to access to conference services; (2) comprehend the arrangement of large local conference activities, then communicate with conference organization ahead of time to gain support and win business; (3) cooperated with major travel agents, and strive for more travel group customers; (4) promoted hotels through sales fairs and international travel fairs, looking for opportunities for cooperation.

Sales strategy for leisure individual: (1) to establish a strategic cooperative relationship with the main online reservation center, promote the hotel, get a better ranking and more business; (2) designed various of tactical package to promote individual business; (3) developed and implemented a revenue incentive plan including sales, reservations and front desk.

## Promotion Strategy

As for the brand effect, many famous high star hotels had a unique charm in the culture of the hotel. If the Horizon Resort Sanya Hotel wants to have their own competitive advantage in the hotel industry in the market, they must have their own brand.

The media plan of the Horizon Resort Sanya hotel will be aimed at the hotel of each customer group, and the advertisements will also be published in magazines, journals, the train and the local tourist traffic map. It was used to the publicity of the product and the brand of hotel.

Due to the large coverage of the local media by the broadcast media, the propaganda effect of the restaurant was very good. The hotel plans to roll out the advertising of the hotel catering products in the selection period of the Sanya traffic station with the hotel catering promotion activities.

For the airport customer flow, the Horizon Resort Sanya hotel planned to buy advertising in Sanya Airport in order to promote the hotel brand and product, and improve hotel popularity.

In addition, a variety of public relations activities were held at special times of the year. For example: January: new year community care activities; February: Spring Festival, Valentine's Day room, catering promotion; May: community care activities; August: opening anniversary celebration; October: National Day Golden Week room, catering promotion; November: Christmas lighting ceremony, star member selection activities; December: Christmas New Year community care activities, and so on.

## 5. CONCLUSION

There were several reasons why the strategic plan for the Horizon Resort Sanya Hotel even more domestic five star hotels should focused on the four aspects. It also further illustrated and supported the reliability of the results of this paper.

Firstly, for a large number of high star resort hotels, it was possible to focus on the hotel's target customers by using the characteristics of the hotel. It also was important to develop products targeted that meet the needs of different types of customers in a right way tropism. This will enable the hotel to gain more space for development in the market (Zhang Shanshan, 2016). At the same time, the Horizon Resort Sanya Hotel target customer groups was relatively simple. The target customer sales should be the methods to bring better development to the Horizon Resort Sanya Hotel.

Secondly, the so-called brand was the feature of the hotel where the charm of the hotel is. It will be the best choice for the construction of hotel brand to combine its own advantages with diversified features and take the differentiated brand road. The establishment of the brand was also shown through the characteristics of the hotel (Zhao Lei, 2015). If the Horizon Resort Sanya Hotel wants to obtain long-term stable development in the market, it must have its own characteristics, which is the brand.

The result of this paper may partly help enterprises who want to achieve long-term development in a hotel management. It is necessary to grasp the initiative from the inside out, and actively to participate in making the

favorable environment. To be different is to be a winner. The hotel should have its own culture, not only about outside, but also inside. It may also provide some suggestions to the government to achieve the international tourism island purpose.

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## **Elongation, Cooking Loss and Acceptance of Wet Noodles Substituted with Fennel Leaves Flour**

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**Abstract:** Fennel leaves are composed of various components that are beneficial to health and provide a distinctive flavor. The effort to increase fennel leaf consumption is through the processing of fennel leaf flour as an intermediate product which can be substituted in noodle product. The purpose of the study was to evaluate the elongation, cooking loss and acceptance of wet noodles substituted fennel leaf flour. The study used a complete randomized design, with 4 fennel leaf flour substitution treatments, were 0%, 2.5%, 5% and 7.5%. Wet noodles were analyzed for elongation, cooking loss and acceptance. The elongation and the cooking loss data were analyzed using One-Way ANOVA at a level of 0.05, while the acceptance data were analyzed using non-parametric Kruskal-Wallis followed by Duncan test. The results indicated that there was the influence of fennel leaves flour substitution on tensile strength, strain, cooking loss and acceptance of wet noodles. The highest tensile strength was shown by wet noodle substituted 2.5% fennel leaf flour, was 0.18N. The biggest strain was revealed by wet noodle substituted with 0% fennel leaf flour, was 58.65%. The lowest cooking loss of wet noodle was given by the substitution of 2.5%, was 0.66%. The lowest cooking loss of wet noodle was given by the substitution of 2.5%, was 0.66%. The highest acceptance was displayed by wet noodles substituted 0% fennel leaf flour, followed by 2.5% substitution.

**Keywords:** Acceptance, cooking loss, elongation, fennel leaves, noodles.

### **1 INTRODUCTION**

Indonesia is facing a serious nutritional problem that is the multiple nutrients problem. The problem is related to non-communicable diseases such as micronutrient deficiencies and overnutrition intake (Depkes, 2011). One of the causes of multiple nutritional problems is the low intake of food sources of fiber and micronutrients (Siswanto et al., 2013) such as vitamins and minerals. These nutritional problems can be improved through the consumption of diverse foods by using vegetables. Fennel leaf is a type of vegetable that is developed because of the potential benefits of nutrients.

Fennel leaves are composed of 18.5% fiber and various micronutrients include iron, potassium, sodium, phosphorus, thiamine, riboflavin, niacin and vitamin C (Rather et al., 2012). Fennel leaves are also highly volatile components one of which is anethole (Chowdury et al., 2009) which contributes to the flavoring of food (Rahimmalek et al., 2014; Lasekan, 2014). Chlorophyll of 0.8 mg / g (Sarfraz et al., 2011) in fennel leaves can also be a green color in foods such as noodles. In addition, the use of fennel leaves in the field of health, such as accelerate urine (diuretic) and spur production of sweat (Rusmin, 2007). Although it provides many benefits, the consumption of fennel leaves in

Indonesia is quite low because in addition to unpopular, also its taste is not liked by some people.

One effort to increase the consumption of vegetables, especially fennel leaves, is through product diversification. Fennel leaves can be processed into flour. Rauf and Sarbini (2015) revealed that in the form of flour can be used to extend the shelf life, as well as more practical in the distribution. In addition, fennel flour is an intermediate product that can be used in the processing of food products such as wet noodles. Wet noodle is a very popular product and became one of the staple foods for most countries in Asia, including in Indonesia. The high consumption of wet noodles can be used as a strategy to increase the consumption of fennel leaves, namely through substitution.

Quality of the noodles substituted with fennel flour such as elongation and cooking loss. A good quality of noodle has a high elongation value and low cooking loss (Muhandri, 2012). The elongation is based on the measurement of tensile strength and strain. Tensile strength is the maximum force given for deforming the material. While the strain is the amount of deformation due to the tensile force applied to the dough. The larger the strain of a material, the easier it will be to expand (Rauf and Sarbini, 2015). Meanwhile, low cooking loss proves that noodles are not easily broken and not brittle when cooked (Rosmeri and Bella, 2013). Fennel flour substitution in wet noodles may also have an effect on the sensory quality of noodles indicated from the panelist acceptance of color, flavor, taste, and texture. Borneo and Aguirre (2008) stated that the substitution of amaranth leaf and spinach leaves in the noodle production gives the influence on cooking quality, rheology and acceptance

levels. The purpose of this study was to analyze the elongation, cooking loss, and the acceptance of wet noodles substituted with fennel flour.

## **2 RESEARCH METHOD**

### **2.1 Materials**

The main ingredients used in this study were wheat flour, fennel leaves, salt, and baking soda. The materials were obtained from supermarket in Surakarta.

### **2.2 Fennel Flour Manufacture**

The procedure of fennel flour production modified from Reddy (2012) was by selection of fresh fennel leaves, then washed. The fennel leaves then dried at room temperature (30°C) for 5 days, followed by grinding and sieving to 80 meshes.

### **2.3 Wet Noodle Making**

The preparation of wet noodles was modified from Li et al. (2014), Sirichokworrakit (2014) and Taneya et al. (2014). Wheat flour, fennel flour, water, salt, and baking soda were mixed into a dough. The next stage was pressed and slit the dough into a sheet and strips, followed by boiling for 2 minutes.

### **2.4 Elongation Measurement**

Measurement of dough elongation was performed in accordance with Nouri et al. (2015). The wet noodle was clamped to the probe of Universal Testing Machine Z0.5 from Zwick/Roell AG-Jerman, with a 30 mm probe spacing. The probe speed was set to 10 mm / min. The measurement was done until the noodles break. The result was displayed on the monitor screen.



## 2.5 Cooking Loss Measurement

The procedure of cooking loss measurement was in accordance with reported by Husniati, et al. (2015), Thomas, et al. (2014) and Muhandri, et al. (2011) with slight modification. The noodle about 15 grams was boiled in 100 ml distilled water for 2 minutes. The filtrate was taken 20 ml then dried in an oven at 105 °C to a constant weight. The cooking loss is expressed as the ratio in percentage of the residual dry weight of the filtrate to the weight of the noodles before cooking.

## 2.6 Acceptance Measurement

The acceptance test of wet noodles was conducted by 30 panelists of Nutrition Science Department students, Universitas Muhammadiyah Surakarta. The noodles were measured for color, aroma, texture, taste and overall. The test was based on 7-point hedonic scale, namely 1 = dislike very much, 2 = dislike moderately, 3 = dislike slightly 4 = neither like nor dislike, 5 = like slightly, 6 = like moderately, and 7 = like very much. The panelists have been given an explanation of the samples to be measured and how to perform detailed testing.

## 2.7 Design and Data Analysis

Completely randomized design was used with 4 treatments including 0%, 2.5%, 5% and 7.5%. The elongation data (tensile strength and strain) and cooking loss were analyzed using one way ANOVA, while the acceptance data were using Kruskal-Wallis, followed by Duncan's test at 5% level.

# 3 RESULTS AND DISCUSSION

## 3.1 Elongation

The elongation is one of the parameters to determine the quality of the noodles.

The parameter is based on the measurement of tensile strength and strain. Rauf and Sarbini (2015) reported that tensile strength indicates maximum force required to deform a material. Statistically, the result of wet noodle substituted with fennel flour showed an influence on tensile strength, with significance value  $p = 0.006$ . The tensile strength can be seen in Figure 1.

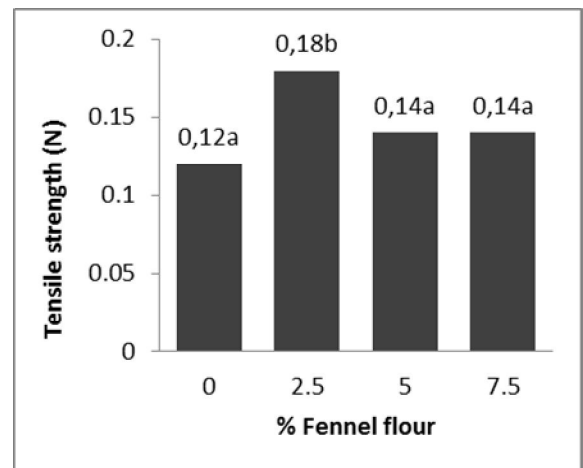


Figure 1. Tensile strength of wet noodles substituted with fennel flour.

In Figure 1, there is a difference in the value of tensile strength in wet noodles substituted 2.5% fennel flour, while fennel flour substitution 0%, 5%, and 7.5% are not significantly different. This is related to the decreasing proportion of gluten in wet noodles. Gluten is a protein in wheat flour which is used to form polymers that affect the quality of product (Rauf, 2015). Mirsaeedghazi et al. (2008) suggested that the tensile strength is associated with the presence of gluten proteins present in wheat flour. The protein matrix is formed from non-covalent crosslinks and the disulphide-bond then provides resistance to tensile forces.

The strain shows the magnitude of the deformation of a material due to the applied tensile force. The result showed

in Figure 2 indicates that there is an influence of fennel flour substitution on the strain of wet noodles, with significance value  $p = 0.008$ .

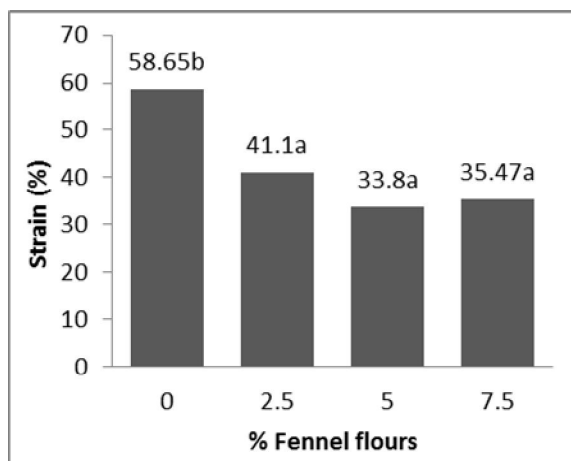


Figure 2. The strain of wet noodles substituted with fennel flours.

The wet noodles substituted 0% fennel star gives the highest strain value. Strain in wet noodles is strongly associated with the protein content of flour and fennel flour. Uthayakumaran et al. (2000) mentioned that strain is affected by protein level. The higher the protein content, the higher the strain value. Humphris et al. (2000) reported that the branched structure causes the magnitude of deformation, it formed by gluten polymers. Low level of gluten may cause the nipples to become easily broken or less elastic. Billina, et al. (2014) stated that elasticity of noodles is produced from the amount of gluten content in wheat flour used in the making wet noodles.

### 3.2 Cooking Loss

The cooking loss is one of the parameters to determine the quality of the noodles after cooking. Statistically, there is the influence of fennel flour substitution to the cooking loss of wet noodles, with

significance value  $p = 0.001$ . The cooking loss of wet noodles can be seen in Figure 3.

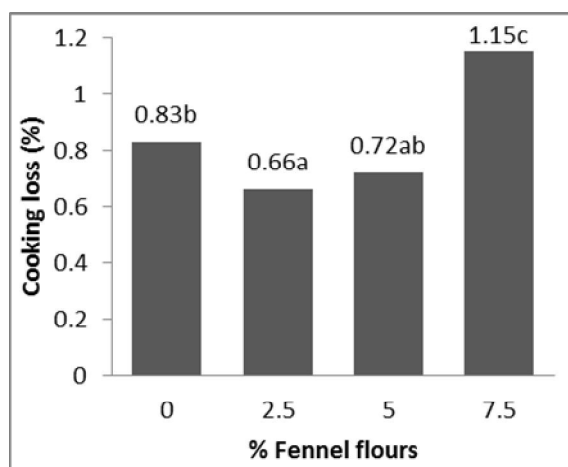


Figure 3. the cooking loss of wet noodles substituted with fennel flours.

Figure 3 shows the difference of cooking loss value in wet noodle substituted with fennel flour. Setyani et al. (2017) stated that the difference in cooking loss can be caused by the amylose content of the raw materials used. The higher the amylose level, the stronger the gel structure is formed, the lower the cooking loss of noodles. Therefore, cooking loss in wet noodles increases with the decrease of wheat flour used. The loss of solids due to heating indicates a large number of solids emitted from noodles during the cooking process. Chen et al. (2003) reported that cooking loss occurs due to the release of a small portion of starch from noodles. The released starch is suspended with boiling water, causing turbidity during cooking.

### 3.3 Acceptance

Statistically, there is the influence of fennel flour substitution on all sensory indicators of wet noodles such as color, aroma, taste, texture, and overall. Wet

noodle acceptance data is shown in Table 1.

Table 1. The acceptability of wet noodles substituted with fennel flours

Indicators	Acceptability Scores				p
	0%	2.5%	5%	7.5%	
Color	5.8 □	5.4 □	4.2 □	3.2 □	0.00 1
Aroma	4.8 □	4.4 □	4.1 □	3.7 □	0.02 0
Taste	4.5 □	4.5 □	4.0 □	3.5 □	0.03 5
Texture	5.5 □	5.1 □	4.8 □	4.2 □	0.00 1
Overall	5.4 □	5.0 □	4.37	3.7 □	0.00 1

In general, the highest the substitution levels of fennel flours, the lower the acceptability score of wet noodles. Substitution of 0% gives the highest acceptance, although the 0% substitution displays the highest acceptance score, while did not significantly different with 2.5% substitution. The acceptance score of both is the "like slightly" category. The difference with 0% substitution was indicated by the acceptance scores at the 5% and 7% substitution levels, both of which revealed the category "neither like nor dislike"

#### 4 CONCLUSION

Fennel flour substitution affects the elongation, cooking loss and acceptability of wet noodles. The highest acceptability is given by 0% substitution which is not significantly different with 2.5% substitution.

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## **Productivity Test Soil Latosol Reddish brown Landslide Vulnerability Through Study Influence Dosage Cow Manure and Intensity of Soil Cultivation Against Growth and Sweet Corn Results**

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### **1. INTRODUCTION**

Sweet corn is well known to the people of Indonesia because it has a sweeter taste than the ordinary corn, because in the carbohydrate of the seeds contain sugar production (glucose and fructose), sucrose, polysaccharide and starch. The sugar content in the sweet corn endosperm is 5-6% and the starch content is 10-11% while in the maize it is only 2-3%, so it is preferable than ordinary corn and need to increase the yield. Harjadi (1983) mentions that one of the main factors that need to be improved to achieve maximum yield of the plant is to increase soil productivity, so that the requirement of plant nutrients is always controlled, by improving cultivation techniques such as soil cultivation and addition of soil organic matter through fertilization. The purpose of this study: (a). Determine the effect of soil processing intensity on growth and best yield of sweet corn, (b). Determine the effect of cow dung manure dosage on growth and best result of sweet corn. (c) Determine the effect of interaction between intensity of soil processing and dosage of cow dung manure to growth and the best result from sweet corn.

### **2. RESEARCH METHODOLOGY**

The research is a field research with basic design Randomized Block Design (RBD) which consists of two factors and 3 replications. Factors are: Factor 1 is the intensity of soil processing (P) consists of

3 levels: P0 without tillage, P1 soil processing once, and P2 soil processing twice. Factor II is dosage of cow dung manure (D) consists of 4 levels: D0 without cow dung manure, D1 dosage of cow dung manure 5 ton / ha. D3 of cow dung manure dose 10 ton / ha and D3 of cow dung manure dose 15 ton / ha. Research materials: Sweet corn Super Sweet seed varieties, cow dung manure, pesticides (Furadan 3G, Azodrin 15 WSC and Dithane M-45. Tools used: hoe, sickle, tugal, bucket, hand sprayer, roll meter, rope, calipers, scales, ovens, nameplate and stationery. The place of the Research is in Koripan Village, Matesih Sub-district, Karanganyar Regency, Central Java from May 2017 to August 2017 on the soil of reddish brown Latosol. Observations were made on a sample plant of 5 plants per plot determined randomly. The observation parameters used: (1) Plant height (cm), (2) Number of cobs per plant, (3) Diameter of cob with its leather (Klobot) per plant (cm), (4) Diameter of cobs without klobot per plant (cm), (5) Length of cob weighted per plant (cm), (6) Length of cob without klobot per plant (cm), (7) Fresh weight of stover (g), (8) Dry weight stover (g), and (9) Weight of cob per plot (kg)

### **3. RESULTS AND DISCUSSION.**

**a. Influence of Dosage Dump Fertilizer Dosage.** Based on statistical analysis (5% BNJ Test) in tables 1 & 4 show that dosage of cow manure manifest significantly increased the weight of cob

per plot, but no increase in other parameters (plant height (cm), Number of cob per plant, cob weight per hectare per plant (cm), cob diameter without klobot per plant (cm), cob weight per hectare per plant (cm), cob extension without klobot per plant (cm), fresh weight stover (g) and dry weight of stover (g)). The highest yield was obtained at a dose of 15 tons /

ha (D3), although since the dose of 10 tons / ha there has been a significant increase. This condition indicates that with the addition of dose from 5 ton / ha to 10 ton / ha the result is still not maximal even increased until dosage 15 ton / ha still increase the result, so if increased again still enable the result keep increasing

Table 1. Result of BNJ Test of 5% level Influence of Dosage of Cow Manure on crops of sweet corn

Dose	High	Σ Cobs	Diameter claved	Diameter Unclaved	Pnjg tongkol claved	Pnjg tongkol Unclaved	Brt sgr bgks	Brt krg brgks	Brt tongkol per plot
D <sub>0</sub>	140,12a	1,511a	4,596a	4,038a	24,067a	18,916a	733,333a	122,840a	5,723a
D <sub>1</sub>	147,10a	1,600a	4,704a	4,143a	24,828a	28,626a	684,533a	125,027a	7,592a
D <sub>2</sub>	158,41a	1,489a	4,473a	4,224a	24,372a	18,516a	860,222a	140,173a	8,747c
D <sub>3</sub>	153,22a	1,556a	4,830a	4,199a	26,239a	19,850a	716,667a	131,646a	10,515d

Description: The 5% BNJ Test Result followed by the same letter between treatments on each of the above parameters shows no significant difference.

This is due to the availability of nutrients (especially N) in manure and productivity of N (Landslide Latosol Rawan Landslide) or by photosynthesis process is still not able to increase maximum yield. Furthermore, it is caused by: (1) Nutrient content (especially N) in cow manure is still not optimally available; (2) The soil nature of Latosol Reddish chocolate which is prone to landslides or high constraints (table 5) resulting in low productivity; except for (3) Inadequate rainfall (Lanina) from May to August 2017 impacts on the process of photosynthesis and respiration, as well as an increase in the supply of nutrients (macro and micro) that play a role to stimulate the generative process as well as increased yield (especially flowering and cob formation). In addition, cow manure plays a role in improving physical and biological fertility (especially granulation, structure, consistency, aeration, porosity, and soil permeability) and chemical properties (especially neutral soil acidity, good nutrient availability, and cation exchange capacity KTK), and saturation

of base rose Harjowigeno (1987), stated that plant growth can be influenced by various factors such as climate (sunlight, temperature, air, water) and soil nutrient content such as N, P, K, Ca, Mg and other nutrients, and then clarified Wahyudin et al (2015), that solar light is a source of energy for the process of photosynthesis, as well as the Ministry of Agriculture (2013) explains that soil fertility factor (including the provision of organic fertilizer) is one factor of production that has enough contribution (about 55%) of the success of crop production. Photosynthesis is the basic process in plants to produce food n will determine the availability of energy for plant growth and development (Kuyik et al, 2012). Another important factor is superior varieties, because superior varieties have advantages over local varieties such as production, pest resistance, disease and weeds, fertilizer response, thus increasing production in terms of quantity and quality (Syafudin et al, 2012). Furthermore (2002) describes the provision of organic fertilizer, in addition

to increasing the production and productivity of plants, will also improve the ability of soil storing water, infiltration capacity and soil drainage. Adianto (1993) explains that manure is an organic fertilizer derived from animal waste containing elements of nitrogen (N), phosphorus (P), and potassium (K) important role for the growth and development of plants. Further, Las and Setyorini (2010) confirmed that cow manure and sheep manure contain elements of N, K, P and Ca.

**b. Influence Intensity of Soil Processing.**

Based on statistical analysis (5% BNJ Test) in tables 2 & 4 show that the

increase of soil intensity significantly increased the length of the cob weighing, the diameter of the cob without weight, the diameter of the cob weighted and the weight of cob per plot. The highest yield was obtained on the intensity of soil treatment 2 times (P2) with the weight of cobs 8,385 kg per plot. This is caused by the processing of soil 2 times the result increases. Means with soil treatment 2 times (P2) will further stimulate the increase in the content and the availability of nutrients higher than the soil treatment once (P1) or without soil treatment (P0). So that if the increase again soil processing, possible results will continue to increase

Table 2. BNJ Test Result 5% Level Effect of Soil Processing Intensity on sweet corn crop yield

Proses Land	High claved	Σ Cobs Unclaved	Diameter claved	Diameter Unclaved	Long Cob claved	Long Cob Unclaved	Weight Dry stover	Weight Dry stover	Weight Cob l per plo
P0	148,54a	1,533a	4,745a	4,140ab	25,938b	19,746a	770,667a	123,570a	8,245ab
P1	148,00a	1,500a	4,538a	4,035a	25,029ab	18,741a	794,783a	132,657a	7,799a
P2	152,60a	1,550a	4,873a	4,277b	23,663a	14,445a	680,617a	123,537ha	8,385b

Description: The 5% BNJ test result followed by the same letter between treatments on each of the above parameters shows no significant difference

This is due to (1) the occurrence of increased nutrient content and availability by intensification of soil preparation (increasing aeration, drainage, and oxidation processes) can ultimately spur increased yields (especially the diameter of cob weight and cob weight per plot); (2). Adequate rainfall in May to August 2017, has an impact on the improvement of photosynthesis and respiration processes, as well as an increase in the content and supply of nutrients (macro and micro). It is still possible to increase the diameter of cob weight and weight of cob per plot, in addition to increasing soil fertility (neutral soil acidity, as well as increases in nutrient content and availability, as well as cation exchange capacity and basic saturation. Rosmarkam and Yuwono (2002) states, phosphorus is a compound making up plant tissues such

as nucleic acids, phospholipids, and fitin. This element of P is necessary for the formation of primordial flowers and plant organs for reproduction (fruits, seeds, tuna). Similarly, other factors (environmental factors) such as temperature, humidity and air conditioning in the soil affect the work of microorganisms in the soil. High temperatures with low humidity can support the work of microorganisms in the soil (Adrianto, 2009). Means with the existence of soil processing (environmental factors) done before planting and watering with the aim of maintaining soil moisture, will also stimulate the activity of microorganisms in accelerating decomposition of soil organic matter as well as to weathering the soil. Good soil preparation and organic soil feeding can increase growth and sweet corn production, as reported



by Yassi and Rezkiyani (2011) that maximum soil treatment provides better growth and production potential for sweet corn and green beans.

**c. Effect of Intensity Interaction of Soil Processing and Dosage of Cow Manure.**

Based on the results of statistical analysis (5% BNJ Test) on tables 3 & 4 shows that the interaction of soil cultivation intensity and dosage of cow manure can significantly increase the weight of the weighted cob diameter and the weight of cob per plot, while the other parameter did not increase significantly. This is due to (1) the increase of nutrient content and the availability of nutrients by the process of increasing the soil treatment (increasing aeration, drainage, and oxidation process) can finally increase yield (especially the diameter of cob weight and weight of cob per plot); (2). Adequate rainfall in May to August 2017, has an impact on the improvement of photosynthesis and respiration processes, as well as an increase in nutrient content and supply. It is still possible to increase the diameter of cob weight and weight of cob per plot, in addition to increasing soil fertility (neutral soil acidity, as well as increases in nutrient content and availability, as well as cation exchange capacity and basic saturation. Adrianto (2009) asserts, environmental factors such as temperature, humidity and air conditioning in the soil affect the work of microorganisms in the soil. High temperatures with low humidity can support the working of microorganisms in the soil. So that with the soil treatment done before planting and watering with the aim of maintaining soil moisture, will also stimulate the activity of microorganisms in accelerating decomposition of soil organic matter as well as to weathering the soil. Good soil preparation and organic soil feeding can

increase growth and sweet corn production, as reported by Yassi and Rezkiyani (2011) that the maximum soil processors provide better growth and production potential for sweet corn and green beans. Furthermore, Sutanto (2002) explained about the giving of organic fertilizer, in addition to increase the production and productivity of the plant, also will improve the ability of soil storing water, infiltration capacity and soil drainage.

**d. Influence Against Soil Productivity And Plant Productivity.**

Based on the results of the variance test followed by BNJ Test 5% level and Score Ranking Tests on Land Characteristics and Plants (table 1, 2, 3, 4, 5 & 6) showed that: First, the intensity of soil treatment (I) on all parameters observed showed significant differences to very significant in Cobs with klobot diameter, diameter of cobber without klobot, cobbled weights and heavy cobs per plot, but no significant differences to plant height, number of cobs, length of cob without klobot, fresh weight of stover and dry weight of stover; Second, the dosage of cow manure manifest significantly increased the weight of cob per plot, but no increase in other parameters (plant height (cm), number of cob per plant, cob weight per hectare per plant (cm), cob diameter without klobot per plant cm), length of cob weighted per plant (cm), length of cob without klobot per plant (cm), fresh weight of stover (g), and dry weight of stover (g)); Third, the interaction of soil cultivation intensity and dosage of cow manure can significantly increase the diameter of cob weighted and cob weight per plot, while the other parameters did not increase significantly; Fourth, the productivity of cob yield per hectare per hectare (10.52 kg) is still higher than its productivity potential of 10.36 kg of the same variety (Super Sweet Varieties) from

the description of the Department of Agriculture (2000). This is due to (1) the occurrence of increased nutrients and the availability of nutrients by the process of increasing the soil treatment (increasing aeration, drainage, and oxidation process) can ultimately increase yield; (2). Inadequate rainfall in May to August 2017, has an impact on improving the process of photosynthesis and respiration, as well as an increase in nutrient content and supply; (3) the effect of the fertilizer dosage which is only slightly due in particular to the period of generative development (weight increase of tuna); (4) The availability of nutrients (especially N) in manure and productivity of N (Landslide Landslide) and by photosynthesis process have not been able to increase maximum yield. Further due to: (a) Nutrient content (especially N) in cow manure is still not optimal; (b) Soil properties of Latosol Reddish or highly hazardous prone (Table 5) so low

productivity; except for (c) Inadequate rainfall (Lanina) from May to August 2017 impacts on the process of photosynthesis and respiration, as well as an increase in the supply of nutrients (macro and micro) that serve to stimulate the generative process as well as increased yield (especially flowering and cob formation). In addition, cow manure plays a role in improving physical and biological fertility (especially granulation, structure, consistency, aeration, porosity, and soil permeability) and chemical properties (especially neutral soil acidity, good nutrient availability, and cation exchange capacity) (5) Another important factor is superior varieties, because superior varieties have advantages over local varieties such as production, pest resistance, disease and weeds, fertilizer response, which will increase production in terms of quantity and quality (Syafudin et al., 2012).

Table 3. BNJ Test Results 5% level Influence Interaction Intensity of Soil Processing and Dosage Cattle Fertilizer Against Sweet Corn Crops

Proses Land	Dosie	High claved	Σ Cobs Unclaved	Diameter claved	Diameter Unclaved	Long Cob claved	Long Cob Unclaved	Weight Fresh stover	Weihght Dry stover	Weight Cob per plot
P0	D0	139,37a	1,733a	4,532ab	3,979a	24,567a	19,800ab	710,667a	728,190ab	5,668a
	P1	140,43a	1,467a	4,438a	3,946a	24,883a	18,817a	686,000a	170,777a	7,945b
	D2	159,45a	1,535a	4,913ab	4,334a	26,133a	18,550a	030,000a	141,806a	8,886c
	D3	154,88a	1,400a	5,098b	4,303a	28,167b	21,817a	756,000a	113,511a	10,931d
P1	D0	137,17a	1,400a	4,542a	3,908a	23,883a	17,900a	720,667a	118,511a	5,666a
	P1	149,09a	1,533a	4,609ab	4,135a	25,850a	18,850a	796,667a	130,144a	7,411b
	D2	150,37a	1,333a	4,435a	4,057a	24,300a	19,267a	807,333a	136,704a	8,620c
	D3	135,35a	1,867a	4,565a	4,041a	26,133ab	18,950a	854,467a	145,268a	9,475a
P2	D0	143,81a	1,400a	4,713a	4,226a	23,800a	19,050a	768,667a	121,820a	5,835
	P1	151,77a	1,8001a	5,064a	4,347a	23,750a	18,217a	570,933a	134,160a	7,870b
	D2	165,41a	1,600a	4,882ab	4,282a	22,683a	17,733a	843,333a	142,008a	8,735b
	D3	153,22a	1,400a	4,828ab	4,254a	24,417a	18,783a	539,533a	136,150a	11,141c

Description: The 5% BNJ test result followed by the same letter between treatments on each of the above parameters shows no significant difference

Table 4 Summary of Statistical Analysis About Mean, Fingerprint and BNJ 5% on the Effect of Treatment on Sweet Corn Crops

Parameter	Statistical Test Result								
	Processing Intensity Land (I)			Dose Cow Manure (D)			Interaction I & D		
	TT	TR	Sig	TT	TR	Sig	TT	TR	Sig

Plant height	150,11	147,50	NS	155,08	140,12	NS	165,41	137,17	NS
Number of Casks	2	1	NS	2	1	NS	2	1	NS
Diameter of the cob claved	4,90	4,54	**	4,83	4,59	NS	6,00	4,44	*
Diameter of the cob Unclaved	4,04	4,45	*	4,36	4,04	NS	4,35	31,00	NS
Length the cob claved	25,94	23,66	*	26,24	24,07	NS	28,17	22,83	NS
Long the Cob Unclaved	19,59	18,22	NS	19,61	18,38	NS	81,82	17,73	NS
Weight Fresh stover	680,62	669,79	NS	733,34	560,22	NS	930,00	539,53	NS
Weight Dry stover	133,59	123,57	NS	140,24	122,84	NS	145,27	110,78	NS
Weight Cob per plot	8,40	7,80	**	10,52	5,73	**	11,14	5,67	*

Description: TT = Highest; TR = Lowest; Sig = Significance; NS = Non Significance; \* = Significance; \*\* = Very Significance;

Thus, it is possible to increase the diameter of the cobs weights, the diameter of the cob without clove The length of the cob weighted and the weight of cob per plot, in addition to increasing soil fertility (neutral acidity of the soil, as well as increases in nutrient content and availability, as well as cation exchange capacity and saturation base). In the end it can be said, with the above treatments can increase the productivity of the land even a little (so still in the

category of productivity levels remain low). Seriminawati et al. (2005) suggests that good growth is supported by sufficient nutrient uptake resulting in the resulting photosynthate increased and stored in storage tissue, thus affecting the growth and growth of plant parts which will ultimately increase the yield of maize significantly. The formation of cob is an important step in influencing the yield of corn crops

Table 5: Geomorphology, Physical, Soil Chemistry and Determination of Avalanche Landscreen Category Reddish Chocolate Latosol Land in Koripan Village, Kec. Metesih, Karanganyar District.

Geomorphology Criteria & Constraints			Physical Criteria & Constraints			Chemical Criteria & Constraints			Category <sup>2</sup>
Identity Elements	Real	Score <sup>1</sup>	Identity Elements	Real	Score <sup>1</sup>	Identity Elements	Real	Score <sup>1</sup>	
Oldeman's climate type	B	8	Texture	Clay loam	8	Soil reaction	acid	6	<b>SOILPRODUCTIVITY</b>  <b>SOIL LAND SLIDE</b>  <b>MEDIUM WITH</b>  <b>Obstacles Somewhat High (=7.42)</b>
							Al	2	
CH (mm/th)	2000-3000	8	Structure	Crumbs, lumps	6	KTK	Low	8	
Relief	Ramps, wavy, bumpy	8	Drainage	Moderately-rather quickly	8	KB	Very low	8	
Slope (%)	5-20	6	Permeabilitas	Medium	8	C-org	Low	8	
Rock Type	Andesit	10	Consistency	Loud	8	N total	Low	8	
Land use	Moor	8	Color	Sour red-brown	6	P2O5	Low	8	
Excavation	Intensif	10	Rooting	Mikro	6	K+	Low	8	
Vegetasi	Banana, jack-fruit, lamtoro, Vegetable..	8				Ca+	Low	8	
Potential landslide	Almost Every year	10				Mg+	Low	8	
Type landslide	Slump	10				Organic Materials	Low	8	
			Soil processing	Good	2	Organic fertilizer	Good	2	
			organic fertilizer	Good	2				
Σ Score		86	Σ Score		54	Σ Score		82	
<b>RESULT OF SWEET CORN</b>			<b>High</b>	<b>THE PRODUCTIVITY OF CORN MAIZE</b>			<b>High</b>	<b>8</b>	

Description

1) Score Level of Insecurity: 2-4-6-8-10 = Very Low-Low-Moderate-High-Very High. Total Score = 86 + 54 + 82 + 8 = 230, so the average score = 230/31 = 7.42 (rather high).

2) Soil Category (Reddish Chocolate Latosol) ie: Avalanche = Mean Score Vulnerability = (7.42 = Agk high). So considering these constraints, soil productivity can still be categorized is (but is temporary / very limited). so it is easy to degrade / degenerate the fertility level (low soil productivity).

Based on Suhendar (2011) quote on imperfect can be caused by the lack of P element. Adisarwanto (1999) research result, that the formation of cobs that are less or

Table 6: Geomorphology, Physical, Soil Chemistry and Biomass Element Result as well as Determination of Category of Occurrence / Constraints for Sweet Corn Results On Red Chocolate Latosol Land in Koripan Village, Kec. Matesih.

Geomorphology Criteria			Physical Criteria			Chemical Criteria			Criterion Results			Category
Identity Elements	Real	Score <sup>1</sup>	Identity Elements	Real	Score <sup>1</sup>	Identity Elements	Real	Score <sup>1</sup>	Identity Elements	Real	Score <sup>1</sup>	
Oldman's climate type	B	8	Tecture	Clay loam	8	Soil Reaction	Acid, somewhat neutral	6	Plant height	Low	8	<b>THE PRODUCTIVITY OF CORN MAIZE</b>  <b>HIGH WITH HIGH CONSTRUCTIONS</b>  <b>(7.33 OR 6-8)*</b>
							AL	2				
CH (mm/th)	2000-3000	8	Structure	Remah, gumpal	6	KTK	Low	8	Σ cob claved	Low	8	
Relief	Ramps, wavy, bumpy	8	Drainase	Moderately-rather quickly	8	KB	Low	8	Diameter cob claved	Very high	2	
Slope (%)	5-20	6	Permeabilitas	Medium	8	C-org	Low	8	Diameter cob unclaved	Tinggi	4	
Type of rock	Andesit	10	Consist encysi	Loud	8	N total	Low	8	Long cob claved	High	4	
Land use	Moor	8	Color	Reddish brown	6	P <sub>2</sub> O <sub>5</sub>	Low	8	Long cob unclaved	Low	8	
Excavation	Intensif	10	Perakaran	Micro Macro, a bitt	6	K+	Low	8	Fresh weight of stover	Low	8	
Vegetation	Banana, lamtoro jackfruit	8				Ca+	Low	8	Dry Weight stover	Low	8	
Potential landslide	Almost Every year	10				Mg+	Low	8	Weight cobs per plot	Very high	2	
Type of landslide	Slump	10				Organic Materials	Low	8	Light	Medium	6	
									Humidity	High	8	
Σ Score		86	ΣScore		50	Σ Score		80	Σ Score		64	
<b>LAND LATOSOL BROWN LOWER OF LDSLIDE HOSPITALITY</b>						<b>LAND PRODUCTIVITY OF BROWN LATOSOL LANDSLIDE</b>				Medium	<8	

Description :

1) According to criteria:

Productivity of soil Latosol Reddish brown: medium (<8) = 6.

Sweet corn crop productivity: high = 8.

2) According to the calculation of research results:

Scores of Resistance Levels / Constraints: 2-4-6-8-10 = Very Low-Low-Moderate-High-Very High

Total Score = 86 + 50 + 80 + 64 + 6 = 286 so the average score = 286/39 = 7.33 (moderately high or medium-high).

\*) Sweet corn category: very high (table 4) = 8 but Average Constraint Score 7.33 (<8 = moderate to high). So given the constraints, the productivity of sweet corn can still be categorized as very high (but temporary / very limited) so easily degraded / degenerated viability of production.

Then, Gardner and Pearce (1991) stated that the P element is an important component of compounds for energy transfer (ATP and nucleoprotein), genetic information (RNA and DNA), cell membranes, and phosphoproteins. This is also confirmed by Poerwowidodo (1993) that P element deficiency makes plants unable to reproduce normally. Incomplete cob formation can lead to small cobs, irregular sequence of seeds and less seeds. Pracaya (2008) asserted visually the element P deficiency can be seen from the symptoms of dark blue to purplish leaves. According to Agrita (2012) quotation in Soepardi (1983), nutrient deficiency can cause growth and crop development to be disturbed, affecting seed size to be smaller resulting in weight of 100 seeds and weight of dry kiln seeds per plant. Further Agrita (2012) states, that the weight component of 100 seeds can also be influenced by genotype and environmental factors. N nutrient deficiency in vegetative periods can affect the ability of plants to absorb P elements (Pracaya, 2008). Suhendar (2011) added that the P function for plants is very useful for seed formation and can stimulate root growth that plays an important role in water and nutrient absorption itself. Element P is needed from the beginning of growth, ie in the vegetative phase even to the generative phase. Related to that Adrianto (2009) states, environmental factors such as temperature, humidity and air conditioning in the soil affect the work of microorganisms in the soil. High temperatures with low humidity can support the working of microorganisms in the soil. So that with the soil treatment done before planting and watering with the aim of maintaining soil moisture, will also stimulate the activity of microorganisms in accelerating decomposition of soil organic matter as

well as to weathering the soil. Good soil preparation and organic soil feeding can increase the growth and production of sweet corn, as reported by Yassi and Rezkiani (2011) that the maximum soil agroforestry provides better growth and production potential for sweet corn and green beans

#### **4. Conclusions and Recommendations**

##### **a. Conclusion**

- 1). The dosage of cow manure manifest significantly increased the weight of cob per plot, but no increase in other parameters (length of cob weighted, unswripened cob diameter, weighted cob diameter, plant height, number of cobs, unopened cobs weight, fresh weight and weight dried stover).
- 2). The intensity of soil tillage (I) showed a significant difference to realization of the Cobs with klobot Diameter parameter, the diameter of the skeleton without klobot, the length of the weighted and heavy casks, but not significantly different to the height of the plant, the number of cobs, the length of the cob without klobot, fresh weight of stover and dry weight of stover.
- 3). The interaction of soil cultivation intensity and dose of cow manure significantly increased the diameter of the cob weighted and the weight of cob per plot, while there was no significant increase in the other parameters (cob length weighing, unswriped cob diameter, plant height, cob number, without klobot, fresh weight of stover and dry weight of stover).
- 4). The intensity of soil tillage (I) showed a significant difference to realization of the diameter of the weighted culvert, the diameter of the skeleton without klobot, the length of the weighted and heavy casks, but not significantly different to the height of the plant, the number of cobs, the length of

the cob without klobot, fresh weight of stover and dry weight of stover.

### **b). Recommendations**

1. Reddish brown Latosol soil Reduced vulnerable landslide in Koripan Village, Matesih District Karanganyar regency can not be used for mainly Annual Monoculture Plant Farm, so it can only for limited annual crop farming with multiple cropping system (type, area and time) of trunked fruits and branched firmly with a tight canopy while maintaining technical and vegetative soil conservation efforts.
2. Do not be made for residential areas.
3. Suitable for protected conservation areas.

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## Safety Assesment of Jambal Roti Salted Fish in Solo City

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**Abstract:** Salted fish is one of the common processed fish, such as *Ariidae Fish* can be processed into *Jambal Roti*. Salted fish which made by traditional processing will affect the quality and safety of food. The criteria of safe food was the presence or absence of hazardous components either physical, chemical and microbiological. This study aimed to determine the water content, formalin content, salt content, total plate count, *Escherichia coli*, and *Salmonella* sp from salted fish jambal roti that sold in Solo City. The results of formalin test showed that 21 samples (87.5%) are contained formaldehyde. Salt content in salted fish are range from 4 to 16.9% and it was still lower than the SNI that was set salt content in salted fish by 20%. Water determination results showed 23 samples (95.83%) have higher water content than SNI obligation which was 40%. Total plate count showed that 1 sample was known upper than the SNI maximum standard was  $1 \cdot 10^5$  CFU/g. *Salmonella* sp on Salted fish was negative whether *E. coli* test report that 25% of the samples were contain *Escherichia coli*.

**Keywords:** *E.coli*, formaldehyde, salted fish, *Salmonella* sp, TPC

### 1 INTRODUCTION

Fish is one food that has a high protein content value of about 15-24% (Syahril *et al.*, 2016). Fish commodities are very susceptible to quality damage, so processing is needed to extend the shelf life. One type of fish processing is salted fish. *Ariidae Fish* is one if the basic fish (demersal) that can live in fresh water, estuaria, and sea. *Ariidae fish* has low fat (0.2-2.9 g/100 g) and high protein (12.7-21.2 g/100 g) (Amir, 2014). Jambal roti is one of salted fish processed from *Ariidae fish*. The term of jambal roti appears because after frying, the texture of jambal roti crumbly like a toast (Burhanuddin *et al.*, 1987). Jambal roti is very popular in Java. The production centers of jambal roti are Pekalongan, Cilacap, Cirebon,

Pangandaran, Rembang, and along the North Coast of Java.

Suprihatin and Romli (2009) stated that salted fish processing in the traditional way relies on drying with sunlight depending on weather conditions. Changes in unpredictable weather conditions resulted in incomplete drying of salted fish. To cover the disfavour, some processors use harmful chemical preservatives, such as formaldehyde and bleach (Yuliana *et al.*, 2011). Consumers like jambal roti because of its crunchy texture, but jambal roti still needs to be analyzed by food safety.

Food safety standards of salted fish products include: chemical factors and microbiological factors. Expired of salted fish is influenced on the water content and the salt content. Indonesian National Standard was set water

content in salt fish as much as 40%. Water content affects the quality of food, in terms of preservation usually water content of product will be reduced until it reaches a limit, so microorganisms can't grow (Tutianvia, 2006). Salted fish that has high water content but can last a long time require additional ingredients preservatives. The use of salt as a preservative is particularly dependable in its ability to inhibit bacterial growth and the activity of the decaying enzymes found in the body of salted fish (Afrianto and Liviwati, 1989). The addition of salt in the process of salted fish can inhibit the growth of *Salmonella* sp and *Escherichia coli*. Some salted fish product that has high water content are suspected to contain elements of preservatives or other chemical capable of inhibiting the activity of decomposing microbes. The aims of the research was to analyze water content, formaldehyde content (qualitatively and quantitatively), salt content, TPC, *Salmonella* sp, and *Escherichia coli*.

High salt content also affects the safety of salted fish. Indonesian National Standard determines salt content in salted fish not more than 20%. High salt will trigger high blood pressure disease that can lead to heart problems and stroke (Riana, 2015).

High formaldehyde content in the body can cause stomach irritation, allergies, carcinogenic (causing cancer) and mutagenic (causing changes in cell function), as well as people who consume can be vomit, diarrhea mixed with blood, blood mixed urine, and deaths caused the failure of blood circulation (Cahyadi, 2009).

*Salmonella* sp is a gram negative, rod shaped diameter 1 -3.5  $\mu\text{m}$  x 0.5- 0.8  $\mu\text{m}$ , moves with peritrichous flagellum, is easy to grow in ordinary seedlings and grows well in bile-containing seeds. *Salmonella* sp grows in aerobic and facultative anaerobic atmosphere at

15 - 41 $^{\circ}\text{C}$  with optimum growth temperature of 37.5 $^{\circ}\text{C}$  and growth pH 6 - 8 (Murti, 2017).

Widyani and Suciayaty (2008) argue, *E. coli* is normally present in the human intestine. *Escherichia coli* is a short-gram-negative (kokobasil) bacterium, measuring 0.4 to 0.7  $\mu\text{m}$ , anaerobic facultative and has peritrichous flagella, usually not spores (Kaiser et al., 2005).

## 2 RESEARCH METHOD

This research is an observational research. Samples were taken from 11 markets in Solo City with a total of 24 samples of jambal roti.

### 2.1 Tools

Scales (Ohaus), measuring cups, oven (Mettler), muffle (Nabertherm), Spectrophotometer (Thermo Scientific), vortex, petridish, electric stove, test tube, Erlenmeyer, glass beaker, autoclave (All American), incubator (Mettler), tweezers, water bath (Mettler), desiccator (30cm), and clamp.

### 2.2 Ingredients

Jambal roti, *Plate Count Agar* (Merck), *Salmonella Shigella Agar* (Merck), *Violet Red Blue Agar* (Merck), NaCl (pa), kalium khromat (pa), and chemicals for analysis used in this research was pro analysis quality.

### 2.3 Research Method

Jambal roti has investigated for two aspects including, chemical factors and microbiological factors. Microbiological factor research used serial dilution method with pour plate method which include TPC (Plate Count Agar, Merck), *Salmonella* sp (Salmonella Shigella Agar, Merck), and *Escherichia coli* (Violet Red Bile Agar, Merck).

For the chemical safety assessment aspects, jambal roti was analyzed its water content used thermogravimetry method (AOAC,

1992), salt content used Kohman method (Sudarmadji *et al.* 1997), and qualitative and quantitative levels of formaldehyde content (Riana, 2015).

Qualitative levels of formaldehyde content, analyzed by the phenylhydrazine method (Riana, 2015). Twenty to thirdly grams of samples fed into distillation flasks and then add with 200 ml of aquades. The filtrate then acidified with 85% of phosphoric acid solution as much as 10 ml. The solution is distilled slowly. Ten millilitres of distilled taken and added with 1 ml of 1% phenyl hydrazine, 5 ml of HCl 50% and 2 ml of 5%  $K_3Fe(CN)_6$ . Solution will turn into red when there is formaldehyde.

Quantitative levels of formaldehyde content analyzed by the spectrophotometry method (Riana, 2015). Standard solution of formaldehyde made by using 0.027 ml of 37% of formaldehyde and adding 500 ml of aquades or 20 ppm in concentration. Standard curves which describe the relation between formaldehyde content and absorbance made by using serial dilution of the standard solution. All of the serial solutions then add with 1 ml of 1% phenyl hydrazine, 5 ml of HCl 50% and 2 ml of 5%  $K_3Fe(CN)_6$ . Absorbance was measured at wavelength of 520 nm.

## 4 RESULTS AND DISCUSSION

### 4.1 Qualitative Formaldehyde Test

Table 1. Qualitative Formaldehyde Test.

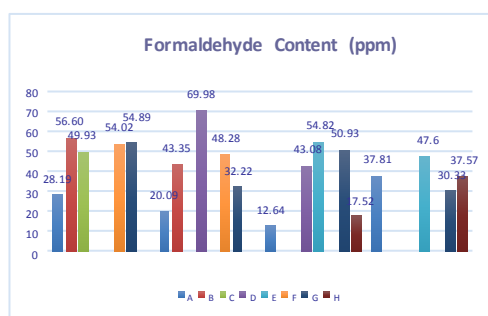
Market	Code	Results
Market A	111	(+)
	112	(+)
	113	(+)
	114	(+)
Market B	115	(+)
	116	(+)
Market C	117	(-)

	118	(+)
Market D	119	(+)
	120	(+)
Market E	121	(+)
	122	(+)
Market F	123	(+)
	124	(+)
	125	(+)
Market G	126	(+)
	127	(+)
	128	(+)
Market H	129	(+)
	130	(+)
Market I	131	(+)
	132	(+)
Market J	133	(-)
Market K	134	(-)

Based on results on Table 1, 21 samples (87.5%) are contained formaldehyde. This is contrary with regulation of the minister of health number 1168/MenKes/PER/X/1999, who explained that formaldehyde was harmful chemical preservatives. Then samples that has positive results continue with quantitative test for formaldehyde.

### 4.2 Quantitative Formaldehyde Test

Picture 1. Formaldehyde content of jambal roti sold in Solo.



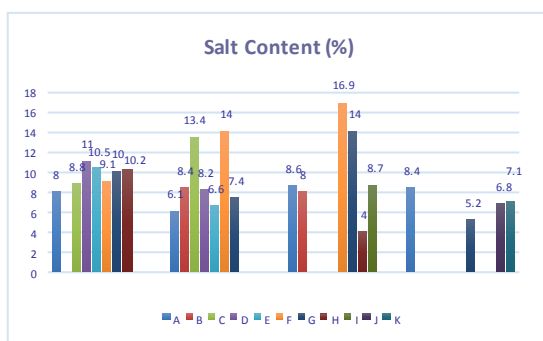
Based on the results of clinical trials, the dose of human body tolerance on the use of formaldehyde continuously was 0.2 mg / kg of bodyweight.

On the results of the quantitative test, found that salted fish are contained by formaldehyde still spread in the market in Solo. Concentration of formaldehyde was between 12.64 to 69.98 ppm.

High formaldehyde content in the body will react chemically with almost any substance in the cell suppress cell function and causing poisoning (Antoni, 2010).

### 4.3 Salt Content

Picture 2. Salt Content of Jambal Roti Sold in Solo

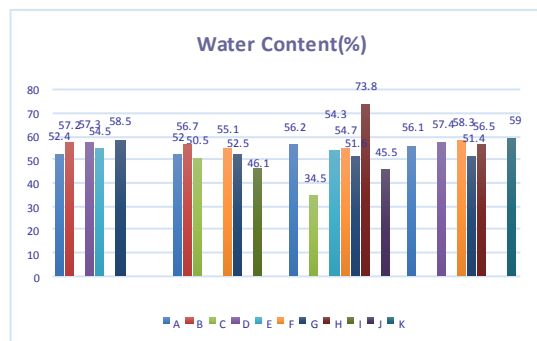


Salt content of Jambal Roti sold in was between 4-16.9% and still satisfy the SNI stipulating that salt content in salted fish should'nt be more than 20%. So, consumers don't have to worry if consuming excessively.

But if this salt content is linked to formaldehyde test, low salt levels because salt functions as a preservative has been replaced by formaldehyde.

### 4.4 Moisture Content

Picture 3. Water Content of Jambal Roti Sold in Solo City.



SNI was established water content in salted fish are 40%. Twenty tree of twenty four samples had high moisture content (95.83%). High moisture content caused by imperfect drying process. Moisture content affects the durability of a foodtuffs. The higher the moisture contents the shorter the lifetime of the food. So, it is necessary to make the moisture content as low as possible to extent the long life the food. With high value of moisture contents, one has to use of presevative. Some producers will decide to use chemicals such as formaldehyde to prolong the shelf life of Jambal Roti.

### 4.5 TPC

Table 2. TPC

Market	code	Results (CFU/g)
A	111	$1.9 \cdot 10^3$
	112	$5.6 \cdot 10^2$
	113	$1.5 \cdot 10^2$
	114	$1.3 \cdot 10^4$
B	115	$1.0 \cdot 10^3$
	116	$2.9 \cdot 10^3$
C	117	$1.4 \cdot 10^4$
	118	$1.7 \cdot 10^2$
D	119	$3.9 \cdot 10^2$
	120	$1.2 \cdot 10^2$
E	121	$1.9 \cdot 10^3$

	122	$7.6 \cdot 10^2$
F	123	$3.4 \cdot 10^3$
	124	$1.0 \cdot 10^5$
	125	$5.1 \cdot 10^2$
	126	$1.8 \cdot 10^3$
G	127	$5.8 \cdot 10^2$
	128	$1.6 \cdot 10^3$
	129	$3.1 \cdot 10^2$
	130	$6.4 \cdot 10^3$
H	131	$1.3 \cdot 10^3$
	132	$9.4 \cdot 10^2$
I	133	$2.3 \cdot 10^3$
J	134	$1.3 \cdot 10^5$

Table 2 showed 95,8% sample still qualify of SNI  $1 \times 10^5$ . Low yields may be associated with used formaldehyde in sample. But when viewed with the discovery of formaldehyde content in the sample, it is possible to low levels of contamination in samples.

#### 4.6 *Salmonella* sp

Table 3. *Salmonella* sp

Source	Kode	Results
A	111	(-)
	112	(-)
	113	(-)
	114	(-)
B	115	(-)
	116	(-)
C	117	(-)
	118	(-)
D	119	(-)
	120	(-)
E	121	(-)
	122	(-)
F	123	(-)
	124	(-)
	125	(-)
G	126	(-)

	127	(-)
	128	(-)
	129	(-)
H	130	(-)
	131	(-)
I	132	(-)
J	133	(-)
K	134	(-)

Existence of *Salmonella* sp in salted fish ruled by SNI was negative. Based on Table 3 have been known 24 sample of jambal roti was negative from *Salmonella* sp. The result of this research agree with research from Edita *et al.* (2015) in Samarinda the explained the result of salted fish sample was negative from *Salmonella* sp.

#### 4.7 *E. Coli*

Table 4. *E.coli*

Source	Kode	Result
A	111	$1 \cdot 10^{-1}$
	112	Negatif
	113	Negatif
	114	Negatif
B	115	Negatif
	116	Negatif
C	117	Negatif
	118	Negatif
D	119	Negatif
	120	Negatif
E	121	Negatif
	122	$4,5 \cdot 10^{-1}$
F	123	$1.0 \cdot 10^{-1}$
	124	Negatif
	125	$2.0 \cdot 10^{-2}$
G	126	Negatif
	127	$1.0 \cdot 10^{-1}$
	128	Negatif
	129	Negatif
H	130	Negatif
	131	Negatif
I	132	Negatif

J	133	Negatif
K	134	$0.5 \cdot 10^{-1}$

Based on Table 4 have been known 75% sample of jambal roti was negative from *E. coli*, but 25% sample of jambal roti was positive from *E.coli*. SNI itself said that existence of *E.coli* in salted fish was  $< 3$ , with the result that the existence of *E.coli* in 25% sample still qualify from SNI.

## 5 CONCLUSION

Although in several tests was found the result still qualify, but with the discovery of formaldehyde content in sample of jambal roti, can be concluded that jambal roti that sold in Solo City was not safe.

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## **Multicultural Education of Strengthening in Global Era Through Pancasila and Civics Educations (PPKn) Learning for Yunior High School Students Kartasura District**

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**Abstract :** This study aims to describe the strengthening of multicultural education in the global era through PPKn Learning for Junior High School students in Kartasura district. This research is qualitative research with descriptive approach. Research subjects: teachers, and students of class VII SMP Kartasura district, the object: multicultural education and PPKn Learning. Methods of data collection: observation, interview and documentation. Validity of data is done by triangulation of data and method. Data analysis technique is done by using interactive analysis technique consist of 3 stages: data reduction, data display and data verification. The results showed: based on findings in the field that the existence of multicultural education in SMP Kartasura district currently felt quite weak; this is indicated by the indicator: students form discussion groups tend to choose their friends who are in religion, students in terms of helping to distinguish the tribe, students in visiting his sick friends still consider the similarities of religion and tribe, students in performing art performance are still sorting the same culture. Similarly, the results of interviews conducted on teachers, mentors, and students show that in general teachers, mentors, and students do not understand the meaning of multicultural, teachers and coaches feel difficult to apply multicultural to students, students feel the lack of exemplary attitude, behavior, and action teachers who reflect multicultural values. The learning of PPKn can be used as a means of strengthening multicultural education in SMP Kartasura by: teacher appreciate and respect the existence of different owned by every student either religion, tribe, culture, or language different. Through PPKn Learning can be instilled in student students the attitude of tolerance, mutual respect and mutual respect for the differences of religion, ethnicity, culture, and language. Through Learning PPKN is implanted in students to always live side by side despite the different religions, tribes, cultures, and languages peacefully and harmoniously. Through PPKN learning can be educated to each student for mutual cooperation, mutual cooperation and public interest over personal and group interests by not looking at differences in religion, ethnicity, culture and nation. Conclusion because of the weakness of the values of multicultural education for junior high school students Kartasura District, it is necessary to strengthen. One means of strengthening multicultural education can be done through PPKn Learning.

**Key Words:** Multicultural Education and PPKn Learning

## 1. INTRODUCTION

Indonesian pluralism is an invaluable potential. Diversity can be a carrying capacity in order to realize the integrity of the nation as long as we can manage the best, otherwise diversity can also be a threat to the integrity of the nation as long as we do not respect and respect the diversity in our environment. The corresponding psychological theory of being a glue and a binder of diversity is a humanistic theory. In this theory it is affirmed that we must respect each other-respect and prestige-appreciate the differences that exist. As affirmed by Slameto (2011: 97) with the humanistic theory, the interests of togetherness, caring, solodarity, volunteerism and brotherhood are more emphasized than the interests of a group, tribe, nation, language and religion. Further confirmed by Budi (2014) that humanistic ignores the existence of the dichotomy of majority and minority, the elements that uphold are togetherness, care, help-help, and do not discriminate against each other in the life of society, nation and state.

Unfortunately, the humanistic theory is limited to the slogan only and is not applied significantly. The number of phenomena that occur in the formal education environment that is the view of the mutual mengkotak-chats between tribes, languages, and religions in the relationship we often encounter in formal education. The existence of tribal-based formal education and religion actually become the trigger weakness of the essence and existence of multicultural. Likewise, the various cases of tribal constants: for example the Dayak and Madura tribe, Javanese and Papua tribes, as well as all-embracing conflicts become weaker multicultural existence.

These phenomena must be addressed wisely and wisely. It takes an

active role, traditional leaders, community leaders, religious leaders, and youth leaders to become a means of control.

Especially in the formal education environment the role of teachers, principals and all elements in the school environment becomes an important element to foster the atmosphere of school environment that is conducive, peaceful, safe, peaceful and controlled.

The realization of a good multicultural education is the aspiration of all schools. Efforts to strengthen multicultural education in the educational environment, especially junior high school education, are the responsibility of all teachers through their own learning. Particularly, the lessons learned by PPKn in KI and Kdnya contain multicultural aspects of course, in the lesson, not only theorizing on the contrary should be applied in the real life of the students in the school.

The research is focused on the essence and the existence of weak multicultural education and needs to be strengthened in facing the global era through the eyes of PPKn pursuit in SMP Kartasura sub district Lesson year 2017-2018.

The subject matter of this research can be formulated: how to strengthen multicultural education in global era through learning of PPKn in SMP Kartasura sub district Lesson year 2017-2018. The purpose of this study is to describe the strengthening of multicultural education in the global era through learning PPKn in SMP Kartasura sub district Lesson year 2017-2018.

## 2. THEORITICAL REVIEW

Multicultural education to date has not been defined by default. However, there are some opinions of experts on multicultural education. Among them are



Andersen and Cusher (1994: 320) interpreting multicultural education as education about cultural diversity. Then, James Banks (1993: 3) defines multicultural education as education for people of color. That is, multicultural education wants to explore differences as a necessity (God's grace). Where with the condition we are able to accept the difference with full sense of tolerance.

As the above definition, Muhaemin el Ma'haddi argues that multicultural education can be defined as education of cultural diversity in response to demographic and cultural changes in a particular society or even the world as a whole.

As for Paulo Freire an education liberation specialist defines that education is not an "ivory tower" that seeks to stay away from social and cultural realities. Rather it should be able to create an educated and educated society, not a society that merely glorifies a social class as a result of its wealth and prosperity.

Multicultural education is a response to the growing diversity of school populations, as well as the demands of equal rights for each group. It can be interpreted that multicultural education is an education that encompasses all students regardless of their groups, such as gender, ethnicity, race, culture, social strata, and religion. In principle, multicultural education is a diverse education. Multicultural education always creates the structures and processes in which every culture can express itself. To design multicultural education as a matter of praxis, it is not easy. at least there are two things if we will realize a multicultural education that is able to provide space for freedom for all cultures for expression. first is dialogue. multicultural education is impossible without dialogue. In multicultural education, every existing

tension and culture is in an equal and equal position. There is no higher culture or is considered superior to other cultures. The dialogue necessitates equality and similarity among the parties involved. that certain cultures higher than other cultures will give birth to fascism, nativism, and chauvinism. dengan dialogue, is expected to occur brainstorming thoughts which in turn will enrich the culture or civilization concerned. In addition to being enriching, dialogue is also very important to seek common ground (kalimatun sawa) between civilization and culture that exist. Multicultural education can be formulated as a form of awareness about cultural diversity, human rights and the reduction or elimination of various types of prejudices or prejudices for building a just and sustainable society life. Second: shared consciousness to live in peace, security, peace and harmony. With this awareness it will motivate the spirit to avoid conflicting interests that can undermine the expected atmosphere of multicultural education. Putting forward a safe, comfortable, peaceful and harmonious education to become a spirit to eliminate feelings that can undermine the right of multicultural education (Santoso, 2016)

James Bank explains that multicultural education has several dimensions that are interconnected with one another, namely: Content Integration, which is integrating various cultures and groups to illustrate the basic concepts, generalizations, and theories in subjects / disciplines. The knowledge construction process, which brings students to understand the cultural implications into a subject. An equity pedagogy, ie adjusting teaching methods by means of student learning in order to facilitate student academic achievement that varies in terms of race,

culture, or social. Prejudice reduction, which identifies racial characteristics of students and determines their teaching methods. Then, train the group to participate in sports activities, interacting with different staff and students of different ethnicities and races in an effort to create a tolerant and inclusive academic culture.

The term multicultural education can be used either on a descriptive, or normative level, which describes issues and issues of education related to a multicultural society. It further includes a notion of consideration of educational policies and strategies in a multicultural society. In this descriptive context, the curriculum of multicultural education must include subjects such as tolerance, themes on ethno-cultural and religious differences, the dangers of discrimination, conflict resolution and mediation, human rights, democracy and plurality, multiculturalism, universal humanity, other relevant subjects.

In a theoretical context, learning from multicultural educational models that existed and developed by developed countries is known by five approaches: Education on cultural differences or multiculturalism, Education on cultural differences or cultural understanding, Education for cultural pluralism , Bilingual education and multicultural education as human moral experience.

The main purpose of multicultural education is to instill sympathy, respect, appreciation, and empathy towards different religions and cultures. Imron Mashadi (2009) multicultural education aims to create a strong nation, advanced, fair, prosperous and prosperous without ethnic, racial, religious, and cultural differences. With the spirit of building strength across sectors so as to achieve mutual prosperity, have high self esteem and other nations appreciated. Sutarno (2008: 1-24) multicultural education

objectives cover 8 aspects, namely: Development of ethnic and cultural literacy. Facilitate students have knowledge and understanding of the various cultures of all ethnic groups. Personal development. Facilitates students that all cultures of each ethnicity are equal in value to one another. So have confidence in interacting with other people (ethnic groups) although different cultures of society. Clarify values and attitudes. Education lifts core values stemming from the principle of human dignity, justice, equality, and, and democratic. Thus multicultural education helps students understand that value conflicts can not be avoided in a pluralistic society. To create equal opportunities educational opportunities for all students of different races, ethnicities, social classes, and cultural groups. To help students acquire the necessary knowledge, attitudes and skills in carrying out the most effective roles possible in a pluralistic-democratic society and is required to interact, negotiate, and communicate with citizens of diverse groups in order to create a moral society order that works for the common good. Equality and excellence of education. This goal is concerned with improving teachers' understanding of how cultural diversity shapes learning styles, teaching behaviors, and educational decisions. Cultural diversity influences individual behavior patterns and behaviors. So the teacher should be able to understand the students as individuals who have unique characteristics and take into account the physical and social environment that can affect the learning process. Strengthening personal for social reform. Multicultural education facilitates learners to develop attitudes, values, habits, and skills so as to be highly committed social change agents in

community reforms to eradicate ethnic and racial disparities and have strong national or state insight.

The implementation of Tilaar's multicultural education is based on the following principles: Multicultural education is based on the pedagogy of equality pedagogy. Multicultural education is aimed at the realization of intelligent Indonesian man and develop Indonesian personalities who master science as well as possible and the principle of globalization need not be feared if this nation's direction and the good and bad values it carries. These three principles have been able to illustrate that the direction of multiculturalism is to create a man who is open to all kinds of development of the times and diversity of various aspects of modern life. In order to realize the goal of multicultural education teachers with their respective courses become the spearhead. This means that teachers should be able to provide exemplary ideals in the form of attitudes, behaviors and actions that reflect the essence and substance of multicultural education (Satriya, 2015). A good teacher is a teacher who is always a dream for every student regardless of race, religion, culture and language. A good teacher is a teacher who is able to become a glue and binder and create harmonization of differences - differences that are owned by each learner. PPKn teachers have a big share in realizing the goals of multicultural education in schools. Because the lesson of PPKn put forward the achievement of learning in the sphere of attitude by way of growing good character. The PPKn teacher should be able to apply the five main characters in presidential regulation number 87 of 2017 on strengthening character education that is religious, independence, integrity, homeland love and mutual cooperation.

Since 2013, the 2013 curriculum has been used as a substitute for the 2006 curriculum. The 2013 curriculum is designed with the objective of preparing the people of Indonesia to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective and able to contribute to the life of society, nation, and world civilization. The curriculum is an educational instrument to bring Indonesians with the competence of attitudes, knowledge, and skills so that they can be productive, creative, innovative and affective individuals and citizens.

One of the steps in the preparation of the 2013 curriculum is the rearrangement of Civics into PPKn, with details as follows: Changing the name of Civic Education (Civics) subject to Pancasila and Citizenship Education (PPKn). Placing PPKn subjects as an integral part of the subject group that has a mission of strengthening the nationality

Organize SK-KD and PPKn indicators nationally by strengthening Pancasila values and morals; the values and norms of the 1945 Constitution of the Republic of Indonesia; the value and spirit of *Bhinneka Tunggal Ika*; as well as the insight and commitment of the Unitary State of the Republic of Indonesia. Strengthen the development of learners in dimensions: (1) civic knowledge; (2) the attitude of citizenship; (3) citizenship skills; (4) citizenship constancy; (5) citizenship commitment; and (6) citizenship competence.

Develop and apply various learning models that fit the characteristics of PPKn that are oriented towards developing the character of learners as intelligent and good citizens as a whole. Develop and apply various models of learning process assessment and learning

outcomes of KDP. The nature of PPKn is: Awareness as a citizen (civic literacy),

Civic engagement, civic skills and participation, civic knowledge, civic participation and civic responsibility. Civic engagement; civic engagement; civic engagement; civic engagement; civic engagement; civic knowledge; civic participation and civic responsibility; One consideration of the CCP changed back to PPKn is because in the 2006 curriculum, Pancasila was not explicitly raised so that (as) disappeared in the Civic Curriculum although there is a special language subject that discusses Pancasila, only a small portion. Therefore, Pancasila is now re-emerged to remind all of us that the characteristic of Citizenship Education in Indonesia is based on Pancasila, not adopting the civic values of western citizenship education that make democracy condition in Indonesia as far away as it is today . The re-entry of Pancasila as part of the change of Civics subject to PPKn is as part of the strengthening of 4 (four) national consensus which includes: Pancasila, 1945 Constitution, Unity in Diversity, and NKRI. The four pillars are interconnected with one another, and all of them are imbued with Pancasila. Article 3 of Law Number 20 Year 2003 regarding National Education System that the National Education function to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to the development of potential learners in order to become a man of faith and cautious to God Almighty Esa, noble, healthy, knowledgeable, capable, creative, independent, and become a citizen of a democratic and responsible.

PPKn is a very relevant subject to realize the function and purpose of the

national education. The name of PPKn is actually not new to the national education curriculum. In the 1994 curriculum the name PPKn also appeared, then in the 2006 "lost" curriculum, and in the 2013 Curriculum Pancasila was re-emerged. In the 2006 curriculum mentioned that the national education function to develop the ability and shape the character and civilization of dignified nation in order to educate the nation's life, aims to the development of potential learners in order to become a human being who believes and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. While the curriculum 2013 Citizenship Education aims to develop learners into Indonesian people who have a sense of nationality and love of the homeland, which is imbued by the values of Pancasila and the 1945 Constitution.

The scope of the curriculum / main substance of the CCP change to PPKn is as follows:

PPKn 2013: 1. Pancasila, as the basis of the nation and the nation's life view, 2. The 1945 Constitution as the basic law which becomes the constitutional basis of the life of society, nation and state; , 3. Bhinneka Tunggal Ika, as a manifestation of the diversity of social life, nation, and state in a cohesive and whole diversity; 4. Unitary State of the Republic of Indonesia (NKRI) as a form of state of Indonesia. (Source: Balitbang Puskurbuk Kemdibud, 2012) Strengthening 4 (four) National Pillar.

Based on the description in the table above, it can be seen that there is a simplification from the 2006 curriculum to the curriculum 2013. The issues discussed in the 2006 curriculum are not delineated or not taught in the 2013 curriculum, but things are linked to the

strengthening of the four pillars of nationality.

Four national consensus are four values or four teachings that were originally socialized by the People's Consultative Assembly (MPR) since 2009. This is based on the concern of the increasingly faded personality and national identity. Indonesian nation seems to be a nation that forgets the values that had been championed the founders of the nation. Social turmoil occurs in many areas. Violence, coercion of will, and anarchism became the headlines of media news. Cases of corruption are increasingly pervasive and become cultural. Pancasila is the crystallization of the nation's personality. The most appropriate teaching for the condition of the pluralistic Indonesian nation. Position of Pancasila is as ideology of nation, nation philosophy, and basic state of Republic of Indonesia. The values of Pancasila must be studied, understood, and preserved by the entire Indonesian nation. Pancasila is a unified and integral whole of its five saints. Each of the precepts can not be understood and given a meaning apart from the rest of the precepts and illustrates the existence of unity. The 1945 Constitution is the noble agreement of the founding fathers of the state which serve as the guideline for the life of the nation and the state. In its journey, after the 1998 reform process, the 1945 Constitution has been amended four times, namely 1999, 2000, 2001, and 2002. While the preamble of the 1945 Constitution is agreed it must not be changed because the opening of the 1945 Constitution is the foundation of the state building of NKRI. Changing the preamble of the 1945 Constitution means changing the country's buildings. The preamble of the 1945 Constitution as a detailed declaration of independence containing Pancasila as the basis of the

state which constitutes a series of unity with the proclamation of independence on 17 August 1945. Therefore, it can not be changed by anyone including the MPR. The opening of the 1945 Constitution is a source of motivation and source of the ideals of the struggle and determination of the Indonesian nation.

Indonesia is a unitary state in the form of a republic. After the Round Table Conference (KMB) in 1949, the form of the Indonesian state was the RIS (Republic of the United States of Indonesia) but it did not last long. In 1950 the form of Indonesia returned to the Unitary State. After the 1998 reform era, there has been a discourse to change the form of the state of Indonesia into a federal state, but the discourse did not get a positive response because the concept of unitary state is final because it is considered the most suitable with the character of Indonesia is very broad and diverse. Currently, the spirit of national unity and unity can not be separated from the test. The dangers of separatism still occur such as the Free Papua Organization (OPM) and the Republic of South Maluku (RMS). In addition, riots and conflicts in the region have injured the spirit of national unity and unity. This of course needs to be dealt with seriously so as not to get worse.

Do not let any province that separates itself from NKRI as happened that occurred in East Timor in 1999. The total area of Indonesia is 5,193,250 KM<sup>2</sup>. It stretches from Sabang to Merauke. Wikipedia data states that the number of islands in Indonesia as many as 18,306 pieces. Administratively governed, Indonesia currently consists of 34 provinces, 409 districts, and 93 cities. Indonesia consists of thousands of tribes, languages, customs. Indonesia also has a wealth of nature that is so abundant that

it gets the epithet of the equator emerald. Beautiful Indonesian nature invites many tourists to visit Indonesia. In other words Indonesia is a diverse country (flural). Therefore, the spirit of diversity (fluralism) must continue to be built against this generation of people. And the motto of *Bhinneka Tunggal Ika* (Unity in Diversity) which means is different but still one purpose is the glue for us in the diverse Indonesia. This is a gift from Allah SWT that we need to be grateful for.

Based on the above, then 4 (four) national consensus when it is very important to be socialized especially through the subject of PPKn because of the eye. The subjects of PPKn are subjects aimed at equipping citizens with 3 (three) abilities, namely, (1) civic knowledge, (2) civic skill, and (3) civic disposition ) based on Pancasila and the 1945 Constitution. In other words, every Indonesian citizen is expected to know, understand, and be able to implement Pancasila in everyday life.

Development of Learning Process If analyzed Basic Competency PPKn 2013 level elementary, junior high, and high school, then PPKn teachers are required to be able to develop approach, strategy, and method of learning. The learning approach is described as a general framework of scenarios that teachers use to teach students, in order to achieve a learning objective. The learning approach model comes into two. First, teacher centered approach, and both student centered approaches

Strategies are the ways that teachers will choose and use to convey learning materials, so that will facilitate learners achieve learning objectives. Can also be interpreted as a plan to achieve goals. It consists of methods, techniques, and procedures. While the method is the way that teachers use in carrying out its

function and is a tool to achieve learning objectives.

Based on the above description, the PPKn teachers are required to be able to develop the learning process so that more interesting, fun, challenging, and shaping learners to be able to think critically and constructively. KDP teachers should be able to present contextual learning materials, linking learning materials with real conditions in the field. Linking theory to practice, between expectations and reality, identifying problems, and encouraging learners to come up with alternative solutions.

Alternative methods suitable for realizing the above, PPKn teachers can use lecture methods, discussions, observations, simulations, inquiries, role playing, case studies, field visits, assignments, projects, debates, portfolios, or other methods deemed relevant. Regardless of the method used, it is important to provide knowledge, experience, and skills of the state and the internalization of the character of citizenship to learners.

PPKn subjects are packaged in an interesting way will make learners enjoy it, feel the need, do not become a burden, and feel the benefits after learning it. In addition to changing the image that the subject of PPKn boring because according to the author, the assessment that a subject is boring or not, in addition influenced by the interests of learners, is also influenced by the way the teacher delivered it. In other words, the teacher should be able to present a nice personality in front of the learner.

Finally to the teachers of PPKn to implement the KDP curriculum of 2013 well. The PPKn teacher needs to analyze each KD so that it can develop appropriate learning scenarios, and develop assessment tools to measure KD achievement. We certainly expect the

impact of KDP learning to shape the younger generation of Indonesia who is not only intellectually intelligent, but also spiritually, emotionally and socially

### **3. METHOD**

This research is a qualitative research with descriptive approach means memebrikan picture about real condition of multicultural education at this time and try to project description of multicultural education which wanted in the future.

This research focuses on the weakness of multicultural education today so it needs to be strengthened. Efforts to strengthen multicultural education are conducted through the learning of PPKn in junior high schools. The research subjects are teachers, and junior high school students in Kecamatan Kartasura, and the object of the research is multicultural education and PPKn learning.

Data collection methods used are observation, interview and documentation. Data analysis technique used is non statistical analysis technique that is interactive analysis technique consisting of 3 phase that is data reduction, data display and data verification.

### **4. RESEARCH RESULTS AND DISCUSSION**

#### **a. Research Results**

Based on observations conducted in the field conducted from March 2 to April 2, 2018 found the following matters: The association of students in junior high school in Kartasura sub district still very strongly prioritize kesamaa, religion and ethnicity, students in forming learning groups the discussion still tends to choose a friend who

is a religion and a tribe, in lending stationery the impression is still distinguish between friend one with other friend, teacher attitude in the implementation of learning PPKn less give emphasis of importance of difference of tribe, religion, language and culture, attitudes, behavior and actions of teachers during the learning process of PPKn do not reflect the essence and substance multicultural, Support the school environment to realize the goals of multicultural education is still weak.

Furthermore, based on the results of interviews with teachers PPKn SMP in Kartasura sub district conducted on April 10 until April 17, 2018 obtained information as follows: generally every teacher less understand the essence and substance of multicultural education goals, teachers are less able to provide examples of real attitude, behavior and actions reflects the essence and substance of multicultural education, teachers assume that the creation of a good multicultural education not only with teachers but also on policy makers, teachers find it difficult to build the essence and substance of multicultural education because of religious differences, teachers feel that multicultural education will be strong if its base is seagama, teachers pessimistic mimics can realize the goal of multicultural education optimally in junior high.

Furthermore the results of interviews conducted on 30 students representing junior high schools in kecamatan kartasura

conducted on 20 to 25 April 2018 found things as follows: generally students do not understand about the meaning of multicultural education, students generally in friends choose a religion because if you talk to can connect, the students in choosing group cenderung discussion as a tribe of the nation, students choosing friends remain, discriminating students in lead the stationery to his friends, according to students the teacher never explained about the understanding of multicultural education , according to the students the teacher is less to give examples of attitudes, behaviors and deeds that reflect multicultural, according to students less teachers use methods that are able to express the meaning of multigenerational, according to students less teachers use multimedia media that can express the multicultural.

Based on document data in junior high schools in Kartasura sub-district about the potential of teachers and students in terms of religion, ethnicity, culture and language found the following: the number of public and private junior high schools in the sub-district of kartasura 9 consists of 3 countries and 6 private , there are 21 KDP teachers consisting of 7 men and 14 women. The number of junior high school students in kartasura subdistrict in the academic year 2017-2018 is 2,730 with details: Java tribe is 2,123, and non jawa tribe 607, there are 2,458 non Muslims there are 272.

## **b. Discussion**

Based on the findings made through field observation, interviews with teachers of PPKn and junior high school students in kartasura as well as teacher and student potency data about religion, tribe, culture and language hence can be given explanations related to the strengthening of multicultural education through learning of PPKn SMP in Kartasura. Sub District

Based on the data obtained during the observation, interviews and documentation, the multicultural education of SMP in kartasura sub-district is quite potential because of the diversity of students in religion, ethnic, and cultured. Therefore, the fact that the weakness of multicultural education of SMP in Kartasura Sub District must be responded wisely and wisely. PPKn teachers should be able to strengthen efforts to create SMP multicultural education objectives in Kartasura Sub District

Through creative and innovative KDP learning, teachers can enhance SMP's multicultural education in Kartasura Sub District Some ways that teachers can use in strengthening multicultural education are: exemplary attitudes, behaviors and actions of teachers that reflect the essence and existence of multicultural education, teachers are able to develop teaching materials PPKn during the process of learning by linking the essence and the existence of multicultural education, teachers can use multi- nuanced to the



essence and existence of multicultural education, teachers can choose a proactive learning method with the essence and existence of multicultural education

## 5. CONCLUSION

The strengthening of multicultural education through the learning of PPKn SMP in Kartasura Sub District can be done through the following forms of activity: exemplary attitudes, behaviors and actions of teachers that reflect the essence and existence of multicultural education, teachers are able to develop teaching materials PPKn during the learning process by linking the essence and existence of education multicultural, teachers can use multi-media nuanced on the essence and existence of multicultural education, teachers can choose a proactive learning method with the essence and existence of multicultural education

## 6. RECOMMENDATION

Based on the conclusions of this study, it is recommended that the teachers of PPKn in implementing PPKn learning be able to show the exemplary attitude, behavior, and deeds that reflect the essence and existence of multicultural education, the teacher should respect and respect the differences owned by the students.

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## I Feel Anxious When Communicating: Questioning Students' Learning Readiness

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**Abstract:** When learning process occurs, the educators expect students' fully participation. However, learners experience various obstacles in their participation efforts, such as feelings of anxiety during presentations and discussions. This study aims to investigate students' anxiety predictors when doing communication during the dynamic learning. There are 2 males and 2 female participants (4 participants) involved. Their anxiety problems in communication will be explored using qualitative approach. In order to obtain data on factors triggering participants' anxiety, researchers used participation-observation techniques on each of participant's activity and behavior in the classroom and conducted in-depth interviews to reveal what experiences contributing to participants' anxiety. The results found that factors that cause the participants to feel anxious when communicating are: 1) Limited mastery of the material, 2) Ignoring the activity of self expression in the learning, 3) Lack of confidence, 4) Being trapped in traumatic sense, and 5) Crisis of appreciation toward learning effort from the peers.

**Keywords:** [Anxiety; communicating; learning readiness]

### 1. INTRODUCTION

Learning activities should mediate learners to recognize their abilities and competencies through a various approaches, models, methods, and strategies. This shift of conception begins to appear in this modern era, educators who initially dominate all learning activities begin to change their roles, in which they are present only to facilitate, mediate, and evaluate learning processes and interactions.

Learners begin to teach and be trained as individuals who "have" learning class so that it seems that learners who dominate the the learning activities as the effort to optimize learners' outcomes holistically. Starting from leading prayers, doing observations, composing papers, analyzing, discussing, presenting results to evaluating learning outcomes. As learners will later become

educators who manage learning (if the time comes), then through learning in higher education (university), they should be trained and familiarized to undertake, apply, and develop teaching and educational experiences during the study as an early form of preparation.

Apparently this role shift (from educators to learners) has not involved the readiness of all learners yet. Some learners respond positively actively and participatively in the classroom, but some still feel awkward to participate actively. They are reluctant to do an effort based on self-development yet are more comfortable to be lectured by educators.

The passive group still assumes that learning activities are centered only on educators. Therefore, to do efforts to follow up learning tasks and initiatives to find solutions is still minimal during the activity of learning. It is characterized by the ignorance of the task of finding a

journal, of composing less analytical and critical papers, and of not being prepared when delivering material to other classmates (excessive anxiety, such as tremble and sweat). Because of their unpreparedness, anxiety always dominates the presentation activities so that the process of developing the quality of self is often disrupted and even hampered.

Anxiety becomes an individual's subjective experience of mental tension and tends to be troubling because it implies the inability to face problems (Kartono, 2012). Communication anxiety is categorized as social anxiety disorder (Payton & Scott, 2013), including social phobia disorders as well as social anxiety disorder. Individuals tend to be afraid of situations relating to their performance and interactional situations with others (McCroskey, 1977).

Anxiety that comes suddenly causes sense of discomfort resulting in self-anxiety. (Haryanthi & Tresniasari, 2012). These feelings of anxiety then make learners want to avoid problems or hinder their ability to successfully perform in classroom (Horwitz, Horwitz, & Cope, 1986; Wahyuni, 2015). Moreover, the anxiety that arises when conducting interpersonal communication will ultimately lead learners to try as little as possible to engage in communication activities. Learners prefer to avoid situations of communication and the avoidance causes them to be less active and participative (Mayasari, 2015) during the study.

People have higher levels of anxiety in social communication with strangers than acquaintances, and people have more social communication with an acquaintance than they are friends (Wrench, Brogan, McCroskey, & Jowi, 2006). Feelings that are flexible and relaxed in communicating will be different when learners meet their

friends, acquaintances, and strangers according to him. Thus, the form of social relations in the learning interaction is one of the variables that make learners become anxious.

There is a feeling of fear and discomfort with the "new" situation in communication in which learners will participate and there is generally a tendency to withdraw from those various situations (Villar, 2010). Emotional attachment is not limited to introductions, but with the facilitation from educators, learners can get acquainted so that they do not feel strange to each other. Another thing that educators can do is that by approaching learners when reviewing a task or making something memorable so that he does not feel awkward with the presence of educators who can trigger excessive anxiety during communication.

Communication anxiety is a form of normal behavior for learners that need to be controlled appropriately. Anxiety does not always have a negative impact on the learner, but anxiety is useful if the learner can motivate himself to study harder by preparing as early as possible before performing. Anxiety is usually abnormal when its level does not match the proportion of threats (Wahyuni, 2015). Excessive anxious happens to a learner because he has never deliver presentations before (Wrench, Brogan, McCroskey, & Jowi, 2006), and he feels that he is being watched by others when performing (Zhiping & Paramasivam, 2013).

Actually Blegur (2017) has provided evidence that students' anxious feelings can be replaced with feelings of joy and enthusiasm when they are completed and successful sharing information and knowledge with others. Therefore, educators should help learners recognize the behavior and distorted interaction so that they help learners perform optimally in each task as an interesting and

memorable learning experience. Thus, these feelings of anxiety become a motivational tool and encourage the high curiosity of learners.

## **2. METHOD**

### **2.1 Procedure**

Researchers expect to get information, or responses about the sources of participants' anxiety in learning activities. It begins with observing or investigating participants' anxiety during a presentation and then is followed by in-depth interviews to find the originality of the participants' answers.

Another procedure employed is to utilize non-formal situations when conducting interviews, in order to avoid the participants' awkwardness to view the source of their anxiety in the learning process. Researchers ensure the confidentiality of information during the study, in which the names of participants and their data are only used in the research process, not for other purposes.

### **2.2 Participant**

Participants were 4 students of Physical Education, Health, and Recreation of Artha Wacana Christian University who were determined by using purposive sampling. Participants include: Keray E. P. (22 years), Indu N. A. Y. (20 years), Tunga F. (22 years), and Fobia J. (20 years). They are chosen because they show an excessive level of anxiety when delivering the material, either when asking, supporting, or presenting material for class discussion.

Tense, sweating excessively, tremor, monotonous, rigid so that the message conveyed has not been fully well received by the audience, this causes the learning class to be less stable, less than the maximum, and less impact. The

determination of participants is intended to explore in depth the experience of anxiety during the class (what factors becomes predictors of unprepared learners).

### **2.3 Data COLLECTION AND ANALYSIS**

The data were elicited by doing participant observations and in-depth interviews. Participation observation focuses on evidence of statements or feelings that participants respond in accordance with their behavior or not. This can be seen when giving opinions or behaviors he does in the learning process.

While in-depth interviews were used to invest sources of participants' anxiety, they may include the use of teaching methods, the application of feedback, proportional tasks assigned by educators, or about mockery behaviors in the classroom. The data analysis the researchers use refers to John W. Creswell analysis model in 2009 that offers 7 segments of analysis, from data collection process to data interpretation into a meaningful theme.

## **3. RESULT AND DISCUSSION**

### **3.1 Limited Mastery of the Material**

The presentation process is designed in a individual presentation model, in which each learner becomes a presenter for their discussion material. Preparatory steps are taken by dividing the learners in small groups (2 to 4 persons in a group), where each group discusses a single topic of a joint paper. Prior to presentation, they work on and organized the material during 4 to 6 meetings while educators correct and accompany them until they are ready to present the material with the support of learning resources (proceeding, national journal, and book/text).

The strategy is aimed to that the learners acquire the skills in writing and thinking to really understand and master the material so that when the material is diffused, it is beneficial to the audience. Learners are expected to give an interesting presentation to encourage peers' curiosity, such as information on the subject matter and tips on the skills of presenting the material well so that it is useful to the lerners their selves and others.

The learners' readiness in learning is still limited, they have not yet focused on completing the material. Assistance has not benefited learners so that they have not been maximal when doing communication. Though various guides for presentation have been given before they prepare the presentation and moreover the material had been prepared six weeks earlier. Keray (Male, 22 years old) explains his experience that: "My preparation is limited, because when I was asked on the material I do not master, I can not answer."

Learners know that the discussion process is mandatory, and at that time they will be responsible for their own material in the classroom. The discussion makes them anxious, because when they are unable to answer the questions of the audience (Kartono, 2012), they become uncomfortable and ashamed of themselves and colleagues. Educators have urged presenters to avoid excessive anxiety, because making serious efforts is important in learning process however they always feel anxious because the reason is that they do not master meterial for discussion and this condition makes them to avoid the discussion process.

Learners with minimal preparation tend to dodge the questions during the discussion (Tlonaen & Blegur, 2017), because they feel confused choosing words or rebutting if the discussion becomes tough. They also want to end

their presentations so that they no longer feel a sense of responsibility. Because they feel anxious when communicating, learners expect that there will be no follow-up questions after question is answered.

