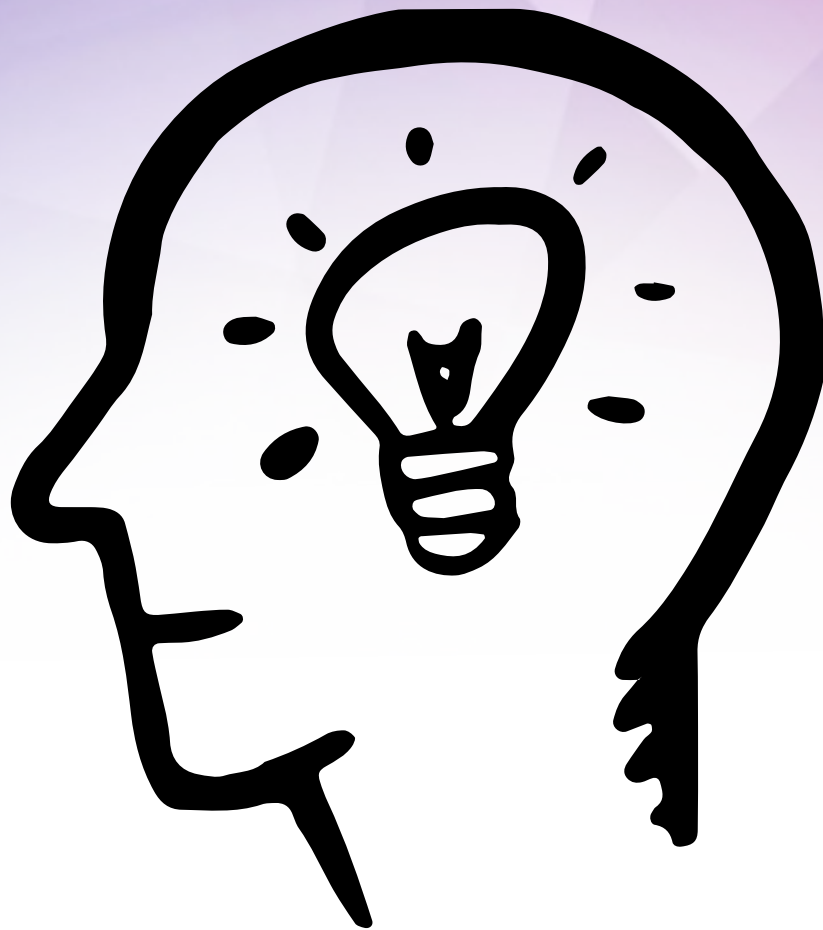


Published by Graduate Program
Ahmad Dahlan University, Indonesia

PROCEEDING



HUMAN RESOURCE IMPROVEMENT

in The Current ASEAN Economic Community (AEC)
Through a Psychological Perspective
August 8th, 2016, Muang, Songkhla, Thailand



Held by Ahmad Dahlan University
and Thaksin University



Proceeding of Joint International Seminar
**Human Resource Improvement in The Current ASEAN
Economic Community (AEC) Throught a Psychological
Perspective**

August 08th, 2016

Muang, Songkhla

Thailand

Held by

Ahmad Dahlan University, Indonesia

Thaksin University, Thailand

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PREFACE

ASEAN has a new momentum for enhancing the nation competitiveness through mutual collaboration in any sectors. One of the important aspects is on education as a system to improve human resources quality. This joint international seminar on Human Resource Improvement In The Current ASEAN Economic Community (AEC) Through A Psychological Perspective as a part of manual cooperation between Universitas Ahmad Dahlan, Yogyakarta, Indonesia and Thaksin University, Songkhla, Thailand is intended to study any issues concerning with education and psychology especially on facing ASEAN Economic Community era.

These proceedings contain the results of a research presented at joint international seminar. Through this seminar, all participants and both universities can seek the possibilities of joint research or collaborative research especially education and psychology.

Thank you very much to all participants from Indonesia, Thailand, Sweden, Malaysia and Philippines for your beneficial discussion and new perspective on education and psychology.

Songkhla, August 2016

Editor

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THE EFFECTIVENESS OF FUN STORY TO IMPROVE CHILDREN'S READING INTEREST AMONG MEMBERS OF THE READING ROOM COMMUNITY OF ROEMAH PELANGI

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ABSTRACT

The aim of this study is to find out the effect of fun story to improve children's reading interest among member of the Reading Room community of Roemah Pelangi. The study was conducted using a quasi-experimental method with a pretest-posttest control-group design. The subjects of the study were 12 children, which were divided into two groups, i.e. experimental group (n=6) and control group (n=6). The data required were collected using a reading interest scale with reliability coefficient (α) 0,70. Data analysis was done using a Mann-Whitney test to compare the reading interest tests between experimental group and control group and Wilcoxon test to compare the reading interest score before and after the treatment in each group. Based on the results of the Mann-Whitney tests, it can be concluded that the pretest and posttest gain score of both experimental group and control group (n=12) were not significant at $p=0,109$ ($p > 0,05$) and $z=1,601$, meaning that the hypothesis was rejected. It shows that the fun story was not effective to improve the reading interest among members of the reading community. Moreover, based on the results of the Wilcoxon test, it can be concluded that the reading interest scores of experimental group was significant at $p= 0,028$ ($p < 0,05$) and $z= -2.201$. On other words, there was a significant difference in reading interest between the pretest and posttest scores in the experimental group. In brief fun story was not effective to improve the reading interest among the members of reading community.