Besides, anxious learners also tend to feel the questions asked by colleagues seem to "try and trap" them. They are generally aware of that the level of material mastery is low so that various ways are done to avoid performance tasks or avoid problems and ultimately this condition has an impact on their chances of success (Horwitz, Horwitz, & Cope, 1986; Wahyuni, 2015). At the same time anxiety also contributes to the reduction of cognitive capacity needs by different tasks (Tobias, 1985).

### **3.2 Ignoring the Activity of Self Expression in the Learning**

Teaching and sharing with learners a various information and knowledge is important, but educators sometimes need to be reminded that teaching is not limited to the cognitive area, yet there are other aspects that play an important role, such as affective and psychomotor. Various teaching methods and strategies should pay attention to all elements of learning outcomes, so that learners easily convey the purpose well in classroom.

They should be accustomed to diffusing their ideas as a form of accountability for their knowledge and skills. When the knowledge has been well learned, yet attention to mental readiness is less, then certainly the result is less satisfactory. This is why the experience of self-expression is one of the essential elements to prepare learners to control excessive self-anxiety.

Presentation as a limited medium for self expression makes learners feel anxious when communicating. It was expressed by Fobia (Female, 20 years): "Legs and hands shake when standing in

front of the class. it is not because of the material, yet I was not get used to perform in front and serve as a presenter”. Meanwhile, according to Indu (Female, 21 years), “I feel anxious is because I faced many people, and they always pay attention to every word (sentence) and behavior I show”.

The deficit of presentation skills and maladaptive personality leads to excessive communication anxiety for learners (McCroskey, Daly, & Sorensen, 1976; Woodrow, 2006), as well as the limited experience of self expression proves to be one area contributing to a poor learning experience such as the difficulty self-presentation in front of others (Horwitz, 2011). Therefore, presentation skills need to be practiced continuously in order to soften the motor responses and mental readiness of learners to perform in front of audiences (McCroskey & Andersen, 1976).

In any level of communication, learners feel anxiety, but through high intensity people will reduce anxiety periodically. Educators should not be comfortable to apply learning methods centered on learning activities such as sitting, listening, being silent, and following like a robot who is just waiting for “command”. Ignoring self expression activities means that educators do not appreciate students’ self potential. It seems that educators want learners to live in the “shadow” of the educators, without new, challenging learning experience orienting to the quality development of students themselves.

Self-expression is form of presentation of learning methods that integrate a set of learning results together (cognitive, affective, and psychomotor). Encouraging and improving self-expression methods is a strategy to reduce learners’ communication anxiety (Blegur, 2017). When sharing information with peers in front of the

class, learners feel that discussions and presentations are things challenging but rewarding.

### **3.3 Lack of Confidence**

Confidence is defined as the optimistic attitude that arises in a person for all the abilities he has. Lack of confidence makes learners to have “dependence” on the performance and learning results of others. Suppose Keray (Male, 22 years old) who is always anxious when delivering material because he is afraid of being asked by other peers who are smarter than him. Such perceptions have been shaped and preached before presenting the material, thus he becomes unfocused, is not energetic, and is lack in the presentation.

While feeling not confident that is experienced by Indu (Female, 20 years) is: “I felt less confident when the audiences stared at me sharply when starting the presentation. It makes me to look at outside the classroom or at up the ceiling”. Fobia (Female, 20 years old) shares another experience that she always asks her peers about the results of her presentation when returning to the seat. Learners who are lack of confident is often sensitive to other people’s responses and the more worrying is that they often feel that other people are better than them (comparing ability).

Learners with lack of confident are also the consequence of the lack of preparation and of mastery of discussion material. They realize that the result will not be maximal, raises many questions, and certainly gets reprimands from peers and educators. Before the material is delivered, anxiety surrounds the emotional state of the learners, they talk stiffly, the word placement becomes irregular, and takes a long time from one sentence to another so the class becomes “saturated”, because other peers pay much attention.

Poor self-confidence makes the learning motivation of the learners becomes weak (Benabou & Tirole, 2002), experiencing poor performance in competitive nuances is due to the anxiety (Hanton, Mellalieu, & Hall, 2004; Park & Lee, 2005), reducing the intensity of communication or discussion among learners (Cheng & Furnham, 2002), ultimately causes student dissatisfaction in the learning process (Smith & Roehrs, 2009).

Communication anxiety triggered by self-esteem causes learners to no longer have an effort to learn, he becomes discouraged to every behavior he presents during a presentation, this can be displayed in behavior that should not be. The learner feel not comfortable to communicate as he is lulled by his negative thoughts (Benabou & Tirole, 2002) that undermine his own potential (Lenney, 1977), even without “pressure” from outside.

Before presenting the material, learners already think of that there would be a lot of questions. It is learner’s own understanding that weaken him in communicating, he himself was not sure of his ability in delivering the presentation. He then compares himself to the others and think of that the others must be better than him. (Lenney, 1977). In fact, there is no guarantee that explains his thought, why? To be like that? Because there has been no action taken. Because of not confident, learners reduce their own expressiveness without any intervention from others, including communication anxiety.

### **3.4 Being Trapped in Traumatic Sense**

In contrast to the learning situation in general, learning is a medium that brings together learners and educators to jointly improve themselves for the better (from not being able to to being able to).

Efforts of improvement can include changes from fear to boldness. Learners experience communication anxiety because he is afraid of doing wrong or mistakenly doing his responsibilities.

Fobia (Female, 20 years old) stated that: “I feel anxious when communicating because I am afraid of saying or conveying wrong idea”. Tungga (Male, 22 years old) also states the same as Fobia. “Fear of wrong in arranging words and the words or sentences are not in accordance with the material or of explaining the material but not in accordance with the question.” Learners have been reminded that the problem of learning is not about correct or incorrect, but it focuses on the courage to try new and useful things and on logic responsibility. However, the fear of doing mistake seems to be the experience that shakes the soul of the learners.

A number of poor learning experiences has established a traumatic sense for the learners about the learning activities. The real learning is enjoyable activity but then turns into a frightening activity, because learners are terrorized by the various pressures such as do not do a mistake and do not be wrong. In addition, they also have a very limited opportunity to provide a view to “enliven” the learning process (Blegur & Tlonaen, 2017).

As the result, learners feel anxious so that it causes uncomfortable when performing in front of the class (Haryanthi & Tresniasari, 2012) due to the fear of being reprimanded, scolded, or even punished for negligence or mistakes they make. They finally anticipate reprimands and punishments by showing their communication anxiety (McCroskey, 1977). Although communication anxiety is seen as a common feature of their irregular personality process (Lohr, Rea, Porter, & Hamberger, 1980), learners feel



comfortable because it effectively avoids reprimands and punishments from educators.

Students who are anxious when communicating do not always refer to their unpreparedness to share information, but they get less supportive attitude from educators for their performances. Orientation of evaluation based on justification makes learners feel that what is done is wrong. Moreover, almost half of the learning experience is passed with justifications that require the learners to be “perfect” in the classroom.

Mistakes and negligence done by learners are not tolerated and changed into a worthwhile effort. Whereas the efforts the learners have done need to be respected (Blegur, Wasak, & Manu, 2017) to help them perceive themselves positively (Cheng, 2002; Tsiplakides & Keramida, 2009) so that they feel no worry when encountering performance tasks, such as discussions and presentations. This sense of trauma not only makes the students anxious, but they become uncritical, not creative, and not productive because they prefer the “comfort zone” during studying in the classroom.

### **3.5 Crisis of Appreciation toward Learning Effort from the Peers**

Classroom learning is seen as a “comedy stage” when there are students who do a mistake when delivering the material. Why does it happen? Because when a mistake occurs, spontaneously other students (peers) smile and or laugh freely without any burden. This is the condition that happens at the same time

causing mental health (who laughs) and at the same time damage the mental health of the presenters (who is laughed).

It should be underlined that the condition of learning is a condition in which learners are rectified from negligence and mistakes over the efforts he makes, so that it would be very naive if the effort was used as a joke. The joke makes Tungga (Male, 22-year-old) felt that he was not respected, as he stated: “When I mistakenly argue or present the material, my colleagues laugh and this seems to belittle and disrespect me whereas I’ve been trying to present well”.

Jokes are important to be used to merge learners’ feelings from the tiredness of learning activities (Blegur, Wasak, & Manu, 2017). However, through this educator’s initiative, it can be tricked, for example a funny story or behavior done by educators or learners will not cause anxiety and exaggerated perception, because the goal is that to make people laugh. However, it will be different when laughing with the aim to “mock and/or punish”.

The presenter who is over laughed is a symbol of the crisis of appreciation for the learning effort. It makes the learner to feel anxious and unable to concentrate. The moods of learners also get worse and become more agitated by the excessive negative evaluation of their peers (Lohr, Rea, Porter, & Hamberger, 1980; Tsiplakides & Keramida, 2009). As a result he became anxious to communicate and it affects the success of his academic management and social relationships among his own peers (Daly, 1986).

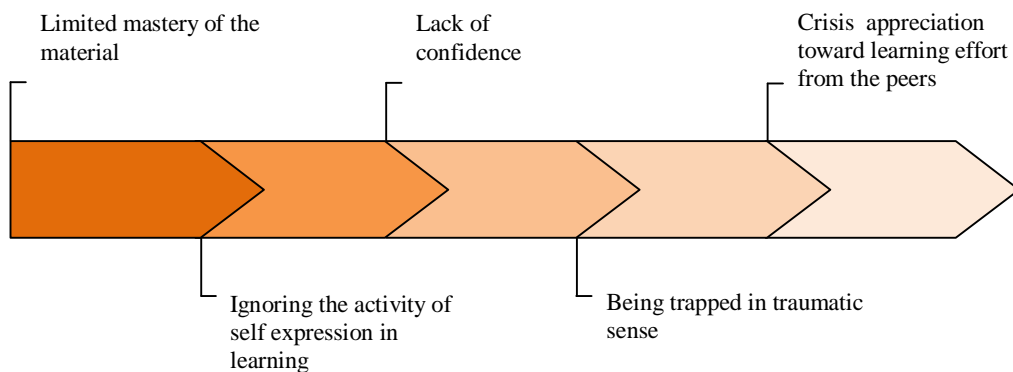


Figure 1. Source of anxiety irritate in learners' communication

The crises of appreciating behavior for the learners' efforts are also marked by the destructive comments of peers after presenting the material, such as "Your presentation is still not good or you answer the question is not appropriate". Learners who are still eager to hear the results of their performance, even buffeted with negative revelation so that he became anxious and down. He feels treated unworthily to undermine his self-esteem (McCroskey, Richmond, Daly, & Falcione, 1977).

This situation makes learners choose protective attitude and less interested in other peers who give negative responses (McCroskey, Richmond, Daly, & Cox, 1975). Giving input is very necessary and the inputs seem honest and true. Evaluators need to pay attention to the right time and are preceded by a constructive revelation, such as: "Your presentation is good, you just need to improve your body language and to make it perfect". It motivates learners to improve themselves because their efforts are rewarded.

#### 4. CONCLUSIONS

Excessive anxiety has guaranteed poor performance of the students in the classroom. For this reason, educators and

learners collaborate with their respective capacities in finding solutions to such anxiety. The effort to give maximum solution begins with the process of identifying the sources of learners' communication anxiety.

Participants have proved that they feel communication anxiety. Limited mastery to the discussion material, not yet supported by intense learning methods of self-expression, lack of trust in personal abilities, being trapped in traumatic feelings, and crisis of appreciation from the peers toward the learning efforts that have been done become the background of the anxiety.

Based on these results, educators should provide learning oriented on learners' improvements such as the process of preparing the discussion material, enrich the experience in presentation, encourage self-confidence, and give understanding to the colleagues about the meaning of an effort to not to underestimate others' effort (presenter). This strategy is done so that learners are better prepared to engage in a quality and useful learning design.

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**Career guidance and the policy in preparing of  
The future of the child development  
(Research at Sukamiskin Institute Of Special Coaching In Bandung  
West Java Indonesia)**

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**Abstract:** The purpose of this study are: First, to know the types of guidanceprants in Institutions Special Coaching Children Bandung. Second, to know the techniques of career guidance at the Institute of Special Education Children Bandung. Third, to find out the results of career guidance at the Institute of Child Development Special Bandung. This research uses descriptive method with qualitative approach, by collecting data and information through interview method, observation, documentation, which then analyzed by writer by way of describing all information received from informant with the required data. Then the authors conclude the information to answer the purpose of research. The career guidance at the Bandung Child Development Institution is in line with the career guidance goals set forth by Salahudin that the goals of career guidance are self-understanding, knowledge of the world of work, positive attitude toward the world of work, and the ability to plan for the future. The results show that career guidance held at LPKA helps students to plan and prepare for their future according to the goals of such career guidance through various types and techniques of career guidance.

**Keywords:** Career guidance, Planning, Future

## **1. INTRODUCTION**

The future or the time to come is something anyone should be prepared for. Preparing for the future means doing activities which would be helpful for the future. Some things one needs to consider in getting prepared for the future involves preparing one's mental to be able to deal with any possibility to occur in the future, training and equipping oneself with many skills, and shaping a responsible and honest personality, and so forth. The same applied to the future of students at Child Special Guidance Institute. Their relatively young age with long future to

come makes it imperative for them to have something they can use to deal with what will they encounter when they set their feet out of the institute and return to the society. Therefore, career guidance is performed as an effort of assisting students in getting themselves prepared for their future to allow them to have worth-living and prosperous lives.

According to Winkel in Satriah (2015:2), guidance is defined as an effort of equipping individuals with knowledge, experience, and information on themselves; understanding and using efficiently and effectively everything they have for their personal

development; deciding on choices and setting goals accurately, and preparing realistic plan to adapt themselves with the environment they live in. Guidance does not necessarily need to be given at schools (has something to do with educational situation at school). When guidance is given beyond the educational situation at school, then this guidance constitutes an assistance in one of certain requirement or problem fields, such as marriage guidance, vocational guidance, or spiritual guidance.

According to Nurihsan (2009:16) career guidance is the one to help students in planning, developing, and solving career problems, such as understanding the job and its tasks, understanding their own condition and ability, understanding the environment condition, planning and developing career, adapting to job, and solving the career problems encountered.

In detail, the objective of this career guidance is to help students: Understand and rate themselves, particularly in relation to their interests, talents, attitudes, and ideals, realize and comprehend the values reside within themselves and their society, discover many kinds of job related to the potentials they have, find out the types of education and training needed for a certain field, understand the relation between what they do now and their future, figure out any possible obstacles caused by either themselves or their environment, find a way to deal with these obstacles, plan for their future, and find the right or appropriate career and life.

The same applies to the guidance given at the Child Special Guidance Institute (LPKA) Bandung to guide their students in having themselves prepared for the future. Students are what those children guided in LPKA are referred to. The number of students in LPKA

Bandung is indeed uncertain. This is because some children may be discharged at any time for their guidance time has expired and some others may just recently move to LPKA. The students in LPKA are mostly Muslim and 3 others are non-Muslim. They live in two houses, Wisma Bima and Wisma Sadewa.

One average, the age of students in LPKA ranges from 14 to 20 years old and all of them are male. In SPPA Law, it is stated that every child in a criminal judicial process has the right to receive education. In relation to this, LPKA Bandung assumes this obligation, i.e. to administer a career guidance activity by organizing such concepts as education, skill training, nurturing, and fulfillment of other rights in order to prepare these students' future.

Therefore, the guidances and nurturings organized in LPKA serve as the effort of providing these students with some assistance to make them useful for their society and capable of living their future well and prosperously. The career guidance given in LPKA includes religious guidance which is performed through Islamic boarding school-like program and personal guidance and various skill trainings are organized to explore the students' potentials, interests, talents, and skills. Every day these students have had a fixed schedule to do. Just like when they attend learning guidance every morning, i.e. in the school provided by LPKA.

After attending the career guidance program, these students begin to be aware of the fields they are interested in. It then motivates them to start planning and thinking the jobs they want to have when they return to their society. Some of them are interested in trading and even begin to look for some colleagues they can cooperate with in that matter. In addition, not a few of them wish to

continue their study once they set their feet free from the nurturing institute. Some other students want to be authors because they love to write.

Based on the background of problems elaborated above, this research will then be limited to the following problem formulations: What are the career guidances given in the Child Special Guidance Institute, what are the techniques used in the career guidances given at the Child Special Guidance Institute, and what are the outcomes of career guidances in the Child Special Guidance Institute

The research is conducted using descriptive method with qualitative approach, i.e. it describes the activities, conditions, and practices of career guidance there systematically and factually as what is observed in the career guidance process in preparing student's future. Information is gathered through interviews, observations, and documentations and this is then analyzed by the writers by describing the information relevant to the needed data received from the informants.

## 2. THEORETICAL BASIS

The Indonesian term "*bimbingan*" is an equivalent of the English "Guidance". Literally, the term "guidance" with its root word "guide" means: (1) to direct, to pilot, to manage, and to steer. According to Smith in Prayitno & Amti (2009: 94) guidance is defined as a service given to individuals in order to help them obtain the knowledge and skills they need in making the necessary choices, plans, and interpretations to adapt themselves well.

The term career guidance began with the term *vocational guidance*. This term was popularized for the first time by Frank Pearson in 1908 when he succeeded in establishing an institution

intended to help young people in obtaining jobs. At the beginning, the use of *vocational guidance* term refers more to the effort of helping individuals in choosing and preparing for a job, including the attempt to prepare the necessary ability to enter a job. In 1951, experts made some changes to the approach from *occupational* to *career* models. Both models have fairly fundamental difference, particularly in terms of the bases for an individual to choose an occupation. In the occupational model, it put more emphasis on the matching between talents and the job demands and requirements.

According to Salahudin (2010: 115-117) career or occupational guidance is one of guidances attempting to help students solve their career problems to get the best possible self-adjustment, either at that current time or in the future. Career guidance is not merely giving occupational guidance, rather it has wider sense, i.e. providing guidance for students to enter real life, lifestyle, and events in life, and preparing themselves from school to work.

Another definition is that career guidance and counseling is the service to help students, either personally or in group, to make them independent and help them develop optimally, in developing their personal lives, social lives, learning ability, career development, through various services and supporting activities, based on the applicable norms. Meanwhile, according to Winkel in (Tohirin, 2007: 133-134), career guidance is an assistance in preparing oneself in the face of work world, selecting certain job or occupation (profession) field and preparing oneself to get themselves prepared to assume the occupation and in adjusting with the demands of the



occupation field they have entered. Based on the definitions above, career guidance can mean an assistance from guide to the guided (students) in the face and solving career problems.

According to Salahudin (2010: 117) in general the objectives of career guidance and counseling are as follows: 1) Possessing knowledge about themselves (ability, interest, and personality) related to the job; 2) Having the knowledge on the work world and career information which support the work competence maturity; 3) Possessing positive attitude towards the work world, in that he/she is willing to work in any work field, without feeling inferior, provided that it is meaningful for him/her and accords with the religious norms; 4) Understanding the relevance of learning competence (ability to master the lesson) to the requirement of expertise or skill of the work field he/she is dreaming of for his/her future career; 5) Having the ability to form career identity by recognizing the job characteristics, ability (requirement) demanded, work socio-psychological environment, job prospect, and work welfare; 6) Having the ability to plan their future, i.e. planning their life rationally to obtain the roles which suit their interest, ability, and socio-economic life condition; 7) Recognizing their skill, interest, and talent.

The success or convenience in a career is highly influenced by the interest and talent one owns. Hence, everyone needs to understand their ability and interest. In what work field he/she can perform and is he/she interested in the work; 8) Having the ability or maturity to make career decisions; 9) Having the ability to create a harmonious, dynamic, just, and dignified industrial relationship atmosphere.

According to Tohirin (2013: 130), there are some services of career guidance as follows: 1) Service of information on oneself; 2) Service of information on the environment relevant to their career planning; 3) Placement service; and 4) Orientation service.

According to H.M Umar and Sartono in Salahudin (2010:96-98) in general, there are two ways used in guidance and counseling, namely *group guidance* and *individual counseling*. Group Guidance, this technique is used in helping students solve problems through group activities or by individuals as members of the group. Individual Counseling, Counseling is a way of providing help personally and directly.

The help is given in a *face to face relationship* between the counselor and the child (case). In many cases, the problems solved through these ways or methods are those problems of personal nature. In a counseling, the counselor behave sympathetically and empathetically. Sympathy means showin the attitude of being able to relate what the client feels. Meanwhile, empathy means trying to be in client's shoes with all of the problems he/she is encountering. This way, all problems the client is facing could be mitigated. This is because with this attitude, the client will put his/her trust to the *counselor* entirely. This is highly helpful for a successful counseling.

Many ways can be taken to perform a career guidance. It is worth explaining that despite the packages for career guidance issued by the Department of Education and Culture of the Republic of Indonesia, it does not necessarily mean that what beyond that cannot be implemented. Therefore, for a career guidance to be successfully performed, creativity and agility of the

guidance officers are needed to develop the career guidance.

According to Sukardi (1994: 34-35) the career guidance principles are: 1) All students ought to have equal opportunity to develop themselves in achieving their career appropriately; 2) Every student ought to understand that career serves as a way of life, and education is a preparation for life; 3) Student ought to be helped in developing adequate understanding on themselves and in relation to the social personal development and career education planning; 4) Student needs to be equipped with understanding about where and why they are in their education path; 5) All students ought to be helped to obtain an understanding of the relations between their education and their careers; 6) Student at each of their education program should have career-oriented experience in a meaningful and realistic way; 7) Every student ought to choose the chance to test their concept, roles and skills in order to develop the values and norms which could be applied to their future career; 8) The career guidance program ought to have a goal of stimulating student's education; and 9) The career guidance program at school should be centered in the class, with coordination by the guide, along

with parent's participation and society's contribution.

### 3. RESULTS AND DISCUSSION

The Child Special Guidance Institute (LPKA) Bandung is located in between the Class I Special Corruption Crime Correctional Institution Sukamiskin, Class IIA Female Correctional Institution Bandung, and RUPBASAN Bandung. It began its operation on April 8, 2013 on a land of 18,200 m<sup>2</sup> wide. It can accommodate around 468 inhabitants. Firstly established under the name of Class III Children Correctional Institution Bandung, at the beginning of its operation it could only accommodate 48 children.

The officers in this Child Special Guidance Institute Bandung are tasked to not just monitor every activity of these students, rather they also frequently participate in the programs organized in LPKA such as the career programs. Quite frequently the officers there play the role of guides to help these students train. For example, in scouting activity, some officers also serve as the trainers for semaphore codes when the external guides cannot be present or need their helps. The career program, particularly the barbering and sewing trainings, is indeed given by LPKA officers.

Table 3.6 Students' Education

No	Education	Number
1	Not Graduated from Elementary School	17 children
2	Elementary School	26 children
3	Junior High School	68 children
4	Senior/Vocational High School	73 children
Total		184 children

Upon interview with some children with different cases, it is found that they have different habits and personalities. Even children with similar cases can have different personalities. Based on the interview with two children with similar case, i.e. murder case, they seem to be really different as seen from their personalities. From the observation the researchers done at the site, the students in LPKA show different attitudes. Some of them are very extrovert and some other are introvert. Not all students attend the career guidance program there. And not all students are frequently visited by their family or relatives. Some of them are longing to be visited by their parent and some others do not care whether or not their family visit and they are just fine with that.

Most students in LPKA are there for murder and immoral cases. Therefore, it is easier to talk to or interview children with these two cases than students with other cases. Moreover, these students attend many activities. Nevertheless, the interview with students with other cases can be done, i.e. with a student named Farid. Farid is from Karawang, from Cibuaya District to be precise. He is a student transferred from a Correctional Institution in Karawang.

Based on the interview with him, he misses his parents and wants them to visit him badly. His parents have never visited him even once in LPKA. Farid is imprisoned in LPKA for drugs case and he acted as the seller and user. He is an extrovert and enthusiastic when he is talked to. Farid wishes he could find a legal job once he gets out of LPKA.

From the observation in the field, students in LPKA have different attitude. Some are extrovert and some others are introvert. Not all students attend the career guidance program there. And not all students are frequently visited by

their family or relatives. Some of them are longing to be visited by their parent and some others do not care whether or not their family visit and they are just fine with that.

### **Types of Career Guidance in LPKA Bandung**

Every program organized in the Child Special Guidance Institute Bandung in general aims at helping students in preparing their future.

These Career Guidance programs in LPKA organized in the effort of preparing students' career include: 1) Mental Spiritual, Based on the explanation about the career guidance fields in the previous chapter, it is clear that religion is one of important aspects in career and future preparations. Likewise, it is also important for a career guidance given to nurture students' mental-spiritual sides with religious activities. The career guidance with mental nurturing for Muslim students is organized through preaching service on various religious topics such as *aqidah akhlak* (creed and manner), obligatory and voluntary salats (prayers), Islamic history, stories on the prophet and his companions, al-Qur'an reading, making subuh (dawn) prayer in congregation a habit and so forth. Meanwhile, for Christian students it is given in the form of church service.

According to Ustad Imam, one of the guides for the career guidance through preaching, the guidance activity in this religious and spiritual field is given to change students' bad behaviors and habits to make them better persons as their religion would want them to be. Meanwhile, Ustad Bobi says the same thing as Ustad Imam, however, in addition to change their behaviors this guidance program is also provided to grow the self-confidence in students to prevent them from being discouraged

and keep on thinking positively about what happens to them.

Upon the provision of this guidance service through preaching, these ustads guiding those children in LPKA expect that they could be even better and would not do the same mistake as they did, hence they have to know and set some targets regarding their career in the future; 2) Intellectual and Nationalism Insight, In preparing its students' future, LPKA certainly provides a career guidance program by fulfilling every aspect.

Intellectual and nationalism insight also become two parts of career guidance service organized through trainings, i.e. training on writing. These students are given the training on how to write articles, short stories, poetry, lyrics, and others. This program aims at increasing students' insights and knowledges. This is because learning how to write an article requires the writer to have wide range of insights in order for the articles they write to be more interesting and factual. That way they will frequently read books using the library facility in LPKA well. Based on the interview with Teh Irma and Kang Adew as their writing trainers, it is found that they give this training on writing to not just help these children kill their time doing something useful, rather it is also intended to explore these children's potential in writing.

In addition to writing, English course becomes another career preparation program organized beyond the school activities. This course is provided to equip and furnish them with skills in language. The English course is administered classically. So far, the English course instructor is not an Indonesian national, rather they are taught by an expatriate. Mr. Jeremy is the English course instructor. He is assisted by two persons from Bandung.

Meanwhile, the guidance intended to expand students' nationalism insight is given by providing some training services such as Scouting and Marching Drills. In fulfilling the nationalism insight aspect, the career guidance is given through the scouting guidance.

In this activity, children are not merely given the scouting techniques, rather they also train to marching drills. The scouting and marching drills trainings aim at, among other things, to implant discipline in the students, to allow them to implement it in their daily life; 3) Sports and Arts, the career nurturing in preparing students' future is also done through physical guidance the activities of which include sports such as futsal, aerobic, badminton, and table tennis. However, the only physical guidance activity organized so far is futsal. This is because of the limited sports equipment in LPKA Bandung. Meanwhile for arts, the guidance is given through such activities as drum band, *angklung*, music, nasheed, and marawis. *Angklung*, music, and drum band are the activities currently organized so far.

These types of career guidance are usually performed in certain events organized inside or outside LPKA. When the events are outside LPKA, these activities are prepared for the participation in contests; 4) Social, The social guidance is one of career guidance types intended to train students' bravery and self-confidence by attending several activities organized outside LPKA. This guidance is indeed done by attending contests such as futsal and music tournaments, and other socialization activities.

Thanks to this students can still enjoy life outside the bar even just for a while and of course accompanied by the penitentiary officers; 5) Independence, In training students' independence to

prepare their future, the career guidance is given through training on farming, fish cultivation, barbering, sewing, automotive, *handphone* service course, craftsmanship, and screen printing. However, some of these activities cannot be organized, because either the instructors are busy with other businesses or other issues which prevent them from coming.

These trainings are indeed intended to allow these students to do these stuff independently. It has been a common practice that the barbering and sewing trainings are given by the LPKA officers and the farming and fish cultivation trainers come from Walagri, a community working in social field; 6) Counseling.

Table 3.10 Types of Career Guidance in LPKA Bandung

No	Activity	Number of Children	Number of Instructors	
			Employee	Non-Employee
1	Farming	18	1	3
2	Computer	20	1	
3	Drum band	18		3
4	Music	8		4
5	English	16		1
6	Football	24		2
7	Barbering	10	1	
8	Writing	8		3
9	Fine Arts	27		2
10	Angklung	34		1
11	Percussion	12		1
12	Theater	12		1
13	Islamic Boarding School	179		6
14	Christian Worship	4		3
15	Scouting	49		1
16	Counseling	35		2

### Career Guidance Techniques in LPKA Bandung

The career guidance techniques in the Child Special Guidance Institute Bandung

As explained earlier in Chapter II on career guidance techniques, it is generally given in groups or individually. In this Child Special Guidance Institute Bandung the career

guidance is mostly given in groups or personally or individually. The further details of each activity are as follows: 1) Mental Spiritual, the career guidance in religious field through preaching in LPKA is organized in groups and individually. The activity is organized in Miftahul Jannah Mosques which is built within LPKA. The preaching is conducted every Tuesday through Friday from 09.00 to 12.00 Indonesian Time.

The students are gathered in the mosque first, then they usually perform *dhuha* prayer while waiting for the preachers to come or prepare the goods needed during the guidance. Topics on *aqidah akhlak* (creed and manner), Islamic history, stories on the His Prophets and Messengers, types of salat both obligatory and voluntary ones and their procedures, are usually delivered classically. After the instructors deliver the topics, students are given some time to ask and begin the discussion to help answer the questions from other students.

In the career guidance activity through al-Qur'an reading, students are divided into three classes, i.e. Class A for students who can read al-Qur'an fluently, Class B for students who can read al-Qur'an but not so fluently, and Class C for students who cannot read al-Qur'an yet or merely know the letters. The al-Qur'an reading session is most frequently done individually and the students are tested one at a time to discover their reading ability, hence they can be placed to one of these three classes for further guidance by the instructors one by one.

This is done in order to see the progress made by each child in their al-Qur'an reading. (Interview with Ustad Mulyana, Ustad Imam, and Ustad Bobi on Tuesday, May 9, 2017 at 09:45 Indonesian Time); 2) Intellectual dan Nationalism Insight, Based on the interview with Mrs. Irma as one of the writing instructors, the activity begins with topics delivery which is then followed by detailed explanation by the instructors and discussion or question and answer section. In addition, the instructors always give students some assignments they have to work on beyond their activity such as reading a novel they like and ask them to analyze

the plot, characters, and other elements in the novel or story.

At the next meeting, the students will be asked to tell the novel they have read. From the interview with Kang Adew, the instructor of topics on how to write song lyrics and poetry, it is found that the career guidance activity through writing training is given classically yet the class remains relaxed. In the practice, students are even invited to sing and choose the songs they like and sing them.

In writing the song lyrics, students are asked to imagine or write the song lyrics based on what they are feeling. After finishing the song lyrics, they then try to find the right rhythm to sing the lyrics out. With the relaxed delivery style, students feel more comfortable and look happier when attending the writing training. They can also express their feeling in a writing, be it song lyrics or poetry.

English Course, This program is organized in the classroom or outdoor. This is because the course is organized by learning some topics yet it is not too formal and unlike learning in a classroom where theories are given. Rather it takes the form of simple conversations or chats as its way of delivering topics. What students learn here are some basic or frequently-used sentences in daily life.

Using this kind of method as the guidance, students find it more fun to learn because they can learn while exchanging experiences with their instructor. They also seem more relaxed when attending the program. The scouting guidance in the effort of nurturing students' career is given in groups and organized outdoor such as in the institution's yard, hall, or other open spaces within the LPKA Bandung. The scouting training is guided by Mister Gun and Mistress Kurniasih. Many

topics on scouting are delivered in the program. As suggested by one of the scouting guidance objectives, i.e. to train students' discipline, students are also trained marching drills. They also learn togetherness through one of the scouting topics, i.e. Semaphore code.

This is because this semaphore code is usually one of performance presented in certain events such LPKA's anniversary or other activities; 3) Sports and Arts, in organizing the guidance in physical and arts fields, the activities are frequently done in groups. Additionally, this activity is usually done in open spaces such as LPKA's yard or hall. Of course, such activities as futsal and aerobic should be done outdoor. This is because these activities do need spacious place. The aerobic is usually guided by LPKA officers, and the instructor of futsal is Mr. Korhe from Mexico. The students are trained on the basic techniques of football. They also receive physical training to obtain fit bodies. Children are divided into two teams and they train continuously. In turn, this leads to their frequent participations in futsal contest or tournament beyond LPKA .

According to Mistress Tati, the instructor of arts particularly for angklung musical instrument, the angklung activity is done in groups. Students are divided into some groups based on the note these students choose. They make a line according to the note, then they begin to learn how to hold and make some sound from the angklung. The songs these students play quite often are patriotic songs such as *Indonesia Pusaka* and *Bagimu Negeri*.

Meanwhile, songs other than patriotic ones are usually played according to the events or days; 4) Social, One of activities in social guidance in nurturing students' career is the giving of chances to students to

attend activities beyond LPKA. These activities include futsal, music and other contests or tournaments. Thus, this social guidance is surely done in groups. In these activities, students are still accompanied by the officers. Also, with these activities students can still experience how the world outside the bar is even if it is not for so long.

However, not all students have the chance to participate in those activities outside LPKA because only students participating in certain events can join this social guidance (interview with Mistress Nuurul on Monday, May 15, 2017 at 15:00 Indonesian Time); 5) Independence, this type of career guidance includes fish cultivation and farming. The career guidance technique used here is group guidance. This is because in giving this guidance activity, cooperation between individuals is needed, hence rather being done only by one particular person all jobs are distributed proportionally.

Some are tasked to cultivate the soil for farming, some other are tasked to prepare the equipment used for fish cultivation, and so forth; 6) Counseling, The career guidance activity through counseling is done in groups and individually. Either in groups or individually, the guidance is first matched with the topics to be delivered. For example, for religious or motivational topics, they are delivered in groups just like regular learning. After the topics are delivered, it is followed with evaluation in the form of question and answer to discover students' comprehension on the topics being delivered.

In addition, individual counseling is done when the counseling given is affection therapy and mental health. This is done in order to make the counselor and the students emotionally closer. The topics are delivered directly or explained

directly by the counselor and some topics are delivered through films or video to prevent the students from being bored when attending the counseling activity.

Based on the explanation above, it can be concluded that the career guidance activities organized in LPKA are performed in groups and individually. Everything is adjusted with the activities and their implementations are entrusted fully to the instructors of each activity.

### **Results of Career Guidance in LPKA Bandung**

The results of career guidance in Child Special Guidance Institute Bandung, The objective of career guidance is to allow the guided to understand and know themselves, including their interests and talents, to have some skills, to plan their futures, and to make decisions on the career they will take.

From the interview with several students in LPKA, it can be seen that some of the guidance objectives start to get fulfilled. They begin to find the careers or skills they are interested in. As stated by Mistress Nuruul as an officer in LPKA Bandung, students can choose the career activity they want to participate in as they desire and are interested in.

From the interview with a student in LPKA named Sabik 17 years old, it is found that he is participating in several career activities, i.e. writing and drawing. He says that initially he attends the writing and drawing trainings just to kill time and conforms other students there. However, upon continuous attendances in those activities, Sabik finds them interesting and is interested in continuing to learn how to write poetry, short story, or song lyrics. This is because out of the two activities he

attends, it is writing that he is most interested in.

Until now, Sabik is always motivated when attending the writing activity. He also frequently writes poetries in his room. For him, writing allows him to express what he has in his heart and feels. Sabik thinks he has found what he likes when writing. Therefore, he really wants to be a writer.

Other than Sabik, Ari who is another student in LPKA says that he attends computer training and English course. He is interested more and more in, and hence want to, learning both fields. Ari even says he wants to have excellent English proficiency and constantly watches English TV programs to improve his proficiency and learns more about English vocabulary.

At the beginning, Ari was not too enthusiastic to participate in English course because he thought learning English would be boring. However, once he figured out that the way Mr. Jeremy taught English was really fun it made every English course session he attended enjoyable. This was because the learning session was relaxed and just like daily life conversations, making him less stressful or tense when attending the English course.

Students in LPKA initially attend the career guidance activities just to kill time and conform their friends. However, as the time passes they begin to find their own interests in the career field they attend, hence they can choose and focus themselves on one or some career fields they want to take.

Upon their participation in various kinds of career guidance organized in LPKA, students begin to be aware of the fields they can take for a reference of what job they will take later. Previously, students only thought that those fields of job were available for education persons. Currently, they begin to know that some



other work fields are available to them or they can even make ones themselves such as farming, fish cultivation, workshop, and many more. Knowledge on work fields in itself is important for these students as one thing they should have when they set their feet free from LPKA.

Students in LPKA kept on thinking that they would find it hard to get a job because they have once been inmates in LPKA. Later on, after finding out the many jobs they can take, they begin to understand and no longer think that only smart and educated people can get a job. Working had never even crossed their mind previously. They even quite frequently thought that once they got out of LPKA they would surely be unemployed and it would be extremely hard to find a job. However, they are more enthusiastic when talking about the job they would like to take later. This is because they start to think positively about finding a job and think they can also be successful and take whatever job they want provided that they are willing to work and study harder.

Being capable of planning future is one of career guidance objectives. The same applies to the career guidance in LPKA. The provision of many career development programs with many guidances and skill trainings is expected to enable students to plan their future from now on.

During an interview one of the students in LPKA named Agus, 19 years old, it is found that Agus has attended farming activity. During his attendance in the farming training, he received a lot of knowledge and fun experience. Hence, he admits he is inspired to make his own plantation once he gets out from LPKA. While his dream might be impossible to come true, Agus remains firm on wanting to work in farming field and using the certificate he received

from the farming program to be his reference for finding a job.

Once he sets his feet out of LPKA, Agus wants to be a better person and finds a legal job. He does not want to return to the penitentiary and will do only positive things by having himself occupied with useful activities such as working and others.

In addition to Agus, an interview is also made with Anggi, 16 years old. Anggi attends angklong and scouting programs in LPKA. He is always cheerful and has high curiosity when attending the programs. Asked about his plan in the future when he is no longer in LPKA, Anggi says that he is inspired by the fish cultivation program, hence he wants to have his own farmhouse. However, it is not a fish farmhouse, rather it is a chicken farmhouse. Anggi admits that he is highly interested in farming and dreaming of building his own chicken farmhouse. Starting from now, Anggi frequently tries to find out and read information related to farmhouse.

While he is absorbed in learning everything about farmhouse, he also wants to continue his study. Currently, he attends the school provided in LPKA. He is an eighth graders of Junior High School. Anggi wishes he could use the knowledge he receives in LPKA and when he gets out of LPKA he wish he will never hurt his parents' heart anymore by trying to be a good child of whom his parents could be proud. He will show his mother that he has changed and not like he used to.

Another student I could interview is Abi Fahmi, 19 years old. Currently, he does not attend any career program organized in LPKA because he spends more time in helping LPKA officers. Abi has planned his future after getting out of LPKA. He intends to start a business of distro (fashion distributor shop) and

cooperates with his big brother who has owned his own distro. This is because he is highly interested in entrepreneurship and wishes one day he could be a successful entrepreneur. Therefore, Abi wish he could start his own distro when he gets out.

The researchers also receive another story regarding students' plan and preparataion for their future after getting out of LPKA. This story comes from yet another student in LPKA named Ridwan, 18 years old. He attends some career programs such as angklung and automotive. Ridwan wishes to open a workshop. This is because he has been interested in automotive world, leading to him being inspired to open a workshop to earn a living as well as a way of expressing his hobby. Prior to being sent to LPKA, Ridwan had indeed frequently helped his friends repair their dysfunctional motorcycles.

Based on the research findings from the field, it can be seen that each type of career guidance organized in Child Special Guidance Institute can inspire and motivate students to remain confident that they can get a job despite having once been inmates in LPKA. The types of career guidance organized in LPKA are quite different from those usually organized in schools. However, these career guidances are indeed adjusted to the needs of students in LPKA.

#### **4. CONCLUSION**

Based on the research findings and the interviews made by the researchers on career guidance in Child Special Guidance Institute Bandung, it can be concluded as follows:

There are five career guidances in LPKA Bandung, namely Mental Spiritual, Intellectual and Nationalism Insight, Physical and Arts, Social,

Independence Development, and Counseling. The career guidances organized in LPKA are indeed different from those frequently held in schools and other institutions. Nevertheless, they still maintain the characteristics of career service in general. This is because the career guidances in LPKA share the career guidance objectives in general.

The career guidance objectives in LPKA Bandung involves understanding interests and talents, being capable of planning the futures, introducing many fields of job, and equipping students with various skills and knowledges so that they can use them when they get out of LPKA and start their life in their society like they used to be.

What techniques should be used in the career guidance in LPKA Bandung is entrusted fully to the instructors of each program. From the many career guidances organized there, the mostly-used guidance technique is group guidance. This is because most programs administered there require cooperation among students, hence many programs are held in groups. Nevertheless, some career guidances are given individually.

Every activity begins with division into groups or assignment distribution. Then it is followed with topics delivery by the instructors. The topics delivered are adjusted to the types of career guidance being administered. Upon topic delivery, it is followed with discussion and direct application of the topic delivered. Some activities are directly followed up with practice in order for students to get better understanding of the topic.

Through career guidance in LPKA Bandung students can have choices they can decide on and to prepare their future after being released from LPKA. As indicated by the objectives of career guidance organized in LPKA Bandung, it can be concluded that the career

guidances organized there have successfully allowed students to have the skills and expertises in certain fields.

Students who initially participate in the program merely to conform their friends or to kill time have now been geared up and interested in certain fields because they begin to understand their own interests and talents. Hence, they begin to try to understand better the career they are interested in and get more serious when attending the programs.

Additionally, students begin to prepare their future by starting to plan many things they will choose once they are released from LPKA. Most students are interested in entrepreneurship, some others focus on farming, and still some others intend to continue their study.

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## The Use of “Google Docs” in Teaching Writing: An Alternative Way of Collaboration in Writing

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**Abstract:** This article describes one of innovative strategies for education in digital era. It is based on the research of utilizing “Google Docs” in teaching writing. Starting from the questionnaire and observation that had been done by the researcher to English students of Widya Dharma University of Klaten in preliminary research, there are still many students that have low ability in writing because insufficient practice in writing. Most of writing activities in the class give the theories of writing with less practicing. Even when the students did the task, they only did the task based on the instruction then submitted without any revision. Some students said that sometimes the lecturer gave correction in class but it consumed the time and not all students got their correction because limited time. When the correction given in other meeting, it wastes the time and there is no time for making revision. This research is aimed to face those problems by using “Google Docs”. The using of “Google Docs” gives the opportunities for the students to review others’ works everywhere and whenever they want, not only in the class. The findings of the research show that there are significant improvements of students’ writing skill after applying collaborative learning using “google docs”. So, it is proven that utilizing “Google Docs” in reviewing students’ work can be alternative method to improve writing ability.

**Keywords:** *writing skill; collaborative learning; google docs; classroom action research*

### 1. INTRODUCTION

In language teaching, writing is supposed to be a difficult skill. Rovimiyanti (2008), Pranata (2013), and Nasution & Siregar (2013) in their research said that mastering writing skill is not easy. It is because writing is a productive and expressive activity, so we have to be able to use correct language patterns and vocabularies. According to Nurgiyantoro (2001) and Alwasilah (in Mamluah (2013), writing is assumed as the most difficult skill (43.22%) than other language skills, namely listening, speaking, and reading. It caused by National Education System gives only 23.34% writing skill in language teaching lower than reading skill (23.45%). Furthermore, in process of teaching

learning writing often dominated by grammar discussion and writing theories, so gives fewer opportunities for the learners to practice their writing.

It is also felt by students of Widya Dharma University of Klaten. Based on observation, questionnaire, and interview to students from first semester until seventh semester who are writing a thesis, it is found that writing is the most difficult skill. It is because as English students, they have to not only explore their ideas but also concern English patterns. Even though, for English students, they should skilled in writing English because most of subject of studies ask them to write a paper in English as a task or final test. Furthermore, in their final of study they

have to write a thesis as a requirement of completing the study that of course must be written in English. The data also show that the difficulties are faced by the students are because they have to pay attention to English rules of writing, such as using appropriate words that suitable to the topic (vocabulary), appropriate time of using (tenses), verb using (infinitive, past, and past participle), punctuation, spelling, organization, and exploring ideas. Furthermore, after completing their work, they have to reread it to make sure that it has correct English patterns. This activity consumes more time compared with writing in Indonesian language, as it is our mother language. Even reread many times, sometimes it is still found some mistakes of writing in English. It is way most of the students feel that writing in English is boring and uninteresting.

There are many researches that study about how to improve students' writing skill, for examples using diary (Ningrum & Rita, 2013), journal (Safriana, Said, & Waris, 2013), and web (Asri, 2011). Unfortunately, those methods have weaknesses because they are autonomous learning so the students learn individually. Even though, collaborative learning is important part in 21st century. The students are motivated to communicate and work together in group or pair. Collaborative learning is proven can improve the students' ability significantly (Alwasilah, 2001). This method gives opportunities for the students to express their ideas and opinion, and ask suggestion each other. Writing activity is not only for completing the task but also becomes enjoying activity based on own desire. The students enjoy multiple drafting activities because writing activity with collaborative learning becomes continuing exercise to get new knowledge and experience.

Some latest studies prove that the use of current technology, as Facebook is successful to influence the study achievement of senior high school students positively (Marza & Hafizh, 2013). Nevertheless, this media also has weaknesses that can disturb the students learning activity because Facebook has many useless contents (even some of them are non-educative) can be as distraction for students' concentration.

That is way, this study makes use of Google Docs application that can access by networking and can collaborate with more multiple members. Document in google docs can be read, edited, given comments, and shared to other selected members, thus this activity as like as discussion without meeting directly.

Based on those backgrounds, this study is aimed at giving alternative ways in improving students' writing ability, so that they are easy to correct and review others' work by using Google Docs application. Based on some theories and assumption, it is believed that Google Docs application can be used to improve students' writing ability.

## **2. COLLABORATIVE LEARNING IN WRITING**

Effendi (2012) says that writing is a communication activity that uses language as a media. It is consistent with Akhadiah, et al (in Effendy, 2012) that define writing as a language activity using written language as a media. So, it can be inferred that writing is a written communication. The message can be information, ideas, enticement, and so on.

Writing ability cannot be mastered outright in the first trying. It is repeatedly process to get a good writing. Tompkins (in Laksmi, 2006) states that writing process consists of prewriting, drafting, revising, editing, and publishing. Because those processes can take several times, a

writer usually uses another person to review as a second opinion to give correction of the writing.

In teaching-learning writing, review process usually conducted in collaborative learning, in pair or in a group. Barkley et al (in Nahdi, 2011) state that collaborate means work together. Collaborative learning means students learn in pair or group to achieve the learning goal. According to Barkley, et al (in Nahdi, 2011), there are some characteristics in collaborative learning: the first is planned plan. Collaborative learning has planned plan to get learning goal. Second, all group members actively completing the task. Third, there is meaningful learning; the students really can improve their skill and knowledge.

According to Nelson (2000), collaborative learning in writing focuses on the process of problem solving and thinking together. Collaborative learning gives opportunities to students who skilled in writing (that sometimes are not detected) to share the knowledge to others. In addition, Nelson (2000) believes that collaborative learning improves the students' communicative ability and automatically improves their positive social attitude in learning and their life. In writing, collaborative learning conducted by the process of writing a work, reading it, reviewing, giving over and over correction, discussing, question and answering, and giving comments.

### **3. UTILIZING GOOGLE DOCS IN WRITING**

#### **3.1 Google Docs**

Google Docs is a free web-based service and storage of documents, spreadsheets, presentations, and forms from google. By using Google Docs' application, we can create and edit documents directly from web browser,

without any special software. Moreover, it can collaborate with more multiple members. Document in google docs can be read, edited, given comments, and shared to other selected members, so the members work together in real time from geographically diverse location. Thus, this activity as like as discussion without meeting directly.

To use Google Docs is the same as Microsoft word, excel, and others, but online. All edited documents can be seen in link <http://docs.google.com/>, and there is attachment in email Gmail. And sometimes the documents are also automatically stored via browser in google drive, so there is no risk of total data loss as a result of a localized catastrophe.

The main advantage of Google Docs is we can save our documents in google.co.id as our backup data storage. If our computer or laptop is exposed to virus, we do not have to worry because it already stores our data in Google Docs. We can hide our secret files as far as we do not tell other our Gmail account and password.

How it works is first we create a document that will be done by selecting menu "create a new document". Then move or convert the document to docs. Then we can edit by selecting the "edit and format" option. If we want to share our documents to our colleagues just select the "share" menu. Our colleagues can edit, give feedback or comments, and can give a direct response just by clicking "show chat" to start a conversation. Google Docs also provides a feature to print our documents, by selecting the menu "file" then "print".

<https://gsuite.google.com/learning-center/products/docs/get-started/>

The steps for uploading files are as follows:

- 1) Make a Gmail account.
- 2) Go to google.com.

- 3) Find the service menu for "more" and click.
- 4) Click on "documents".
- 5) Fill in your email and password
- 6) Once open the window to upload the file, click "upload" and select the option "files".
- 7) Click the "browse" button to locate the saved file.
- 8) In the "look in" window you find where the file you saved, then click the "open".
- 9) After the data appears uploaded, then will come out the window that reads "start upload", then click, then the file will be uploaded.
- 10) Then you will see the file name in the file upload window. If you want to see the results, you just click the title of your uploaded posts.

### **3.2 The Steps of Collaborative Learning in Writing Using Google Docs**

This research uses an action research as a method. According to Arikunto (2006: 16), classroom action research conducted through four stages: planning, acting, observing, and reflecting. Planning begins with a general idea or a difficult problem requiring resolution and arranges steps to solve it. The problem of this research is the low ability of students' writing. Then, prepare everything dealing with the action requirements. In acting stage, collaborative learning using Google Docs is applied. While conducting this stage, the researchers also observe and make a note all students' activities during the action. In reflecting step, the researchers evaluate the process and result of utilizing Google Docs in teaching writing. The evaluation gives advantages in deciding what had to do in the next cycle. The researchers then spirals into developing second and possibly further action steps leading to further planning,

implementation, evaluation, and making decision.

In applying collaborative learning in writing using google docs, there are many steps conducted in this research. The steps are:

- 1) The lecturer explained about google docs and how to operate it.
- 2) The students are asked to make google account and install Google Docs in their laptop or smartphone.
- 3) The lecturer asked the students to discuss about one of genre text and analyze its generic structure.
- 4) The students are asked to make a group.
- 5) The students are asked to work collaboratively to create a text by using Google Docs.
- 6) The discussion activities continue beyond the writing class using Google Docs application.
- 7) In the next meeting, the students are asked to present their work and discuss it with other groups.

## **4. THE ADVANTAGES OF COLLABORATIVE LEARNING IN WRITING USING GOOGLE DOCS**

Collaborative learning using google docs has many advantages. They are as follow:

### **4.1 Google Docs Gives Opportunities to the Students to Review Others' Works Everywhere and Whenever**

Google Docs is very practical, effective, and efficient because more effective use of time. Collaborative learning using Google Docs conducted anytime, not only in the class. Therefore, it can be as solution of the problem that writing class very consumes time to give review and correction.

#### **4.2 Google Docs Improves the Students' Writing Skill Significantly**

Collaborative learning in writing by using Google Docs proven improves the students' writing skill significantly. There are improvements in exploring ideas, using correct vocabularies, grammar, punctuation, and organization. By creating and editing documents by online make students do not afraid of making mistakes in exploring their ideas. They can share their ideas without worrying the mistakes. They can build their vocabulary mastery as good as they can give correction of the grammar each other. Review and correction activity can also improve their understanding of organization of the text.

#### **4.3 Google Docs Improves the Students' Social Relations**

By working together in creating a document collaboratively by using Google Docs makes the students learn to appreciate each other. They are trained to reduce their individual egos and be open to others' opinion. This activity enhances the students' personality and positive social attitude to become more respectful each other. Furthermore, collaborative learning in working a project together can help them as an experience in their future careers.

#### **4.4 Google Docs Makes the Students to be More Confident to Show Their Real Ability**

Google Docs provides an opportunity for introverted student who is actually adept at writing but sometimes undetected. By collaborative learning using Google Docs, he/she can be more confident to show his/her real ability and share his/her knowledge to others. He/she can teach his/her friends by reviewing their work and give correction each other.

The students also do not have to worry about whether right or not the result of their work and discussion because they can still also interact with lecturers even by online. The lecturer will give correction if there are any mistakes of their discussion. The students' activity and progress can also be controlled by the lecturer anytime.

#### **4.5 Collaborative Learning Using Google Docs can Save Paper**

Making a writing project using Google Docs can save paper because the activity of review and correction directly in the soft file document, so the print out of the document only if the project has finished.

### **5. CONCLUSIONS**

The results of this research can be useful for academic purpose as one of alternative ways in language teaching learning, especially to enhance students' writing skill by utilizing Google Docs in reviewing students' work. Moreover, peer-review technique in collaborative learning can improve the sharpness of students' analysis that can be utilized in other field of studies. In addition, the use of technology can prepare students to collaborate and work together so that they have ability in competing in global era.

### **6. ACKNOWLEDGEMENTS**

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<http://docs.google.com/>

<https://gsuite.google.com/learning-center/products/docs/get-started/>

## Lecturer Internship Program in Industry to Provide Real Work Experience for University Students

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**Abstract:** Indonesia higher education learning system is currently less responsive to the industrial job dynamics. As a result, there is a mismatch between graduates' skill with the competencies required by industry. Higher education has prepared nearly one million students to become teachers, but the government has no plans to increase the number of public servant teachers. This policy makes most of graduates are unemployed. Companies in non-education and manufacturing services have started complaining about the difficulty of finding workers like engineers to fill in skilled positions. The rapid changing of industrial job dynamics make learning in higher education institution should move as rapidly as possible with the industry. Therefore, it is necessary to develop collaboration between higher education institution and industry. This paper proposed an innovation to learn and develop knowledge from industry through lecturer internship program. After attending internship program in the industry, lecturers are expected to provide more real working experience to the students. The lecturer internship program in the industry will be focused on product research and development collaboration. In this paper will be presented a theoretical study about: (1)the benefits; (2)factors that can affect; or (3)hinder the success of lecturer internship program in the industry.

**Keywords:** [lecturer, internship, program, industry, university]

### 1. INTRODUCTION

The lack of skilled labor in Indonesia comes from the fact that many graduates of higher education do not meet the required skills by businesses and industries. The expectations of businesses and industries are not immediately responded by public and private universities in Indonesia. As a result, there is a mismatch between the competencies held by university graduates with industries' needs, which leads to many university graduates are unemployed after graduation.

The gap between the industries' demand and the supply of graduates from universities can be seen from the unemployment rate. Data from the Statistics Indonesia in Handayani (2015) shows that university graduates, especially the 15 – 24-year-olds with Diploma I, II, and III have an unemployment rate of 21.5% while the percentage of unemployed bachelors is 25.4%. Data from the ILO in Handayani (2015) states that the non-conformity of university graduates with industries' needs is

centered on several sectors, namely technicians and professionals, service providers, marketing officers, and salespeople, skilled workers in agricultural and fishing industries, craftsmen and related trade personnel, as well as factory machines' operators and assembly staffs.

The World Bank (2014) has been studying the cause of college disconnection with the business and industrial worlds. The main disconnection occurs because higher education prefers to focus on its largest stakeholders, i.e., prospective and existing students. If the students are interested in a course that does not yet exist in the university, it will open new study program and accept new students without considering the perspectives of business and industry worlds. Moreover, the other factors causing the disconnection are: (1) some universities want to have a partnership with the industries, but they are constrained by cost; (2) the curriculum of the study program does not meet the industries' needs; (3) lack of funds and experts to develop relevant

curriculum; and (4) the lack of lecturers with experience in the industry.

In the competitive global era, if universities do not immediately address the industries' demand, the skilled labor market in Indonesia could be filled by foreign workers. To address this problem, the government has initiated a curriculum based on the Indonesian Qualifications Framework (IQF). The IQF-based curriculum is expected to bridge and integrate the students' qualifications with the competencies expected by the industries in the context of providing competence according to the required skills in various sectors. Since established as government regulation in 2012, many institutions of higher education have developed their IQF-based curriculum. Khairiah (2015) states that the IQF-based curriculum improves the quality of teaching and learning process and the quality of the outputs in the form of knowledge, skills, and attitudes.

However, IQF-based curriculum only focuses on student competence. It does not discuss how to improve the competence of lecturers, even though the lecturers are the main pillar of knowledge transfer in universities. As mentioned earlier, the lack of teachers who have experience in the industrial world is one of the factors causing college disconnection with industries. The World Bank (2014) explicitly states that overcoming these problems requires collaboration between universities and industries in the form of research or internship, for students and lecturers.

Collaboration between universities and the industries is not a new thing in the world. Australia and other Asian countries such as China and Taiwan have adopted the system. Guan, Yam, and Mok (2005) state that the collaboration between universities and industries produces a positive thing, which is introducing innovations. More often collaboration will develop newer innovations. Meanwhile, Lai and Lu (2016) explain that the main objective of collaboration between industries and higher education institutions is to get skilled workers and reduce the cost of training human resources. For the higher education institutions, the collaboration also provides

input on the curriculum directly from the industries (McGill, Koppi, and Armarego, 2015).

Because of the many advantages that can be gained through collaboration between universities with the business world and the industrial world, this paper discussed the lecturer internship programs in the industry with the main goal of sharing applied science to the students. This was a literature study focusing on discussions of apprenticeship programs favored by industries and effective apprenticeship period so that lecturers get a picture and competence on the more up-to-date knowledge used by industries. The paper also discussed the benefits gained by lecturers, universities, and industries, as well as factors that affect or hinder the lecturer apprenticeship program.

## **2. METHOD**

This was a literature study written by collecting, reading, taking notes, and reviewing any conceptual idea related to the lecturer apprenticeship program in the industry. Important ideas from the information were analyzed, and the results are presented in this paper.

## **3. RESULTS**

Collaboration between universities and industry is inevitable to survive in the era of industry 4.0. Business and industrial worlds require adequate technology and resources to expand their products. In contrast, universities also need industry to comprehend the research that is useful and needed by the community. The symbiotic mutualism relationship created by collaborations between universities and industries has resulted in valuable knowledge and experience transfer for both parties. The benefits gained by both parties are presented in Table 1.

Table 1. Benefits of collaboration between universities and industries (Slotte and Tynjälä, 2003)

Business and industries	Universities
1. Expanding theoretical knowledge	1. Understanding the actual condition in the field
2. Building cooperation and collaborative research	2. Gaining work experience in industries
3. Sharing experience of working in the field to the students	3. Raising awareness to the business world
4. Acquiring skilled workers.	4. Acquiring better facilities
5. Creating continuity and stability	5. Obtaining case study to be used in the teaching process

Iqbal et al. (2013) state that building a strong relationship between university and industry can be done with two approaches, transfer of knowledge and sharing experience through collaborative research. Furthermore, sharing experience is explained in Guan (2005). There are six models of collaborative research that can be done by the industry to universities, namely: (1) buy research results directly from universities; (2) carry out product development together; (3) entrust research and development to universities; (4) make group research with universities; (5) participate in a national collaborative project; and (6) hiring skilled staff from universities in industry.

Among the six collaboration models, the most preferred model by industries was model (2), which is to carry out product development together with universities. This model has long been implemented in Indonesia. The universities require a new model to develop a diversification of cooperation with industries. Guan (2005) states that in addition to working with universities to develop products, model (6),

i.e., employing skilled workers from universities in the industry is the second preferred model. This is because industries are still lacking the number of skilled workers; therefore, hiring skilled workers from universities for a certain period will reduce costs. The universities can help the shortage of skilled workers by implementing lecturer apprenticeship program in the industry.

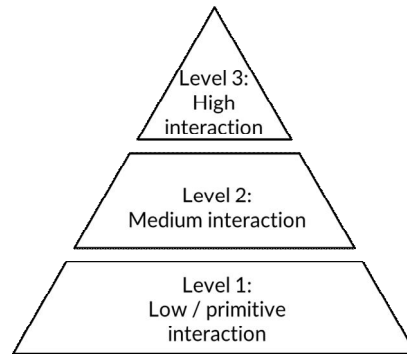


Figure 1. Level of collaboration between universities and industries

Three levels of interaction between industries and universities are displayed in Figure 1. The examples of level 1 interactions are when students are visiting industries in an excursion or internship studies, or when industries are visiting universities to recruit students as future workers. Meanwhile, the examples of level 2 interaction are when lecturers are visiting industries, or when industries hold seminars in universities. The example of level 3 or the highest interaction is the involvement of the industry and university in activities to improve and develop the skills of both parties (Pai and Chiplunkar in Natarajan, 2015). Lecturer apprenticeship program in the industry is one of the activities classified as level 3 interaction, which is the highest collaboration achieved by universities with industries.

The internship program is a skill development training in a particular area of expertise. The lecturer apprenticeship program in the industry is not a new thing. Farrell (1992) describes an internship program of teachers, lecturers, engineers, and researchers in the field of mathematics and science at the Dayton-Montgomery

County Group. With the apprenticeship program, many positive impacts have been experienced by both the institution and the participants.

However, the apprenticeship program in Indonesia is still largely oriented towards improving the skills of students, not lecturers. Lecturer apprenticeship program in industry in Indonesia still get less attention. Only a few institutions have ever implemented it. The Ministry of Industry conducted a lecturer apprenticeship program in the industry for lecturers within the Ministry of Industry in 2012. However, it has not been continued.

To provide a clear output in the industry apprenticeship program, it is necessary to establish a clear internship time and location. The chosen location should accommodate the lecturers' area of expertise. Meanwhile, the apprenticeship should be done during the long semester holidays because the lecturer has finished his main task of one semester. The remaining semester off-hours after the apprenticeship can be used to enhance lecturer collaboration as a university representative for the industry (Stephens, 2011).

The lecturer apprenticeship program in the industry contributes to industry and universities, and bring benefits to the lecturers and the students as stakeholders. A lecturer, as an independent learner, will have more competence after completing an internship program. The competencies to be obtained by lecturers include: (1) the development of soft skills such as teamwork, collaborating, communicating, and networking; (2) more opportunities to develop a career; (3) more opportunities to increase salaries; (4) a sense of work security; and (5) lifelong learning (Farrell, 1992; Slotte, 2003). Another advantage gained by a lecturer during an internship in an industry research program is gaining new experience in day-to-day work in industry and research that is useful to society (Wang, 2013). Figure 2 displayed a summary of lecturers' main competencies after completing internship program in industry.

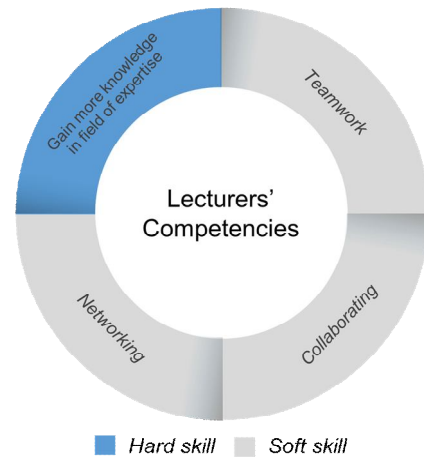


Figure 2. Hard skill and soft skills gained by the lecturers through the apprenticeship program



Figure 3. Hard skill and soft skills expected to be gained by students from lecturers

Students who get lecturers who have undergone an apprenticeship program will better understand the challenges of employment in the industry. In addition, the lecturers will be more ready to answer questions related to the business and industrial worlds because they have experienced it. After completing the apprenticeship program, the lecturers will be more adaptive in developing cooperative learning and open-ended problem-solving techniques for students. Lecturers can also explain to students the results of observations in the industry about soft skills that must be owned by professional employees, namely: (1) the ability to cope with pressure; (2) the desire to always try new things; (3) positive interests and

attitudes towards work; (4) have personal initiative; (5) have a confident attitude; (6) remain calm when faced with problems; and (7) have and always try to maintain a professional attitude (Farrell, 1992; Wang, 2013). Figure 3 displayed summary of students' competencies expected after attending lecturer class who have undergone an internship program.

Although the lecturer apprenticeship program in the industry brings many benefits for institutions, business world and industry, lecturers, and students, there are factors that could hinder the opportunity of the lecturer apprenticeship program in the industry. According to Muscio and Vallanti (2014), the inhibiting factors of the lecturer apprenticeship program in the industry are problems with the industry, internal academic problems of the institutions, industries do not have the same views on the academic goals, and the strategic plans of the institutional research are not in line with the industry.

Problems with the industry include patent claims, the short-term nature of industry research that is in contrast with the long-term research favored by universities, obstacles in the dissemination of research results, and lack of feedback from industry. Meanwhile, the problems with the university include no procedures of college collaboration with industry, difficulty in getting contact with industry, the industry is in the different area with the university's expertise; thus, the collaboration does not affect the lecturers' career development and the conducted research (Muscio and Vallanti, 2014).

Moreover, according to Akomaning, Voogt, and Pieters (2011), the factors that influence apprenticeship success are strong collaborations between college and industry, appropriate placement, and duration of apprenticeship. The strong collaboration is carried out by continuing to adopt the research with the cost favored by the industry. Proper placement in the right areas of expertise is required by the industry to acquire performance improvements.

Duration of apprenticeship is a major factor affecting the success of the lecturer apprenticeship program in the industry. The

duration of internship in Indonesia is divided into three, namely: (1) short-term, for 1 – 12 weeks; (2) medium term, for 13 – 52 weeks; and (3) long-term, for more than 12 months. The apprenticeship duration of fewer than four weeks is not deemed effective by the industry. The industry prefers an apprentice program with a long duration of at least four weeks, eight weeks, or more (Kaminskiene and Rutkiene, 2012; International Labor Organization, 2015). Therefore, the minimum duration of lecturer apprenticeship program in the industry is four weeks or one month

#### 4. CONCLUSIONS

The lecturer apprenticeship program in the industry is a form of collaboration between universities and industry that is favored by industries. The lecturer apprenticeship program needs to be correctly planned to determine the place, duration, and the purpose of apprenticeship. The apprenticeship program brings profits for the lecturers, students, business and industry, and universities. However, there are factors hindering the internship program, such as problems with the industry, internal academic problems of the institutions, industries do not have the same views with the academic goals, and the strategic plans of the institutional research are not in line with the industry. In contrast, the success of an internship program is influenced by a strong collaboration between college and industry, appropriate placement, and duration of apprenticeship.

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## **Teaching Strategies of Translation Subject Using Variants Online Translators**

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**Abstract:** This research aims to develop learning strategies on Translation subject using variants online translator. Increasing development of learning strategies is needed because of the rapid development of digital era technology. Another purpose of this research is to develop learning strategies and discuss in detail about variations online translator. Furthermore, students are able to measure quality of translation products.

**Keynote:** (development learning strategies, translation method, online translator)

### **1. INTRODUCTION**

Translations subject is a compulsory subject that can be found in almost all colleges or universities, especially for English Education Department or English Literature Programs. Along with the increasing technology development, translation has an important value as a one way in bridging communication among others languages. This phenomenon can be seen from the increasingly varied translation products, starting from the translation of books both fiction and non-fiction, filmindustry in the form of subtitling or dubbing and also digital books or we called it eBooks with advanced technology.

Catford (1989:12) said that translation is the replacement of textual material in one language by equivalent textual material in another language. In this case, a successfully translation is determined by the effectiveness learning process in class. The effectiveness of learning required selection of the materials subjects, method of learning, exercises, media and appropriate evaluation. Enthusiasm attitude from lecturer and students can influence the successfulness in learning process. It can be seen from the students' attitudes that are active, creative, responsive and innovative in learning process. Besides that, lecturer is also required to provide creative and innovative learning in order to

create a fun learning and not bored situation. To avoid monotonously and boring situation, it is needed a teaching strategy, like using the internet technology as an additional references for students.

By using student internet access, it can be helpful in the learning processes. This paper will discuss about learning strategies through online media on the internet. It is intended to give motivation for the students and make them accustomed in the purpose improving competence of translation through online sites.

### **2. DEFINITION AND THE CONCEPT OF TRANSLATION**

J.C. Catford said that translation is a craft of consisting in the attempt to replace a written message and or statement in one language by the some message and or statement in another language (1965:20). The accuracy of receiving message in this case is very important whereas to make translations likes non-translations is very difficult and requires practice and experience. Finlay (1974:2) said that ideally the translation should give the sense of original in such a way that reader is unaware that he is reading a translation.

From the description above, it needs some necessary training for the students as



stated by Said El Shihab in Nababan(2008:2) Teaching the theory of translation to students of translation is important. If theory stops short at studying the semantics, syntactic analysis of language, student translators may find themselves unable to render a text effectively and communicatively into the target language. The quotation explains that the theory of translation should be taught to the students because if not taught it can reduce the ability of students in translating.

There are several theories and concepts of translation that need to be taught to the students such as translation process, types and meaning of translation, method of translation, translation shift, ideology of translation, competence of translation, translation machine, and quality of translation.

### 3. ONLINE TRANSLATION

Translation is not simple matter, not only just translate from source language to the target language, which is anyone can possible do without being studied. Proficiency in translation can be developed through intensive training and sufficient experience. Nevertheless, lecturer must admit that not all knowledge can be given or delivered in the translation classroom, thus lecturer must have another way to get the solution for it. By using technology like internet or another online application can be help for the lecturer to create fun atmosphere in their class.

Teller (2000) explains that the internet has advantages in terms of information which has wide reached; varied, authentic, growing and it can be accessed easily whenever and wherever. In term of internet translations such as providing access to online dictionary, various types of text genres, translation discussion rooms, online services translation such as Google translate, Tradukka, SDL translation etc.

Its existence as an online site has shifted the habits of many people who previously had to open a dictionary to translate the vocabulary, now just typing it automatically

comes the meaning of every word from various languages.

Actually translating foreign languages manually will give us better results when compared automatically like using Google translates or another site. In its development there are still advantages and disadvantages of online translation sites. One of the advantages of an online translation site that allows users can be translates many vocabularies from various languages. There are dozens of languages from different countries in the world that can be translated into one another. Users no longer need to purchase dictionaries to translate a language. Hence it can imagine when translating in several languages using several dictionaries just to translate a single sentence only.

On the other hand online translation does not pay attention to the grammatical aspects, thus the wording of the translation sometimes does not match the true meaning. Inconsequently how to cover the shortcomings of the user must master the English grammar along with other aspects such as idioms, phrases to slang. The idiom sentence in which one cannot be translated one by one using the online site.

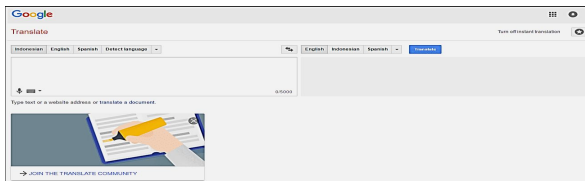
There are several of online translations which can be used by the users to help them in translating, such as:

#### a. Google translate

To use Google Translate we just type in the browser address: <http://translate.google.com/>. Therefore those who may still lay using Google Translate is usually just copy paste the sentence you want to translate and just click 'Translate', wait a minute -send, translate-already so. However we know for sure the results in the desire is usually not in accordance with the desire, the name is also translate 'free' which is generated by 'machine language' not by human translator actually the result of a translation

sometimes be a mess or even make us more confused read it .

Google Translate is operated by a machine called "Statistical Machine Translation". It is this tool that makes sometimes the results of the translation become somewhat messy. Therefore the Google also provides Translator Toolkit is provided for the volunteers who are willing to help the Google to translate a language to become a translator machine with a better again.



Picture 1. Google Translate

### b. Bing Translator

Bing Translator will translate more than 40 languages on a web page, in a real additional image or translation via live video broadcast from the camera device.

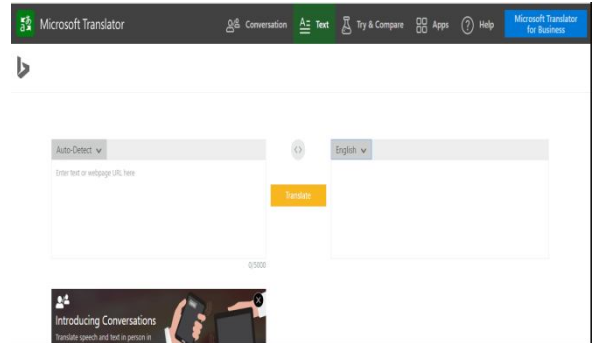
After going through a series of research, online translator application made by Microsoft will be provided free of charge but still using internet access. However, Bing Translator users, especially those who like to travel, can download offline language translator packages for the most common languages, such as French, Chinese, German, Italian, and Spanish. For other languages will follow soon, Microsoft added.

For Windows tablet users who are dealing with strangers but do not know the language type, can use Bing Translator to translate directly the foreign language. With Bing Translator, Microsoft makes the translation application into a fully integrated system. Bing Translator is not a new language translator application because Google has previously presented the

same app for Android a few months ago with a difference of eight languages.

Picture 2. Bing Translator

### c. Sederet



From the name of the site we can know that this line is made to be more comfortable to be used by the people of Indonesia, therefore a row of the best choice for the users of Indonesia, a service line capable of translating a series of sentences, or paragraphs with better than Google translate. There is also a translation option is:

- English to Indonesia
- Indonesia to English
- English to English.

Not only the word that can be translated accurately, but also complex long paragraphs can also be completed by a line.

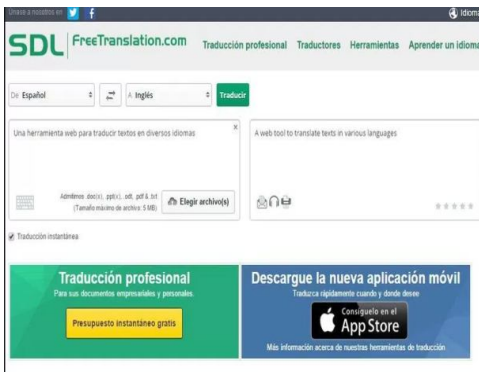


Picture 3. Sederet

**d. SDL Free Translator**

Never heard SDL Free Translator, if not then try this site to translate some paragraphs you want to translate and see how the results, SDL itself has a good grammar into the Indonesian language from various languages in the world, the results given are quite satisfactory and more easy to understand compared to the results from Google translate.

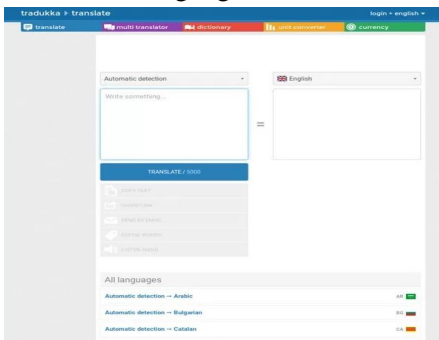
Not only that, SDL also has a web interface that is very interesting and professional like Bing built by Microsoft.



Picture 4. SDL Free Translator

**e. Tradukka**

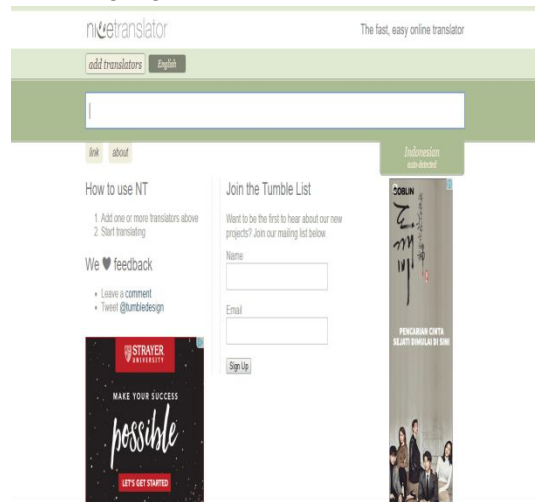
It has many features compared to other services with easy interface, such as multilingual features, dictionary, translation and currency, providing complete for us in understanding the translation of foreign language into Indonesian, like Google translate they also have language detector tool.



Picture 5. Tradukka

**f. Nice Translator**

Although the Interface of the Nice Translator is not as good as Tradukka or SDL but the Nice translator can be a substitute option for online translation engine besides Google translate, seeing from the accuracy of the given word is also almost not far from Google translate but still can be an option for you to translate various languages into Indonesian.



Picture 6. Nice Translator

**4. DISCUSSION**

To know the result from the several various on line translator, there are some examples in sentences in order to make comparison between them.

**3.1. Indonesian-English Translation**

Source Language	Translation Online	Target Language
Vitamin C is known as an antioxidant, which prevents the damaging effects that cholesterol has on the body. Along with preventing cholesterol from damaging the body, vitamin C also helps vitamin	Google Translate	<i>Vitamin C dikenal sebagai antioksidan, yang mencegah efek merusak yang dimiliki kolesterol pada tubuh. Selain mencegah kolesterol merusak tubuh, vitamin C juga membantu vitamin E dengan fungsinya seperti</i>

E with it's functions - such as protecting your arteries and your heart.		<i>melindungi arteri dan jantung Anda.</i>
	Bing Translator	<i>Vitamin C dikenal sebagai antioksidan, yang mencegah efek merusak yang memiliki kolesterol pada tubuh. Dengan mencegah kolesterol dari merusak tubuh, vitamin C juga membantu vitamin E dengan fungsi itu - seperti melindungi arteri Anda dan hati Anda.</i>
	Sederet Translator	<i>First Verse Vitamin c dikenal sebagai antioksidan , yang mencegah efek merusak yang memiliki kolesterol pada tubuh .Dengan mencegah merusak dari kolesterol tubuh , vitamin c juga membantu vitamin e dengan fungsi itu - seperti melindungi arteri anda dan hati anda .</i>
		<i>Second Verse Vitamin c dikenal sebagai antioksidan , yang mencegah efek merusak yang memiliki kolesterol pada tubuh .Dengan mencegah kolesterol dari merusak tubuh , vitamin c juga membantu vitamin e dengan fungsi itu - seperti melindungi arteri anda dan hati anda</i>
	Tradukka	<i>Vitamin C dikenal</i>

		<i>sebagai antioksidan, yang mencegah efek merusak yang memiliki kolesterol pada tubuh. Dengan mencegah kolesterol dari merusak tubuh, vitamin C juga membantu vitamin E dengan fungsi itu - seperti melindungi arteri Anda dan hati Anda.</i>
	SDL Free Translation	<i>Vitamin C dikenal sebagai antioksidan, yang mencegah terjadinya kerusakan akibat kolesterol yang telah pada tubuh. Bersama dengan mencegah kolesterol dari kerusakan tubuh, vitamin C juga membantu vitamin E dengan fungsi-fungsi ini - seperti melindungi anda arteri dan hati Anda.</i>

From the table above, there are compare between Google Translate, Bing Translator, Sederet Translator, Tradukka and SDL Free Translation. Taken from Google, there were not found miss type or untranslatable from source language into target language. The acceptability in target language is commonly known and used in target language. Different with Google Translator, in the term of “Along with preventing cholesterol from damaging the body” translates by Bing Translator into “*Dengan mencegah kolesterol dari merusak tubuh*”, it seems that the translation maintains the structure of the source language. It causes the translation unfamiliar even though it is still known as a medical term in the target

language. The more acceptable translation for this term should be like translate like in the Google Translate. It was also having similar meaning in target language that translates by Sederet and Tradukka, even though there was only different position in target language. In Sederet there was two results for target language, thus the users can choose which one the best translate in the target language. However the acceptability in the target language was unfamiliar and it seemed ambiguity when it translated into the target language. Tradukka is almost the same with Sederet and Bing Translator. For SDL Translator, the term of “such as protecting your arteries and your heart” translate “*seperti melindungi anda arteri dan hati anda*”. From thus, the target language is unfamiliar; it is because of there is a problem in deciding the head and the modifier. The more acceptable translation for this term should be “*seperti melindungi arteri anda dan hati anda*”.

### 3.2. Indonesian-English Translation

Source Language	Translation Online	Target Language
<p><i>Pada saat si bayi melewati vagina, besar risiko bahwa kulit dan jaringan di sekitar vagina akan melar dan robek. Hal tersebut dapat mengakibatkan melemahnya atau cedera pada otot pinggul yang berfungsi untuk mengontrol air seni dan isi perut pada sang ibu.</i></p>	<p>Google Translate</p>	<p>By the time the baby passes through the vagina, the risk that the skin and tissue around the vagina will be stretched and torn. This can result in weakening or injury to the hip muscle that serves to control the urine and stomach contents in the mother.</p>
	<p>Bing Translator</p>	<p>At a time when the baby passes through the vagina, the greater the risk</p>

		<p>that the skin and tissues around the vagina will melar and torn. This can result in weakening or injury to the muscles of the hips which serves to control the urine and bowels on the mother.</p>
	<p>Sederet Translator</p>	<p>First Verse At the time of the baby through the vagina, great risk that the skin and the tissue around the vagina will stretched and torn .This could result in the weakening or injury in the muscles of the hip which serves to control of urine and entrails in the mother .</p>
		<p>Second Verse At the time of the baby passing through the vagina , large a risk that the skin and the tissue around the vagina will stretchy and torn .An example of this was resulting in weakening or injury in the muscles of the hip that serves to control of urine and the</p>

		contents of the stomach into the river
	Tradukka	At a time when the baby passes through the vagina, the greater the risk that the skin and tissues around the vagina will melar and torn. This can result in weakening or injury to the muscles of the hips which serves to control the urine and bowels on the mother.
	SDL Free Translation	At the time of the baby through the vagina, the greater the risk that the skin and network around the vagina will be stretched and torn. It can lead to a weaker or injury to the muscles of the hip which function to control the urine and the contents of the stomach on the mother.

Different from English-Indonesian translation, the online translation from Google translates translated into the target language with less grammatical error. Even though there was a word “berfungsi” translated into “serve”, the acceptability was common used in the target language. There were also miss spelling and untranslatable word, only some suggestion for preposition that can be put in

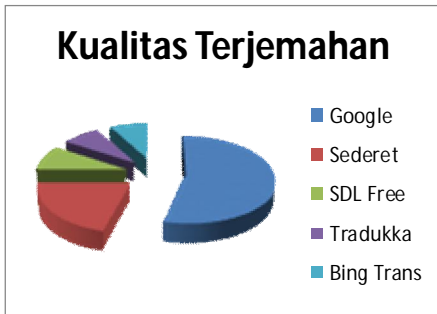
“Women who have undergone caesarean section have a risk of complications in subsequent pregnancies, Such as Uterine Rupture Due to injury due to Surgery In The uterus and abnormal placenta . The risk of placental problems will continue to increase in each of the caesarean sections undertaken”.

Unlike the case with Bing translation and tradukka, there is a word that is not translated into the target language like in the word "melar", which should be translated to "stretched". In addition to the Bing Translation there is a grammatical error in a sentence that should be "serviced" singular and changed into "serve" plural. Acceptability on the target language is also found in the sentence of "isi perut pada sang ibu", which translates to "bowels on the mother". Although in terms of accuracy is not violate but it feels strange used in the target language. A case similar to that produced in Bing is also found in Tradukka. In the case of Sederet, it always translate into two versions, the first version tends to be more acceptable and more accurate in the target language, but it seems strange that language is then translated into the second version into "the contents of the stomach into the river" from the source language of "isi perut pada sang ibu". The use of the word "river" is unusual and is used in the target language, which results in a strange translation.

As for translations produced by the SDL is not found the word that untranslatability. For acceptability still feels less on the sentence "the greater the risk that the skin and **network** around the vagina will be stretched and torn", said the network seemed less receptive to the target language. This is because the network shows to a network or channel meaning in general, whereas in the source language mentions "jaringan di sekitar vagina" is more likely to use English for health. Furthermore it can be concluded that the use of Bing Translation, Tradukka and SDL Free Translation still lack in terms of acceptability, while in the realm of accuracy, the use of tenses, especially in terms of plural and singular is still found in the Bing Translation

and Tradukka. Unreadable word readability is also found in Bing and Tradukka translations.

From the above case study, a chart can be produced in terms of translation quality that can be used by lecturers in assessing the level of translation quality of the students through an online translation teaching method as follows:



## 5. KESIMPULAN

From the description above, it can be concluded that from the use of online translation services either from the quality of translation produced from English-Indonesia or Indonesian-English, Google still occupy the first in terms of translation quality generated. As for Sederet in the first translation version occupies the next translation position with a more accurate, acceptable and legible translation quality. SDL from English-Indonesian translation is not very good in producing translation, it is different with Indonesia-English, although there are some words that are less specific in the target language but in terms of accuracy and acceptability is still pretty good, whereas in terms of legibility there are still less fitting in the target language. The last position is occupied by Tradukka and Bing Translation, with the translation quality in terms of words translated there is a word that escaped to be translated. Unlike the case with SDL, tradukka

and Bing have a level of accuracy and acceptability is better than the translation produced by SDL Free translation. Trading and Bing in translating English-Indonesian version has a translation quality similar to Google translate.

## 6. ACKNOWLEDGEMENTS

Thank you for my husband Guntur Cahyo Purnomo for supporting me in every my step and also my little angles Hafidza Al Khonza Purnomo and Hamzah Al Faruq Purnomo, my beloved mother. You are the best one that given by Allah SWT for me. The last thank for my friends in English Faculty of Surakarta University for the best regard.

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## English Academic Writing For the Students of Technical Information of Widya Dharma University of Klaten

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**Abstract :** Writing is one of the main skill in learning English which is conclude on productive skill in the ability of producing language. In the university, writing skill has an expected that the students could mastering in the academic writing level. It has an aim that the students could write at least the abstract of their research paper in English. In Widya Dharma University of Klaten, the writing skill given in the first and second semester integrated with the other three skills (listening, reading, and speaking). In the process of teaching and learning, it is found that the writing skill of the technical information students was not satisfying. This research is described the problems faced by the students in mastering academic English writing in Technical Information of Widya Dharma University of Klaten. In this research, the problems faced by the students is on the English vocabulary and the grammatical used in the sentences.

**Keywords:** Academic writing; vocabulary; grammatical

### 1. INTRODUCTION

#### A. Background of The Study

Nowadays, English is the compulsory in everything. Most of the communications are in English. Furthermore, English is the compulsory in education. In university, English subject is a must for the students. Here, the aim is to preparing the students to be able to understand the references and literature which most of them are in English. Besides, in this global era the students are hoping could be well compete with others.

With those goals, the students should be mastered all the skills in English such as; listening, reading, speaking, and writing. And here, writing is the most difficult for the students to express their ideas and thinks. Writing is an essential skill that becomes a complex skill to

master for the learners because writing is a productive skill that deals with the way to generate and organize the ideas. According to Harmer (2004: 31), writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as the resolve problems which writing put into their minds.

Here, to learn writing is difficult to do for the informatics student. It is not easy for the informatics students to write the text or article in English. It is proved from the students work. It found that the students got difficulties in choosing the appropriate vocabularies, there are errors and mistakes on the sentence structure, and incapable to express their ideas in writing. Furthermore, the students chose



the fast way in translating by using the Google *translate* application to translate their writing from Indonesia to English.

Based on the finding above, it can conclude that the students in Technical Information in Widya Dharma University of Klaten have difficulties in using English language, especially in Academic Writing. Concerning with the importance of the Academic Writing for the technical informatics students, the writer interested to analyze the difficulties faced by the technical information students in writing using English.

#### **B. Problem Statement**

Based on some information and facts stated on the background of the study, the writer state the problem as follow:

- a. What the problems faced by the Technical Informatics students in writing English?

#### **C. Objective of The Study**

Based on the problem stated above, the objective of the study is:

- a. To describe the problems faced by the Technical Informatics students in English Academic Writing.

#### **D. The Use of The Study**

- a. This study hopefully can give important input related to the information about the problem faced by the Technical Informatics student in English Academic Writing.

## **2. LITERATURE REVIEW**

### **A. A Brief View of Writing**

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2002: 88). Here, can be conclude that writing is the activity of organizing the ideas or message, inventing ideas, thinking about how to express them and write into statements and paragraph.

Furthermore, Harmer (2004: 4) states that writing is used for a wide variety of purpose it is produced in many different forms. Here, Writing can help the students to build the critical mind. By writing the students learn how to arrange their experience.

Students frequently have more time to think in writing than they do in oral activities. Moreover, writing encourage students to focus on language use and accurate, because they thing as they write, it may stimulate language development as they resolve the problem which the writing put into their mind.

### **B. A Brief View of Academic Writing**

Academic writing is the important think from writing which is needed to focus in the university. There are many names for academic writing such as; essay, paper, research paper, etc. Even though, those names has the same principal and goals (Whitaker, 2009: 2).

Thais and Zawacki (2006) gave definition that academic writing is as a writing which fullfill the goal in every part of education, whether in school or university. Then it can be conclude that academic writing has an aim to increase the skill and education in writing, especially English writing.

According to Brown (2001) there are five components of writing, such as;

1. Content; that is substance of the writing, the ideas expressed.
2. Form; the organization of the content
3. Grammar; the employment grammatical forms and syntactic patterns
4. Style or language use; the choice of structure and lexical items to give a particular tone or flavor the writing.
5. Mechanics; the use of graphic convention of the language.

### **3. RESEARCH METHODOLOGY**

#### **A. Research Design**

The type of this research is qualitative research in the form of case study. According to Berg (2001) said that quality refers to the what, how, when and where of thing, its essence and ambience. Qualitative research, thus, refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. And here, the research is qualitative because it describes the problems faced by the technical information students

dealing with English academic writing.

In this research, the researcher put her position as the observers and examined what happens. In other words, the researcher studied the people's behavior naturally. In this case, the researcher concerned on the problem faced by the students of technical information dealing with the English academic writing.

#### **B. Research Setting and Subject**

This research was conducted at Technical Information Study Program of Widya Dharma University of Klaten. It is the place where the researcher works as an English lecturer. Therefore, this research was conducted at the second semester students of Technical Information, Widya Dharma University of Klaten in the Academic Year of 2017/2018 which consisted of two classes.

#### **C. Data and Source of Data**

The data in this research were in form of detailed information collected from variety of data collecting procedures over a sustained period of time (Stake, 2010). The qualitative data was obtained directly from;

##### **1. Participants**

As Creswell (2009: 54) defines that population as people who can answer the problem statements of the research. In this research, the participants were selected from second semester students of Technical Information.

2. Documents  
These source provide valuable information in helping researcher understand main phenomena in qualitative studies. The documents used in this study are students test in writing which is collected to the lecturer.

#### **D. Data Collection Technique**

This research applied methods to collect the data. They were observation, and documentation. By doing the methods, the researcher gained some information needed which deal with the students' problem in doing English Academic Writing. Here, the researcher conducted direct observation for certain time. In this method, the researcher observed the students writing .

Then, the documentation also collected as the data. The researcher collected the students' worksheets and teaching syllabus to get some information in relevance of students' problems in writing English.

#### **E. Data Analysis Technique**

The technique of data analysis in this research is descriptive analysis. Using this technique, the researcher collected, arranged and presented the data. The qualitative method is a kind of research without using any calculation or statistic procedures. The scheme adopted by the researcher from Miles and Huberman in Sugiyono (2007), from the data collected by the researcher was doing observation and documentation to be presented in field notes and

documents. Then, the data reduction is summarizing, choosing the points, to focus on the important matters, in order to find the pattern. Furthermore, the data were organized and managed for they needed to be understood. And here, the researcher presented the data in the form of descriptive qualitative ones. Finally, the conclusion is needed to develop the researcher's carefulness and even carry out wider on other groups of data.

### **4. RESEARCH FINDING**

Writing put the important position in academic literary. Here, academic writing becomes the goal for the technical information students of Widya Dharma University of Klaten. But, it is also become the biggest problem for them to make writing.

It found that the problems faced by the students are; limited the vocabulary they are mastered, difficult to arrange the sentences in English and difficult to apply English vocabulary in sentences especially in academic writing.

From the content, it found that the students still difficult to developing the topic. It shows from the writing of the students which is has minimum details about the topic. And from the whole sentences it found that the sentences still not connected between each other.

Here, only 5 students who can write in details and coherence, and the others still got difficulties to made sentences and coherence in writing. It shows from the sample of student's writing as follow:

*Computer used humans since 1990. Computers are used for writing papers, playing games,*

*financial accounting and business productivity applications. Service such as compuserve interest of curious nerds and researchers from around the world.*

From the writing above, can be known that the student got difficulty to arrange the sentences, make coherence writing, and it's difficult to find appropriate vocabulary to express their ideas into academic writing.

Furthermore, it proved from the interview which said that they got problems in expressing ideas into writing especially in English writing. Here, the biggest problem is from the lack of English vocabulary and applying tenses into writing. They often used dictionary to translate from Indonesian into English by words. By doing this, the students often run out of time in writing, so the writing becomes not coherence.

Dealing with form, it found that the students are difficult to connect the ideas. Their ideas mostly throwing backward so that the paragraph not coherence and not connected between each other. It caused they have problems dealing with the detail information about the topic. The students difficult to explain in details about the topic because lack of knowledge about the topic that they have write.

In vocabulary, it found that the students also have lack of English vocabulary. It shows from the writing test of the students, that they always find the words from dictionary, so that the sentence that they wrote is miserable. It caused they are wrong in choosing the words that will be applied in sentences.

Moreover, dealing with the style of language, it found that the students still used blend tenses and don't follow the rule of good academic writing. They still confused applying the tenses such as *simple present tense, continuous tenses, and simple past tense*. It caused that they are not using the tenses in continually, or sometimes they only used one tense to be understand. Then finally on the mechanics which is dealing with the punctuation and spelling, it doesn't find any significance error.

## 5. CONCLUSION

Based on the finding, it can be concluded that academic writing is an important skill. Unfortunately, it is difficult for the technical information students to do writing in purpose.

This research has aims to know the problems occur in learning academic writing. It found that the problems faced by the students are; limited the vocabulary they are mastered, difficult to arrange the sentences in English and difficult to apply English vocabulary in sentences especially in academic writing.

Furthermore, this research hopefully can help the lecturers in teaching writing to be more creative and do some better in teaching academic writing. And for the students especially technical information students, it hopes enriched their writing ability in further.

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## Innovative Strategy for Education in Digital Era

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**Abstract:** The writer of this paper believes that innovative strategy for education in digital era is really needed, especially in teaching English. This paper focuses in how to use the internet for teaching speaking and listening. The reason is people all around the world now use the internet everyday for their various needs, Some use the internet for entertainment, business or education. Talking about teaching speaking, a teacher or a lecturer can use the internet for downloading splendid short educational videos with various topics as the teaching material. We can play the videos with various topics of conversation. Students are asked to watch the videos by paying attention to how the native speakers pronounce the English words properly. The teacher or the lecturer can deliver spontaneous questions about the videos. Without them realizing, students will have an exercise how to speak English naturally. Another way is students can be asked to imitate for example, pronouncing new vocabularies or difficult words. The native speakers in the video are playing roles as models for students to learn. By using short educational videos taken from the internet, a teaching and learning process will be more fun and interesting. Besides video, we can use the internet to download films or songs. Because speaking skill relates to listening skill, we can also train students' ability in speaking by giving them a lot of practices in listening. After watching a film for instance, students are taught to retell certain dialogues from the film. We are also possibly to have a small discussion about the theme of the film. We can divide students in groups to discuss together. By doing so, students will practice both speaking and listening skill. About songs, students can be asked to write the lyric of the songs that had been heard. We play the songs for several times and students will "guess" the lyric. From the lyric of a song, students can learn many vocabularies. New vocabularies are essential in speaking. We see here that the internet can maximize a teaching and learning process. We can use language laboratory to play the short videos and give questions to all students. They will learn about different accent of spoken English too because sometimes the "player" in the videos come from various background. Some are American, European or Afro-American. Internet has become "a friend" for everybody. It can be accessed from a cellphone instead of a laptop. It is easier for us to get many kinds of information quickly. But in school or campus, the use of internet in a language laboratory will be more effective.

**Keywords :** innovative teaching strategy; the internet; video; song; teaching speaking and listening

### 1. INTRODUCTION

As quoted from [www.europar.europa.eu/RegData/etudes/STUD/2015](http://www.europar.europa.eu/RegData/etudes/STUD/2015), we are moving from an individualistic knowledge acquisition culture towards a collaborative

knowledge creation culture of learning. We are facing challenges linked to the impact and use of new technologies. Young people need to discover meaningful way of using technology for learning purposes and collaborative knowledge creation. In many countries, it is forbidden to use one's own

mobile devices at school. Instead of being denied technological tools, the pupils should learn how to use them in socially and pedagogically acceptable ways. They need to learn how to regulate their own use of mobile devices inside and outside school.

Action is needed to promote innovation in the classroom and to take the advantage of increased use of social media and open educational resources. Consequently, this requires a new set of competences for teachers. Digital competence involves the confident and critical use of Information Society Technology (IST) and thus basic skills in Information and Communication Technology (ICT). Instead of computer-supported learning, it would be advisable to talk about new forms of Socio-Digital-Participant (SDP). This includes media literacy, such as using social media and search engines.

Pedagogical innovations are needed. Systematic development of inquiry-based learning programs with meaningful use of technologies would be advisable. Technology offers unprecedented opportunities to improve quality, access and equity in education and training. It is a key lever for more effective learning and reducing barriers to education. In particular, social barriers play a large role. Individuals can learn anywhere, at any time, following flexible and individual pathways. Evidence is swiftly accumulating regarding how people learn in addition to methods of promoting high quality education.

## **2. DISCUSSION**

In general, learning is viewed as an active, constructive process, rather than a passive, reproductive process. Modern theories of learning see the learner as the central component in the creation of meaning. Such orientations to learning are

not traits of people, but rather, develop through interactions with students and the learning environment. If therefore does not make sense to design learning environments according to different "types" or "styles" of students, but instead, to help people develop increasingly functional and productive approaches to learning and studying. Learning is an interactive process of participating in cultural practices and shared activities that structure and shape cognitive activity in many ways.

Greater emphasis on knowledge creation is likely to generate further innovations in education and technology. In the future, artificial knowledge, robotics and the Internet will likely fuse into Hybrid networks consisting of people and complex tools. This paper discusses the use of internet especially for teaching English. English language covers 5 skills of listening, speaking, reading, grammar and writing. This paper limits the discussion on listening and speaking. To adjust with the rapid development of IT (Information Technology), its application is also needed in our field as an English teacher or lecturer. The writer of this paper has been teaching speaking 1 until speaking four in her campus since 2003. She believes that speaking has a correlation with listening. We listen first, then speak. In this digital era where every student has a smartphone or laptop, the teaching strategy must be changed. Some innovations are needed to change the atmosphere of learning.

In the past, students learned a printed materials inside the classroom and the lecturer became the model for them how to pronounce English words properly, We were very lucky to have a language laboratory with a good quality tape recorder, We used it to play classical stories that had been designed for an English learning. The recording was played by a native speaker so students can have a good model to imitate

the pronunciation. Along with the development of IT, now we can use internet to download short educational videos to learn speaking. It is clearer than just hearing from an audio device. Students can learn how to speak English naturally by paying attention to the movement of the lip, facial expression, stressing of words and also intonation. When they speak English, students will strongly influenced by Indonesian intonation and stressing of words. But the writer of this paper observed that by using the downloaded videos, there was an improvement. Students learned better and looked more enthusiastic. We can make a plan or schedule when to use the text book, when to use the audio and when to watch a video. Various assesment may occur, starting from group discussion. Role-play or spontaneous questions or quizz. From the printed materials students learn the theories of language function and common prases, level of formality, etc. In using audio, students will have a listening paractice that is really helpful for them to improve their spoken english. Role-play will be more amusing because students may take ideas from the internet, from the videos that had been seen. By using role-play, students will train their self-confidence to speak like a native speaker.”In the beginning, the idea of using media is more connotated to aspects of usefulness, then it develops and covers the difusion and making benefit of knowledge.” (Dr.Deni Darmawan, M.Si : 2012 :25). “As long as the era of globalization grows rapidly, it is seen from the developing product and the use of IT, so the conception of a teaching and learning has moved from an effort to a modern teaching.Examples of IT-based teaching and learning : animation learning, games learning, tutorial computer-based learning.” (2012:39) As said by Dr.Deni Darmawan, M.Si, IT is able to make a learning reality as “a package” and make it more interesting. IT gives a

condition of adaptive-psychological to students where they are.(41) The following are the ideas about era of information from Dr.Deni Darmawan. He said that by having an appropriate and contextual learning source, a learning process can be enriched. Sufficient learning sources can overcome learning obstacles relating to time and place of one teaching and learning inside a classroom. Now he explains the essence of electronic Information :

1. Accurate : every source of information has its own web-site. This web has an obligatory to revitalize information being produced
2. Up-to-date : The obligatory to revitalize the information shared to the public indicates that we always receive an up to date information
3. Quickly
4. Scope : all around the world
5. Comprehensive : we can access comprehensive information quickly
6. Selective : only important informations and has a meaningful benefit are available from this media

Example : computer and video : multimedia, combination of 3 elements : sound, picture and text. Multimedia are devices that can produce interactiveness and dynamic presentation.

“Tutorial method in CAI (Computer Assisted Instruction) is basically follow a programmed-teaching and learning with “branching type” where information is delivered in small units and continued by questions.” (62). Like what had been done by the writer of this paper, the website of engvidspeaking provides videos in small units with various topics and players. She then creates questyions from the content of



the downloaded videos. It is also wise to see another experts say about innovation in education. The first is Prof.Dr.Udin Syaefudin Sa'ud Ph.d. He states the strategy of innovative education as follows :

1. Facilitative strategies – mainly in providing facilities so that a social change can run smoothly
2. Strategy in education –to do a social change by informing a fact so that people will use that fact to decide an action that will be undertaken soon. This strategy will be effective by the following condition: if it is needed a basic change from a behavior mode to a new mode of behavior
3. Persuasive strategies
4. Power strategies

Several guidelines for applying the strategy for innovative education :

1. Use a clear platform about the innovation which is going to use
2. Use a method or a way which gives a chance to participate actively to change personally or school itself
3. Use various selective alternatives to make the application of information easier to do.
4. Use the available data as a source of comparison in setting the planning and applying the innovation
5. Use additional data to make it easier to facilitate the innovation
6. Use the benefit from school's experience or other institution

The Innovation of Teaching and Learning by Using IT (Internet)

Electronic learning is naturally the use of computer technology or internet. Technology in this kind of learning can also be called web-based-instruction. Information Technolog is processing, producing, sharing

data by a combination of computer and telecommunication. Several views tend to the definition of E-Learning :

1. E-Learning is the use of technology-network to design, to transfer, to select, to organize teaching and learning (Elliot Masie)
2. E-Learning is a teaching and learning that can occur in the internet
3. E-Learning is dynamic, it operates in a real time, in a collaborative way, individual, comprehensively (Greg Priest)

Particularly,the use of Internet for education in the developing countries grows very fast. This is a fact that by using internet, a teaching and learning process will possibly be more effective. Internet as a part of teaching and learning, should be able to support the communication process, interactively, between teacher and students as required by one teaching learning process as well. Supporting factors for using technology for a teaching and learning process :

1. Environment : the institution and community
2. Students : age, background, language literacy, learning behavior
3. Teacher : background, age, teaching-style, experience, personality
4. Technology : computer, software, network, connection to internet and various abilities needed relate to applying internet at school.

As quoted from [www.org/home/wp-content/uploads/2015](http://www.org/home/wp-content/uploads/2015), Jonathan Ernst shared the effective strategies for teaching in the digital era.

10 tips to effectively engage students :

1. Identify : gather information about the students we are teaching. What are their interest ? how do they learn ?
  2. Collaborate : the educational process is a journey, think of how you can work with your students to create an open learning environment
  3. Engage : ask questions and force students to think about the material
  4. Apply : make sure the students realize the importance of what they are learning
  5. Show weaknesses : we weren't always an expert. Don't forget that we are human and mistakes happen. If we act like we are smarter than our students, they will shut down and talk behind our back. Don't limit the learning experience by dominating discussions
  6. Be patient. It is our job to engage students and show them how to interact with the material
  7. Use multiple learning styles. All students learn differently. It is important to use different methods during a course
  8. Encourage : ask a lot from our students
  9. Show our passion : students want to hear about our views and our stories
  10. Check up on students : always be open to lighting their way and guiding them to a career
5. Accountability : open to students' feedback
  6. High Expectation
  7. Clear Expectation
  8. Generous Praise
  9. Skill Orientation
  10. Collaborative : a key component to creativity is collaboration

Teaching effectively : reaching the 21st Century student by Michael Gullede :

1. Care about our students
2. Incorporate technology
3. Provide feedback
4. Try and give a roadmap for the semester
5. Don't ban laptop or tablets
6. Give a real world experience
7. Encourage discussion
8. Have in-class workshops

Referring to the focus of this paper, teaching English by using internet, downloaded videos. The following are quotation from <https://byotnetwork.com> :  
Video within a lesson should be used purposefully and with short clips (less than a few minutes) to stimulate questions and critical thinking. Directions need to be clear, so that students can utilize critical thinking when solving problem. After students view video or another form of digital content, they should be encouraged to interact and collaborate with each other to construct new meanings from that information,

Another source of the use of technology to enhance English language teaching : <https://web.wpi.edu/>. Technology as a means of improving classroom engagement as well as giving students meaningful exposure to the English language outside of class. English is increasingly becoming a universal language. It is the dominant language of international business and communication, the official language of over 60 countries, and the third most common native language in the world

Another expert, Charles Davis states ten traits of successful teaching :

1. Teacher's enthusiasm
2. Interaction
3. Clear goals
4. Flexibility

(Crystal, 2003). To help students learn this valuable skill. English as a second language (ESL) courses have been adapted in many countries. Technology has been evolving rapidly over the past decade and, as such, it is beginning to play a role in the classroom with proper integration, technology could help improve student's performance in the ESL classrooms. Technology can strengthen an approach in the current methods of teaching. We can claim that the knowledge practices of young people have drastically changed during the last decade although the educational practices have largely remained the same. Marc Prensky (2012) pointed out that today's students are no longer people our educational system was designed to teach.

Some researchers suggest that media multitasking might in fact train the developing brain in a way that enhances attentional capabilities. Academic emotions are social in nature and emotional experiences are always situated in the immediate and broader social context. Teachers can influence their students' emotions, although it may be difficult to make teachers change their instructional behavior in such a way that functional student emotions are fostered. Interest is an academic emotion that develops in the interaction between a person and the surrounding context. As such, instructions that activated prior knowledge, supported autonomy and a sense of control, and where the goals were transparent, were reported to promote interest. Interested students gained better course grade than the others.

As quoted from [www.teachhub.com/technology-classroom-being-teacher-digital](http://www.teachhub.com/technology-classroom-being-teacher-digital), Janelle Cox shared her opinion as follows :

Digital learning has the ability to motivate the unmotivated . As technology advances, teachers must advance with it. This means professional development courses

become particularly important. Digital technology makes it possible for teachers to learn quicker and better. It has the ability to turn boring, non-innovative lessons into fun and engaging ones. One thing that everyone can agree upon is that a teacher's role is changing and technology in the classroom is here to stay. As the world adapts into the digital era, teachers must follow. Today, teachers must learn how to adjust the educational technology but inside as well as outside of the classroom. Teachers are receiving text, e-mails, or short messages from concerned parents.

The integration of technology in the classroom has led to many new trends. For starters, some classrooms allow students to bring their tablets, while others allow students to use their smartphone to look up answers. As the digital world develops, the education system adapts. Being a teacher in the digital era means being flexible and being able to adapt to change.

The following are quotations from Tony Bates (wiki.lib.sun.ac.za/images/f/f3/teaching-in-a-digital-age-pdf). Knowledge involves two strongly inter-linked but different components : content and skills. Content includes facts, ideas, principles, evidence and descriptions of processes or procedures. The skills required in a knowledge society :

1. Communication skills
2. The ability to learn independently
3. Ethics and responsibility
4. Teamwork and flexibility
5. Thinking skills
6. Digital skills
7. Knowledge management : how to find, evaluate, analyze, apply and disseminate information, within a particular context. This is a skill that graduates will need to employ long after graduation.

About skills and skill development :

1. Skills development is relatively context-specific. In other words, these skills need to be embedded within a knowledge domain
2. Learners need practice
3. Skills are often best learned in relatively small steps, with steps increasing as mastery is approached
4. Learners need feedback on a regular basis to learn skills quickly and effectively
5. Skills development can be greatly enhanced with appropriate interventions, which means appropriate teaching methods and technologies for skills development
6. Although content can be transmitted equally through a wide range of media, skills development is much more tied to specific approaches and technologies.

### 3. CONCLUSION

Universities are fundamentally about the creation, evaluation, maintenance and dissemination of knowledge. This role in society is even more important today than in the past. We expect our universities to operate at a higher level of thinking than we as individuals or corporation can do in our everyday lives. Academic knowledge is not the only kind of knowledge that is important in today's society. As teachers we have to be aware of other forms of knowledge and their potential importance to our students and make sure that we are providing the full range of contents and skills needed for them in digital age.

Good teachers usually have methods and approaches that they can draw on, depending on the circumstances. Also

teachers and instructors will differ over what constitutes good teaching, depending on their understanding of what knowledge is, what matters most in learning and their priorities in terms of desirable learning outcomes.

New approaches to teaching and learning in the digital age by Erica Scetto as quoted from

[www.materdoppiodiploma.it/wp-content/uploads/2016/04](http://www.materdoppiodiploma.it/wp-content/uploads/2016/04).

1. Sharing knowledge is more important than individual classroom competition
2. The new technological developments have made some changes possible in the way we approach teaching and learning
3. The setting in "the traditional classroom" doesn't encourage communication and cooperation between students
4. By using technology, now lectures can be recorded, didactic material is available on line for students to watch /read/listen at home
5. Learning in the digital Age can happen anytime and anywhere. No space or time boundaries. This means extending the process beyond the walls of the classroom and the cells of the timetable
6. Across all subject areas, meaning making and knowledge representation are supported and enhanced today by digital production skills and technologies. Messages can be conveyed with *different* media.
7. In a discussion, not only teachers but students themselves are required to comment and give feedback on their classmate's work

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## **The Teacher's Perception Of Developing Teaching Materials Of Local History By Critical Pedagogy Approach In SMAN 3 Ponorogo**

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**Abstract:** The globalization creates a competitive situation among the young generations around the world. The danger of globalization continued to threaten the sense of nationalism and nationality will have an impact on the country which has a multicultural character. Differences in ethnicity can be a time bomb ready to explode if not addressed wisely. The education has an important role in providing solutions related to the problems the caused by globalization. In this case, the history of education has a role in building national awareness and respect for diversity. The local history of each regions containing inspirational education values can be a means of forming the character of the young generations. It is necessary for innovation that one of this is the development of teaching materials that suit of the learners needs. This research described how far teachers are aware of the importance of local history as the subject of history materials, the material development Efforts of local history as a learning source, and how the teacher's response on critical pedagogy approaches a paradigm in the development of teaching materials of local history. The method used in this research is the qualitative method. Data collected by using observation, interview, and inquiry. The research conducted at SMAN Ponorogo by focusing excavation of existing local history. This study tries to demonstrate several things, (1) the urgency of the development teaching materials of local history, (2) the teacher's perception of the importance of developing teaching materials of local history, (3) the perception of teachers' about the critical pedagogy approaches the basic for developing teaching materials of local history.

**Keywords:** Teaching Materials; Local History; Critical Pedagogy Approach.

### **1. INTRODUCTION**

The learning and teaching activities require a means to obtain knowledge. Creative and innovative learning should be done by teachers as an effort to achieve quality education (Kuswono & Light, 2017). Postmodern era does not let the hegemonic practice of teachers by dominating class or teacher-centered and demanding meaningful learning. Learning history based on the curriculum 2013, essentially having a base and a clear objective that require learning-based communication, collaborative, critical thinking and problem solving, creativity and innovation (4C), Strengthening the Character Education (PPK), the literary activity (GLS), and high order thinking skills (HOTS) in order to produce a generation of critical, innovative, skilled, moral, and literate. Education implicitly contains three elements of knowledge, covering; cognitive, affective, and psychomotor (Kuswono, 2013). This should

be a consideration in the selection of strategies and instructional media of history learning.

Local history is a science that wilderness as growing character and means of introducing the students to the local identity in the 21st century. The question of Indonesia centrist tendencies in the writing of histories, such as the dominance of political history and national perception of history, has been sacrificing and the ruling out the social dynamics in each region (Widja, 1989). The dominance of national history has succeeded in creating doubts about the future of the identity of each district. The low local awareness and loss of collective memory, causing the local historical society no man's land, will impact in the disappearance of local identity forever (Priyadi, 2012). The number of students who live in a historic place, but do not care or do not realize the potential of the existing history need to be considered and acted.

The lack of understanding of students in local history will result in low awareness and love of local wisdom. The impact of globalization brings community concerns that the nation's identity will be threatened (Monoarfa, 2017). Local history is often known by the micro stories of the past of a local area. Local history as a micro-unit has a characteristic as ethnic and cultural unity (Priyadi, 2012). The uniqueness of the area's history is clearly different from one another, so it deserves to be studied and used as a source for national history. Local history has inspiring educational values that can be used as live learning, so the students more careful in dealing with the situation. Moreover, learners can take advantages of educational values as a form of motivation to overcome the existing problems.

Efforts to introduce students to local history can be done by developing some learning strategies among other models, methods, or instructional medias. The competence of teacher becomes important factors, including; mastery of teaching materials, the ability in the development of teaching materials based on the need analysis of learners, master on the strategies and methods of learning and professionalism (Aman, 2011). In the context of the developing teaching materials of local history, teachers can take advantages of events in the locality. In reality, there are a number of teachers are still using conventional teaching materials without the effort of planning, preparation by its own (Praswoto, 2012). Consequences are not to be contextual, monotonous, uninteresting, and not necessarily in accordance with the needs of learners. This will impact on the effectiveness of using teaching materials. Based on the case, the teacher should develop the teaching materials based on curriculum, material resources, and the needs of learner analysis. Development of teaching materials independently by teachers will be allowed in encouraging learners to get the needed information.

One approach that can be used in the development of teaching materials is critical pedagogy. The purpose of this approach is to lead learners to get critical

thinking and be able to find the construction of his own thoughts. According to Freire, education using a "character storytelling" that the teacher as storyteller and learners as listeners are a form of oppressive education. It is because the teachers are very dominating in learning activities that can be considered as a tool of teacher's power in education (Hidayat, 2013). According to Freire, the ideal education is the humanitarian education by "co-existential".

Based on the background, the author wants to conduct research related to the urgency of developing teaching materials of local history by critical pedagogy as an alternative solution for growing historical awareness.

## 2. METHOD

The author used the qualitative method to provide qualitative details about the teacher's perception of history materials of local history in SMAN 3 Ponorogo, East Java. The data were collected by observation, interview, and inquiry techniques.

## 3. FINDING AND DISCUSSION

### The Local History Of Ponorogo

Ponorogo is a historic district located in the East Java. Historic sites containing local history generally appears in historical places (Wibowo, 2016). This district has some local cultures, including; First, the Kingdom of "Bantar Angin" known as Wengker is closely linked to the history of Ponorogo. The region of Ponorogo is a former area of "Bantar Angin". In the future, this kingdom is related to the history of *reyog*.

Second, Bathoro Katong is the founder and first leader of Ponorogo. The history of the Bhatoro Katong leadership should be an enrichment materials with the goal of moral education and character in students. The leadership values of Bathoro Katong in teaching Islam and forming a strong government can be able to serve as inspiration and motivation to solve

problems occurred. In addition to spiritual values of Bathoro Katong can be a learning experience in religious moral and spiritual especially Islam.

Third, "Warok", a local identity of Ponorogo, is known as the local informal leader who was respected and honored by the people. This figure was inspiring of a good character from the ancestors of Ponorogo to the next generation. First, "warok" generally became a chief village in Ponorogo, but in the future was known as the informal leader and cultural figure who oversees the reyog communities.

Fourth, "reyog", a cultural wealth of Ponorogo, has various histories. This culture has some components including; *Barongan*, *Jathilan*, *Klana Sewandana*, *Pujangganong*, and *Warok* with inspiring meanings. The details are; 1) *Barongan*, containing a philosophical meaning a strength and beauty, are realized in the form of a tiger's head, known to the savagery and ferocity, and beauty embodied in the form of peacock feathers; 2) *Jathilan*, symbolizes the patriotic spirit of a soldier and illustrates agility in battle on horseback; 3) *Klana Sewandana*, implies a fair and wise leadership. These beautiful dance figures depict a leader who knew any situation. In carrying out of his leadership, Klana Sewandana has the weapon called "Pecut Samandiman" which contains a remarkable miracle; 4) *Pujangganong* is a picture of a governor of *Bantar Angin*. The values and meanings of *Pujangganong* that seemed funny, a lot of the acts, and always creating a sensation is a symbol of life that does not always run smoothly and straight; 5) *Warok*, symbolizes authority and charismatic leader form of Ponorogo society.

Fifth, *larung sesaji*, a ceremonial ritual for praying to God Who gives a protection from the evil spirits, has been done by society as a form of relationship between the creature with God. Another reason of *larungan* is able to express a thanksfull to the gift. In the future, this ritual has changed either of the

components or the aims. This is due to the interference of the government who knowingly commodification of this culture causing some changes happened. This phenomenon is interesting to be the discussion topic. Those histories have values which can be used as learning materials.

### **Developing Teaching Materials Of Local History**

According to Kochhar (2008), instructional purposes of teaching history at the Senior High School (SMA) include ; (1) knowledge, namely, the process of remembering, recognizing, and showing the historical information in various forms, (2) understanding, that is the competence started from classify to the interpretation of historical events, (3) critical thinking, which is capable of critical thinking in identifying and analyzing a problem, (4) practical skills, it is skill in the writing of the research results, (5) interest, developing of an interest in independent study such as collecting historical objects, reading historical documents, and writing articles about local history (6) behavior, namely development behavior of learners including a sense of patriotism, showing respect, building friendships, practicing a good living and working together in community social activities.

In the learning process, teachers are expected to provide motivation, purpose, and means to students. One indicator of successful teachings is capable of making learners interested and more enthusiastic about learning history (Wibowo, 2016). History has the potential to make human inhumanity that is not performed by all subjects (Wineburg, 2006). Science is also prepared following fields of knowledge past the main values of life, which can be transformed to younger generations through education (Hamid AR, 2015). Existing problems generally occurred on such things as interest and motivation of students is low, the limitations of



learning resources and passive learning environment classroom (Hamid AR, 2014). Thus the necessity of the historical development of teaching materials, in order to facilitate the students and provide them to be motivated pupils.

Local history learning allows students in touch "intimate" with a very local event and has an important and valuable role in shaping the larger events (Abdullah, 1990). In the process of development of teaching materials of local history, should take into consideration the socio-cultural of learners that suitable to character values appropriated to the curriculum 2013. The importance of developing material of local history includes; 1) learning materials allow students to obtain any materials, 2) learning resources that are close to the students will be more readily available and understood, and 3) improving the knowledge of locality, and 4) be able to apply the knowledge, skills, and attitudes learned to solve the problems (Siska, 2015).

### **Teacher's Perceptions Of Deveoping Teaching Materials Of Local History By Critical Pedagogy.**

The history of SMAN 3 Ponorogo was over the function of the School of Teacher Education (SPG) started in 1989 and accredited A. The number of history teachers that there are three people, each holding different class levels. The learning process of history that has been implemented was quite good. It is based on the assessment of student and class history teacher. There are some challenges and issues involved, include; 1) there was no learning by dialogue system (two-way learning). This is evident from the dominant used of the lecture method and the lack of space for students to be actively involved in learning activities; 2) supporting reference competent enough that textbooks published yudhistira appropriated curriculum of 2013. But the teacher has not been giving a stimulant to the local history gave

impact to the students skill of local history literacy; 3) Based on interviews with some students, it can be concluded that the students have a low competence of local history literacy and historical research materials 5) the learning process was still dominated by attending class and learning by textbooks, even the teacher often asked students to do the worksheet in the text book that only leads to cognitive aspects and less emphasis on the affective and psychomotor.

Based on the interview, all the history teachers agreed that the local history is important taught to learners and they agreed that developing teaching materials of local history by critical pedagogy approach is needed to be done. However, there are several obstacles faced by teachers in the developing teaching materials of local history, 1) the lack of space for local history in the curriculum subjects of history, 2) the demands on competence goals have been determined, 3) The teacher has lack of knowledge in developing teaching materials, and 4) lack of support from the school. evidenced by the school which always ordered the textbooks as yudhistira, erlangga, and textbooks from the government. The history teachers have experienced turmoil between the striving fulfillment of competence or teaching local history that took much time. The efforts done by teachers as efforts to introduce local history was giving work to do research about the local history of Ponorogo.

Data show that the history teachers of SMAN 3 Ponorogo responded enthusiastically about developing learning materials of local history by critical pedagogy approach. This approach emphasizes learning in both directions, the democratic system or the provision of equal opportunity, and problem-based learning considered to encourage students to understand history deeply. Teachers recognized that using teacher-centered approach had been adversely affected the activeness of

students. The domination of teachers impacted students to be passive and tended to get bored with the history lessons. Therefore, teachers in SMAN 3, agreed with the development of teaching materials by critical pedagogy approach by reasons of their conformity by the approach of curriculum 2013.

Instructional materials encouraged students to be active, critical, and independent generations. SMAN 3 is an educational institution that already provided needs of learners in the teaching materials form of history. However, teachers have not been able to develop teaching materials according to the needs of learners. Data show that the literacy skill of local history of learners is low, due to several factors, among others; 1) there is no material of local history in the curriculum of Indonesian history, 2) the teachers have not been encouraging and facilitating learners in learning local history, 3) the lack of history awareness and a love of local culture.

#### 4. CONCLUSION

This study shows that the development of teaching materials into a local history of urgency that must be done immediately. A new approach, critical pedagogy, appropriated to the curriculum 2013 can be used as an alternative in the development of innovative teaching materials, unconventional, and load the critical literature. Perception of teachers to the development of teaching materials with an emphasis on the mastery of local history by applying the principles of dialogue, liberation, and problem-solving, is necessary to be a bridge for students to become qualified, critical, active, and literate generation.

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## **The Analysis of Learning Model Interaction Based On Project Based Learning Integrated WhatsApp Messenger as Mobile Learning to the Students Learning Outcomes and Critical Thinking Skills**

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**Abstract:** The purpose of this study was to determine the interaction of learning model based on Project Based Learning integrated WhatsApp Messenger as a mobile learning to the learning outcomes and critical thinking skills of students. This research method used Experimental Method with pretest-posttest control group design. The sampling of procedure used cluster sampling technique consisted of VA class as experiment class as much as 17 students and VB as control class which are 17 students. The data collection techniques used observation, documentation, interviews, questionnaires, and tests. Statistical analysis in this study used t-test analysis to find the interaction of application of learning model based on Project Based Learning integrated WhatsApp Messenger as mobile learning to the learning outcomes and students' critical thinking ability. The results showed that the value of t-test was 8.462. The t-table means that there was an interaction of application of learning model based on Project Based Learning integrated WhatsApp Messenger as a mobile learning toward learning outcomes and students' critical thinking ability. The t-table of 1.745 with a significance level of 5% indicates that the value of t-test was greater than t-table, it means that there was an interaction of learning model based on Project Based Learning integrated WhatsApp Messenger as a mobile learning to the learning outcomes and critical thinking skills of students.

**Keywords:** Project Based Learning, WhatsApp Messenger, Mobile Learning, Learning Outcomes, Critical Thinking Skill

### **1. PRELIMINARY**

Starting from the process of learning that seemed unattractive, making the students saturated in the classroom, less enthusiastic and less able to absorb the material, then this research is realized as an attempt to improve the teaching and learning process in the classroom. Besides, it is also empowered using technology to improve the quality of education. Therefore, education experts seek to create effective and efficient ways of learning and teaching to be applied by educators. There have been many innovations in the teaching and learning process that are applied, ranging from learning in a comfortable classroom to learning in the open by utilizing whatever is in the environment,

learning process based outcome / product using the development of modern technology based on Mobile learning. Mobile Learning (M-Learning) is the time to be optimized to improve the quality of a learning process. It aims to make the learning process can be interesting and can improve the understanding of the students.

Based on the results of observation, researchers found low learning outcomes and low thinking skills of learners. This is obtained from the questionnaire results distributed to students, to find out how the response of students to the subjects of Industrial Management. Based on questionnaires distributed to 17 students, it is found that students are still difficult to understand the material well, it is difficult to apply in everyday life, and it is still

difficult to determine when to use appropriate and correct procedures.

Responding to the above problems it is necessary to have a learning model that can create student involvement in teaching and learning process to develop thinking skills and grow ability to make one product according to concept procedure. Familiarize scientific work is expected to foster habits of thinking and acting that reflect, mastery, knowledge, skills, scientific attitude, and of course produce products / works, so in itself the learning model will result in increased knowledge, skills, scientific attitude, and can produce products / works as a result of learning.

Based on research Lillian Buus (2012), the role of M-Learning can create a conducive academic atmosphere because learners can learn wherever and whenever. Implementation in learning is able to present a relaxed learning atmosphere. Between learners and educators have a good emotional closeness, more open to feedback on a problem, and more importantly the intensity of communication through social media makes the number of new ideas related to the learning given.

Referring to these conditions, WhatsApp Messenger integrated M-Learning to be the right solution. Social media like WhatsApp Messenger is a media favorite for teenagers. A questionnaire of 25 students in the Electrical Engineering Education Department was randomly drawn, showing that 24 people (96%) used WhatsApp Messenger and only 1 person (4%) did not use it because of unsupported smartphones. The media is able to send messages quickly, attach video, image, audio, location, create groups, easily send files in the form of files in the form of various extensions such as microsoft word, powerpoint, portable document format and lighter software without the help of supporting applications. According to Amry (2014), WhatsApp Messenger is a mobile learning technology that can help learners to learn community, easy to build knowledge by sharing with other group members through short messages, and ease of online interaction quickly between learners and teachers.

Appropriate learning method used to address the above problems is by the method of Project Based Learning (PBL). This learning model requires students to have good communication and group process skills. This learning model trains students to build the ability to think independently and critically and train students in solving a problem in the group. The concept of learning is appropriate to apply if it refers to the characteristics of Industrial Management materials that demand learning in theory, practice, application, and produce products / works.

In line with the research conducted, Project Based Learning (PBL) is a learning method which is one of the goals to improve critical thinking ability. Critical thinking is a mental activity in looking at a question and thinking that emphasizes making the right alternative answer. Such capability should be developed in students who are useful for solving problems related to the lesson. Therefore, the ability to think critically should be developed by educators to improve learners' learning outcomes.

Learning outcomes serve as a reaction to the learning process undertaken by lecturers during learning activities, especially those related to learning methods. Learning outcomes in the end is strongly influenced by the selection and use of appropriate learning methods and in accordance with the teaching materials that will be delivered. Learners can achieve optimal learning outcomes if the educator is appropriate in using the method of learning.

## **2. RESEARCH METHODS**

### **a. Research Stage**

Research stages refer to Gravemeijer & Cobb (2006) consisting of preparing for the experiment, design experiment, retrospective analysis.

### **b. Research Sites**

This research was conducted in Electrical Engineering Education Study Program of PGRI University of Madiun.

### **c. Population**

Population in this research is student of semester 5 (five) in Electrical Engineering Education Study Program. The samples were 17 students as experimental class. Sampling procedure in this research using purposive sampling technique. In its application, all students have equal opportunity to be studied. All students are already using smartphones as a communication medium, so the learning method by using WhatsApp Messenger is easy to implement.

### **d. Research Design**

In this study, the approach used is experimental research using Control Group pretest-posttest design. Sampling procedure in this research using purposive sampling technique. The sample of research class / experimental class is given treatment by Project Based Learning (PBL) method using WhatsApp Messenger as M-learning. After the learning process in the experimental class is implemented, then the calculated value of the average achievement (gain). The independent variable in this research is the application of Project Based Learning (PBL) method with WhatsApp Messenger as mobile learning. While the dependent variable is the result of learning and critical thinking ability.

### **e. Data Collection Technique**

#### **1) Observation Method**

Data collection using observation method is used to measure the extent of social media utilization for students, observation of library about social media utilization both from print media, website, and

also National and International Journals, and measuring student ability during learning process.

#### **2) Documentation Method**

Documentation method is used to search for or gather evidence and supportive information in this research. In this study the method of documentation is used to collect data on the value of 4th semester students (four) Prodi Pendidikan Teknik Elektro. The value is used as a reference to see the equality in the research group making.

#### **3) Interview Method**

The interview process is carried out freely, by placing a situation of open and informal and unstructured places and processes, but leading to the focus of the research problem. Interviews were used to collect data on the utilization of social media for education and students' views of the model.

#### **4) Method Of Questionnaire**

Questionnaire method is used to obtain data how far the utilization of social media among student and used to know student response to model applied. Questionnaire used comes from various aspects that have been poured in the lattice. Questionnaire This student response was prepared by choosing one of the answers among the four answers that are available with the following weight: strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1. As for negative statements with the opposite weights.

## 5) Tes Method

The test method is performed on the knowledge aspect test instrument. Taking the test used the test instrument in the form of multiple choice form test. After the instrument is given to the students, the score can be obtained quickly, objectively and includes the material being taught. Aspects measured are 6 (six), namely the aspects of memory ( $C_1$ ), aspects of understanding ( $C_2$ ), aspects of application ( $C_3$ ), aspects of analysis ( $C_4$ ), aspects of synthesis ( $C_5$ ) and evaluation aspects ( $C_6$ ).

### f. Data Analysis Technique

Analytical techniques used in this study are:

#### 1) Questionnaire Analysis

Consists of a preliminary questionnaire of social media utilization and student responses to the methods applied. The data analysis technique is done by computing the average total score of each component using the equation:

$$\bar{X} = \frac{\sum X}{n}$$

#### 2) Tes Data Analysis

Analysis of test result data used to measure student's knowledge ability data obtained from pretest and posttest in the form of multiple choice questions. Student's pretest and posttest data were tested for normality and homogeneity as prerequisite analysis test. The results of the prerequisite test are used as the basis for further testing using t test on cognitive learning

outcomes and students' critical thinking skills.

The hypothesis proposed is that there is influence of the implementation of Project Based Learning (PBL) method with WhatsApp Messenger as a mobile learning towards learning outcomes and students' critical thinking ability. Criteria of decision making are:

- a) If the significance value is less than 0.05 then  $H_0$  is rejected
- b) If the significance value is greater than 0.05 then  $H_0$  is accepted.

## 3. RESEARCH RESULT

### a. Student Learning Outcomes Before Treatment (Pretest)

Data on the evaluation of the students of Electrical Engineering Education semester 5 academic year 2016/2017 shows that the average learning outcomes of the subjects of Industrial Management is still low (66.8). Pretest results from 17 students there is 1 student with less category, 13 students enough category, and 3 students with good category. The data shows that the learning process of Industrial Management course is not optimal.

### b. Student Learning Outcomes After Treatment (Posttest)

Data on the evaluation of the students of Electrical Engineering Education semester 5 academic year 2016/2017 after doing the treatment in the learning process by using the method of Project Based Learning (PBL) with WhatsApp Messenger as mobile learning shows that the average learning outcomes of the subjects of Industrial

Management there is an increase (84.4). This indicates that there is a significant increase in mean value

**c. Results of Critical Thinking Ability Before Treatment (Pretest)**

Data of evaluation result to critical thinking ability of Electrical Engineering student of semester 5 academic year 2016/2017 shows that average in the subject of Industrial Management is still enough (71,0).

**d. Results of Critical Thinking Ability Before Treatment (Posttest)**

Data on the evaluation of students' critical thinking ability in Electrical Engineering Education semester 5 academic year 2016/2017 after doing treatment in learning process using Project Based Learning (PBL) method with WhatsApp Messenger as mobile learning shows that the average value of critical thinking ability at the subject of Industrial Management has an increase from 71.0 to 79.5, This shows that there is a significant increase in average value.

**4. ANALYSIS**

**a. Test of Normality and Homogeneity of Learning Outcomes**

From the results of normality test pretest student learning results obtained L calculate of 0.150 with L table of 0.213 which shows that L count is smaller than L table, meaning the samples are normally distributed. As for the posttest obtained L calculate of 0.109 and L table 0.213 then L count smaller than L

table, meaning the samples are normally distributed. From pretest and posttest homogeneity test obtained F arithmetic 1,437 with F table 2,333. This shows F count smaller than F table, meaning homogeneous sample.

**b. Test of Normality and Homogeneity of Critical Thinking Ability**

From result of test of pretest normality of student's critical thinking ability obtained L count equal to 0,147 with L table equal to 0,213 which show that L count smaller than L table, it mean normal distributed samples. As for the posttest obtained L calculate of 0.109 and L table 0.213 then L count is smaller than L table, meaning the samples are normally distributed. From pretest and posttest homogeneity test obtained F calculate 1,745 with F table 2,333. This shows F count smaller than F table, meaning homogeneous sample.

**c. Test t for Student Learning Results**

From result of t test of student learning result obtained t count equal to 8,462 with t table equal to 1,742 which indicate that t count bigger than t table, meaning that there is influence between method with result learn.

**d. Test for Student Critical Thinking Ability**

From the test result t students critical thinking ability obtained t count equal to 15,671 with t table equal to 1,742 which indicate that t count bigger than t table, meaning that there is influence between method with student critical thinking ability.



## 5. DISCUSSION

The results of the research and the results of the analysis show that the application of Project Based Learning (PBL) method with WhatsApp Messenger as mobile learning has a positive impact in improving learning outcomes. The application of whatsapp as mobile learning provides learning innovation that stimulates active student learning. Gadget owned has a positive function as a medium of learning. In accordance with Amry research (2014) that the implementation of WhatsApp Messenger social networking as effective mobile learning is applied when combined with the learning process. Social networking helps students actively by communicating with fellow learners and educators, easily building knowledge indefinitely.

The cognitive learning outcomes based on the independent samples test between the experimental class and the control class appear to be very significant. Based on the mean grade of the experimental class has a higher mean value of cognitive learning outcomes than before the treatment. This shows that the cognitive learning outcomes of students using WhatsApp Messenger integrated learning method of Project Based Learning (PBL) is better. Interaction between students and lecturers becomes more flexible. Lecturers are able to easily supervise students, interact, monitor developments, motivate, provide alternative solutions to the problems faced by students. Unequal student ability can be facilitated with groups through WhatsApp Messenger monitored by lecturers.

## 6. CONCLUSIONS AND SUGGESTIONS

### a. Conclusions

The results showed that there is a significant influence between the use of Project Based

Learning (PBL) method with WhatsApp Messenger as a mobile learning on learning outcomes and students' critical thinking skills.

### b. Suggestions

- 1) A long-term process can be developed and evaluation system based on WhatsApp. Assessment is done online with the rules specified by lecturers to train students' self-reliance. Problems can be tailored to the thinking skills of each student.
- 2) It is necessary to develop a learning model that integrates social media to motivate students in learning so that the development of social media becomes positive, not to be feared, and can be used as a means to improve learning outcomes.

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## The Perspective of Children Right in the Children Mobilization of Political Campaign In Indonesia

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**Abstrak:** Politic cannot be separated by mass mobilization. In several definitions, mass mobilization is also defined as a political campaign. Nowadays, campaign of political party does not pay attention to the regulation. The party involves the children in campaign. There are many children join the campaign. It can be seen when the campaign gathers in a certain place with mass mobilization. There are many children who are interested in campaign like they are watching the concert of *dangdut* music or other entertainments. Besides that, the show of campaign in television also influences the children right. Many children memorize the mars of political party and they always sing it because it is always played in TV advertisement in Indonesia. It absolutely breaks the law no 23 of 2002 and no. 35 of 2014 about children protection. After being investigated, the children memorize the mars of political party from television that is broadcasted massively everyday. This research focuses on how children mobilization in a campaign through the perspective of children right. This research used the approach of law no 23 of 2002 and no 35 of 2014 about children protection. The method of the research used document study from various sources such as media, journal, and other documents. The result of the research shows that many political parties ignore the children right. It is usually found that children join the campaign. The party has not understood the law of general election. The parents also have role to observe their children when they are watching TV because the play of mars of a political party is not appropriate with children right. Therefore, parents must accompany the children while watching TV in order that their right can be accomplished related to politic.

**Key words:** children right, campaign, political party

### 1. INTRODUCTION

Recently, democracy becomes a study that is related to the general election. Indonesia is as a country that highly respects the value of democracy in the implementation in both government and politics. Democracy is developed to emerge the public participation, not a participation of a person or group. The role of public is more respected because they take a part in taking the decision for the public interest. For example, the election of regional chief, regent, governor, and president as a state leader in democratic system must be elected by the citizens. By following the tradition of *Schumpeterian*, this study defines the political system in the 20<sup>th</sup> century as a democracy in which the strongest collective

decision maker is elected through general election fairly, honestly and continuously. In the system, the candidates freely compete to get the votes. Most of the adult citizens have a right to give the vote. According to the definition, democracy consists of two dimensions, namely contest and participation. Robert Dahl also states that the two dimensions become a thing that determines the democracy or politics (Huntington,1995).

One of the pillars of democracy is the principle of *TriasPolitica* that divides the dominance of state politics into 3, namely executive, judicative and legislative. It is realized into three kinds of independent state institution. Its position is same as the others. The equality and independence of the three institutions is needed to supervise and

control each other based on the principle of checks and balances. The concept of democracy becomes a key word in political science. It is a common thing because democracy is known as an indicator of the political development in a state. Democracy is on the vital position in the relation between dominance division in a state (generally based on concept and principle of *TriasPolitica*) and the state dominance from the public that must be used to the welfare and prosperity. The principle of *TriasPolitica* is important because the historical facts note that the big government dominance (executive) cannot create a fair and civilized people. The absolute government dominance sometimes emerges the violation on the human rights.

Politik is not separated from political party. To enter *TriasPolitica*, it must pass politik and mobilization to achieve the aim and the political party must be used as a media. There is an agenda to head to government, namely general election. It is conducted directly by the public. The characteristic of the general election is general, free, secret, honest and fair. The tenure of the regent, mayor, governor and president is 5 years. The election is conducted by commission of general election. The change of the regulation in direct general election (general, free, secret, honest and fair) will stop the effort of political intervention conducted by the house of representative and regional house of representative who have certain interests. The direct general election will create a good impact in society. It is also expected to encourage the public to take a part in Indonesian politik. This system also makes the politik figures build a good strategy for political campaign. It is aimed to achieve the victory in the general election.

General election is often called as a public party. One of the activities to welcome the general election is campaign.

The success of a campaign is generally measured on the number of the mass involved. Therefore, political party attempts to recruit the mass as many as possible. The mass also consists of the children in a campaign. Political party accidentally plans to involve the children. However, it does not need any plan to involve them.

The children involvement in an opened campaign in general election of 2014 is various. National commission for children protection reveals 15 campaign violations with the children involvement as following; (1) manipulate the data of under 17 age and unmarried children to be registered as an elector; (2) use the several places such as playground, children care and education institution to conduct opened campaign; (3) mobilize the children mass by the political party or legislative candidate; (4) employ the children as a campaign spokesman to elect party or certain candidate; (5) present a child as a main star in a political ads; (6) present the children on stage of campaign as an entertainment; (7) ask the children to put on the attributes of political party; (8) ask the children to conduct payment to the adults in money politik by the political party or legislative candidate; (9) provide them with weapon which is harmful to themselves and others; (10) force and persuade them to do such things that is prohibited in campaign, voting and counting the vote; (11) take them to the opened campaign arena; (12) do the violation in campaign, voting and counting the vote (for example, paint the symbol of political party on children's body); (13) do the degradation, intimidation and discrimination to the children who have different background and political choice; (14) provoke the children to hate the legislative candidate and certain political party and (15) involve the children in the lawsuit of voting result.

It not only happens in 2014, but also in 2018. The trend of children involvement

continuously increases in 171 regions. The campaign of regional chief election has begun since February 21<sup>st</sup> 2018. Along 51 days of campaign in 2018, commission of children protection has accepted 22 reports on children misapplication in political interest (Tempo.Co,2018). 11 cases in politic can be seen in involving the children in mass mobilization by political party. Involving the baby and the under-7 age children can be seen in 4 cases. Three cases have also been proven in using education institution for campaign. 2 cases also use the children as a campaign spokesman. One case also involves the under-17 age children to join the participant of regional head election. One more case brings the children to the stage of campaign.

Based on the several cases above, politic exploitation on the children right becomes a common thing in Indonesia. If we refer to the law of state on law number 35 of 2014, it is the first change of law number 23 of 2002 on children protection. The article 15 states that each child has a right to get protection on political activity. The article 15 of children protection law mentions that each child has a right to get protection from misapplication in political activity. The article 76 H states that each person is prohibited to recruit the children for military interest and let them join without any physical protection. This research wants to know the political violation that involves children and the government's action to solve and fix the democracy.

## 2. METHODOLOGY

This research belonged to library research. Library research is a step of research that concerns with method of library data. In other words, the object of the research is obtained through various library information (book, encyclopedia, scientific journal, newspaper, magazine, and

document (Nana Syaodih,2009). Library research or literature review is a research that critically reviews on science, ideas, and findings in academic oriented literature, and formulates the theoretical contribution and methodology on a certain topic (Cooper and Taylor in Mohammad Imam Farisi. 2010). Library research focuses on finding several theory, law, argumentation, principle and ideas to analyze and solve the questions of the research. The characteristic of the research is descriptive analysis. This analysis is conducted by reducing the data. Then, it is provided with good understanding and explanation to the readers.

## 3. THEORY

### Campaign

There are many definitions of campaign proposed by the communication scientist. Snyder (2002) in Venus (2004) defines that communication campaign is an organized communication activity which is directly aimed to certain people in a certain time to achieve a particular aim. Pfau and Parrot (1993) in Venus (2004) also defines a campaign as a conscious activity to support and improve the organized process in a certain time to influence certain people.

The definition of campaign on law number 1 of 2015 about the general election of *house of representative, regional representative board, and regional house of representative* in the article 1 of 26 is that the activity of the participant in the general election is to persuade the voters by offering the vision, mission and program of the candidate. Rogers and Storey (1987) defines a campaign as an action of organized communication to create certain effect in public and conducted continuously in a certain time. Bebe Rapa, a communication expert admits that the definition by Rogers and Storey is the most popular and can be accepted by communication scientists. It can

be summarized that campaign is a common thing in society.

### **Children protection**

The opened campaign of legislative and regional head to welcome general election will be conducted in a few times. Like the previous election, many children are involved and abused in a political activity especially in campaign. They become the victims of physic, wound, injury, and mobilization.

The issue of law of children involvement in political party refers to the determination of law of children protection and politic. According to the article 15 of law of children protection; “Each child has a right to get protection in:

1. Abusing in political activity
2. Involving in armed conflict
3. Involving in social disorder
4. Involving in a violated event
5. Involving in a battle

According to article 87 of law of children protection;

“each person who against the law, recruits and abuses the children to a military interest as mentioned in the article 63 (the abuse in political activity and the involvement in armed conflict, social disorder, violated event and battle) as meant in the article 15 will be jailed with criminal law for 5 years and fined at the most of Rp 100.000.000,00 (one hundred million rupiah).

The supervision on the children abused in a political party (article 15) is implied on criminalization (article 87). Therefore, it is not wrong in formulating the concept and limitation of action technique. It needs to be done because an action can be criminalized if it is decided by law or applied using legality principle. Therefore, a criminalized action can be applied if the action has obvious concept and limitation action because it needs law certainty.

### **Discussion&Result**

The campaign involving the children increases day by day. It can be seen during 51 days of campaign in 2018. National commission for children protection has accepted 22 reports on children abused for political interest. In the article 15 and 87 on children protection concerning with the children abused in political party, it needs to identify and make a limitation or conceptualization on;

1. Abuse (children)
2. Political activity
3. Against the law

Therefore, to make a law certainty and avoid the law risk and mistake in supervising and advocating the children abused in political activity, it needs to give limitation and exclamation on the three things above. It concerns with several considerations. *First* is conceptual limitation of children abused. In the article 15 on children protection, the prohibited action is child abused. It belongs to an exploitative action. Therefore, commission of general election makes a guidance that can distinguish the action that belongs to a child abused and which one is not (an action that can be tolerated as a true action) and which one belongs to the expression of children participation.

*Second* is conceptual limitation of political party. In the article 15 on children protection, it needs to give conceptual limitation in “political activity”. Whether the political activity is defined as “political campaign”, “direct campaign in opened field”, “the involvement in political advertisement”. In the definition of practical politics, the limitation of “political activity” is quite opened and has wide meaning. It consists of dangerous and massive activity like the opened campaign with entertainment that involves a huge mass. Nevertheless,

political activity can also be a limited meeting in a limited and comfortable place.

*Third* is observing the variation and dimension of political advertisement. We must be careful in criticizing the political advertisement because the children are shown in various ways. We must make sure whether the children are abused in political advertisement. In the observation we conducted, there are political party that:

- a. Involve the children as the main star, additional role or supernumerary who presents for a moment in political advertisement.
- b. Involve the children as a spokesman to elect certain party (through expression, verbal and acting). They are supposed to be a campaign spokesman in certain political party
- c. Involve the children as an object of political issue described in political advertisement, for example, the need of children social prosperity, children education, children health and protection.
- d. It needs an investigation whether the children are abused in the advertisement. If they are legally contracted to do such advertisement with the production house, we do not need to define it as an abuse as mentioned in the article 15 of law of children protection. They can be a passive or main star in the advertisement. It means we must not hurry to judge them.

*Fourth* is campaign and political activity. National commission for children protection not only uses the article 15 but also law number 10/2008. In the article 84 section 2 (J) number 10/ 2008, the prohibited activity for non-electors is defined as “campaign activity”. Meanwhile, the article 15 mentions the term of “political activity” is quite different with “campaign activity”. It is wrong to state that “political campaign” is only a “campaign activity”. It

will be harmful if the children are asked to put on the attribute of political party such as flag and billboard. On the other side, if the children are asked to be the campaign spokesman in an advertisement, both political party and TV station head will be criminalized using the term of “each person” in the article 87 in law of children protection.

*Fifth* is person’s limitation and campaign organizer. In the article 87 on children protection, somebody can be punished if they break the article 15. In law number 10/2008 (article 84 section 2 J), somebody who will be jailed is not the agent but the campaign organizer. We must be careful in determining the actors who break the law. The campaign activity is not only conducted by legal organizer but also hidden team which commonly happens in practical politics.

From the above analysis, the government through national commission for children protection has an interest related to the issue of children protection in democratic process. There are several hopes in the democratic process of regional head election. *Firstly*, according to the law number 35 of 2014 about the change of law number 23 of 2002 reveals that state, regional government, public, family and parents has a duty and responsibility to the implementation of children protection. Therefore, the candidate of regional head is expected to concern the issue of children protection in their campaign program.

Commission of children protection asks the organizer of general election and the participants of regional head election to present “child friendly campaign”. They are also asked to prohibit any abuse in children protection. It is appropriate with the article 15 point *a* in law number 35 of 2004 about children protection. Each child has a right to get protection from the abuse in political party. The violation of children abused is

regulated in the article 87. Somebody can be jailed for up to 5 years and fined at most of one hundred million rupiah. The candidate of the regional head is encouraged to ask their supporter to protect their children in the process of election for 5 months. The supporters must protect and prohibit the children involvement in a closed or limited campaign and in social media. Children can imitate what they hear and see. Therefore, it must be prevented because the campaign situation can block their growth. It is expected that democratic process can give good examples in democracy. The campaign must be friendly for children to take care of the children growth.

*Secondly*, national commission for children protection asks the parents to educate their children concerning to the bad issue in campaign process. *Thirdly*, the children right to vote (between 17-18 years) must be ensured in the list of potential voters. The data must have been submitted by the ministry of home affairs to the commission of general election. National commission for children protection will coordinate with the commission of general election related to the voting right of the young voters (age 17-18). Their participations must be ensured to be noted in the list of permanent voters. The friendly child campaign is also a part of the supervision of national commission for children protection. National commission for children protection will also coordinate with the institution of election supervisor related to the campaign that involves the children. It also includes the children protection in index of election vulnerability compiled by the institution of election supervisor. Many regions also become a conflict potential in regional head election of 2018.

#### 4. CONCLUSION

Political conflict is a kind of democratic practice. Politic is not separated from political campaign to accommodate the mass of the political party and candidate. Indonesia as a democratic state has many political conflict, for example in general election and regional head of election. The agenda of election in Indonesia is started by doing the campaign to show the existence of a party and their supporters. However, the main problem is the children involvement in the campaign.

The children involvement in the campaign will be a problem because it breaks the law in Indonesia. It is appropriate with the article 15 point *a* number 35 of 2014 on children protection. Each child needs to get protection from the abuse in political activity. However, the political party still asks the children to join the campaign. Therefore, the government through the national commission for children protection gives the notification to the political party not to invite the children in campaign. Fine and punishment will be given if the children are involved in the campaign. The parents are also asked not to invite their children in political activity.

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## The Development of Learning Media: Improving the Learning Result of PAUD Students Based on Prezi Media Using Assure Model

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**Abstract:** This research is aimed to develop learning media of prezi in order to improve the learning result on the material recognizing part of body, its functions and movements to develop rough and smooth motoric. Technique of collecting data was conducted through observation, interview, evaluation test, and documentation. Sources of data in this research were students of PAUD Al Hasanah Sukoharjo, teacher, researcher, and documents. The research method used Research and Development using ASSURE model (Analyze learners, states objectives, select methods, media and material, utilize media and materials, require learner participation, and valuate and revise). Media was used to analyzed KI-KD and a material on recognizing part of body, its functions and movements to develop rough and smooth motoric which then made by using prezi media. Prezi was validated by material and media experts. Based on the analysis of the research, it is concluded that learning media of prezi on the material recognizing part of body, its functions and movements to develop rough and smooth motoric using ASSURE model is well-qualified based on its material and media display format with the category of “very proper”. In conclusion, the research shows that there is improvement of learning result on the material using ASSURE model based on prezi media.

**Keywords:** Learning Media, *Prezi*, Learning Result, ASSURE model

### 1. NTRODUCTION

The development of technology has big influences in attempting the renewal of education. Education technology has contributed in improving education by providing learning media and material that can be easily accessed, and supporting the teachers in learning process. The role of teachers as the knowledge developers is very big to select and conduct a precise and efficient learning to the students. Therefore, it is not only based on conventional learning. According to Daryanto (2010), a good learning can be supported by the controlled learning situation and the good communication between teachers and students. Therefore, creating a good communication needs a learning media as an instrument to present idea and concept from both teacher and student.

Learning media is one of the important factors in improving learning quality

because it will give impacts on students' achievement. It is caused by the technology development in education that demands the efficiency and effectiveness in learning process. To achieve the optimum efficiency and effectiveness, one of the efforts is by reducing the method of lecturing. Teachers must be able to teach through utilizing a learning media. One of the efforts to attract the students' attention and to improve students' achievement is using a precise learning media to the material that will be given. The students' achievement in learning process can be seen through the result of their learning. According to Purwanto (2008), the learning result is a realization of skill as a result of the change of attitude conducted by the education institution. To achieve maximum result for students of early childhood education, teachers can make a learning media on the material of recognizing part of body, its functions and movements to develop rough

and smooth motoric. This material needs a creative design and attractive animation to make the students participate in learning process. It is also expected to improve the students' learning result.

Based on the observation conducted by the expert, learning process in early childhood education is still conventional. Teachers explain the material through textbook and students are listening. Teachers rarely use the learning media because they have limited skill to use technology. Early childhood education actually has sufficient learning facility as a media to help the students in mastering science and technology. The limited skill in utilizing media influences the optimum utilization of learning facility.

Basically, technological media can be applied in all subjects especially on material of recognizing part of body, its functions and movements to develop rough and smooth motoric. In learning the material, students are demanded to understand and explain the part of body and its function. The task of the teachers is to teach them by introducing the part of body and its function to develop rough and smooth motoric. In conducting the task, teachers can use learning media of *prezi*. Through *prezi*, teachers can explain the part of body in detail with creative animation. It is expected to attract students' attention and they can easily understand the material and influence the learning result.

Based on the finding above, the researcher makes a material on recognizing part of body, its functions and movements to develop rough and smooth motoric. It is based on *prezi* with ASSURE model. The researcher wants to know the success of the media towards the students' learning result.

## 2. RESEARCH METHOD

This research used development research (Research and Development R&D). It is a research method used to produce certain products and to test its effectiveness (Sugiyono, 2012). The method of this research refers to learning design model of ASSURE by Sharon Smaldino, Robert Henich, James Russell and Michael Molenda (2002) in the book of "Instructional Technology and Media for Learning". This model stands for the important components or steps inside such as: analyze learner characteristic, state performance objectives, select methods, media and materials, utilize materials, requires learner participation; and evaluation and revision (Benny A. Pribadi, 2011). Learning with ASSURE has several steps, namely: analyze learner characteristic, state performance objectives, select methods, media and materials, utilize materials, require learner participation, and evaluation and revision. The steps of ASSURE can help to realize the effective and meaningful learning to the learners.

The subjects of the research were 30 students of early childhood education of Al Hasanah sukoharjo in academic year of 2017-2018. Arikunto (2005) states that sample is a part of population. Nevertheless, the number of students of Al Hasanah was not too many. Therefore, the sample in this research was total sample. It meant that all students became the subject of the research.

The hypothesis testing used *independent sample t-test*. Data analysis of *independent sample t-test* was used to measure the difference of learning result between experiment and control group. To test *independent sample t-test*, it used SPSS. The basis of decision interpretation was based on *tcount* and *ttable* on the fault degree of 5% (Sugiyono, 2012)

### 3. RESULT AND DISCUSSION

Based on the test of hypothesis on the result data of experiment and control group, the result of hypothesis test using *t-test* can be seen at table 1.

Table 1. The result of hypothesis test using *t-test*

Variabel	$t_{hitung}$	$t_{tabel}$	Keputusan
Kelompok kontrol dan kelompok eksperimen	2,351	1,700	Berbeda ( $H_1$ ditolak)

On the result of test *t* at table 1, the score of  $t_{count}$  is 2,351 and  $t_{table}$  was 1,700, and  $H_0$  is rejected. It shows that there is a significant difference of the learning result between experiment and control group. It is concluded that there is a difference on the learning result between direct learning and ASSURE. Based on the analysis result, the average of learning result using direct learning is 80,95 and ASSURE model is 84,14. This average result shows that the learning result using ASSURE is better than using direct learning (conventional).

Based on the result of hypothesis test, the students' learning result using ASSURE model is better than using direct learning.

Learning media of *prezi* and ASSURE is the first learning model implemented to the students in Al Hasanah. Therefore, it emerges the motivation and enthusiasm to the students to accept learning more focused. It can give same stimulation which is aimed to create the same experience and emerge same perception to the students who have different background. It can also direct the students on one focused point. The direct interaction between teacher and student and its attraction can improve students' motivation. As a result, it will also improve the students' learning result by showing the development of rough and smooth motoric.

The role of learning media of *prezi* and ASSURE can also emerge a pleasure circumstance in learning process. The students can enjoy the learning process and it will result on their learning result improvement.

Therefore, it can be concluded that one of the efforts to improve the learning result of students of early childhood education on the material of recognizing part of body, its function and movements to develop rough and smooth motoric can be conducted by using learning media of *prezi* with various model to make the students more interested to the lesson. In this research, the learning model used is direct learning (conventional) and learning media of *prezi* and ASSURE. It can be seen that learning model of *prezi* and ASSURE is better than direct learning (conventional). The use of *prezi* with learning model of ASSURE can make the learning of recognizing part of body, its functions and movements more attractive because one of the steps in this model is asking the students to participate in the learning activity.

### 4. CONCLUSION

Based on the result and analysis, the conclusion is that there is a significant influence in using learning media of *prezi* with learning model of ASSURE towards the learning result of the material of recognizing part of body, its function and movements for the students of early childhood education of Al Hasanah, Sukoharjo. It is proven that there is a significant difference between the learning result using direct learning (conventional) and *prezi* with ASSURE model. It is based on the average improvement of experiment group which uses *prezi* with ASSURE model in the material of recognizing part of body, its functions and movements to develop rough and smooth motoric.

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## Onomatopoeia in *Minions: Banana!* Comic and Its Indonesian Version (Translation Approach)

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**Abstract:** Several aims are constructed such as the types of onomatopoeia, the technique of translation, the translation quality and the impact of the technique to the translation quality of onomatopoeia in children comic entitled "*Minions: Banana!*" and its translation version entitled "*Minions: Banana!*". Descriptive qualitative method is used. Meanwhile, the data used in this research consist of two data. The first data is the onomatopoeia words which are found in comic entitled "*Minions: Banana!*" both in English and Indonesian version. The second data is questionnaire which are distributed to the three raters. The distributed questionnaires are about translation technique and translation quality assessment. As the result, there are 63 data altogether. There are 2 types of onomatopoeia which are lexical onomatopoeia (22 data or 35%), non-lexical onomatopoeia (36 data or 57%), and 5 data or 8% are uncategorized. Furthermore the translation techniques used to translate onomatopoeia are 4 techniques which are adaptation (8 data or 12,7%), borrowing (32 data or 50,8%), discursive creation (7 data or 11,1%), and established equivalent (16 data or 25,4%).

**Keyword:** onomatopoeia, comic, translation technique, quality.

### 1. INTRODUCTION

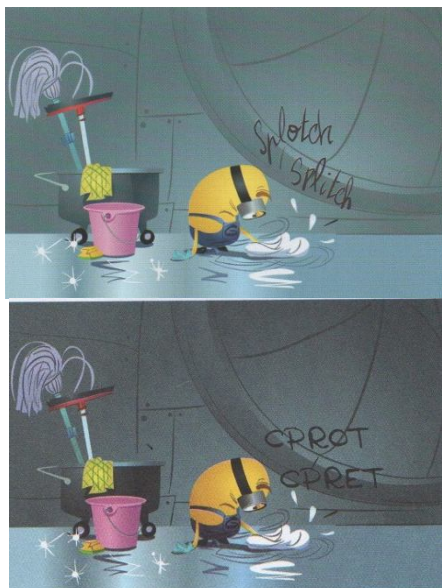
Onomatopoeia is the use of words which includes sounds that similar to the noise that the word refers to. Onomatopoeia can be found in comic books. But in other cases, it can be found in children story books. The example of the use of onomatopoeia is *boom*, *bang*, *honk*, and so on. Onomatopoeia cannot be same in each country because of the different language of the countries around the world. Researcher is interested to analyze the onomatopoeia particularly the Indonesian and English onomatopoeia.

Onomatopoeia is a sound that imitates something around us. In specific, sounds which can include to onomatopoeia are sound of animals, humans, nature, things, and elements like fire, wind, water, and earth. For example, the sound of sheep "*baa*" in English and "*mbek*" in Indonesian language. The words *baa* and *mbek* have the same meaning as the sounds of a sheep. But the expression of the onomatopoeic words is different. The thing which makes differences of sound produce in

onomatopoeic words is the language culture. Thus, each country has different expressions of onomatopoeia because their languages are also different. In other reason, the differences of the phonological language also influence the shape of onomatopoeic words. It is not easy to transfer the meaning of onomatopoeic words from one language to another one. The problems of transferring meaning can be analyzed using a translation analysis.

There are many comics and children stories which consist of onomatopoeia, but researcher decided to choose *Minions* comic as the research object. This comic contains onomatopoeic words each page. Some previous research analyzed children story book and movie, and to make this research different from other research, researcher chooses strips comic entitled "*Minions: Banana!*" as the object.

This is the example of onomatopoeia which shows how the meaning of the English onomatopoeia was brought into Indonesian onomatopoeia.



**Picture 1.**

Example of onomatopoeia in Minions comic

**Context of Situation :**

One of the minions is mopping the laboratory's floor.

- ST : Splotch splitch
- TT : Cprot Cpret

The above example shows the transformation of the words. Technique used by the translator is adaptation because there is a shift of cultural element from the source text to the target text. In translating onomatopoeia, the translators have to consider the terms used in target text, whether it can be accepted or not. It is different with translating sentence in a text.

**2. RESEARCH METHOD**

The paper applies descriptive qualitative method. Data influence in determining a method of research. In this research, it's decided to apply a qualitative method because the data were taken randomly. A qualitative method points up on the process not to the outcome, opposite to the quantitative method. Then, after analyzing the data, the result of this research described on the discussion.

The paper uses the onomatopoeia words as the data and to complete them, they are also put down the data from raters. The data sources used are comic and the

raters result. The first data used are the onomatopoeic words taken from the comic. To find the onomatopoeic words, researchers read the comics both in English and Indonesian version, then make a list of data. The second data are questionnaires. Questionnaires contributed to the raters. They contribute to rate the technique and quality of translation used in translating onomatopoeic words in comic. The raters must have experiences in translation field and expert as a rater. There are some methods in collecting data. This research use two methods in collecting data, there are analysis method and questionnaire. In analyzing method, researcher analyzed the comic to find the onomatopoeia words. In analyzing data, each data of onomatopoeia will be named as datum and will be given number to each datum. To make easier in analyzing, researcher make code and the example of the code explained as follow :

Datum : 01/ST/MBE/P.03

<b>ST</b>	<b>TT</b>
PAF	BLUSH

The explanation:

- 01 : refers to the number of datum
- ST : refers to source text and TT refers to target text
- MBE : refers to MINIONS: BANANA! English comic version and MBI refers MINIONS: BANANA! Indonesian comic version
- P.03 : refers to the page

Furthermore, the procedures of this research are done by the following stages:

1. Determining the topic of research.
2. Finding the source of data.
3. Collecting the data.
4. Classifying the data based on the types of onomatopoeia.
5. Listing and giving codes to the data.
6. Comparing and identify the technique of translation.
7. Making questionnaires form of the data to be assessed by the raters.
8. Analyzing the data based on the quality assessment to find out the impact of the translation

technique to the quality of onomatopoeias translation in children comic.

9. Drawing conclusion and giving suggestion request.

### 3. DISCUSSION

#### A. 1. Types of Onomatopoeia Categorization

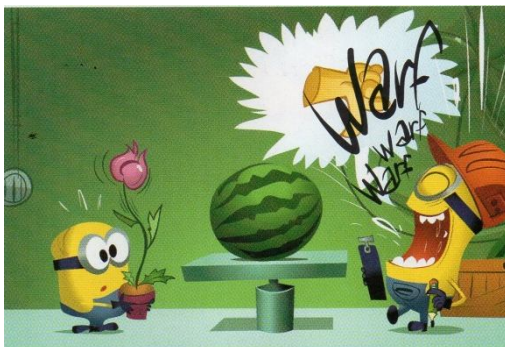
This sub-chapter discusses of the types of onomatopoeia used in comic *Minions: Banana!*. Attridge (in Flori, 2014) states there are two types of onomatopoeia. They are *lexical* and *non-lexical onomatopoeia*.

##### A. 1. 1. Lexical Onomatopoeia

Attridge (in Flori, 2014: 245) introduces two types of onomatopoeia which are lexical and non-lexical onomatopoeia. Lexical onomatopoeia is the type which the words are deployed in a society as to make a strong link between a sound of speech or word and the non-sound speech or the thing denoted.

Example 1 :

Number of data : 15/ST/MBE/P.27



**Picture 3.1.** Example 1 of datum categorized as Lexical Onomatopoeia

Context of situation :

The minions are on weapon test day. Each minion brings their weapon to crush a watermelon, and then beside it is also one minion who will give assessment of their weapon. The first until forth minion were already done with their own weapons, and the last

minion brings a flower. The assess minion laugh at him.

The onomatopoeia *warf warf warf* cannot be formed by only one word. This onomatopoeia is sound of human laugh and repetition. The use of one word cannot represent the meaning of the text.

Example 2 :

Number of data : 18/ST/MBE/P.11



**Picture 3.2.** Example 2 of datum categorized as Lexical Onomatopoeia

Context of situation :

One minion is doing an experiment and is making a flying boots. He tries his experiment, he can fly with it. But, when he is on the top of the room, the flying boots run out of fuel.

The second example of onomatopoeia type is *poot poot poot poot*. This onomatopoeia is a representation of machine fail. The use of only one word, make it spell unnaturally and odder. One word cannot be interpreted the context of activity in the picture.

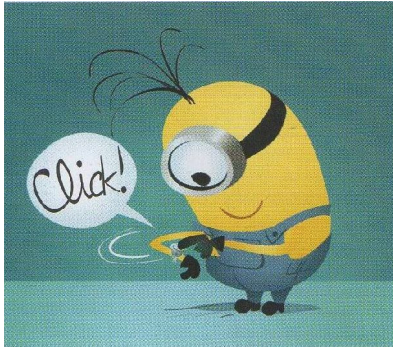
##### A. 1. 2. Non-Lexical Onomatopoeia

The second type is non-lexical onomatopoeia. The opposite with lexical onomatopoeia, non-lexical onomatopoeia no need to *apply* formation of words. In this type, the onomatopoeia which use only one word is already presents the meaning of the picture.



Example 1 :

Number of data : 29/ST/MBE/P.04



**Picture 3.3.** Example 1 of datum categorized as Non-Lexical Onomatopoeia

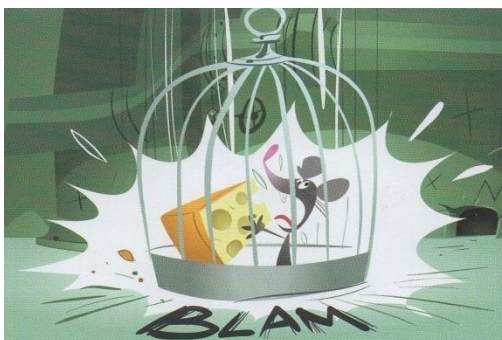
Context of situation :

One minion opens his locker, takes his gun and then shows it to another minion. There are also four other minions shows their own weapon, but the last minion only shows a watch. His friends laugh at him. He clicks the watch and he gets in into it.

The first onomatopoeia is *click!*. It explains a sound of something clicking. To transfer the meaning of the picture, it does not need to repeat like in lexical onomatopoeia.

Example 2 :

54/ST/MBE/P.22



**Picture 3.4.** Example 2 of datum categorized as Non-Lexical Onomatopoeia

Context of situation :

Start with a piece of cheese which is a bait to catch a mouse. When the mouse comes out to get the cheese, the

mouse trap has felt by a minion. After that, he brings it to the laboratory to be an experiment mouse. The second example is the word *blam*. This onomatopoeia is an interpretation of explosion sound. As the explanation before, this kind of onomatopoeia no need to be repeated like lexical onomatopoeia. It stands by itself and also it does not need additional word to make it has a meaning.

## A. 2. Technique of Translation

In analyzing the technique of translation in comic, researcher applied the theory proposed by Molina and Albir (2002). They divided the technique of translation into eighteen techniques which are *adaptation*, amplification, borrowing (pure borrowing and naturalized), calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic comprehension, literal translation, modulation, particularization, reduction, substitution, transposition, and variation.

Onomatopoeia is a special thing in a language which sometimes it does not have a specific meaning indeed meaningless. The problem on translating onomatopoeia is that the translator translates the word correctly or not because not all the English onomatopoeia can be translated into Indonesian. When it happens, sometimes the translator chooses to translate the word randomly without taking notice of the word choice.

To know how the translator translated the comic, researcher explain the technique used by translator which the technique rated by raters. The explanation will be explained below :

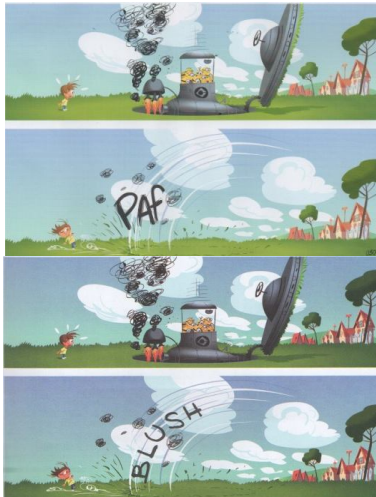
### A. 2. 1. Adaptation

Adaptation is a change of the element of culture in source language to the target language that has the same characteristic. The translator uses this

technique to translate the English onomatopoeia which has the same characteristic with the Indonesian onomatopoeic word.

Example 1 :

01/ST/MBE/P.30 → 01/TT/MBI/P.03



Picture 4.1. Example 1 of Adaptation Technique

Context of situation:

At the beginning of the story, there is a kid who is playing with his ball. His ball falls into a big hole which is opened by the minion with their weird space ship. They go down slowly with the kid still looking at them. Then, after they get in to their base camp, the door closes very fast and make a noise.

The word *paf* translated into *blush*. The word *paf* included to the culture element and to make the translation result can be accepted, it is translated become *blush*. For this reason, it is included to adaptation.

The number of data which apply adaptation technique presented on the table below.

No.	Original Onomatopoeia		Translated Onomatopoeia	
	Number of Datum	ST	Number of Datum	TT
1.	01/ST/MBE/P.30	PAF	01/TT/MBI/P03	BLUSH

2.	02/ST/MBE/P.09	SPLO TCH SPLIT CH	02/TT/MBI/P.07	CPROT CPRET
3.	04/ST/MBE/P.01	BLA M!	04/TT/MBI/P.08	DUAR
4.	05/ST/MBE/P.06	PLOP !	05/TT/MBI/P.09	PLUK
5.	18/ST/MBE/P.11	POOT POOT POOT POOT	18/TT/MBI/P.18	PET PET PET PET PET
6.	21/ST/MBE/P.23	BIP BIP BIP BIP	21/TT/MBI/P.19	PIP PIP PIP PIP
7.	56/ST/MBE/P.20	PAF	56/TT/MBI/P.37	BUAK
8.	58/ST/MBE/P.36	PIN PON!	58/TT/MBI/P.40	TET TOOT

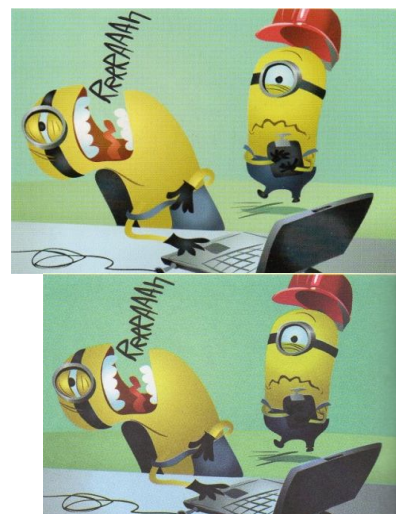
Table 4.1. The Data of Adaptation Technique

### A. 2. 2. Borrowing

This technique is called borrowing because in translating word from one to another language people use the original word form or changing only one letter from the word itself. Translator borrows the words and then brings it to the target language.

Example 1 :

07/ST/MBE/P.07 → 07/TT/MBI/P.10



Picture 4.3. Example 1 of Borrowing Technique

Context of situation :

One of the minions walks in to the office to see the worker minions. After getting in the office, he sees all of his friends look sleepy and not concentration. Some minions look lazy and noisy.

Two pictures above show there is no change of onomatopoeic word, neither the word structure nor one of the letters. In this case, translator applies borrowing technique for the reason he/she cannot translating the word *rrrraaah* because there is no expression which has a same meaning with the source language. Therefore, the translator still uses the word *rrrraaah* and bring it to the target language.

From the analysis above, this is the list of datum which applies translation technique of borrowing.

No.	Original Onomatopoeia		Translated Onomatopoeia	
	Number of Datum	ST	Number of Datum	TT
1.	06/ST/M BE/P.07	AAARG GH	06/TT/MB I/P.10	AAARGGH
2.	07/ST/M BE/P.07	RRRRA AAH	07/TT/MB I/P.10	RRRRAAA H
3.	08/ST/M BE/P.08	ZZZZ	08/TT/MB I/P.11	ZZZZ
4.	09/ST/M BE/P.08	DRIIIN G	09/TT/MB I/P.11	DRIIING
5.	16/ST/M BE/P.27	CRUNC H	16/TT/MB I/P.16	CRUNCH
6.	17/ST/M BE/P.27	BURP!	17/TT/MB I/P.16	BURP
7.	19/ST/M BE/P.11	AAAAA AAHH	19/TT/MB I/P.18	AAAAAAA HH
8.	22/ST/M BE/P.29	CLONK BONK BONK CLONK BONK	22/TT/MB I/P.19	BONG KLONG BONG KLONG KLONG KLONG
9.	24/ST/M BE/P.05	ZZZZZZ Z	24/TT/MB I/P.22	ZZZZZZZ
10.	25/ST/M BE/P.17	HEHEH E	25/TT/MB I/P.24	HEHEHE
11.	28/ST/M BE/P.17	DZZZZ ZZZ	28/TT/MB I/P.24	DZZZZZZZ ...
12.	29/ST/M BE/P.04	CLICK!	29/TT/MB I/P.25	KLIK
13.	32/ST/M BE/P.16	BLA BLA BLA BLA	32/TT/MB I/P.27	BLA BLA BLA BLA BLA BLA!

		BLA BLA!		
14.	33/ST/M BE/P.16	RON	33/TT/MB I/P.27	RON
15.	34/ST/M BE/P.16	RET	34/TT/MB I/P.27	RET
16.	36/ST/M BE/P.16	TEHA	36/TT/MB I/P.27	TEHA
17.	37/ST/M BE/P.16	MHH	37/TT/MB I/P.27	MHH
18.	39/ST/M BE/P.16	BLI	39/TT/MB I/P.27	BLI
19.	42/ST/M BE/P.19	SLURP	42/TT/MB I/P.29	SLURP
20.	44/ST/M BE/P.19	DZZZ TZZZ DZZZ	44/TT/MB I/P.29	DZZZ TZZZ DZZZ
21.	46/ST/M BE/P.25	SL! GLOP! SPEHH HHHHH HHHH	46/TT/MB I/P.30	SL! GLOP! SPEHHHHH HHHHHH
22.	49/ST/M BE/P.25	BRR... BRRRR RRRRR RRRR	49/TT/MB I/P.30	BRR... BRRRRRRR RRRRRR
23.	51/ST/M BE/P.39	BURPS!	51/TT/MB I/P.34	BURPS!
24.	52/ST/M BE/P.23	TIK TIK TIK TIK TIK TIK TIK TIK	52/TT/MB I/P.35	TIK TIK TIK TIK TIK TIK TIK TIK
25.	53/ST/M BE/P.23	AAARG !	53/TT/MB I/P.35	AAARG!
26.	54/ST/M BE/P.22	BLAM	54/TT/MB I/P.36	BLAM
27.	55/ST/M BE/P.22	CLANG	55/TT/MB I/P.36	CLANG
28.	57/ST/M BE/P.26	CRACK	57/TT/MB I/P.38	CRAK
29.	60/ST/M BE/P.38	GLUP!	60/TT/MB I/P.41	GLUP!
30.	61/ST/M BE/P.43	BRRB BRRRR RRRRR R	61/TT/MB I/P.42	BRRB BRRRRRRR RRR
31.	62/ST/M BE/P.43	BABOO M	62/TT/MB I/P.42	BABOUM
32.	63/ST/M BE/P.35	BAM	62/TT/MB I/P.48	BLAM

**Table 4.2.** The Data List of Borrowing Technique

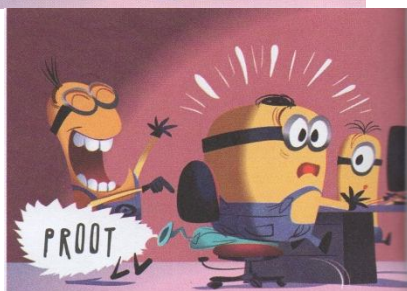
### A. 2. 3. Discursive Creation

Discursive creation is a technique from Molina and Albir which this technique is changing the source text by using unpredictable text or words that out of context. Translator uses this technique when there is no word that has the same form and meaning with the source text. Then, translator

changes the text with the word that can explain the situation of the source text.

Example 1 :

10/ST/MBE/P.45 → 10/TT/MBI/P.14



**Picture 4.11.** Example 1 of Discursive Creation Technique

Context of Situation :

There is a minion who is very ignorant. He put something on his friend chair and after it was sat by his friends, it will sound like fart.

On the picture above, the change of the word *Parp!* to the word *Proot* included to discursive creation technique. Indonesian people usually use onomatopoeia *dut* or *brut* as a representation of fart sound. In this comic, translator used a word which is out of context of a fart sound. But the target text adjusting with the context of situation.

No.	Original Onomatopoeia		Translated Onomatopoeia	
	Number of Datum	ST	Number of Datum	TT
1	10/ST/MBE/P.45	PARP!	10/TT/MBI/P.14	PROOT
2	15/ST/MBE/P.27	WARF WARF WARF	15/TT/MBI/P.16	WARK WARK WARK

3	43/ST/MBE/P.19	DAGA DATAG ADATA GADA	43/TT/MBI/P.29	GUBRAKGU BRUKGUBR AK
4	45/ST/MBE/P.25	KLONG	45/TT/MBI/P.30	CLANG
5	47/ST/MBE/P.25	TAK!	47/TT/MBI/P.30	TRAK
6	48/ST/MBE/P.25	PONK!	48/TT/MBI/P.30	CLONG
7	59/ST/MBE/P.38	SNAP!	59/TT/MBI/P.41	KNAP!

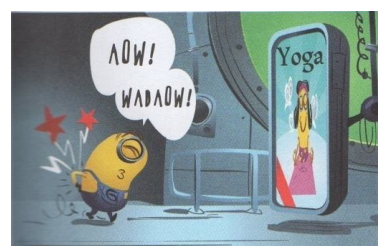
**Table 4.3.** The Data List of Discursive Creation Technique

#### A. 2. 4. Established Equivalent

Established equivalent is a technique introduced by Molina and Albir which this technique translated a word from one to another language by using a common term on the dictionary or in target language itself. Translator uses this technique when translating some words which already have the same meaning in other languages but different in text. In the case of translating onomatopoeia, translator translated word by using the terms used in society of target language or creates the onomatopoeia by hearing the sounds of something.

Example 1 :

03/ST/MBE/P.09 → 03/TT/MBI/P.07



**Picture 4.14.** Example 1 of Established Equivalent Technique

Context of situation :

One of the minions has worked along the day. He is carrying some heavy things, sitting down in front of the monitor, and mopping the laboratory's floor along day. After his hard works, he feels of pain on his back. He feels so painful, so he screams *Ooh! Ouch!* whilst he is grining and bearing it.

The first example above is example of the used of established equivalent technique. This expression included to this technique for the reason of it translated with the same style of word repetition but different in its pronunciation style. On the target language, translator uses words that have the similarities to the source language, but it is translated using common terms and words in target language. As the example, the onomatopoeia *Ooh! Ouch!* in English translated into *Aow! Wadaow!* because it sounds familiar in Indonesian society than bringing *Ooh! Ouch!* to the target language.

No.	Original Onomatopoeia		Translated Onomatopoeia	
	Number of Datum	ST	Number of Datum	TT
1.	03/ST/M BE/P.09	OOH! OUCH !	03/TT/MB I/P.07	AOW! WADAO W!
2.	11/ST/M BE/P.45	WHOO !	11/TT/MB I/P.14	TOWET
3.	12/ST/M BE/P.12	SPLAT CH SPLOT CH	12/TT/MB I/P.15	CPRAT CPROT
4.	13/ST/M BE/P.12	SPLIT CH SPLAT CH	13/TT/MB I/P.15	CPROT CPRAT
5.	14/ST/M BE/P.12	BOO- HOO- HOO	14/TT/MB I/P.15	HUWAA
6.	20/ST/M	SCRU	20/TT/MB	KRIUK

	BE/P.29	NCH SCRU NCH	I/P.19	KRIUK
7..	23/ST/M BE/P.05	PHUM P	23/TT/MB I/P.22	AOW
8.	26/ST/M BE/P.17	HAHA HA!	26/TT/MB I/P.24	HUAHAH AHA
9.	27/ST/M BE/P.17	POK	27/TT/MB I/P.24	PLUK
10.	30/ST/M BE/P.13	SNOR E SNOR E	30/TT/MB I/P.26	GROK GROK
11.	31/ST/M BE/P.16	CRON CH CRUN CH CRUN CH	31/TT/MB I/P.27	KRIUK KRIUK KRIUK
12.	35/ST/M BE/P.16	YUM!	35/TT/MB I/P.27	MIAM
13.	38/ST/M BE/P.16	YUM!	38/TT/MB I/P.27	NYAM
14.	40/ST/M BE/P.16	ATCH OO!	40/TT/MB I/P.27	ATCHII!
15.	41/ST/M BE/P.16	SHUS HH!	41/TT/MB I/P.27	SSTT!!!
16.	50/ST/M BE/P.39	SNIF!	50/TT/MB I/P.34	NDUS

**Table 4.4.** The Data List of Establish Equivalent Technique

#### 4. CONCLUSIONS

The conclusion can be drawn as follows :

1. In this research, it's found two types of onomatopoeia used in *Minions: Banana!* comic. Those are (1) lexical onomatopoeia and (2) non-lexical onomatopoeia. From 63 data found by researcher, 22 data are included to lexical onomatopoeia, 36 data are included to non-lexical onomatopoeia, and 5 data are included to uncategorized because it cannot be included to lexical and non-lexical onomatopoeia.

2. In analyzing the technique of translation, researcher applies the theory from Molina and Albir which has 18 categories of technique. In this research, it is found there are 4 technique used by translator to translate the *Minions: Banana!* comic. From 63 data, 8 of the data categorized as adaptation technique, 32 data categorized as borrowing technique, 7 data categorized as discursive creation technique, and 16 data categorized as established equivalent technique.

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## The Importance of Postcolonialism in Learning History Amid the Challenges of Globalization

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**Abstract:** Social change in the context of social deviations that occur in the community is a necessity all the time. The relativeity of deviant behavior encourages social control by the government. Regularity is the standard of social welfare. So education as one of the social control institutions is preventiv in responding to various changes in the era of globalization. Education development, especially historical learning is a form of acculturation of modernism and local genius community. So in the frame of poskoloniality, Historical learning actually leads to peace building. So western colonialism can be viewed as a form of colonialism that stimulates the development of critical intellectuals which in the era of global cultural hegemony determine the quality of national education. So the ideal historical lesson will be born when perception is built from the "we" perspective. Thus such poskolonialitas will lead to the achievement of social welfare of society at large.

**Keywords:** historical lesson, poskoloniality, global culture

## Urgensi Poskolonialisme dalam Pembelajaran Sejarah di Tengah Tantangan Globalisasi

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**Abstrak:** Perubahan sosial dalam konteks penyimpangan yang terjadi dimasyarakat merupakan sebuah keniscayaan sepanjang zaman. Relatifitas perilaku menyimpang mendorong adanya pengendalian sosial oleh pemerintah. Keteraturan merupakan standart ketercapaian kesejahteraan sosial. Maka pendidikan sebagai salah satu lembaga pengendalian sosial bersifat prefentif dalam merespon berbagai perubahan di era globalisasi. perkembangan pendidikan, khususnya pembelajaran sejarah merupakan suatu bentuk akulturasi modernisme dan *local genius* masyarakat. Maka dalam bingkai poskolonialitas, pembelajaran sejarah sejatinya mengarah kepada *peace building*. Maka kolonialisme bangsa barat dapat dipandang sebagai bentuk penjajahan yang merangsang tumbuh kembang cendekiawan kritis yang mana di era *hegemoni global culture* menentukan kualitas pendidikan nasional. Maka pembelajaran sejarah yang ideal akan lahir tatkala persepsi dibangun dari sudut pandang "kita". Maka poskolonialitas yang demikian akan mengarah kepada ketercapaian kesejahteraan sosial masyarakat secara luas.

**Kata kunci:** pembelajaran sejarah, poskolonialitas, *global culture*



## 1. SOCIAL DEVIATION IN THE ERA OF GLOBALIZATION

Every society always undergoing social change, either quickly (revolution) or slowly (evolution). Changes in society are continuous in every time. This is evidenced the existence of various historical studies that explain how the process of change that occurred in society in the past to the contemporary era. Social change can be both positive and negative. The Positive social change will lead to development and prosperity. Conversely, negative social change will lead to social problems. Soerjono Soekanto argues that social problems are a mismatch between elements of culture or society, which endanger the lives of social groups. If there is a clash between the elements that can cause social relations disorders such as shakiness in the life of the group or community (Soekanto, 2013). Social problems arise due to the striking difference between the value in society and the reality that exists. The incidence of discrepancy between the cultural elements in society arises from individual causes (intrinsic) and from the outside of the individual (extrinsic). The occurrence of social problems as a process is natural and inevitable. In essence, the problems of social welfare arise from the can or not fulfillment of human needs. Social problems are a social condition that affects a large number of people who need immediate improvement with a set of actions (Zastrow, 2000). Social problems can be divided into two parts, first Conventional social problems; poverty, vulnerable socioeconomic women, uninhabited households, neglect (toddlers, children, and the elderly), alienation, disability, social impediment (homelessness, prostitution), juvenile delinquents, disasters. Second The contemporary problem; social unrest, victims of violence / wrong treatment, street children, families with social psychological problems, drug abuse victims, people with HIV / AIDS, and misuse of social media.

To facilitate the observation of social problems, Strak divides social problems into three types, (1) Conflict and gaps, like poverty, inequalities, intergroup conflicts,

sexual harassment and environmental issues. (2) Deviant behavior, like drug addiction, mental disorders, crime, juvenile delinquency, and social violence. (3) Human development, like family problems, old age, population (such as urbanization) and sexual health (Stark, 1975).

The problems faced by the Indonesian at this time rampant behavior deviates in line with the current globalization. Some examples of social aberrations often occur in social media and mass media. As for some examples of deviations from the use of social media such as Upload indecent photos, accident victims, small children smoking, people die, angry / cursing, bullying to defamation. While in the mass media we are often served with various news hoax. That is exacerbated by disseminating it through social media so as to encourage conflict. In this case, not infrequently the historical narrative is used as a platform of identity politics. It is then able to influence the general public against primordial sentiment, egocentrism, ethnocentrism, and discrimination. The relativity of deviant behavior encourages social control by the government. regularity is the standard of social welfare. So education as one of the institutions of social control is preventive in responding to various changes in the era of globalization. Education as a tool of social control is expected to nurture and direct citizens, especially the younger generation in the formation of attitudes that are responsible for himself, society, nation or country. This is in line with historical learning which is not only transfer of knowledge but also the transfer of value. By studying the history of the students will gain the ability to think historically, namely the ability of understanding of the past that can be used to understand and explain the process of development and changes in society and socio-cultural diversity in order to find and nurture the identity of the nation in the midst of the life of the world community.

## 2. POSTCOLONIALISM IN HISTORICAL LESSON

History is learning to be aware of the diversity of life experiences in each society and the different perspectives of the past to understand the present and build knowledge and understanding to face the future. Historical learning is a form of acculturation of modernism and local genius of society. Modernization in the study of history appears in the use of relevant media or learning resources, interesting methods and learning models as well as efforts to build a historical point of view from the idea of colonialism. The idea of colonialism here is a sentiment that builds the "other" mindset that is the separation between the colonized and the colonizer. The question, is still relevant learning history used in the era of modernization today? The wrong perception here is, how society views history is a lesson focused on past stories that have no relevance to modern society. In fact, historical learning is education value that used as a reflection of the past to understand the present. In general, the benefits of learning history include the following (Notosusanto, 1986):

- a. Educative, history is the teacher of life. History will guide us in living our lives in order to act wisely so we do not get stuck on the same issues as the problems in the past. Nugroho Notosusanto reveals that by studying history will have historical insight. With historical insight, it can conceptualize a useful historical process to anticipate the future.
- b. Inspirational, historical stories bring back past events as inspiration in today's life. In this case, history is an example in the life of nation and state by showing various events heroic, exemplary of a leader, the spirit of unity and unity and nationalism.
- c. Interactive, history is an endless dialogue. the dialogue between historians and the past can only be done by using historical sources by following a set of rules of historical

methodology. The process of dialogue with the past is built through the collective memory of information relating to past events. Man in the story of history can be a subject that tries to describe the story of history, as well as objects in the story of history.

- d. Recreational, learning history is a way of knowing the past. So people who study history will travel in the past world. The linkage of history and tourism leads to the concept of historical tourism. Theoretically, history and tourism have the same basic aspect. Humans as subjects are human elements that conduct tourism activities or visit certain objects

In line with that opinion, Wiriatmadja declares history serves to awaken consciousness in relation to the common life in the larger community, thereby growing the collective consciousness of having togetherness in history. This process of self-knowledge is the starting point of the emergence of a sense of self-worth, togetherness, and attachment (sense of solidarity), sense of belonging and sense of belonging, then a sense of pride (sense of pride) to the nation and the homeland itself (Wiriatmadja, 2002). So to be able to perform the function as it should, history learning needs to be understood with the right approach. This refers to the reality of various textbooks circulating in schools containing elements of language that tend to direct students to primordial sentiments, as well as historical revenge. Ironically this is what then fostered the grudge of history through the legality of learning history in Indonesia. Especially for high school level that should be in this level children have the power of reason with a higher abstraction to understand something. So learning history should be taught using a frame of postcolonialism. Both in the way the teacher delivered and the output books used. In addition, the postcolonialism approach should be introduced to the learner in order to be able to filter the various narrations confronted to him.

Bambang Purwanto asserted that historical explanation is experiencing lameness because the narration presented in the present still tends to adopt the mindset of colonialism so that the explanation of the history of Indonesiasentris still reveals a justification and refutation of a less than perfect fact. In addition, the historical explanation with narrative inequality consisting of refutation and justification is a crippled history (Purwanto, 2006). Because indirectly the public and the reader of historical events will tend to get a provocation or coercion of historical awareness that a historical event is said to be true or false. Historical scholars need to look at the concept of history as a balanced narrative. Indirectly, society and the reader of historical events will tend to gain a provocation or coercion of historical consciousness that a historical event is said to be true or false. Historical scholars need to look at the concept of history as a balanced narrative. It is no longer a colonized or liberated state, but it builds communication between the two great narratives. That every colonization condition has the advantage to grow nationalism awareness, and various other aspects, whether education, military, bureaucracy, bureaucracy etc. Relations with the colonial government is an interconnected unity

Postcolonialism theories are developed grounded by raising various evidence of the results of colonialism, both physically, politically and culturally (Spivak, 1999). Gayatri C. Spivak, a figure who made a great contribution to building postcolonial studies, rejected all the limiting and limiting powers and at the same time expressed his preference for freedom. The oppressed and colonized society, the subaltern, must speak, must take the initiative, and stage action on their silenced voices. He makes us careful against postcoloniality as subaltern that find a way out of double bonds of unproved eropasentris or nativism (Ray, 2009). Nyoman Kutha Ratna in his book *Postkolonialisme Indonesia Relevansi Sastra* suggests there are five points of understanding about postcolonial, 1) paying attention to analyzing the colonial era, (2) having close links with nationalism, (3)

championing small narratives, mobilizing forces from the bottom as well as learning from the past to the future, (4) raising awareness that colonization is not solely in physical form, but also psychic, and (5) not merely theories, but the realization that there are many great works to do, such as fighting against imperialism, Orientalism, racism and other forms of hegemony (Ratna, 2008).

Based on these quotations, then history is closely related to postcolonialism. So it is very good if learners have been introduced with such an approach from an early age, but with a different scope. At the elementary level, it is necessary to develop instructional teaching textbooks that use the paradigm of postcolonialism, both in the packaging of historical stories and packaging of language in the textbook. For junior high level, learners begin to be introduced critical ways of thinking and building ideas according to individual point of view in understanding historical facts, at the high school level began to be introduced postcolonialism approach in understanding historical events and build argumentation. At the college level, the possibility of postcolonialism theories in various papers both in the form of lecture and final assignment.

### 3. CONCLUSIONS

Actually, approach postcolonialism very can be implemented in various level of education. However, it is necessary for educators who truly master postcolonialist approaches and how to apply them. so that in the frame of postcolonialism, history learning will lead to peacebuilding. Which learners build peacebuilding construction according to themselves. So western colonialism can be viewed as a form of colonialism that stimulates the development of critical intellectuals which in the era of global cultural hegemony determine the quality of national education. So the ideal historical lesson will be born when perception is built from the "we" perspective. Thus such postcoloniality will lead to the achievement of social welfare of society at large

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## Utilization of Interactive Multimedia for Drug Abuse Prevention in Social Studies At Elementary Schools

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**Abstract:** Drug abuse has spread to all social class. The data of drug users among Elementary School students were not as much detailed as those of drug users among students with higher education and workers. Observing the cases reported by the print media and television, drug abuse among Elementary School students is increasingly rampant. Currently, the development of computer technology is utilized to all aspects in life. One of the aspects is education. The development of information technology can be applied in the production of drug abuse prevention interactive multimedia. It helps the students to study independently, mainly in Social Studies. Lastly the Social Studies in Elementary Schools is only merely glued to rote learning so that the learning is less meaningful. A drug abuse prevention interactive multimedia is therefore required in the Social Studies in Elementary Schools. An interesting interactive multimedia is expected to build the students' learning motivation and to increase their understanding of drug abuse.

**Keywords:** Interactive multimedia, drug prevention, Social Studies, Social Studies in Elementary Schools

Integrating drug abuse prevention materials into subjects matter is one of the ways to develop drug abuse prevention programs in schools, bearing in mind that drug prevention has not been entered into the curriculum 2013 structure. Social Studies education is one of the subjects suited with drug prevention materials. One of the aims of Social Studies in curriculum 2013 is to present factual knowledge with logical, systematic, and clear language within aesthetic work movement that reflects healthy child and within actions that reflect the behavior of children with strong faith and honorable values. In addition there has been no drug prevention in learning materials of Social Studies, and therefore it is very appropriate to develop Social Studies learning media that integrates drug prevention.

Social Studies education, especially related to the drug prevention and character value, would be easier to be taught with education which implements the character values, and this is one of the efforts to build a whole human being (holistic) with characters, namely: developing aspects of the physical, emotional, social, creativity,

spiritual, and intellectual optimally. According to Lickona (1991:53), student character development can be developed through the stages of knowing, acting, and habituating. It means that character is not limited to knowledge. One's character can change with particular efforts, one of which is the use of contextual approach in Social Studies learning.

Learning media should be viewed not only as a tool for teachers, but also as a message delivery tool from senders to receivers. As a message delivery, media not only is used by the teacher but also can be used by the students (Sadirman, et al., 2009:10). According to Arief S. Sadirman, learning media which is used appropriately and variedly can overcome the students' passive attitudes. In addition, it can develop the students' passion to study, develop the interaction between the students and their environment and allow them to study independently based on their interests and abilities. To support that, it is necessary to use an attractive multimedia and raises the learning excitement.

Based on the description above, to bridge the problem of unavailable media

that accommodates drug prevention, a learning media related to drug prevention and character value building should be developed. The developed software is expected to be one of the alternatives to solve the issues above. As far as the researcher knows, there has not been any product of drug abuse prevention interactive multimedia through Social Studies education in Elementary Schools.

The preliminary analysis by conducting observation in Grade IV there found the following facts in Social Studies learning: (1) the class has LCD projector and wifi facility, but the teacher is not capable of creating technology-based learning media; (2) the school has a computer laboratory which was only used for Information and Communication Technology (ICT) extracurricular activities; (3) Social Studies education only uses learning resources of student books and teacher books which are provided by the government; (4) the students look so slow when doing exercises of the student book; (5) the students need more time to do task; (6) when the teacher explains the subject matter, the students are busy talking each other; (7) discussion activity in the class is less effective; the students have discussions with other students, but the matters being discussed are out of the content of the tasks; (8) the learning process still uses one-way method; the teachers are more dominant in learning activity interactions in the classroom, which leads the students to be less active in learning; (9) the media used by the teacher are only images displayed with power point slides; and (10) the school does not have drug prevention interactive multimedia in Social Studies education in Elementary Schools.

The right ways to overcome the problems are; developing the innovative, varied, interesting, contextual learning materials which are related to the needs and the development of the students. According to the results of researcher's observation, the school has facilities and infrastructure to support learning technologies. The facilities are computer and LCD projector. It can be utilized to create interactive multimedia.

Audio, visual, and audiovisual learning media are able to accommodate the students' need in learning because every student has a different style of learning. Dale (in Sadirman, et.al. 2010:8) describes that in the famous cone called cone of experience, a good learning is a learning that provides the materials directly experienced by the students or viewed by the students, the study is delivered by inculcating the concepts and characteristics of essential value of the subjects.

One of the audio, visual and audiovisual learning materials is multimedia. Multimedia is selected as an alternative because by using multimedia we can combine two or more media (audio, text, graphics, and video) so that the learning process is more interesting and interactive. The quality of the students' learning can be enhanced and the learning process can be done anywhere and anytime. Multimedia learning materials contain learning materials, learning video, and educational games related to the process of learning, and thereby, a learning activity takes place while the students are playing.

Journal of Educational Social Studies entitled *pengembangan cd interaktif pembelajaran ips materi bencana alam* by haerijanto (2012), finds that the implementation of interactive learning could improve the quality of students' learning which is shown on the high results of the evaluation study and an excellent learning activity. This is in line with the research conducted by Fatmawati (2015) that multimedia learning is highly effective in helping the students to understand the materials and to be excited in learning. Rachmidiyanti (2013) stated that interactive multimedia gives an interesting learning experience to the students in terms of learning effectiveness, applicability, and attractiveness. This is in line with the result of research by wulandari (2015) who stated that the use of interactive multimedia makes the learning more valid, effective, and practical. The result analysis above indicates that interactive multimedia is very effective in Social Studies education, and it can improve the learning result of the students of Elementary Schools. This article

is directed to present the results of literature study of the development of drug prevention interactive multimedia in Social Studies education in Elementary Schools. The multimedia development used Lee& Owens' development model (2004) with five stages of development, namely: (1) need assessment, (2) design, (3) Development, (4) Implementation, (5) Evaluation.

## 1. RESULT OF STUDY

This research has some similarities and differences with some researches. First, this research was in line with that of Astrini (2013) entitled "*Pengembangan Media Menulis Petunjuk bagi Pembelajaran dengan Pendekatan Kontekstual pada Siswa SMP*". Both employ Research & Development and Contextual Learning. This research used the R&D on the drug abuse prevention interactive media whereas that of Astri used the R&D on Writing Directions Media. The subjects of this research were the students of Elementary School while those of Astri's research were the students of Junior Secondary School. Her research showed that the students become more interested in the subject matter.

This research corresponded to that of Towakit (2011) entitled "*Pedoman Pelaksanaan Pencegahan Narkoba Melalui Peran Serta Kepala Desa/Lurah Tingkat Desa/Kelurahan*". Both discussed drug prevention. Their difference was that the subjects of Jethan's research were village chiefs. The result of this research showed that the success of the drug prevention implementation program lies on the successfulness in of drug prevention extension.

In addition, this research was in line with that of Machali (2013) entitled "*Integrasi Pendidikan Anti Narkoba dalam pendidikan Agama Islam dan Budi Pekerti Kurikulum 2013.*" Machali's research tried to integrate anti-drug education into the learning at Elementary Schools. However, the subject matter and the research type of his research were different from those of this research. Imam Machali used religious

education subject matter and the descriptive evaluative research method. The result of his research showed that the learning management of anti-drug education can be integrated in all subject matters, both religious and general ones.

Furthermore, this research was also similar to that of Santoso and Silalahi (2000) entitled "*Penyalahgunaan Narkoba Dikalangan Remaja: Suatu Perspektif*". The result of their research showed the importance of the community's role in drug abuse prevention. However, The subjects of their research were teenagers.

Finally, this research was also along the lines of that of Yanchar (2014) entitled "*Instructional Design and Professional Informal Learning: Practice, Tensions and Ironies*". The result of his research showed that informal learning among professional can be facilitated via *organizational* support and more practically oriented. This research can be used as a reference in the developmentmodel.

## 2. DISCUSSION

### Interactive Multimedia

According to Smaldino, multimedia term is related to the use of various media formats sequentially or simultaneously in presenting information or in independent study programs (Smaldino, et al 2007). Meanwhile, Hackbarth (1996:229) defines multimedia as a combined use of some media in conveying the information in the forms of texts, graphics, or graphic animations, movies, videos, and audios. The multimedia concept is seen as a revolutionary form of education which encourages teachers to have the student-centered learning. Students are invited to actively engage in learning by using learning resources with an intermediate range of media formats of learning. The use of varied learning media generates learning media in the form of multimedia.

### Anti-drug Education

Drug trafficking prevention and drug abuse need the cooperation of all elements of society. School is one of the media that

can be used as the spearhead and the motor of drug trafficking *prevention* and drug abuse. Integrating drug prevention into learning is a system; it means a whole that consists of components which interact one to other as a whole to achieve the learning objectives that have been determined in advance. The component is part of a system that has a role in the entire process to achieve the objectives of the system. Thus, all components are important to the success of drug prevention integration.

### **Development Model**

Learning development is a process of applying knowledge directed to make new tools (devices, methods, models, media, and designs) to fill certain requirements used to accelerate the learning process. In the development of learning, there are various models of development that can be used as a reference framework for the development of research. Procedural model is a reference used in this research. It is a descriptive model, which describes the procedural steps that must be followed to produce a particular product (Setyosari, 2010:222). Procedural model usually is a set of steps followed gradually from the first step to the final step.

There are several designs of learning system included in the procedural models. One of them is Analysis-Design-Development-Implementation-Evaluation (ADDIE) model. This model uses five stages of development, namely: a) Analysis, b) Design, c) Development, d) Implementation, and e) Evaluation.

The stages in the ADDIE process are as follows. Analysis stage: (a) determining the need whose solution is instruction; (b) performing an analysis to determine the cognitive, affective and motor skill targets/goals in lectures; (c) determining what skills are expected to be owned by the students, which affect their study in their lectures; and (d) analyzing the time available and how much it may be achieved within a certain period.

The design stage includes: (a) translating the objectives of the study into overall performance results and the main purpose for each unit; (b) determining the

learning topic or unit to be discussed, and how much time to be spent on each; (c) sorting the units related to the aims of the program; (d) refining the learning units and identifying the main purposes to be achieved in each unit; (e) determining the subjects and learning activities for each unit; and (f) developing the specification for the assessment of what the students have learned.

The development stage consists of the following actions: (a) Making decision about the type of activities and learning materials; (b) Drafting materials and/or activities; (c) testing the materials and activities with participants of target group; (d) revising, refining, and producing materials and/or activities; and (e) producing training instructors or additional materials.

Implementation stage comprises the following: (a) adopting materials by the instructor and potential learners and (b) providing help or support needed.

Evaluation stage takes account of (a) implementing plan for assessment of students; performance, (b) implementing plan for program evaluation; and (c) implementing plan for maintenance and revision programs (Januzweski & Molenda, 2008:108)

### **Social Studies**

Social Studies according to NCSS in Putra (2008: 1.14) is defined as follows: Social Studies is the integrated study of the social science and humanities to promote civic competence. Within the school program, Social Studies provide coordinated, systemic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as all as appropriate content from humanities, mathematics, and natural science. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decision for the public good as citizens of culturally diverse, democratic society in an interdependent world.



## Social Studies for Elementary Schools

Article 37 of Law of the National Education System Number 20 of 2003 states that Social Studies subject matter has to be included in the basic education curriculum. Sapriya (2009:194) states that for Elementary Schools/ Islamic Elementary Schools, organizing the Social Studies material uses integrated approach, meaning that the subject matter is developed and compiled without separating the disciplines but by referring to the aspect of real life (factual/real) of the students in accordance with their age, thinking development level, attitudes, and behaviors.

### The objectives of Social Studies Education in Elementary Schools

According to Sapriya (2009:194) the objectives of Social Studies education in Elementary Schools are as followed: (a) recognizing the concepts related to the life of society and the environment; (b) bearing basic abilities to think logically and critically, curiosity, inquiry, problem-solving, and skills in the social life; (c) bearing commitment and awareness of social values and humanity; (d) having the abilities to communicate, cooperate, and compete in plural society in at the local, national, and global levels.

## 3. CONCLUSION AND SUGGESTION

### Conclusion

This learning multimedia product can encourage the students to be active in the learning process. It is able to actively involve at least the students' senses of vision and hearing through texts, images, videos, and audios which draw their attentions and make it easier for students to understand the subject matter.

### Suggestion

The use of interactive multimedia should not be limited to Social Studies education. Multimedia can be applied by all

teachers to support learning activity. The use of an interesting and interactive media can build the students' learning motivation. Thereby, the learning achievement of students can be improved.

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# Multicultural Narratives in Indonesian Education Historiography: Study Discourse-Historical Approach History Textbook of Senior High School

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**Abstract:** This research tries to trace the multicultural narrations produced by government through textbooks of history lesson (high school) as compulsory subjects. This research is based on the theory of multiculturalism which states that multiculturalism is the recognition of cultural diversity including ethnic, religious, racial and intergroup diversity. On the other hand this articles attempts to look at the multicultural narrations produced by the government in the textbooks of historical pursuits and the political context of education in the production of multicultural narratives.

The multicultural narratives described in the textbook of the history lessons ideally depict the territory of Indonesia which has a diversity of tribes, religions, race and groups. The result of this study are expected to find whether the narrative textbooks of history lessons have revealed historical facts that reflect the diversity of Indonesian society and see how the political context of education, whether to position the textbook as a way of controlling the official historical narratives that students, educators and policy makers education.

**Keywords:** [Multicultural Narratives, History Textbook, Discourse-Historical Approach, Education Historiography]

## 1. INTRODUCTION

The lesson of history is the lessons taught at the school from the elementary to the secondary level. Materials given such as historical events that occurred in the territory of Indonesia. The construction of historical writing is in the textbook of history lessons that become the source or media in the learning process of history. Hence the history textbook is part of the work of historical historiography.

History can be regarded as a discourse system, discourse, who wants to say "something about something" (Abdullah, 2005: xviii). The historical discourse is tied to the context, that is, the time context that is characteristic of historical events.

The material in the history textbook rests on the curriculum. Curriculum is theoretically political policy, then the subject matter of history in textbooks can

not be separated from the political interests of the government. State political conditions affect the curriculum and textbook material. This is because history textbooks in schools are the basis for developing historical awareness and national awareness of the state version (Nordholt, 2005: 15)

The historiography of the textbook will reflect the author's interpretation of the historical material in the curriculum. The author of the textbook does the interpretation of two aspects, first is to interpret the subject matter in the curriculum into the material described in the textbook, and the second is in the form of writing containing the interpretation of historical facts into historical narratives. In the writing of historical narratives, the interpretation is influenced by the subjectivity of the author of the book, as in the writing of history, the historian is influenced by his attitudes,

assumptions, mental and values (Arthur Marwick 1989: 212).

Reconstruction of writing by compiling and assembling historical facts into a narration will show the interpretation done by the author of history. Interpretation is a measure of historical truth as part of science. Then the truth of history is determined by the author. The various views held in the author's cognition influence in constructing the historical narrative. The construction of historical narration shows a linguistic element. In the view of postmodernism language skills become an important part in looking at historical truth. The structure of language shows a connection between one word being sentence and an intercostal relationship. The relationship between words and sentences has meaning. This meaning will give birth to the truth (C. Behan MC Cullagh, 1998: 14-15).

The content of multicultural narration is part of the material contained in textbooks. This is because when looking at the historical events of Indonesia as an independent nation with a variety of islands with tribes, religions, races, groups who settled in Indonesia until now. Disclosure of historical discourse is important because the practice of discourse in history is a practice of discourse in general and is a social practice influenced by power or ideology (van Dijk, 1998: 10). This paper follows Hayden White's perspective on how history seeks to represent historical events through historical narratives contained in historical textbooks. White distinguishes between discourse, narrative, and narrative discourse based on the existence of subjectivity and objectivity in a narrative. The narrative contains a plot that shows how a narrative framework and plot were built close to a historical event. White states that the style of the historical narrative is influenced by the spirit of the age and ideology, thereby causing an opportunity to change the style of

historical narrative in every age (White 1978)

The problem in this research is whether the textbook of history lessons in high school, featuring a multicultural narrative? Multicultural is the narrative textbook history lesson that displays the diversity of Indonesian society. The reality of Indonesian society is a diverse society of tribe, religion, race, and class.

## **2. RESEARCH METHODS**

There are three historical textbooks that become corpus: History of Indonesia class X (revised edition 2017), History of Indonesia class XIa (revised edition 2017), XIb (revised edition 2017). The three books are part of the compulsory textbook in the Indonesian history lesson of the 2013 curriculum. Based on the book, the authors then analyze the book with historical-discourse-analysis approach of (Reisigl and Wodak 2008). The approach includes two layers of analysis: textual analysis, contextual analysis. The focus of analysis is from multicultural narratives. Multicultural narratives are defined as the exact meaning of each object that can be used to educate and educate and develop the cognitive, affective and psychomotor attitudes of learners. Textual analysis refers to the content of the book. Contextual analysis refers to the sociopolitical and historical background of the book that influences contextual interpretation.

## **3. ANALYSIS RESULTS**

### **Textual Analysis Textbook History**

Textbook History of Indonesia is a compulsory book of History of Indonesia based on the Curriculum 2013 which has experienced updating. Textbook Lesson "History of Indonesia" is a compulsory textbook that students use in the process of

learning history in the classroom. Textually, the textbook of class X history consists of a single volume with three main chapters and several sub-chapters. Chapter One narrates the "Tracing the Early Civilization of the Indonesian Archipelago". The second chapter narrates the "Traders, Rulers and Poets of the Classical Period (Hinduism and Buddhism)". The three narrate about "Islamization and Cross Culture in the Archipelago". Then for the textbook "History of Indonesia" class XI consists of two volumes with seven main chapters. First narrate about "Between Colonialism and Imperialism". Both narrate about "War Against Colonialism and Imperialism". Third of the "Impact of the Development of Colonialism and Imperialism". Fourth about "Oath of Youth and Identity Keindonesiaan". The fifth about "The Sunrise Tyranny". The sixth of "Indonesia Merdeka". Seventh about the "Revolution Uphold the NKRI Banners".

In the Curriculum 2013 subjects "History of Indonesia" is one of the subjects must be studied by students. As a mandatory lesson followed by students, this book is structured with a popular regressive approach. In this book students are invited to view history in everyday life, through observation of socio-cultural conditions and a number of historical remains of the students observable in the surrounding environment. From this observation students are invited to see the phenomenon around it by connecting it to a past event. In the hope that students are capable of pluri-causal thinking, which meets the cause of the event because of many factors. (Kemendikbud, 2017-2b: iii).

Based on the description, the textual meaning of the "Textbook History" is the instruction to students to be able to write and describe every event that occurs and link events in the region with national and global events. Thus, students are expected to be

able to take the values of every historical event to strengthen mutual respect for diversity in all spheres of life.

### **Contextual Analysis Multicultural Narration Textbook History**

Textbook History of Indonesia which became the corpus of this research is a recent edition of the book made on the basis of needs in the process of learning history in the classroom in accordance with the Curriculum 2013. The contextual analysis of multicultural narrative textbook history of Indonesia is divided into sub-sub-discussion with the categorization of: First, Historical relics in the room. Second, historical events in space. The sphere in question is the place where the historical event took place and the historical fact is located. Researchers try to create spatial category that is by dividing into two categories namely Java and outside Java. The making of this category is based on the sociological and cultural realities of society in Indonesia that can be distinguished Java and non Java. Java Island is the most populous island and so are the Javanese who migrate outside of Java Island. Consequently Java as a cultural reality is sociologically more dominant in the life of society in Indonesia.

### **Historical Relics in the Spatial**

Description of data in this section analyzes the contents of the material book described in the textbooks of the history of class X high school. This analysis is done because the material contained in the class X book is predominantly describes the relics of pre-literacy and the history of the Hindu-Buddhist and Islamic era. The explanation of the material in the class X book is divided into three chapters: first, tracing the early civilizations in the Indonesian archipelago, the second, the traders, rulers and poets of the classical period (Hinduism and

Buddhism), and third, Islamization and cultural crossing in the archipelago. Broadly speaking, based on the historical period of Indonesia, the subject matter of history in the X-class high school from prehistoric times, the Hindu-Buddhist era and the Islamic kingdoms.

In Chapter I Class X can be seen in the section "Traces the Early Civilization of the Archipelago Islands". In this section the spatial aspects that can be studied are the places where the discovery of early humans and cultural results, although also called other places outside of Java, but little. The center of the discovery of early humans in Indonesia even defined as a world heritage, namely Sangiran. This can be seen in textbooks:

"... Sangiran Ancient Human Site has been established by UNESCO as world cultural heritage ... the recognition is based on various complex considerations ... among others because in the region are stored thousands of ancient human remains that show the process of human life from the past ... "(Kemdikbud, 2017: 18).

Sangiran was first discovered and investigated by P.E.C. Schemulling in 1864, with reports of the discovery of vertebrate fossils from Kalioso. Then in 1934, Gustav Heindrich Ralph von Koenigswald discovered lytic artifacts in the Ngebung region. Sangiran became famous for the fossil findings of *Homo erectus* sporadically and continuously. *Homo erectus* is the most important taxon in human history, before entering the human stage *Homo sapiens* or modern man. (Kemdikbud, 2017: 20).

As seen in terms of spatial relics, the discovery of ancient humans narrated in textbooks tend to dominate the discovery in Java, although found outside of Java, but the number and narration is still small. As in

textbooks like this: "Ancient human remains for the time being the most widely found are on the island of Java. Although in other regions there are also, researchers have not been able to find the remains or are still little to be found, for example in Flores ... "(Kemdikbud, 2017: 19).

The narrative of ancient human discovery other than in Sangiran is also found in Trinil, Ngawi East Java. In Trinil Eugene Dubois discovered the remains of an early man called *Pithecantropus erectus*. The discovery of early humans was also found in other areas around the flow of the Bengawan Solo River. It can be seen in the textbook narrative as follows: "... ancient human remains are also found in Pening, Mojokerto, East Java; Ngandong, Blora, Central Java; and Sambungmacan, Sragen, Central Java in the form of skulls of children aged about five years ". (Kemdikbud, 2017: 22).

The discovery of early humans outside the island of Java is in Flores or known as Man Linga Bua, as in the following textbook narrative:

"The discovery of the human *Homo floresiensis* in 2004 ... in a cave of settlements in Flores ... Liang Bua man was discovered by Peter Brown and Mike J. Morwood in 2003. The discovery of a new species named *Homo floresiensis*, according to where it was found ... "(Kemdikbud, 2017: 28).

In the next discussion related to technological developments resulting from early humans. The narrative findings of ancient human technological results in textbooks are still widely found on the island of Java which is then divided into two, namely Kebudayaan Pacitan and Ngandong. As described in the following textbook: "This culture developed in Pacitan, East Java ... Koenigswald in his research in 1935

has found some rock technology or stone tools in the Baksoka River near Punung .." (Kemdikbud, 2017 : 55).

The findings of the tools of human technology in textbooks are also found outside Java, it can be seen in the textbook description as follows:

"The ax is spread across South Sumatra, East Kalimantan, South Sulawesi, Bali, Flores and Timor". (Kemdikbud, 2017: 56)

As for the discovery of technological results of ancient human culture was also found in Ngandong, East Java. Distribution of artifacts outside Java is described in the textbook narrative as follows: "The distribution of artifacts and paleolithic equipment is quite extensive since from the regions of Sumatra, Kalimantan, Sulawesi, Bali, West Nusa Tenggara, East Nusa Tenggara and Halmahera". (Kemdikbud, 2017: 57)

Narratives where the discovery of ancient human technological artifacts are also scattered outside of Java, but the explanation is not as complete as the discovery in Java. The mention of the above discovery mentions more the name of the island or province, not yet explaining where the place is exactly as with the names in Java.

Narrative textbooks related to ancient human cultural heritage on the beach and cave are mentioned outside Java. Cultural heritage found on the beach is *kjokkenmoddinger* (kitchen waste) and in the cave is *Abris Sous Roche*. As with the following textbook narrative:

"... *kjokkenmoddinger* is a pile of pile of shells and shells that pile up along the coast of East Sumatra between Langsa in Aceh to Medan ... *sous roche abris* culture is commonly found for example in Besuki, Bojonegoro, also in South Sulawesi

such as Lamoncong" ( Kemdikbud, 2017: 59-60).

At the end of the chapter *Traces the Early Civilization in the Indonesian Archipelago* was to discuss a revolution of ancient human culture. The revolution in question is a cultural revolution, namely the occurrence of changes in the pattern of human life. The lifestyle of food gathering is replaced by the pattern of food producing. The place mentioned as a place where the findings of cultural heritage ax and square ax oval in Java and outside Java, although the mention of places in Java is still more than outside Java.

The discovery of square axes as in the following textbook: "the spread of these tools is mainly in the western islands of Indonesia, such as the west, such as Sumatra, Java and Bali. It is estimated that the centers of this square ax technology are in Lahat, Bogor, Sukabumi, Tasikmalaya, then Pacitan-Madiun, and on the slopes of Mount Ijen ... in Pasirkuda village near Bogor also found *asahan stone* ". (Kemdikbud, 2017: 64)

In chapter two discusses "Traders, Rulers and Poets of the Classical Period (Hindu-Buddhism). The analysis in looking at the spatial side is by looking at the narrative in textbooks related to the location of the Hindu-Buddhist kingdoms along with the evidence of its relics. The aspect of space in the discussions of the Hindu-Buddhist kingdoms is more of the kingdoms in Java than in the Outer Islands. The Hindu Buddhist kingdoms in Java are; Tarumanegara, Kalingga, Ancient Mataram, Kediri, Singhasari, and Majapahit. While outside Java like; Kutai, Sriwijaya, Buleleng, Warmadewa, Tulang Bawang, and Kota Kapur.

The first Hindu-Buddhist kingdom discussed in the textbook narrative is the Kutai Kingdom. This Kutai Kingdom is estimated to be located in Mahakam River,

East Kalimantan. As with the narration in the following textbooks:

"The kingdom of Kutai is considered the first Hindu-Buddhist kingdom in Indonesia ... is estimated to lie in the Muarakaman region on the banks of the Mahakam River, East Kalimantan. Mahakam River is a fairly large river and has a tributary ... ". (Kemdikbud, 2017: 87).

The discussion of the kingdom after Kutai is the Tarumanegara Kingdom located not far from the north coast of western Java. Based on the inscriptions found the center of Tarumanegara Kingdom is estimated to be between the Citarum River and Cisadane. Evidence of the kingdom of Tarumanegara scattered in the area of Jakarta, Bogor, and South Banten.

The next discussion of the Hindu-Buddhist kingdom is Kalingga located in central Java. It is estimated that this work is in Kecamatan Keling, Jepara, Central Java or north of Mount Muria. The next kingdom is the Sriwijaya Kingdom located outside Java Island, namely in Sumatra. The discussion of Sriwijaya Kingdom that is outside Java in the text book narration is quite a lot. The kingdom of Sriwijaya lies the center of his empire in various opinions, located in Jambi or in Palembang, near the coast and on the banks of the Musi River. Evidence of Sriwijaya Kingdom heritage spread in various places, namely in Palembang, Bangka, and Jambi.

The next textbook narrative is to discuss the Hindu Buddhist kingdoms in Java starting from Ancient Mataram, Kediri, Singhasari, Majapahit. The location of the kingdoms mentioned in the area of Central Java and East Java.

In the last part of the narrative the Hindu-Buddhist kingdoms are the kingdom of Buleleng and the Kingdom of the Warmadewa Dynasty in Bali. The royal

narrative is not as extensive and deep as the narrative of the Hindu Buddhist kingdoms in Java. Then the last discussion is the kingdom of Tulang Bawang in Lampung and Kapur City's kingdom on Bangka Island. The kingdoms are not broad and deeply related narrative explanations when compared to the kingdoms located in Java.

The following discussion is the Islamic kingdoms in the archipelago discussed in the chapter of "Islamization and Cultural Cross in Nusantara". The aspect of space between Java and outside Java in the discussion of the Islamic kingdoms in the archipelago is proportional compared to the discussion of the Hindu Buddhist kingdoms. In the discussion of the Islamic kingdom in the archipelago, every island in the archipelago there are Islamic-patterned kingdoms.

The first discussion of the Islamic empire in Sumatra, among others; Samudra Pasai, Aceh Darussalam, Siak, Kampar, Indragiri, Jambi, Palembang Sultanate. Narrative discussion of the kingdom in Sumatra is quite extensive and deep, especially in the kingdom of Samudra Pasai and Aceh Darussalam when compared with the discussion about the kingdom of Siak, Kampar, Indragiri, Jambi and Sultanate of Palembang.

Narration of Islamic kingdoms in Java in history textbooks are: Demak Kingdom, Mataram Kingdom, Banten Sultanate, Sultanate of Cirebon. The territory of these kingdoms represent the territory of Java Island, namely Demak Kingdom in Demak, Mataram Kingdom in Yogyakarta or Central Java, Banten and Cirebon Sultanate in West Java.

The Islamic kingdoms of Kalimantan are mentioned in the textbook narrative as follows:

"The Sultanate of Pasir (1516), Sultanate of Banjar (1526-1905), Sultanate of Kotawaringin, Pagatan Kingdom (1750), Sambas Sultanate

(1671), Kutai Kartanegara Sultanate, Berau Sultanate (1400), Sambaliung Sultanate (1810), Gunung Tabur Sultanate (1820), Pontianak Sultanate (1711), Tidung Sultanate, and the Sultanate of Bulungan (1731). (Kemdikbud, 2017-215).

The narrative of Islamic monarchy in Borneo is not discussed in its entirety. The narrative discussion on textbooks is limited to the Pontianak kingdom in West Kalimantan among others Tanjungpura and Lawe and Banjar Kingdom (Banjarmasin) in South Kalimantan.

The narratives of the Islamic kingdoms in Sulawesi in the textbook mention some royal names, but only the kingdom of Gowa-Tallo and the Kingdom of Wajo are discussed further. As the narrative in this textbook says: "Here are some of the Islamic kingdoms in Sulawesi between Gowa-Tallo, Bone, Wajo and Soppeng and the Buton Sultanate. (Kemdikbud, 2017: 220).

Narrative discussion of the Islamic kingdoms in Maluku in history textbooks are:

"From the beginning it is known that in this area there are two large Islamic-style kingdom, namely Ternate and Tidore. Both of these kingdoms lie to the west of Halmahera Island, North Maluku. The two kingdoms are their respective centers on Ternate and Tidore Islands, but its territory includes a number of islands in the Maluku Islands and Papua". (Kemdikbud, 2017: 225)

Further explanations are only in the kingdom of Ternate, related to other Islamic kingdoms such as Tidore, Bacan, Jailolo there is no comprehensive explanation, as in the following textbook: "In addition to the Kingdom of Ternate, you can find other sources about the Kingdom of Tidore,

Bacan, Jailolo and also proeses Islamization in Ambon". (Kemdikbud, 2017: 228).

The discussion of the Islamic kingdoms in Papua in the textbook narrative is not deep, but the mention of the names of kingdoms that once stood in Papua is mentioned as follows:

"Sources of history show that the spread of Islam in Papua has been going on for a long time. In fact, based on historical evidence there are a number of Islamic kingdoms in Papua, namely: (1) Kingdom of Waigeo (2) Kingdom of Misool (3) Kingdom of Salawati (4) Kingdom of Sailolof (5) Royal Fatagar (6) Rumbati Kingdom Atiati, Sekar, Patipi, Arguni, and Wertuar) (7) Kingdom of Kowiai (Namatota) (8) Kingdom of Aiduma (9) Kingdom of Kaimana". (Kemdikbud, 2017: 229).

Further discussion of the nine Islamic kingdoms above does not exist, but further explanation related to the narrative is about the opinion of the coming of Islam in Papua.

Narrative textbooks on the Islamic kingdoms in Nusa Tenggara are associated with the Kingdom of Lombok and Sumbawa, the royal center located in Selaparang and Bima Kingdom in Bima Nusa Tenggara.

### **Events in the Spatial**

In this section the researchers analyzed the textbook narrative of class XI lessons containing elements of multicultural discourse in the level of historical events in the spatial. The selection of class XI books on the discussion of events due to the narration contained in textbooks reveal many important events in Indonesian history that began the period of Colonialism until the National Movement.

Aspects of events in the sphere of discussion on Colonialism and Imperialism



mention the narrative that shows the multicultural as in the textbook history of the following:

"In 1610 Pieter Both left Banten and succeeded in entering Jayakarta. The ruler of Jayakarta at that time, Prince Wijayakrama was very open in terms of trade. Merchants from anywhere are free to trade, in addition to the archipelago as well as from outside such as from Portugal, England, Gujarat / India, Persia, Arab, including the Netherlands. Thus, Jayakarta with its port of Sunda Kelapa becomes a very busy trading city (Kemendikbud Volume IIa, 2017: 27).

The above explanation can be seen that the trade and hospitality of the local rulers of the archipelago make the traders from abroad interested to trade in Sunda Kelapa and meet among traders from within and outside the archipelago.

In the next chapter "War Against Colonialism and Imperialism" is divided into "War Against Trade Conflicts and War Against Dutch Colonialism". In the narrative of "War Against Trade Conflicts", the multicultural-filled narratives are fairly balanced, it can be seen in the textbook that in terms of spatial events in the sub-chapters "Aceh Versus Portuguese and VOC, Maluku Weapons, Sultan Agung Versus JP Coen , The Banten Resistance, the Gowa Resistance, the Riau People's Weapon, the Chinese Revolt and the Resistance of Prince Mangkubumi and Mas Sa'id".

In the chapter of the War Against the Dutch Colonial, the discussion of events in spatial balance in the level of Indonesia. It can be seen as in the history textbook that is in the war in the area include: War Tondano, War Pattimura, Padri War, Diponegoro war, Resistance in Bali, Banjar War, Aceh War, Batak War.

Discussion on the chapter "Oath of Youth and Identity Keindonesiaan" in the textbook that the impact of the youth who got education in Europe. The experience gained by youth at school and in life after graduation is different from their older generation. The educated young men then formed a "national" consciousness as bumiputra in the Indies, moving with other "nations" in the timeline leading to modernity.

The narrative discussion of the chapter "Oath of Youth and Identity of Indonesia" contains many multicultural elements, it can be seen from the growing spirit of nationalism of different youth like Jong Java, Jong Celebes, Jong Sumatranen Bond, Jong Islamieten Bond, Jong Batak Bond and others but aspire to unite and independence, the rapid development of press in areas such as Batavia, Surakarta, Yogyakarta, Bandung, Surabaya, Padang, Semarang,

However, on the other side of the multicultural content of the youth, the youth associations and the different press of the region they want a change aimed at nationalism that leads to independence. Thus, in this chapter it can be seen that the narrative element contained is that multicultural ideas are in a position within the idea of nationalism.

In the next chapter that is related to the narrative of "Indonesia Merdeka" elements that contain multicultural within the scope of the idea of nationalism or independence. It can be seen as in the following textbooks:

"... evolved a very crucial issue related to the first precepts in Pancasila which is an inseparable part of the Preamble of the Constitution:" Deity with the obligation to enforce Islamic shari'ah for its adherents. The people of Eastern Indonesia who are generally Protestant and Catholic Christians have objected to the formulation ... Hatta overnight

pictured how the Republic of Indonesia without Eastern Indonesia, how the years-long struggle of Islam, Christians, Catholics and other religions. Bung Hatta in his heart asserted Indonesia must remain united ... "(Volume Iib, 2017: 106)

The same narration is that the multicultural and nationalime ideas in the textbook are as follows:

"... Unity and unity is a very important value in every form of struggle. All existing organizations or powers, albeit with different ideologies or organizations, remain united in the face of the colonizers to achieve independence. In the period of disarmament against Japan, the war against the Allies and the Dutch, all members of the TNI, various members of the united and united peoples "(Volume Iib, 2017: 208).

"... as the embodiment of the love of the homeland, the love of his blood spilled the rise of resistance in the region to resist the power of the invaders. In Sumatra, in Java, Bali, Sulawesi and elsewhere, there was turbulence and resistance against foreign powers, for the sake of independence of their homeland "(Volume Iib, 2017: 209).

The multicultural idea lies in the position of the scope of the idea of nationalism or unity towards independence gaining the attention that goes on to the history text of the chapter "The War Against Colonialism, the Oath of Youth and the Identity of Indonesia, the Rising Sunrise, and the Independent Indonesia."

#### **4. CONCLUSIONS**

A textbook lesson in "history of Indonesia" textual and contextual meaning

reflects. Textual, history textbooks containing the narrative of multicultural. Contextually multicultural narratives can be found in all parts of the book, especially in the categorization of historical relics in keruangan and historical events in keruangan. Textual and contextual meaning was able to be a base or a paradigm of education policy and praxis as a multicultural competency that is owned by the student, either in the problem solving in the classroom as well as in human life.

Multicultural narratives of historical relics in into the room, the discovery of ancient human narrated in the text books tend to be dominated by the discovery on the island of Java, although found outside the island of Java, but the quantity and the narrative is still a little bit. Aspects of the space in the deliberations of the kingdoms more Hindu-Buddhist kingdoms located in Java compared with outside Java. Buddhist Hindu kingdoms in Java, which are namely; Tarumanegara, Kalinga, the ancient Mataram, Kediri, Singhasari, and Majapahit. While outside Java such as; Kutai, Srivijaya, Buleleng Warmadewa Bone, onions, and Lime City. Aspects of space between Java and outside Java in the deliberations of the Islamic kingdoms in Nusantara proportionally compared to the deliberations of the Hindu kingdoms of the Buddha. On discussion of the Islamic Empire in the Malay Archipelago, each island in the archipelago there are other Islamic kingdoms.

Multicultural narratives of historical events in to the room, the events in the room enough to spread on the proportional discussion of colonialism and imperialism, the war against colonialism and imperialism, Aceh Versus Portuguese and "VOC ", Maluku Lift Arms, Sultan Agung Versus j. P Coen, resistance, resistance, Gowa, Riau People Adopted the weapon, the Chinese Uprising and resistance Prince

Mangkubumi, and Mas Said "the war against colonialism, Netherlands, due to War, war Pattimura, Padri War, Diponegoro war, resistance in Bali, Banjar, War War of Aceh, Batak, Sumpah Pemuda " " and the Identity Keindonesiaan, Indonesia Merdeka " ". Generally the idea or narrative, framed in the still idea multicultural nationalism.

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## **Collaboration of Education Institution and Business World (Study at Activity of Event Marketing PT. Nasmoco Bengawan Motor Surakarta)**

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**Abstract:** Education is a very basic and important in life. School and university are always improvement their education quality. It can be done by school or university with other aspect. One of them from the aspects is a company. A company creates the cooperation with school or university to take a part in education. PT. Nasmoco Bengawan Motor is one of company which takes part in innovation education through event marketing. This company is working in automotive. A school or university can be cooperated with this company if they want to make an event. This company is ready to make the event be successful. This study researches the cooperation between PT. Nasmoco Bengawan Motor and school or university to increase the quality in education. The research uses exploratory qualitative method. Data are by depth interview technique, observation, and document analysis to get information. The research uses data validity and qualitative data analysis. The result shows that PT. Nasmoco Bengawan Motor did the cooperation with school or university in Surakarta consistently, to increase the quality in education and indirectly the company plant a positioning in customers about the company. So, the company has an effort to influence the customers.

**Keyword:** PT. Nasmoco Bengawan Motor, event marketing, school cooperation program, innovation in education

### **1. INTRODUCTION**

According to UU No. 20 in 2003, education is a conscious effort and planned to create study environment and learning process in order to make the students be active in improving their own potential, to have the strengthens in religion, self-control, personality, smart, good attitude, and skill for themselves, society, nation, and state. Meanwhile, according to Kamus Besar Bahasa Indonesia (KBBI), education

is an evaluation system for each individual to reach the knowledge and understanding in higher about specific object and special. Knowledge has got legally causes each individual has mind set, attitude, and morals are differently. Students are got them by the way their study. One of part from education is by school or university. Beside in academic from school, there is soft skill for students. School or university improves the education quality to improve the students' ability and skill.

Marketing in schooling emphasize in activity between school and the client. Schooling activity through schooling program is an activity that cooperating with others to make it success. PT Nasmoco Bengawan Motor takes a part in the schooling program. The purpose of the cooperation is to give advantages each other. Program designed by the company should be innovative and creative. A company plants a positioning in customers indirectly, so a company has an effort to influence customers by doing cooperate with school or university in Surakarta to increase the quality of education. This is indicated that there is a synergy relationship between company and school or university.

The concept of event marketing said by Bahrer Larsson (1998) in Eckerstein (2002) includes message, interaction and integration, where event marketing can communicate a message through an event, with the result that needed an interaction between customer and event in an event, and improves integration from strategy that is implemented by the company. Hopefully concept of event marketing can improve the something special for customer with the result that it gives positioning to customer from the event that has been held. Czinkota et all (2002) say that in an event can reach various objectives of the company such as improving volume selling, improving reputation the company, or image brand and improving consciousness brand. The research formulates problems which how far activity event marketing in cooperation between the company side with school or university and how mutualism symbiosis that is produced each other. The objective of the research is to know how activity event marketing in cooperation between the company side with the school or university.

## 2. LITERATURE REVIEW

Marketing strategy has 4 basic concepts, where basic concept that is meant is the formula 4P Marketing mix consists of product, price, promotion, and place, as one of basic concepts in modern marketing. Promotion activity gives facility in marketing strategy. Then, because by promotion activity is communicated to customer directly, so promotion can know customer respon. Effective and efficient promotion activity can be included as a part from marketing communication mix. Event marketing has become a popular part from integrated marketing communication program from the company because it is as an opportunity in promoting product of the company. International Event Groupin Eckerstein (2002) definites event marketing is promotional strategy linking a company to an event, sponsorship of sports competition, festival ect.

Belch and Belch (2012) said that event marketing is a type of promotion where a company or brand is linked to an event or where a themed activity is developed for the purpose of creating experiences for consumers and promoting a product or service. Event marketing includes some popular activities such as sport, concert, exhibition, or festival. Mean while by Ardiyanto (2009:106) in Simboh (2016) said that there are some types well known event marketing, they are festival, fair, seminar, open house.

Event marketing is as one of the effective ways in involving customer in the environment, where customer feel comfort receiving promotion message, so the company can cause the event in distributing information about product and service of the company. Event marketing has become very popular a part from integrated marketing communication program from many companies because as a great

promotion opportunity and way to link brand with life style, interest, and certain activity. Event marketing is as one of effective ways in involving customer in the environment where customer feel comfort in receiving message promotion, so the company can use the way in distributing information about product and service.

### **3. METHOD OF THE RESEARCH**

Method of the research uses exploratory qualitative method. (Sugiono, 2013) explains that qualitative research method is method that is used to research in condition of natural object, where the researcher as a key instrument. Technique collecting data is done triangulation (combination), inductive analysis data and the result of the qualitative research is more emphasize purpose than generalisation. The research uses exploratory research. Exploratory research is done by taking a note cases, then arranging category as a subject and also catering cases. From the categories can improve concept of condition in the field or revising natural concepts that is taken from natural literatures (Slamet, 2006).

Analyzing data uses narrative analysis that is empiric material collected by the research. The material can be interview result with the participant or personal narrative. The source of data uses the source of primer data and secondary data. Primer source is the source of data that gives data to collector data directly. Meanwhile secondary source is the source that gives data to collector data indirectly. Primer source is done with Human Resources Departement PT Nasmoco Bengawan Motor ( Nasmoco Slamet Riyadi Surakarta ), collaboration participant. Meanwhile secondary source through documentation. The technique of collecting data can done by interview, observation,

discussion and analysis documents to get information. Validity data uses triangulation data. Triangulation data is meant the technique of collecting data that has different to get data from the same source.

### **4. RESULT OF THE RESEARCH AND DISCUSSION**

Event marketing held by PT Nasmoco Bengawan Motor ( Nasmoco Slamet Riyadi Surakarta ) is very complex and has each purpose appropriating with the interest. Event marketing in the company includes exhibition, festival such as bazaar, gathering, seminar and sponsorship each certain event. Each event held, at first it will be communicated to the society appropriating with the interest and purpose of the event. Thus, event to school interest that PT Nasmoco Bengawan Motor cooperates school or university to take a part improving the quality education in Surakarta. The company supports each event that is held by school or university such as bazaar, seminar in the campus. As for school that cooperates the company, they are SD Masudirini, UNS, UMS, etcetera.

Besides PT Nasmoco Bengawan Motor try giving take a part to the others in education such as the company gives visual aid of machine Toyota Inova and Toyota Nav technique faculty UNS Surakarta as supporting school in September 3, 2015, so the company hopes there is improvement at quality and skill school. Another, that is general university lectures thinking brilliant and creative in PT Nasmoco Bengawan Motor by inviting informant and attended receivers scholarship from Toyota and Astra Group in December 5, 2013. The results are relevance to the event marketing concept Bahrer Larsson (1998:251) in Eckerstein (2002) includes message,

interaction and integration. Event marketing has something as purpose to communicate message through an event, so an event that is held, can create something special to customer. The success of an event can occur from how involves customer in meeting that has been held where it indicate that the important interaction between customer and event. Event marketing has been integrated by marketing strategy implemented in the company.

PT Nasmoco Bengawan Motor also takes a part improving school quality that is cylindrical with occupation needed which through link and match program such as volunteer program. Volunteer program is a part from school process. the program has become a choice to job training so by volunteer tool indirectly gives contribution in school field to the students in practising working and preparing themselves to enter the real occupation. In volunteer program, the company cooperates school such as vocational school (SMK) and university. Cooperation is done routinely because volunteer program is considered the company and school or university.

## 5. CONCLUSION

Event marketing is as one of the promotion tool of the company which very influence. Event marketing is considered as marketing tool that is relative new by proposing participation active group in communication process. Cooperation of the company with school or university is meant to evaluate and understand the effect from event marketing that not only from communication side but also from perspective in order to create positioning which can influence customer and brand equity. Cooperation that binds up has run

consistently so it gives benefit and efficiency for the company and school or university.

## 6. ACKNOWLEDGMENT

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## Implementing Webquests Technique to Improve Students' Reading Comprehension

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**Abstract:** The objectives of this research are: (1) to find out whether and to what extent WebQuests Technique improves students' reading comprehension (2) to describe the class climate when WebQuests Technique applied in reading class. The research data were collected by using techniques of observation, interview, field note, photographs, and test (pre-test and post-test). Related to the purposes of the study, the research design used in this study was action research. The research findings show that the implementation of WebQuests technique could improve students' reading comprehension and class climate of reading class. The research results also indicated that these Web-based learning activities could make students more engaged in the learning process.

**Keywords:** Reading; WebQuests; Reading Class; Class Climate; Web-based

### 1. INTRODUCTION

Language has a central role in the development of intellectual, social, and emotional of the students and brings the key to success in learning all fields of study. As one of the language that mostly used in the world, English becomes a tool to communicate in oral and written form. English also uses as an instrument for everyone who wants to broaden his knowledge beyond particular national boundaries. Reading is a very important activity in human life due to the fact that most people mostly get information through reading. In this modern era, moreover, when every aspect of human life develops faster and faster, it becomes more essential since the development is recorded and issued through media including printed media.

Reading especially in second language learning is one of important skills because it is able to enlarge and increase people knowledge. As stated by Aebersold and Field (1997: 15) reading happens when

people look at a text and assign meaning to the written symbols in that text. Supporting this statement, Wallace (1996: 4) says that reading is as interpreting means reacting to a written text as a piece of communication. In other words, it can be stated that reading involves communicative intent on the writer's part which the reader has some purposes in attempting to understand the content. Based on theories above, it can be concluded that reading is a process of decoding written symbols, guessing, following and responding a message of the text from a writer in attempting to understand.

Based on pre-observation and pre-interview in one Junior High School in Wonogiri, there are some problems in reading. Their problems in reading comprehension are also indicated from 2 indicators, students' reading problem and class climate. The indicators of the reading problem are: (1) the students are unable to catch specific information from the text; (2) the students get difficulties in inferring the



implied meaning; (3) the students get difficulties to find the meaning of new vocabularies; (4) the students get difficulty to identify the referent of word in the text; and (5) some students get difficulties in identifying main idea of the paragraph.

The classroom climate indicates the problem as follows: (1) some students did not bring the text book; (2) some students did not pay attention to another student who read; (3) the students tend to neglect new vocabularies while and after reading session; (4) the students need to repeat reading more than twice to understand the text; (5) the students spent long time to read a short text.

Some other causes bring the problem out. Viewed from the teaching materials and technique, there is limited teaching and learning technique to conduct English lesson and specifically in reading activity. Viewed from the teacher, there are few variations of teaching and learning activities that used by the teacher in facilitating the reading lesson. The main problem caused by the students themselves; (1) The students rarely read any other texts or books outside the class; (2) the students tend to lose their focus during the lesson; (3) the students tend to read interesting topic and text form; and (4) the students lack in background knowledge about the text.

This school actually provides a Wi-Fi network around the school to support the teaching and learning process. The students were also bringing their laptop at the school. Considering the condition, one of suitable techniques in teaching reading to the condition of the teaching learning process at 7 grade of this school is WebQuests and combined with optimizing the reading strategy to solve their problem indicator in reading. WebQuests technique facilitating the students in learning reading

directly to the website and provide the authentic material to adapt in daily life. WebQuest technique was also supporting the students' interest on their laptop.

WebQuests were first introduced in 1995 by Dr. Bernie Dodge, a professor at San Diego State University (SDSU). He originally designed the WebQuests model to integrate the use of the Web into classroom activities, defining it as an inquiry-oriented approach with some or all of the information for learners to work with, coming from resources on the web.

WebQuests are a combination of project-based instruction and innovative use of technology for language teaching and learning, these Web-based lessons provide opportunities for learners to be exposed to a variety of authentic texts from the Internet. As there are a lot of attempts to look for ways to make reading and writing a more communicative and authentic learning experience for language learners, WebQuests can then be utilized by teachers who wish to make an effective use of technology to achieve these goals (Egbert & Handson-Smith, 1999).

## **2. RESEARCH METHODOLOGY**

The method used in this research is action research method. Action research definition is given by Carr and Kemmis in Burns (1998: 30) that action research is a form of collective self-reflective inquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of this practices and the situation in which these practices are carried out.

Kemmis and Taggart in Burns (1999: 33), state that Action Research occurs through a dynamic and complementary

process, which consists of four fundamental steps in a spiraling process as follows: 1) Planning. Develop a plan of critically informed action to improve what is already happening. 2) Action. Act to implement the plan. 3) Observation. Observe the effects of the critically informed action in the context in which it occurs. 4) Reflection. Reflecting process on these effects as the basis for further planning, subsequent critically informed and so on, through a succession of a stages.

The researcher uses some techniques in collecting the data in this Classroom Action Research Method, they are as follows:

a. Document Analysis

Document includes portfolios of student' work, student records and profiles, lesson plans, classroom materials, and previous tests or examination papers. It can be used to diagnose the changes that have been implemented are working (Burns, 1999: 140).

b. Interview

The interview has been done to get data from the students in their interest. In this research, the interview designed as type of semi-structured interview the students will be asked some open questions for further information; (Wallace, 1998: 147).

c. Observation

Observation is one of the instruments used in collecting the data. The writer observed the students' activities while the teaching-learning process is given. The result of the observation can be recorded on observation sheets as a useful stock of data. The collaborator English teacher could assist the researcher to give him inputs and suggestions in relation with the teaching materials (Burns, 1999: 80).

d. Notes and diaries

Teacher diary will be used to record the observation during the learning process (Burns, 1999: 85). It is an alternative to field note which will help teacher to reflect reflection on the teaching as it is more subjective and personal than the relatively formalized recordings of note.

e. Test

Test instrument is used to collect students reading score. The test has been administered two times was pre-test and post test term in the form of individual written test (formative assessment).

McKernan in Burns (1999: 156) states that there are five stages in analyzing the data:

a. Assembling the Data

The first step is to assemble the data that the researcher collects over the period of the research: field-notes, journal entries, questionnaires and so on.

b. Coding the Data

In this stage, once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically.

c. Comparing the Data

At this stage, comparison can be made to see whether themes or pattern are repeated or developed across different data gathering techniques.

d. Building Interpretations

It is the point where moving beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data.

e. Reporting the Outcomes

The final stage involves presenting an account of the research for others.

### 3. RESULT AND DISCUSSION

#### *Pre-Research*

In order to know the condition of the English class in 7<sup>th</sup> grade of this school, a pre-observation was conducted before implementing the action research. It was found that most of the students actively used internet for their leisure time but never utilized it in learning, especially for English class. The material was taken from a printed book. It was found on the observation that the students got difficulty in doing reading task. It was indicated by their expressions after reading a short poem about bird and answering some questions on vocabulary, implied meaning, specific information, and main idea. The students were passive and waiting for their friend or their teacher to answer it for them. In addition, the students had no passion on reading class although they like reading.

After the observation, pre-test was held in order to know the detailed problems of students' reading comprehension. From the result, it was found that the students' mean score was 70.40 and it was lower than the minimum standard which was 80.00.

Based on the pre-observation, pre-interview to the English teacher, and pre-test to collect the detailed data, it was identified that the students' reading comprehension should be improved. Therefore, WebQuest was used as the teaching-learning technique during the reading class. It was used as the main sources and the online worksheet which allowed the students to explore their skill.

#### *Cycle 1*

##### *Planning*

In cycle 1, it was planned to have two meetings which was conducted twice a week. The materials were taken from the internet and from eBook that is linked to the educational website. In the eBook can

be found the material and online worksheet about the indicator of the reading skill that is found on the pre-test; vocabulary, referent, main idea, implied meaning, and specific information. It was about descriptive text as aimed in the curriculum.

##### *Action*

In this cycle, the researcher started implementing WebQuests as teaching technique in the class. There are two meetings in this cycle. In the first meeting, the researcher distributes the eBook as learning media. The students use the eBook to solve the problem indicators in Vocabulary, Referent, and Main idea. It was also helped by the optimizing skimming and guessing strategy. Students also have the online exercise from the eBook.

In second meeting, the material was specific information and inferring implied meaning. The scanning strategy was used in specific information. The students also have their exercise with online worksheet. In inferring implied meaning, the students work in group of 5. They were discussed how to infer meaning from the eBook before practice it in the front of class.

##### *Observation*

In the first meeting, the students looked interesting with the eBook and active during the lesson. The eBook helped them to solve their difficulties in reading indicators. The class situation could be well controlled for the first meeting by implementing WebQuest. The use of internet connection was also under control because the eBook only redirect the students to the site linked previously which was about descriptive text.

In the second meeting, it was found that they were interested in the online worksheet while they were asked to do it in front of the class; they even could do it at home since they already had the eBook. The

communication between group members and another group were actively identified although they got it hard to start. The students got some oral questions that should be answered orally. In this session, the groups were active and they helped their group members when they got incomplete answer. From the formative test it can be concluded that students still have minor problem dealing with their confidence in answering questions.

### ***Reflection***

After analyzing the observation result in the first cycle, the researcher did reflection in order to evaluate the teaching and learning process done so far. The students got the lesson interesting because of the use of the technique and media. Their interest on the laptop was supported and facilitated in the implementing of WebQuest technique which motivated them to learn by themselves in everywhere they brought their laptop. Some improvement from the reading comprehension also can be seen: The students identified pronoun as referent and helped by looking the sentence before and after the referent existed; The students used guessing strategy to find the meaning of the vocabulary they found in the text; They used skimming as the way to find the main idea of the text; The implied meaning could be inferred by analyzing the information lies behind the text; Specific information from the text could be found by the use of scanning strategy.

There are still found minor problem in the first cycle that the students' confidence was still low when answering questions, it was decided to continue the research with the cycle 2 which focused on reviewing material so that the students' confidence will increased.

## **Cycle 2**

### ***Revising Plan***

Depending on the result of Cycle 1, it was decided to continue the research to Cycle 2. There were minor problems in Cycle 1 which were related to students' reading comprehension to resolve. The revised plan was about reviewing the material that has been taught that were focused from the difficult material according to students. The use of eBook still helped to strengthen their comprehension on the material.

### ***Action***

There was one meeting in this cycle since the objective is to increased students confidence by reviewing the material. The lesson was initialized by reviewing vocabulary, main idea, and referent. It is also reviewing on how to use guessing and skimming strategy on reading text. The next review focused on inferring information and specific information material. The review was about optimizing strategy in inferring information and finding specific information. The scanning strategy was also applied in the process of learning. After the oral question section, the researcher asked about students' readiness on post-test and they were looked optimistic and ready for the post-test.

### ***Observation***

The meeting was conducive since the students prepared themselves to get the lesson. The students were given more chance to discuss with their friends and the researcher. The students asked their difficulties dealing with the material to the researcher and got answered by the explanation of the researcher and even by their own friends. The researcher and students also did reflection about what they had learned. Students' readiness for the post-test indicated that their self confident

were increased and ready for having post-test.

### **Reflection**

Based on the result of the observation, the researcher reflected the result of the action in the second cycle. There were some positive results reflected in the second cycle. First, the overall reflection about the students reading score shows that there was an improvement on it. After the cycle 2, there mean score of students' writing test was 93.07. It was higher than the mean score of pre-test score which is 70.40.

Second, the class management was better than the prior situation. The students were more cooperative and excited during the learning process since they could utilize the eBook in the WebQuest implementation reading class.

Third, the students could fully focus on the lesson without any distraction from their laptop since their laptop was used in teaching and learning process so that they did not use it to do non academic activities.

Fourth, the students shared their opinions and understanding to their friends and having more practices in reading outside the class. It indicates that their confidence was increased and they could actively be involved in class activities and explore their skills more.

## **4. CONCLUSION AND SUGGESTION**

### **Conclusion**

The implementations of WebQuests as the teaching technique in teaching learning activity showed that: 1) WebQuest is able to improve students' reading comprehension. It is supported by the results of the test scores and the situation of the class. From the results of the test scores, it can be seen that the mean of pre-test score is 70.40 and it increases up to 93.07 in final post-test. This result proves that

teaching writing using affinity grouping can improve students' reading comprehension. 2) WebQuest technique is able to improve situation in the reading class. The class was conducive since the students were interested with the media being used. They were also fully involved in the lesson. The point is that students' interest on laptop was supported so that finally they attracted to learn more and finally the utilizing of the laptop supporting teaching and learning process.

### **Suggestion**

After conducting an action research and based on the research findings, the researcher would like to add some suggestions for the English teacher, the students, and other researcher. The researcher hopes, WebQuests become an input in determining the appropriate teaching technique, which improve students' reading skill as follows:

#### a. For teachers

The teachers should provide attractive media and appropriate teaching method readings so that the English class commonly quite interesting for the students. The teacher could use WebQuest technique in collaborative learning other than the previous method mentioned. Teacher can change the media into video, song, or other media that can be utilized so that they could also develop various material of teaching reading. WebQuests technique is adaptable so it also can be used in other skills and other subject depends on the creativity.

#### b. For students

The students should be utilized the facilities provided in order to support their learning abilities. The students can use internet to gain more information to increase their comprehension about the material.

c. For institutions

The institution should encourage and support the English teacher to improve the quality of their teaching. It can be done through providing ICT training to improve their ability in using and developing ICT-based material.

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## Moral Literacy in Historical Stories of National Heroes: Studies in Character Educations on History Learning at Surakarta High School

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**Abstract:** *A history usually presents a hero in the chronology of its story. Hero stories' contain important values as a material of moral literacy for students. The potential heroes stories for character education. Character education is a value education process which based on the philosophy of humanistic education. In that context, the relevant learning model is a constructivist model such as Discovery Learning, Problem-Based Learning, and Project-Based Learning. By these models and based on Lickona's view about morality as the reference of character education. Students will discover and understand the moral values or concepts of the hero's story as a basis for taking certain moral attitudes and actions through the process of internalization, i.e., the developmental changing of behavior which is controlled externally by internally controlled behavior. The lecture model, as still practiced by some teachers in history teaching practice in Indonesia, tends to be indoctrinated and can undermine character education itself.*

### 1. INTRODUCTION

In histories' science is known that history is a story. The real historical stories, according to Lockwood and Harris, involve dramatic moments of moral conflict that is very useful to help students to reflect on values. The stories relate to the individual in making personnel decisions involving truth, integrity, honesty, and loyalty, which encourages students to analyze the issues and choices which had made. At least, such stories help students realize that others before they face the same dilemmas as they do by making the right decisions. More importantly, they also prove that good character values are not restricted to people from a particular place or time (Sanchez, 1998: 14-15).

The stories have always been teaching instruments which are liked by the moral teachers of the world. Stories usually give attraction, are more inviting than annoying. All of us may have felt the power of an

excellent story to move strong feelings. That is why the story is a natural way to bind and develop the emotion of a child's character (Lickona, 2013: 125). A good story can be a force for character education.

A good story inspires one action, fosters cultural appreciation, emotional intelligence, expands children's abilities, or just creates fun. Listening to stories, helping children understands their world and how they relate to others (Shirley & Rebecca, 2002: vii). With a good story, the children will use their imagination in understanding the story. They describe the story content of the story description. This creativity depends on how the storyteller can improve his story to be live and how the storyteller or listeners interpret what he or she heard or read actively. Children get pleasure from the whole experience (Subyantoro, 2013: 7).

In the context of historical stories, through it, the students can be invited to understand the persistence, patriotism, the

willingness to sacrifice for the benefit of the nation and the nationalist attitudes. Learning history means reviving memories that will affect how we look the world today and for the future. Historians convey a story of human collectivity that penetrates active and passive experiences, and also tells a story about individuals living in the society which affecting and influenced by society (Renier 1997: 205). From the story, the reader can know how the human nature of each era which is reflected through persistence, fighting spirit and willingness to sacrifice to realize their dreams.

The historical stories are the primary medium of historical educations to building and developing the collective memory of the nation. The collective memory of the nation which builds, grew and preserved through historical teachings cannot be separated from the interests of nation's survival and state life (Hasan, 2008: 404-406). Historian Sartono Kartodirdjo (2014: 18) warns that the erasing of the past from the collective memory of a nation will give effect to the loss of identity. A citizen who loses his memory of the national history will lose his character, with the result of not being able to communicate with others or at least will be a mess of his personality.

Historical story is a suitable medium for character education. Demircioglu research's (2008), shows that the use of stories can make history learning more exciting and fun. By listening to stories, students recognize that people from different faiths and ethnicity can live together peacefully. Students understand that tolerance is essential for people to live together. DeRosier and Mercer research's (2007) suggests that students who are participating in the character education based story have significant improvements statistically in social behavior and reduced problem students.

On the other hand, the study of Narvaez (2002) suggests that story readers do not understand in the same way because of differences in reading skills and background knowledge. Moral arguments are interpreted differently based on differences in schema development. Moral texts are understood and distorted differently by readers with various moral schemes. Students do not take the moral theme as intended by the author. Nevertheless, the story remains a suitable medium for character education. According to Mosher (2001: 1), an exciting story provides an opportunity for the reader to explore three components of character that knows morals, feeling moral, and performing moral deeds or moral behaviors. The children need to hear moral stories in order to develop moral literacy and moral character (Kilpatrick, 1992; Lickona, 1991; Wynne & Ryan, 1993).

In learning history, presenting the hero stories is one of the main parts of the learning material of history itself. No historical event does not feature a hero in the chronology of his story. Historical events can bring forth the figures of heroes (eventful man), or vice versa, heroes who because of his intelligence and leadership are able to determine the plot of historical events (the even making man). Sanchez and Stewart (2006: 15) said that:

Every era of our history provides opportunities to pinpoint and explore specified values. As is the case with us all, history's dominating participants had a song to sing to which, following that metaphor, they themselves wrote the words. Some made the right choices while others did not, but all experienced moments of moral conflict requiring value judgments and choices. These stories invite us to examine the issues, circumstances, choices, and consequences, which ultimately allow



us to relate them to our own lives (Sanchez dan Stewart, 2006:15)

Indonesia has many national heroes. Historical stories of potential national heroes as role models to develop moral literacy among students. Literacy means the ability to access, understand, and use something intelligently through various activities, such as reading, seeing, listening, writing, and speaking (Kemdikbud, 2016: 2). Moral literacy means the ability to access, understand, and use something intelligently through reading, viewing, listening, writing, and or speaking activities to find and follow moral values as the basis for adopting certain moral attitudes and actions.

The Chaerulsyah Research (2014), "The Students' Perceptions of the Exemplary of National Heroes to Enhance the Spirit of Nationality," indicates that many students imitate national heroes of their honesty and unyielding attitudes and their behaviors after imitation which are trying to be good people, such as 1) Get used to being orderly and disciplined; 2) Get a neat look; 3) Improve leadership skills; 4) Familiarize the willingness to lead; 5) Fostering cohesiveness and cooperation; 6) Thickens the spirit of nationalism. Chaerulsyah's research is still limited to reveal students' perceptions about the exemplary of national heroes.

Rahayu and Widayahening's research at the Senior High School Surakarta (2015) shows that many teachers teach conventionally with lecture methods. Teachers dominate the learning and teaching materials (teacher-centered learning). The research recommends that history teachers should provide opportunities for students to be active and creative in the teaching of history. Talin (2013) said that the students prefer to teachers who give training and assignments. They prefer an eclectic and blended learning approach. Teachers prefer to use exploratory learning, while students

prefer a learning that stimulates curiosity to understand history better. Havekes et al. (2012: 72-93) recommend that the learning design to think historical actively so that learning history is more meaningful for students because it relates to the actual real life of the student's daily life. Haenen & Tuithof (2008) found that students will be actively involved in cooperative learning. From the beginning of learning, students with full awareness think that exploration activities always accompany history learning.

It cannot be denied that teachers are an essential factor in developing relevant learning models to achieve educational goals. Banerji and Prasad (2012: 103) suggest that teachers can be effective in class and outside of the classroom in conveying the purposes of educational institutions. It requires a deep understanding of the goals, institutional strategies and structures, deep agreement with three aspects of the school as well as the useful mastery of pedagogical techniques. Teaching techniques also become very important in delivering educational content such as the value of discipline, integrity, decency, and others.

## **2. PRAKISIS LEARNING**

The historical stories of national heroes have become a part of history learning in high school Surakarta. Some historical stories of heroes who became the learning materials are Sultan Hamengkubuwono IX, Sultan Syarif Kasim II, Ismail marzuki, Opu Daeng Risaju, and the heroes of Papua, namely Frans Kaisiepo, Silas Papare and Marthen Indey. The historical story of the figures above is taken from the book which title "The Face and Struggle of National Hero" published by Directorate of K2KS, Social Ministry of Republic of Indonesia in 2012.

The historical story of national hero contains many examples of a material of students' moral literacy. Sultan Hamengkubuwono IX is a leader who prioritizes the interests of the citizens. He declared that the Kingdom of Yogyakarta is a part of the Republic of Indonesia, even though he has an opportunity to enlarge his power because there is no more colonization again. But he did not do it for the more considerable interest, namely the integrity of the nation and the Republic of Indonesia. He also provided many facilities for the government of the Republic of Indonesia to run the government wheels in the early days of independence. He chose that decision even under the Dutch threat. He is an altruistic leader. In addition to his moral attitude that prioritizes the interests of the citizens, willing to sacrifice, firm, and courageous, the Sultan is also a figure who blends with the citizens lives'. It is reflected from his interaction with the citizens of Yogyakarta as in the story of "*Pingsan Gara-Gara Sultan*" (Fainted because of Sultan). The Sultan does exemplary actions in the form of the necessity of unifying a leader with the citizens to serve them. The Sultan is always concerned with the citizen's life in small things though.

Sultan Sharif Kasim II (1893-1968) was the young king of Siak Indrapura in Sumatra, Indonesia. He took the position that the kingdom of Siak was equal to the Dutch. The various measures which are taken are often against with the Dutch wants. When the news of the proclamation of Indonesian independence reached in Siak, the Sultan expressed his loyalty and support to the Indonesian government and handed over 13 million guildens (1.47 trillion rupiahs). When the independence revolution happened, the Sultan actively supplied food for independence fighters. When Van Mook, the de facto Governor-General of the Dutch East Indies, appointed him as the "Sultan

Boneka" or "Puppet Sultan" of the Dutch, he refused and chose to join the government of the Republic of Indonesia.

Ismail Marzuki (1914-1958) is an artist. In 1936, Ismail Marzuki entered the music club Lief Java and filled the music on the radio broadcast. From then on, he began to distance himself from Western songs and then create his songs. The songs which created by Ismail Marzuki are intensely colored by the spirit of his love of the homeland (Indonesia). When the Dutch controlled RRI (Radio Republic of Indonesia) in 1947, Ismail Marzuki decided to leave it, because he does not want to cooperate with the Dutch. The songs of Ismail Marzuki are filled with values of struggle that inspire the love of the homeland and the nation, such as *Rayuan Pulau Kelapa* (1944), *Halo-Halo Bandung* (1946), *Selendang Sutura* (1946), and *Sepasang Mata Bola* (1946 ). Ismail Marzuki remains eager to continue fighting by the arts, even though he has tuberculosis.

Opu Daeng Risaju is a female warrior figure. She does politics with the spirit of religion (Islam). She departed from her faith in politics so that all political activities are based on religious mind. She is also willing to leave her nobility, ready to be imprisoned for three months by the Dutch, and willing to be divorced her husband who cannot accept her activities to fight for the people out of the grip of the colonizer. She is never to surrender, although she was arrested and taken to *Watampone* by the Dutch by walking 40 km long.

From Papuan heroes, students can get moral literacy on the courage to risk the struggle for the sake of realizing ideals even with limited resource support. Frans Kaisiepo refused to be the head of the Nederland Nieuw Guinea delegation to the Round Table Conference (KMB) in The Hague so that he was employed in remote districts of Papua. He also helped the

soldiers of *Trikora* to liberate Papua from the Dutch. Silas Papare also defended and maintained the proclamation of 17 August 1945 (The Independence days of Republic of Indonesia). He was imprisoned for his political activities. Marthen Indey planned an uprising against to the Dutch in Papua. He also openly appealed to non-Dutch military members to fight against the Dutch. He was imprisoned due to his political activities. The moral values that contained in the national hero's history can be tabulated as follows.

**Table 1. Moral Value in Historical Stories of National Heroes**

National Heroes	Moral Value	Historical Stories Indicators
Sultan Hamengku Buwono IX	Sacrifice	Declared the Kingdom of Yogyakarta is a part of the Republic of Indonesia, even though he has an opportunity to enlarge his power because there is no more colonization again. Provided many facilities for the government of the Republic of Indonesia although threatened by the Dutch.
	Dedication	An interaction with the citizens of Yogyakarta as in the story of " <i>Pingsan Gara-Gara Sultan</i> " (Fainted because of Sultan), doing exemplary actions in the form of the necessity of unifying a leader with their citizens to serve them.
	Concern	Helping the woman or mother who are a merchants like the story of " <i>Pingsan Gara-Gara Sultan</i> " (Fainted because of Sultan)

Sultan Syarif Kasim II	Loyalty	Expressed his loyalty and support to the Indonesian government and refused to "Sultan Boneka" or "Puppet Sultan" by the Dutch
	Equality	Taking position is equal to the Dutch
	Sacrifice	Handed over 13 million guildens (1.47 trillion rupiahs) to help Indonesia's struggle.
Ismail Marzuki	Homeland Love's	Songs that are created are inspired the love spirit's of the homeland
	Sacrifice	Go out from RRI (Radio Republic of Indonesia) because do not want to cooperate with the Dutch
Opu Daeng Risaju	Obedience	Doing politics with the spirit of religion (Islam)
	Sacrifice	Leaving her nobility, ready to be jailed for three months by the Dutch, and willing to be divorced her husband who cannot accept her activities to fight for the people out of the grip of the colonizer
	Never Give Up	Never to surrender, although she was arrested and taken to <i>Watampone</i> by the Dutch by walking 40 km long
Frans Kaisiepo	Bravery	Against to the establishment of the State of East Indonesia (NIT)
	Sacrifice	He was employed in remote districts of Papua and helped the soldiers of <i>Trikora</i> to liberate Papua from the Dutch
Silas Papare	Loyalty	Defended and maintained the proclamation of 17 August 1945 (The

		Independence days of Republic of Indonesia)
	Sacrifice	He was imprisoned for his political activities
Marthen Indey	Bravery	Planned an uprising against to the Dutch in Papua and also openly appealed to non-Dutch military members to fight against the Dutch
	Sacrifice	He was willing to be imprisoned for his political activities

Learning history of national heroes in high school in Surakarta is done by different method, although there are guides of instructional model suggested in Indonesian History Teacher Books from Ministry of Education and Culture (2016: 101-107), that is Model Jigsaw (Model Expert Team) and Presentation Model with a scientific approach with steps: observing, questioning, exploring, associating, and communicating.

In Senior High School 1 Surakarta, learning history of national heroes is done by giving assignments students to give meaning and take lessons from every historical event which is studied. Every historical event has its actor. Based on it can be explored the meaning and take essential lessons from the historical events experienced by the actors (interview Sasmito, a History teacher at Senior High School 1 Surakarta). Students are divided into small groups consist of 5-6 person. The teacher gives group assignment to them to explore the meaning and excellent values of the national heroes, and then the results are presented and discussed in front of the class (Nadya JS, a student of Senior High School 1 Surakarta). Through the group assignments, students can learn cooperation, respect, and tolerance (Puan Hemas, students of Senior High School 1 Surakarta).

In Senior High School Batik 1 Surakarta is also done by imitating the story

of national hero's struggle. The history teachers of Senior High School Batik 1 Surakarta reveal that in the Curriculum 2013, The Historical lesson has some basic competencies to emulate national heroes. From there can be explored the character values of the nation. The method which used is following the guidance of the Book of Indonesia History XII Grade of High School with group assignment and then continued by presentation and discussion. At the end of the lesson, the teacher confirms their students to be able to interpret the example of the heroes who have sacrificed for the unity of Indonesia (interview Eko Trigiatmi, a History Teachers of Senior High School Batik 1 Surakarta). Similarly, in Senior High School Al-Islam Surakarta by emulating national heroes in the Historical books Class XII. The learning model follows the guidelines in the Teacher's Book (Aliyah interview, a History teacher of Senior High School Al-Islam Surakarta). Similarly in Senior High School Kristen 1 Surakarta following the guidance on the Teacher's Book too. The assessment is done using an authentic evaluation that includes an assessment of attitudes, knowledge, and skills with guidance format.

In Senior High School Muhamadiyah 2 Surakarta, character educations in history learning begin since New Student Acceptance (New Students Enrollment). At the time of New Students Enrollment activities, the new students are guided to the *Radya Pustaka* Surakarta museum. They are invited to understand civilization in the past, so it is expected to grow a sense of love to their motherland. In the learning process, the students' input condition becomes the school's consideration to adopting a policy of applying learning models, including in historical learning (interview with Sri Darwati, Principal of Senior High School Muhamadiyah 2 Surakarta). In the class, history teachers explain about the material,

sometimes have to repeatedly, after that given a task in textbooks. Other learning models have never been applied. According to the teacher, the students are still having difficulty when asked hard learning models (interview with Sunarno, the history teacher of Senior High School Muhammadiyah 2 Surakarta).

The learning model is used to influence the moral literacy of the students. Shofiyumna, Senior High School 1 Surakarta, said that the values of love to the homeland, the obedience of religion, wisdom, and justice in the national hero. Puan HD, Senior High School 1 Surakarta reveals that the value of divinity, humanity, sacrifice, giving priority to the citizens, and justice. Nadya JS, Senior High School 1 Surakarta also said that the values of tolerance, divinity, and hard work. M. Falah, Senior High School 2 Muhammadiyah Surakarta said that the value of firmness, never give up, and cooperation. Meilinia, Senior High School 2 Muhammadiyah Surakarta also state that the values of populist, creative, divinity, tolerance. Didik Dwi D, Senior high school 2 Muhammadiyah Surakarta revealed that spiritual values, courage, refuse to forget.

### **3. CONSTRUCTIVIST MODEL**

The character education in the context of the Curriculum 2013 that uses is a scientific approach. The scientific approach which described in the training module of implementation in the Curriculum 2013 (Kemendikbud, 2013) is characterized by students' activeness in observation, reasoning, discovery, validation, and explanation of truth. Learning models with scientific approach systems place a teacher as organizers, motivators, evaluators, mentors, directors, student assistants, and facilitators.

In Senior High School Surakarta, some teachers use group discussions to explore the exemplary from national heroes like in Senior High School 1 Surakarta and Senior High School Batik 1 Surakarta. While some other teachers still use explanatory models through lectures like in Senior High School Muhammadiyah 2 Surakarta. The arguments of teachers in Senior High School Muhammadiyah 2 Surakarta are based on the general conditions of the students that have not been possible to apply complicated learning models. With an explanation, it still needs to be repeated, especially with the models of learning that complicated and demanding the independence and discipline of each student.

The influence of using learning models on students' moral literacy appears in their understanding of the moral values contained in national hero stories. Understanding of students with more active learning models such as in Senior High School 1 Surakarta and Senior High School Batik 1 Surakarta is better than explanatory learning models through lectures such as Senior High School Muhammadiyah 2 Surakarta, although there are influential factors of students conditions.

In a theoretical perspective, the learning model should be acknowledged that each person has his character, which cannot be equated with others. This law also applies to all students. Twenty of the students who have faced, it will be faced with twenty characters as well. Teachers must find the little similarity to support the application of learning models and methods, the formulation of applied strategies and other approaches (Herman et al., 2006: 159-160). A new learning model can cause discomfort learning. There are several causes for the convenience of the teacher when trying something that new in the learning. According to Joyce, Weil, and Calhoun (2011: 453), discomfort sometimes arises because teachers have to adapt to things that

are completely new and must have good skills to influence students to use this new strategy. Another reason, teachers should study additional skills so they can interact with students by new learning model, or teachers are not confidence to apply the new learning models.

Some of the factors above may cause teachers to be unwilling to try new learning models. Nevertheless, according to Joyce, Weil, and Calhoun (2011: 453), when the teacher has experienced several experiments, the teacher will become more comfortable; even then improve their skill in using the new strategy. Teacher's conceptual level is a predictor of their ability to get something new. Teachers with higher theoretical level will control a new model more thoroughly and tend to use it more than once than the other teachers who have lower conceptual levels. The relationship between the teacher's conceptual level and their ability to learn new strategies is closely related to how they manage their discomfort feeling to learn something new (adaptation).

Discomfort feelings can also happen to students' self too. When a teacher uses a new model, students may feel quite discomfort about it. For example, gregarious students will get very comfortable with social models and can take advantage of the model quickly. However, less gregarious students need a learning model that makes them comfortable.

In developmental theory, a discomfort feeling is a sign of growth. Most developmental theories do not only focus on natural growth at every stage, but also the arrestment and accommodation that is needed to reach a higher stage of development. Carl Roger (1961) state that the natural tendency of students is to imprison them in some realm that makes them feels comfortable. A teacher's duties are to help the learners reach these realms that seem to be enveloped by fear. First of

all, the students must experience discomfort to develop their self, and then be given the task to destroying their fear about learning models. Here, teachers' duties are not only present an environment that can bind students, but also help them to become active seekers after passing new developments.

To be able to help students improve their self should be developed the dynamic imbalance. Rather than matching learning approaches to students by reducing their discomfort feelings, the real duties of the teacher are to expose new models that in several times will feel comfortable to them. The challenge is not to choose the most comfortable model, but that allows students to develop skills to interact with various models easily (Joyce, Weil, and Calhoun (2011: 454). Thus, trying new learning models is a professional demand for each teacher.

Character education is a process of values education. The values education is increasingly important up to now, as Krishna said (2012: 125-126) that people can see real change in students' behavior in terms of thinking, lifestyle, habits, proactive leadership, relationships, positive attitudes, and responsibilities, also other skills such as management time and stress. Looking at the urgent need to instill the values education, it takes an effort with the idea of developing the right kind of input in instilling values, morals, and ethics currently.

The values education will build a value system for each student. The benefit of having a good value system are: a) Values will guide students to live ethically, make informed decisions and actions; b) Values will help students to evaluate and assess the other similar actions; c) Values and beliefs will influence essential attitudes to bring success and harmony in life; d) Values will help feelings of peace from inside and live in harmony with in students and society; e)

Values will provide direction to student life (Ali & Sinha, 2016: 90).

Philosophically, the initial concept of values education is a component that touches on the philosophy of humanistic education. The main idea of humanistic education thought is to respect human dignity and prestige (Mangunwijaya in Sindhunata (ed.), 2001: 160; Mastuhu, 2003: 136). Humanistic theories as applied in the learning are constructive and emphasize the cognitive and influencing processes. This theory explains the abilities and potentials of people as they choose and seek control over their lives. Humanistic theories emphasize the motivation to develop the full potential of people (Schunk, 2012: 482). The main purpose of educators is to help students to improve themselves, which helps individuals to know themselves as unique human beings and assist in realizing the potentials that exist within them (Dalyono, 2012: 43).

The theory of humanism is relevant to apply in learning materials that are personality or character formation, attitude change, and analysis of social phenomena. The model which is used to stimulates the student's active role. Based on this philosophy, the ways of indoctrination should be avoided, such as the explanatory learning models through lectures (talk). The Indonesian has a long experience in education models of indoctrination character. During the Old Order Era, especially the Democracy Era, that uses the seven basic materials of indoctrination. During the New Order Era Upgrading Guidance of *Penataran Penghayatan dan Pengamalam Pancasila* (P4), *Pancasila* Moral Education Lesson, and History Education of National Struggle (PSPB).

Character education focuses on morality. Children's morality is derived from the adult morality exemplary, where morality is framed within norms and awareness about the norm (Piaget in Russell,

2008: 24). Morality can be seen in the rules of interpersonal relationships which focused on the rights, duties, and obligations. The norm is a guide to life for the citizens in society (Kohlberg, 1995: 79-91). Piaget and Kohlberg studied moral thinking by presenting a moral dilemma, asking what should be taken to resolve the dilemma and why it was taken. Lickona (1992) views that character education as referring to moral issues based on the philosophy thinking, Michael Novak's said that human characters is formed through three aspects: moral knowing, moral feeling, and moral behaviors that are related to each other and significantly meaningful. Thus, the result of the character adapted to children's character can be seen and three aspects, namely the concept of moral, moral attitude, and moral behavior.

Based on Lickona's view, through historical stories, the students will get moral literacy in the form of understanding about moral concepts, moral attitudes, and examples of moral behavior of national hero characters. Students will gain moral literacy by reading, listening, writing, and or be communicating during the learning process to discover and understand moral values or concepts as the basis for adopting certain moral attitudes and actions. The history of national heroes becomes a stimulus to recognize moral behavior because the moral concepts in the story are in the reachable area of the student's thinking.

Inductive approach is the relevant approach to get knowledge of moral concepts, moral attitudes, and moral behavior of historical stories of national heroes. With an inductive approach in character education through stories is based on the assumption that: (1) this approach presents a direct relationship between the student and the story; (2) students have chance to define the point of view and tell their opinions about the story that have been

read; (3) students will try to dig up their values of the story. (4) Students have their freedom to empathize, sympathize, and antipathy to the stories that have been read; (5) the "expert opinion" regarding the value in the story is not a final one that limits the student's opinion; (6) the teacher acts as moderator and facilitator for different opinions of each students; teachers and students alike as readers and teachers' opinions are only an alternative according to their point of view; (7) the main concern for the moral value which contained in the story (Rarasaning & Lydia, 2014: 230).

The learning models that relevant to the inductive approach are constructivist learning models such as Discovery Learning (DL), Problem-Based Learning (PBL), and Project-Based Learning (PjBL). These learning models are relevant to the character education in the context of the Curriculum 2013 that uses a scientific approach as applied in Senior High School 1 Surakarta and Senior High School Batik 1 Surakarta. With these models, the students will discover and understand the values as the basis for taking certain moral attitudes and actions through the internalization process, i.e., the developmental changing from externally controlled behavior to internally controlled behavior.

The models of values that tend to be indoctrinated through lectures (talk) are irrelevant because it can give bad effect for students. According Tilaar (2009: 146) indoctrination is one pattern of implementation (praxis) education based on power. Learning in indoctrination education praxis also follows the pattern of indoctrination. Indoctrination creates false success in a short time, can foster antipathy, aridity, lies, ignorance, hatred, and especially resistance to it. (Surakhmad, 2008: 2). Indoctrination in the world of education can kill learner's creativity. (Tilaar, 2003: 67). Indoctrination models

actually can weaken the character education itself. Using a model that tends to be indoctrinated is irrelevant to the philosophy of values education based on the philosophy of humanistic education.

#### 4. CONCLUSION

The character education through the history of national heroes is a process of education values. Until now the national hero story have been used to instill the nation's character values by some history teachers in Senior High School Surakarta but has not done with special techniques. It is generally with the group assignments, and class presentations include lectures (talk). Looking for the perspective education values which based on the philosophy of humanistic education, the relevant approach is an inductive approach to constructivist learning models such as Discovery Learning, Problem-Based Learning, and Project-Based Learning. With these models, the students will discover and understand the values as the basis for taking certain moral attitudes and actions through the internalization process. These learning models are relevant to the character education in the context of the Curriculum 2013 that uses a scientific approach. Models that tend to be indoctrinated through lectures (talk) are irrelevant to Senior High School students because it can kill their creativity. Learning models of nation character values through the history of national heroes using a value clarification technique can be an alternative model of learning to internalize the national character values for the students. Further research is required to test the effectiveness of this model in internalizing the nation's character values on the students.



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## Fun and Play Learning Model for Children with Special Needs

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**Abstract:** Education is an effort to develop human potential optimally, both in terms of physical, mental, social and spiritual in accordance with the uniqueness of each individual. Through education is expected every child is able to develop their potential optimally. This is not only applicable to children in general but is no exception applicable to children with special needs.

One of those included in children with special needs is children with autism spectrum disorders, who have developmental barriers in communication, social interaction and behavior. Some children with autism spectrum disorders do not care what they do. They imitate another child without having a reason to do so. Barriers to children should be minimized so that the potential of children can develop optimally. The product resulting from the development of this learning model is a model of learning that can be used for especially Autis with difficulty of its form disruption speech ability.

Things that distinguish this learning model is implemented in accordance with the characteristics of the child's own method of Fun and Play or learn a fun by playing. They are not afraid or feel comfortable because they can not understand whether there is under treatment. The expected product is a module with a syntax or stage based on fun activities (Fun and Play).

Children with Special Needs are unique personalities, sometimes behind their uniqueness stored pearl abilities, where we can not see or label how much they can before we give them the best treatment. Autism with any spectrum should immediately get the right service and no mistreatment because if it had been indicated autistic as far as are knowledge will lead to Schizhopenia behavior because both have almost similar characteristics .

**Keywords :** fun and play, children with special needs, autism spectrum , disruption speech ability, schizhopenia

### 1. INTRODUCTION

The world of child development is very interesting to be a research study, both in terms of education, psychological, even social problems that accompany it. It is interesting that this study is in demand by many people from time to time, especially regarding education because it is closely related to day-to-day practical activities where it is hoped that we will understand what is appropriate or inappropriate in relation to the treatment of a child, regardless

of whose element and however condition of the child.

Education is an effort to develop human potential optimally, both in terms of physical, mental, social and spiritual in accordance with the uniqueness of each individual. Through education is expected every child is able to develop the potential they have optimally. Therefore the implementation of education should pay attention to the interests, needs and readiness of students to learn. This is not only applicable to children in general but is no exception applicable to children with special needs.

One of those included in children with special needs is children with autism spectrum disorders. Children with autism spectrum disorders are children who have developmental barriers in communication, social interaction and behavior. These barriers affect the child in the process of obtaining information as a result of learning. Some children with autism spectrum disorders do not care what they do. They imitate another child without having a reason to do so. Barriers to children should be minimized so that the potential of children can develop optimally. The participation of parents, teachers and the surrounding environment helps to minimize or reduce the barriers that exist in children, one way is through guidance and education in accordance with the abilities and needs of children. Every aspect of the development of both the motor, cognitive, sensory, emotional and social development of children will increase with the encouragement that arises from within and from outside the child or the environment. Every aspect of this development will be seen continuously and sustainably progressing from one to the other

Development is usually characterized by changes that include several aspects, both physical and psychic, including changes in size, changes in comparison, changes to replace old things, and changes to gain new things (Sunarto 1995: 39), in relation to this study is that we are generally expected to treat children with the above characteristics appropriately, in addition to understanding their specific characteristics as well as not to forget their literal children as requiring touch and treatment like an unconditional child.

In children with special needs for example there is no or less flexible in the move, including in children with autism spectrum disorders. For the above reasons then when we teach about the motion it must be in accordance with the needs of children. Motion is also a learning process that has a

goal to develop a range of optimal motion skills efficiently and effectively.

Moreover, children with autism spectrum disorder who have hyperactive behavior is in need of motor so hyperactive behavior can be reduced. Hyperactive behavior is a condition in which the child does not want to remain silent for a long time even within five minutes or has excessive activity. To reduce hyperactive behavior, sports activities are performed to improve the skills of large muscles such as crawling, walking, running, jumping or swimming.

From the things mentioned above, it is very relevant if the learning process that we do to optimize or better to empower them must be in accordance with the characteristics of children such as the approach to learning Fun and Play or learning with a fun or happy atmosphere while playing.

Based on the results of observation or preliminary research that the authors do on the Children with special needs with indications Autism (spectrum) or (please permit the author will call children with special need anymore) in some places therapy / place of empowerment children with special need, found real findings that some or if should be called almost all places treat children with special need as non-special needs, in the sense that they are treated like normal people or even adults, for example they are asked to queue up in the waiting room to get a chance at therapy, because the names also children must feel saturated and at the turn turn in. space therapy precisely they are fussy because it has been saturated even anxious before. Not to mention the factor of ignorance of the child's parents children with special need about the treatment or treatment is right for them, because according to them (children with special need parents) what is given by therapy institutions to their children sometimes

It is expected that authors will submit carefully written and proofread material. Careful checking for spelling and grammatical errors should be performed. The number of pages of the paper should be from 4 to 8.

Papers should clearly describe the background of the subject, the authors work, including the methods used, results and concluding discussion on the importance of the work. Papers are to be prepared in English and SI units must be used. Technical terms should be explained unless they may be considered to be known to the conference community.

## 2. Learning Model

The approach of learning can be interpreted as our starting point or point of view of the learning process, which refers to the view of the occurrence of a process that is still very general in nature, accommodating, menginsipkan, strengthening, and underlying the method of learning with a certain theoretical coverage. In terms of approach, there are two types of learning approaches: (1) student centered approach and (2) teacher centered approach.

Meanwhile, Vienna Senjaya (2008) argued that learning strategy is a learning activity that must be done by teachers and students so that the learning objectives can be achieved effectively and efficiently. The learning strategy embodies the meaning of planning, that is, that the strategy is essentially still conceptual about the decisions to be taken in a learning exercise. Viewed from the strategy, learning can be grouped into two parts as well, namely: (1) exposition-discovery learning and (2) group-individual learning.

Learning strategy is still conceptual and to implement it used a variety of specific learning methods. In other words, the strategy is "a plan of operation achieving

something" while the method is "a way in achieving something" (Vienna Senjaya (2008). Thus, the method of learning can be defined as the means used to implement the plan that has been prepared in the form of activities real and practical to achieve learning objectives There are several learning methods that can be used to implement learning strategy, among them are: (1) lecture, (2) demonstration, (3) discussion, (4) simulation, (5) laboratory, (6) ) field experience, (7) brainstorming, (8) debate, (9) symposium, and so on.

Furthermore, learning methods are translated into techniques and learning styles. Thus, learning techniques can be defined as the way in which a person implements a specific method. For example, the use of lecture methods in the classroom with a relatively large number of students requires a separate technique, which technically will be different from the use of lecture methods in the classroom whose number of students is limited. Similarly, with the use of discussion methods, it is necessary to use different techniques in a class whose students are classified as active with a class whose students are classified as passive. In this case, the teacher can change techniques even in the corridor of the same method.

While learning tactics is a person's style in implementing certain learning methods or techniques that are individual. For example, there are two people using the lecture method, but may be very different in the tactics it uses. In his presentation, one tends to be interspersed with humor because he has a high sense of humor, while the other lacks a sense of humor, but uses more electronic aids because he is very master of that field. In the style of learning will appear the uniqueness or uniqueness of each teacher, in accordance with the ability, experience and personality type of the teacher concerned. In this tactic, learning will become a science as well as art (tips)

If between approach, strategy, method, technique and even learning tactics have been arranged into one unified whole then formed what is called learning model. Thus, the learning model is basically a form of learning that is illustrated from beginning to end that is typically presented by the teacher. In other words, the learning model is a wrapper or frame of application of an approach, method, and instructional technique.

### **3. FUN AND PLAY LEARNING**

This model is adapted from the theory of constructivism in education where critical thinking comes about renovating the learning for the nation's children toward qualified, humanist, dynamic and constructive learning. One of the critical thinking is active, innovative, creative, effective and fun learning or PAIKEM (Agus Suprijono, 2010: x-xi; Indrawati and Wanwan Setiawan, 2009: 48-52).

Active Learning, because learning must cultivate the atmosphere in such a way that learners actively ask, question, and put forward ideas. Learning memangg is an active process of the learner in constructing his knowledge, not a passive process that only receives a teacher's lecture on knowledge. Innovative, learning is a meaningful process of the realities of life learned. That meaning can only be achieved if learning can facilitate learning activities that provide opportunities for participants dididk find something through learning activities undertaken.

Creative learning, because learning must cultivate critical thinking, because with such thinking that creativity can be developed. Critical thinking is reflective and productive thinking that involves evaluating. Creativity is the ability to think about things in new ways and produce solutions to a problem.

Effective Learning, because it covers the overall learning objectives of both dimension mental, physical, and social. Effective learning, making it easier for participants to learn something useful.

Exciting Learning, because learning with susana socio emotional climate positive. According to Indrawati and Wanwan Setiawan (2009: 52) the characteristics of a pleasant learning style include: relaxed, free from pressure, interesting, the rise of the spirit of learning, the attention of learners full and passionate.

So Fun and Play learning is designed in such a way that the learners feel comfortable because it will be effective result because according to the characteristics of the learners themselves.

In order for a child born with special needs to develop better, self-motivation is not the main thing. More than that the role of the family can also help a crew in order to grow rapidly much better. Some of the roles of the family can be shown with attitudes, understanding, understanding, empathy, motivation of children with special needs to be more optimistic and eager to change, as well as supporting positive and best ideas and plans for the children with special needs. The form of attention that can be given to a child with special needs does not have to be an excessive concern. The attention that the child needs with special needs is sufficient attention, which motivates and is able to provide input that helps the child with special needs in his life.

### **4. CHILDREN WITH SPECIAL NEEDS**

Every child is unique, and each of them must be different from the others, for example in terms of needs. Different needs are caused due to the diversity of cirimaupun characters in children who also have a distinct distinct from one another.

Basically every parent wants a child they have born with a healthy, no shortage. Every parent would want a normal, who has a standard characteristic almost the same as most children.

Initially, during the Renaissance, a "handicapped" child was considered a person who possessed evil spirits (demons), and was even treated very badly. Wasted, humiliated, and treated inhumanely. Many of them are then confined, tied up, even locked. Then in the sixteenth century, there was a more positive change of attitude toward the children who were considered "disabled". Some hospitals in Paris began to provide special treatment for people with emotional disorders, after which came the name of John Locke is known as the first person to distinguish mental retardation patients with emotional disorders. Until finally, in the 18th century, a French expert Jean Marc Itard, who began researching the method of education for children extraordinary (Mangunsong, 1998).

With Itard's research, start shifting the notion of a "disabled" child into an "extraordinary" child, otherwise known as a special needs child (children with special need). In this section will be explained about the meaning of extraordinary children, which in turn is also known as children with special needs, types, and also the characteristics of some of these types.

In the book *Psychology and Child Education Extraordinary*, there are several the definition of exceptional children or later known as children with special needs (children with special need). Suran and Rizzo (1979) define Children with Special Needs are children who are significantly different in some important dimensions of their humanitarian function. They are physically, psychologically, cognitively, or socially obstructed in achieving their goals (needs) and potential to the fullest. Includes those who are deaf, blind, have speech impairment,

disability, mental retardation, and also emotional disturbance. Also gifted children with high intelligence, can be categorized as special children because they require trained handling from professionals (Mangunsong, 1998).

Gearheart (1981) defines children with special needs as children who require different educational requirements than the average normal child, and to learn effectively requires programming, facility services, and special materials (Mangunsong, 1998).

While Mangunsong (1998) alone defines children with special needs as children who deviate from the average normal child in terms of: mental traits, sensory, physical and neuromuscular abilities, social and emotional behavior, communication skills or a combination of two or more things - above; insofar as it requires modification of school tasks, learning methods or other relevant services, aimed at developing maximum potential or capacity (Mangunsong, 1998).

So in summary, extraordinary children (children with special need) can be defined as children who have different characteristics than most children, both in terms of mental characteristics, physical abilities, social and emotional behavior, the ability to communicate or a combination of two or more things as above.

## 5. CONCLUSION

Children with Special Needs is a unique person, sometimes behind its uniqueness stored pearl ability, where we can not see or give label on how big their ability before we give the best treatment for them, meaning authors just want to suggest that especially autism with any spectrum (its variance) should immediately get the right service and fast so that no mistreatment because if it had been indicated autism / autism / autistic then as far as the author's knowledge if not

immediately addressed will lead to Schizophrenia behavior because both have almost similar characteristics.

Children with Special Needs, especially with autism spectrum symptoms, more specifically with Speech Delay disorder should be immediately handled because for the good in the future remember in addition to Autism is a symptom of emotional disturbance is also the ability to communicate / speak is necessary in its development.

As for why with play, because the play is fun. Given the world of children is a world of play then it is very appropriate as a support to provide learning services which in turn will be able to optimize children with special need development. This learning model can be used by teachers and have a positive effect on the development of students who experience speech delay disorder. In the process of this research produced some suggestions and conclusion that the design and implementation of learning fun and play can be used as one of the means in supporting the needs of learning and therapy for children with disabilities experienced speech delay especially in helping to improve their development

## 6. ACKNOWLEDGEMENTS

The success of education depends on the creation of a "reliable ally" within the supporting parent, consisting of four main components: (1) the similarity of taste, (2) possible situational and growth, (3) availability of support, and (4) mutual support.

Parental support for parents with children with special need means in addition to professional services. If possible the authors conclude that parents who understand how their children should be treated children with special need are very supportive of their growth and development.

Children with special needs (children with special need) as citizens of Indonesia have the same rights and obligations as normal children, including the right to education. Children with special need requires special room and equipment, need modification of curriculum, need special guidance, readiness of class teacher, with special treatment. Besides that also needed careful planning, it is not fully there because of various factors such as limitation of fund, energy, and teacher skills in teaching children with special needs.

From the above research can be concluded that children with special need needs to get special treatment, in terms of facilities and infrastructure as well as software learning must be mature or well prepared.

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## The Student-Teachers' Understandings of EIL Approach in A Microteaching Course

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**Abstract:** This paper presents a study about the students-teachers' understandings of EIL approach in the three mini lessons which includes one of the topics requirement: integrating multicultural approaches to provide small and medium enterprises with competitive advantage. In particular, the study aims to find what eight student-teachers' understandings of EIL approach are in a Microteaching course (ED603C). English is defined as an International Language (EIL) approach as the situation where "English is used to communicate across linguistic and cultural boundaries, often in more formal contexts, then there seems little reasons to require these boundaries must coincide with national borders". From this definition, it can be implied that English has been used for the objective of wider communication purposes for people all over the world. The data were collected through lesson plans, Action Research Teaching Journals (ARTJs), and portfolios. The study found that there were three prominent themes where EIL approach is defined. First, the student-teachers got their initial understanding of EIL approach as comparing two cultures (western and local cultures). Second, the student-teachers got better understandings of EIL by accommodating their students' cultures. Third, the student-teachers had finally accommodated EIL approach by presenting not only local and target language cultures, but also international cultures. In addition, presenting various kinds of cultures were claimed to be a successful way to increase their students' interest of the materials as well as their students' awareness of cultural diversities. It is expected that this research will give better understanding to the development and implication of EIL approach in the future. The paper ends with some recommendation for improvement of EIL approach and other multicultural approaches.

**Keywords:** student-teachers; EIL approach; microteaching course; target language cultures; international cultures

### 1. INTRODUCTION

The aim of conducting the study is to find what the student-teachers' understandings of English as International Language (EIL) approach in a Microteaching course (ED603C). As an English Department student in SWCU, I used to be familiar with many teaching approaches and techniques in the Teaching and Learning Strategies course (ED407B). When I took a Microteaching course (ED603C) there was a requirement from the lecturer to integrate EIL approach in each

of the mini lessons. Since I barely knew what EIL approach was, the first thing that came up to my mind was finding the definition of EIL approach. At that moment, I was confused on the kind of materials that could accommodate the EIL approach. In my basic understanding, I considered EIL approach as integrating cultures in English teaching. In the first mini lesson, I perceived EIL as an approach which attempted in comparing western and Indonesian cultures. So, the aim of the lesson was to find the differences of cultural habits from the two countries. This

experience showed that I only applied one aspect of EIL approach stated by the expert above, which is comparing the cultures, without paying attention to other aspects such as the communicative purpose and the acceptance of local cultures that EIL approach has. Then, I reflected this in my first Action Research Teaching Journal (ARTJ) in which I said that I was still confused with EIL approach. This experience motivates me to conduct this study.

McKay (2002) defined English as an International Language (EIL) approach as the situation where “English is used to communicate across linguistic and cultural boundaries, often in more formal contexts, then there seems little reasons to require these boundaries must coincide with national borders” (p.38). In this sense, English can be considered as an international language because it has been used worldwide for so many purposes, such as education or business. This language has also been used by people across nations to communicate with one another. According Smith’s notions (1976) as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies (as cited in McKay, 2002, p.12). Therefore, EIL approach is important for it enables speakers (teachers and students) to share with others their ideas and cultures where English is used and taught. Thus, it increases my motivation to conduct the study.

However, EIL approach itself is considered as a new approach in teaching English and that the student teachers have not been exposed to this approach before. This condition may make the inexperienced student-teachers find difficulties in accommodating EIL approach into the teaching materials. For this situation, it

would be useful to know how well the student-teachers in a Microteaching course (ED603C) understand the EIL approach, so that they could implement this approach in the real classroom situations in the future. The study is conducted in English Department of Satya Wacana Christian University Salatiga, Indonesia, by taking eight student-teachers in a Microteaching course (ED603C) as the participants. This study intends to answer the research question: “What are the student-teachers’ understandings of EIL approach in a Microteaching course (ED603C)?”

There are several reasons why this study is conducted. First, as what has been stated previously, EIL approach is considered as a new approach so that there are not many studies found in this field, especially with student-teachers as the subjects. This is considered as an important reason since student teachers are future English teachers who are responsible for the success of English teaching and learning process, especially in the multicultural contexts like Indonesia. Although there were some studies about student-teachers’ understandings of EIL approach, I could not find one which analyzed the student-teachers’ understandings of EIL approach based on their learners’ diaries (lesson plans, ARTJs, and portfolio).

One previous study was conducted by Fransiska (2010) for her thesis in English Department entitled High school English teachers’ attitude toward English as an International Language. The aim of the study was to find what the fifteen High School teachers’ attitude were in Salatiga toward EIL approach. The findings of her study stated that High School teachers showed (the attitudes toward the issue of EIL) that they trusted native speakers to be the best model for their students (Fransiska, 2010, p. 35). Another current study was done by Zacharias (2011, p.113) which

“...found that students have fragmented and surface understanding of EIL. BESTs, the student-teachers in Microteaching course, perceive EIL merely as exposing the cultural content of the materials and relate them to students' culture”.

The fact that the previous studies only focused on the issue of EIL about native-like competence and provided less specific result of student-teachers' understandings of EIL approach, I thought it was important to conduct the study. It is hoped that by finding the student-teachers' understandings of EIL approach while they were practicing their mini lessons, the real teachers in Indonesia will be motivated and attracted in teaching and using EIL approach.

Secondly, I have big curiosity about my classmates' understandings of EIL approach when they were performing their mini lessons and documented their ideas of EIL approach in their lesson plans, ARTJ and portfolio. It is due to the experience that I had in my Microteaching class, when I found difficulties to understand what EIL approach was and how to implement this approach in the materials. Therefore, I want to know whether the same difficulties were faced by other student teachers. Lastly, I also want to know how the student-teachers understandings of EIL approach developed during the Microteaching course. It is important to know how the student teachers who barely knew about EIL approach gained better insights at the end of this course.

Besides the reasons presented above, there are several significance of this study. It is expected that reading this study would enhance the student-teachers' or teachers in Indonesia's knowledge about EIL approach. They will be more aware of and familiar with what EIL approach is and to what extent the study is beneficial for them. The cultural awareness of the teachers who

accommodate EIL approach is also expected to elevate. This is supported by Matsuda (2003) who says that “EIL approach has a potential place in Indonesia as long as there is a way to raise people awareness about the role of EIL in global society such as teacher education toward EIL and the use of media” (p.726). In addition, EIL approach will be seen as a positive teaching approach of ELT in Indonesia. Although the implementation of EIL approach seems difficult and takes a long time in Indonesia, the study will contribute as a proof that EIL approach can be implemented in a Microteaching course with varieties of understandings gained by the student-teachers. As Imperiani (2012) stated:

There is a chance for Indonesians to change their attitude toward English in the light of EIL as long as there is a continuous exposure to ELT in Indonesia not only through formal education, a change in the government in issuing teaching visa not to English speaking countries only, and the use of media such as internet. (p.10)

From the statement above, we can learn that continuous exposure to the EIL approach, especially to the student teachers, through so many ways will contribute to the success of ELT. Therefore it is expected that the student teachers are able to implement EIL approach in their teaching once they become future English teacher in the multicultural country like Indonesia. To know more about what EIL approach and how it is implemented in the materials, we can read some of expert studies about EIL approach.

## 2. COMPARING TWO APPROACHES: MONOLINGUAL APPROACH VS EIL APPROACH

EIL (English as International Language) approach has now been used widely in many countries, including Taiwan, Japan, Thailand and Indonesia. For the teachers, applying EIL approach could not be instantly done since they needed to know what exactly the definition of EIL approach compared to other approaches in foreign language teaching (Reza, 2001, p. 4). In the attempt to understand the fundamental differences between the past approach (monolingual approach) and EIL approach, we need to compare both approaches.

### 2.1 Whose language presented?

In the past teaching, Kachru (1985) proposed “the unique development of English in three concentric models” (p. 12). First is the inner circle, where English was the dominant language and the centre of communication in public and other contexts in countries like Britain, Australia, and the United States. Second is the outer circle countries which include English speaking colonization nations (for example Singapore, India, and the Philippines), whose people speak English as a second language. Third are the expanding circles countries, whose people speak English as a foreign language (for example China, Japan, Taiwan and Indonesia).

In contrast to the past teaching which positioned the Inner Circle countries as the owner of English, I personally support the act of integrating World Englishes into ELT (Matsuda, 2003, p.726). He proposed a teaching technique in which students

are exposed to English speakers from various language backgrounds and cultures, not only the native speakers. Moreover, Widdowson (1994) proposed the ideas on the ownership of English:

If the bilingual speakers can achieve successful communication with their imperfect command of English, they don't need the native speakers to tell them what is right and what is wrong. (p. 387)

Therefore, we can conclude from this discussion that in EIL, local linguistic features, including accents, are important aspects to be considered in the classrooms, especially those with multicultural contexts, since the main purpose of learning English is to communicate effectively instead of to impersonate or copy all the native's linguistic features. This idea is so much different compared to that of monolingual approach which stated that the originality of English should be preserved, including shaping the students to be able to speak, write, or perform other language skills just like the native speakers of the target language.

### 2.2 Which texts?

In the past teaching, English teachers have a lot of choices in terms of textbooks, and it is surprising that many of them rely on uninteresting textbooks that focus on grammatical structures and on practice in isolation (Killickaya, 2004, p.4). Also, the activities chosen are based on teacher-talk and student-listen routines (Cheung, 2001, p.55). This practice does not lead the students to develop a genuine interest in learning English.

In contrast to past teaching, EIL approach uses cultural content in the classroom for it will foster learners' motivation (McKay, 2000, p. 7). She believed that there should be varieties of cultures in the materials, instead of just overload western cultures in ELT classrooms. Besides, learning about a culture does not mean accepting that culture. If the role of the culture in the materials is just to create learners' interest towards contents and thus towards the language learned, that is desirable.

Therefore, in contrast to the monolingual approach used in the past, EIL approach lets the use of the local cultures to enhance the students' engagement to the material and the lesson itself. Choosing textbooks which contain more local cultures are preferable rather than choosing those which mostly contain western cultures. By doing so, it is expected that students' interest to learn the language will increase since they are more familiar and friendly with the materials so that they will get better understanding toward the language lesson learnt in the classroom.

### **2.3 Whose cultures?**

In the past teaching, it was the cultures of English speaking countries which were presented in the classroom. As Graddol (1997) noted, one of the primary principles of the past teaching about native speakers was:

It locates the 'native speaker' and native speaking countries at the centre of the global use of English and by implications, the source of model correctness, the best teachers and English language goods and services

consumed by those in this periphery. (p. 10)

Graddol proposed the ideas about the power of native speakers as the best speakers together with presenting English cultures in ELT instead of the bilingual students' culture. In the past teaching, cultural materials only came from the native speakers who were believed as the best model speaker. Learners' own culture materials were almost never been used.

Then, Cortazzi and Jin (1999) proposed the idea of cultural content in EIL approach (as cited in McKay, 2002, p.88). They identify three types of cultural materials: target culture materials, learners' own culture materials, and international target culture materials. The international target language materials are suggested to be used more often since they cover a variety of knowledge from different cultures all over the world from English-speaking countries and non-English speaking countries by using the target language (McKay, 2003, p. 9-10). It will increase the learners' interest rather than choosing only one culture all the time. It will also prevent learners from having the fear of assimilation into a specific culture and help them respect other people's cultures. Students' own cultures should also be discussed together with target language's cultures. In other words, home and target culture should be integrated. While using cultural contents in classrooms, teachers should keep in mind that English is an international language, and culture is an aid to motivate our students rather than something to be taught.

Similar to the conclusion on the previous discussion, emphasizing learners' own culture materials is an

important thing to be considered in the classrooms which employ EIL approach. However, adding other cultures from various countries is also important since it is helpful to increase students' awareness of cross-cultural understanding, especially in the purpose of teaching English as an international language.

Having better insights about what EIL approach is and how this approach can be implemented in the teaching material, we move to the illustration or design of this study. The following heading presents the setting and the subjects of this study, as well as how the researcher will conduct this study.

### 3. THE STUDY

#### 3.1 Context of the study

The study was conducted in the Faculty of Language and Literature of Satya Wacana Christian University, Salatiga. It is located in a growing population town; Salatiga, Central Java, Indonesia. English is now starting to be used in active communication activities in this place. Learners from toddlers until adults have opportunities to communicate orally and directly with the foreigners or native teachers. Moreover, the emergence of various international-based schools in this town make English become a more popular language to be spoken or written. However, the subject of this small-scale study was the student-teachers in English Department, who were mostly four years students. The reason for selecting a Microteaching course was because this course developed a community of beginning teachers who were expected to be able to critically reflect on their own teaching, situate

their teaching according to the local contexts, and be sensitive toward students' learning needs. Thus, choosing a Microteaching course is considered appropriate for this study.

In addition, all the student-teachers who were selected took Microteaching course (ED603C). This course was the pre-requisite course to Teaching Practicum (ED703A). One of the requirements of this Microteaching course (ED603C) was accommodating EIL approach in the mini lessons. The Microteaching course (ED603C) was run for two hours per week over 14 weeks with approximately 12 students in one class. In the class, each student had the opportunity to conduct a 15-20-minute mini lesson for 3 times. In the beginning of the class, there were explanation about Action Research approach to Microteaching and introduction of Integrating EIL in the student-teaching experience. Then, in the second week, there was a lecturer's presentation titled "*What is an EIL approach to Microteaching?*" which discussed on the characteristics of EIL approach. In the third week, there was a workshop entitled "*Developing materials for your student-teaching using an EIL approach*" discussed on how to put EIL approach in the mini lessons and making the Action Research Teaching Journal (ARTJ). In this week, the student-teachers were given exercises of creating activities based on the topics given. In the fourth until fourteenth weeks, the student-teachers presented their mini lessons each week there would be four student-teachers. At the end the course, the lecturer gave 2 weeks to write their portfolio.

### 3.2 Participants

The eight participants in the study were selected from twelve student-teachers in Microteaching course. The selection of the participants was based on two techniques. Firstly, the ‘purposive sampling’ (Blackledge, 2001, p. 57) was used to choose these eight student-teachers by considering the completeness of their data (lesson plans, ARTJ, and portfolio) and the clarity of understandings of EIL approach (compared to the other four student-teachers). Secondly, these eight student-teachers were chosen based on ‘a sample of convenience’ method (McKay, 2006, p. 37). It meant that these eight participants were more accessible to be asked for information regarding the availability of the data and had bigger willingness to be questioned about further information related to their data.

Altogether, eight ED603C students were selected. These students were from Indonesia and in their fourth year. Their age ranged from 20 to 23 years old. All of them spoke more than two languages, including English, Indonesian, and their local languages (e.g. Javanese). From all the reasons above, it was appropriate to choose them as the participants by aiming at finding the student-teachers’ understandings of EIL approach.

### 3.3 Instruments of data collection

The aim of the study is to find the eight student-teachers’ understanding of EIL approach in Microteaching course. To gather the information from the participants, the study used the following instruments of data collection:

- **Lesson Plan**

In each mini lesson, the participants had to create lesson plan. Lesson plan was made before the mini lesson with an additional format of “why this activity” in the beginning of the lesson plan. In this section, they had to explain the reasons of the activity and relate it in EIL orientations to teaching. In the following sections, they had to write about Subject, Level, Time Allocation, Standard, Basic Competence, Learning Objectives, Learning Indicators, Teaching Materials and Procedures of teaching. There were twenty four lesson plans collected from eight student-teachers.

- **Action Research Teaching journal (ARTJ)**

Then, Action Research Teaching Journals (ARTJs) were made in two sessions, which consisted of topic and planning (prior to constructing lesson plan), action (right after conducting the mini lesson), observation (after viewing the video recording of the mini lesson), and reflection (after conducting and viewing the video recording of the mini lesson).

In addition, in each mini lesson, the student-teachers were being recorded by the lecturer in videos that would be used as one of the sources to write their ARTJs. In writing the ARTJs, the student-teachers made topic and planning sections before they conducted the mini lesson. Moreover, in the action, observation and reflection sections they had to mention what aspects worked well and what did



not, made corrections on their teachings, and wrote overall impressions of their teachings. The average words of each ARTJs were 1000-2000 words and there were twenty four ARTJs collected from eight student-teachers.

- **Portfolio**

At last, at the end of their mini lessons they were required to write portfolios which document teaching artifacts and illustrate each student-teachers' journey of Microteaching course. The portfolio needed to include: an introduction of each student's educational background and personal data, the body which consisted of the reflective focus that holds the artifacts and reasons for choosing the reflective focus, and end with a conclusion that illustrated their progress of accommodating EIL approach in the three mini lessons. Particularly, the focus of the portfolio was the students' development in accommodating EIL approach which was coherent with the lesson plan and ARTJ made. Above of all, the average words of writing portfolio were 1500- 5000 words. There were eight portfolios from eight student-teachers.

In summary, all data will be seen in the following table:

**Table 1. Instruments of Data Collection**

Participants	Kind of learners' diaries	Artifacts collected each mini lessons	Total
8 participants	ARTJs	@ 1 * 3 mini lessons * 8	24

		participants	
	Lesson Plans	@1 * 3 mini lessons * 8 participants	24
	Portfolio	@ 1 * 1 * 8 participants	8

### 3.4 Procedures of data collection

The procedures of the data collection for this study were divided into three phases. Firstly, the researcher called and emailed the participants to ask the data such as lesson plans, Action Research Teaching Journals (ARTJs), and portfolio from three mini lessons in soft-copies by email or flash disks. The process of gathering the data took 3 weeks and mostly received through emails. The data of each participant consisted of 3 lesson plans, 3 ARTJs, and 1 portfolio. Secondly, the data were classified based on their chronological orders and were put in 1 folder. All the participants were given pseudonyms. Thirdly, after the researcher was certain that all the participants' data were complete, the researcher contacted the participants to ask some uncertain parts in the data.

### 3.5 Procedures of Data Analysis

The analysis began with coding the sections of the teaching journals and portfolios which included in the focus of this study, then classified similar types of data into categories. After that, from the emerging themes found, only one topic, understanding of EIL approach, was chosen to be analyzed. The last step in the analysis was to interpret the categorized data. When analyzing the data, NVIVO software tool was used to analyze the emerging themes. The participants'

ideas, statement, feelings and self-reflection from their artifacts in 3 mini lessons became the evidence of their understandings of EIL approach. The illustration of the NVIVO data analysis was showed in the table below.

**Table 2. Data Analysis using NVIVO software tool**

No.	Process of understanding EIL approach	Frequency of occurrences (1 <sup>st</sup> -3 <sup>rd</sup> mini lesson)
1.	Understanding of EIL approach	25
2.	Barriers in accommodating EIL approach	9
3.	Student-teachers' confusion of EIL approach	25
4.	Student-teachers' efforts in accommodating EIL approach	18
5.	Student-teachers' efforts in gaining understanding of EIL approach	9
6.	Student-teachers' benefits of using EIL approach	10
7.	Students' benefits of being taught EIL approach	7
8.	Self reflection	22
9.	Progress of accommodating EIL approach	24
Total of occurrences		149

The results above were used as the materials when doing the analysis. After that, reading and analyzing 24 lesson plans, 8 ARTJs and 8 portfolios from 8 participants was done to find out what kind of materials they used and whose cultures were presented.

#### 4. FINDINGS AND DISCUSSIONS

In this finding and discussion session, there were three themes that were found in the participants' mini lessons. They are Mini Lesson 1: comparing a western culture and a local culture, Mini Lesson 2: accommodating the students' cultures to encourage students' confidences in using English, and Mini Lesson 3: exposing the students with varieties of cultures. The themes emerged were based on 24 lesson plans, 8 ARTJs, 8 portfolios, which were taken from 3 mini lessons that the students' teachers made during the Microteaching course (ED603C). The findings were illustrated chronologically from mini lesson 1, 2 and 3.

##### *4.1 Mini lesson 1: comparing a western culture and a local culture*

In their first mini lessons, most of the student-teachers shared similar understanding of EIL, in which EIL was considered as an approach that compared a western culture and a local culture. This statement was presented in their Action Research Teaching Journals (ARTJs). For example, Maura, Beno and Rico defined EIL approach as comparing a similar topic which was engagement from two different cultures, Indonesian and Western cultures (ARTJ 1, Reflection section, 05/10/11).

In the first mini lesson, Rico perceived EIL as comparing western and Javanese culture in form of engagement topic. When asked further about this topic, Rico stated his opinion that:

Actually, the topic described in the text was not very common in Indonesia because in Indonesia, there was no 'life' after engagement. 'Life' was started after the marriage. This Western culture was the thing that should be highlighted by the students so that they can compare the culture

with what they experience in their home country. (Rico, Lesson plan1, 05/10/11)

In his first mini lesson, Rico tried to present engagement in western cultures in a text and related the text with students' background knowledge about engagement in their local context. In Java, engagement means a wedding proposal which becomes the first acquaintance before a couple gets married. In America, engagement means strengthen the man and the woman's relationship as a couple who can move and live together. Because of this basic difference, Rico took concern on not only what materials he should teach but also how to make the students understood. This analysis was in accordance to what Tony (2008) says that "teachers aimed at raising their students' awareness of the variety of EFL by relating the students' background knowledge" (p.44). By giving engagement text in western context and asking the students to relate the text with what the students knew about engagement in their cultures, it enhanced students' awareness about varieties of cultures among them.

Moreover, Beno got his first understanding of EIL approach by comparing Batakese, Javanese, and western engagement. Beno distributed two kinds of texts about a Batakese and a Javanese engagement process and asked the students to differentiate between Batakese and western or Javanese and western (Beno, Lesson Plan1, 05/10/11).

Similarly, Maura defined EIL approach as comparing western and Indonesia engagement. Maura accommodated EIL approach by giving texts:

Given the 2<sup>nd</sup> text about "*My romantic proposal*"... Ask the students to share their opinion about engagement based on their

background knowledge... (Maura, Lesson plan1, 05/10/11).

For Maura and Beno, they used the texts as "personalizing cultural content" (Fleet, 2006, p.16) by leading the students to a better cultural understandings and giving students opportunities to share what they had and knew about their cultures. Thus, they tried to enhance students' awareness by the western and Indonesian text given about engagement in the classroom and lead the students to share their background knowledge.

Furthermore, Rum perceived EIL approach as comparing western and Indonesian cultures but not about engagement. She chose to explore the differences of selling second hand goods in Indonesia and Western. In addition, instead of presenting reading texts, Rum showed her efforts to raise students' cultural awareness by giving the students a writing exercise.

...students will be able to understand their local culture compared to the Western culture and put it in a piece of simple creative writing. (Rum, Lesson plan1, 9/10/2011)

Moreover, she tried to grab students' attention by showing pictures of how selling second hand (flea market) took place in the two countries. In the same way, when Rum exposed her students to give opinions toward what they knew about flea market, it made her students participated actively in the classroom. As Mckay (2002) says, "the encouragement of students' interests in reflecting their own cultures is affected by teachers' thoughts in choosing to introduce global and English cultures" (p. 100). Therefore, knowing that students were interested in pictures, Rum put many pictures of flea markets, both in western and Indonesia which remarked her teaching

as a really interesting opening to introduce western and Indonesian cultures.

Different from most of student-teachers in implementing the idea of EIL approach in their mini lessons, Nana had the idea of comparing two local accents from the two Javanese speakers. She said that one of the speakers had a really good native-like accent, whereas the other one had a really strong Javanese accent (Nana, ARTJ1, 11/10/11). It was done when she presented the material about “*I love local food*”. She focused on two Indonesian speakers to compare which one was more understandable and clearer, as written below:

I want the students to be better understood between hearing two local spoken English conversations.  
(Nana, ARTJ1, 11/10/11)

In this sense, Nana wanted to enhance students’ awareness that second language learners’ accents were acceptable. Although comparing two local accents might be categorized as a misleading understanding, this exception of EIL approach understanding in the student teachers’ first mini lesson showed that not all students could grasp the essential meaning of EIL approach and integrated this approach properly in the materials. The local accents in speaking English are formed from the students’ origins, cultures, and first language. Even though various English accents were suggested in EIL approach (Matsuda, 2003), comparing two local accents could not be considered as a proper EIL approach. Similarly, McKay (2003) added that “students’ own cultures should also be discussed together with target language’s cultures in EIL approach” (p.3). In other words, home and target culture should be integrated, instead of just presenting the target cultures or the local cultures at a time. This evidence showed

that there might be a need for the students to be given a correct model of the implementation of EIL approach (for example in the form of EIL lesson plan or EIL textbooks/materials) instead of just its theories, so that misleading understanding of EIL could be avoided.

From this discussion, it could be concluded that in this first mini lesson, most of student-teachers still tried to define what EIL approach was, with some trials and errors in their implication. For most of the participants, they got their first understanding about EIL by comparing two cultures: western and Indonesian cultures. However, there was only one exception, in which one student defined EIL as comparing two local accents, since Nana thought that presenting varieties of English accents from the expanding circle countries was part of EIL approach. However, there was a good point from this misleading concept of EIL in which Nana was able to deliver a message to her students that local accents were acceptable. It illustrated that although her method of applying EIL in the material was inappropriate, she could grasp another fundamental principle of EIL, which was to encourage the students to use any accent they had to speak English. This finding was supported by Momenian (2011) that “there is no need for second language learners to discourage their first language and do so their identities in teaching EIL classroom”. (p. 3)

#### ***4.2 Mini lesson 2: accommodating the students’ cultures to encourage students’ confidences in using English***

In the second mini lesson, most of the student-teachers perceived EIL approach as teaching English with the recognition of varieties of English in the world where students’ different accents and cultures were discussed and implemented in the

materials (Rum, Sasa, Beno, portfolio 16/12/2011).

In the second mini lesson, Rum had a belief that role play could be used in accommodating EIL approach by encouraging the students pretended to be local Indonesian people who offer umbrellas, temporary tattoo making, and dreadlock hairstyle making to the foreigners in Borobudur and Bali, while the other students would be foreign tourists (Lesson plan 2, 31/10/2011). Actually, role play/dramatizations can be used to initiate students' discussion and introspection (Jordan, 1997, p. 105; Kilickaya, 2004, p. 5). Therefore, by doing role play of being local Indonesian people, the students were more aware of using selection of language and practicing English conversations when they were facing the foreigners. In addition, role play enhanced cultural awareness by introducing varieties of local jobs in tourism like what Rum had done in her second mini lesson.

Then, Sasa believed that EIL approach aimed at encouraging students' confidences and awareness of different accents (Sasa, ARTJ2, 31/10/2011). Sasa added her perception of EIL approach through her lesson plan below:

In this activity I want to give a perception that varieties of pronunciation exist in the world by giving them the song title 'Price Tag' which is brought in Thai and American accent. At last the song will be sung by the student so that students will be realize that actually they have their own accent in pronouncing English words. (Sasa, Lesson plan2, 31/10/2011)

She realized that providing two kinds of accents from the song *Price Tag* was a good way of creating students' cultural awareness. After hearing the two songs, the

students were asked to sing together. She wrote that this activity proved to help the students understood that whatever accents used in English were acceptable. The analysis was positively supported by Kilickaya (2004) who said that "authentic materials like songs enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom" (p.6).

Furthermore, Ben perceived EIL approach as exploring students' awareness of Indonesian culture site, Komodo Island (Beno, ARTJ2, 07/11/2011). In his lesson plan, he added the purpose of choosing Komodo Island:

...I chose Komodo Island as my topic because I want to make this material to be more EIL friendly for the students. I also want to increase my students' awareness toward the natural heritage in Indonesia. (Beno, Lesson plan2, 07/11/2011)

In the second mini lesson, Ben focused on creating a more familiar topic for his students by presenting one of Indonesian culture sites, Komodo Island as practicing students' speaking skill in form of persuasive speech. The analysis was supported by Clark (1990) that "teachers must possess the skills of validating students' cultures and helping them to develop a positive sense of self" (p.7). So, by choosing Komodo Island to enhance students' awareness was a positive way to confirm that exploring the students' cultures in the classroom was acceptable.

In contrast to the above evidences of student-teachers in accommodating students' cultures, Nana gained her concept about EIL by focusing on Javanese culture which wasn't for sure belong to her students' cultures. She wrote her perception about EIL approach below:

Therefore I came up with the idea to bring Indonesian's traditional art in teaching English. I thought that the activity that I design by giving the a Wayang story has relation to the EIL approach. As I stated clearly in my planning-journal, I used Wayang story in my activity because it drawn students own culture as the content (Nana, portfolio, 16/12/2011)

In the 2<sup>nd</sup> mini lesson, Nana accommodated EIL by focusing on one culture only, Javanese culture. She focused on Javanese culture, a *wayang* story to prevent the overuse of cultural material in the language classroom. However, while using the cultural content in the classroom, teachers should keep in mind that English is an international language, and culture is only used as an aid to motivate the students rather than something to be taught (Killickaya, 2004). Thus, the way Nana perceived EIL approach by choosing *wayang* story as a teaching material which was taught in the classroom rather than using it as a media to enhance students' motivation was not in accordance with Killickaya's idea.

From this discussion, it could be concluded that in the second mini lesson, most of the student-teachers focused on defining EIL approach viewed from Cortazzi and Jin about the source culture materials and international culture materials (as cited in McKay, 2002, p. 88). Source culture materials dealt with learners' own cultures as content of the teaching such as a local-foreigner role play, a *wayang* story and vote for Komodo Island. Then, International target culture materials dealt with English speaking countries cultures and non-English speaking countries such as Price Tag song with two different accents. Entering the second mini lesson, the better understanding of EIL approach was seen from most of their statements who said

“that my understanding about EIL was improved/better/developed” (Rum, Sasa, Beno, Nana, portfolio, 16/12/2011). The ideas written by the participants were supported with the lecturer's grading sheet which shown that student-teachers achieved better results than the first mini lessons.

#### ***4.3 Mini Lesson 3: exposing the students with varieties of cultures in the world***

Seeing from the first and second mini lessons these student-teachers' understandings of EIL approach increased from comparing two cultures to accommodating the students' cultures. In the third mini lesson, most of participants stated in their portfolio that EIL approach dealt with cultural phenomenon occurred in the daily lives of people in the world (Rum, Dhen, Nana, Maura, portfolio, 16/12/2011).

Firstly, Rum perceived EIL approach as bringing real current issues or cultural event in Indonesia, SEA GAMES (South East Asian Games) in her third mini lesson. She stated her purpose in her lesson plan as written below:

I want to explore and develop my students understanding about the other sports beside those big matches. I think this is EIL because this is a recent real event happening in Indonesia, Indonesian people talked about it, and I also create the material by myself. (Rum, Lesson Plan3, 26/10/2011)

If I dug deeper about her understandings of EIL approach, SEA GAMES could be seen as one of the biggest cultural events in South East Asia since it was participated by 11 countries and employed many kinds of sports. Exploring SEA GAMES and its various sports was a positive thing for the students since they

would learn a lot of vocabularies and noticed that the speakers of the recordings could be an Indonesian person instead of native speakers. In this sense, when Rum presenting SEA GAMES topic in the classroom, she maintained that culture involved as one of fundamental aspects of human experience: what people do (cultural behavior) (Spradley, 1980, p.10). Therefore, by teaching about SEA GAMES the students would gain “cultural knowledge”(p.10).

Then, to give more examples about cultural varieties, Nana perceived EIL approach by presenting different kinds of tea in the world. She mentioned the reasons of choosing the topic as written in her ARTJ below:

The reasons I choose that topic is because each country has their own type of tea and also tea is the most popular beverage in the world, both in the East and in the West. (ARTJ3, 13/12/2011)

Nana had an assumption that introducing the students to different kinds of tea would grab students’ attentions. She provided pictures of the kinds of tea in the world which led to an activity of making a recipe of tea. In addition, drinking tea is one of cultural phenomenon for people in several parts of the world since almost everyone drinks tea. As McKay (2002) states, “in using EIL, students needs to be encouraged in term of cultural diversity” (p.83). Therefore, when Nana taught about various tea in the world, the students would be aware of kinds of tea with their different tastes and ingredients.

Lastly, Maura illustrated the varieties of culture by valuing many kinds of greeting styles in the world. She mentioned her feelings through her portfolio:

Mini-lesson three was my satisfaction in understanding EIL. I

could blend my teaching material with EIL perfectly ...I taught about greeting styles and greeting expressions. I could see clearly how to accommodate EIL on it. English greeting was always about “hello” how are you” or good bye”, actually there was many expressions to greet someone... (Maura, Portfolio, 16/12/2011)

Thus, Maura did enhance students’ awareness about varieties of cultures. In the same way, culture was an important element in the language classroom and it was believed that culture could enhance students’ motivation to learn, speak and discuss the materials well. In addition, students would be motivated and interested in the materials when it dealt with cultural content like what Maura had taught to her students. For this reason, it was obvious that teachers did not only play as language model but also as “the central role to play in aiding students in acquiring both a linguistic and cultural competence in a L2 or FL” (Fleet, 2006, p.13).

In this last mini lesson, these student-teachers perceived EIL approach as a way to teach various kinds of cultural phenomenon, such as a shared culture for various countries in South East Asia people in the SEA GAMES material, various kinds of tea and ways of drinking it, and various greeting styles in the world. It was also supported by Fleet (2006) that “language teachers’ duties are creating a positive atmosphere and attitude towards the target language and culture while preserving students’ L1 and cultures” (p.13). Moreover, in the process of these student-teachers’ understanding EIL approach, most of them stated in their portfolios that they finally had a clear understanding of EIL, as well as what kind of EIL materials should be used in EIL approach after they made their third mini lesson. In conclusion, the

student teachers felt that they had been successfully implemented EIL approach in their teaching materials. Moreover, they had developed better understanding about EIL by accommodating not only local and target language cultures into the materials, but also international cultures which could be used as a powerful way to increase students' interest toward the materials as well as their awareness of cultural diversities.

## 5. CONCLUSION

The purpose of this study was to find what the eight student-teachers' understandings of EIL approach in a Microteaching course. The study showed that, concerning the notions of EIL, the participants held different understandings of EIL approach. The different understanding were perceived when they tried to look for additional sources in the internet, watching the videos, create their own materials, design their own activities, or look at their classmates' performances. When teaching English as International Language, these student-teachers aimed at raising students' cultural awareness by creating such attractive speaking, listening or writing activities. Instead of these student-teachers' confusion in defining what EIL approach was, the student-teachers gained several benefits from using the EIL approach: their students' awareness of cultural content or phenomenon, appreciation and acceptance of other cultures, as well as awareness of the acceptance of the local culture in English teaching

Besides, from the discussion above, there were three additional conclusions that could be derived. First, for most of the participants, they got their initial understanding about EIL by comparing the two cultures: western and Indonesian cultures. Secondly, most of the student-

teachers got better understanding about EIL by accommodating the students' cultures. Lastly, these student-teachers has successfully accommodated EIL approach into their teaching by not only putting local and target language cultures in the materials, but also international cultures which has great implication to increase students' interest to the material as well as their awareness of cultural diversities.

However, this study had several limitations. First, the participants of the study were only eight student teachers. Secondly, the context of study was only in an English Department of Satya Wacana Christian University. Therefore, in the further research, the researcher hopes that there will be a continuous study in broader contexts, such as school or university teachers' understanding of EIL approach, so that the implementation of EIL approach in Indonesia can be tracked down and monitored for the future development of EIL approach.

In addition it is expected that this research will give contribution toward the implementation of EIL in Indonesia, particularly to increase student-teachers' awareness of EIL approach since they are the one who responsible for the success of English teaching and learning in the future. The bottom line that could be drawn from this study is that there are factors which enhance the successful implementation of EIL approach in ELT. Firstly, the teachers' efforts to create their own materials by including cultural content in the classroom positively support EIL approach. Then, the teachers' awareness of the students' interests in the classroom by creating creative and attractive activities in the classroom. Put into consideration that teachers, students, and classrooms are the combination of essential aspects in the educational settings where teachers select the best teaching technique so that students



perceive better and are active in the classroom. From this statement and evidences presented in the previous discussion it is obvious that EIL approach is beneficial in ELT.

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## The Implementation of Internalizing Pancasila to Increase the Students' Soft Skill Facing Global Challenges At Elementary School

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**Abstract:** The purpose of this study is to modify the implementation of Pancasila (Civics) learning so that simply, children are trained to develop softskills that can then be used in their own lives through their activities as well as for others in facing global challenges in elementary schools (Sekolah Dasar). Through conducting Researchers build a complex and holistic picture, analyze the process, report a detailed view of the information, by conducting this research in a natural school environment.

The research method through qualitative descriptive according to Creswell (2014), is the process of investigation and understanding based on different elementary school (SD) learning process in exploring the values of Pancasila. Data collection at Sekolah Dasar in 3 provinces (West Java, Madura, and Bali), especially about internalizing Pancasila in elementary school.

The results of the research find the concept of the process in the form of descriptive in learning of Pancasila (Civics) modification, the implementation of the children are trained to develop soft skills which can then be used in their own life through activities done for themselves or for others in facing global challenges.

**Keywords:** Softskill, Education, internalization, Pancasila.

### 1. INTRODUCTION

Citizenship Education (PKn) and Pancasila is one of the subjects that must be taught in Indonesia at all levels of education from primary schools to university. This is affirmed in Article 37 paragraph (1) & (2), Law No. 20 of 2003 on National Education System. However, the fact is that not all schools are able to internalize Pancasila in either students' dayli life or in their environment in order to improve their softskills. The reasons Civics learning atmosphere which is fun and meaningful for students has not been optimal yet, even unable to help himself to be

independent, there is still deviant behavior from the values of Pancasila.

Some teachers present the memorizing material that often do not represent deeply about Pancasila, therefore it is still difficult to be applied in everyday life, this is interpreted as the process of Pancasila internalization, as has been expressed by Moh Mujib Zunun (2010) that students before receiving Pancasila (Civics) learning has had an early concept about actual phenomena around it, so that learning will be easy to accept, otherwise if contradictory between the initial concept and the new

concept, the students are resisting by diverting tend to like pretending not to hear, or out of class so that Pancasila lessons are difficult to implement. One effect on this factor is the tendency to learn the task (aptitude for learning the task), (Dale H, Schunk, 2012: 143).

## **2. PROBLEM STATEMENT**

- a. What are the effects arise from Conventional Learning?
- b. How is the Implementation of Pancasila Learning (Civics) in Elementary School?
- c. Does Pancasila Learning in Elementary Schools Really Change / Enhance Children's Soft Skill?

## **3. DISCUSSION**

- a. The Effects of Conventional Learning

The old paradigm as a result that arises from conventional learning is where the teacher gives knowledge to passive students, the way of teaching with conventional method is lecture method and expects students to sit, stay, listen and record (3DCH), less active students in learning activities, teaching while children are not interested in Civics lesson / Pancasila because this lesson concerned with memorization

alone, less emphasize the aspects of reasoning that causes students' low interest in learning Pancasila. Teachers are less giving real model and practice directly in the in real life implementation, so it is still difficult to realize the fulfillment of intelligence in improving the soft skills of children. In addition, Civics learning also tends to be less meaningful because it is only based on the cognitive achievement result of the Civics teachers to teach more pursuit target oriented to the students' final exam score, not on the assessment of behavioral process (attitude) in accordance with the values of Pancasila which continues to be internalized.

Even teachers get public criticism towards Pancasila as subject matter which is not merely contains with practical values but also political or indoctrination tools for the sake of governmental power. Teachers during the teaching and learning process need to implement the best approach to convey the various concepts of Pancasila so that students can easily remember the longer concept, as well as using methods and interactive learning media with students. So that teachers will be able to communicate effectively with students who always ask about the reasons of something, the meaning of something and the relationship of what they

learn. How to open the thoughtful and diverse insights of all students so that the concepts they learn can be tied to real life, and immediately put into practice.

The effects arising with conventional learning, teachers are still oriented to the level of memorization that will be used as a test material, then students must answer in accordance with the text given by the teacher. Not yet realized that Pancasila Education through Civics is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to be good citizens, discipline, smart, full-skilled, and the values of Pancasila needs to be implemented, it is very important to internalize Pancasila of students' behavior in school and their environment.

b. The Implementation of Pancasila Learning (Civics) in Elementary School

While the opinion of some experts expressed, the main problem in learning Pancasila Education is the use of methods or learning models to deliver the subject matter appropriately, which meets the content of the values, to be internalized on the real life to meet the expectations as desired to build the character of a better child. Pancasila Education (Citizenship

Education) is a subject that focuses on the formation of religious, socio-cultural, language, age, and ethnicity, those will be able to form ideal students who have a strong mental, so as to overcome the problems that will be faced towards global challenges.

The learning process in Pancasila implementation, can be done with various models and methods, depending on the subject matter, so that the learning result is obtained from test result (formative, subsumative and sumatif), performance, assignment (project), work, portfolio, attitude and self-assessment. To improve the learning outcomes of Civics, learning must be interesting so that students are motivated to learn. An interactive learning model is needed where student plays role as a subject of learning, the teacher prioritizes the process rather than the outcomes. The teacher designed the learning process that involves the students in an integrative and comprehensive aspects of cognitive, affective and psychomotor in order to achieve learning outcomes. In order to improve the learning outcomes of Civics requires appropriate learning situations, ways and strategies to engage students actively in both mind, hearing, sight, and psychomotor in the learning process. The proper

learning to involve students in totality is as follows:

1) Learning with Problem-Based Learning.

Problem-Based Learning model is a learning model where before the teaching and learning process, students are first required to observe a phenomenon. Then the students are asked to record problems that arise, as well as discuss problems and seek solutions to problems of the problem. After that, the teacher's job is to stimulate critical and creative thinking in solving existing problems and direct students to ask questions, prove assumptions, and listen to different perspectives between them.

From the description above can be expected that the learning with Problem-Based Learning model can improve student learning outcomes of students compared with the traditional approach (lecturing). Learning can enhance students' ability to learn effectively and creatively, where students can build their own knowledge, find their own knowledge and skills through questioning, group work, learning from the actual model, can reflect on what it gains between expectations and reality so

that improved learning outcomes obtained not only the result of memorizing the material, but more on the actual activities (solving cases) that students do during the learning process (group discussion and class discussion).

2) Contextual learning approach

For the learning of Civics to be meaningful and for character formation then here the author would like to expose one approach of CTL model that is approach which help teacher relate between material taught with real world situation of student and encourage student make relation between knowledge possessed by its application in their daily life. Learning takes place naturally in the form of student worksheets and experiences, discovers and discusses problems and solves problems rather than transfer knowledge from teacher to student. Students understand what learning means, what benefits, what status they are in, and how to achieve them. They realize that what they learn is useful for their later life. Students are accustomed to solve problems, finding something that is self-internalized and struggling with ideas. Teacher assignments

organize learning strategies, help connect old knowledge with new one, and facilitate learning. The child must know the meaning of learning and use the knowledge and skills acquired to solve problems in their life. So that children not only able to memorize the lesson but also expected to change the attitude, behavior, character and moral of the child.

CTL is a form of learning that has the following characteristics:

- 1) Circumstances that directly affect the student's life and learning;
- 2) By using time / contemporary, the past, present, and future;
- 3) uncentred textbook;
- 4) Cultural, social, personal, economic and political environment;
- 5) Learning not only uses the classroom, it can be done in the life of family, community, nation and state;
- 6) Relating the content of the lesson to the real world and motivating students to make connections between knowledge and its application in their lives; and
- 7) Equipping students with flexible knowledge can be applied from one problem to another, from one context to another.

In implementing civics lesson can be done by creating an activity that is creative and productive, such as playing music, storytelling, so that the child learns a variety of examples such as feelyou, empathy, now that happens is when learning that capitalized memorize it that happens is there who are smart and also some who are not smart, who while the name of the lesson of empathy affection is all close to the values of humanism in Pancasila.

- c. Does Pancasila Learning in Elementary Schools Really Change / Enhance Children's Soft Skill?

It is answered through how does the role of teacher in applying teaching methods in teaching and learning process, whether still seem very rigid, less flexible, less democratic, and teachers tend to be more dominant?; The authors argue that the attitude of the teacher, while still using the monotonous conventional model, the teacher's activity is more dominant than the student, consequently the teacher often ignores the process of fostering the order of values, attitudes, and actions; which resulted in the improvement of soft skill so that the subject of Pancasila / Civics is not regarded as a citizen coaching subject that emphasizes awareness of rights and duties only, but is more

likely to be a saturated and boring subject. Because this is related to the formation of the character (soft skill), morals, attitudes and behavior of students who not only want a good value without *dimbangi* with improvement of character, morale, attitude and behavior of the child.

According to Stephen Walker, IanReece, (1997: 111) ... As teachers we tend to make assumptions about the "entry behavior" of our students. So that the role of Teacher in teaching Pancasila to the students can be done through various ways as follows: (1) Learning that prioritizes mastery of competence must be centered on the students (Focus on Learners), (2) Provide learning and learning experience that is relevant and contextual in real life provide relevant and contextualized subject matter) and develop a rich and strong mentality in students. (3). Student-centered learning strategies and pleasant atmosphere creation are needed to improve learning outcomes, teachers are required to design learning activities that are capable of developing students' cognitive, affective, and psychomotoric competencies, cognitive, affective and psychomotor domains.

The authors argue that if the student has learned about Pancasila / Civics subjects that

should be able to improve attitudes, behavior and moral for the learners but on the contrary is inversely proportional to the attitude, behavior and moral of learners who tend to decline, so it appears that learning Civics on Elementary School tends to be less than optimal. In improving soft skill in students, teachers need to master a variety of learning methods that are more fun for their students, making the learning space becomes more passionate, full of curiosity of students, there is a healthy competing spirit of the protégé.

Learning model that can be used by teachers in learning Pancasila (Civics), among others: (1) Increase the learning outcomes of Civic through Problem Based Learning model, the learning outcomes are all the abilities that can be achieved through the learning process in the form of understanding and application of knowledge and skills useful for students in their daily life as well as the attitude and critical and creative thinking in order to realize a quality human beings, responsible for themselves, society, nation and state and responsible to God Almighty.

The learning outcomes of Civics are the results of learning achieved by students after following the process of learning PKN in the form of a set of knowledge, attitudes, and basic



skills that are useful for students for social life both for the present and future which include: ethnic and cultural diversity of Indonesia, beliefs (religion and class) and the diversity of intellectual and emotional level.

#### d. The Internalization of Pancasila

Indonesian culture is a culture that is formed from various ethnic and religious cultures so many challenges that always undermine the cultural unity but with the spirit of diversity until now still exist in the exposure of the times. Our duty as a nation of children to keep that culture to a nation that is eternal, noble, prosperous and dignified Satrio Dwi Prabowo, et al. (2014).

Kebudayaan called culture, which comes from the Latin word Colere, which is processing or working or can also be interpreted as cultivate the land or farming. Kataculture is also sometimes translated as "culture" in Indonesian. The existing culture is made up of many intricate elements, including religious and political systems, customs, language, tools, clothing, buildings, and artwork. Culture is a comprehensive lifestyle. culture is complex, abstract, and broad. Many cultural aspects contribute to communicative behavior in human social activities. Indonesia is the largest

archipelagic country in the world, with many of the islands Indonesia has very diverse cultures. The development of Indonesian culture has begun since our ancestors earlier. Yet, over the years, this culture in Indonesia has been in a disappointing period where many of our cultures are free from our grasp.

The internalization of Pancasila values embodied in children behavior in primary schools (elementary school is doing practice through direct practice with teacher guidance on a continuous basis, .... It may be suggested that the "demands" of any occupational position are fixed, is settled upon in bargaining between the person ... (Jerome Karabel, 1979: 123) therefore we can get example of value of base value of Pancasila that is:

- 1) The first principle; "Belief in the One Supreme", in the First Precept on Pancasila, can be taken the basic values of the Godhead, Through steady action and has been entrenched is a comprehensive lifestyle, communicative behavior as a combination of gratitude towards Allah SWT;
- 2) The second precept of "Just and Civilized Humanity" can be taken on the basic values of humanity. Behavior that always reflects the values of

- humanity, has a sense of empathy and compassion, tolerance and mutual help to fellow human beings need to be nurtured continuously since elementary school age;
- 3) The third precept: "Unity of Indonesia", the tradition invites all students to show their contribution together, avoiding hostility among friends, cohesiveness for smooth running of school party processions and as expected;
  - 4) The Fourth Precept: "Citizenship led by the wisdom in the representatives of representatives" through learning activities in discussion because of mutual respect from each student, learning to formulate deliberations based on moral high, respecting the opinions of his friends, avoiding dispute in deliberation;
  - 5) The fifth precept; "Social justice for all the people of Indonesia", through the tradition of social activities, mutual giving and receiving, the culture of friendship, recognizing the social environment that needs help, sensitive to disaster problems that inspire students to collect assistance, the school also covers all levels of society.

The internalization of Pancasila values is essentially a pluralistic Indonesian people who should be seen as national assets, not risk or burden. The people are national potentials to be empowered, enhanced potential and physical, mental and cultural productivity. Indonesia's water as a national asset stretching from Sabang to Merauke and from Miangas to Rote, a place of residing the spirit of diversity, is our political and intellectual obligation to transform culture Pancasila in national identity and awareness, so it is necessary to develop the mindset based on the principle of mutualism, and to have (shared interest), need to jointly compete in the goal of improving the social-cultural quality as a nation.

Building the national culture of Indonesia should lead to a strategy through the implementation of Pancasila values with the national characteristics of Indonesia, a vibrant free-active able to be the master of the country itself, and able to play an important role in the global arena and in equality is also able to maintain world peace ". Cultural crisis is the enforcement of efforts to "form" explicitly national identity and national awareness, then this nation remains as the Unitary State of the Republic of Indonesia (NKRI).

#### 4. CONCLUSION

From the above discussion it can be concluded that, the internalization of Pancasila is continuously implemented in daily behavior, starting from Pancasila / Civics Learning in elementary school and forever as Indonesian citizen, is expected to be able to form ideal students have strong mental, so as to overcome the problems that will be faced. Through the process of learning Pancasila / PKn mostly still use the old paradigm where the teacher provides knowledge to passive students. Teachers in teaching no longer apply conventional methods, the lecture method is applied only to the introductory material, the emphasis of the students invited to engage in ongoing learning process, for example by creating a group consisting of several people and each of them expressed his opinion. Students apply directly to softskill skills, teachers are more wise and wise continue to assist students in the framework of Pancasila culture that continues to be implemented in the environment, so the Pancasila culture process will be more meaningful.

This means that all cultures run by the Indonesian nation based on the values of Pancasila in it. Aside from being the basis of the state, the position of Pancasila for the nation of Indonesia is as the nation's culture. Pancasila as the culture of the nation because before it was

ratified as the basis of the State, values have existed in the life of the Indonesian nation. They are values of customs, culture and religious values. Pancasila is one of Indonesian culture that is very valuable. Something said to be valuable if it has value for use (useful), valuable (truth value), beautiful (aesthetic value), good (moral value), and religious value (religious value).

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## Implementation of Learning Management System in Information Technologi Education UNISRI Surakarta

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**Abstract:** The solutions in current learning system is Electronic Learning or well known with E-Learning. Implementation of Electronic-Based Learning can be more varied and at the same time can eliminate the saturation of learners. In Education perception, application for E-Learning usually called with Learning Management System (LMS). This software includes material, quizzes, courses learning method and all of them are summarized in one application. Implementation of LMS in University of Slamet Riyadi Surakarta not running maximally. The solution for the problem is better to design LMS and it must be implemented for student. The new application of LMS had been created and can be implemented for the students as end user. The subject of this research is the students who are taking class in Information Technology Education. They will take some courses with this electronic learning method that can be opened by online. Meanwhile questionnaire and testing are applied to gain the data. The questionnaire were done toward students after they are taking courses with the application. Testing was conducted directly in learning process after they are given questionnaire to be fulfilled. The data that collected then analyzed using experimental quantitative research. After the data accurately collected, then analyzed using Partial Least Square to measure reception level by the students as end user. The results showed, based on the questionnaire and testing to end users can be concluded that the application LMS offered can be accepted for the students. This is shown from the statistical results of the analysis of the influence between variables that are formulated. Hypothesis of influence between variables most or dominant produce application acceptable

**Keywords:** *Application, E-Learning, End User, Information Technology, LMS*

### 1. INTRODUCTION

E-Learning is one of the learning method that is currently being developed by using the computer as a learning medium, besides giving an innovation that has a very big contribution to the change of teaching and learning process, the learning process is no longer just listening the material description from the lecturer but the material can be

visualized in more dynamic and interactive formats and forms such as files, videos, music, animation, and more [Wahono, 2007]. In E-Learning learning education has changed the way of learning view that is: from training to appearance, from room to where and anytime, from paper to "on line", from physical facility to network facility, and from time to time cycle to real time [Ali Magai, 2009].

E-Learning concept consists of management, pedagogic, interface design, technology and resources.

Learning Management System is an application that automates and virtualizes of teaching and learning process electronically [Iyan,2008]. Learning Management System can contain materials packaged in multimedia (text, animation, video, sound), provided as a supplement and enrichment for the development of learner competencies. Learning Management System offers innovative learning system that covers in the field of information technology, especially those based on virtual online through E-Learning , multimedia and video conferencing.

Learning Management System as web-based learning is developed dynamically (dynamic E-Learning) [Iyan, 2008]. Common functions that should be owned by Learning Management System (LMS) include: (1) uploading and sharing material; (2) Forum and Chat; (3) Quizzes and Surveys; (4) Gathering and Reviewing Assignment; (5) Recording Grades

In the implementation of learning, UNISRI has a University academic system or website that can be accessed at [www.unisri.ac.id](http://www.unisri.ac.id). However, in the application there is no E-learning application that is completely integrated with the needs of students and lecturers to improve the quality of learning. Whereas in the curriculum of one study program that is Information Technology Education, it was formulated that one of the characteristics or objectives of the study program.

As for the formulation of problems in in this article is 'How the prototype of this Learning Management System application that created by the researcher can be accepted as a design that can be developed into a recommendation at Slamet Riyadi University?'

## 2. RESEARCH METHOD

The research flow adopts on Borg & Gall [10] with modifications. Research model Borg% Gall modified into 7 steps, namely; (1) data collection; (2) Planning; (3) early product development; (4) implementation; (5) Trial; (6) Evaluation; (7) Validation. The process of composing the design of Learning Management System application architecture outline consists of system identification and implementation into the application in the form of Prototype. The system identification step in concept adapts to the waterfall method at the stage of requirement analysis, system design and data design. Needs analysis is done to find out what business processes are needed and should be incorporated into the system. The system design describes the system picture developed by adjusting the identification of the needs of the needs analysis. While the design of the data is the database design contained in the system. Step needs analysis consists of 4 activities, namely identify, understand, analyze and report. The step is a step in the first stage after that the user needs validation process. The second step is system design done with the traditional approach. The traditional approach is done because looking from the perspective of functional perspective

is different from the approach of UML because it is object based [Satzinger, 2002].

Implementation of Prototype is done based on system identification report as reference of application development. The method used is to map each system needs in accordance with its function into the initial application called prototype.

Data collection is done by collecting primary data that is questionnaire to end user testing prototype, interview of Kaprodi Pendidikan Teknologi Informasi and expert. In addition, the collection method is also done by observation and also secondary data collection using literature study method. In the data analysis process is done by analyzing the needs of lecturers and students to know what the target students. In addition to analyzing the needs are also carried out an application user analysis. The shape of this section is the identification of the problem. The results are discussed applying for approval of the expert. Experts in this field of IT field of experts and experts in the field of curriculum. Analysis of statistical data used for the validation of data results of questionnaires distributed to the end user Partial Least Square method.

this paper goals only discuss about the result of prototype implementation that already made into the university

### **3. DISCUSSION**

System requirement analysis is likened to planning component part with the purpose of identifying and evaluating the problems, opportunities, barriers that occur and the expected needs so that it

can be proposed to be an information system intact. Data needs analysis is used to map data requirements. On the process data collection system and data needs, the outline can be inferred needs include; (1) registration; (2) learning; (3) assessment, (4) student data; (5) data lecturer; (6) course data, and (7) assessment data.

#### **3.1 System**

In this diagram, the entities involved are students and lecturers because of the students and lecturers are subjects who use the system. Also Administrator, however

the administrator is also a lecturer so that the entity's position is the same. Lecturer related with systems for manipulating accounts, providing materials, giving quizzes / assignments or provide an assessment. While students use the system to manipulates profile as well as carrying out the student learning process itself. For example, doing tasks / quizzes, downloading materials and to see the value of the course.

#### **3.2. Data**

In accordance with the ERD design then the data requirements in this system; Table Siswa; Table Pengeumuman; Table materi; Table Tugas; table Nilai;tables Kuis; Table login; Table log login; Table dosen; The table kelas is where class data stored on campus; Table materi kelas; table komen; ; table kelas siswa; Table makul; Table makul kelas and Table makul ajar.

### 3.3 Prototype

The process of making prototype e-learning application is made based on the reference design documents that have been made. With reference to 3 kinds of entities related to the system ie admin, faculty and students. Prototype created using PHP and Mysql database. Here's a picture of examples of prototype display

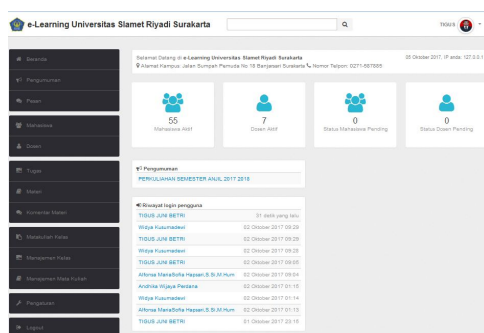


Figure 1. Prototype Page

## 4. RESEARCH FINDING

Evaluation is used to find out how precisely a measuring instrument capable of performing its duties in accordance with its function. Validation test means that the instrument used can measure what you want to measure. Usually used by calculating the correlation between the score of the instrument item and the total score [Sugiyono,2004]. This study uses HOT-fit evaluation model (Human, Organization, Technology). This model involves 3 main factors namely User, Organization, and Technology. This research shows that the relationship between Human, Organization, and Technology variables has a strong enough and positive relationships that affect each other and the three have a

strong and direct relationship to the Net Benefit of the system. This model was put forward by Yusof M.M., Paul RJ and Stregioulas, L. K (2006). The rationale for this model comes from the evaluation model of DeLone McLean's information system (2003).

These three factors relate to the seven dimensions of its derivative components, namely System Quality, Information Quality, Service Quality, System Use, User Satisfaction, Organization Structure organization) and Net Benefit. The factors of this evaluation model are then formulated into hypotheses of influence analysis which then later calculated with Partial Least Square model using SMART PLS software. To find the hypothesis of influence between variables, first formulated what factors are related. These dimensions affect one another. In Partial Least Square, these derived factors or variables are called exogenous variables and endogenous variables. Exogenous variables are variables that are not predicted by other variables contained in the model. The exogenous construct is the construct directed by the line with one end of the arrow While the endogenous variable is the variable that is the factors predicted by one or more constructs. Based on this, it can be concluded;

- Exogenous variables: system quality, information quality, service quality, organizational structure
- Endogenous variables: system use, user satisfaction, Net Benefit.

The relationship is formulated into the HOT-fit model ,

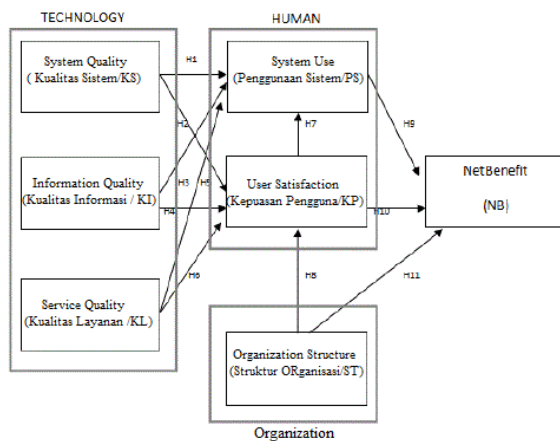


Figure 2. Hot Fit Model Implementation

Respondents are divided into 2 lecturer respondents and students (end users as many as 60 people). The variables of lecturer and student respondents were processed using SMART PLS software

Tabulation of data there are 2, namely lecturer and student respondents. Data of lecturer and student respondents were analyzed using SMARTPLS. The step to solve the equation model with this path approach is to calculate the outer model and inner model consisting of Convergent Validity; Discriminant Validity, Average (ave); Composite Reliability, Cronbach Alpha; as well as the path coefficient and t-value.

Convergent validity requires that measuring devices accurately measure the constructs in question. Convergent validity is equal to outer loading / loading factor whose value is said to be high when more than 0.7. Here is figure 3, simulation with SMARTPLS software;

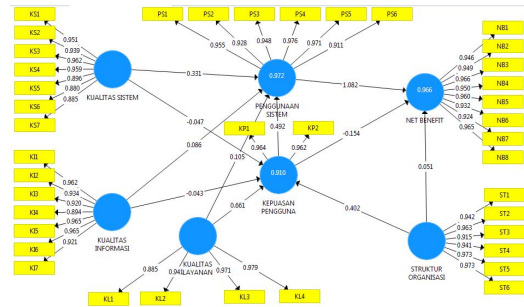


Figure 3. PLS Implementation

The calculation results show that the loading factor value above 0.70, so that all indicators have met the convergent validity and stated enough.

Discriminant validity is used to test the measuring instrument, whether precisely measuring the measured construct, not the other constructs. Table 1 below shows the average value;

Tabel 1 AVE value

No	Indicator	Value
1	KS	0,856
2	KI	0,879
3	KL	0,892
4	KP	0,927
5	PS	0,899
6	ST	0,905
7	NB	0,901

After analyzed on the value, the result of the questionnaire obtained shows the tendency that fewer respondents who choose low number (disagree or disagree) will produce higher mean value, this can be seen with the average value generated by ST and KP variable high.

Reliability test is measured by two criteria, namely composite reliability and cronbach alpha from blocks of indicators that measure the constructs. The results



of the processing using Smart PLS can be seen in Table 2 below;

Table 2. Reliability Value

No	Indicator	Composite Reliability	Cronbachs Alpha
1	KS	0,977	0,972
2	KI	0,981	0,977
3	KL	0,971	0,959
4	KP	0,962	0,921
5	PS	0,982	0,977
6	ST	0,983	0,979
7	NB	0,986	0,984

In Table 2 it is known that composite reliability and cronbachs alpha in the model show that the construct has satisfied the reliability. The construct is declared reliable if the value of composite reliability is greater than 0.7. while Cronbach Alpha is greater than 0.6

Inner model is used to evaluate the relationship between latent constructs as has been hypothesized in this study. Influence between variables indicated coefficient parameters and significance t-statistics. Here is the result of hypothesis table 3;

Tabel 3 Correlation Result

H(n)	From	To	Path Coefficient	T Value	Result
H1	KS	PS	0,33	2,63	Accepted
H2	KS	P	0,40	3,16	Accepted
H3	KI	PS	0,09	0,92	Rejected
H4	KI	KP	-0,04	0,26	Rejected
H5	KL	PS	0,11	2,55	Accepted
H6	KL	KP	0,67	3,34	Accepted
H7	KP	PS	0,50	3,94	Accepted
H8	ST	KP	-0,05	0,22	Rejected
H9	PS	NB	1,09	4,94	Accepted
H10	KP	NB	0,15	0,84	Rejected
H11	ST	NB	0,05	2,49	Accepted

From Table 3 above the hypothesis can be rejected or accepted by looking at the value of statistical T and the path coefficient. In hypothesis testing the level of significance used is 95% ( $\alpha = 0.05$ ). The value of t table with 95% significance level is 1.96.

## 5. DISCUSSION

Based on the evaluation, then; (1) Analysis of influence shows hypothesis to influence analysis between variables. The acceptance of this application prototype is influenced by system quality factors, information quality, service quality, system usage, system satisfaction and the role of organizational structure; (2) System quality affects system usage and user satisfaction. This means that the higher the quality of the system on the prototype of this application, the more increasing the use of the system and user satisfaction with the prototype, (3) The quality of information has no effect on the use of the system and user satisfaction; (4) Quality of service affects system usage and user satisfaction. This means the higher the quality of service on the prototype, the more the system usage and satisfaction

## 6. CONCLUSION

The conclusion of research that discuss about the design of Learning Management System application architecture is to answer the problem formulation that is, Activities and learning process at Slamet Riyadi University can be implemented into Learning Management System concept. The application architecture of Learning

Management System at Slamet Riyadi University can be implemented well into the prototype using the modified Borg and Gall development method.

In addition the prototype tested so as to obtain validation results on testing of respondents ie end users, as well as resource persons ie experts in the field of IT and curriculum field. The tests were conducted on a HOT-fit model, which includes Human, Organization and Technology. With the HOT-fit mapping model, successfully elaborated some hypothesis of acceptance where the resulting number indicates that the prototype is well received by end users in this case are lecturers and students. While the test of the expert knowledge of IT and curriculum done with heuristic evaluation by generating opinions and improvements from the expert that the prototype can be received well so that it can be a consideration of recommendations to be developed

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## **Inserting Road Traffic Rules into Junior High School Curriculum to Enhance the Awareness to the Use of Road Traffic Rules**

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**Abstract:** This article discusses current traffic problems. Where the awareness of the road traffic user tends to disappear or is deliberately ignored. Some even cause accidents with the consequences of death. If something is not done immediately, it could be that the percentage of road traffic accidents will increase sharply. The problem is that the growth in the number of motor vehicles is not accompanied by a growing of a good understanding of the procedures and rules of road traffic. The worse is that, the number of the underage children who ride vehicles have begun to increase. Those teenagers ride without knowing the code, the rule, the procedures, even the mechanism of road traffic. And of course, they could endanger themselves and even others. Therefore, it becomes very much important, to immediately enter the subjects of road traffic into the Junior High School curriculum into standard subjects, using the appropriate and relate of reference data. The subject will be given in the grade of 3, 4, and 5 of elementary school. It will be hoped to be one among several solution of saving people's life who died in vain because of the ignorance in road traffic.

**Keywords:** Road Traffic, Road Traffic awareness, Road Traffic Rules Motorcycles, Junior High school curriculum.

### **1. INTRODUCTION**

The economy in developing countries today is improving. This is evidenced by the increasing ability of people's purchasing power in some goods. One of the impacts seen is the increasing number of vehicles on the highway. Which this condition then turns up into new problems. That is a cultural shock about how to transport ethically and safely. What happens is, transportation and its system becomes

the main problem that should get special attention.

This transportation problem has many impacts, from congestion, to pollution, to the problem of accidents. In particular, in this article the focus of the review will be on the issue of traffic accidents. Accident numbers should be minimized as it concerns the human soul. According to Bellomo (2011), there are many factors causing traffic accidents. The cause of this problem is

not only due to the behavior of drivers or users of the course, but the planning of the traffic rate becomes one of the factors that influence it.

In general, there are three main causal factors according to Haddon's Matrix namely human factor, vehicle, and environment. Three factors are divided into three stages namely, pre, moment, and post-accident. These factors work in accordance with their respective roles. Pre-accident stages are useful in preventing accidents, factors in the current stage of the accident are useful for injury prevention, and factors in the post-accident stage are useful for survival. And the knowledge of traffic to understand how and where the driving trajectory should be used, and to realize how fast the driving speed when traffic is a component of behavioral factors belonging to the pre-accident stage human factor in Haddon's Matrix (Mohan et al., 2006).

According to Global Status Report on Road Safety (2013), 1.3 million deaths per year worldwide and 20-50 million people are injured by traffic accidents. WHO data states that traffic accidents are the leading cause of child deaths in the world with an average mortality rate of 1000 children and teenagers every day in the 10-24 year age range.

It is true to be seen from the sequence of traffic accident data in Indonesia in the last three years becoming the third largest killer after coronary heart disease and tuberculosis based on the assessment by WHO (State Intelligence Agency, 2014). The number of traffic accidents in Indonesia

has increased every year. The data of the Indonesian police republic traffic corps says that there are 28,000 to 38,000 people die from accidents each year. so that this figure compares to the total population, causing Indonesia to be ranked first country with the highest ratio of deaths due to traffic accident.

The number of traffic accidents in Indonesia along with the increasing number of motor vehicles, and added with the number of traffic users who do not understand the traffic rules. The increase in the number of motorcycle type vehicles has the highest number among other types of motor vehicles (Directorate General of Land Transportation, 2013).

According to Riskesdas 2013 there is an increasing tendency of injury prevalence from 7.5% to 8.2%. The second most common cause of injury was motorcycle accident (40.6%).

In Surakarta itself, according to the Surakarta Police Headquarters, Kompol Imam Syafii, has a significant number of traffic accidents by 2016 with an accident rate of 382 cases and the number decreased to 339 cases in 2017.

Traffic accidents according to Law no. 22 of 2009 Article 1, paragraph 24 is an event on unexpected and unintentional road traffic such as material loss, pain, and death can affect the degree of public health. Traffic is the movement of vehicles and people in road traffic space (Dephub, 2009). Accidents are an accident not happen by chance but are accompanied by a knowable cause to do preventive action. Accidents can cause mild to severe

impacts both material and non-material (Sumakmur, 2009).

By 2015, according to Hidayati's research, reported that the number of secondary school motorcycle riders is increasing. The study showed that one in four junior high school students (25%) became active motorcycle riders. Based on the classification of adolescence according to the MOH RI (2001), the age range of middle school students or called middle adolescence, is a period of transition from childhood to adulthood. Adolescence is the stage where there are physical and psychological changes that affect the mindset, attitude, and behavior patterns. Adolescents also have a tendency to perform deviant behavior because of the various things that will be liked by teenagers without considering profit and loss. Teenagers of middle school age, of course have not been yet equipped with a driver's license, where the new license may be tested when someone is 17 years old. Law no. 22 Year 2009 Article 81 paragraph 5 states that a person obtains a SIM if it has been eligible pass the test theory, practice, and skills through the simulator. Theoretical examination is one of the tests related to all the procedures and driving rules that must be passed by someone who wants to get a driver's license. The level of knowledge concerning the rules regarding driving procedures affects one's actions while driving (Hidayati, 2015). Kutsiyah (2011) mentioned that the knowledge of traffic signs on the rider affect the occurrence of traffic accidents. Law no. 22 of 2009 article 108-109 is a related regulation

Especially supported, that mentally, high school age children do not have the maturity to think about how to do the road traffic safely. This certainly adds to the concerns of many parties, especially riders or other traffic users. Evident from the many middle-aged riders are many who culminate in accidents with the impact of minor injuries, weight, even death. Therefore it is necessary to take measures to minimize accidents involving vehicles with or without other road users that result in human casualties and or loss of property.

Looking at the behavior of high school teenagers in the traffic, it is necessary to have a traffic education that contains knowledge, rules, discipline, and ethics in traffic. The purpose of Traffic Education so that high school teenagers can apply rules, ethics, and discipline in traffic activities, so as to be able to change the behavior of road users to be more obedient to regulations for the safety of road users, resulting in a decrease in the number of violations and accidents traffic.

One of the government's efforts in this case is through the Ministry of National Education in cooperation with the Police to standardize traffic education materials in the curricular curriculum in the form of Memorandum of Understanding of the Minister of National Education with the Head of Police of the Republic of Indonesia Number 03 / III / KB / 2010 and Number B / III / 2010. On March 8, 2010, the activities of integrating

discipline of traffic into the curriculum of elementary and secondary education.

However, the Joint Decree (SKB) between the Ministry of Education and the Police is considered ineffective. Traffic learning methods provided rely solely on lectures given from internal teachers of the school even though occasionally there are guest speakers. Which where there are some shortcomings in the lecture method according to Hisham, Bermawy, and Sekar (2008) ie the delivery of the material tends to be monotonous so boring, making students inactive, information submitted only one direction and only limited to what the speaker delivered only, clinging to students 'memories, the delivery and acceptance of information is less controlled both in time and in material, students are not given the opportunity to develop creativity, make students only as educational objects, and kill students' interest to read. So it should be reviewed the method of educational traffic to be relevant and appropriate to the local school students.

Providing road traffic education to schoolchildren is to create schools as communities that are able to make an important contribution to creating traffic compliance so as to improve road safety. Therefore, the educational material of traffic to school students at least includes some basic subjects: Providing knowledge of the basic principles of traffic order; .Making attitudes and behavior of traffic order; Establish habits of orderly living in traffic, safety riding; discipline, ethics and driving manners; preventing

reckless attitudes on the highway; risks in the event of a traffic accident; vehicles that are either unfeasible or unfeasible; certain articles of the RI Law No.22 of 2009 on Traffic and Road Transportation.

## **2. REVIEW**

Traffic accidents are unexpected and unintentional highway events involving vehicles with or without other road users resulting in human casualties and / or property losses (Law No. 2 of 2009). According to Global Status Report on Road Safety (2013), 1.3 million deaths per year worldwide and 20-50 million people are injured by traffic accidents. WHO data states that traffic accidents are the leading cause of child deaths in the world with an average mortality rate of 1000 children and teenagers every day in the 10-24 year age range.

If seen from the sequence of data of traffic accidents in Indonesia in the last three years became the third largest killer after coronary heart disease and tuberculosis based on the assessment by WHO (State Intelligence Agency, 2014). The number of traffic accidents in Indonesia has increased every year. The data of the Indonesian police republic traffic corps says that there are 28,000 to 38,000 people die from accidents each year. so that this figure compares to the total population, causing Indonesia to be ranked first country with the highest ratio of deaths due to traffic accident.

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### **3. METHODOLOGY**

Implementation of this activity by way of preparation of teaching materials safety and orderliness of traffic that is integrated into the national education curriculum. The syllabus material includes Competency Standards,

Learning Methods, Learning Materials, Source of subject matter, and assessment. Standards of competence in the traffic syllabus include; traffic signs, traffic regulatory procedures, ground level traffic rules, the danger of traffic accidents, and traffic ethics on public roads. Learning methods can be done by watching the movie, Observation, Demonstration, storytelling, question and answer, dramatization, assignment, field trip.

The Learning Material traffic education with an understanding of traffic rules and traffic ethics integrated into PKN subjects and traffic education materials that are knowledge of traffic accident hazards and traffic arrangements are integrated into sport and health subjects. And Source of subject matter obtained from, a) RI Act No. 22 of 2009 on Road Traffic and Transportation, b) RI Law. Law No. 38 of 2004 on Roads, c) Government Regulation and Decree of the Minister of Communications No. 61/1993 on Road Traffic Rules, Regulation of the Chief of Police of the field of traffic, d) Decree of the Chief of Police. Pol: Skep / 1673 / X / 1993 on Principles of Partnership between Police and Society. Finally, Assessment is taken from student assignments and traffic management practices.

### **4. ANALYSIS**

In the implementation of traffic learning activities, the school, in this case under the auspices of the Ministry of Education in collaboration with the Police compiled a module or textbook

in which includes not only theory but also simulation. So that students can become interested and able to attach traffic lessons and practice it well. The syllabus material is designed in such a way that it meets sufficient Competency Standards to get school-aged students to know and understand how good traffic is. The standard of learning traffic competency includes, Learning Method which in which contains interesting and fun method to be easily understood by students also practically carried out on the highway. Next is the learning material that contains both theory and simulation or examples that are easy to understand by students. The third competency standard is a practical and up-to-date source of subject matter so as not to be outdated. And last is the judgment. The assessment standards used are likely to be from the practice sector. This standard of competence is also derived in the form of syllabus. This syllabus fits into the sub chapters of the smaller chapters in more detail to enable students to have a clear picture of what components in the traffic. The syllabus includes traffic covers; various traffic signs and their uses, traffic regulation procedures, basic traffic rules regulations, the danger of traffic accidents, and traffic ethics on public roads. Learning methods can be done by watching a movie that makes students have a complete picture not only imagine, Observation, Demonstration, storytelling, question and answer, dramatization, assignment, field trip. Traffic learning materials that are understanding of traffic rules and traffic ethics are integrated into PKN subjects

and traffic education materials that are knowledge of traffic accident hazards and traffic arrangements are integrated into sport and health subjects. And Source of subject matter obtained from, a) RI Act No. 22 of 2009 on Road Traffic and Transportation, b) RI Law. Law No. 38 of 2004 on Roads, c) Government Regulation and Decree of the Minister of Communications No. 61/1993 on Road Traffic Rules, Regulation of the Chief of Police of the field of traffic, d) Decree of the Chief of Police. Pol: Skep / 1673 / X / 1993 on Principles of Partnership between Police and Society. Finally, Assessment is taken from student assignments and traffic management practices.

## 5. CONCLUSION

The cultivation of knowledge and the simulation of the materials in the traffic learning program must be in accordance with the real conditions that students face in traffic. The notion of the terms of traffic signs, and the teaching of ethics in driving a vehicle is an example of material that must be implanted. By way of secondary school facilitating students to be able to simulate driving in collaboration with the police and related parties can result if it is time to drive a motor vehicle in real, they are well controlled so as not to endanger him and other traffic users.

The purpose of education in traffic should not stop here. Students are also encouraged to disseminate information and knowledge about good behavior in traffic to younger siblings at the level below and also to others. By teaching



them the basics of traffic safety in schools, children are prepared to build knowledge about traffic, and positive attitudes that will benefit when children become adults and teenagers in the future. It's easier to teach good habits at an early age than to get rid of bad habits later on.

So with the current public understanding that traffic safety is the responsibility of the government through the Department of Transportation and Traffic Police can only be changed, because traffic safety is basically also a social problem involving individual users of roads, traffic can create a traffic order and provide a sense of security to fellow users of the road and of course will reduce the number of traffic accidents.

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## **Microteaching Practices based on Multiple Intelligence: A Research and Development of Students' Handbook for English Language Education**

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**Abstract:** This research is aimed to (2) identify some problems in microteaching class, (2) find strength and weakness and microteaching class, (3) develop students' handbook based on multiple intelligence. This research and development is conducted towards Microteaching classes in English Language Education. Four techniques were applied to collect data, namely interview, observation, FGD and test. Meanwhile, ADDIE design was implemented in developing students book. The result shows that there are some problems in microteaching class, such as insufficient laboratory, students' anxiety was continuously increase, less supplementary material for students and some other problems. Some weakness was still found in implementing microteaching, namely the students book do not supply real example in each basic skill. Based on the finding above, the researcher then developed students book for microteaching class based on multiple intelligence to provide students exploring their inner potential in performing teaching basic skill in microteaching class.

**Keywords:** Microteaching, Multiple Intelligence, research and development.

### **1. INTRODUCTION**

Education plays important role in building human being, even the world. So, education field become sustainable issues as well as debatable. It needs progressive development and improvement. Discussing about education, we definitely define the word teaching in which it has some components, teaching goals, material, media and also evaluation. The term of teaching does not merely simply transfer of knowledge from teacher to students. Instead, it is a complex process that constitutes some elements to facilitate and influence the process of learning. Teaching foster changing

behaviour of human life to get better life. A teacher as the agent of education must help people to develop subject knowledge and may be even students mind and personality. Teacher must educate their learner, transferring knowledge, building character and also encourage them to solve problems and create new thing. This can be done either formal and non formal, it take place in school, workplace, training agency and so forth.

However, teaching anyone also be tiring, stressful and demanding. It is a responsible and any slip up is very visible. People's minds and motivation vary a great deal and teachers have to find many different ways to connect with

their students. So, to be a teacher needs a wide range of preparation. A good teacher is simply estimated from on how much the students understand from his/her teaching. When students does not understand the material, so teachers must reflect their own teaching competence. Complicated preparation is fully needed to build a good competence in teaching. In pedagogy curriculum, a set of learning outcomes have been design, start from basic knowledge such as phyhological learners, method in teaching, developing material, selecting media and evaluating up to highest competence to demonstrate teaching in microteaching. They are interconnected each other. To prepare a good teacher, teacher training set some competence to be a good teacher, individual competence, professional competence, social competence and pedagogik competence. They were then divided into some subjects, one of them is microteaching

Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5-20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones. Microteaching constitutes a teacher training technique for learning teaching skills. It employs peer teaching practices for developing teaching basic skills. It also builds students to get deeper knowledge regarding the art of teaching. According to Stanford technique involved the steps of “*plan, teach, observe, re-plan, re-teach and re-observe*” and has evolved as the core

component in 91% of on-campus clinical teaching development programs, with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe. Most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences.e ffective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of microteaching have been implemented.

In conducting microteaching, a lecturer can apply an inovative approaches. One of them is applying multiple intelligence in exploring students potential to support teaching basic skills. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Training of medical teachers in specific teaching skills is a major challenge in medical education programs. The pedagogic skill for teaching can be acquired only through more structured and cheaper faculty training techniques. With the introduction of microteaching about five decades ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programs has been overcome.

Since Microteaching is a complicated subject for students, so some problems still occurs during microteaching practices. Based on the observation in microteaching class, students still find difficulties in performing teaching basic skill. This motivate researcher to conduct a

research and development on microteaching class to help students in overcoming their problem. Especially, this research was conducted to develop students book for microteaching class based on multiple intelligence.

## **2. RESEARCH METHOD**

This reasearch and development is conducted towards Microteaching classes in English Language Education. Four techniques were applied to collect data, namely interview, observation, Foccus Group Discussion and test. From the interview with Microteaching lecturer, it can be seen that some problems were still found during microteaching class. FGD was conducted among students, English lecturer and practitionaer. Meanwhile, observation was conducted during microteaching class while students were performing teaching basic skills. And last, test was conducted by asking students to demonstrate teaching basic skill. Based on the gotten data, then ADDIE design was implemented in developing students book for microteaching class.

## **3. REASERCH FINDING AND DISCUSSION**

Based on the result of the first step of this research, it can be seen that there are some problems in microteaching class. First, microteaching class was executed traditionally since insufficient laboratory. In English Language Teaching, there's no microteaching laboratory. The classes were conducted in classroom, and to give experience in

conducting ideal microteaching, students are invited to practice microteaching in faculty laboratatory. This laboratory is devided into two rooms, one room as teaching practice room and another room as observer room. The equipments of this laboratory includes one teacher table, one teacher chair, there are thirty chairs which was divided into two rooms. This laboratory is also supported by a LCD projector and a white board. This was not enough to facilitate microteaching class. It should be tape recorder, VCD player and television.

Second, microteaching represents the whole competence in ELT, it requires the four basic competence, so some students still finds difficulties and it make them nervous in performing teaching basic skill. Students' anxiety was contineously increase, less supplementary material for students and some other problems. To avoid this, the reseacher suggested students to feel free by digging their own inner potential. Employing their own competence help them to feel free and at last, their anxiety gradually decrease, and more and more their self confidence will emerge.

Some weakness was still found in implementing microteaching, and the last crucial problem is the students book do not suply real example in each basic skill. Based on the finding above, the research then developing students book for microteaching class based on multiple intelligence to provide students exploring their inner potential in performing teaching basic skill in microteaching class. The students uses microteaching students' book in Indonesian version. They haven't got

English version, and moreover which include information on how to explore students inner potential. It explains the notion of microteaching and teaching basic skill basic skill that must be performed by students.

Based on the result of identifying problems done in the first step of this research, then the researcher continues to do second step of research, namely formulating proto-type of students handbook, it was constructed based on two terms, they are teaching basic skill in microteaching, and some intelligence in multiple intelligence. It entitled "*Microteaching Practices based on Multiple Intelligence: A Students Handbook for English Language Education*". After finished, it was then tested to students and also being consulted to expert. These were conducted to get some improvements for the proto type. After finished, it was then revised based on the weakness and the strength during implementation and also expert suggestion. The revised students handbook contains explanation of microteaching in generale and detail explanation of how implementing multiple intelligence in microteaching.

In this research, microteaching is conducted based on traditional medical teaching. As Ambii Ramees ( 2013) states that traditional medical teaching emphasizes on the transmission of factual knowledge and hence, the teachers are the main source of information. But, the conventional methods of medical teacher training are not adequate. So, the teaching objectives have now shifted to the student centered, measurable, achievable, relevant, and

timely concept. Microteaching serve students to observe their peer and give some note about weakness and strength. There was an increase in interests toward introducing microteaching techniques in the Indian medical schools. This training technique provides medical teachers an excellent opportunity to improve their teaching skills and follows the Skinners' theory of operant conditioning and also has a scientific basis. This was effectively encourage students to explore their competence. It is prove that the quality and competency of microteaching can be improved by effective multiple intelligence.

Before conducting microteaching in classroom, the lecturer gave a task for students to conduct field observation in real class. This aimed to get modeling for teaching practices. The observation was conducted during two weeks. The students must full fill all items in the observation sheet. The item was divided into three category, they are how is the implementation of teaching basic skill in classroom, what a teacher should prepare to conduct effective teaching and how to evaluate teaching. Each category consisted of more than ten items. After finishing field observation, students made observation report. To discuss thiis report, FGD was conducted. This aimed to give opportunities for students to share idea and also experiences they got during field observation.

After they got clear understanding about microteaching, the students are invited to design their own teaching practices. It consist of making lesson plann, presentation and explanation and giving feedback. Lesson planning



involves the preparation of a micro-lesson which should be organized in a logical sequence. The content should be concise, appropriate, relevant, and could cover the specified duration. Presentation and explanation involves the skills required to explain with clarity and proper understanding of the concepts. The components include teacher enthusiasm, creating readiness by a beginning statement or topic sentence, effective explanation, planned repetition, and concluding statements or key messages with summary of explanation. In these three steps, students must integrate their inner potential or multiple intelligence in their microteaching design as already explained in early meeting.

In conducting microteaching, a lecturer apply an innovative approaches. One of them is applying multiple intelligence in exploring students potential to support teaching basic skills. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Training of medical teachers in specific teaching skills is a major challenge in medical education programs. The pedagogic skill for teaching can be acquired only through more structured and cheaper faculty training techniques. With the introduction of microteaching about five decades ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programs has been overcome.

Based on the result of the research of integrating multiple intelligence in microteaching class, it can be seen that this help students to improve their

teaching basic skill. The result shows that 75% students increase their score for teaching practices, 20 % students have the same score and 5 % students still find their difficulties to perform microteaching.

Here are detail explanation of implementing multiple intelligence in teaching basic skill for microteaching class

#### 1. Skill of Introducing a Lesson

This teaching basic skill requires three elements, namely: Linking with past experiences, link between introduction and main parts and Use of appropriate devices/ techniques like questioning, examples, etc. To perform these elements students can apply Logical Mathematical Intelligence. For example, when teacher trainees delivering material about simple past tense, so they can invite their students to mention what did they do during last holiday. After that, teacher trainees can introduce a lesson by saying that when we want to tell to others about our past event, we have to use simple past tense.

#### 2. Skill of Explaining

In this skill, teacher trainee is required to perform some teaching basic skill, they are Using beginning and concluding statement, Using explaining links, Questions to test students understanding, Questions followed by correct responses. To do this, teacher trainee can employ some intelligence such as interpersonal intelligence and also logical intelligence, how they can invite students to build knowledge

suing logical thinking then explained them orderly.

### 3. Skill of Stimulus Variation

In teaching practice, a teacher trainee must conduct some variation such as: Teacher movement, Teacher gestures, Change in voice, Focusing, Change in the interaction pattern, Pausing, Student's physical participation, Aural visual switching. In this skill, a teacher trainee can use some intelligence, such as musical intelligence, bodily kinesthetic intelligence and also spatial intelligence. Here, a teacher trainee can create a song about the material so he can invite students to learn the material based on the song given. Or he can make some body movement to illustrate the material. For example when the material is about narrative, he can tell the story with body movement. Drawing a picture about the material is also interesting for students, it means he applies spatial intelligence.

### 4. Skill of Questioning

This skill requires some types of questions, namely introductory, probing question, testing question and also recapitulatory questions. In this skill, a teacher trainee can use spatial intelligence. He can make a hand made media such as doll, statue and also picture. Students are invited to ask some question based on the media, in vice versa, a teacher trainee can ask some questions based on the media to cope all type of questions. For example, while drawing a picture, he can invite students to guess what the drawing

is, asking what do you know about the picture and so on. Instead of sharing well-done picture for students, direct drawing while delivering material seem more interesting and appeal students curiosity.

### 5. Skill of Reinforcement

This skill seem so simple and easy, but it is very important to support students learning. This skill consists of Positive Verbal Reinforcement, Positive Non verbal reinforcement, Negative Verbal and Negative Non verbal. These done to invite students positive response. Like other skill, a teacher trainee can integrate their interpersonal intelligence, spatial intelligence and also musical intelligence. For example, when a student can not finish his task well, so teacher trainee can persuade students with their interpersonal skill, since a person with this intelligence are able to interact with other simply and easy to understand other feeling.

### 6. Skill of Illustration

This skill help students understand lesson through teacher's illustration. This skill includes formulating simple examples, formulating interesting examples, formulating relevant examples and linking examples with day- to-day life. Teacher trainee can use linguistic intelligence, or using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They

can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture. These can be used to give illustration, he then be able to rightly explain the concept by simple, relevant, and interesting examples to increase learners' understanding.

#### 7. Skill of Black Board Writing

Even nowadays mostly teachers use slides to deliver material, but the demand to write on the white board is still needed. This includes legibility of handwriting, neatness in blackboard writing and appropriateness of written work on the blackboard. To perform this skill, spatial intelligence is suitable to be integrated. A person who has this this intelligence like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/grap. So, to have legibility of hand writing and also other compeointent of hand writing skill, this intelligence can be applied by inserting some drawing in writing, or make chart and also diagram to explain the material.

#### 8. Skill of achieving closure

To end up a lesson, a teacher trainee should be able to achieve closure. This skill includes: Questions and statements by the

teacher related to the consolidation of the major points covered during the lesson; Opportunities provided by the teacher to the pupils for linking the present knowledge with the past knowledge.; Opportunities provided by the teacher to the pupils for applying the knowledge gained during the lesson to the new situations.; and Opportunities provided by the teacher to the pupils for linking the present knowledge with the pupils' future. Integrating Intrapersonal intelligence in achieving closure can help teacher trainee to close lesson effectively. Because this intelligence reflects understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners. A teacher trainee must make students understand what the learning goal.

This research prove that encouraging students to explore themselves help students to improve their microteaching competence indepently. Inner driven make them easier to express their idea and creativity. The most important thing that a lecturer do is digging students inner potential before asking them to demonstrate microteaching. Before asking them to do something. A lecturer

must ask them to know themselves, what they like, what they talent, what their interest and what thing that help them to finish their job and to overcome their problems. By conducting this self-mapping, it make students easier to decide what kind of teaching they will have.

#### 4. CONCLUSION

Microteaching constitute a scaled down teaching practices that must be mastered by students to be a professional teacher. Since it is a complicated skill, so students still finds difficulties in performing microteaching. Some problems are found during microteaching class, insufficient laboratory, students anxiety and also less of references. To overcome this problem, a lecturer must apply inovative and meaningfull approaches for students. Constructing a students book based on multiple intelligence is an effective way to help students in overcoming their

problems in performing teaching basic skill in microteaching.

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## **Youtube As A Learning Medium** *(Communication Student Perceptions of Using Youtube Channels as an Alternative Medium of Learning in the Digital Age)*

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**Abstract :** Learning in the digital Age must follow the development of the era, no longer have to face to face in the classroom but can be done anywhere and can be accessed using a device. Youtube as a video-based online media can be a good alternative for young people to learn and deepen everything that is not obtained in the classroom. This study focuses on the perception of students in using youtube channel in the major of Communication Studies program, because the subject of learning in this Department is very dynamic and must follow the development of the era.

This research method is qualitative with in-depth interviews to students who study Communication Science and see youtube channel that focuses on teaching certain techniques in communication science.

The result of the research shows that the student motive in using youtube because of the lack of real practice example in the course material and to add insight. Then the external factor that makes someone use youtube to learn is because it is easy and interesting to be accessed and can be shared by others through the share feature.

Then for the value embraced by the students is a change of view from youtube that originally used for entertainment becomes a place to find materials learning more complete and detailed and there are special tricks of certain materials. From the side of the culture adopted, majority students come from the Indonesian nation, therefore more follow the channel that uses Indonesian language more easily understood. The hope is that more and more informative content from local uploaded on youtube so that learning can be obtained by all people and specifically the Indonesian nation without limitation of distance and time.

**Keyword:** *Youtube Channel; Alternative Medium; Digital Age; Perception; Learning Medium*

### **1. INTRODUCTION**

Education is the right of every citizen in Indonesia therefore it is the obligation of the State to provide decent education for all its citizens. But with technological development, it is possible that the form of education is no longer

limited to the classroom, but can be done anywhere and anytime.

The presence of internet in the world changed the paradigm of education in the classroom into an unlimited education. Any information flow can be obtained through mass media and internet easily and quickly. Gerbner argues that mass media have certain

values and attitudes. Media also spread the attitude and value to other members of society (Nurudin, 2004: 159).

Youtube which is one of the most popular video-based social media has become the most popular media for downloading or uploading videos. Users can load, watch and share video clips for free. In general videos on Youtube are music clips, reports, events, news, movies, TVs and videos made by their own users called creators. In addition, Youtube also displays video of an event uploaded by ordinary people or called amateurs, commonly called citizen journalism.

Youtube became popular because of its share feature, where the netizen can share what he has seen so that it can be watched by other citizens. This is utilized by a content creator to create learning videos or tutorials in a particular topic. Therefore information can be easily disseminated through videos uploaded via youtube.

Thus more and more learning materials are made practice and recorded using video and then distributed on youtube. This makes learning not only can be done by people who take formal education, but with have capital device and the internet can get an alternative education where using the videos or pictures are more interesting.

Therefore, researchers want to see how the perception of informants, which in this case is a student of Communication Studies when using youtube as an alternative learning media in searching for information. Why the subjects studied are students because they are considered able to use youtube

media wisely and exactly as needed. Likewise, the learning obtained by students in the lecture is sometimes not enough to practice the theory that has been obtained.

Perception is the process by which the sensation received by a person is chosen and chosen, then regulated and then interpreted (Prasetijo, 2005: 67). According to Jenifer Foller perception is a mental process used to recognize stimuli (Mulyana, 2007: 180)

Alex Sobur divides the process of perception into 3 stages, namely: selection, interpretation and reaction: (Sobur, 2003: 446)

- a. Selection, is the process of filtering out the stimuli from the senses, the number and type can be more or less.
- b. Interpretation, namely the process of organizing information so that it has a meaning for someone. In this phase the received stimulus is then organized in a form. Interpretation is influenced by several factors, namely past experience, value system adopted, motivation, personality and intelligence. However, perception also depends on a person's ability to categorize the information it receives, that is the process of reducing complex information becomes simple.

Reaction, that is behavior after the selection process and interpretation. Thus, perception is the selection, interpretation and rounding up of information up to and react to the information. Some factors that affect a person's perceptions are:

## **1.1 Attention**

### **1.1.1 Motives**

In Prasetijo (2005: 79), mentioned that the motive is the impulse to meet the needs. Motives affect what we notice. Meanwhile, Rahmat (2009: 52), divides the motive into two biological motives that is the need that must be filled at the time, and sociopsychological factors that include attitudes, habits and the willingness of a person to influence what is considered.

### **1.1.2 External factors of attention**

The existence of factors such as intensity of stimuli, novelty, repetition (Rahmat (2009: 53).

## **1.2 Interpretation**

### **1.2.1 Experience**

In Mulyana (2001: 198), perceptions based on experience are human perceptions of a person, object or event and their reactions to them based on their past experiences and lessons on people, objects or similar events.

### **1.2.2 The values adopted**

Values are the evaluator component of the beliefs embraced including usability, kindness, aesthetics, and satisfaction. Value is normative, tells a member of the culture what is good and bad, right and wrong, what to fight for and so on (Mulyana, 2001: 198)

### **1.2.3 Expectation**

People usually have hopes about whatever objects and people are facing, this hope is shaped by prior experience,

from the information that he gets from the mass media and from his acquaintance or from what is seen, heard and touched at that moment. (Prasetijo, 2005: 79)

### **1.2.4 Culture**

Perception is also based on culture, that is based on the beliefs and understanding of individuals based on their culture (Liliweri, 2011: 155)

## **2. METHOD**

This research will examine Communication Student UNISRI, representing academics, who use youtube as an alternative medium of learning. To collect data, the method of data acquisition is done through and interview. Interviews are useful for revealing experiences, feelings, about objects being researched when viewing YouTube videos or Youtube impressions that are developing today (Corbetta, 2003: 233). Technique of data analysis done since start interview until got data.

Interview is an important data collection tool because it involves humans as a subject in relation to the reality / symptoms studied. Then the interview used the interview guide which is meant for the benefit of the in-depth interview and focus more on the subject matter of research interest.

This type of research is a field study, with a case study method approach where this method is suitable when used in research with how and why. Yin (Yin, 2002: 13) mentions that case studies as a form of research that attempts to investigate contemporary phenomena in

a real-life context especially when the boundary between phenomena and context is not very clear.

### **3. DESCRIPTION**

This research will seek the perception of student communication in using youtube channel as an alternative learning medium in digital era. After interviewing several communication students at Slamet Riyadi University Surakarta, and analyzed using analytical unit written in the book by Prasetyo can be summarized that the perception of this academic in watching youtube social media is divided into several important parts, namely:

#### **3.1 Attention**

##### **3.1.1 Motive**

The motive of a person in doing things can be various things, they may not be the same between individuals even though the activities are the same. The motive of a person who commits a crime in the eyes of the law may affect the sentence imposed. Even this motif can be a reference in deciding a case.

In this study one of the variables wanted to find and see what one's motive in using youtube channel in searching for information for learning. When a person uses mass media in expression or self-actualization then there is a motive that lies behind and can vary depending on the individual itself. After interviews with resource persons there are communication students about what the motive when using youtube channel as a medium of learning and searching for

information then got the result approximately more or less the same.

Departing from the lack of a real example in a learning, then students use youtube as a media-based audio visual to look for examples of an information or learning. Then also to add insights from a certain theory or knowledge and add skills, because through youtube described in audio visual so that can be directly practiced and quickly to be understood. Students assume that viewing tutorials using a video is more effective and easier to understand than just reading.

##### **3.1.2 External Factors**

The existence of other factors outside the motive of within a person can also affect or attract a person's interest in watching impressions on youtube. External factors can vary in the form of interactivity, portability, shareable, etc. This external factor can allow a person to have an interest in seeing youtube bigger than the internal factor itself, because so much and interesting the look and usefulness that can be realized from this social media, so that need can be created.

In an interview by communication students, argued that using video-based social media is indeed something that facilitates the public in finding information. The easy access provided by this site is the main attraction so that students do not require great effort in searching for an information. The availability of special applications embedded in the devices owned by students makes this site even easier to access and reach. Then the features to



share or share to multiple platforms become a special attraction as well because it meets one of the human needs as a social creature to share information to others. The existence of this share feature allows students to share information that has been obtained to other communities so that the fact becomes more clearly.

Students get information about youtube because the share is done by other student friends. Convenience in sharing learning information obtained into its own value to use youtube as an alternative learning medium. A more interesting view than reading a printed book is a powerful attraction, because spoiling the eyes can make it easier and faster to absorb the information.

### **3.2 Interpretation**

#### **3.2.1 The values adopted**

Someone who uses youtube as a video-based social media must have a diverse background. A person's background will affect a certain amount of value, because what is considered important, true, wrong depends on what has been experienced so far, including the environment in which it resides. Assessments about the impressions that circulate on youtube also vary between individuals.

Impressions of information enhancements that present ways such as tutorials or ways of doing things provide different perspectives on social media, where previously youtube is only regarded as entertainment venues only with entertainment shows, but also changed the value of being a place for

learning and alternative educational tools beside books or lectures.

Informants who in this case are students do have a purpose when viewing youtube, that is one of them increase knowledge, like an academician should be. This is the value of usefulness sought, namely knowledge and information. Besides also in searching for value of satisfaction, students also use this media for entertainment facilities because of many aspects of entertainment offered by this platform.

#### **3.2.2 Experience**

In this experience variables want to see things that have been passed or implemented by someone. The experience and learning of similar events in the individual's past becomes the basis for a person's interpretation of a particular event.

The informants appointed in this study have a background as an academic, therefore experience and learning as an academic will influence the assessment of an impression.

Some students know youtube because they know the information from a friend, but there are also find out for themselves. Then after getting the right impressions then the student will find the channel from the video. Students then follow (subscribe) a youtube channel that suits their interests, which is searching for information and learning in an easy and interesting way.

Students assume by following a certain youtube channel will be easier to get the latest updates from the video uploaded, so the information obtained also more quickly obtained.

Departing from the background of communication students, most of them are looking for instructional videos or tutorials related to the interest or concentration of lectures, such as cinematography, photography, video editing, animation, and so on. Students in the course get material and assignments about cinematography etc, and there are some techniques in the practice that have not been understood, it will look for easy ways through channels that focus on good cinematographic tutorials.

### **3.2.3 The Culture Underpinned**

The background of individual culture becomes one of the variables that becomes the benchmark of a person in assessing and looking for an impression. The cultural background may consist of: one's belief and one's understanding of something.

In this case, the speakers come from Indonesian academic circles, therefore have limitations in the mastery of everyday language. The language used in the conversation is Indonesian so there will be difficulties understanding if getting certain information using a foreign language.

With this background students prefer to follow the video tutorial learning that uses Indonesian or made by the people of Indonesia. Even though according to channel informants from foreign countries more complete and more detailed in conveying information also has special tricks in providing training, but difficulty in translating the language is the thing that will happen, so students should keep looking with the

same language and culture background with them.

Then by looking at the cultural background of education in Indonesia that teaches more theory than practice, then students must learn to implement theory into practice by looking at it from youtube. Many youtube channels that are specifically present the way the use of a tool or practice of a particular method.

Understanding is also a measure in looking for information. Student's understanding of a knowledge or theory makes it necessary to seek information with other sources that are easy to understand and practice, that is with video which is a facility of youtube because it is perceived more easily understood the video images than just the material in writing and oral in the classroom.

### **3.2.4 Expectation or Hope**

The expectations of individuals on impressions become one of the variables in seeing a person's perception when watching videos from youtube medium. This expectation is formed from the information already obtained from the previous variables. The number of learning videos made both domestically and abroad make certain expectations of the students, one of which is the more reproduced content for learning and the more interesting, so it will be easy to practice in everyday implementation and to understand the use of the theory already taught in formal education.

Then it is expected that a content creator presents special tricks that are more easily understood in a particular learning, where this trick can be used so

that students can practice the material more quickly and easily. Then it should not be a lot of preliminary in the delivery and use language that is easy to understand.

The hope of the informant who in this case as an academic is so that the content creator will multiply impressions that have educational content so that this media can be used as an alternative media in learning, because it can be accessed from anywhere and anytime and does not require much cost. Then from the side of the audience should be wise and appropriate in choosing a youtube channel that is useful for supporting learning advice, not just entertainment but can provide a positive utilization.

#### **4. CONCLUSION**

The development of technology, especially the Internet has changed the educational paradigm becomes more dynamic. Education is no longer only found in the classroom formally, but also can be obtained from anywhere via the internet. Youtube as a video-based medium provides easy and practical access in conveying learning, because this media uses audio and visual.

Communication students who should need practical skills in learning need alternative learning tools to support the materials obtained on the formal lecture bench. Therefore, this study looks at how students' perceptions of communication in using youtube as an alternative learning medium in obtaining information / knowledge.

From the research results found that the motives of students in using youtube as an alternative learning medium because of the lack of examples of real practice in course materials then looking from youtube. And to add insight as viewing from videos is easier to understand. Then the external factor that makes someone use youtube to learn is because it is easy and interesting this site to be accessed and can be shared by others through the share feature.

Then for the value embraced by the students is a change of view from youtube that originally used for entertainment only to be a place to find materials learning more complete and detailed. Then in terms of experience using this medium because of information from friends and find out for themselves, then after getting the right channel in accordance with the educational background will be subscribe so will quickly get updates.

From the side of the culture adopted, majority students come from the Indonesian nation, therefore will follow the channel that uses Indonesian language more easily understood. Then the last thing is hope, the students hope more and more informative content uploaded on youtube so that learning can be obtained by everyone without restriction.

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## **The Teachers Readiness Of Integrative Thematic Learning in Elementary School (Exploration Study at Elementary School Teacher of Surakarta Academic Year 2017/2018)**

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**Abstract:** *The Research purpose was to determine The Teachers Readiness Of Integrative Thematic Learning in Elementary School (Exploration Study at Elementary School Teacher of Surakarta Academic Year 2017/2018). The research method used survey technique of quantitative research. The population were 80 Elementary School teachers in the ninth cluster and the sampling technique was purposive random sampling., consistst of Tempel Elementary School, Banyuanyar 2 Elementary School, Sumber 5 Elementary School, Alfalah Elementary School and Fokus Elementary School. The data collection was questionnaire that to know the Teachers Readiness Of Integrative Thematic Learning. The questionnaire of Teachers Readiness Of Integrative Thematic Learning were dimensions, e.i curriculum concept understanding, teacher responsiveness, responsibility, teacher self oriented, teacher perspective and teacher self confidence. The result revwal that The Teachers Readiness Of Integrative Thematic Learning in Elementary School only slightly more than general, finding indicates that curriculum concept understanding needed intensive training in order to improve effectively learning process in classroom.*

**Keyword:** *The Teachers Readiness, Integrative Thematic Learning*

### **1. INTRODUCTION**

Education in Indonesia has a high influence in developing country. Indonesia hopes that education be a priority in qualified human resources and education quality as good as possible. Education is necessary in human life. So that, the responsibility of the government to give intensive attention towards educational world since through it all human potency can

be developed better. In implementing education, according to curriculum 2013, teacher in learning processs will be supported by teachers as subject learning model who keeps in creativity in integrated learning. Education development can become inovated, creative through a holistic and integreated teacher abilities and skills. In order that student achievements will integrete in cognitive, affective and skill. The purpose of this study is to

describe: (1) the teacher readiness towards Integrative Thematic learning in Elementary School, (2) the teacher's self-awareness towards Integrative Thematic learning in Elementary School, and (3) the self motivation towards Integrative Thematic learning in Elementary School.

In fact, in Surakarta after Indonesia has published curriculum 2013, some teachers as learning agents have not been ready yet. They had many obstacles or difficulties such as teacher readiness in teaching model, teaching media, and teaching method in scientific learning process. The teachers readiness Of Integrative Thematic learning in Elementary School has done in simple process. The new role teaching model made them be confuse and uncomfortable. They think that (1) conventional teaching as their experiences in daily activities teaching in classroom, (2) the low level of self-awareness, (3) the low level of self motivation to face learning and teaching changing (4) keep calm in education progress especially in Integrative Thematic Learning and scientific learning.

## **2. RESEARCH METHODOLOGY**

This research was a descriptive qualitative research. This research has been conducted at Elementary School in Solo. Five Elementary School the ninth cluster were selected. The sample of the study consisted of 10 Elementary School teachers. The subjects of the research were the Elementary School teachers in Surakarta.

The data collection used in the research was questionnaires and interviews. The data collected from the respondents were gathered together to be analyzed using qualitative analysis of interactive models. The questionnaires were used to collect the level of teachers readiness of Integrative Thematic learning in Elementary School that consist of (1) teacher's responsibility in curriculum 2013, (2) teachers' experience and knowledge about Thematic learning in Elementary School.

## **3. RESEARCH FINDINGS AND DISCUSSION**

The change paradigm in the 21st century brings about changes in curriculum. The progress of education quality changes very fast. Curriculum 2013 as a final curriculum that is done in Indonesia learning process. An integrated thematic curriculum signifies a shift in teaching and learning. An integrated curriculum is one in exploring knowledge in various subjects related to certain aspects of their environment. Curriculum Associates, makes associations among the humanities, communication arts and natural sciences.

The Integrative Thematic Learning is an instructional method of learning in which emphasis is given on choosing a specific theme for one or more concepts in learning. Thematic learning takes place when mana disciplines are centered toward one coherent theme concept. In Elementary School, The Integrative Thematic Learning is The

one of learning strategy in curriculum 2013 in relation to scientific learning. One of the main factor for getting learning achievement is teacher readiness. Teachers as educators have big impact to the profession, they should successfully model appropriate behaviors in order for those behaviors to be observed, adjusted, replicated, internalized, and applied appropriately to learners of all levels and styles. Modeling means exhibiting behavior that is observed and imitated by others (Kauchak & Eggen, 2005, p. 396). Effective modeling of desired practices is at the heart of successful teacher education programs at pre-service and in-service levels. Teachers are powerful and meaningful role models for students at all levels, and the way they act influences both learning and motivation (Bandura, 1989).

The level of teachers readiness of Integrative Thematic learning in Elementary School.

### 3.1. Teacher' responsibility in Curriculum 2013

#### 3.1.1 Concept Understanding of Changing and Development in Curriculum 2013

#### 3.1.2 Teacher's Concerning of Changing and Development in Curriculum 2013

#### 3.1.3 Teacher's Responsibility of Changing and Development in Curriculum 2013

### 3.2. Teachers' experience and knowledge about Thematic learning in Elementary School.

#### 3.2.1 Self Oriented to Do the Policy

#### 3.2.2 Self Believe and Participation

### 3.2.3 Implication of Integrative Thematic Learning

### 3.2.4 Implementation and Evaluation of Integrative Thematic Learning

**Tabel 1 : Teacher' responsibility in Curriculum 2013 Questinaire**

Dimension	Indicator	Percentage
Concept Understanding of Changing and Development in Curriculum 2013	Policy Forward of Changing and Development in Curriculum 2013	30%
	Problem Solution, Quality, Efficiency, and Relevance of Changing and Development in Curriculum 2013	
Teacher's Concerning of Changing and Development in Curriculum 2013	Teacher's Attention of Changing and Development in Curriculum 2013	20%
	Teacher's Effort of Changing and Development in Curriculum 2013	
Teacher's Responsibility of Changing and Development in Curriculum 2013	Teacher's Responsibility, Role and function as an educator and learning.	50%
	Teacher's Responsibility to students 'parent and societies.	

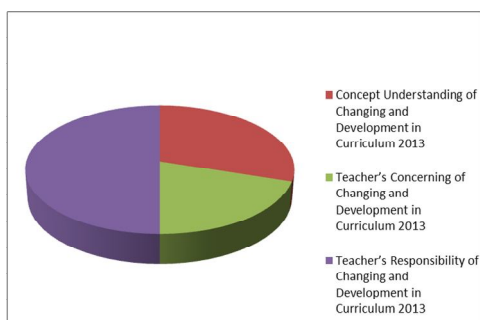


Figure 1 : Teacher' responsibility in Curriculum 2013 Questainaire

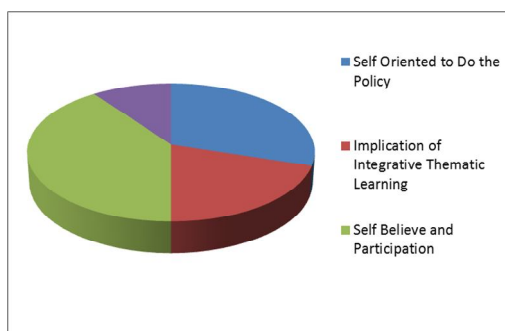


Figure 2 : Teachers' experience and Knowledge about Thematic learning in Elementary School Questainaire

Tabel 2 Teachers' experience and Knowledge about Thematic learning in Elementary School Questainaire

Dimension	Indicator	Percentage
Self Oriented to Do the Policy	Teachers's Self Oriented	30%
	Teachers's Thinking Perspective Readiness	
Self Believe and Participation	Self Efficacy to do Leaning Activities	40%
	Teachers Innovation in Learning Activities	
Implication of Integrative Thematic Learning	Understanding of Learning Basic	20%
	Implication of Integrative Thematic Learning in Classroom	
Implementation and Evaluation of Integrative Thematic Learning	Integrative Thematic Learning Design and Strategy	10%
	Evaluation of Integrative Thematic Learning	

The research result showed that Teacher's Responsibility of Changing and Development in Curriculum 2013 was higher than Concept Understanding of Changing and Development in Curriculum 2013 and Teacher's Concerning of Changing and Development in Curriculum 2013. This condition happened because in fact many teachers were still passive, the waited government policy and headmaster instruction.

Self Believe and Participation was higher than Self Oriented to Do the Policy, Implication of Integrative Thematic Learning and Implementation and Evaluation of Integrative Thematic Learning. In classroom, teachers need many readinesses to create a coherence concept and integrated subjects Integrative Thematic Learning. Infact teachers in Elementary School are still have other jobs such as school administration, teacher administrasion and others activities such as teching and learning method training or conference.

In order to get a prefect techers readiness, local or state government must realize an Integrative Thematic



Learning to all Elementary School teachers to fulfill Curriculum 2013 standard, give references facilities and make period evaluation to control the Implication and Implementation of Integrative Thematic Learning.

#### 4. CONCLUSION

Teacher's Responsibility of Changing and Development in Curriculum 2013 showed 50% It was higher than Concept Understanding of Changing and Development in Curriculum 2013, that was 30% and Teacher's Concerning of Changing and Development in Curriculum 2013 that was 20%. This condition happened because in fact many teachers were still passive, the waited government policy and headmaster instruction.

Self Believe and Participation showed 40% It was higher than Self Oriented to Do the Policy that was 30%, Implication of Integrative Thematic Learning that was 20% and Implementation and Evaluation of Integrative Thematic Learning that was 10%.

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## **Internet Usage For Learning Interest In UNISRI Surakarta In 2018**

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**Abstract:** The development of computer technology and telecommunications so fast that pervasive in everyday human life. In the 21st century, computers become a very conventional media in the world, especially with other technologies that have been embedded in it is the internet network. The Internet network is a computer network capable of connecting computers around the world, so information in different types and in various forms can be communicated between the world in an instant and globally. Information technology has opened the eyes of the world to a new world, new interactions, a new market place, and an unlimited world business network. To that end, the purpose of this study is to determine the use of the Internet as a source of learning from students Slamet Riyadi University Surakarta. This research is designed with qualitative discriptip research approach. Internet provided by Unisri with bandwidth 40 MBPS with rental value Rp. 15,000,000 per month. In fact, ideally Unisri with students about 4000 an and to support the performance of lecturers and employees, the Unisri requires Bandwidth 100 to 200 MBPS. The limited bandwidth conditions in use are distributed to the Faculty of Law with 2 MBPS and a maximum of 4 MBPS. Faculty of Economics with 3 MBPS and maximum 5 MBPS. Fisipol with 2 MBPS and maximum 4 MBPS. FKIP with 3 MBPS and maximum 5 MBPS. Faculty of Agriculture with 2 MBPS and maximum 4 MBPS. Fatipa with 3 and maximum 5 MBPS. Post with 2 MBPS with maximum 4 MBPS. Library with 8 MBPS and maximum 10 MBPS. University Office with 5 MBPS and maximum 8 MBPS. Seeing the distribution of internet network Unisri for Faculty of Economics, Faculty of Law, Fisipol, Fatipa, faculty of agriculture, internet usage to support the learning process, students can be used relatively, though students still often use HP Androidnya because Unisri internet network perceived student very slow. Special students FKIP is still difficult to access the internet Unisri in class when the learning process takes place. Unlimited Bandwidth Limitations FKIP proposes to raise Banwith internet Unisri, but no follow-up. As a result, FKIP Unisri installed its own internet with a capacity of 100 MBPS for the benefit of lecturers and administrative support of education, but not accessible to students, with the amount of rent Rp. 1.6 million rupiah each month. The fact that the use of the Internet for the benefit of learning despite already implemented, but not maximal due to lecturer factors that do not maximally use the internet in learning and in the assignment, because of the slow internet and less familiar lecturer to the internet. On the student side become more use internet more as entertainment media.

**Keywords:** internet, learning resources, Unisri

## **1. INTRODUCTION**

The development of information and communication technology supported by computer devices, android-based hanphon, and internet, has become a part of modern society in general, including not behind the civitas academica Slamet Riyadi University surakarta, which can not be dammed again. The advancement of science and internet technology has become a human need of Indonesia. The use of television, telephone, fax, cellular phone (mobile phone), and now the computer is not a new thing, either in rural communities, every city, especially in big cities. Starting from parents to children. From masons, baskets of vegetables, small traders, let alone big business. From the commoners to the people of the elite class, not behind to keep up with the times in using information and communication technology.

In the 21st century, computers are still the most conventional tool in the world. However, once the computer is supported by other technologies embedded in it is the internet network, then the following computer internet network has been supporting the acceleration of communication and information is extraordinary. Why is that? Because the Internet network is a computer network capable of connecting computers around the world, so that information in various types and in various forms can be communicated between the world in an instant and global. Information and communication technology has opened the eyes of the world about a new world, new

interactions, a new market place, and an unlimited world business network.

The development of information and communication technology called internet, has changed the culture of communication and community interaction, namely; business, economic, social, and cultural interactions. Mail technology, telegram, money order, printed book, face-to-face learning etc. have been replaced with SMS, MMS, Youtube, Face book, e book, e-learning, Instagram and so on. The Internet changed many of the thoughts, attitudes and behavior of people and society. The Internet has made a huge contribution to society, companies, industries and governments. The presence of the internet has supported the effectiveness and operational efficiency of government and private institutions, education, companies, especially in its role as a means of communication, publication, and the means to obtain various information needed by an institution or business entity and or other institutions.

In an effort to improve the quality of the education process in the country and to welcome the development of communication and information technology in this millennium century, science and technology got very high appreciation. In the transfer of knowledge many facilities that can be used. One of them is with internet. Through internet media, science is very easy to obtain, very easy to disseminate quickly, cheap and reliable. Distance is no longer a constraint and time difference due to geography does not

become an obstacle for someone who wants to access science and technology.

Aware of the importance of the role of the internet in supporting the acceleration of the development of science and technology, Slamet Riyadi University Surakarta, the procurement of internet facilities and infrastructure to support the process of education in Slamet Riyadi University Surakarta, since 2006 the internet has been used as a supporter of education University of Slamet Riyadi (Unisri). Students and other civitas academica can access the internet in Hot spot area provided by campus, can use internet laboratory facility for those who do not have personal computer either using lap top or gutget. Based on this background, the researcher wanted to do more in-depth research about internet usage of Slamet Riyadi University Surakarta for the sake of supporting the lecture, whether the internet is really used as a learning resource or more used as entertainment media. Goals to be achieved in this study are to: Know the use of the Internet as a source of learning for students of Slamet Riyadi University. In this research use several assumptions such as:

- a. Unisri students have been able to operate computers and use the internet
- b. Most Unisri students have used the internet to support learning activities in doing lecture tasks.
- c. Lecturer in lecturing is already internet based.

## 2. LITERATURE REVIEW

### a. Understanding the Internet

International Network (Internet) is a very large computer network consisting of interconnected small networks that reach the whole world (**Oetomo, 2002: 52**). According to **Pratama (2006)**, "The Internet is a network system of thousands and even millions of computers exist in this world".

According to **Sulianta (2007: 8)** the internet is a very large computer network consisting of millions of computer devices connected through a particular protocol for the exchange of information between computers. All computers connected to the Internet exchange information via the same protocol, that is by way of TCP / IP (Transmission Control Protocol / Internet Protocol).

The use of internet by students, especially in universities, generally driven to find the best information for the purposes of learning tasks so that the existence of the Internet to be very helpful. **Onno W. Purbo (2007)** segmented the use of the internet, among others, as: a) Effective and Efficient Education Media b) Media Independent Learning c) Entertainment Media.

On the other hand the success of student learning can be

measured by a certain measuring instrument that produces a measure of learning achievement. This term is used to indicate the level of success a person desires. This network is not an organization or an institution, because neither party controls and owns it. These results can be reward values or behavioral changes, in accordance with the kinds of activities performed either directly or indirectly.

b. Internet as a source of science and technology

Its presence has had an enormous impact on the lives of human beings in various aspects and dimensions. The Internet is one of the instruments in the era of globalization that has made this world transparent and connected very easily and quickly without knowing the boundaries of territorial or nationality. Through the internet everyone can access to the global world to gain information in various fields and in turn will have an effect on his overall thoughts, attitudes and behaviors. Internet-based learning for students should already be used in this information age. For that lecturers should already know in advance about the internet world before applying the learning to the students. Preparation is not less important is the computer facilities. Of course in this case can only be applied in college

universities that have adequate computer facilities, in addition to the students independently have a lap top facility or gadgets. For Universities that do not have adequate computer facilities, readiness of students who have lap top, gadgets, or cafe as a partner in the learning.

After all the tools for learning are ready, lecturers begin to learn by using internet learning resources. Students can access lightweight to heavy material presented in national and international e-journals related to lectures. This is where the expertise of a lecturer is shown in assisting, guiding and processing of learning methods to achieve the expected learning objectives.

c. Methods and learning media based on computer and Internet

Some methods that can be done by teachers, including: discussion, demonstration, problem solving, inquiry, and discovery. Lecturers provide a specific topic on the students, then students look for things related to it by searching (down load) from the internet. Lecturers can also provide light duties that require students to access from the internet, for example in learning law students can search law and discussion on the internet. Students can also learn from the internet about up to date things related to knowledge. The lecturer assigns the students to

search for a current event from the internet then discuss it in the classroom, then the student compiles the report from the discussion.

These methods can be done by teachers with varied learning models so that students are more pleased, interested to learn it so that the learning process becomes meaningful learning. With internet-based learning students are expected to be accustomed to critical thinking and encourage students to become self-taught learners. Students will also be accustomed to searching various information from various sources to learn. This lesson also educates students to work with other students in small groups as well as teams. One more thing that is not less important is the internet-based learning knowledge and students' insight developed, able to improve student learning outcomes, thus the quality of education will also increase.

The word media is the plural of the word medium. Medium can be defined as an intermediary or introduction of communication from the sender to the receiver. Media is one component of communication, namely as a messenger from communicators to communicant (Criticos, 1996). This means it can be said that the learning process is a communication process. The learning process contains five

communication components, lecturers (communicators), learning materials, learning media, students (communicant), and learning objectives. Thus learning media is anything that can be used to channel the message (learning materials), so it can stimulate the attention, interest, thoughts, and feelings of students in learning activities to achieve learning objectives. As released by pustekom with <https://www.e-dukasi.net/> follows:

The development of instructional media is attempted to utilize the advantages possessed by the media and to avoid the obstacles that may arise in the learning process. In detail, the media functions in the learning process are as follows:

- 1) Watching objects that exist or events that occurred in the past. By means of images, portraits, slides, films, videos, or other media, students can get a real picture of historical events / events.
- 2) Observing objects / events that are difficult to visit, either because the distance is far, dangerous, or forbidden. For example, a video about the life of a tiger in a forest, a state and a busyness in a nuclear reactor center, and so on.
- 3) Obtain a clear picture of objects / things that are hard to observe directly because

of their unlikely size, either because they are too big or too small. For example, through a package of students can get a clear picture of dams and power plant complexes, with student slides and films getting a picture of bacteria, amoeba, and the like.

- 4) Hearing a voice that is difficult to catch with the ear directly. For example, voice recording heart rate and so on.
- 5) Carefully observe animals that are hard to observe directly because they are difficult to catch. With the help of pictures, portraits, slides, films or videos the students can observe a variety of insects, owls, bats, and so on.
- 6) Observe rare or dangerous events to be approached. With slides, films or videos students can observe rainbows, volcanoes, battles, and so on.

Learning media devices that include media devices are: materials, equipment, hardware, and software. The term material is closely related to the term equipment and hardware terms associated with the term software. Material (media material) is something that can be used to store messages to be delivered to an audience by using certain equipment or its own

form of the object, such as transparency for overhead devices, films, filmstrip, and slide films, images, graphics, and printed materials. Whereas equipment is something that is used to move or deliver something that material holds to audiences, such as slide film projectors, video tape recorders, stickers, flannel boards, and so on.

Increasing the ability and awareness of lecturers to know and dominate information technology, including the use of computers, of course, a positive thing as well as boast and say 'quality improvement' by making computer-based learning media so that more interesting, communicative, adaptive and the most principles can connect learners, students and students on a real and meaningful understanding.

The development of communications and information technology has opened up wide possibilities for use in education. This is due to the rapid technology of communications and information that has become part of the culture of Indonesian society.

One of the policies issued and can be used as the basis for the utilization of ICT for education is the Action Plan for the Development and Implementation of Information

and Communication Technologies (ICT) in Indonesia.

The action plan contains a plan to implement telematics in the field of education for 5 years (2001 -2005) emphasis on:

- 1) Developing and implementing the curriculum
- 2) Utilization of ICT as part of the curriculum and as a medium of learning in school or college and training.
- 3) Achieve long-distance education programs including participating and cooperating with distance education providers in the world.
- 4) Facilitating internet utilization to improve the efficiency of the learning process.

A concrete example in the utilization of ICT is a classroom learning process that uses the Internet as a medium of learning. As the media are expected to be part of a learning process in schools, the internet is expected to provide support for the implementation interactive communication process between teacher and student. Conditions that need to be supported by the internet associated with learning strategies that will be developed, namely as a communication activities conducted to invite students to do tasks and help students in obtaining the knowledge needed in order to do these tasks. (Boettcher, 1999).

Based on the above exposure, it appears to us that information technology, especially the Internet has a very important role in every dimension of education. The Internet contributes enormously in helping each dimension to always get up to date information. Internet network is one type of network that is popularly used, because the Internet is an information technology capable of connecting computers around the world, thus allowing information from various types and forms of information can be used together. Similarly in the world of education, thanks to the Internet network, it can help every educational service providers to always get the latest information and in accordance with the needs.

Utilization of the internet at this time is still at the level of college, and even then not evenly. While at the elementary school level up to High School / Vocational High School, the utilization of the internet is still very minimal and limited to urban areas that already have a network or internet connection. On the other hand in the world of education, faced with the constraints that the conventional learning method that is applied today does not meet the needs of the existing educational world.

Asep Saepudin (2003), states that at the other levels of



education, where the learning process is still relatively conventional (face-to-face), which is no longer able to meet the educational needs for an increasingly complex society, requires innovation and a media capable of winning it. The authors assume that, with the introduction of distance education programs such as Package A and Package B Learning Courses, Open Secondary Schools established in 1979, the Open University since 1984, as well as teacher education written in 1955, and distance education and training programs in various departments (AP Hardhono, 1997), including the effort to complete the nine-year program using the distance education system, is the fact that conventional education can no longer meet the educational needs of the community in almost all types and levels. This limitation is due to several constraints, including:

*First*, the constraints of the government is the limited funds to increase the land, salaries of teachers, and limited human resources who will be a lecturer at the institution to be built.

*Second*, the constraints of the participants of the study (community) itself is that, apart from the distance of the residence with the school center, also most of them have worked.

Based on the above facts, it appears to us that the current method is no longer guaranteed to produce the quality of human resources in education. This leads to the development of existing education which tends to lag behind other countries.

Ironically, teachers or lecturers are still very little to use this internet media as a medium of learning, possibly due to lack of understanding of teachers to operate the computer, so arise sense of keminderan in a teacher or lecturer to invite students to learn by using the internet media, but inevitably we may not be spared of communication and information technology. Many things can be done by a teacher to be able to adjust themselves in an increasingly sophisticated learning era, especially using the internet media. The competence of teachers or lecturers should be further enhanced, eg by participating in computer-based training, courses and schools to be more responsive to send lecturers and teachers to attend training courses, and provide the same opportunities to lecturers and teachers to be able to more active in the computer-based training, as well as holding computer training internally within their respective schools. If that we can do hopefully can slightly reduce the number of teachers and lecturers who are very allergic to computers, and

can make the process of learning in the classroom by using internet media.

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slightly reduce the number of teachers and lecturers who are very allergic to computers, and can make the process of learning in the classroom by using internet media.

With its facilities, the internet according to **Onno W. Purbo (1998)** at least there are three things positive impact of internet use in education are:

- 1) Learners can easily take courses anywhere in the world without borders of institutions or national borders.
- 2) Learners can easily learn by experts in the field of interest.
- 3) Lectures / learning can be easily taken in different parts of the world without relying on the university / school where the student is studying. In addition there is now a more dynamic internet library and can be used throughout the universe.

This opinion is almost similar to **Budi Rahardjo (2002)**. According to him, the benefits of internet for education is to be access to information sources, access to resource persons, and as a medium of cooperation. Access to information sources is as an on-line library, literature sources, access to research results, and access to course materials. Access to resource persons can be communicated without having

to meet physically. While as a medium of internet cooperation can be a medium to conduct joint research or create a kind of paper together.

The Internet as an educational medium has many advantages. But of course it has weaknesses; such as the Internet infrastructure is still limited and expensive, limited funds, and our reading culture is still weak (**Budi Rahardjo, 2002**). This is where the challenge of developing a model of learning through the internet. That way teachers will say "Who is afraid" when faced with the Internet that stores all information and as a source of learning for students and teachers in the classroom.

To bridge the above disparities and weaknesses, the presence of information technology, especially the internet is very important and absolute in meeting the needs in the world of education. Therefore, some of the benefits of the presence of information technology especially internet: First, it is almost certain that every office has owned and used the computer. Similarly, in every family, especially in the city of computers has become a regular facility and can be operated by almost all family members. The number of families with computers shows improvement as a result of the progress of economic development. This

means that the number of people who have access to computers increases over time. Therefore, computer-based education programs can be developed for this group (community). Second, the process of teaching material that will be transformed to the learners can be more effective and efficient, because in Indonesia has been made many educational software by computer experts, although classified in phase "early stage" and sporadic and not yet well coordinated. Currently there are many high-quality educational software, but usually the software is made in foreign countries so that new problems arise that is the problem of English (**Asep Saepudin, 2005**).

Learning strategies that include teaching, discussion, reading, assignment, presentation and evaluation, generally its reliability depends on one or more of the three basic models of dialogue or communication as follows (**Boettcher 1999**)

- 1) communication between teacher and student,
- 2) communication between students with learning resources, and
- 3) student communication with students.

If the three aspects can be held with a matching composition, it is expected to occur optimal learning process. Educational experts claim that

the success of achieving the goals of learning is largely determined by the balance between these three aspects (**Pelikan, 1992**).

The educational institutions that will run Internet-based learning usually use the WebEnhanced Course, which is the use of the Internet as a support to improve the quality of teaching and learning activities in the classroom. This form is also known as Web life course, because the main learning activities are face-to-face classes between teachers and students. The problem is can schools provide facilities that can create internets as a medium of learning? who is responsible for the realization of the school or the Internet-based University?

University is a system that can not be separated between the subsystems with other sub-systems that include the school, local government and the central government, school committee, and community roles. Universities who want to use the Internet as a medium of learning should be given greater autonomy and flexibility in managing educational resources at the university.

Thus the University will be able to create internet-based learning by involving all parties, and the openness and able to create a good program by cooperating to all parties and each teacher is able to improve

competence in the mastery of computers, so it is expected to utilize the Internet media as a medium of learning in University classes.

Because however we can not avoid the globalization which one of them is to improve the learning of communications technology and information. Thus, it appears that other media that has been used as a medium of education widely, the Internet also has an opportunity that is not less magnitude, and perhaps even because of its uniqueness that can access all information from around the world. The Internet can be the most prominent learning medium and widely used in various universities.

Based on the above understanding, it appears to us that the presence of the Internet in the education dimension is an absolute thing, and is a necessity. As a necessity, the internet presence basically helps the world of education to develop a more conducive and interactive learning situation. Where the learners are no longer faced with a more conventional situation, but they will be greatly helped by the existence of learning methods that emphasize the aspects of the use of the environment as a means of learning. Internet basically provides benefits include:

- 1) Availability of e-moderating facilities in which teachers

and students can communicate easily through internet facilities on a regular basis or whenever communication activities are undertaken unrestricted by distance, place and time.

- 2) Teachers and students may use instructional materials or structured and scheduled learning instructions through the internet, so that they can assess each other how far the learning material is learned;
- 3) Students can learn or review materials at any time and anywhere if necessary given the material stored in the computer.
- 4) If the student requires additional information relating to the material he / she studies, he or she can access the internet more easily.
- 5) Both teachers and students can conduct discussions via the internet that can be followed by a large number of participants, thereby adding knowledge and broader insights.
- 6) The changing role of the student from the normally passive becomes active;
- 7) Relatively more efficient. For example, for those who live far away from a conventional college or school, for those who are busy working, for those on duty aboard, abroad, etc.

**(Elangoan, 1999, Soekartawi, 2002; Mulvihil, 1997; Utarini, 1997, in Soekartawi (2003).**

The benefits of the internet is basically inseparable from the shortcomings that exist. This is very dependent on educational institutions, especially if this method is used it will have implications on:

- 1) the availability of supporting facilities to support;
- 2) availability of an adequate internet network;
- 3) and should also be supported by an adequate rate of speed.

On the other hand, there are weaknesses of internet usage:

- 1) Lack of interaction between teachers and students or even among students themselves. This lack of interaction can slow the formation of values in the learning and teaching process;
- 2) The tendency to ignore the academic or social aspects and vice versa encourage the growth of business / commercial aspects;
- 3) The learning and teaching process tends toward training rather than education;
- 4) The changing role of teachers from the original master of conventional learning techniques, now also required to know the learning techniques that use ICT;

- 5) Students who do not have high learning motivation tend to fail;
- 6) Not all internet facilities are available (this may be related to the availability of electricity, telephone or computer);
- 7) Lack of knowledgeable and skilled Internet-related skills. (Bullen, (2001), Beam, (1997), in Soekartawi, 2003).

### 3. RESEARCH METHODS

This research is designed with qualitative descriptive research approach. Qualitative Research Procedure through Exploration Stage. The form of the research is descriptive qualitative, while the strategy uses a single stratified strategy, because it involves Slamet Riyadi University only. Source of data from Informant: Lecturer, Student, Computer Unit, and Head of Faculty and University of Event: internet usage in learning and learning activities in Unisri. Documents: documents related to: internet usage in Slamet Riyadi University , Questionnaire to know internet usage by student. Data collection techniques that researchers use in the form of, questionnaires, interviews, observation / observation, document analysis associated with internet usage in Slamet Riyadi University . Data validity uses data / source and method triangulation. Triangulation of data to test the freedom of data from different sources, while tringgulasi method to test data with

different methods. Data analysis techniques using qualitative descriptive and done with interactive techniques (Miles and Huberman, 1984). Interactive analysis includes data collection, data reduction, data presentation, and perification / drawing conclusions.interests of administrative offices, both academic administration and financial administration and academic interests of lecturers, the Slamet Riyadi University requires Bandwidth 100 to 200 MBPS.

### 4. RESEARCH RESULTS

The head of Computer Technical Implementation Unit first in Slamet Riyadi University, **IR, Saiful Bachri, M, Com.**, Said when before 2006, Internet Slamet Riyadi University had started there. The Internet is used for the sake of supporting SIKKA or the academic and SIKU administration system, namely the financial administration system. The Internet is not at the level to support the learning process in Slamet Riyadi University, although the internet world has become a common phenomenon in advanced societies.

After the year 2006 when the Vice Rector of Student Affairs I hold, it is proposed to increase brandwid internet in Slamet Riyadi University so it can be used for learning purposes. Installation of hodspot at some point of Slamet Riyadi University campus done, and student start hanging out with internet. When Slamet Riyadi University as the Independent Monitoring Team Coordinator of National Examination for SMP / MTS and SMA / SMK / MAN,

when coordination meeting between monitor, Head of School in U Slamet Riyadi University, Students in group we show to play internet, though not yet. Principles in the outside world that the principals see, if Unisri students are familiar with the internet world.

When the proposed bandwidth change emerged, I emphasize that bandwidth will be improved if the needs of the interest of lecturers and students are really urgent, with the reason that the internet that we have rent is expensive is really used and needed for the interest of learning.

The current condition of internet is also explained by the Head of Technical Implementation Unit Ir, Saiful Bachri M.Com and brother Dwi, staff of Computer Technical Implementation Unit at Slamet Riyadi University Computer Technical Implementation Unit. When talking about the internet with the lecturers, no complaints are related to the interests of the internet for learning. Why? Because the lecturers do not feel urgent for the carrying capacity of the internet for the benefit of learning.

Internet provided by Slamet Riyadi University at this time, according to brother Brother Dwi, staff Slamet Riyadi University Computer Technical Implementation Unit supported with bandwidth 40 MBPS with rent value Rp. 15,000,000 per month. In fact, ideally Slamet Riyadi University with students around 400-an and to support the performance of lecturers and employees, for the interests of administrative offices, both academic administration and financial administration and academic interests of lecturers, the Slamet Riyadi

University requires Bandwidth 100 to 200 MBPS.

The limited bandwidth conditions, confirmed by Dwi, are distributed to the Faculty of Law with 2 MBPS and a maximum of 4 MBPS. Faculty of Economics with 3 MBPS and maximum 5 MBPS. Faculty of Social Science and Political Science with 2 MBPS and maximum 4 MBPS. Faculty of Teacher Training and Education with 3 MBPS and maximum 5 MBPS. Faculty of Agriculture with 2 MBPS and maximum 4 MBPS. Faculty of Food Technology with 3 and maximum 5 MBPS. Post with 2 MBPS with maximum 4 MBPS. Library with 8 MBPS and maximum 10 MBPS. University Office with 5 MBPS and maximum 8 MBPS. Seeing the distribution of internet network Slamet Riyadi University for Faculty of Economics, Faculty of Law, Faculty of Social and Political Sciences, Faculty of Food Technology, faculty of agriculture, internet usage to support learning process, students can be used relative, though student still often use HP Android because internet network Slamet Riyadi University students feel very slow.

Special students FKIP still difficult to access the internet Slamet Riyadi University in the classroom when the learning process takes place. Unlimited Bandwidth Limitations FKIP proposes to raise Bandwidth internet Slamet Riyadi University, but no follow-up. As a result, FKIP Slamet Riyadi University installed its own internet with a capacity of 100 MBPS for the benefit of lecturers and administrative support of education, but can not be accessed by students, with the

amount of rent Rp. 1.6 million rupiah each month.

The internet condition of Slamet Riyadi University that has not been encouraging, when it is stolen to be deconstructed to the students, it will be mapped out Unisri student's views on internet facilitation of Slamet Riyadi University, as follows:

**First**, From the table above, it can be seen that the lecturers in the management of learning process in the class that states sometimes use the internet is as much as 45 respondents, that is  $45 = 45 / 60 \times 100\% = 75\%$ . The rest of 15 respondents, ie  $15 / 60 \times 100\% = 25\%$  said sometimes use the internet. Meanwhile, none of the respondents said that the professor did not use the internet.

**Second**, Lecturers in the expenditure of respondents who stated that the lecturers use the internet there are a number of 47 respondents. Meaning =  $47 / 60 \times 100\% = 78.33\%$ . While the lecturer states never use the internet in learning as much as 13 respondents. It means only  $13 / 60 \times 100\% = 21.67\%$ .

**Third**, Student in using internet in Slamet Riyadi University, sometimes use Hotspot facility as much 38. Or equal to  $38 / 60 \times 100\% = 63.33\%$ . While 22 respondents or  $22 / 60 \times 100\% = 36.67\%$  never use Hotspot Slamet Riyadi University facility.

**Fourth**, students use the internet to Download the material there are 36 subjects or  $36 / 60 \times 100\% = 60\%$ . While as many as 24 respondents or  $24 / 60 \times 100\% = 40\%$  use the internet to find entertainment.

Fifth, Respondents who think that the Internet in Slamet Riyadi University to seek knowledge as much as 55 respondents or  $55 / 60 \times 100\% = 91.67\%$ . While respondents who viewed that the internet just to find base in only 5 respondents or  $5 / 60 \times 100\% = 8.33\%$ .

**Sixth**, Generally student internet play as much as 37 respondents or  $37 / 60 \times 100\% = 61.67\%$  adlah to seek knowledge. While as many as 23 respondents or  $23 / 60 \times 100\% = 38.33\%$  opinion seeking entertainment.

**Seventh**, the Internet provided Slamet Riyadi University, according to 35 respondents  $35 / 60 \times 100\% = 58.33\%$  of respondents consider quite adequate. While as many as 25 respondents or  $25 / 60 \times 100\% = 41.67$  assume the internet provided U Slamet Riyadi University Less adequate.

**Eighth**, Hotspot point in Slamet Riyadi University by 45 respondents or  $45 / 60 \times 100\% = 75\%$  of respondents considered enough to support the learning process. Meanwhile, according to 15 other respondents or  $15 / 60 \times 100\% = 25\%$  of respondents said hotspot point does not reach the learning class.

**Ninth**, Slamet Riyadi University Internet can be accessed smoothly according to 30 respondents or  $30 / 60 \times 100\% = 50\%$  of respondents between hours 08.00-12.00. While 50% of respondents stated that Slamet Riyadi University internet can be accessed smoothly between the hours of 12:00 to 21:00.

The fact that the use of the Internet for the benefit of learning despite already implemented, but not maximal due to lecturer factors that do not



maximally use the internet in learning and in the assignment, because of the slow internet and less familiar lecturer to the internet. As a result, students use the internet more for the sake of entertainment.

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## **The Nationalism Cultivation Through the Folk Songs In Sandhy Putra Kindergarden Surakarta**

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**Abstract:** This research aims to introduce the folk songs, because the folk songs loaded with positive values and moral message such as nationalism, that can be a basic character formation. This research used qualitative descriptive method, which means that the discussed problems in this research illustrate or elaborate on the state or phenomenon. The results of this research was given materials about folk songs by story telling model or fairy tales. The teacher taught the game song such as “The Padhang Bulan” which tells story of love to God and the universe and its contents as God creation. This song also told us about the care nature and togetherness towards fellow human beings and grateful feeling. In addition to folk songs learning achievement by story telling, teachers used the audio visual media on the folk songs showed about Indonesia's natural beauty and cultural richness of Indonesia.

**Keywords:** character cultivation, folk songs.

### **1. INTRODUCTION**

Indonesia required human resources in sufficient numbers and quality as principal supporters in the construction. To fulfilled the human resource, education had a very important role. This was in accordance with law No. 20 Year 2003 on the National Education System, article 3, which states that the national education function develops the ability to form character and the civilization of the peoples dignity in order to educate the nation's life. National education aimed at the potential development in order to be a person who had faith and piety to Almighty God, precious, healthy, educated, accomplished,

creative, independent, be democratic citizens and responsible.

Education Curriculum in Indonesia was being intensively operate on character building these days. This has been the bright spot for education to have more characters on each individual. The character education curriculum appearance was always integrated into each subject certainly could not be separated from issues. Government concern about nation youner generation showed damage as the main reason for making new curriculum. Character education is was a term that gradually recognized by Indonesian society. Especially with the perceived inequality

of educational outcomes range with their behavior.

One way to build the children's character was by introducing the folk song which had a positive value and moral messages in it. Moral values were inserted in the lyrics and intended to educate the children, which could be a moral basis for early age children. It was necessary to play the folk songs in their learning process. Because these days children were more familiar with drama soundtrack, namely: "Anak Jalanan by title Cinta Gila" and "Manusia Harimau by title Aku Pati Bisa".

Based on the importance of early education, it was necessary to cultivate the character values within early age children through the folk songs. The teacher would play the folk songs and explain the song meaning in the language that could be understood by children and explain what character values could be retrieved from the track. By folk songs played to the early age children, we expected a positive result that could be cultivated in children.

Sandhy Putra Kindergarten was located in the Surakarta City, which was formed by Surakarta Telecommunication Foundation, Central Java. Researchers were interested in researching Sandhy Putra Kindergarten's Curriculum, because in every month provided the importance of character cultivation through folk song. Applied curriculum was cultivated nationalism through the folk songs. In Sandhy Putra Kindergarten by singing songs such as: "Wiwit Aku Masih Bayi", "Sluku-sluku Batok", "Jamuran", "Gambang Suling", "Gundul-gundul Pacul" every week in the learning

process. By playing the folk songs, students were expected to cultivate nationalism through the folk song.

From what has been presented before, the researchers would like to examine more about the character values cultivation through the folk songs in early age children of Sandhy Putra Kindergarten Surakarta City.

## 2. RESEARCH METHODS

This research used qualitative descriptive method, which means the problems that were discussed in this research illustrate or elaborate on the state or phenomenon, and the case was the character cultivation through the folk songs in Sandhy Putra Kindergarten.

This research was done on the even semester TA 2017/2018, 23<sup>rd</sup> April-27<sup>th</sup> July in Sandhy Putra Kindergarten Adi Sucipto St. No. 58, Surakarta Regency. The data collection development techniques were organized in the research namely:

### a. Observation

In this research used non-interactive observations. Researchers came to school looking at infrastructure, administration, classroom, students in learning process from beginning to end, and observe the behavior.

### b. Interview

In this research used non-guided interview techniques. It was intended for the informant to give a free opinion and had a relaxed condition.

c. Documentation

In this research, researchers would taking video and picture of the learning process in the classroom.

### 3. THE RESULTS AND DISCUSSION

a. General Description of Sandhy Putra Kindergarden

Sandhy Putra Kindergarden was located on Adi Sucipto St. No. 58, Surakarta Regency, which was founded in 1980. Officially inaugurated on 7 May 1985 by the Chairman of Sandhykara Putra Telkom Mrs. Eem Rahmat Foundation, with inscription signing on the stone made of marble which was located on classroom front wall. At the begining the students or childer was still relatively few, Sandhy Putra Kindergarden at that time had only one teacher and one head master. The facilities and infrastructure was still not maximum, so the teachers were required to really work in advanced to developing Sandhy Putra Kindergarden.

On his journey Sandhy Putra Kindergarden who was initially only in Magelang City, Bandung City, Padang City, Solo City and Pasuruan City was currently booming, and now there were 34 Kindergardens spread in all over Indonesia. Sandhy Putra Kindergarden Surakarta City

reach their gory in 1990-2005 by having up to 5 rombels. The teachers had given SK (Official Work Letter) from the Foundations. Many achievements already gained by students, teachers, and institutions.

b. The Learning Model

The learning model in kindergarden Sandhy Putra was currently used 2013-Curriculum. This Curriculum divided into two groups, namely Sentra Group and Creative Group. Sandhy Putra Kindergarden included in creative Group according to infrastructure that school had. The difference between Sentra group and Creative Group was the room fuction. Sentra group just used one room the the begining until the end of learning. But the creative group used one room but divided into three activities, mutually rotating.

c. The Character Values Provided through The Folk Songs

Musical experiences in children need to be given as early as possible. Through music, student could not only express their ability in singing or playing music, but also perform and implement the song's values. The expression ability and cultivate the song's values were one of the ways to helped children build their caharacter. Early childhood

strongly emphasized the attitudes and behaviour development, as well as the ability of the essence because in this golden age children already had a strong education. Teachers cultivate character on early ages. If the nationalism already cultivate strongly in early ages, then the child would hold a firm character in daily life. Early childhood cognitive developmental stage was concrete operations according to Piaget. The children were received everything concretely and still haven't been able to think abstract. Therefore, the school cultivate character through folk songs.

d. Characters Cultivation through The Folk Songs

In the classroom learning achievement, the materials was about the folk songs, teacher were usually used the story telling method or fairy tales. According to Mrs. Ani (The classrom teacher) teacher taught game song such as Padhang Bulan. In that song teacher tells about God's love for universe and all his creation (Interview 18<sup>th</sup> September 2017). Padhang Bulan alaso tells about the care nature, togetherness against fellow human beings, and grateful feeling. The other folk song taht was taught namely Jaranan. Jaranan has taught the values message to respect and manners to our bosses or people

of higher social position and people who are more mature, it also teach the compassion nature, caring, cooperation with other people and the importance of togetherness, because basically humans need each other.

#### 4. SUMMARY

Based on the research results and discussion could be summed up that character education could be cultivated through the folk songs. The message in the song lyrics were good, by teachers taught and parents explanation the students were expected to be a person who has the attitude, behavior, and moral. The folk gaming songs that were taught in kindergarten Sandhy Putra by title Cublak-Cublak Suweng contained a local cultural values. In the past Cublak-cublak Suweng sung while playing. The game was done in a group. A child sit face-down in the middle of the circle. Some children sitting in circular and sing while turning a seed. This song taught the students about togetherness, honesty, and cohesiveness.

Through songs, students would gain various experiences from the song lyrics that has been sung, then the teacher explained the meaning contained, it would strengthen the already existing characters. In addition, the teacher could foster the manners and character have not grown yet in accordance with the song.

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## **Urgency Development of National Law That is Oriented in the Protection of Human Rights Learning from Cases of Human Rights Violations<sup>\*</sup>**

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**Abstract** : The development of national law is still in process. The national law in the future must provide certainty of the protection of human rights. The flow of globalization has given every citizen broad access to understand the value and concept of human rights protection. The problems in this research are: How is the concept of human rights in Indonesia? 2) How are the human rights violations occurring in Indonesia and the settlement efforts? 3) How is the urgency of the development of national law that is oriented towards the protection of human rights in the future? This research uses normative approach. The research data used is secondary data in the form of library materials. The analysis used the induction-interpretation-conceptualization. The results of this study show: human rights are a fundamental right. Every human being has a degree, dignity and equal rights. Many gross human rights violations in Indonesia. Human Rights Court ever held in Indonesia yet, but considered to be blunt. Development of national laws on the protection of human rights should be oriented in line with the global demands that each country must uphold human rights.

**Keywords** : Development of national law, orientation, human rights.

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## 1. INTRODUCTION

The development of national law is still in process. The national law in the future must provide certainty of the protection of human rights. Therefore, globalization has given extensive access to every community to understand the value and the concept of Human Rights. Human rights are the basic rights that every human being possesses as a gift of God Almighty. These basic rights have been brought into being and are inherent in human beings and should not be violated. Every human being has a degree, dignity and equal rights.

Previously humans were less aware of the existence of the same degree of the other human. The suppression of human beings to each other, as well as state repression against its people. The most concrete example can be seen in colonization from one nation to another. Since World War 2, recognition of human rights is a must of a country and must be guaranteed by its constitution. The Universal Declaration of Human Rights December 10, 1948 is a milestone in the enactment of the guarantee of human rights which is the declaration of the world's countries.

Increasing awareness of the international community on human rights issues in a relatively short time is a step forward in democratic state life. There is the same orientation that is toward a state system that upholds human values. One of the indicators is the implementation of institutions related to human rights, such as the establishment of the International Criminal Court (ICC) through the Rome Statute 1998, which has been in effect since ratified by 60 countries on July 1, 2002 (Atmasmita, 2004).

One thing that can not be denied, in Indonesia is also often a violation of human rights, from ordinary human rights violations, to gross human rights violations. As a participating member of the Rome 1998 conference, although it has not yet

ratified the Rome Statute, Indonesia also regulates human rights through Law No. 39 of 1999 about Human Rights. As a follow up, Law No. 26 of 2000 on Human Rights Court was passed. The birth of these two laws is expected to assist in the enforcement, protection and settlement of human rights violations.

Factualy, the human rights court has ever held are unable to resolve serious human rights violations that have occurred. Indonesia remains in the spotlight of international duania as a country that can not solve human rights violations. Even human rights violations also occur with various motives. Departing from where the author views, in the development of national law in the future should not ignore the protection of human rights. The development of national law should be oriented towards the protection of human rights.

The problems in this research are: How is the concept of human rights in Indonesia? 2) How are the human rights violations occurring in Indonesia and the settlement efforts? 3) How is the urgency of the development of national law that is oriented towards the protection of human rights in the future?

This research uses normative approach and the data used is secondary data that is written document obtained through library search. The data analysis method used is reflective.

## 2. THE CONCEPT OF HUMAN RIGHTS IN INDONESIA

The word human rights is a translation of the human right or the right of human, meaning human rights. But in some literature the use of the term human rights is used instead of the use of human rights (Muzaffar, 2003). Human rights in Indonesia are generally better known by the term "human rights" as a translation of basic right (UK) and grondrechten (Dutch),



or it may also be called civil rights. The term monumental human rights was born from the success of the French Revolution of 1789 in the Declaration des Droits de L'homme et du Citoyen, with the motto of *liberte, egalite, fraternite* (Bahar, 1997).

Human rights are universally recognized fundamental rights. The right is attached to human beings because of their nature and nature as human (Rahayu, 2011). Human rights as a basic right owned by every human being as a gift of God Almighty that can not be inviolable existence. The basic right has been brought into being and is attached to the human being as God's creature. Every human being has the same degree, dignity and rights.

Generally, human rights can be defined as a set of rights inherent in the nature and existence of human beings as God's creatures that must be respected, upheld and protected by the state, law, government and everyone. According Muladi (1997), human rights are natural rights inherent in human beings since humans are born (inherent). Without that right man can not grow and develop as a whole person.

In the past, humans did not recognize the existence of other human degrees that resulted in the oppression between people with each other. The most concrete example can be seen in colonization from one nation to another. The term human rights develops in accordance with the times, in the sense of changing human civilization from time to time. Originally known as natural right, based on the theory of natural law that everything comes from nature including human rights. The term was later replaced by the right of man, but was ultimately not accepted, as it did not represent women's rights. After World War II and the establishment of the United Nations, a new, more popular term is now human right (Abidin, 2006).

Human rights guarantees are a must from a country through its constitution. The Universal Declaration of Human Rights,

December 10, 1948, is a milestone in the enactment of human rights guarantees. The text is a worldwide statement of human rights whose main content is stated; "All people are born free and have the same dignity and rights. They are endowed with reason and mind, should associate with each other in brotherhood ". The rights that are governed by the UN Charter of the Universal Declaration of Human Rights of 1948 are: 1) Right to think and expression, 2) Right to have something, 3) Right to get a flow of belief or religion, 4) Right to live, 5) freedom of life, 6) Right to good name, 7) Right to gain employment, 8) Right to legal protection.

Human rights discourse on the international level has experienced a very significant development. Since it was proclaimed in 1948, there have been two other historical milestones; first, the acceptance of two United Nations covenants on civil, political, economic, social and cultural rights. The two covenants have been declared since 1966, but not until ten years after ratified thirty-five UN member states. Secondly, the adoption of the Vienna Declaration and its Action Program by representatives of 171 countries on 25 June 1993 at the UN World Human Rights Conference in Vienna, Austria. This second declaration is a compromise between the visions of countries in the West with the views of developing countries in the upholding of human rights (Muzaffar, 2003).

Whereas in Indonesia, the recognition of Human Rights is listed in the Preamble of the 1945 Constitution of the State of the Republic of Indonesia; "That indeed freedom is the right of all nations ...". In addition, there is also the Preamble to the Fourth Element Act, and several other laws and regulations are made by the Government. It is also mentioned in the Decree of the People's Consultative Assembly Number XVII / MPR / 1999 that human rights are a fundamental right inherent in human nature that is natural and

universal as a gift of God Almighty and serves to ensure the survival, freedom, development of people and society, may be ignored, deprived, or harassed by anyone. Article 1 of Law Number 39 Year 1999 about Human Rights also states that "human rights are a set of rights inherent in the nature and existence of human beings as creatures of God Almighty and is a gift that must be respected, upheld, and protected by the state, law, government and everyone, for the sake of honor and protection of human dignity".

The rights contained in the Law of the Republic of Indonesia Number 39 of 1999 about Human Rights consist of: 1) Right to life; 2) Family right; 3) Right to self-development; 4) Right to justice; 5) The right to personal freedom; 6) Right to security; 7) Right to prosperity; 8) Right to participate in government; 9) Women's rights; 10) Rights of the child. Human rights arrangements in Indonesia are determined by reference to the UN Declaration of Human Rights, the UN Convention on the Elimination of all forms of discrimination against women, the UN Convention on the Rights of the Child and other international instruments regulating human rights. The material of this law is also adapted to the needs of the community and the development of national law based on Pancasila and the 1945 Constitution of the State of the Republic of Indonesia.

### **3. HUMAN RIGHTS VIOLATIONS IN INDONESIA AND ITS SETTLEMENT EFFORTS**

Human rights violation is an act of human rights violation whether committed by individuals or by state institutions. It is mentioned in Article 1 of Law Number 39 of 1999 about Human Rights that:

Referred to as human rights violation is any act of a person or group of persons including the state apparatus, whether intentional or unintentional or negligence which

legally reduces, hinders, limits and / or deprives a person of human rights or a group of persons guaranteed by law and do not get or feared will not get the legal remedy fair and right based on the applicable legal mechanism.

The categories of human rights violations can be grouped into two types: First, gross human rights violations, including: 1) Genocide, ie any act committed with the intent to destroy or annihilate all or any part of a nation, race, ethnicity, and religion by means of acts of violence. 2) Crimes of humanity, ie an act committed in the form of attacks directed directly against civilians such as forced expulsion, murder, torture, enslavement, etc. Second, ordinary human rights abuses, which include: 1) Beatings, 2) Persecution, 3) Defamation, 4) Barring people from expressing their opinions, 5) Eliminating the lives of others.

It has become human nature that humans have two potential to do the deed, the potential for doing good, and the potential for evil. It is these evil deeds that cause harm to others who are considered to be violating human rights. Human rights violations can occur in the interaction between society and society, and government officials with the community. However, what often happens is between the government apparatus and the community.

When viewed from the historical development of the Indonesian nation, there are some events of human rights violations that are classified as normal to be helped terribly. Human rights violations are classified as ordinary, countless. Data from the National Commission on Human Rights of over 200s per month reporting against human rights violations, such as torture, religious freedom, harsh treatment of suspected terrorists, welfare, evictions, and so forth.

As for the violation of human rights, there are some of which are in the international community's attention, mlsanya: 1) The Eradication and Cleanup of the Movement of 30 September 1965. 2) The pursuit of members of the Communist Party of Indonesia in 1966-1971. 3) The case of Papua in 1969-1984. 4) Blockage of political Islam. (5) The case of East Timor in 1975-1998. 6) Land evictions and peasants' oppression. 7) The mysterious shooting of a number of criminals. 8) Aceh Military Operations Area 1989-1998. 9) The suppression of labor to the death of Marsinah in 1994. 10) The murder of journalist Bernas, Fuad Muhammad Syafruddin in 1996. 11) The attack on the office of the Indonesian Democratic Party July 27, 1996. 12) Handling of the Student Demonstration 1998-1999. 13) The case of Ambon 1999. 14) Poso Case 1998-2000. 14) The killing of a human rights activist, Munir, 2004. 15) Expulsion of burning of houses of Ahamadiyah residents in 2010. 16) Expulsion and killing of Shiites in Madura 2012. 17) Mesuji massacre case, 2011. 18) Raid to Cebongan Prison in 2013. 19) Execution of suspected terrorists especially Siyono, 2016, etc.

The emergence of cases of gross human rights violations in Indonesia peaked since 1998, tepanya after President Soeharto withdrew from his post as president. Traces of violence seen as gross human rights violations by the government began to unfold and voiced by the special community of the victim's family. The once-victimized community groups demanded the state through a new government to try the previous government and restore the rights they had been deprived of.

The new government issued various policies to resolve the human rights violations. There are two mechanisms for resolving human rights violations in the past: the ad-hoc Human Rights Court and the Truth and Reconciliation Commission. The ad-hoc Human Rights Court is a

mechanism of case resolution that uses the logic of the judicial system, while the Truth and Reconciliation Commission uses the logic of the non-judicial system (this commission has been canceled by the Constitutional Court through judicial review in 2007).

The term of the Human Rights Court is for the first time mentioned formally in Chapter IX of the Human Rights Court Article 104 Paragraph (1), (2), and (3) of Law Number 39 Year 1999 on Human Rights. The law states that the Human Rights Court is established to try gross human rights violations, such as genocide, arbitrary or extra-judicial killings, torture, forced disappearance, slavery or discrimination which is systematic discrimination in accordance with the provisions of Articles 6 and 7 of the Rome Statute of the International Criminal Court.

Implementation of the Law of the Republic of Indonesia Number 39 Year 1999 on Human Rights is immediately established Human Rights Court. As a follow up, Law No. 26 of 2000 on Human Rights Court was enacted on 23 November 2000. The Human Rights Court Mechanism is based on Article 43 of Law Number 26 Year 2000 on Human Rights Court for the criminal procedure system still follow the General Book of Criminal Procedure Code. Prosecution can be done by the public prosecutor of the Attorney General or ad-hoc from the community. The examination of cases is done by a panel of judges consisting of career judges and non-career careers.

According to Law Number 26 of 2000 on Human Rights Courts the formation of courts consists of three ideal sections. First, the National Commission on Human Rights conducts investigations based on complaints from victims or community groups about one case occurring in the past. The National Commission on Human Rights established a Commission of Inquiry into Human Rights Violations to conduct investigations

and then to issue recommendations. If in the recommendation there is evidence of alleged crimes against humanity or genocide, it will continue at the prosecution stage by the Attorney General's Office. Second, the People's Legislative Assembly discussed the investigation results of the National Commission on Human Rights and made recommendations to the president to establish an ad hoc human rights court. Third, the President issued a presidential decree for the establishment of an ad-hoc human rights court. In the second and third stages the political will of the ruling government plays an important role.

Human Rights Court in Indonesia has 2 kinds of settlement; 1) the ad hoc human rights court mechanism for past human rights abuses prior to the issuance of this law. 2) A permanent human rights court against cases after the formation of this Law. Several cases of gross human rights violations in the past that have been dealt with by this mechanism are the cases of East Timor and Tanjung Priok. The first trial was conducted in 2003 or approximately two years later than planned. As for the case of Aceh, Papua, Trisakti, Semanggi I and Semanggi II, mass riots in various places in Indonesia is also an obligation jurisdiction of the Human Rights Court have not been addressed until now.

The establishment of the Human Rights Court in Indonesia is part of the government's strategic program to show the international community that Indonesia can solve its own human rights abuses. This is a government policy in running its legal politics (Mahfud MD., 2003). The government wants to realize the supremacy of the law based on human rights values, because of the political configuration of the appointment of human rights discourse in the 1945 Constitution of the Republic of Indonesia, which is regulated by the Law of Republic of Indonesia Number 39 of 1999 about Human Rights and the Law of RI Number 26 of 2000 about Human Rights Court.

Expectations are quite large from the human rights activists and (in particular) the victim's family was not realized. The settlement of human rights violations keeps many problems. The insistence of the victim group continues to flow to the relevant institutions. Victims groups along with other elements of society continue to demand the completion of cases of human rights violations, ranging from audiences, political lobbying to demonstrations.

The Indonesian Court of Human Rights has a material jurisdiction which includes the Crime of Genocide, the Crimes Against Humanity which is a form of adoption of the 1998 Rome Statute. In fact, this is reinforced in the regulation of crimes of genocide and crimes against humanity. It is stated in the explanation of Law RI Number 26 of 2000 about Human Rights Court as a provision in accordance with Rome Statute of International Criminal Court 1998. The explanation has consequences that the crime of genocide and crimes against humanity as mentioned in Article 7 of Law RI Number 26 of 2000 about Human Rights Courts is equivalent to Articles 6 and 7 of the Rome Statute 1998 including to the adaptation of elements of crimes. Law RI Number 26 of 2000 about Human Rights Courts only has jurisdiction over crimes against humanity and genocide, but does not fully explain the elements of crimes. The law also does not regulate specific proofing procedures to adjudicate crimes of "extraordinary crimes".

Law RI Number 26 of 2000 about Human Rights Court adopted the Rome Statute 1998 but not in its entirety and "unfavorable" so that its meaning and meaning differed. Many of the provisions of Law RI Number 26 of 2000 about Human Rights Courts are dull and can not be applied properly. It is possible that the international community is not satisfied and does not believe in the system of Human Rights Court in Indonesia. The cases of human rights violations East Timor and Tanjung Priok that have been handled by

the ad-hoc Human Rights Court are evident. Victims are disillusioned with the Human Rights Court mechanism and feel they are not getting a sense of truth and justice. Some people who are supposed to be responsible actually escape from lawsuits (Rizki, et al., 2005). The harsh criticism of Law RI Number 26 of 2000 about Human Rights Courts began to evolve from the fact that many articles were misinterpreted to allow the perpetrators to be free.

#### **4. THE NEED FOR THE DEVELOPMENT OF A NATIONAL LAW ORIENTED TO THE PROTECTION OF HUMAN RIGHTS IN THE FUTURE**

Has its own laws for the people of Indonesia can show their national identity in line with expectations and aspirations of independence. These efforts and efforts must continue to be done. Not yet has the national legal system of its own products will be a problem that will continue to emerge as the development of the life of the state.

The development of the law is an attempt to form a new law to update the old law that is not relevant. Updating means replacing the old laws with the new law. Legal development in this context is due to legal reform (Hamzani, 2018). While national law is a law built based on the constitution and Pancasila as the basis of the state (Sularno, 2006). In other words, national law is a law built on the taste and engineering of the Indonesian nation.

The mechanism of legal development can be through legislation can also be through the functioning of law of the living law. Legal development through legislation such as the establishment of legislation or positive law. While the development of law through the functionalization of living law in society can be through adherence to

tradition and jurisprudence (Hamzani, 2018).

The legal direction of Indonesian law in the development of the law of its scope simplifies the list of material plans (substance) of the law to be made in the National Legislation Program. The Indonesian government has long made efforts to establish national laws through legislation. The way that has been taken more in patchwork, namely changing the provisions that have been out to date by forming a new law. The national development is still partial.

The legal development effort in Indonesia must be in accordance with the foundation and the national objectives to be achieved as mentioned in the 1945 Constitution of the State of the Republic of Indonesia: "... to protect the whole nation of Indonesia and the whole of Indonesia's blood and to promote the common prosperity, nation and participate in a world order based on freedom, eternal peace and social justice (Erfandi, 2016). The imposition of responsibility for the promotion of the general welfare shall have implications for established legal products.

National law must serve the national interest and the achievement of people's prosperity, justice and public order (Randang, 2009). As the embodiment of values, the law must contain values that are upheld by the people of Indonesia. The concept adopted by Indonesia is the concept of development law, which is putting the law as a means of community building that emphasizes the function of law as; maintaining security and order, development facilities, and means of community education (Setiadi, 2012). The development of national law is directed to realize a national legal system that serves the national interest whose material comes from the perspective and belief of the Indonesian nation. Similarly, new issues must be responded by the legal need to support the general duty of government and to advance the national interest. The

direction of long-term development of national legal development has been declared with the aim of replacing Dutch colonial law products with national law through the legislation of a new law (statutory law).

The fundamental issue in building a national legal system is equally important as to how to create a legal system conducive to the diversity of sub-systems, the diversity of substance, and the development of the areas of law that society needs. The legal system is also conducive to the creation of public legal awareness, the freedom of the law of the people, the freedom to exercise rights and obligations in accordance with the applicable rules (Randang, 2009), and as protection of human rights.

The Indonesian state by the founding fathers is idealized as a State of Law. Blue print and desaghn macro elaboration of the idea of the state of the law there is no comprehensive formula besides development of law sector which is sectoral and partial. This is inconsistent with the tradition of civil law law which tends to legislation priorities, and embraces the paradigm and fictitious doctrine which assume that once a legal norm is established, then at that moment everyone is considered to know the law.

Law enforcement against human rights violations in Indonesia is still not optimally felt by the world community. Even from the side of the regulation, it is still a lot of laws and regulations that have not provided human rights protection. The ongoing development of national law should be oriented towards the protection of human rights.

The development of a national law that is oriented towards the protection of human rights is in line with global demands that every country should exercise respect, promotion, fulfillment, protection and enforcement of human rights. Especially in Indonesia has also launched the Human Rights Action Plan which began in 2004.

The Human Rights Action Plan provides an important framework for the Government to carry out domestic and international obligations for human rights and is a strategic entry point for establish relationships on human rights issues with government agencies at the national, provincial and local levels.

## 5. CONCLUSION

Based on the above description can be summarized as follows: Human Rights is a basic right that is owned and carried by every human being since birth as a gift of God Almighty and should not be violated. Every human being has the same degree, dignity and rights. Human rights violation is an act of humanity violation whether committed by individual or state institution. Many events of human rights abuses in Indonesia either human rights violations until gross human rights violations. Human Rights Courts have been held in Indonesia to deal with gross human rights violations. There are several problems resolving human rights violations in Indonesia through a human rights court which in its application becomes dull. One of the reasons for adopting the Rome Statute 1998 but not in its entirety. The ongoing development of national law should be oriented towards the protection of human rights. The development of a national law that is oriented towards the protection of human rights is in line with global demands that every country should exercise respect, promotion, fulfillment, protection and enforcement of human rights.

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## Legal Review on Foreign Investment In Indonesia

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**Abstract** : *Law Number 25 Year 2007 is the investment law of Indonesia which replaces Law Number 1 year 1967 on Foreign Investment and Law Number 5 year 1968 on Domestic Investment. This new law no longer distinguishes foreign and domestic investment. The formation of law Number 25 Year 2007 is the commitment of Indonesia upon ratification of the (WTO Agreement). Government policy in regulation of capital investment and investment in Indonesia is more important to increase investor interest in Indonesia. Because of this law, capital market development required in order to realiting legal certainly investment. Legal certainty can be realized through a regulation of good and clear, so that will be clear also its application*

**Keywords** : *legal certainty, investment law.*

### 1. INTRODUCTION

Indonesia, as a country which hopefully want to create a welfare and justice society must develop various fields, one of them is economics development. In Article 33 The Constitution of Republic of Indonesia of 1945 represents constitution mandate which underly the establishment of all regulation in economics field. The constitution mandated that the development of national economic must be based on principles of democracy which enable to create the sovereignty of Indonesian economics.

The region of Republic of Indonesia has high potential namely: wide range area which high fertility for nature resource, low laborer wages; very big market; strategic location; the exsistance of the government to foster healty investment; no limitation for foreign exchange, includes capital and profit, and so forth. <sup>i</sup>

As we know that there are two kinds of invesments, namely: foreign investment and domestic investment. Foreign invesment constitutes the flow of investment from one country to other country, it is aimed to reach high profit, under the fund owner supervision. Those flow investment can be physical property as direct investment and flow investment to buy shares in other

countries which constitute form of portofolio investment.<sup>ii</sup> So that, investment constitute the source of agent for economics development towards sustainable development in global era.

Invesment of a country come from various sources, either from foreign country and also domestic (foreign investment)<sup>iii</sup>. For foreign investor, law and regulation become one of standart to determine the climate inversment of a certain country. Infrastructure of law for foreign investors

become an important instrument for them. For investor, law give them security, certainty and predictability for their investment. The better condition, law and constitution which protect their investment, the more recognition for condusive investment climate of the country. <sup>iv</sup>

In effort to increase capital investment activities and create capital investment condusive climate so various ways were implemented, one of them is law adjustment in accordance to capital investment, giving insentive for permission and non permission, as well as eliminating law and non law obtacles in capital investment represents some efforts that must be conducted contenuously to maximize opportunities optimally, considering a certain developed country need capital investment especially foreign investment.

Some of the intended steps were implemented already, those were seen with the existence of law product which guarantee healthy investment climate, for example Regulation Number 4 the year of 1998 about The Government Determination of Regulation Substitute number 1 Year 1998 about The Revision On bankrupt assets Regulation becomes Number 5 year 1999 about Prohibition for Monopoly Practices and Unhealthy Competition, Law Number. 8 Year 1999 about Customer Protection, Law Number. 30 year 1999 about Arbitrase and dispute settlement. The President Decision number 183 year 1998 about Capital Investment Coordination Agency , and Law Number. 25 Year 2007 about Capital investment.

Law number 25 year 2007 about Capital Investment is a regulation about investment in Indonesia which replaces Law number 1 year 1967 about foreign investment and Law Number 5 Year 1968 about Domestic Investment. Law of Capital Investment to accomodate all the previous regulation, such as Law Number 1 Year 1967 Jo Law No 11 Year 1970 about Foreign Investment and Law Number 6 Year 1968 Jo Law No 12 Year 1970 about Domestic Capital Investment. These do not differetiate between foreign investment and domestics investment anymore.

The formulation of Law Number 25 Year 2007 about Capital Investment can not be separated from the participation of Indonesian Country as the member of World Trade Organization (WTO), in which Indonesia already verified the agreement of WTO through those law.

It is the Indonesia comitment as the verification of *Agreement Establishing the World Trade Organiza\_on* (WTO *Agreement*) Article XVI, Paragraph 4 from those *Agreement* obligate all the countries member to adjust regulation or their trade law toward regulation in *Annex* in *WTO Agreement*.

The principles of WTO that already implemented on Capital Investment, namely:

- 1) The principle of (*Most-Favoured-Na\_on*) in Article 1 paragraph (1), Aricle 3 paragraph (1), Article 4

paragraph (2), and Article 6 paragraph (1);

- 2) The principle *Na\_onal Treatment* in Article 6 paragraph (1);
- 3) The principle of Quantitative Restriction Prohibition can be found in Article 8;
- 4) The principle of Protection though tarrifs which is found implicitly at the justice effeciency principle in Article 3 paragraph (1) and Article 14;
- 5) The principle of Resiprocity can be found in Article 7 and Article 32.
- 6) The principle of Special Treatment for Developing countries was regulated in article 13.

This article foccused and studied from law number 25 year 2007 about Foreign Investment by seeing the background, the government policy and goals in regulating foreign investment in Indonesia

## 2. DISCUSSION

Law number 25 Year 2007 about Foreign Investment at general rules Chapter I Article 1 paragapgh (1) defined Capital Investment as : “ all kind of capital investment activities, either foreign investment or domestic capital investment to conduct business in territory of Republic of Indonesia.” In explanation of Article 2 Law Number 25 Year 2007 about Capital Investment mentioned that capital investment is direct capital investment and do not include undirect capital investment or portofolio because as a part of Capital Market Law.

Direct investment done by all the capital owner by formatting their own company, supplying fund, and operating those company, meanwhile undirect investment were done by buying shares or obligation which were produced by company or government unit. . Second, those two kind of capital invetsment were needed in national development because it is mutual. If sometime the amount of direct capital investment do not develop significantly, the need of capital in supporting national development can be filled by those undirect investment.

The basis of capital investment law in Indonesia was regulated in regulation and other decrees which follow them. Some of them are Law No.1 Year 1967 about Foreign capital Investment jo Law No. 11 year 1970, Law No. 6 Year 1968 jo Law No. 12 Year 1970 about Domestic Investment , then they were amandement with Law No. 25 Year 2007 about Capital Investment. The regulation of Capital Investment in Law No 25 Year 2007 about capital investment, and others regulations which regulated investor for Indonesian citizen and other countries ( foreign capital investment).

### **The Goals of Capital Investment**

According to Article 4 on Law of capital Investment, government already determined basic policy about capital investment in Indonesia which aimed at: to foster the establishment of conducive climate for national business for foreign investor, as well as to reinforce national economics competition, hopefully acceleration and enhancement in capital investment in Indonesia will be gained. Those policy becomes the basis to renew foreign capital investment, or basically to attract foreign investor to invest their capital in Indonesia. So, it can explained that the goals in establishing capital investment are to: :

- a. increase national economic development
- b. create employment
- c. increase sustainable economic development
- d. increase the ability of national business competitiveness
- e. increase capacity and ability national technology
- f. foster citizen economic development
- g. Cultivate potential economic become real economic strength by using fund which come from intern country and foreign country, and
- h. Increase society welfare

### **Basic Policy for Capital Investment**

Government decides basic policy for capital investment which completely holistic, they includes:

- a. Give equal treatment for domestic investor and foreign investor with striuctly considering national interest.
- b. Guarantee certainty of law, business certainty, and security for investor.
- c. Open opportunities for development and give protection for micro business, small, midle, and cooperation.

### **Principles in Capital Investment.**

The ten principles in capital investment as regulated in Article 3 paragraph (1) includes law certainty, transparancy, accountability, equal treatment and do not differentiate national orginity, togatherness, justice effeciency, sustainability, envirotnment insight, autonomy, and balance development and national economic unity. The existance of capital investment principles are development of previous law (UUPMA and UUPMDN) since these differ from previous rules, which do not regulate capital investment.

Related to the basic of capital investment, so the main principle of capital investment in Law of Capital Investment ( UUPM) is legal certainty or certainty of law. According to Didik J Rachbini legal certainty principle becomes the main principle because its position as the basis of play rules for investation activity and other economics activities, in which its substance exist in Law of Capital Investment. <sup>v</sup> in the explanation of article 3 paragraph (1) letter a, the intended legal certainty is principle in country of law which puts law and regulation as the basic principles in every policy and treatment in capital investment field.

For investor, Legal certainty itself become the basis to calculate risk, how to handle risk and how to reinforce toward risk. If law reinforcement is unbelievable for the investor, so it can be claimed that they will not put their investment in uncertainty.

Law number 25 year 2007 decided that every capital investment has the right for legal certainty, certainty of right, law protection, open information about business which have been or being operating, right of service and other various convenience facilities. For domestic capital investment,



the government also decided that all kind of business are stated openness, except those are stated closed already.

The decision of all kind of closed business field for both capital investment and foreign investment was conducted based on determined criteria, such as healthy, moral, culture, living environment, and national security and . meanwhile, the detrmnination of open business with certain requirements was done based on national interest, namely nature resources conservation, protection and development of micro business, small, midle and cooperation, increasing technology capacity, and cooperation between business agency which is determined by government.

There are some basic law in capital investment as discussed above, as well as some basic rules which become standard in operating activities, either in business field and also other aspects, such as labor agency, law protection and so on. It is important to comprehend basic rules in capital investment, in order to get clear understanding in implementing the related rules and able to invest the capital correctly.

### **Types of Capital Investment**

Based on its subject, capital ivestment can be devided into three types, namely:

- a. Personal Investment
- b. Interprise Investment, and
- c. Public Investment.

Based on its type, capital investment can be devided into three types, namely:

- a. Direct Investment /
- b. Port Folio Investment
- c. Indirect Investment.

Based on national originity, capital investment can be devided into two, namely:

- a. Foreign Investment
- b. Domestic Investment

Legality, Licensing and Procedures of PMDN were regulated in in Aricle 25 paragraph (4) UUPM, capital investment agency, belong to PMDN, all of the agency which want to operate business must get license related to the rules from authorized institution. Thiose license as gained thourgh one door integrated service. This aimed to help investor to get convenience services,

fical facilities, and information about capital investment, either domestic investment or foireign investment.

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<sup>i</sup> Ana Rokhmatussa'diyah and Suratman, Investation Law and capital Market, Jakarta, Sinar Grafika, 2010, Page . 56.

<sup>ii</sup> M Sornarajah, The

<sup>iii</sup> Lyuba Zarsky

<sup>iv</sup> Hikmawanto, Juwana,tt, Policy on Law Development in Economic Field and Investation, Paper,( Jakarta Badan Pembinaan Hukum Nsional) Page10 - 11

<sup>v</sup> Didik J Rachbini, Indonesian Investation Law Engineering ( Political Economic Anlysis), Jakarta: PT Indeks, 2008 page 23

## **Regional Government Policy in Environmental Management in Autonomy Regional Era to Make Up the National Development**

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**Abstract :** Environmental issues in the region have become one of the world's problems that surfaced in the last quarter century, including in Indonesia so that environmental issues are very interesting to talk about. The division of authority between the central and regional governments which are then delegated to the regions widely, in relation to the Law on Regional Autonomy, namely Law No. 23 of 2014 on Regional Government, this opens the opportunity for the region to determine its policy broadly, especially considering the investment policy in wide open areas in the region to support the National Development. In this paper the authors use the type of normative legal research, then the type of data used in this writing is the type of secondary data. Secondary data is data obtained through literature study. Secondary data obtained from a number of information or facts obtained indirectly, namely through literature study consisting of documents, literature books, and others related to the problem under study. Techniques used in this writing the author uses the technique of Writing Libraries is a technique in the form of literature studies of books and literature and legislation related to the subject matter studied. The authority of the relevant area of the Environment shall be contained in Article 12 of Law Number 23 Year 2014 concerning Regional Government, paragraph (2), letter e. National and Regional Policy in Environmental Management. In accordance with Law 23 of 2014 on Regional Government and Government Regulation no. 25 of 2000 on the Authority of the Government and the Authority of Provinces as Autonomous Regions, in the field of the environment provides political recognition through transfer of authority from the central government to the regions. In this case also need to be re-examined various policies that exist in local government so that there is no policy in the form of local regulation that harm the environment and do not pay attention to condition of society which with national development.

**Keywords :** ( Regional Autonomy, Environment and National Development )

## A. INTRODUCTION

### 1. Background

Law Number 23 Year 2014 on Regional Government, Local Government is the implementation of government affairs by local government and DPRD according to the principle of autonomy and duty of assistance with the principle of autonomy as wide as possible in the system and principles of the Unitary State of the Republic of Indonesia as referred to in the Constitution The Republic of Indonesia Year 1945.

The term "autonomy" in the Oxford dictionary is defined as "self-government" and "personal freedom". In the practice of governance, autonomy is defined at a lower level in regulating or dealing with oneself. This independence will be achieved if there is flexibility or authority, ability, and motivation to regulate or take care of yourself properly. A local government can be said to have *berotonomi*, if he has been given the required authority, has adequate ability, and a positive motivation to take care of himself. These three elements are the determinants of the success of regional autonomy organizers.<sup>1</sup>

The autonomous region within the Indonesian tradition is a legal entity that has certain territorial boundaries and has regional autonomy, while

regional autonomy is the authority to make policies and implement policies on its own initiative. Given the existence of variations in the condition and potential of the autonomous community, there is a diversity of policies and their implementation.<sup>2</sup>

Regional autonomy regulated in the legislation, is a spirit for local government to spur its performance to plan and take strategic policy in order to organize regional autonomy, then made the law.<sup>3</sup> With the local regulation, each region can make policies for the development of their respective regions.

Based on Law No. 25 of 2004 on the National Development Planning System, it is clear that to promote equitable development, decentralized development is needed, which would be realized if the implementation of regional autonomy. Decentralization of regional development can be realized in regional RPJM, regional RPJP, RKPD, and Renstra to increase economic growth and development in the region. Therefore, the region seeks to take advantage of regional autonomy to develop and *memanjukkan* region in

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<sup>1</sup>WrataGubernur, Journal of Autonomy & Regional Development, 2007, Vol. 1, Year 1, January, p. 11

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<sup>2</sup> WrataGubernur, Journal of Autonomy & Regional Development, 2007, Vol. 3, Year 1, January, p. 35

<sup>3</sup> WrataGubernur, Journal of Autonomy & Regional Development, 2007, Vol. 2, Year 1, January, p. 21

accordance with the potential of the region owned.<sup>4</sup>

A decade of more regional autonomy has been implemented but in fact there are still many problems in the region, there are even indications of violations of other regulations in the name of development of autonomy and regional development. The initial goal of regional autonomy is to increase regional economic growth and equitable development between central and regional levels. The goal seems to be the motivation of the region to take advantage of the potential of power suber owned. As an example of SDA (Natural Resources). Many in the regions have abundant natural resources in the case of mining mineral, metals and other resources exploited by the local government on the grounds of increasing revenues (PAD), economic growth, development, poverty alleviation and community welfare.<sup>5</sup>

Even from the results of the study said the environmental damage is increasingly worried and worse condition, but compressive handling has not been done yet, even the government as a regulatory body and regulate can not do much, but on the contrary gave birth to policies that contradict the principle of sustainable development, Immediately

prepared the concept of saving the environment by preventing the extraction and destruction of natural resources, waste of sources of steps, support the sustainability of the global environment tailored to the national capabilities by not sacrificing the interests of the people.<sup>6</sup>

Areas that have their respective autonomy should certainly pay more attention to Perda-perda made, related to the national development that will impact on the environment, for that from the background the author tries to examine how the authority or policies in the form of local regulations related to the environment for development national.

## **B. PROBLEM STATEMENT**

The problem statement the author tries to examine how the authority or policy-policy in the form of environmental regulations related to the national development.

## **C. RESEARCH METHODS**

In this paper the authors use the type of normative legal research, then the type of data used in this writing is the type of secondary data. Secondary data is data obtained through literature study. Secondary data obtained from a number of information or facts obtained indirectly, namely

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<sup>4</sup><http://alioziqinkarya.blogspot.co.id/2015/01/otonomi-daerah-dan-dampak-terhadap.html>, downloaded on Sunday, April 29, 2018, at 7.53 wib

<sup>5</sup> ibid

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<sup>6</sup> Read the research on the Legal Raised Legal Drafting Formulation Model of Local Regulation (Perda) Green Legislation in the Framework of Developing Good Governance Governance Practices in the Region, 2010, I Gusti Ayu Ketut Rachmi Handayani, year 1, p. 72

through literature study consisting of documents, literature books, and others related to the problem under study.

Techniques used in this writing the author uses the technique of Writing Libraries is a technique in the form of literature studies of books and literature and legislation relating to the subject matter under study.

## **D. PROBLEM DISCUSSION**

### **1. Local Regulations**

Perda is formed based on the principle of the establishment of legislation. The public is entitled to provide input orally or in writing in the context of preparation or deliberation of the draft law. Preparations for the formation, discussion and ratification of the draft local regulations are guided by legislation.

The regional regulation shall be submitted to the central government no later than 7 (seven) days after the stipulation. The law applies once it is enacted in the regional sheets. Local regulations shall not be contrary to public interest, other Regional Regulations and higher laws and regulations.<sup>7</sup>

In Article 7 of Law No. 12 of 2011 concerning the Establishment of Legislation there are two types of regional regulations: Provincial Regulations and Regency / City Regulations. Provincial Regulations shall be laws and

regulations established by the Provincial DPRD with the consent of the governor. Including the Provincial Provincial Regulation is the prevailing Qanun in Aceh Province (NAD) and Perdasus (Special Regulation) and Perdasu (Provincial Regulation) applicable in Papua Province and West Papua.<sup>8</sup> Whereas Regency / City Regulations are laws and regulations established by the Regency / Municipal People's Representatives with the approval of the Bupati / Walikota.<sup>9</sup>

### **2. National Development**

In the framework of the implementation of local government, regional development planning is formulated as a unity in the national development planning system. Regional development planning is prepared by the provincial government. Regions or municipal areas in accordance with their authority implemented by the Regional Development Planning Board, namely:

- a. Regional long-term development plans (RPJP Daerah) for a period of 20 (twenty) years as stipulated by local regulations;
- b. Regional Medium-Term Development Plan (RPJM Daerah) for a period of 5 (five) years as stipulated by local regulations
- c. Regional development work plan (RKPD) is a translation

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<sup>7</sup> Dedy Supriady Bratakusumah, Dadang Solihin, *Autonomous Local Government Implementation*, 2002, PT gramedia Pustaka Utama, Jakarta, p. 19

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<sup>8</sup> Nomensen Sinamo, *Law Science, Gems of Script*, 2016, Jakarta, pp. 88-89

<sup>9</sup> Ibid

and RPJM of the region for a period of 1 (one) year with reference to the central government work plan.

Development is an economic growth to support the improvement of welfare. In the pursuit of this economic growth, there is often a growth race that often leads to the unexpected to the natural environment and social environment. Development undertaken by exploring and exploiting natural resources often without environmental care, leading to worsening environmental conditions and causing problems. The development management that is expected to have an environmental impact is required to pay attention to the environment.<sup>10</sup>

For example As well as infrastructure development which must complete the Environmental Impact Analysis (EIA) document, Coal Power Plant must also complete the document. The impact of the construction of the steam power plant would have consequences for its construction permit. According to the plan, the construction of PLTU II 1X1000 MW will be established in Kecamatan Astanajapura and Mundu Sub-district of Cirebon Regency. The plan for the construction of the plant has been approved by the issuance

of the Letter of Decision of the Head of Investment and Licensing Board of West Java Province Number: 660/10 / 19.1.02.0 / BPMPT / 2016 on Environmental Permit of Development and Operation Activity of PLTU Capacity 1x1000 MW in Kecamatan Astanajapura and Kecamatan Mundu Daerah Regency of Cirebon by PT Cirebon Energi Infrastructure dated May 11, 2016. The community feels that in the process of drafting the AMDAL on the permit there is no direct involvement of the community, and in the application process and the issuance process is not announced to the affected communities directly, so they do not know when the preparation of AMDAL documents and the application and issuance of environmental permits is done. In relation to this the Climate Justice Advocacy Team sued West Java Provincial Government to PTUN Bandung. PLTU development plan is also considered to be established in areas that are inconsistent with the Spatial and Regional Planning (RTRW) of Cirebon Regency. Based on the Regional Regulation of Cirebon Regency Number 17 Year 2011 on Cirebon Regency RTRW Year 2011-2031 (Perda RTRW Kabupaten Cirebon), Mundu Sub-district is not an area intended for PLTU. The regulation explicitly explains the location / location of power plant development that was developed to increase the electricity supply of the

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<sup>10</sup>

<https://lingkarhayati.wordpress.com/2010/03/28/pe-negakkan-hukum-lingkungan-di-era-otonomi-daerah/> on download on Sunday, April 29, 2018, 7:50 pm

Sumatra-Java-Bali transmission line located in Astanajapura Sub-district. This means that the location of PLTU is limited in the structure of the space in the District Astanajapura. Mundu Sub-district is only a crossing of transmission lines in the form of High Voltage Air Channel (SUTT).<sup>11</sup>

### **3. Government Authority Related to Environment In Regional Regulation for National Development.**

The government's authority on the environment is regulated in Government Regulation No. 25/2000 on the Authority of the Government and Provincial Authority as Autonomous, Article 2 (18) concerning the Environment Sector:

- a. Establishment of guidelines for controlling natural resources and preserving environmental functions.
- b. Environmental management arrangements in the utilization of marine resources beyond 12 (twelve) miles.
- c. Assessment of environmental impact assessments for potential activities that have negative impacts on the public and / or in relation to defense and security, whose location covers more than one

province, activities located in disputed territory with other States, in sea areas under 12 (twelve) miles and is located across national borders.

- d. Establishment of environmental quality standards and the establishment of guidelines on environmental pollution.
- e. Establish guidelines on the conservation of natural resources.

Thus, the government can make the regional regulation related to the environmental field with the provision that it can not be contradictory to the above regulation, namely the Government Regulation. However, at the beginning of 2016 Kemendagri canceled a lot of 3,114 perda perceived problematic, it is because of the existing law is considered to inhibit investment in the region, so it is also considered to hamper development in the region.

The direction of national legal development in the 2005-2025 National Long Term Development Plan (RPJP) is directed to support the realization of sustainable economic growth, regulate economic, business and industry-related issues, as well as to ensure investigation, especially enforcement and legal protection.<sup>12</sup>

According to Ryaas, in essence the policy of regional autonomy is the answer to the

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<sup>11</sup>[https://www.researchgate.net/publication/319646588\\_Penaatan\\_dan\\_Penegakan\\_Hukum\\_Lingkung\\_an\\_pada\\_Pembangunan\\_Infrastruktur\\_dalam\\_Me\\_wujudkan\\_Pembangunan\\_Berkelanjutan\\_Studi\\_Ka\\_sus\\_Pembangunan\\_PLTU\\_II\\_di\\_Kecamatan\\_Mun\\_du\\_Kabupaten\\_Cirebon](https://www.researchgate.net/publication/319646588_Penaatan_dan_Penegakan_Hukum_Lingkung_an_pada_Pembangunan_Infrastruktur_dalam_Me_wujudkan_Pembangunan_Berkelanjutan_Studi_Ka_sus_Pembangunan_PLTU_II_di_Kecamatan_Mun_du_Kabupaten_Cirebon), on download on Sunday, April 29, 2018, 22.50 pm

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<sup>12</sup> Abdul Manan, Role of Laws in Economic Development, 2014, Kencana Prenada Media Group, Jakarta, p. 37

political lameness, economic development and socio-culture that accompanied central and regional relations throughout the New Order era.<sup>13</sup> The existence of the policy regulation is a consequence of the state welfare state (welfare state), to the government. Government tasks can be held if the government is given the freedom to take appropriate policies and factual conditions. The policies of the administrative officials of the state are then set forth in the form of policy regulations.<sup>14</sup>

Explained in the National Law Magazine that the material content of local regulations in the context of the implementation of regional autonomy and assistance tasks may be directed to realize the objectives of regional autonomy above, the formation of local regulations should be able to frame and provide guidance to the implementation of government affairs that are mandatory or optional as regulated in Articles 13 and 14 of Law Number 32 of 2004 on Regional Governments. Therefore, the formation of local regulations should be prioritized for those matters. In short, regional regulations should be set up as a translation or framing

of government affairs consisting of:

- a. Development planning and control;
- b. Planning, utilization and spatial control;
- c. Implementation of public order and peace of society;
- d. Provision of public facilities and infrastructure;
- e. Handling the health field;
- f. Educational penyelenggaraan;
- g. Overcoming social problems;
- h. Employment services;
- i. Facilitate the development of cooperatives, small and medium enterprises;
- j. Environmental control;
- k. Defense services;
- l. Demography and civil registration;
- m. General administrative service of government;
- n. Other basic service delivery;
- o. Other obligatory affairs mandated by legislation.<sup>15</sup>

In addition to the above mandatory business, there is an optional matter that requires further regulation through the law. This optional affair does not have to be implemented by all autonomous regions, but depends on the particular characteristics, peculiarities or potentials of the region concerned. This potential is something that is real and can encourage the improvement of people's welfare. Examples of government affairs are options

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<sup>13</sup> Iswan Kaputra, Amri Banjarnahor, Armasyah Matondang, Nofirman Cape Ferry, Ali Muda Dalimunthe, *Impact of Regional Autonomy In Indonesia Constructing Political History and Government of Indonesia*, 2013, Yayasan Pustaka Obor Indonesia, First Printing, p. 64.

<sup>14</sup> Hotma P. Sibuea, *Principles of State Law, Policy Regulation, Good Governance Principles*, 2010, Erlangga, Jakarta, p. 101.

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<sup>15</sup> Read the Law Magazine about the position of Local Regulation in the Implementation of Regional Autonomy and Development of Substance Law in the Region, Zudan Arif ZudFakrulloh, Number 1 of 2012 p. 97



such as affairs parish tours, forestry, agriculture, mining, plantation, fisheries.<sup>16</sup>

## 1. Conclusion

### 1. Conclusion

The authority of the relevant area of the Environment shall be contained in Article 12 of Law Number 23 Year 2014 concerning Regional Government, paragraph (2), letter e. National and Regional Policy in Environmental Management. In accordance with Law 23 of 2014 on Regional Government and Government Regulation No. 25/2000 on the Authority of the Government and the Authority of Provinces as Autonomous Regions, the environment provides political recognition through the transfer of authority from the central government to the regions. In this case also need to re-examined various policies that exist in local government so that there is no policy in the form of local regulations that harm the environment and do not pay attention to the state of society associated with the national development.

### 2. Suggestions

- a. The content of local regulations should be tailored to their own local environment so that the resulting law is not only to regulate but also to prevent environmental destruction;
- b. The existence of harmonization associated

with the policies made by the government for national development.

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<sup>16</sup> Ibid, p. 98

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## **Model Dispute Resolution Nomination in the Election of the Governor, Regents and Mayors the Pursuit of Democratic Elections**

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**Abstract** : *One of the stages who often generates dispute between participants election and organizers of an election in stage nomination the election of the governor, regents and mayors is the determination of candidate couple participants election. Candidate couple were disadvantaged and objections on the decision general election commission provincial or general election commission districts and city given the chance to suing the determination of the decision. The authority dispute resolution nomination done by monitors election and the judiciary administrative can affect stage election. Even harmful candidate couple and organizers of election. The resolutions of disputes nomination the election of the governor, regents and mayors is a prerequisite to embodying an democratic. Building on the approach taken the writing of law normative can be conducted the perfecting ketentuan-ketentuan which regulates regional with the resolution of disputes the candidacy of in the election of the governor , regents and mayors .*

**Keywords** : *A model , the candidacy of dispute , the election of the governor , the card can be used and democratic*

### **1. PREFACE**

The general election is a medium for people to declare its sovereignty. According to Mustafa Lutfi, (2010: 115) Understanding the sovereignty of the people means that the highest authority in a country is the people, also it is the people who determine the pattern and manner of government to be held. It gets along with the implementation of the general election and the election of Governor, regent or mayor who is the embodiment of the people's sovereignty principle.

Mandate of the Law of 1945 Article 18, paragraph 4 that "Governors, Regents and Mayors are the heads

government of provincial, district and municipal which are elected democratically", meaning it becomes the platform of the Indonesian people to fight the elections of governor, regent or mayor to elect directly. The direct elections of governor, regent or mayor technically began in 2005 after the enactment of Law No. 32 of 2004 on Regional Government.

In practice each ahead of the local elections, legislation on the electoral system is always changing and it tends to be in disharmony with other legislation. Thus it results to many problems, both in terms of understanding the framework of the rule of law, the

readiness of the providers, the readiness of political parties, and the readiness of society.

The election juridical basis of governor, regent or mayor is in Law No. 32 of 2004 on Regional Government, as amended by Law No. 12 of 2008 and 2016 and have made changes for the second time in Law of the Republic of Indonesia No. 10 of 2016 About the Second Amendment of the law No. 1 of 2015 on the establishment of a government regulation in lieu of law No. 1 of 2014 on the election of the governor, regents, and mayors to be a law.

In practice of the elections election, one that caused disputes between participants of the election or pair of candidates with the organizers of the election is at the stage of nomination which resulted in the establishment of the pairs of candidates by the General Election Commission in province, district or city as decision clerical state, with benchmarks concrete, individual and final. These decisions are often sued by candidates who feel disadvantaged by the election commission.

According to Philip M. Hadjon (Irvan Mawardi, 2014: 159), the basis of dispute over the judicial administration is the decision of the judicial administration, as a logical consequence of a dispute over the judicial administrative decisions or statutes (*beschikking*). In the context of article 61 paragraph 4 law No. 32 of 2004 on Regional Government, it can be understood that the inclusion of the phrase "final and binding" toward the decisions or decrees issued by the organizer of the election showed that the administrative law enforcement in the process of such determination will not run optimally due to the absence of the testing process to administration product

issued by the organizers of the official administrative election. .

While the law procedural of the Judicial Administrative Court as in Article 1, paragraph 9 and 10 of Law No. 5 of 1986, as amended by Law No. 9 of 2004 and Law No. 51 of 2009 on the second amendment to Law No. 5 of 1986, gives opportunity for the public or private law legal entities for disputing or test any administrative official decision that harm the State or private legal entities. In this case this is included any of the decisions regarding the determination of the election organizers of pairs of candidates in the election of Governors, regent or mayor. But in fact, article 61 paragraph 4 of Law No. 32 of 2004 on Regional Government does not regulate the administration of test conditions to the decision of the organizers of the election to the Judicial Administrative Court.

From the description of the dispute settlement of the election of Governor, regent or mayor, actually there are inaccuracies in the construction of the legislation governing the settlement of election disputes that affect to legal uncertainty, confusion of the election organizers, as well as violations of constitutionality rights of the pairs of candidates or selected candidates of the election of the governor, regent or mayor.

When examining these issues, it can be concluded that there is disharmony between the election systems with the system of Administrative Courts, it philosophically reflects that these two systems are not qualified to fulfill the Principle of Legality, as been mentioned by Lon L. Fuller (1971: 39 -91) which is: (i) a regulation should not contain contradictive regulations one another; (ii) there shoul be a suitability between the regulations and the implementation.

The second reality is that the both system are contradictive when viewed from the principles contained therein. So that, there is incompatibility between its concept and purpose in governing these two systems as they are implemented in the field in the Election of Governor, regent or mayor.

## 2. RESEARCH PROBLEMS

How their model with settling disputes to be a nomination in the election of the governor , regents and mayors for manifesting democratic elections?

## 3. DISCUSSION

### a. The administrative dispute on the election of governors, regents or mayors.

Disputes occur because of a conflict of interest. Therefore, along with the developments of society, appears law that seeks to minimize the various conflicts of interest in the community. Several centuries ago, a philosopher named Cicero said, "*Ubi Societas Ibi Ius*" means, where there is a community of society there is law. This statement is precisely because of the existence of the law is functioning as a rule or norm in the society. According Soerjono Soekanto (1986: 9) rule or norm is standards concerning the appropriate behavior . The rule is useful to align the interests of each member of society. So that in society there will be no conflict of interest between members of one society to another.

Subsequently According to Van Kan (1982: 7-17) human interests could collide if not controlled by a rule, so there are rules consisted, such as the religious rules, rules of decency and the rules of politeness. Those are the efforts to harmonize those interests. However,

the three rules above turned out to have drawbacks, such as:

- 1) The rules of religion, morality and the rules of politeness are not enough to protect the interests of of human in society because these rules do not have any strict sanctions and enforceable.
- 2) Rule of religion, morality and the rules of politeness have not set the overall interests of human beings as human interest in the sector of, forestry, marine, air and others.

Therefore, it takes one more rule that can answer the above two drawbacks. The rule is a rule of law. The rule of law has the nature of coercive means if someone is violating the interests of other people, then he will be forced by law to indemnify or even deprived of their liberty by putting in jail in order to protect the interest of others .

Law is needed to regulate the order and rhythm of social life, which consists of a wide range of these interests. By its nature to force, the law may penalize parties who are trying not comply with the applied laws and regulations. According to Nandang Alam "Dispute of local elections" can be interpreted as a conflict of interest that occurs between candidates of head region with one another in elections event.

The discussion about the disputes arising in the election of the governor, regent or mayor, in Law No. 32 of 2004 and Law No. 12 of 2008 used the term disputes, rather than conflict. According to Indonesian dictionary published by the ministry of national education, the dispute is something that causes differences of opinion,. While the conflict is strife, discord, disagreement. Richard L. Abel (Lawrence Fiedmen 2001: 37) defines a dispute as a public statement regarding the demands that are not aligned against anything valued.

Another definition proposed by Nader and Todd (Valerina Kriekhoff, 2001: 74) dispute is "a state in which the conflict is declared in advance by the parties involved." Then they put the terms of preconflict and conflict. Preconflict is a state where underlying the dissatisfaction of a person. While conflicts are circumstances where the parties realize or know the dissatisfaction."

But in the context of non-legal studies, political experts or sociologists often use the term conflict of election of Governor, regent or mayor. In this study, the term used is the dispute in election of Governor, regent or mayor. Because juridically, maker of Law uses the term "dispute". In election of governor, regent or mayor as a political event that has a potential and likely to cause dispute in politic and social interests. The dispute of interest between a person with another person or a group with other groups can not be avoided in social life. So that it is necessary for norms and laws in making the arrangement of the various interests, considering the difference in interest is often the initial trigger of conflict or dispute itself.

Article 66 Paragraph 4 letter C of Law No. 32 of 2004 on local government, explained that the Supervisory Committee has the duty and authority to: resolve disputes arising in the implementation of the election of local head and deputy of local head. Furthermore, the Act No. 12 of 2008 Article 236 c mention that, handling disputes vote count results of the local head and deputy local head by the Supreme Court, transferred to the Constitutional Court no longer than 18 (eighteen) months since this Law was enacted, While in article 69 paragraph (1) letter f Law No. 22 of 2007, states that, the secretary of the Election Commission, in the province, district or

city, has a function to facilitate the resolution of problems and disputes of the election of local head and deputy head of the district / city. Based on those three laws, none of which regulate conceptually discuss about the dispute over the election of Governor, regent or mayor. So that, until now there is no provision of the legislation governing the definition of the disputed election.

with the provisions of Law No. 32 of 2004 on Regional Government, which regulates the implementation of the election, particularly article 61 paragraph 4 of "the determination and announcement pair of candidates as referred to in paragraph (3) shall be final and binding" This indicates the existence of discrepancies with the law event in Administrative Courts, which became the object the dispute is the determination or decision (beschikking) issued by administrative official that detriment a person or institution of civil law.

Law No. 51 of 2009 on the second amendment to Law No. 5 of 1986 concerning the State Administrative Court in article 1, paragraph 9 and 10, includes:

Paragraph 9; An administrative decision is a determination in writing issued by the agency or administrative official , which contain measures administrative law by the legislation in force, which is a concrete, individual and final, which give rise to legal consequences for the person or private legal entities.

Paragraph 10; Dispute administrative is a dispute arising in the field of administration between people or civil legal entity by entity or administrative official , both in national and the region, as a result of the issuance

of the decision clerical , including the dispute over staffing based on the legislation in force ,

Based on the conception, it can be found that the initial source of their dispute in judicial administrative court is a decree issued by the judicial Administrative official. In the absence of a decree issued by the judicial administrative official, it is impossible to have judicial administrative dispute.

**b. A model with the resolution of disputes for the nomination of administration in the election of the governor , regents and mayors for manifesting democratic elections**

**1) The improvement substance in Legislation Provisions**

In a conceptual manner , variety of handling an election dispute available divided into two , namely that in nature corrects ( corrective mechanism and hold of the people of funitif ) .According to deborah blandira sinambela ( 2015: 100 ) in settling disputes increase one election mechanism , so that there are three types of the main mechanisms namely

- a. The mechanisms used in the formal or corrective applied for or have been general election is now being muslim groups said charlie hebdo a lawsuit .This mechanism result in a decision to undo , a substantial impact on the , or acknowledge the occurrence of of deception or deviations in the electoral process.
- b. Punitive mechanism, such as the criminal offences.This

mechanism produce sanctions and individual agency responsible for the deception, including the responsibility of criminal or administration of general elections

- c. Informal mechanisms / an alternative, that is a mechanism that can be selected parties to the dispute

According to Friedman (1984: 6) about the legal system, explaining that one of the pillars of the establishment of the legal system is the substance of legislation that is good and integrative. In the context of improvement of the system of administrative law enforcement in Governor, regent or mayor, in particular the establishment of dispute settlement candidate, then what is needed is improvement of the substance of the legislation. the revised legislation is governing the procedural law in administrative court, legislation that governing the election and the election organizer, in this case the Law No. 32 of 2004 junto Law No. 12 of 2008 concerning the election, as well as Law No. 22 of 2007 as amended by Law No. 15 of 2011 concerning the election organizer.

Synchronization in the legislation is also related to the judicial authority of administrative court in examining the administration disputes that arise in election of Governor, regent or mayor. Although in fact the candidate pairs pricing decision issued by the Election Commission, in rpovince, district or city sued by candidates or parties who feel aggrieved by the publication of this decision to the judicial administrative cour, then the legal action is based on the principle

of *lex generalis* alone. The logical consequence from settling the *lex generalis* in resolving the dispute in the process of determination of the pairs of candidates by the Election Commission in province, district or in administrative court. so that, the proceedings in the dispute is solved with *lex generalis* following the law procedural of Administrative Courts.

Based on the Supreme Court Circular No. 7 of 2010 which essentially distinguishes dispute the local elections in two types, namely an administrative nature under the authority of Administrative Courts, while the election result is not the authority of Administrative Courts. Thus the scope of authority of the Administrative Court against administrative disputes relating to elections the election of Governor, regent or mayor essentially covers only administrative processes in the implementation stage of the election.

Nevertheless, it is needed to keep in mind that the process of settlement of disputes between the participants and the organizers that are taking place in the realm of Administrative Courts, does not stop or delay the election stages of Governor, regent or mayor who has been assigned by the Election Commission in province, district or city. Dispute resolution process and stages of the election of Governor, regent or mayor, both need to go hand in hand without disturbing each other. This condition eventually will potentially be profanity in the stages of the election of Governor, regent or mayor.

the Improvements of provisions of the legislation related to violations and disputed provision in the election of Governor, regent or mayor as well as the authority associated with the Administrative Court in resolving

disputes in determining pairs of candidates in the the election of Governor, regent or mayor. Some indicators that have been the problem to be improvements in the legislation are:

a. The period of lawsuit

There is a difference in the system of the local elections during the 1980s that before the reform of the system today, resulting in some substances of Law No. 5 of 1986 are no longer relevant in resolving administrative disputes in election. One substance that is anticipated in that Law is a matter time of resolving the dispute of the election. In the context of the implementation of *ius constitutum*, the time limit to sue based on Law No. 5 of 1986 should be revised in order to adapt to the activities of government that are temporal incidental, such as general election or local election. This means that the limit for suing in government activities that are temporal, the regulation need to be shorter. so that the law procedure of the Administrative Court does not conflict with the statutory provisions in the election og governor, regent or mayor. With this, the solution can be found between the stages of election which has been assigned by the Election Comission, with the lawsuit to the adminstrative court that are appearing anytime during time period given in the appropriate conditions.

Systematic and conceptual effort is required to position



the proportional deadline rule in the election of Governor, regent or mayor. Therefore the deadline set in legislation Article 55 in administrative court must be interpreted legally applicable at the level of judicial procedural law in general administration. But when such provisions dealing with cases such as the case of the disputed election of the governor, regent or mayor in which stages of the electoral require fast completion process, then the time limit provision in the legislation in administrative court shall be determined in particular in the dispute of election

- b. The delay of the enforcement mechanism (Schoorsing). One of the parts that need the synchronization settings between the Administrative Law and the Law on the election is in terms of delay the execution in the stages of the election due to administrative disputes. In anticipation of long process of settlement of litigation in the Administrative, particularly in the settlement of disputes in determining the candidate pairs election.

## **2) Refunctionalizing The Law Enforcement Institutions of Local Election.**

According to Lawrence Fiedman, (1984: 6) law enforcement is a part of the structure that is important in the formation of the legal system. Based on Law No. 32 of 2004 junto Law

No. 12 of 2008 on local government that also poses the implementation of the the election of Governor, regent or mayor, that elements are the Election Commission in the province, district or city, Elections supervisory committee, Police, prosecutors, courts and the constitutional court. In this context, recreation of the election law enforcement elements, is to restore both the functions of administrative law enforcement that has the responsibility as the law enforcement in the process of local elections:

### **c. Executorial authority towards administrative offences.**

The General Election Commission is not only as providers of provisions of the legislation that implement the electoral process, but also serves as law enforcement. As arranged in article 9 paragraph 3 letter n and o junto Article 10 paragraph 3 letter l and m Law No. 15 of 2011 on organizing general elections, duties and authorities of The General Election Commission are to follow up immediately the recommendation from Elections supervisory committee on the findings and reports of alleged election violations.

In the context of restructuring, the authority to execute the report of administrative violation from Elections supervisory committee needs to be streamlined and functioned well. Effectiveness in this case is the legal certainty of the alleged violation of Administrative reported by prospective partner to the The General Election Commission by the Elections supervisory committee. All this time, the potential dispute determining the candidate pair has actually been detected since the start of registration, verification of candidate pairs and other phases, for

example, the falsification of certificates and other documents.

But in fact, although the Election Supervisory Committee had reported the alleged violations in the verification process, in general, The General Election Commission in the province, district or city did not follow up and execute the report alleged. As a result, the issues of administrative violations are the reason and legal facts in the dispute over determining the pairs of candidates in the Administrative.

Efforts to streamline the execution of a report from the Electoral Supervisory Committee towards the violations of Administrative, aims to minimize the potential legal dispute continues in court, as well as providing legal certainty and justice elections (electoral justice) for those who feel aggrieved. Therefore, a report on administrative violations can be addressed and resolved quickly. then it is the time for the authority of the completion and the follow-up of administrative violation reports are handled and executed by the Elections Supervisory Committee. Administrative violations that became the object of Elections Supervisory Committee authority in this case is any administrative act performed by the participants of the election as well as the organizer of the election. While the administrative dispute is a dispute between participants of the election and the election organizers as a result of the issuance of The General Election Commission's decision in the province, district or city.

#### **d. The Election Supervisory Committee as Institutions of Administrative Appeals.**

One of the problems of the Elections Supervisory Committee that does not change even though there has

been a change in the Law, is the inability to follow up the violations reported by the public. It seems that the Elections Supervisory Committee has no strong power to execute the reports of violations. This condition is caused by several factors: First, the Elections Supervisory Committee has always argued that one of his tasks is to continue the findings and reports that can not be resolved to the relevant authorities; second, the lack of coordination with the relevant authorities in resolving violations.

The weakness in direct execution by the Elections Supervisory Committee can be seen in Law Number 22 of 2007 concerning that election organizers that set about the task and authority of the Elections Supervisory Committee, including;

Article 73 letters;

- a. receiving reports of alleged violations of laws and regulations regarding the implementation of the election;
- b. submit findings and reports to the The General Election Commission for further action; and
- c. forward the findings and reports that are not under its authority to the relevant authorities

This provision indicates that the Elections Supervisory Committee in fact just collecting reports of violations that occur in all stages of the elections. Outside the context of the implementation of the the election of Governor, regent or mayor, Elections Supervisory Committee have the authority to address and resolve electoral disputes as contained in Law No. 8 of 2012 on General Elections for members of DPR, DPD and DPRD in article 269 paragraph (1) set; submission a lawsuit

over disputed election administration as referred to in Article 268 to the High Court administration made after the entire administrative effort on the Election Supervisory Committee, as in Article 259 paragraph (2) have been used.

Construction positions, duties and authority of the Elections Supervisory Committee in Law on elections have not been set. All this time, only the Elections Supervisory Committee stated the acceptance or rejection of the decision of The General Election Commission in the province, district or city, about the determination of the candidate pairs. But without preceded by the act or the supervision process of the issuance decision in The General Election Commission, in province, district or city.

Enabling the Elections Supervisory Committee in resolving the dispute in determining the candidate pairs is when the Elections Supervisory Committee beforehand handles the complaints or reports from candidates who harmed on the publication of the Decree by the Election Commission. If the candidates who submitted disputes to the Elections Supervisory Committee is not satisfied with the inspection process and the Electoral Supervisory Committee's decision, then they may be appealed to the Administrative Court. This scheme puts the Elections Supervisory Committee as an administrative appeal (*Administrative Beroef*). Administrative Appeal happened if the dispute settlement system is carried out by other agencies of administrative official administration that issued the decision.

### 3) Closing

#### Conclusion

- a. The substance of legislation on the election of Governor, regent or mayor has not

arranged a comprehensive definition of disputes and violations administrasi. So that the administrative dispute settlement as the disputes in determining the candidates pairs has not been well systemized in integrative law enforcement.

- b. One of the most important elements in creating a fair election of Governor, regent or mayor is by settling the administrative dispute of determining the candidate pairs quickly, accountable and enforceable definite. Such efforts can be done by harmonizing between election systems of Governor, regent or mayor and Judicial administrative system, especially in terms of the time limit given by the claimant and the mechanism for the implementation of its decision.

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## **Examining Affirmative Action in Perspective of Law and Globalization In Indonesia**

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**Abstract :** Globalization is a global process which is unavoidable by everyone who wants to interact with the international world because those who avoid it will be isolated from the advance and even from the international association. Globalization as a must gives big impacts to the human life including the political, economical, social-culture, and legal impacts. Law is never sterile from the aspects outside law, because law is always dynamic and will follow the society's development. When the Globalization era emerges, law also follows the rhythm of the latest era. The interesting thing is that law and globalization is related to the emergence of the movement of awareness on the gender equality in all over the world. The movement which was pioneered by the feminist movement in all over the world wanted Human Rights equal Woman Rights. The existence of CEDAW Convention which was later ratified by the Indonesian government.

Gender equality is a hard-struggle of women in reaching the global commitment on the respect of Human Rights. Gender inequality is very apprehensive especially in the developing countries in the world. Inequalities in politics, law, economy, and social cause the low level of participation of women community and relatively have not raised their function as the balanced competitor compared to the men community and the social construction that has a significant influence on the gender inequality. Gender equality is a global movement as a reflection on the inequality against women. There is a stereotype or a negative labelling that views women are lower (subordinate) than men. Even, many myths and beliefs that cause women are often viewed from merely sex aspect, not from their ability, opportunity, and human aspects universally, that is as human being who has intelligence, logic, feeling, and equality before the law.

In the political field, the determination of representative target (quota) is as much as 30% for women in the candidacy of Members of The House of Representative in central and regional that aims at knowing the correlation between the woman representation in the parliament and the process of public strategic decision making. It means to see whether the affirmative policy functions effectively and is not only formality. Therefore, it caused an obstacle in struggling the strategic issues in the parliament, although the participation of every member of the house of representative is open democratically in every strategic decision making.

**Keywords:** Globalization, Affirmative Policy, Gender Equality.

## A. INTRODUCTION

The development of society which is more and more intensive alongside the development of technology, information, and communication has caused the emergence of a shift in the imposed values in society. As a result of the development of knowledge and technology, an era named Globalization Era was emerged. Globalization is a global process which is unavoidable by everyone who want to interact in an international world, because those who avoid it will be isolated from the advance and even from the international association. Globalization as a must gives big impacts to the human life including the political, economical, social-culture, and legal impacts.

Law is never sterile from the aspects outside law, because law is always dynamic and will follow the society's development. When the Globalization era emerges, law also follows the rhythm of the latest era. Law exists and works in society, therefore, the society is unseparable from law. Law will always follow the society's development.

By understanding the dynamics of globalization along with its overall dimensions, it can be understood that globalization will give influence on law. Globalization is a historical must which is unavoidable by everyone, by every country, and everywhere. Globalization has resulted in very big impacts on various field of human life. The interesting thing from law and globalization which is related to what the writers wrote is the emergence of an awareness movement in a gender equality in all over the world. The movement was pioneered by the feminist movement in all over the world

which wanted Human Rights to be equal to Woman Rights yang dipelopori oleh movement feminis di seluruh dunia yang menginginkan *Human Rights equal Woman Rights*.

## B. DISCUSSION

### Gender Mainstreaming

Gender mainstreaming is a strategy of implementation of gender protection by integrating the gender rights into the legislation rule, policy, program, activity, and budget, started from the stage of planning, arrangement, implementation, monitoring, and evaluation with a principle of the best interest for the gender equality. Till now, gender-based discrimination is still perceived in all over the world, including in a country in which democracy has been reached, such as the independence of Indonesia which assures the democratization process as contained within the 1945 Constitution which contains the equality in rights for all Indonesian people, either men or women. Nevertheless, this gender-based right equality is often hindered by many interests in which women subordination gives benefits both politically and culturally. In this context, women are the most potential people to get a discriminative treatment, although there is possibility that men also face it. Gender is a social construction on the difference between gender of male and gender of female which results in attribute, position, role, and certain social category. The social construction is needed as a part of survival

mechanism of a society. Therefore, the gender construction is contextual and relatively appropriate to certain space and time. For example, that the low representative rate of women in the legislative institution is a violation against the women's fundamental democratic rights, that means the violation against their basic rights. The political rights also included the individual participation in making public opinion. Accordingly, the political rights include the right to give opinion, the right to be candidate of representative institution (house of representative), and the right to be candidate of presidents and other rights containing association and giving opinion related to politics. Besides the underlying factor and the decision of The Constitutional Court, another factor is recruitment conducted by political parties which put the candidates into difficulty. At least, it was reflected in the result of general election 2004-2009 as conveyed by Anik Amikawati.<sup>1</sup>

### **Affirmative Policy**

The struggle of female activists in persuading the government to implement the appeal of CEDAW of the United Nations to the countries which signed the Convention, including Indonesia, has just got a serious attention from

the Parliament of the Republic of Indonesia in the reform era. One of the appeals of the UN's CEDAW to eliminate all kinds of discriminations on women is by conducting affirmative actions. The *affirmative actions* are special actions of correction and compensation from the country on the gender injustice against women recently.<sup>2</sup> Article 4 of the UN's CEDAW contains "*affirmative actions are special temporary steps which are taken to reach the equality in opportunity and treatment between men and women*". The early meaning is that law and policy impose requirements imposed to a certain group. The compensation is given in the form of peculiarity in certain cases in order to reach a proportional representation in various institutions and occupations. This affirmative action is also a positive discrimination. One of affirmative actions is by determining the quota system at least 30% in the insitutions which make the state policies.

The above phenomenon, viewed from the global political perspective, reveals a similar trend in all parts of the world. Women, in all over the world in the social political field, feel that they are less represented in the legislative instituon and far from involvement in taking decision. Meanwhile, the political game arena in every country has a certain spesific

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<sup>1</sup> Anik Amikawati, 2008, *Analisis Gender Pada Kinerja DPRD Provinsi Jawa Tengah Periode 2004 – 2009 (Studi Kasus Pelaksanaan Program DPRD Provinsi Jawa Tengah pada Bidang Sosial Khususnya Pemberdayaan Perempuan)*, Post Graduate Thesis, Diponegoro University, Study Program of Master of Administration Science, Concentration of Master of Public Administration.

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<sup>2</sup> Rosidawati, 2007, *Potret Keterwakilan Perempuan di DPRD Jawa Tengah*, accessed on 16 May 2010 from <http://rosidah.wordpress.com/2007/02/14/potret-keterwakilan-perempuan-di-dprd-jateng/>

character, but there is a general fixed description for it, that is, there is imbalance and not conducive situation on the woman participation. A women who wants to enter the political realm find a reality that the political, public, cultural, and social environments are often unfriendly or even adverse against her. Even, at a glance, the recent composition of taking political decision in many regions gives an evidence that women still face several hindrances in articulating and determining their interests.<sup>3</sup>

In the political history in Indonesia and in the developing countries in general, women are viewed as being late in their involvement in the political realm. Stigmas that woman is always in the domestic position is considered as one of factors which causes the woman is late in beginning to engage in the political realm.<sup>4</sup>

Such cultural stigma brings excess on the deterioration of women's political rights in taking a strategic decision which orients on the women's interest itself especially and on the public interest generally. Besides the reality of such labelled cultural stigma, the factual domination reality of men in the legislative institution also participates in influencing the deterioration of women's role in the process of taking the public decision.

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<sup>3</sup> Nadezhda Shvedova, *Perempuan di Parlemen: Bukan Sekedar Jumlah, Bukan Sekedar Hiasan*, Yayasan Jurnal Perempuan, Jakarta, 1999, p. 17.

<sup>4</sup> Budi Shanti, *Kuota Perempuan Parlemen : Jalan Menuju Kesetaraan Politik*, dalam Jurnal Perempuan: Untuk Pencerahan dan Equality, (19<sup>th</sup> edition), YJP, Jakarta, 2001.

Therefore, it is reasonable that when the decision which are taken are very masculine and less gender-representative. Women are less involved in taking decision. Women are not more than the users of decision, whereas, the decisions which are resulted are often gender bias, do not consider the women's interest, do not make the women more developed. As a result, more women engage themselves in not strategic sectors. In long term, it causes the women's position is always in the marginal position.

### **The Principle of Equality in the Perspective HUMAN RIGHTS**

One of basic meanings of the implementation of the Human Rights is the emergence of gender equality among human kind. The introduction and the basic understanding on what meant by gender and why gender becomes the problem of development is the most important element in taking the meaning of equality. In the 1945 Constitution as the state constitution, gender equality is very proper to be implemented. Therefore, the strategy which can be realized in integrating gender in all policies and programs of many organizations and educational institutions and in establishing advocacy agents in order to protect the women's rights (gender injustice) either in the state level or in the society environment. The Convention on the Elimination of all forms of Discrimination Against Woman or CEDAW, 1979 in which Indonesia had ratified the convention through Act No. 7 of 1984 meant that the countresi which participated the convention condemn discrimination against



woman and all forms (Article 2). To implement the elimination of discrimination against women, a country should make many efforts as asserted in this convention on Article 2, among them are:

1. To enforce the law protection on the women rights on a similar base to men and to assure it through a competent national court and other government agencies as well as an effective protection of women against any form of discrimination.
2. No to do any discrimination practice against women and assure that the government officials and state agencies will act according to the obligation.
3. To withdraw all national criminal stipulations which are discriminative against women.

The principle of equality before the law, law protection on women, equality between men and women and being assured in the national court. To eliminate discriminative practices on women, a law renewal is needed in order to reach a gender-approach law which is unavoidable. Gender and law socialization to the law enforcers are needed toward a change in mindset from androsentris values (viewing something from male's perspective) toward a gender-based approach, therefore, it has a gender sensitivity and empathy on the victims in the implementation of the tasks during the process of court in order to reach the equality and gender justice.

## C. CONCLUSION AND SUGGESTION

Law is never sterile, so is it when Globalization happens, the law will be dynamic following the development of the latest era. Law and Globalization is a must when there is no change. The respect on the Human Rights then placing Human Rights equal Woman Rights was a result of the feminists's struggle in all parts of the world to reach the gender equality. People's awareness on the human rights was derived from the awareness on the self-esteem, dignity, and status of their humanity, because, actually, the human rights had existed since human being was determined by their destiny to come to the world. The existence of women in the Parliament is a prerequisite for the realization of a society that has a gender equality which is a principle of the Human Rights. The needs to increase the political representation of Indonesia women emerged from an awareness that all political priorities and agenda must be reformed and all of those are impossible to be reached through a gender-biased legal and political systems.

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## **Wayang In Javanese Mythology: Cultural Communication Through Surakarta Wayang Wong Sriwedari (WWS) Community on Social Media**

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**Abstract:** *Wayang Wong* is a culture which continues to live and thrive in Sriwedari Park, Surakarta, for 107 years. It's a culture which was born in 2011 and survives and grows in the society because it has philosophical, artistic and moral values, so that it doesn't only provide entertainment but also lessons for people. *Wayang orang* is an adaptation of shadow puppet which emerged earlier in the society and was even considered religion by Javanese people. *Wayang orang* performance is an art performance which combines dance, theatre, literature, voice and pentatonic music harmoniously and is filled by aesthetic values (*edi-peni*) and moral philosophical lessons (*adi-luhung*). There are four analysis units used in this paper, which are puppets as mythology, character, story, puppet master and directing. Cultural communication by *Wayang Wong Sriwedari* (WWS) community on Facebook is done by a group of volunteers who are considered successful in contributing in increasing the number of audience and attention of public policymakers in the preservation of *wayang orang* as a part of the national cultural wealth.

**Keywords:** *Wayang Orang*, Cultural Communication, Cultural Value and Social Media.

### **INTRODUCTION**

The currently popular *wayang* (puppets) isn't an original creation of Indonesians, although some experts claim that *wayang* arrived from India, there was original *wayang* in Indonesia. In a written source, *Serat Sastramiruda*, *wayang purwa*, the origin of the current Javanese *wayang*, was created by King Jayabaya in Kediri Kingdom in 869 Saka (967 AD) and *wayang kulit* (literally shadow puppets) performance accompanied by gamelan was developed in 1145 Saka (1223 AD) in the reign of Prabu Suryamisesa of Jenggala Kingdom. After the collapse of Majapahit, Demak Kingdom created *wayang* made of buffalo hide and it continued to grow in Islamic Mataram Kingdom (Hastjarjo, 2012: 158). However, it's undeniable that Mahabarata and Ramayana epics which are popular in modern Javanese *wayang* today came from India. Interestingly, *wayang* from native Javanese culture integrated with Hindu culture and when Islam came later, *wayang* became a tool for spreading the religion and successfully made Islam a part of Javanese

culture. The philosophy of *wayang* performance can be an educational media to develop tolerance (Rahardjo (et al), 2012: 76 ).

Javanese puppet show became popular and was adapted into theatre to become *Wayang Wong* (literally human wayang) which was introduced into the world of arts in Islamic Mataram Kingdom, especially in Surakarta and Yogyakarta. At first, *wayang orang* was only available for limited performances in palaces. *Wayang Wong Sriwedari* was introduced and popularized as an art in Pakubuwono X era and at almost the same time, Kadipaten Mangkunegaran also introduced *wayang orang* for the public in a national radio community, SRV (*Solosche Radio Vereniging*) in 1930s, which was the origin of Surakarta Station of Radio Republik Indonesia (RRI).

This paper focuses on the development of *wayang orang* in Sriwedari and *Wayang Wong Sriwedari* (WWS) community which tries to socialize *wayang orang* Sriwedari to allow it to survive and grow. It's interesting because it's a pity if a culture which has *edi-*

*peni* (aesthetic) value and *adi-luhung* (philosophical and ethical) value disappears today. *Wayang Wong Sriwedari* has existed since 1911. The peak of *Wayang Wong Sriwedari* was in the 1970s when it produced legendary figures which were Rusman, Darsi, Suroño, and Mrajak. Today, *wayang orang* must compete with modern culture, such as television, musical performances and entertainments on social media. However, amid the decreasing number of audience of *Wayang Wong Sriwedari* (WWS) a group of people joined forced in a facebook group *Wayang Wong Sriwedari* (WWS) and successfully increase interest and draw the attention of policy makers to preserve the noble culture.

### **THE HISTORY OF WAYANG ORANG SRIWEDARI**

As previously mentioned, the history of *wayang orang* is inseparable from the role of Mataram Kingdom in Surakarta and Yogyakarta. The history of *wayang orang* performance for people outside of the palaces started from Sriwedari which is then known as *Wayang Wong Sriwedari* (WWS). Sriwedari Park, or previously known as *Bonrojo* (King's Park) was built in the reign of Paku Buwono X (1893-1939). The name Sriwedari comes from a myth in *wayang* story on a garden of paradise which moves to the earth, so the name is easily recognizable and was popular among people. In the beginning, Sriwedari Park was built in 1899 as a place for pastime, entertainment and retreat of the royal families, containing plants and pets, then equipped with *wayang orang* theatre. A commercial *Wayang Wong Sriwedari* (WWS) community was then established and could be enjoyed by the public. In terms of development of art for the public via radio, especially *wayang orang* in Kadipaten Mangkunegaran, it was one of the concerns of Mangkunegoro VII on the development of Javanese culture in the national struggle era. The birth of the first national broadcasting agency, SRV (*Solosche Radio Vereniging*) on 1 April 1933, broadened the broadcast of Javanese arts and cultures as parts of national culture across the country and even to other countries. The role of

Surakarta RRI (Radio Republik Indonesia) in supporting and maintaining the spirit of independence was done by broadcasting various traditional cultures, including *wayang orang* to develop a national identity (Puguh, 2017: 145).

The growth of *wayang orang* in the society at that time was quite rapid so that *wayang orang* wasn't only performed in Sriwedari, but also in Balekambang, *Alun-alun* and even by community groups in villages, which is known as *wayang wong tobong*. The popularity of *wayang wong tobong*, which is a mobile stage, happened almost at the same time as the popularity of other travelling theaters such as *ketoprak tobong* in southern Central Java and *ludruk tobong* in East Java. However, there is a difference between *wayang orang* and *ketoprak*. *Wayang* represents ethical and aesthetical values of more refined culture because it came from palaces while *ketoprak* and *ludruk* were born among common people. In refined culture, symbol plays an important role, as well as communicates cultural values using high-context communication. *Wayang orang* is an adaptation of Ramayana and Mahabharata epics which manners, majesty and grace along with unity, orders, and harmony, as well as myths on the dependency of creatures in the universe to the Creator (God) (Tebba, 2007: 156).

The development of *wayang orang* in the era of struggle for independence to the 1970s is interesting. For example, in Semarang, *Ngesti Pandawa wayang orang* community was established in 1937 and officially closed in 2001. The decline of *Ngesti Pandawa wayang orang* performance started since the death of its leader, Ki Sastro Sabdo, who was replaced by Ki Narto Sabdo. However, Ki Narto Sabdo was busy with *wayang kulit* performances, so since early 1970s, it declined and finally closed performance (Rinardi, 2002). In Jakarta, specifically around Pasar Senen, *Wayang Orang Bharata* group was established. In 1963-1999, *WO (Wayang Orang) Bharata* performed every night, however it then only performed every Saturday night before it finally disbanded. Therefore, today the only *wayang* group that still performed every weekday, except Saturday night all year long

is *wayang orang* Sriwedari. However, the number of audience and people's attention to *Wayang Wong Sriwedari* need to be improved. The efforts of community groups to socialize and promote *wayang orang* should be appreciated to preserve *Wayang Wong Sriwedari*.

### **WAYANG MYTHOLOGY IN THE LIFE OF JAVANESE PEOPLE**

*Wayang* lives in the mythology of Javanese people in Central Java and East Java in the following aspects: 1). Every opening of a performance is accompanied by praying. Prayer is intended to make the *wayang* performance go smoothly from start to finish. The prayer is said by the *dalang* or symbolized by *gunungan*. Symbolically, *gunungan* is a picture or stylization of a mountain which narrows down at the top. *Gunungan* in performance serves to signify time change or scene change and to open or end the performance. All ornaments in *gunungan* portray the universe, or life from birth, childhood, adolescence, adulthood, old age and the end of life (Rusdy, 2015: 97). As an opening, *gunungan* is often portrayed as the narrowing down of prayer to the Almighty because *wayang* performance is held in certain event and the performance tries to convey spiritually, implicitly and explicitly the wishes of the people who *nanggap* (hire) the *wayang* performance.

2). *Wayang* contains the dreams and lives of people, whether in *janturan* (presenting the beginning of story) which is said by *dalang* when the first *jejer* (scene) opens the story. It's considered sacred, containing prayers and exultations to the beauty of nature created by God Almighty (Rusdy, 2015: 87). An example of *janturan* for *wayang kulit* performed by Ki Nartosabdo is: "..... *Dhasar negara panjang, apunjung, pasir, wukir, gemah ripah, loh jinawi, karta, tata raharja. Panjang dawa pocapane, punjung luhur kawibawane. Pasir samodra, wukir gunung. Pranyata negari Hastina ngungkurake pegunungan, ngeringaken bengawan, nengenaken pasabinan, ngayunaken bandaran ageng. Gemah kathah para nangkuda kang lumaku dedagangan anglur selur than ono pedhote, labet datan ana sangsayne margi. Aripah kathah para janma*

*manca negari katrem bebale wisma salebeting kitha Negari Astina, jejel apipit, bebasan aben cukit tepung taritis papan wiyar kaingal rupak. Loh subur tukhul kang sarwa tinandur, jinawi murah kang sarwa tinuku. Karta para kawula ing padusunan nungkul ing pangolahing tetanen, ingon-ingon kebo, sapi, pitik, iwen tan ono cinancangan rahina aglar ing pangonan lamun bengi teka bali marang kandhange dhewe-dhewe. Raharja tegese tebih parangmuka karena para mantri bupati wicaksana limparing kawruh tan kendhat denya ambudidaya kaluhuraning sang narpati. Marmaning negara astina jeneng anempuh bebasan gedhe obore, padang jagade, dhuwur khukuse, adoh kuncarane. Ora ngemungke kanan kering kewala, senjata praja ing mahapraja katha ingkang samya tumungkul datan sarana lawan bandayuda, amung kayungyung poyane kautaman.* The free translation of the *janturan* is: "..... Indeed it is a vast country, consisting of beaches and fertile hills, orderly and safe. It has a long story, admired for its nobleness and authority. Sand of the sea, hills and mountains, the country of Hastina has mountains in the backdrop, in the middle of it a large river flows and supports rice fields, and it has large ports. *Gemah* because many merchants carry their goods walking in line down endless roads. *Aripah* many people from abroad love to live and settle down in Hastina, so the population is large, making a vast space looks small. *Loh* fertile land where any plant grows, *jinawi* cheap and therefore affordable. *Karta* the villagers cultivate various agricultural crops, keep various livestock who are left to look for food in the day and return to their sheds at night. *Raharja* because there is no crime as the officials are wise, knowledgeable, and responsible in performing their duties for the kingdom. Hastina is widely known like a large illuminating torch with smoke rising high so that it's seen from distant lands. Not only nearby countries, many large countries respect it, not because they're conquered by war, but because they're fascinated by its excellence". In *wayang orang*, the *janturan* is summarized as required and depends on time duration.

3). *Lakon/wayang* story is often described as *wewayangan* or shadows of daily lives of people, the happiness and the sadness, as well as the good and the bad. In general, the audience's motivation in watching *wayang* is gaining lesson on human life. The elderly even watch *wayang* for contemplation and to look for aspirations in life. Essentially, *wayang* audience knows the plots and characters but repeating *wayang* stories is like relearning moral lessons of human life. Watching *wayang* is a learning activity and a way to advise oneself, a reflection on problems in daily life. The major plots of *wayang* always end with the victory of the right over the wrong. The ends of some stories are moral messages that *lelakon* (events) are the will of the almighty and they're expected to be *koco benggala* (mirrors) in life in the future, so that the stories can serve as examples in life and to avoid bad stories. 4). *Wayang* characters in Mahabharata and Ramayana epics are separated into two sides, the good/right side and the bad/wrong side. In Mahabharata, the right side is represented by Pandawa in the Amarta Kingdom, while the bad/wrong side is Kurawa in Astina Kingdom. Kurawa try to take control of Pandawa's ending in the epic war *Bharatayudha* which is won by Pandawa. In real life, some Javanese families display *wayang* characters they admire. Characters which are often displayed because they're considered good examples are Puntadewa (honesty), Kresna (intelligence), Werkudara (firmness), Semar (teaching, love, nurture), Anoman (perseverance in duty), and Kumbokarno (nationalism). 5). *Wayang* characters live in the minds of Javanese people and some people identify with certain characters and even display the characters in the living. There are hundreds of characters in *wayang*, but not all came from Mahabharata and Ramayana. Some *wayang* characters came from pre-Hindu *wayang* or from Javanese culture. Semar, for example, is thought to be a god which lives on earth as a human to be the *pamomong* (a man who accompany life) of the good characters (protagonists), while others are *pamomong* of the evil characters (antagonists) such as Togog and mBelung. Semar has sons called Gareng, Petruk, and

Bagong. They're called *punokawan* (loyal servants) and don't exist in Hindu Mahabharata and Ramayana. It means *punokawan* are the creations and results of acculturation of pre-Hindu, Hindu and Islamic cultures. 6). *Wayang* stories and characters are restricted by *pakem* (standard plots), but every region has *gagrak pedalangan* (storytelling style). There are at least four *gagrak* in Javanese *wayang* which are *gagrak Surakarta*, *gagrak Ngayogyakarta*, *gagrak Banyumasan*, and *gagrak Jawa-Timuran*. *Gagrak pedalangan* are results of innovation and cultural adaptation which produces an entertainment which suits varying Javanese subcultures. *Wayang* is a result of cultural adaptation of the journey of the art of Javanese people, which was originally *wayang kulit* before turning into a theatre art performed by human.

#### COMPONENTS OF WAYANG ORANG PERFORMANCE

In this paper, there are four components of discussion to help us understand why human *wayang Sriwedari (Wayang Wong Sriwedari)* has a special place in Javanese culture, especially among the people Surakarta. The components are: Character; Story or *lakon*; Myth; and *Dalang*/Directing.

Below are the descriptions of the components: **Character**. There are hundreds of characters in *wayang orang*. Purwadi (2007) records 280 characters of *wayang purwo* who have *pakem* (standard) stories. It should be noted that beside *wayang purwa* (beginning), there are *wayang madya* (middle) and *carangan* stories (new stories which don't disturb the main plots in Ramayana and Mahabharata). In *wayang orang* performance, it's possible to make new names and stories, similar to theater drama but with the tradition and system of *pewayangan*. *Wayang* characters are generally classified into good characters (protagonists) and evil characters (antagonists). In Ramayana, the good side is represented by Prabu Ramawijaya and the evil side by Prabu Rahwanaraja. Meanwhile, in Mahabharata, Pandawa family is the right and good side and Kurawa are the opposite.

**Lakon/Story and Myth.** *Lakon*/wayang story is *wewayangan* (the shadow story of human being), which is description of human life from birth, childhood, adolescence, study period, adulthood, marriage, family life, work, old age and finally departure from the physical world. In *wayang orang*, story of the birth of a character is called *lakon lahiran* (human birth), e.g. *Gatutkaca Lahir*, *Lahire Wisanggeni*, *Bima Brongsong*. Stories of the adolescence of a character, when they fall in love and marry are *lakon Lesmana Wuyung*, *Gatutkaca Gandrung*, *Gatutkoco Krama*. Stories on adulthood and work life are *Gatutkaca Krida*, *Gatutkaca Winisuda*, *Bimo Kruda*. Stories which are considered to represent the spirituality and myths of Javanese although they're commonly found in every *wayang* story, can be found specifically in *lakon lebet* (stories containing religious philosophies), e.g. *lakon Dewa Ruci*, *Bima Suci*, *Arjunawiwaha* and *Begawan Ciptaning*. Plots in *wayang lebet* stories are generally about looking for the God of *Sangkan Paraning Dumadi* (the origin of human and where they will return to). After finding it, they try to retreat and exil themselves to devote themselves to God but they're asked to return to fulfill their duties as *satria* devoted to their countries for public welfare. *Lebet* stories produce the concept of *satria-pinandita* Javanese leader, which is a leader who doesn't only have the ability and skills to govern a country but also has good spirituality. Although characters and *lakon* are surrealist art, they're rationalized as reality (Barthes, 2006: 320). **Dalang/directing.** In *wayang kulit*, *dalang* has a central role in storytelling and conveying messages. *Dalang* in *wayang orang* is a storyteller and he sits with the musicians. Scenes and dialogues are performed by humans. The role of a director beside understanding story is also directing *wayang kulit* scenes so that they can be performed in accordance with stage format story. Thus, quality of directing and totality of actors in performance determine the success of the performance. A *wayang orang* performance involves 40 to 55 actors and *pengrawit*. A *jejer sepisan* (opening scene) can involve 10 to 15 roles on stage.

Holding a performance which involves many people requires skill and determination to coordinate aspects, as well as skill as *wayang orang* director. The skill of a director, according manage performance includes casting in accordance with character, voice of actors (*antawacana*), knowledge on dance, knowledge on stage setting, makeup and costume, and understanding on *karawitan* (pentatonic orchestras) and various types of accompanying *gending* (song and rhythm) Sriyadi (2010).

### ACTIVITIES OF WAYANG WONG SRIWEDARI (WWS) COMMUNITY

It's a pity if an activity which involves so many people with varying tasks and which is acknowledged as a beautiful and noble art doesn't receive any attention from the society. Complaints on the small number of audience are often heard, but in holidays, the number of audience increases sharply. It's partly due to socialization by virtual community *Wayang Wong Sriwedari* (WWS) on *Facebook* which was created on 24 March 2012. There were 4.005 members in the group in early February 2018. People from varying layers of the society are committed to preserving *wayang wong* in Sriwedari. Their activities are 1). Socializing *lakon* of wayang every month and every night, except on Sunday nights. It includes informing group members that there won't be regular performance because a performance is held in Taman Mini Indonesia Indah (TMII) Jakarta since the only regular *wayang orang* performance left is the performance in Sriwedari Park. 2). Considering the importance of socializing *lakon* as effective promotion, the admin of the group made *Sosialisasi Wayang Wong Sriwedari* (WWS) page which is often linked to WWS page. Socialization of *lakon* of wayang is important because people like or avoid certain *lakon* for their own reasons. Generally, people know the plot of every *lakon*, but they want to watch it when they want to. 3). Having discussions which is in accordance with the spirit of the group to preserve the art of *wayang orang*. The discussions are managed by an admin who will delete posts which aren't in line with

the voluntary spirit of the community members in the group. 4). Sharing artistic pictures, *wayang* picture, pictures related to activities in Sriwedari Park and information on other Javanese cultures. They also discuss *wayang* stories and the significance of the lakon for the society. Sharing of experience with people who miss *wayang orang* performances they watched in their childhood, whether they now live out of town or even abroad, is possible via internet.

## CONCLUSIONS

This paper observes the declining interest in *Wayang Wong Sriwedari* (WWS) which is a cultural site and valued art which should be preserved. The City Government of Surakarta through the Department of Tourism has contributed a rather large amount of public fund, but the number of audience was low. If this continues, *Wayang Wong Sriwedari* which is the last *wayang orang* group which performed every day, except on Sunday nights, may disband. Therefore, WWS shouldn't be viewed only from the business perspective but also cultural conservation and preservation. The efforts of facebook group *Wayang Wong Sriwedari* are voluntary efforts to socialize the importance of *wayang orang* as a beautiful, philosophical and ethical culture.

## ACKNOWLEDGEMENTS

This paper is inspired by the spirit of some youths who care about the preservation of cultures and join virtual community in facebook group *Wayang Wong Sriwedari*, where the author is a member. Some activities which have been performed by the admin, Handarutomo Kartosiswojo, and some members to contribute to the socialization and preservation of *wayang orang* should be appreciated.

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## Consumer Religiosity Based on Islamic Perspective: Comparison between Muslim Students at Public University and Islamic University in Pekanbaru City

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**Abstract:** This study aims to determine whether there are differences in the level of religiosity between students from public universities and Islamic universities. Religiosity is an important aspect to be examined in the field of consumer behavior considering religion is the most fundamental cultural factor that influences consumer choice of products and services. Religiosity in this study refers to research by Khraim (2010) which is measured using four dimensions that is religious education, financial services, current issues, and products with sensitive elements. Respondents are students of two state universities in Pekanbaru City. Data is collected using questioner and then analyzed by using independent sample t test. The results showed no significant differences between respondents who came from public university and Islamic university. Pekanbaru city is inhabited by the majority of Muslims make the level of religiosity of students is not show differences even though the Islamic university curriculum contains more elements of Islamic education. The results of this study can be a reference for marketers to set target marketing to Muslim consumers in general in Pekanbaru City.

**Keywords:** Islamic University; Public University; Religiosity

### 1 INTRODUCTION

Increasing public awareness to practice religious teachings will impact on various aspects of life, not least in aspects of consumption behavior. Increasing the spirit of Islam becomes an opportunity for the growth of businesses related to the practice of Islam. For the category of consumer goods, halal label is now a trend not only for consumption in the form of food and beverages, but also in other industries such as cosmetics, drugs, and clothing. Which is also not less rapid development is in the field of services, including banking and insurance services. Starting from the establishment of Bank Muamalat Indonesia, currently emerging banks that claim management of products offered also use the concept of sharia. This study aims to determine consumer behavior related to the pattern of consumption of goods and services based on Islamic perspective. To achieve these objectives, it is necessary to measure the level of consumer religiosity which is then associated with consumption patterns to meet daily needs. Understanding

consumer behavior today is a must for companies to provide products and services as needed. The Muslim youth market segment is now more lucrative and a potential market for a wide range of products and services. Understanding their behavior can be the key to success in building a sustainable business. Most of the young generation in Pekanbaru City are currently enrolled in various universities. This research focuses on students at two state universities in Pekanbaru City namely Universitas Riau (UR) which is a public university under the auspices of the Ministry of Research, Technology and Higher Education (Kemristekdikti) and the State Islamic University of Sultan Syarif Kasim (UIN Suska) which is an Islamic college under the Ministry of Religious Affairs (Kemenag). The study aims to examine whether there are differences in the behavior of students who study at public universities with students from Islamic universities.

## 2 LITERATURE REVIEW

Singhapakdi et al. (2013) quotes Naisbitt and Aburdene (1990) suggesting that religious awakening is one of the mega trends in the new millennium. This makes learning about religiosity to be one of the most important researchs. Fam et al. (2004) states that religion is a valuable construct in understanding consumer behavior. In some societies like Israel, Iran, India and Saudi Arabia, religion is a major cohesive force. Since religion is sacred, the value system is accepted without question by all members of society and becomes a part of everyday life. Many studies have shown that religion affects consumer attitudes and behavior in general. In many societies, religion plays one of the most important roles in food selection. Given the importance of research on religiosity in the science of consumer behavior, some researchers have formulated the definition of religiosity in their research. According to Worthington et al. (2003: 85) religious commitment is the degree to which one is bound to values, beliefs, and religious practices and applies them to their daily lives. Another definition put forward by Stolz (2009) which states religiosity is an individual preferences, emotions, beliefs, and actions that refers to the existing religion. Furthermore, Run et al (2009) defines religiosity as the degree of being religious. Patwardhan et al. (2012) combines the definition of religiosity as one's belief in God (based on research McDaniel and Burnett, 1990) and greatly influences individual beliefs and behavior (Light et al., 1989). Religion, in Islamic case, is basic in explain consumer behavior (Sandikci, 2011). Many researcher and businessman consider Muslim consumer as homogeny entity having tradition, culture, and certain ritual. According to Rishi and Halder (2015), both uniformity and heterogeneity are both relevant in addressing Muslim consumers. There are several dimensions to measure the level of religiosity. The dimension of religiosity discussed in this study uses some dimensions of religiosity of Khraim (2010) which consists of Islamic Financial Services, Public Islamic issues, Sensitive products, and Religious Education.

To have a high level of religiosity, one must really study it and then apply it in everyday life. The Ministry of Religious Affairs in Indonesia has educational institutions with a curriculum that is structured specifically according to official religion. Curriculum development has differences with educational institutions in general, where lessons about religion will be presented more. Educational institutions that are owned ranging from elementary school level to higher education. This is considered to be able to make students more religious. Based on the discussion, the hypothesis in this study is allegedly there are differences in the level of religiosity between students who come from Islamic universities and public colleges.

## 3 METHOD

The study was conducted in Pekanbaru City. Objects studied are Muslim students who are undergoing lecturing process in UR and UIN. A sample of 50 respondents from each university was collected by accidental sampling technique.. The data will be analyzed using descriptive statistics that calculate the mean and mode values and are analyzed using graphs. Furthermore, the data were analyzed by using independent sample t test to see if there was any difference of religiosity level between UR and UIN students.

## 4 RESULT

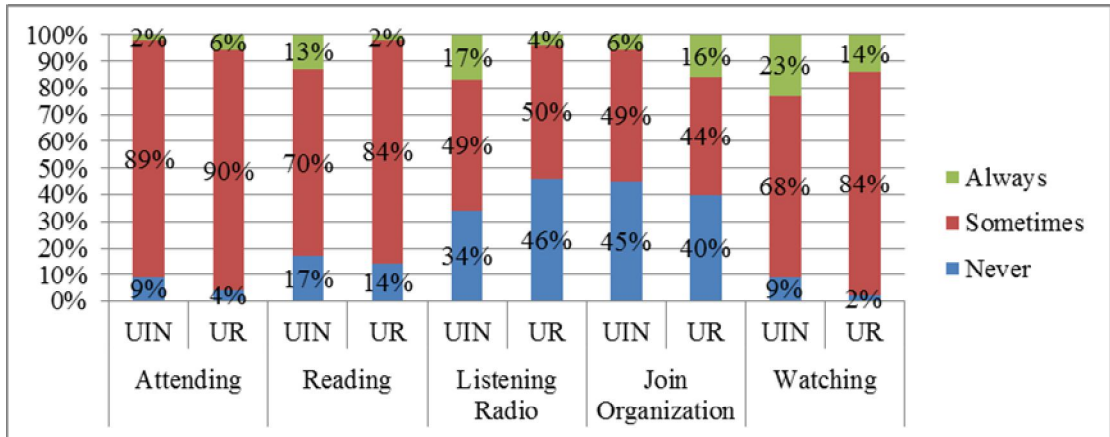
Questionnaires distributed in the classroom before starting the lecture. Respondents were asked their willingness to participate in this research. Students who become respondents in this study are students on the Faculty of Economics at each university. Of the total questionnaires distributed, as many as three questionnaires are not filled completely so they are not included in the next analysis. The respondent in this study is 38% male and 62% female. The ages range between 18–24 years old.

### Religious Education

To get religious education, several ways that can be done are watching religious programs on TV, joining religious organizations, listening to religious radiocasts, reading Islamic books and magazines, and attending lectures. Based on data in Table 1, the majority of respondents

are rarely in watching TV, listening the radio, and reading magazines and books in gaining Islamic knowledge. To indicator of attending the lectures directly and joining the religious organizations, the response is similar. These conditions are not much different for both UR and UIN students.

Table 1 Religious Education



### Islamic Financial Services

Some of the financial services asked in this study are health insurance, life insurance, deposits, and savings. Based on the data in Table 2 it appears that for savings, most already have accounts in Islamic banks but for deposits, life insurance, and health insurance many have not thought about it. This is probably due to the respondents are student so they do not have their own health insurance, life insurance, and deposits. UIN students have higher percentage of having Islamic bank account because of the policy of the universities to cooperate with Sharia Banking.

### Current Issues

As a country with a majority of the population converted to Islam, the issue of the halalness of a product is very important for the respondent. Similarly for meningitis vaccine that is required for Muslims before performing umroh and haj pilgrimage. In ethical dress, Islam also obliges its adherents to cover aurat. It is also considered most important by the respondents. Similarly, for other issues such as the obligation to pay zakat and alcohol circulation ban. As for respondents' answers in more detail, it can be seen in Table 3.

Table 2 Islamic Financial Services

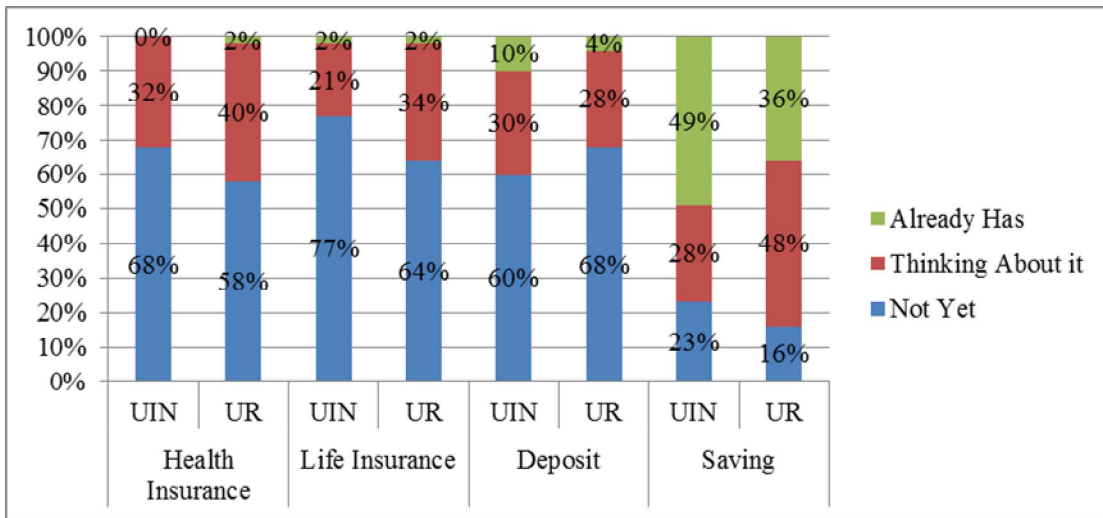
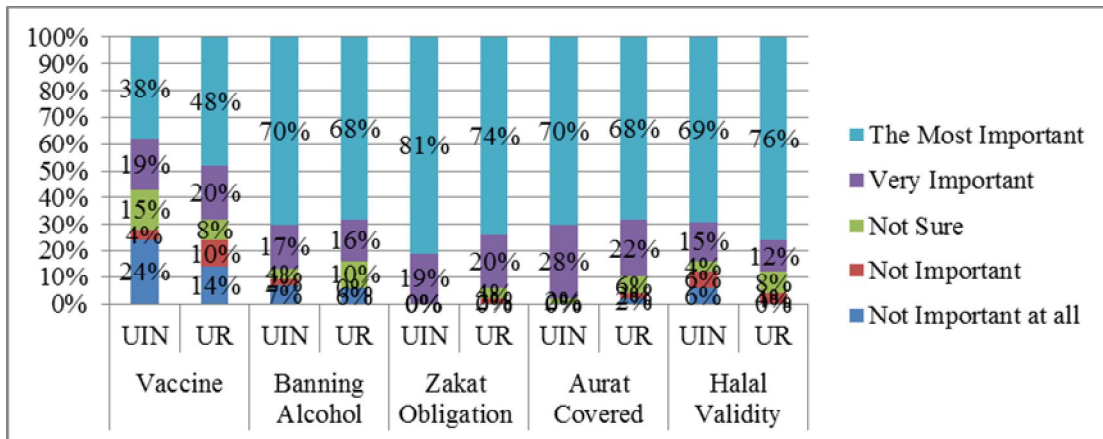


Table 3 Current Issues



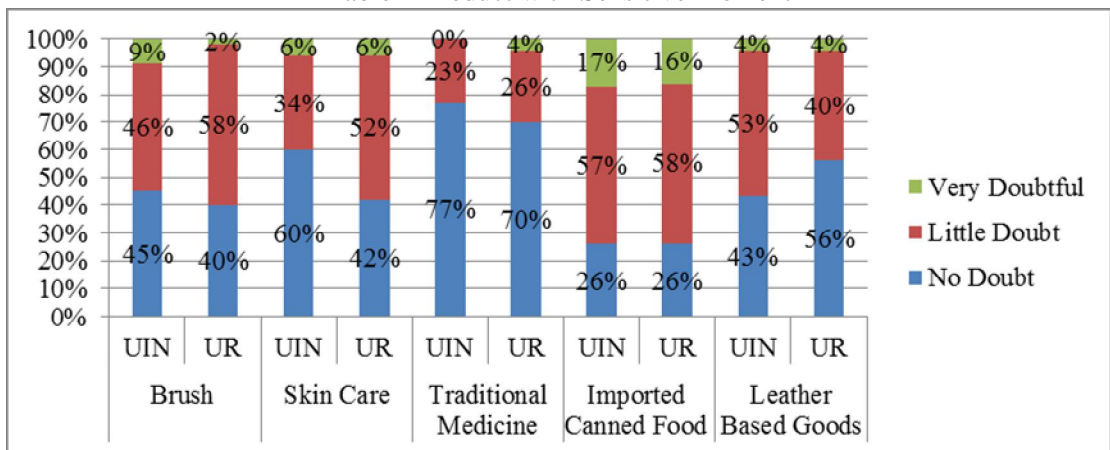
**Product with Sensitive Elements**

Table 4 illustrates the detail of respondent's answer to product dimensions with sensitive elements. The majority respondent answers for the brush using are bit hesitant. Brushes are often used to apply butter, margarine, eggs, chocolate, etc. Be careful with brushy material, as it generally comes from sea urchins (can reach 80-90%). On the pig brush handles are often written words: Bristle, Pure Bristle, etc. One of the meanings of the word Bristle is Pig Hair (Webster's Dictionary) with an unclean status when wet. Therefore, the bread that is exposed to the unclean brush strokes becomes unclean, so it is forbidden to eat.

For skin care products the majority UIN students do not hesitate to use it, while the majority of UR students have little doubt. As for traditional medicines, the majority of respondents do not hesitate to consume them. This is probably related to Indonesian cultural heritage which is a lot of using natural ingredients. So they feel safe to consume traditional medicine eventhough there is no halal mark in the package.

As a country participating in free trade, imported canned food is also widely circulated in the Indonesian market. The majority Respondents in this study expressed somewhat doubt on the halal status of imported canned food.

Table 4 Product with Sensitive Element



One of the sensitive elements used as a daily product is the leather. The existence of the shoe company's recognition that its products are made of pig leather caused many uncomfortable feeling for Muslim. This phenomenon shows the spirit of the Muslims to try to avoid themselves from unclean objects. The status of the use of the leather to be exploited is contained in a narrated Muslim tradition which states when the leather is tanned it becomes holy. However, for the sanctity of this leather, the scholars differ have different opinion. The majority of scholars argued that pig or dog leather, can not be sacred with tanned. One of the sensitive elements used as a daily product is the leather. The existence of the shoe company's recognition that its products are made of pig leather caused many uncomfortable feeling for Muslim consumers. This phenomenon shows the spirit of the Muslims to try to avoid themselves from unclean objects. The status of the use of the leather to be exploited is contained in a narrated Muslim tradition which states when the leather is tanned it becomes holy. However, for the sanctity of this leather, the scholars differ have different opinion. The majority of scholars argued that pig or dog leather, can not be sacred with tanned.

### Comparison of the Religiosity Level

Educational institutions in Indonesia are currently managed by several ministries. UR is an educational institution that is under

Kemristekdikti while UIN Suska Riau is under the Ministry of Religious Affairs. The curriculum taught by these two educational institutions has differences in the number of Islamic religious subjects. Based on the preparation of the curriculum, students from Islamic institutions are considered have more religious knowledge than its counterpart. Table 5 presents statistical tests to see the average religiosity of respondents using four dimensions namely religious education, financial services, current issues, and product with sensitive element.

Mean for religious education for respondent from Islamic university is higher than respondent from public university, while for financial services, current issues, and product with sensitive elements the mean of respondent from Islamic university is lower. To see if this difference is significant then it should be seen in the next table that is independent sample test. The first step of testing is to look at the Equal Variance (EV) assumed whether it is different or not. Next, look at the value of t test to find out if it is significantly different. Based on the value of F test on Levene Test and its probability > 0.05 can be concluded that the variance is same. Therefore, the t test using assumption of equal variance assumed.

Based on the data in Table 6 the value t for all dimensions of religiosity is not significant so it can be concluded that the average level of religiosity is not different between respondents who came from the

Faculty of Economics of Islamic universities and not Islamic university.

**Table 5**  
**Group Statistics**

Religious Dimension	University	N	Mean	Std. Deviation	Std. Error Mean
RE	UIN	47	9.4894	1.67945	.24497
	UR	50	9.3600	1.42514	.20155
FS	UIN	47	6.3404	1.63224	.23809
	UR	50	6.3800	1.56349	.22111
CI	UIN	47	21.6809	2.57164	.37511
	UR	50	21.9600	3.07697	.43515
SE	UIN	47	7.8511	1.79345	.26160
	UR	50	8.0000	1.81827	.25714

Notes: Religious Education (RE), Financial Services (FS), Current Issues (CI), Sensitive Element (SE), State Islamic University (UIN), Riau University (UR)

**Table 6**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig.
RE	EV assumed	2.162	.145	.410	95	.683
	EV not assumed			.408	90.446	.684
FS	EV assumed	.014	.905	-.122	95	.903
	EV not assumed			-.122	93.955	.903
CI	EV assumed	1.436	.234	-.483	95	.630
	EV not assumed			-.486	93.742	.628
SE	EV assumed	.360	.550	-.406	95	.686
	EV not assumed			-.406	94.774	.686

UIN has eight faculties where four faculties are majoring in religion and four other faculties of general majors (including Economics Faculty). These four general faculties have more Islamic religious curriculum than other state universities, but not more than faculties who are majoring in religion such as Sharia, Da'wah, Tarbiyah, and Ushuluddin. In terms of indicators of religiosity in every dimension, it also concerns general knowledge not only gained through university education (eg knowledge of products with sensitive elements)

Other than that, the absence of significant differences is possibly because the city of Pekanbaru majority inhabited by adherents

of Islam so that the means to gain knowledge about Islam is very easy to do even though not through formal channels such as from educational institutions. Similarly, for the campus environment, the ease of gaining insight and an Islamic atmosphere is very accessible because of the active religious organizations that are driven by students. The surroundings of the mosque's many homes can also be a means of enhancing understanding through routine studies organized by administrators. This makes the level of religiosity not different if only viewed from the institution where they are educated.

## 5 CONCLUSION

The statistical test results did not find any significant difference between students for all dimensions of religiosity. Descriptive test results of the religious education dimension show that listening to the radio to increase religious education is not starting to be abandoned. Given the current development of information technology, using the internet seems more a choice than radio. Therefore, the propagation of Islamic preaching should adapt to the tendency of the current generation in accessing information. Islamic financial services have not attracted much possibility because many still do not believe that the system used is different from the conventional. This should be demonstrated in good faith from the institutions engaged in sharia financial services to prove its promise and ensure that the entire process undertaken is truly sharia and profitable. Issues that develop greatly influence consumer behavior in deciding to buy products or services offered. Taking into account the sensitive issues related to goods and services is very important so as not to develop into word of mouth communication that is detrimental to the existence of the company. The development of goods and services offered led to the birth of new variants which of course must pay attention to standards in the supply of goods and services in accordance with Islamic principles. Therefore, business people should consider this issue as a priority to win the consumer competition that is currently starting to be critical in assessing the products and services offered. The limitation in this study is that the sample only comes from an economic faculty that does not represent UIN students as a whole. Further research is expected to use samples from all faculties available to be more representative

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## Ideology and Media

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**Abstract:** Haji Misbach is one of the movement figures in Solo known as the idea of Islamic communism. Islam and communism are used against capitalism and colonialism. Through the mass media, he delivered a message of resistance. Misbach's writings in the mass media can be categorized as genre of advocacy and propaganda journalism. Misbach's writing describes a distinctive style of communication. Using Edward T. Hall's theory of intercultural communication, researcher observe communication style of Misbach. Edward T. Hall stated that communication style is divided into two contexts, namely high context communication (HCC) and low context communication (LCC). this study examines how Misbach's communication style in the print media of Medan Moeslimin and Islam Bergerak This is also related to the ideology brought by Misbach..

**Keywords:** ideology, media, Haji Misbach, journalism, communication style

### 1 INTRODUCTION

Islam and communism are better understood to be contradictory. Communism is on the left side and religion on the right side. Even Karl Marx called religion an opiate for the mass movement. However, the movement figure in Surakarta in the early twentieth century, Haji Misbach, collaborated on Islam and communism by introducing Islamic communism. The combination of communism and Islam. So, Misbach is communist or Islam? Syamsul Bakri (2015) mentions both. For Misbach, Islam and communism share common ground in defending the weak and against capitalism, in the context of the Indonesian movement being Dutch colonialism. Both can go hand in hand. At that time, the communists were the strongest party against colonialism. Therefore, many circles including santri and kiai who are interested to join as a means against colonialism. They judge other organizations soft. In Solo, some of the leftist groups are Moeallimin

Solo, People's Union or Islamic Union (SI) Red, and associations of workers and peasants.

Misbach's Islamic communism is not an anti-God movement (Bakri, 2015). Islamic Communism is a strategy of resistance to colonialism. He uses the analysis of communism that is considered most appropriate to deal with colonialism and capitalism. Therefore, Islamic communism is a distinct genre, religious communism. Misbach is also not Tan Malaka who belongs to the ideologue of communism.

Like a national movement activist, Misbach uses mass media as a means of struggle. He published the newspaper "Medan Moeslimin" in 1915. He also ran Islam Bergerak newspaper in 1917. Through the mass media, he inflames the spirit of resistance against capitalism and criticized the Dutch colonial government.

In Medan Moeslimin, he wrote communist who wanted to eliminate Islam is not a true communist. In

contrast, Muslims who disagree with communism are not yet worthy of being called true Muslims. Misbach chose Communist Indonesia as an organ of struggle because it considers Sneevliet's organization to be firmly against colonialism. It oppressed the weak and the communists defended the weak (Pringgogidgo, 1960). In the Tjatetan Singkat Tentang Kawan Misbach in Sinar India on July 4, 1924 it was mentioned: "Misbach's comrade then sought communication with the PKI. Soon he got the conviction that this party alone really works for the people and is really revolutionary.

There are two things that Misbach does. First, it is the organization of the masses. He is an activist of various organizations. He has been active in the journalist organization Inlandsche Journalisten Bond (IJB) since 1914. IJB is known as a radical journalist and critical of the colonial government (Bakri, 2015). Misbach led the publication of Medan Moeslimin in 1916 and Islam Bergerak in 1917.

He was active in Muhammadiyah and founded the teachings of Sidik Amanah Tableg Vatonah (SATV) on July 10, 1918. SATV can be called as the forerunner of Muhammadiyah in Solo. However, ultimately Misbach is opposed to the teachings of Muhammadiyah. He is also active in Sarikat Islam (SI) even though eventually attacked the SI by actively in the Red SI of the left wing. Misbach is also active in the Peasant Workers' Association (PKBT) supported by Insulinde and SI Semarang or SI Red. He is also active in the Communist Party of Islam (PKI).

It is through these organizations that he organizes farmers, laborers, and other community groups. He uses accompaniment and becomes propagandist in vergadering or rally.

Because of being a speaker in a number of vergadering, he was charged with inciting the people against the Dutch. Misbach was arrested on May 7, 1919 on charges of orchestrating a farmer strike (Islam Bergerak, May 10, 1919) but was released by court on October 22, 1919 (Islam Moving, Nov. 1, 1919). He was again accused of inciting and becoming the mastermind of the strike on May 16, 1920. The court handed down the guilty verdict and Misbach was banned in Pekalongan then freed on 21 August 1922 (Islam Bergerak, September 1, 1922).

He was getting more active in organizing the people, especially workers and peasants. In fact, the organization sometimes leads to radical action (Bakri, 2015). On October 20, 1923, he was arrested and Landraad or a district court sentenced him to Manokwari, Papua. Misbach died of illness there.

## 2 RESEARCH PROBLEM

The position of the press especially managed by most of the indigenous people is clearly in a position to fight for the improvement of the fate of the Indonesian nation. The alignment of the press in nationalism at that time was an option when it encountered injustice, colonization, and policies that harm the public (public). It can be seen from who is behind the publishing. The theory of the press a lot to review about the idealism that carried the press. Haji Misbach uses mass media to awaken the public about the justice and prosperity of the Bumiputra people. However, there are often controversial writings of Haji Misbach. He often alludes to others who are considered enemies without hesitation. So, what style of communication Haji Misbach?

### 3 METHOD

This paper is a qualitative study of communication styles conducted by Haji Misbach in conveying messages about Islamic communism. Communication level in this research is mass communication. Haji Misbach's message about Islamic communism was conveyed through the mass media of Medan Moeslimin and Islam Bergerak. Both are media were studied in this research. The message conveyed by Haji Misbach is studied with a style of communication approach (Hall, 1976). The communication style of Haji Misbach through the text can be translated varies. There is something interesting from Haji Misbach namely the style of communication through writing. The Islamic communism conveyed by Misbach is a symbolic term. Even Islamic communism itself is a symbol of a thought, an idea, an idea of the relationship between communism and Islam. Misbach as its initiator has a message how two entities that are often understood differently, can be incorporated in a new entity called Islamic communism. Islam is pro communism and communism is in harmony with Islamic values.

### 4 RESULT & DISCUSSION

Press theories are more pertinent to neutrality, objective, impartial, and independent. The practice of these principles certainly differs from time to time. Neutral means not taking sides. News is called neutral if not impartial and balanced. In the context of journalism, neutrality is fact-related, how to treat facts. That neutrality means revealing facts as a whole, not adding or reducing and delivering them accurately (Mursito, 2003).

Neutrality is also related to objectivity. This objectivity is the core concept to review the quality of news information, the characteristics are the release and neutrality of the object coverage, avoidance of involvement, and relevant and intact (McQuail, 2001). However, this neutrality is often understood as impartial solely, whereas there needs to be a complete information delivery. Instead, the press is required to take side with the public interest. This is related to the role of the press as a voice of the voiceless.

Therefore, the term that is now often used is independence. Independent is not necessarily objective. The Independent may take sides. However, these alignments are not influenced by the authorities, the pressure of the financiers, or others. The press decided to take sides without any influence from outside but influenced by conscience and alignment to the public interest. For example, the press sides with the oppressed because they have to be defended by the media. Therefore, the term press of struggle and advocacy journalism emerges. Advocacy journalism is a journalistic activity that defends or rejects something firmly voicing the interests of the group outside the circle of power. Such models ignore the objectivity that some journalists have been embracing. Journalists become active translators and represent weak groups in dealing with powerful group spokesmen (Janowitz, 1975). This advocacy journalism is opposed to the principle of gatekeeper journalism (penjaga gerbang) that prioritizes the principle of

objectivity, neutrality, in news coverage.

Journalism of this model used to be based on preaching by social organizations and political parties. Through advocacy journalism, civic organizations seek to raise awareness, generate public debate, influence public opinion and key decision makers, and promote policy and programmatic change around specific issues (Waisbord, in Karin Wahl-Jorgensen & Thomas Hanitzsch, 2009).

This journalism genre is not free from criticism. Advocacy journalism is often referred to propaganda journalism. A lot of researches on the history of the press have been conducted especially the press in the colonial era. Similarly, figures of movement at that time quite a lot of research, including Haji Misbach. However, there is few study of Haji Misbach journalism. What has been studied so far about Haji Misbach is Islamic communism and national movement.

Misbach founded two magazines namely Medan Moeslimin and Islam Bergerak. Both are media to spread the idea of Misbach, both active in SDI and SI, SATV, and Insulinde. The discourse of Islamic communism gained place from the thought of a number of Islamic leaders who offered a new approach to understand communism. The discourse of Islamic communism in Indonesia was introduced by Misbach as a journalist and activist of national movement in the early twentieth century.

The revolutionary of Misbach influenced his communication style. His writings in Medan Moeslimin and Islam

Bergerak can illustrate his communication style. Edward T. Hall stated that communication style is divided into two contexts, namely high context communication (HCC) and low context communication (LCC). HCC is a low communication style implicitly delivered, not frankly, the actual message is hidden even sometimes spinning once. While LCC is a communication style that is delivered explicitly, firmly, straightforwardly, straight to the point. Among two models of communicating styles or the way people produce messages, none are the highest or low. Usually, HCC communication style is done by Asians. While Europeans often use LCC style of language (Hall, 1976).

In the world of journalism, HCC and LCC is realized in the form of writing. It is a symbol. Languages and symbols form a system of great importance to humans. Cassirer sees the symbols that belong to human include language, myth, art, and religion. Language is a sign used by humans to convey messages. Through language, humans express their ideas about anything, messages to be conveyed both physical and nonphysical, visible or invisible. By using language, humans make the process of meaning and interpretation of the object.

Numbers of Misbach writings can be seen can be analyzed how the context of writing. There are two writings analyzed. The first as follows:

"... hope our friends, especially MM readers to know ... I am an Islamic thing ... the communist is important ... the person he claims to

be Islam .... the true communist, that is like .... what has been required .... they are by the religion of Islam and .... otherwise for those who ... accuse, such as: Muhammadiyah and SI Tjokro, must I have details .... regarded as poison alone. This group (MD and SI Tjokro) does not move the religion ... the truth is that they always point to Islam, but actually Just above the lips, they have the Islamic religion, but they are chosen by the rules of the air his desires, the disliked commands are easily thrown away ... They fight or oppose the command of the Allah SWT and .... love for demons devoted in capitalism in the present time (laknatullah.red) who have known their evil.

So are all our friends who acknowledge themselves as a communist, but their mission is to pursue a mind that intends to embrace Islam, which I dare say they are not a true communist or they do not understand the sitting of the communist; but on the contrary, those who claim to be Muslims but do not agree with communism, I dare to say that it is not a true Islam, or does not understand the true religion of Islam" (Medan Moeslimin No. 2-6, 1925).

In his other writings, Misbach conveys a message to the reader about the oppressive policies of the Dutch Indies government.

"... The things we have planned on top of this, indeed! The Dutch government is a very sharp politics so that we as children of the Indies cannot unite with the nations that claim to be the blood of the Indies, the necessity of allowing the land of the Indies to be eternal to be the grip of the Dutch government" (Islam Bergerak, March 20, 1919).

In the same article it is also called, "... a government that likes to oppress its people, he says that such actions of

the Government: Very wicked and rotten."

Of the two writings, Misbach uses the LCC communication model. Unwittingly Misbach conveys a message with no barrier. The barriers can be cultural. Misbach uses direct, decisive, straightforward messages, and even tends to attack certain groups. Misbach's displeasure to the Muhammadiyah and Tjokroaminoto schools is demonstrated in writing that is frankly offensive. For example, the use of the term "Islam on the lips only", "chooses the preferred rules and discards the rules favored by his own lusts alone", "defies the commands of Allah samiul alim and .... the love of the will of Satan that is ignored in capitalism".

Misbach uses words as a weapon to explain his point, no need to spin. Misbach chooses to conflict by attacking a party he does not like directly. Misbach style is different from that common in Indonesian culture. East Indonesians tend to use HCC as Japan, Korea, China, and so on. The Indonesians do not like conflict, do not want to be frank, tend to use the metaphor when delivering the message.

The phenomenon of the Indonesian language is almost the same as the Eastern people in general, the denial of reality by conveying the inaccurate grounds, using euphemisms or refinement of the language, using equivocal language of multi interpretation, and spiral way (Nurkamto, 2001).

Associated with the press theory, what Misbach implies through the mass

media is inclined to the media of propaganda. His writing was not neutral but inclined to opinion. The contents are thoughts, ideas, ideologies adopted by a particular group. In this case, Misbach et al carrying Islamic communism. However, in the context of social politics at that time, Misbach's journalistic product can be understood as a nationalist movement. Misbach carried the movement that brings the ideology of communism that is syncretized with Islam.

## 5 CONCLUSION

Messages delivered by Misbach through his writings in the mass media is a form of dissemination of opinion and ideology. Media managed by Misbach, Medan Moeslimin and Islam Bergerak, in the context of that time, he used HCC as a different LCC model with mainstream cultural communication in Indonesian society.

This is understandable because of the influence of communism based on Western philosophy. Misbach expressed his criticism, opinion, blatant attack. Misbach's message is also related to the growing nationalism movement in various colonies.

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## **Strengthening the Role of Village Head Communications In The Digital Age**

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**Abstract:** The village head as a local actor has a strategic role in the development and empowerment of village communities. The implementation of Law No. 6 of 2014 on Villages as well as Law Number 14 Year 2008 on Public Information Transparency is a demand that must be responded by the village head. Moreover, the third point of Nawacita: "Building Indonesia from the Fringe by Strengthening Areas and Villages within the Framework of Unitary State" places the village as a Government development priority. On the other hand, the massive development of digital media influences the communication patterns of society. But there is still reluctance from the village head to take advantage of digital communication media as a new media. Denis McQuail outlines the main features of new media that can be utilized such as decentralization, high ability, interactivity and flexibility of forms, content and usage. Participatory Media Culture Theory by Henry Jenkins is used to view social realities in which new media offer the audience to jointly take on the role of media consumers and media producers alike. Through the literature study, this article describes how efforts can be made to strengthen the role of village head communications in the digital age.

**Keywords:** [the Village Head, New Media, Participatory Media Culture, Source of Credibility]

### **1. INTRODUCTION**

The village is a representation of the smallest community law unity that has characteristics in running its social life as part of the life order of the Indonesian nation. There are 4 (four) village authorities regulated in Law Number 6 Year 2014 on Villages covering government administration, development implementation, community development, and community empowerment.

The communication of the village chief's leadership becomes interesting to study due to a change of authority that has implications on the complexity of the dealings dealt with. There are at least four major challenges that the village must face. Namely (1) the amount of budget allocated to the village; (2) government and political affairs; (3) the

existence of public information disclosure demands; and (4) the rapid development of communications technology in the digital age.

First, village legislation places the village as the spearhead of development and improving people's welfare. villages are given the authority and adequate resources to manage their potential. This priority is also stipulated in the Government's Development Priority Nawacita at point 3 stating that the government builds Indonesia from the periphery by strengthening the regions and villages within the framework of the Unitary State of the Republic of Indonesia.

Village funds allocated by the government become one of the commitments in strengthening the role of the village. Since 2015 the allocation of

village funds has increased significantly. In 2015, the village budget is Rp. 20.7 trillion with the average of each village received an allocation of Rp. 280 million. In 2016, village funds increased to Rp. 46.98 trillion with an average of Rp. 628 million. In 2017, village funds again increased to Rp. 60 trillion with an average of each village getting an allocation of Rp. 800 million. In 2019 the government targets each village on average to get an allocation of Rp. 1.4 billion.

The budgets in the village are not only village funds but other sources of funding from village funding allocations, district financial aid, provincial financial assistance, tax returns, and other legitimate income from village-owned enterprises. The size of the existing budget in the village requires communication skills of the village head in planning, implementing and evaluating the use of the budget.

Second, there is a change of village and political government. The village head is inseparable from the election duty. In 2018 there is the election of Governor / Vice Governor of Central Java whereas in 2019 there is direct election of legislative and president. The village head should indirectly facilitate the electoral tool at the village level, namely the Voting Officer (PPS) and the Field Supervisory Committee (PPL).

Sragen Regent (Perbup) Regulation No. 20 of 2017 on Organizational Structure and Working Procedures of Village Government also give significant change. This is the foundation for organizing the structure of village organizations and equipment. Organizational structure that has been agreed with the Village Representative Agency (BPD) has implications for the arrangement of village apparatus according to organizational structure and competencies. The village secretary who

comes from the State Civil Service (ASN) is drawn to the original work unit. The next stage is filling vacancies from the village apparatus through competency tests. After this stage is completed then the new charging device village from the public.

Third, the public information disclosure which is mandated by Law Number 14 Year 2008 also impacts on minister changes of public servants, including village administration. Even some local governments appoint a village secretary as an Information and Documentation Management (PPID) Officer.

Fourth, the rapid development of communication technology in the digital era. The vital role of the village in development requires the ability of the village head to communicate the exercise of his or her authority through various channels of communication. Moreover, the development of the digital era now requires speed and openness of information that is easily accessible to the public supported technologies such as websites, social media, or other smartphone applications. The Village Law also mandates the use of information technology systems to support the performance of village heads.

But in reality there is still reluctance of village heads to use communication media in the digital era as a new media. The village head still chooses traditional channels of communication regardless of the rapid demands of new media developments. In fact, the increasing number of tasks carried by the village head should be more and more communication channels that must be used.

This can be due to the lack of ability of village heads in using communication media in the digital age. In addition, the village head also has not understood the potential of digital communication



media. As a result, the demands of the use of various media such as websites, social media, or other smartphone applications have not been used optimally.

For that it needs to strengthen the role of village head communications in the digital era. Strengthening the role is done to the credibility of the village head as a communicator as well as the ability of communications media in the digital era.

## **2 METODE**

This article uses literature study methods on journals, books and scientific articles relating to strengthening leadership communications in the digital age. The literature is then compared between new media capabilities and the theory of Source of credibility (Hovland, Janis & Kelley).

## **3 RESULT AND DISCUSSION**

### **3.1 Communication**

Trenholm & Jensen define communication as a process by which sources transmit messages to recipients through multiple channels. Hovland defines communication as the process by which individuals transmit stimuli to change the behavior of other individuals.

Frank Dance discovers three dimensions of critical conceptual difference to the definition of communication. First, the level of observation or abstractness, some definitions are very common while the other definitions are narrow. Second, intentionality, some definitions include sending and receiving messages consciously whereas other definitions do not impose these restrictions. Third, judgment, some definitions mention explicitly about success, effectiveness, or accuracy, whereas other definitions do not mention explicitly.

In the context of leadership communication of the village head,

Barrett defines leadership communication as the controlled, purposeful transfer of meaning by which the leader influences a single person, a group, an organization, or a community. Leadership communication uses the full range of communication skills and resources to overcome interferences and to create and deliver messages that guide, direct, motivate, or inspire others to action.

### **3.2 Village Head's Credibility as Communicator**

As a communicator, Village Head must have a credibility that qualified in delivering communication messages. The higher the credibility of the communicator will be easier to affect the audience. Conversely, if the communicator has a low credibility then the message will be difficult to accept. Cangara provides conditions for the success of communicators, namely credibility (credibility), attractiveness (attractive), and strength (strength). Credibility (credibility) is a set of perceptions about the advantages possessed source so accepted or followed by audiences (recipients).

The source of credibility theory coined by Hovland, Janes and Kelley assumes that a person may be more easily persuaded if his persuasion sources are credible enough.

Devito said that the form of credibility can be divided into 3 (three) kinds of parts, namely: (1) initial credibility, ie credibility obtained before the communication process was initiated; (2) Derived credibility, ie the credibility that communicators gain during communication; and (3) terminal credibility, ie the credibility that the communicator receives after the listener or reader follows his or her review.

### 3.3 Strengthening Village Head Communications in the Digital Age

The dynamic communication model as presented by Osgood and Schramm has characteristics that correspond to communication in the digital age. Cangara describes this circular model as a dynamic model, where messages are transmitted through encoding and decoding processes. The relationship of encoding and decoding is the relationship between source and receiver that take place simultaneously and influence each other. Interpreter can double as both sender and recipient of the message.

This model places the message sender and receiver in a dynamic position. In one process, the communicator transmits a message to a communicant that can be responded by sending the message back to the first source as a reciprocal process. This ability can be done by the communication media in the digital age.

For example, social media can be used by the village head to communicate the exercise of authority to the community. Communication through social media allows interactive communication between the village head and the community, and even personal person per person.

The village head can take advantage of these dynamic communication characteristics to disseminate information and interact with the community. The community will be easy to communicate with the village head communications personally and interactively, coupled with the credibility of the village head. Initial credibility that has been attached to the position of the village head strongly supports the success of communication.

But what needs attention is the ability to communicate the village head during the communication to get derived credibility. Transparency, responsiveness and communicative become the absolute requirement to get terminal credibility.

Denis McQuail also outlines the main features of new media that can be utilized by the village head among them:

- (1) *digitalization and convergence of all aspect of media;*
- (2) *increased interactivity and network connectivity;*
- (3) *mobility and delocation of sending and receiving;*
- (4) *adaptation of publication and audience role;*
- (5) *appearance of diverse new forms of media gateway)* (McQuail, 2010: 141).

While Roger (1986) describes the main features of new media are: (1) Interactivity, new media facilitate individuals communicate almost like face-to-face communication with high levels of interactivity so as to communicate accurately, effectively and more satisfactorily; (2) Demassification, a special message can be exchanged individually among the participants involved in large numbers so that the communication control system moves from producer to consumer message; (3) Asynchronous, new communication technology has the ability to send and receive messages at the desired time.

## 4 CONCLUSIONS

The presence of new media in the digital age can help the village head's communication in exercising its increasing authority. But there needs to be an increase in the credibility of the village head.

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## Dieng Culture Festival as a Reinforcement of Local Cultures in Globalization Era

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**Abstracts:** Dieng Culture Festival (DCF) is an event that offers a variety of traditional arts initiated with performance of Kuda Lumping (leathered horse dance), Rampakyaso Dance, Wayang (shadow puppet), and finalized with dreadlock hair cutting traditional ceremony. Local wisdom in Dieng plateau is closely related to the local wisdom which is associated to God through a range of traditional ceremonies available (Suyatno, 2011).

The unique and varied cultures in Dieng certainly become pride and challenge that must be faced in order to maintain the cultures and inherit them for the next generation. Thus, the rapid changes and development of this era also result in changes on people's life into a more modern way. Therefore, people tend to choose new culture for it is considered more practical than the local one (Effendi, 2017).

DCF aims the construction of new concept which is the acculturation of culture and natural tourist destination. Its missions include the enhancement of economic level of local people, preservation of Dieng cultures, and information spread about local cultures and customs in Dieng into broader community. This should be able to distribute the attractiveness in Dieng to potential visitors both local and international. Moreover, DCF is well-scheduled and published through any media (printed, sites, or social media). The event involves modern arts and music (Jazz and lantern festival) that attract more visitors to come (Diengnesia, 2017).

Hence, this writing is descriptive analytics and discusses the purpose of Dieng Culture Festival as an encouragement towards local or traditional cultures through culture preservation as an effort to maintain Dieng's identity in this rapid development in technology and modern world. The outcome of this research includes the description on how DCF could be an essential magnet to attract more visitors so they can learn Dieng and its cultures deeply.

**Keywords:** *Dieng, Dieng Culture Festivals, local cultures, tourists*

### 1. INTRODUCTION

Cultural value shifting has become a noteworthy issue to discuss today since it is an important process people cannot easily create or even force. Gradually, the cultural value shifting is surely able to alter national mindset. Nevertheless, a superior nation is the one that can preserve and protect its cultures in order to strengthen the national characteristics.

With the aim of maintaining or preserving available cultures, citizens of one

nation are obligated to involve in this effort. Cultural preservation can be accomplished through a variety of strategies to invite people's attraction. People who are curious about particular culture tend to want to learn more and have further interest. One of strategies can be mentioned is by establishing a well-managed tourism program. Therefore, in this technology era, making use of the product of technology can help to expose cultures and tourisms to the world. On the other hand, globalization

indeed contributes unexpected impact such as the erosion of local cultural values.

As one of potential tourism destinations in Central Java, Wonosobo is also unable to avoid the impact of globalization era. Today's period offers a highly global communication which unpredictably can eradicate the cultural boundary among nations. It becomes a major cause for the adoption of foreign culture by young generation whereas it is learned that many new western cultures are incompatible with Indonesian established cultures and norms. How western lifestyle has influenced today's generation can be recognized through fashions, hair styles, and daily behavior which cannot be stated as the reflection of Pancasila values (Nafisah, 2015).

Recently, incoming and accessible information available for people is affected by foreign culture. Television and other media have been sharing information which is considered more modern and advance without taking into account the existing norms and regulations.

In particular, the strength of local culture in Wonosobo, mainly in Dieng Plateau, is presented through its history and tradition. Thus, in order to extensively introduce its potential and preserve Dieng cultures, local government has created a cultural festival entitled *Dieng Culture Festival* (DCF). DCF is designed to stay harmonious with modern cultures. When this festival is held, several attractive events are included such as modern arts, green walks, tree planting, lantern party, and fireworks. These events aim to attract more visitors especially young ones. DCF is expected to be able to become one of local culture representations to arise the soul of Wonosobo culture. Thus, young generation will learn to love their original cultures as well as to build resistance toward negative impacts of globalization era. As a result, this background helps to formulate the problem

statement of this study as follows: what is expected goal from *Dieng Culture Festival*?

## 2. CONCEPT AND THEORY

Local culture is a tradition emerging from original culture of particular community in certain society which characterizes the community of this particular society (Mulyadi, 2012). Local cultural wisdom is local knowledge that merges with patterns of faith, norms, and cultures which afterward these transform into behavior or habits as well as beliefs that are understood and conducted in a long period of time (Wilda, 2015).

*Dieng Culture Festival* (DCF) is a festival that offers traditional arts such as performance of Kuda Lumping (leathered horse dance), Rampakyaso Dance, Wayang (shadow puppet), and finalized with dreadlock hair cutting traditional ceremony. Local wisdom in Dieng plateau is closely related to the local wisdom which is associated to God through a range of traditional ceremonies available (Suyatno, 2011).

The unique and varied cultures in Dieng certainly become pride and challenge that must be faced in order to maintain the cultures and inherit them for the next generation. Thus, the rapid changes and development of this era also result in changes on people's life into a more modern way. Therefore, people tend to choose new culture for it is considered more practical than the local one (Effendi, 2017).

Globalization is a process aims to transform the behavior of society, individual or particular object into precise characteristics or it becomes a signifier to everything without regional boundaries. Also, cultural globalization is a process to share ideas or thoughts, meanings, and values to more global world through determined strategy in order to expand and

strengthen social relationship. This process is marked by the consumption of shared culture assisted by information access like technology, social cultural media, and overseas travel (Suparman, 2013).

This study applies analytical descriptive theory which is a method to describe an object by making use of collected data or sample as it is without analyzing and making general conclusion (Sugiono, 2009). It is also explained that analytical descriptive research takes samples (focus) on matter as it is when the research is conducted, afterward the result of the research is processed and analyzed in order to generate conclusion.

Theory of Cultural Contact. This theory bases on Malinowski's theory (1983) which exposes definition that an active, higher culture may influence passive and lower culture through cultural contact. The reflection of this theory is able to be viewed through the alteration of local culture which tends to adopt foreign culture. The information globalization today plays important role in affecting general human's mindset. Foreign culture is considered similar to modernism, thus local culture is then assumed as obsolete customs. Local people do not merely adopt foreign knowledge or technology as part of culture, they even join in the lifestyles, and moreover foreign cultures which are irrelevant toward local norms and rules are completely adopted (Nagara, 2012).

### 3. METHOD

This research collected data in Dieng Plateau, a location where DCF is regularly held. In this study, qualitative data is used and this data is narrated or presented in sentences. The source of data is primary data generated from several interviews and interviewees were randomly selected. The

secondary data is library data, journals, published news that are relevant.

The method of collecting data applied *purposive sampling* and the samples were selected based on defined criteria to achieve the purpose of study. Samples of these criteria are local people who comprehended and actively participated in *Dieng Culture Festival*.

The technique of collecting data was conducted by holding in-depth interviews and literary study. The technique of analysis applies qualitative descriptive which is a procedure to produce descriptive data in the form of written words or verbal data from respondents in which their behavior were observed. This approach is directed to the background and individuals in a whole manner (Lubis, 2013). This method is social and humanities study, and also specifically a cultural study.

## 4. RESULT AND DISCUSSION

*Dieng Culture Festival* (DCF) runs by combining cultural concept and natural tourism. The mission is that this event can be well-established in any aspects and beneficial towards tourism.

### 4.1 Socio-Economic Mission

*Dieng Culture Festival* is idea produced by *Kelompok Sadar Wisata Dieng Pandawa* (community for tourism awareness) with a mission to empower community resources especially youth of local area (western Dieng) to join in the development of local economy. Prior to DFC, there was a cultural event *Pekan Budaya Dieng* (Dieng Culture Week) which was then changed into DCF on its third year in 2010. This changing was a result of cooperation between *Pokdarwis Dieng Pandawa*, *Equator Sinergi Indonesia* and *Dieng Ecotourism*.

DCF initiates further changes especially for tourism economic elements such as home stay owners, local crafts, tour guides, agro-tourism, arts and cultures. *Pokdarwis*

*Dieng Pandawa* had set its purpose which is to achieve tourism-conscious society and economic-independent society. *Dieng Culture Festival* is proven to improve people's financial ability through tourism. Not only playing role to introduce art and tourism potential to society, DFC is also mending their economy inability caused by massive land exploitation for farming in the past times. Therefore, tourism becomes a major solution for them to support their needs apart from agricultural sector.

#### 4.2 Cultural Preservation Mission

Three categories of dance and cultures presented during the festival include local dance, traditional music performance, and traditional martial art. The event regularly takes place in *Arjuna Temple Complex*. The traditional dances performed include *Tari Topeng*, *Tari Lenggani*, *Tari Wakayum*, *Tari Gendek*, *Tari Gobyok Jaranan*, *Tari Topeng Ireng*, *Tari Lenger*, *Sri Aji Senggani*, *Tari Anggok*, *Cepin Tambak Sari*, and *Kubro Siswo* (mystic dance narrates a story about the struggle of Kiai Kolodete as he opened perdikan land in Dieng). The peak of event is a dance performed by children with dreadlocks that visualizes the origin of dreadlocks myth in Dieng. Furthermore, the traditional martial arts carried out include *Rampak Yakso* and *Rodhad*. The event is also completed with drama performance of *Kuda Kepang* and *Panji Cakil*.

Besides presenting traditional dances and martial arts, *Dieng Culture Festival* offers one performance that becomes a major characteristic for Dieng or local potential in preserving its culture namely Ruwatan. Generally, Ruwatan is also held in other regions in Central Java and Yogyakarta. Nevertheless, Ruwatan in Dieng gives a unique attraction. Ruwatan in Dieng is a sacred ritual that involves children with dreadlocks called *Bocah Gembel* and Dieng is the only place that has such remarkable ritual. Thus, DCF strengthens the idea to keep carrying out Ruwatan.

#### 4.3 Mission of Local Tourism Promotion

Local government in Dieng has been creatively assisting the effort to promote the tourism potential by providing ideas of creating festival to hold Ruwatan for children with dreadlocks. This event is designed to create more attractive outcome by keeping the original purpose of why this event takes place. The effort to promote DCF includes a massive socialization, and professional publication through many media and means of technology. DCF owns unique event throughout Ruwatan as well as other performances mentioned previously to attract more visitors, especially foreign tourists. Consequently, it highly supports in popularizing Dieng and its tourism objects both nationally and internationally.

### 5. CONCLUSION

*Dieng Culture Festival* has proven itself as a medium to promote tourism and it gives positive impact toward society, especially Wonosobo people. The event initiated by youth in Pokdarwis has become a magnet for young generation to participate in the effort to improve local attraction. Not only to preserve Dieng local culture and change social stratification as well as local people's mindset, DCF has successfully improved the economic stability of local people by inviting them to participate in the event. Additionally, this celebration can also be considered as promotional effort for local business owners or sellers to expand their entrepreneurship.

In cultural sector, DCF protects local culture and tradition which nearly fade away. It recreates and presents the local culture especially for local people to make them remember easily for further preservation. Mutual and significant cooperation between local people and local government contribute the success of this event so cultural recognition in Dieng is

achieved from local, national and international audiences.

In addition, *Dieng Culture Festival* has become major attraction to promote Dieng plateau. The regular performance of this festival has brought proofs that Dieng is one of the potential tourism destinations to visit by the increasing number of visitors during the weekend.

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## PANCASILA VALUES IN ORGANIZING THE COMMUNITY SECURITY AND ORDER BASED ON NEW PUBLIC SERVICE PARADIGM

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**Abstract:** Pancasila as Indonesia's ideology contains the state's idea, norm, and foundation in achieving the objective. Pancasila serves as the basis of state becoming the guideline in every state organization. It means that every life order in state and nation should build on Pancasila values, including the organization of community security and order. The community security and order (Indonesian: *Kamtibmas*) is basic service the state should provide to its citizens. On the other hand, public administration science presents a new development in State organization, particularly in public service. New Public Service is a paradigm in public administration science positioning the citizen to be the subject of research. Denhardt and Denhardt (2007) mentions that there 7 (seven) main ideas in New Public Service paradigm: Serve Citizen, Not Customers, Seek the Public Interest, Value Citizenship over entrepreneurship, Think Strategically, Act Democratically, Recognized that Accountability is not Simple, Serve rather than Steer, and Value people, not just productivity. Some principles or basic ideas in New Public Service ideally become every apparatus' reference in providing public service to the public. This research described the application of Pancasila values in organizing community security and order based on New Public Service Paradigm. This study was a descriptive qualitative research. Techniques of collecting data used were interview, observation, and document analysis. Informants were selected using purposive sampling technique. Data validation was carried out using data triangulation technique, while data analysis using an interactive model of analysis..

**Keywords:** Pancasila, New Public Service, Community Security and Order

### 1 INTRODUCTION

Pancasila is an Indonesian philosophy replete with values. Pancasila values has been basically inherent to Indonesians and reflected on society values, customs and cultures even before the formulation of Pancasila. It indicates that Pancasila is inseparable from Indonesians as Pancasila is Indonesians' self identity. These values then become the state ideology guiding Indonesia to achieving the state's ideals. It is in line with Wahjono et al (1991) stating that "ideology will give direction stability in living in group and dynamic movement

toward the ideals". Thus, Pancasila values become the foundation of our state's action so that the state's step will be more directed toward the achievement of state's objective.

Pancasila as the state foundation guides the organization of state. Every government policy or program should reflect Pancasila values. Similarly, the implementation of state's functions should refer to the values contained in every principle of Pancasila. Ndraha (2003) suggests that "government has two basic functions: primary or service and secondary or empowerment functions". It means that the State has an

obligation of providing service to every citizen and empowering the citizen to be independent. Service and empowerment are conducted by internalizing Pancasila values into all of steps.

One of services the government should provide obligatorily to citizen is the feeling of secure service. Article 12 of Law No.23 of 2014 about Local Autonomy mentions the compulsory government affairs related to basic service including education, health, public work and spatial layout, people housing and settlement area, composure, public order and community protection; and social affairs. Considering this regulation, every area is obliged to provide service related to composure, public order and community protection based on Standard Minimum Service specified. This compulsory service is provided based on service and Pancasila principles as Pancasila is an ideal foundation of any regulation, the foundation of living within nation and state, and the nation's philosophy.

The principle of public service has been governed in Article 4 of Law No.25 of 2009 about Public Service. Considering these law, the organization of public service builds on public interest, law certainty, right and obligation balance, professionalism, participation, non-discriminative treatment, transparency, accountability, facility and special treatment to susceptible group, timeliness, and quickness, easiness, and affordability. The loyalty to this service principle should be implemented by internalizing Pancasila values as Indonesians' life philosophy. Sunoto (1985) states that Pancasila ethic values should be implemented and should be the foundation for Indonesians to achieve their ideal. Pancasila ethic values remain to be the norm in any activities in Indonesia. In similar vein, Rahayu (2014)

states that as long as Indonesians have common wish to build the nation on philosophical foundation of Pancasila values, all of the state's policies, particularly in making any reforms in the state, should be based on Pancasila values.

In reality, public service still attracts much attention. It is because of the less optimum service the people receive and many infringements occur in the service. Table 1 presents a variety of service problems in Indonesia.

**Table 1**  
**Ombudsman's Report in 2012**

<b>Indicator</b>	<b>Sum</b>	<b>%</b>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
Partial	127	6.80
Not providing service	151	8.09
Procedural deviation	162	8.68
Demand for Money, Product & Service	139	7.45
Improper	53	2.84
Discrimination	27	1.45
Conflict of interest	3	0.16
Other factors	1205	64.53
Total	1867	100

Source: Ombudsman's Report, 2012

The data shows that public service encounters some problems. The internalization of Pancasila values is expected to bring public service to the good service principles. The good public service principle is the manifestation of Public Administration Science paradigm. New Public Service paradigm focuses its study on the people or community as the subject of development. This paradigm is different from the previous one, New Public Management, positioning the people to be customers. Denhardt and Denhardt (2007) mention that there are 7 (seven) main ideas in New Public Service paradigm : (1) *Serve Citizen, Not Customers*, (2) *Seek the Public Interest*, (3) *Value Citizenship over*

*entrepreneurship, (4) Think Strategically, Act Democratically, (5) Recognized that Accountability is not Simple, (6) Serve rather than Steer, and (7) Value people, not just productivity.* These principles should be references for the service provider in giving the best service to its citizens. Considering the background elaborated above, this study describes Pancasila values in organizing Community Security and Order based on New Public Management paradigm.

## 2 METHOD

This study was a descriptive qualitative research. Techniques of collecting data used were interview, observation, and document analysis. Informants were selected using purposive sampling technique. The informants of research were local *Lurah* (Village Head), platoon commander (*Danton*) of *Satlinmas* (Community Protection Unit), members of *Satlinmas* and people or members of society. Data validation was carried out using data triangulation, while data analysis was carried out using an interactive model of analysis..

## 3 DISCUSSION

Service is one of state's obligations to its citizen. The organization of service should be conducted responsibly based on the public interest, just like that in New Public Service paradigm positioning the public to be citizens that should be served. Service organizer acts as the one having obligation to citizens rather than considers that citizens need their service. The service is provided as the form of their responsibility as the people servant. In this case, service organizer should understand the role of citizens so that service providers can understand their role. It is in line with Terry Cooper (1991) in Denhardt & Denhardt (2007)

stating that “the citizenship role as a basis for understanding the role of public servant and, more explicitly, the role of public administrator”. With such the understanding, service provider will provide service wholeheartedly based on the responsible principle.

Indonesia has governed the principles of public service in Law No.25 of 2009. The organization of public service should build on public interest, law certainty, right and obligation balance, professionalism, participation, non-discriminative treatment, transparency, accountability, facility and special treatment to susceptible group, timeliness, and quickness, easiness, and affordability. Similarly, Denhardt and Denhardt (2007) mention that there are 7 (seven) main ideas in New Public Service paradigm : (1) *Serve Citizen, Not Customers*, (2) *Seek the Public Interest*, (3) *Value Citizenship over entrepreneurship*, (4) *Think Strategically, Act Democratically*, (5) *Recognized that Accountability is not Simple*, (6) *Serve rather than Steer*, and (7) *Value people, not just productivity*. The achievement of such ideal condition should, of course, build on Pancasila as the state foundation. Pancasila is a life philosophy containing norm matters. Sunoto (1985) suggests that essentially the content of Pancasila principles is Pancasila norms. Pancasila norm includes divinity, humanity, unity, democracy, and justice. As a postulate, Pancasila should be parameter for any assessments on all of state, people, and personal activities in Indonesia. The essence of Pancasila content is norm and parameter for all of state, people, and personal activities pertaining to ethical or morality or right/wrong values. Something is called moral or ethical when it is consistent with or complies with the requirement of parameter.

The principles of Pancasila should be internalized into the aspects of public service. It is important to realizing the public service corresponding to New Public Services Paradigm. People as public service users are ideally catered to well by public service apparatuses. Through internalizing these Pancasila values, public service red tape, including partiality, not giving public service, procedural deviation, demand for money, product, and service, doing improper action, discrimination, and conflict of interest, is no longer expected to occur. The internalization of Pancasila values is included into every principle of New Public Service.

### 3.1 Serve Citizen, Not Customers

Denhard & Denhard (2007) state that “*the public interest is the result of a dialogue about shared values rather than the aggregation of individual self-interests*”. In this case, every citizen is considered as having equal right and position regardless class. It is confirmed by Kaelan (1996) arguing that the state deals with all classes existing in the society. The state is impartial to one class. The state works for the sake of all people’s interest. Considering those arguments, public interest should build on all of people’s interest. Public interest is not a reflection of individual desire but the result of common discussion between people (members of community) and service providers. In this case, service provider acts as an agent to accommodate all people’s desire that becomes a consensus later. This ideal condition has been contained in our state foundation, particularly in the fourth principle, discussion for consensus, and the fifth one, social justice, so that Pancasila should be the soul of service implementation.

The fourth principle of Pancasila contains democratic, discussion, and

people sovereignty values that should be upheld in every state organization, particularly in the term of service. Indonesia is a kinship democratic, mutual cooperation, mutual help, and social justice democratic state (Notonegoro, 1971). State organization is undertaken building on discussion on the basis of kinship, particularly in community security and order service. Discussion in organizing community security and order can be seen from the activity of *Satlinmas* in establishing communication with people and building close relation with them and willing to listen to their grievance, so that service organizer can understand what the people need.

The fifth principle of Pancasila contains justice value. Justice can be seen from the absence of discriminative element in communicating with the people. The members of *Satlinmas* should protect and listen to people’s grievance regardless their economic background and class. Every member of society is also entitled and obliged to participate in maintaining the community security and order in their own neighborhood. Considering this, service is provided based on right equality. Service organizer provides service wholeheartedly without discrimination..

### 3.2 Seek the Public Interest

The second principle in New Public Service is *Seek the Public Interest*. Administrator becomes a bridge to build collective value in the public interest. Its responsibility becomes larger as a means of sharing an idea of public interest. Denhard & Denhard (2007) state “Public administrators must contribute to building a collective, shared notion of the public interest. The goal is not to find quick solutions driven by individual choices. Rather, it is the creation of shared interests and shared

responsibility”. In this case, government has the hardest accountability in uniting and leading the people to the appropriate decision, so that government should encourage the people to show off their more care about community, their long term commitment, and their willingness to assume personal responsibility for what occurring in their neighborhood or community. People’s care and responsibility for community security and order in their surrounding environment is then embodied into *Satlinmas*. Public participation in community security and order becomes one of their responsibilities for environment. TNI (Indonesian Army) and Polri (Indonesian Police) then help *Satlinmas* in enforcing regulation and providing training for the organization of security.

Public administrator as facilitator also has moral obligation to ensure that the solution given does not break the society norm, is consistent with the public interest, and complies with justice principle, just like what is contained in our state’s foundation particularly in the second principle, the just humanity value. In this case, public administrator is required to keep holding on humanity norms and maintaining the solution offered to comply with the principle of justice in society. The organization of community security and order should comply with the principle of just and civilized humanity by remaining to take humanity values into account in undertaking its duty, just like in the enforcement of local regulation about Street Sellers that is civilized and using humanism concept. “Being civilized is defined as the embodiment of essential elements of humanity, physique and mentality, mind, feeling, and wish, and character as individual or social creature” (Notonegoro, 1991). Ahmad (2010) also suggests that human governance

approach is vital and the factor that should be a part of ethical behavior implementation and consideration. The members of *Satlinmas* prioritize discussion, negotiation, and compromise use persuasive approach first by defining the government policy..

### **3.3 Value Citizenship Over Entrepreneurship**

Denhardt & Denhardt (2007) suggest that “The public interest is better advanced by public servants and citizens committed to making meaningful contributions to society than by entrepreneurial managers acting as if public money were their own”. Government no longer controls but uses negotiation in solving problem. This attempt can be accomplished by means of collaboration between government and citizen. Ansell and Gash (2008) define collaborative governance as “A governing arrangement where one or more public agencies directly engage non-state stakeholders in a collective decision-making process that is formal, consensus oriented, and deliberative and that aims to make or implement public policy or manage public programs or assets.” The organization of community security and order is the result of community collaboration in the form of *Satlinmas* along with TNI and Polri as state institutions. *Satlinmas* also contributes to socializing and helps implement the local regulation. Sabarudin (2015) says that “collaboration should build on agreement, shared vision and goal so that the parties in collaboration have responsibility and commitment to the collaboration sustainability”. For that reason, joint spirit should be built on the basis of unity and integrity values as included in the third principle of Indonesia’s state foundation. The logical consequence of the content or definition

of unity principle to the state is that Indonesia as a oneness state that is absolutely indivisible, meaning that there is no state in the state, or united states. Indonesia is also separated from other states, meaning that Indonesia is not an independent state existing in the unity of independent states. So, Indonesia should be absolutely indivisible, and separated from other, the oneness state independent on its own power (Bakry, 1997). It is in line with Rahayu (2014) stating that the unity of Indonesia principle means that the state is the embodiment of human's monodualistic character as both individual and social creature. State is a together living alliance of elements composing the state including ethnic, race, group, class, and religion group. Therefore, there should be one vision and mission in creating a safe and peaceful state condition. All classes of society, including TNI, Polri and *Satlinmas*, work together to realize a safe and peaceful condition of state based on unity and integrity.

### **3.4 Think Strategically, Act Democratically**

Public participation is very desirable to the successful government policy and program. Denhard & Denhard (2007) state "Policies and programs meeting public needs can be most effectively and responsibly achieved through collective efforts and collaborative processes". Public participation is conducted from formulation to evaluation processes. Government should support it by providing infrastructure the community needs in policy and program participation. "The public administrator should be held ethically responsible for encouraging participation of the citizenry in the process of planning and *providing* public goods and services. Participation may or may not be useful or satisfying to

the administrator, but it is essential to the creation and maintenance of a self-governing political community" (Cooper in Denhard & Denhard, 2007). It is in line with Tresiana (2016) stating that the responsible administrator should involve the community not only in planning but also in implementing the program to achieve the community's objective. The government's medium to accommodate public participation in community security and order is public participation in *Satlinmas* and various activities such as joint patrol and *bersih desa* (village cleaning). The citizen activity builds on democratic values contained in our state foundation. The essence of democracy as the state foundation is that the state's characteristics and condition should be in accordance with the essence of people as the proponents of power. People are a total number of all people in certain area or state environment, or a group of human beings becoming the citizen of a country or state. In democracy there is an assumption that state character and condition is all people's necessity, containing the ideal democratic philosophy, including political and economic democracies (Bakry, 1997).

### **3.5 Recognized that Accountability is not Simple**

Public service should be undertaken responsibly viewed from all aspects. Public servants should be attentive to more than the market; they should also attend to statutory and constitutional law, community values, political norms, professional standards, and citizen interests (Denhardt & Denhardt, 2007). Public administrator should act corresponding to the society ethic. New Public Service perspective views that public bureaucracy (as the servant) should involve people (citizens) in the government and cater to the people. When undertaking its duty,

public administrator is aware of the presence of some complex layers of responsibility, ethic, and accountability in a democratic system (Tresiana, 2016). Furthermore, Mulyadi (2015) states that recalling that accountability is not easy, the accountability is a difficult and measurable process, thereby requiring an appropriate method.

Accountability involves all aspects, including most importantly the presence of morality and conviction among the service providers that they are God's creature. The essence of divinity as the state foundation is that state's characteristics and condition should be in accordance with God's essence as *causa prima*, the one and only absolutely. It is the origin of everything, not changing and not limited to be an organizer (regulator). The state's characteristics and condition are also animated with God's law or God's commandments, constituting one of moral fundamentals in a state or the state's moral principle, that is, divinity or religious moral animating the state's political fundamental (Bakry, 1997). Furthermore, Rahayu (2014) states that the principle of Belief in the Divinity of God means that the state established is the embodiment of human's objective as God's creature. Therefore, everything related to the implementation and organization of state including state's morality, state organizer's morality, state politics, state government, state law and legislation, citizen freedom and human right, should be animated with the values of Belief in Divinity of God. For that reason, human beings should be aware that the state's duty should be implemented accountably. Accountability of organizing community security and order service can be seen from the morality of individual members of *Satlinmas* who prioritize decorum, are ethical, and uphold local values.

### 3.6 Serve rather than Steer

Leader appreciates the people's opinion and wish by supporting them to participate in organizing the service. It is increasingly important for public servants to use shared, value-based leadership in helping citizens articulate and meet their shared interests rather than attempting to control or steer society in new directions" (Denhardt & Denhardt, 2007). Thus, the conception on Pancasila values should be expanded in relation to democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives. It is because this principle is related to fundamental leadership value and helps the citizens articulate and meets the public interests. The essence of the principle "democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives" is democracy defined as the compatibility of essential condition and characteristic of state to the essence of people, so that it is inseparable from the essence of human beings or human beings' nature as contained in the second principle of Pancasila, and then the Unity of Indonesia corresponding to the formulation of unity and integrity of Pancasila principles, the two principles preceding, animating, and underlying the principle of democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives (Kaelan, 1996).

This implementation of values in Community Security and Order can be seen from the government's role in building its members to keep close to the people. *Satlinmas* along with the people should safeguard their own environment, from both security and comfort aspects. *Satlinmas* educates the people to maintain surrounding river and house environment to prevent flood disaster and blood fever disease incidences. Thus, people and *Satlinmas* can work together

in achieving mutual objective. It is in line with Denhard & Denhard (2007) stating that a leader should be able (1) to help the community and its citizens to understand their needs and their potential, (2) to integrate and articulate the community's vision and that of the various organizations active in any particular area, and (3) to act as a trigger or stimulus for action.

### 3.7 Value people, not just productivity

Humanity value should be appreciated, not focusing on productivity only. "Public organizations and the networks in which they participate are more likely to be successful in the long run if they are operated through processes of collaboration and shared leadership based on respect for all people" (Denhardt & Denhardt, 2007). Leader plays an important part in building ethics to make the service provider having decent behavior before the public. Indonesia's state foundation also inculcates the value of Just and civilized humanity principle. Considering this, every public service apparatus should respect every member of society as public service users. The just and civilized humanity principle means that the public service apparatuses should respect humanity value of community as service users. Kaelan (1996) divides the formulation of second principle into a number of words: "just and civilized humanity". The subject of words is "humanity", while "just and civilized" is a characteristic or quality. The meaning of humanity is the compatibility of characteristics and condition as well as the state's essence to the essence of human being that is "monopluralistic" in nature, the relationship between human beings and themselves and others, and their God. In relation to this definition, the words *just and civilized* can be defined as just in relation to the

humanity, that is, just or fair to themselves, to fellow human beings, and to their God. The word *civilized* is defined as the implementation of all essential elements of human beings including mentality, mind, feeling, and desire. It is this humanity basis that becomes guidance for *Satlinmas* to undertake its duty. As aforementioned, humanism value is upheld by prioritizing discussion and mutual help in the term of order such as ordering the Street Sellers

## 4 CONCLUSIONS

Pancasila is the state's foundation becoming the guidance of every state organization, including public service. One of basic services that should be fulfilled is that of community security and order. This service can be accomplished based on Pancasila values. Those values are in accordance with the principles of New Public Service. New Public Service puts the service users to be citizens rather than customers, so that every one has equal right and obligation regardless class. Every principle of New Public Service becomes a part of Pancasila values. The internalization of Pancasila values is the factor reinforcing the implementation of New Public Service principles and the achievement of service principles, as included in Law.

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## Communication moderate influences motivation and leadership, motivation, discipline work towards performance

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### **Abstract:**

Employees are important aspects to achieve of reaching company objective. Company has to pay attention to leadership, motivation, discipline work, and communication variables, in order to increase employee performance. Leaders with positive attitude towards the employees enhance employee's self confidence to execute company job. Employees that receive leader's attention will execute the company job discipline without any pressure.

The aim of this research is to explore the influence of leadership, motivation, discipline work and communication variable towards employee performance of Limited Company Taspen (Persero) which has 39 employees. This research is explaining exactly the influence of leadership, motivation, discipline work toward the company employee performance.

This research used regression technique to dig up influence of the independent variables. This research supports the conclusion that motivation and discipline work influence significantly on employee performance, motivation influence significantly on discipline work and leadership doesn't significantly on employee performance and motivation, communication is not moderation on motivation at Limited Company Taspen (Persero) Yogyakarta.

**Keywords:**[Leadership, Motivation, Disipline Work, Communication, Employes Performance]

## INTRODUCTION

### Research Background

Global competition requires companies to move forward in order to survive in the business world. Humans have an important role for companies to achieve goals. The businessperson believe that the success of a business organization depends on the investment and assets but human Resources (HR) determines the success of the business. Hartley (1991) explained that human resources are the most important part of an organization or company. So that human resource management must be good and company must have knowledgeable and skillfull employees's to increase employee performance.

PT Taspen is a State Owned Enterprises (BUMN) assigned to manage Social Insurance Program consisting of Pension Fund Program and Old Age Savings (ENT)/ Tabungan Hari Tua (THT). Founded on April 17, 1963 under the name was State Savings and Insurance Companies. The background of PN Taspen to improve the welfare of the civil

servants and their families who were initiated through the Civil Service Welfare Conference on 25-26 July 1960 in Jakarta and 1981 underwent a name change to the Company Persero PT Dana Tabungan dan Asuransi Pegawai Negeri shortened by PT Taspen.

(Thoha 1983) explained that leadership is one of the most important aspects of a company because the leader has the power to influence employees, with good or bad leadership in PT Taspen (Persero), will affect employee performance. Good leadership will improve employee performance, but bad leadership will degrade employee performance, PT Taspen (Persero) Yogyakarta changed leader on january 2018 which indicated existence of degradation of performance employees such as frequent meetings conducted by leaders and other officials so that it can take time to do the job, the leader in the previous was easily mingle with the cloud so that employees feel comfortable to express opinions with leaders it was no

distance between leader and employees, so that it is easy to create family atmosphere.

Discipline is one important aspects in the company. If employees or leaders in the company are not discipline properly for instance coming late or stalling for rest. PT Taspen has a high level of discipline but there are still disciplinary actions in the workplace, some employees who are less discipline such as the wasted of the rest period.

Motivation is one way to improve the performance of employee leaders and the head of the field should provide motivation to employees. The motivation gives employees power's to do their job, and the employees will feel close to the leader, after the observation of the three heads give motivation to employees formally and informally at PT Taspen (Persero), but leaders seldom motivate their employees.

Communication is one way to have a good work. Excessive communication or inadequate communication will decrease employee performance, communication also serves to strengthen the motivation of employee performance. because good communication will create motivation both horizontally and vertically. Communication at PT Taspen (Persero) is good but there has some problems that cause errors such as excessive talk with colleagues who will interfere with other employees, providing information that sometimes causes misunderstanding between employees.

The phenomena gap this researches is leader often hold meeting and doesn't close to employees, violation of discipline work, lack of motivation and excessive communication at workplace which doesn't correlate with the job.

Febiningtyas and Ekaningtyas (2014) explain that motivation is to provide direction and strength that create happiness to employees, so that employees are willing to cooperate effectively and integrately with all employees to achieve company goals. Febiningtyas and Ekaningtyas (2014) explained that the discipline of work is the awareness and willingness of a person to comply with applicable laws and social norms. Employee discipline can be seen from responsibilities, attitudes, behaviors and actions in accordance with the wishes of an employee. They explained that leadership and work discipline have a significant positive effect on employee performance, while motivation has a negative effect on employee performance. Besides that, they said leaders have a role to improve employee performance and company performance.

Suwuh (2015) described several factors that can improve employee performance. Those were leadership and work discipline. Leadership as a leader process affects employees to achieve common goals. Employees tend to like leaders who communicate job goals and decisions. Employees are also very proud to have leaders who value employee performance well. Richard D. Calhoun explains that discipline can be

regarded as a force that encourages individuals or groups to comply with the rules and procedures. Suwuh (2015) explains that leadership and motivation have a significant positive effect on employee performance, but discipline work has a negative effect on employee performance.

Good leaders are those who understand employees and motivate employees to achieve company goals. Motivation that leaders give to employees. Tumillar (2015) explains that leadership, motivation, discipline of work have a significant effect on employee performance. Discipline work that is not implemented properly will bring the results of performance that is less satisfactory and not in line with expectations. Leadership and motivation are equally important in improving employee performance. Leadership, motivation, work discipline have been met to improve employee performance.

Binhor et.al (2013) explains that only a few people have a leadership spirit, most leaders are concerned only with non-leadership positions, but leadership can be trained and taught by anyone. To achieve the goals of the company required leaders who pay attention to employee performance that can be measured by leadership and motivation. Failure in the process of improving employee performance is caused by the actions of authoritarian leaders and provide unclear job direction. Employees expect leaders who provide clear job direction with attention to management and coaching, the approach that leaders can take is to create a family environment and a high level of concern, which will lead to a comfortable working environment and it will improve employee performance. The results showed that leadership and motivation positively significant on employees performance.

Zameer et.al (2014) explains that employees are an important asset to the company and employees are creatures that have feelings, so employees need motivation and attention from the company to improve performance. Although employees have competitive ability, if they do not get and motivated, the employee will feel neglected and loss of loyalty to the company. Many leader tend to like the output and often neglect employee psychic so employee can be depressed with the condition of the company that only prioritizes the output or reach consumers. From the results of research shows that the motivation has a positive and significant impact on employee performance.

Donkoh (2016) explained that aid can improve teacher performance but occurs in state schools and schools. It often happens in private companies and public corporations. Motivation remains one of the factors in improving employee performance.

Juma and Moronge (2015) explain that Discipline is the bridge of corporate purpose. Management seeks to correct employee errors with persuading employees to behave well in the future. Managers have the option of traditional options to change unexpected employee behaviour such as

reprimands and suspensions. Companies have a choice (in many situations) to use alternative methods to improve behaviour by employing employees that have discipline procedures. Juma and Moronge (2015) explain that disciplinary procedures are positively related to employees' performance

Aunga and Massare (2017) describe leadership style as an important part of the company, because the leadership style affects employee performance. Leadership performs management functions to influence employees, while existing tasks develop, control and employee control activities to achieve company goals. Aunga and Masare (2017) describe leadership styles and transformational leadership styles, significant to teacher performance. Leadership is indispensable to unite, economic, and technology to achieve existing goals.

Khuong (2015) describes the so-called example of motivation and compensation is one of the decisive factors is the most effective and effective for employees. This concept will lead to a positive work attitude. Mai Ngoc Khuong (2015) describes the leadership.

## **LITERATURE REVIEW AND HYPOTHESES**

### **Literature Review**

#### **Definition Employee Performance**

Mathis and Jackson (2006: 78), employee performance is the contribution that employees provide to the company that can be identified from the work of employees.

#### **Definition Leadership**

Robbins (2014) explains that leadership is the ability to influence a group to achieve its goals. Yulk (2007) explains that leadership is the process of emphasizing and guiding employees, creating structures, facilitating corporate activities. Thus leadership is a process to influence others to achieve the goals that have been set.

#### **Definition Motivation**

Mathis (2006) explains that motivation is a desire or a reason someone acts of achieving the goal. Robbins (2013) explains that motivation is the strength, direction, and perseverance of a person to achieve goals. So, motivation is a way to achieve goals.

#### **Definition Discipline work**

Chien (2004) explained that the discipline of work is the process of directing or controlling the desire to achieve corporate goals. Learning provides an understanding discipline in orderly situations, so employees adhere to the rules that have been given by the company. Davis (1985) explains that work

discipline is a management action upholding company standards. So the discipline of work is the process of directing and controlling the desire to achieve corporate goals by acting in accordance with company regulations.

#### **Definition Communication**

Robbins (2014) explains that communication is the transfer of understanding and meaning. Thoha (2011) explains that communication is a process of delivering and receiving news or information from one person to another. So communication is a way for conveying ideas, facts, thoughts, feelings, and values to leaders and co-workers.

### **Research Hypotheses**

The hypotheses of this research are:

H1: the better the leadership is, the better employee performance will improve.

H2: the better the motivation is, the better employee performance will improve.

H3: the better the work discipline is, the better employee performance will improve.

H4: the better the leadership is, the better the employee motivation will improve.

H5: the better the motivation is, the better the work discipline.

H6: the better the communication is, the better the employee motivation.

## **RESEARCH METHODOLOGY**

### **Research Design**

This research can be classified as survey research using explanatory approach. Singarimbun (1981) explains that the explanatory approach is to explain the causal relationship and hypothesis testing. The research was conducted by using quantitative method. Sugiyono (2013) explains that the quantitative method is called the traditional method because this method has been used long Method

## **RESULT AND DISCUSSION**

This study used primary data analysed by distributing questionnaires to 39 employees and only 34 returned questionnaires. The analysis technique used in this research is descriptive analysis and quantitative analysis.

**Table 2. Multiple Regression Result  
Leadership, Motivation, Discipline Work, Communication as moderation**

Model	Unstandardized Coefficients		Standardized Coefficients	Information		
	B	Std. Error	Beta	T	Sig.	
(Constant)	0.213	0.643		0.331	0.743	-
Leadership	-0.164	0.122	-0.211	-1.345	0.189	No Sig
Motivation	0.482	0.116	0.582	4.166	0.000	Sig
Discipline Work	0.554	0.248	0.410	2.238	0.033	Sig
Absx2_m	-0.028	0.120	-0.026	-0.238	0.814	No Sig
Dependent Variabel	= Kinerja Karyawan					
R Square	= 0,675					
Sig F	= 0,000					

**Multiple Regression Analysis**

1. Coefficient of determination ( $R^2$ ) of 0.675 or 67.5% means ability model of leadership determination, motivation, work discipline as independent variables and communication as a moderation variable to motivation are able to explain 67.5% Employee performance and the remaining 32.5% influenced by variables beyond this study.
2. A constant of 0.213 means the score of leadership, motivation, work discipline, and communication moderate motivation equal to 0 (no change), then the value of employee performance is 0.213.
3. Leadership regression coefficient of -0.164 (negative) and the result is not significant.
4. Motivation regression coefficient of 0.482 (positive) means that motivation increases, then employee performance will be increase and vice versa.
5. Regression coefficient of Discipline Work equal to 0.554 (positive) means work discipline increases. It will be increase employee performance and vice versa.
6. The coefficient of communication regression as a moderation variable to motivation is obtained at -0.028 (negative) and the result is not significant and communication is not moderation.

**Table 3. Multiple Regression Result  
Leadership between Motivation**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4,945	0,703		7,035	0,000
Leadership	-0,030	0,165	-0,032	-0,182	0,857
Dependent Variabel	= Motivation				
R Square	= 0,001				
Sig F	= 0,857				

1. The coefficient of determinasi ( $R^2$ ) of 0.001 or 0.01% means the ability of leadership determination model to explain 0.01% motivation and the remaining 99.99% influenced by variables outside this study.
2. Constants obtained for 4.945 means the leadership score is equal to 0 (no change) then the motivation value 4.945.
3. Leadership regression coefficient obtained at -0.030 (negative) and the results are not significant.

**Table 4. Simple Regression Result  
Motivation between Discipline work**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	2.895	0.462		6.271	0.000
Motivation	0.296	0.095	0.482	3.112	0.004
Dependent Variabel	= Discipline Work				
R Square	= 0.232				
Sig F	= 0.004				

1. Coefficient of determination (R<sup>2</sup>) of 0.232 or 23.2% mean the ability of motivation determination model are able to explain 23.2% to the motivation of work discipline and the remaining 76.8% influenced by variables outside this study.
2. The constant is obtained at 2.895 means the motivation score is equal 0 (no change) then the motivation value is 2.895.
3. Regression coefficient of motivation is obtained by 0.296 (positive) and the results are significant which means the motivation increases the work discipline, it will increase and vice versa.

#### Test F

Table 2. Obtain significance of 0.000 The results of this analysis indicates that the variables of leadership, motivation, work discipline, communication and motivation together significantly influence the performance of employees of PT Taspen (Persero) Yogyakarta. Thus, the test of this model is correct and no variable is left behind.

#### Test T

1. Leadership is obtained Sig t 0.189 > 0.05, and t arithmetic -1,345 < t table 2.0452 then the leadership variable is not significant to the performance of employees of PT Taspen (Persero) Yogyakarta.
2. Motivation is obtained Sig.t 0,000 < 0.05, and t arithmetic 4.166 > t table 2.0452 then the variable of motivation has a significant positive effect on employee performance of PT Taspen (Persero) Yogyakarta.
3. Work discipline is obtained Sig.t 0.033 < 0.05, and t count 2.238 > t table 2.0452 >. Hence variable of work discipline have positive and significant influence to employee performance of PT Taspen (Persero) Yogyakarta.
4. Leadership is obtained Sig t 0.857 > 0.05, and t arithmetic -0.182 < t table 2.0452 then the leadership variable has no significant effect on employee motivation PT Taspen (Persero) Yogyakarta.

5. Motivation obtained Sig.t 0.004 < 0.05 and t arithmetic 3.112 > t table 2.0452 then the variable of motivation have an effect on signifikan to work discipline of PT Taspen (Persero) Yogyakarta.
6. Communication as a moderating variable to motivation is obtained Sig.t 0.814 > 0.05, and t arithmetic -0.238 < t table 2.0452 then the communication variable as a moderation variable to motivation has no significant effect on employee performance of PT Taspen (Persero) Yogyakarta.

## RESULTS AND CONCLUDING DISCUSSION

### Discussion

#### 1. The influence of leadership on employee performance.

The result of multiple regression analysis shows that leadership variable has no significant effect on employee performance. It can be interpreted that currently the presence of the leader does not affect the employee to work or the absence of a leader in the location such as the leader who is on duty outside the city will not affect the employee's work. The employee will still work in accordance with the SOP of each field set by the company leaders as the facilitator and the coordinator to facilitate communication and work in PT Taspen (Persero) Yogyakarta.

#### 2. The influence of motivation on employee performance.

The result of multiple regression analysis shows that motivation variable significantly influence employee performance. This can be interpreted that the motivation of employee performance PT Taspen (Persero) Yogyakarta is better. This motivation can come from within the employees as well as the motivation of the company, the opportunity given by the company to the employee has been used as well as possible such as the opportunity to develop career, get the facilities of the company in accordance with the expectations of employees such as scholarships for employees' children's education, employees will strive with the maximum to achieve that goal. The company will usually make a tourist visit with employee families here the company does not only demand employees to work but also provide an opportunity for employees to refresh and provide motivation to employees. This study shows that the increasing and improving motivation will improve the performance with employees and employees will feel comfortable to their work. This study supports research conducted by Meisy Suwuh (2015), Hazhim Zameer et.al (2014), and Ruth Donkoh (2016).

### 3. Effect of work discipline on employee performance.

Multiple regression analysis result showed that work discipline variable significantly influence to employee performance. Work discipline is one of the most important things in a company that must be owned by leaders and employees. Without having any discipline will cause chaos in the company. Work discipline is a form of complying with the rules and standards applicable in the company so that work can be completed on time and employees' performance standards will be achieved or exceeded the predefined standards. This study shows that the increasing work discipline will avoid the chaos within the company and performance in PT Taspen (Persero) Yogyakarta can increase. This study supports Rista and Diah (2014) and Brigita (2015).

### 4. The influence of leadership on motivation.

The result of multiple regression analysis shows that leadership variable has no significant effect on motivation. Motivation is one of the most important parts in the company, the leader has an important role to motivate employees in the company. Motivation derived from the leader can increase the spirit of the employees because employees will feel that leaders have a concern and the leader is not a figure feared by employees. The leader will be a respected figure. The proximity of employees and leaders must be built, but excessive attachment will cause new problems, when leaders are too close to certain employees, it will cause a sense of jealousy towards other employees because it is considered too discriminatory and the proximity can be blamed from improving the position so that leaders are remained to have a distance from the employees. Leaders motivate employees to function awareness-raising to work without coercion and motivation may take the form of either verbal or physical support and assist the employee's work when problems are not addressed.

### 5. Influence of motivation to work discipline.

The result of multiple regression analysis shows that motivation variable has a significant effect to work discipline. Motivation is a form of something that is formed from within the human being of desire, hope, and encouragement that comes from individuals who are affected by himself and the outside environment. To improve discipline, awareness and ownership of rules must be built, such as giving a present when completing a job on time or overtime and giving punishment when breaking the rules.

### 6. The influence of communication moderates the motivation on employee performance.

Communication is a way of delivering information both in the form of oral and written and communication is the key to increase motivation because of the interaction between the message and the message receiver so that the necessary understanding between the two sides. Motivation is communication implanted in the subconscious to increase the spirit or encouragement of the employee so that when employees already have the drive and a purpose to do something they want, the employee will try maximally to get that such as position, salary or bonus, and other additional facilities from the company.

### Conclusion

1. Leaders are advised to pay more attention to employees and assisted employees when facing difficulties in order to keep employee performance monitored and improved.
2. Employees are better to complain to leaders and to communicate in a good way. Leaders are advised to be more open to employees and more informal so that employees are not reluctant to express opinions or complaints and leaders to more often ask about employee-related employment conditions.
3. Companies need to pay attention to their employees while working with leaders regularly monitoring, motivating employees, and assisting employees in times of trouble. That way employees will feel noticed by the leader will create a sense of comfort without any pressure and employee performance will remain good.

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# ENGLISH ACADEMIC WRITING FOR THE STUDENTS OF TECHNICAL INFORMATION OF WIDYA DHARMA UNIVERSITY OF KLATEN

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**ABSTRACT :** Writing is one of the main skill in learning English which is conclude on productive skill in the ability of producing language. In the university, writing skill has an expected that the students could mastering in the academic writing level. It has an aim that the students could write at least the abstract of their research paper in English. In Widya Dharma University of Klaten, the writing skill given from the early semester integrated with the other three skills (listening, reading, and speaking). In the process of teaching and learning, it is found that the writing skill of the technical information students was not satisfying. This research is described the problems faced by the students in mastering academic English writing in Technical Information of Widya Dharma University of Klaten. In this research, the problems faced by the students is on the English vocabulary and the grammatical used in the sentences.

**Keywords :** Academic writing; vocabulary; grammatical

## 1. INTRODUCTION

### A. Background of The Study

Nowadays, English is the compulsory in everything. Most of the communications are in English. Furthermore, English is the compulsory in education. In university, English subject is a must for the students. Here, the aim is to preparing the students to be able to understand the references and literature which most of them are in English. Besides, in this global era the students are hoping could be well compete with others.

With those goals, the students should be mastered all the skills in English such as; listening, reading, speaking, and writing. And here, writing is the most difficult for the

students to express their ideas and thinks. Writing is an essential skill that becomes a complex skill to master for the learners because writing is a productive skill that deals with the way to generate and organize the ideas. According to Harmer (2004: 31), writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as the resolve problems which writing put into their minds.

Here, to learn writing is difficult to do for the informatics student. It is not easy for the informatics students to write the text or article in English. It is proved from the students work. It found that the

students got difficulties in choosing the appropriate vocabularies, there are errors and mistakes on the sentence structure, and incapable to express their ideas in writing. Furthermore, the students chose the fast way in translating by using the *Google translate* application to translate their writing from Indonesia to English.

Based on the finding above, it can conclude that the students in Technical Information in Widya Dharma University of Klaten have difficulties in using English language, especially in Academic Writing. Concerning with the importance of the Academic Writing for the technical informatics students, the writer interested to analyze the difficulties faced by the technical information students in writing using English.

## **B. Problem Statement**

Based on some information and facts stated on the background of the study, the writer states the problem as follow:

- a. What the problems faced by the Technical Informatics students in writing English?

## **C. Objective of The Study**

Based on the problem stated above, the objective of the study is:

- a. To describe the problems faced by the

Technical Informatics students in English Academic Writing.

## **D. The Use of The Study**

- a. This study hopefully can give important input related to the information about the problem faced by the Technical Informatics student in English Academic Writing.

## **2. LITERATURE REVIEW**

### **A. A Brief View of Writing**

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2002: 88). Here, can be conclude that writing is the activity of organizing the ideas or message, inventing ideas, thinking about how to express them and write into statements and paragraph.

Furthermore, Harmer (2004: 4) states that writing is used for a wide variety of purpose it is produced in many different forms. Here, Writing can help the students to build the critical mind. By writing the students learn how to arrange their experience.

Students frequently have more time to think in writing than they do in oral activities. Moreover, writing encourage students to focus on language use and accurate, because they thing as they write, it may

stimulate language development as they resolve the problem which the writing put into their mind.

particular tone or flavor the writing.

5. Mechanics; the use of graphic convention of the language.

## **B. A Brief View of Academic Writing**

Academic writing is the important think from writing which is needed to focus in the university. There are many names for academic writing such as; essay, paper, research paper, etc. Even though, those names has the same principal and goals (Whitaker, 2009: 2).

Thais and Zawacki (2006) gave definition that academic writing is as a writing which fullfill the goal in every part of education, whether in school or university. Then it can be conclude that academic writing has an aim to increase the skill and education in writing, especially English writing.

According to Brown (2001) there are five components of writing, such as;

1. Content; that is substance of the writing, the ideas expressed.
2. Form; the organization of the content
3. Grammar; the employment grammatical forms and syntactic patterns
4. Style or language use; the choice of structure and lexical items to give a

## **3. Research Methodology**

### **A. Research Design**

The type of this research is qualitative research in the form of case study. According to Berg (2001) said that quality refers to the what, how, when and where of thing, its essence and ambience. Qualitative research, thus, refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. And here, the research is qualitative because it describes the problems faced by the technical information students dealing with English academic writing.

In this research, the researcher put her position as the observers and examined what happens. In other words, the researcher studied the people's behavior naturally. In this case, the researcher concerned on the problem faced by the students of technical information dealing with the English academic writing.

### **B. Research Setting and Subject**

This research was conducted at Technical Information Study Program of Widya Dharma University of Klaten. It is the place where the researcher works

as an English lecturer. Therefore, this research was conducted at the second semester students of Technical Information, Widya Dharma University of Klaten in the Academic Year of 2017/2018 which consisted of two classes.

### **C. Data and Source of Data**

The data in this research were in form of detailed information collected from variety of data collecting procedures over a sustained period of time (Stake, 2010). The qualitative data was obtained directly from;

#### **1. Participants**

As Creswell (2009: 54) defines that population as people who can answer the problem statements of the research. In this research, the participants were selected from second semester students of Technical Information.

#### **2. Documents**

These source provide valuable information in helping researcher understand main phenomena in qualitative studies. The documents used in this study are students test in writing which is collected to the lecturer.

### **D. Data Collection Technique**

This research applied methods to collect the data. They were observation, and

documentation. By doing the methods, the researcher gained some information needed which deal with the students' problem in doing English Academic Writing. Here, the researcher conducted direct observation for certain time. In this method, the researcher observed the students writing .

Then, the documentation also collected as the data. The researcher collected the students' worksheets and teaching syllabus to get some information in relevance of students' problems in writing English.

### **E. Data Analysis Technique**

The technique of data analysis in this research is descriptive analysis. Using this technique, the researcher collected, arranged and presented the data. The qualitative method is a kind of research without using any calculation or statistic procedures. The scheme adopted by the researcher from Miles and Huberman in Sugiyono (2007), from the data collected by the researcher was doing observation and documentation to be presented in field notes and documents. Then, the data reduction is summarizing, choosing the points, to focus on the important matters, in order to find the pattern. Furthermore, the data were organized and managed for they needed to be understood. And here, the

researcher presented the data in the form of descriptive qualitative ones. Finally, the conclusion is needed to develop the researcher's carefulness and even carry out wider on other groups of data.

*financial accounting and business productivity applications. Service such as compuserve interest of curious nerds and researchers from around the world.*

#### **4. Research Finding**

Writing put the important position in academic literary. Here, academic writing becomes the goal for the technical information students of Widya Dharma University of Klaten. But, it is also become the biggest problem for them to make writing.

It found that the problems faced by the students are; limited the vocabulary they are mastered, difficult to arrange the sentences in English and difficult to apply English vocabulary in sentences especially in academic writing.

From the content, it found that the students still difficult to developing the topic. It shows from the writing of the students which is has minimum details about the topic. And from the whole sentences it found that the sentences still not connected between each other. Here, only 5 students who can write in details and coherence, and the others still got difficulties to made sentences and coherence in writing. It shows from the sample of student's writing as follow:

*Computer used humans since 1990. Computers are used for writing papers, playing games,*

From the writing above, can be known that the student got difficulty to arrange the sentences, make coherence writing, and it's difficult to find appropriate vocabulary to express their ideas into academic writing.

Furthermore, it proved from the interview which said that they got problems in expressing ideas into writing especially in English writing. Here, the biggest problem is from the lack of English vocabulary and applying tenses into writing. They often used dictionary to translate from Indonesian into English by words. By doing this, the students often run out of time in writing, so the writing becomes not coherence.

Dealing with form, it found that the students are difficult to connect the ideas. Their ideas mostly throwing backward so that the paragraph not coherence and not connected between each other. It caused they have problems dealing with the detail information about the topic. The students difficult to explain in details about the topic because

lack of knowledge about the topic that they have write.

In vocabulary, it found that the students also have lack of English vocabulary. It shows from the writing test of the students, that they always find the words from dictionary, so that the sentence that they wrote is miserable. It caused they are wrong in choosing the words that will be applied in sentences.

Moreover, dealing with the style of language, it found that the students still used blend tenses and don't follow the rule of good academic writing. They still confused applying the tenses such as *simple present tense, continuous tenses, and simple past tense*. It caused that they are not using the tenses in continually, or sometimes they only used one tense to be understand. Then finally on the mechanics which is dealing with the punctuation and spelling, it doesn't find any significance error.

## 5. Conclusion

Based on the finding, it can be concluded that academic writing is an important skill. Unfortunately, it is difficult for the technical information students to do writing in purpose.

This research has aims to know the problems occur in learning academic writing. It

found that the problems faced by the students are; limited the vocabulary they are mastered, difficult to arrange the sentences in English and difficult to apply English vocabulary in sentences especially in academic writing.

Furthermore, this research hopefully can help the lecturers in teaching writing to be more creative and do some better in teaching academic writing. And for the students especially technical information students, it hopes enriched their writing ability in further.

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