Keywords: fun story, reading interest

INTRODUCTION

The role of reading is very important and absolute thing that is needed for human as the gate to get new knowledge and skill to take the role in the society. Moreover, in Islam's precept the command to read is very clearly stated and suggested, that is cited in Holy Al Quran in surah Al Alaq verse 1-5. That the meaning are; 1) Read, in the name of the Lord Who has created, 2) Has created man from a clot, 3) Read, and the Lord is the most Generous, 4) Who has taught (the writing) by the pen, 5) Has taught man that which he didn't know. In short, the verses above are

clearly and command to read is very important because it is the key for Moslem to understand the whole world.

The fact shows that reading interest society in Indonesia is very low and does not fulfill the competence yet. Based on the survey of UNESCO in 2011, it shows that reading index of Indonesian is extremely low, it is about 0,001. It means that from 1000 citizens, only one who has high reading interest (Kompasiana, 2013).

According to Sudarsana (2007) one of the low indicators of reading interest society is the newspaper consumed by the society. The ideal is every newspaper should be read by 10 people, but in Indonesia the rate is 1:45 and in Sri Lanka the rate is 1:38, it means that in the case of reading, Indonesian is under the developing country such as Philippine and non-developing country such as Sri Lanka. Besides, the play duration of Indonesian children is high, they prefer spend their time watching television to reading book (Sudarsana, 2007). This is supported by the research of Bunanta (2000) it shows that the use of spare time or children's holiday is mostly going to Mall or sight-seeing, rather than going to book store or library to read a book. The condition above shows that the activity that is related to children's reading is very low. Whereas, the children periode is a great time to implement a reading habit that will influence their future custom (Masri, 2008). Indonesian especially the children's reading interest is very low than the neighbor countries which have high reading interest. The problem of the low reading interest of Indonesian is not only government responsibility but also all the country member.

There are plenty ways done by the government actuate love reading, such as provide the library goes around by car service and smart motorcycle. Besides, they have cooperation in NGO or community to establish Reading Room Community. According to Muhsin (2012) reading room has some functions; as the learning source for community through non-formal and informal education program, as the interesting place, to enrich the society learning experience, to grow up the learning activity, train the responsibility to obey the rules, the place to develop the life skill, etc.

Because of the problem of reading interest society, the researcher interested to analyze about Children's Reading Interest in Reading Room Community of Roemah Pelangi which is located in Sanggrahan Village, Semaki, Umbulharjo, Yogyakarta. Since it is established, there were many problems, based on researcher's observation to be the organizer of Roemah Pelangi. The Sanggrahan children's reading interest is very low. This can be seen by the visitor, it is about 5-10 per day, whereas based on the data total children in Sanggrahan is about 30-50 children.

In this research, the researcher got an early interview from parents and children who live in Sanggrahan Village that is done on Thursday, September 25th, 2014 at 16.15-17.00 (GMT +7). The result of the parents interview can be concluded as below; 1) after the school time children spend their time with friends, 2) reading a book only when they do the homework, 3) reading book is not a necessary for my children, 4) children more interesting in playing game, than book, 5) in the children's room there is no book shelf. Then, the researcher observed the children's daily

activity that lives in Sanggrahan Village. The results are; the children spend their time more for watching television and playing online game. Then, it is supported by the interview on one of the children, CW (initial). The result shows that the subject CW is more interesting in playing smart phone which has game application to spend the spare time, rather than reading book that made CW feel sleepy. According to Sudarsana (2007) the playing time of Indonesian Children is still high, they are spending more time for watching television rather than reading book.

The researcher offer the solution to increase children reading interest is telling a story to them. When parents or adults read a story to children, they begin to know that book is enjoyable, and then make them enjoy reading, so in the process of reading off a story, they accept stimulation (story telling) in the enjoyable moment. Based on Bandura (in Syah, 2003) almost all of the things learned by the human is a result from learning process on imitating and serving the habit example (modeling), in this case children learn to read through listening the story which there is an adult that does the habit of reading off the story.

The result of Setianti's research (2008), proves that there is a differences in children reading interest between the children who listen without and with the story. The children who listen the story have higher reading interest than the children who do not listen the story telling. There are some things must be sured from the story according to Majid (2001), those are; article (making and arranging story), author (who writes the story), telling story process, narrator (who tell the story), listening (the process of listening the story) and listener (the listener of the story). According to Choun and Lawson (1993) there are some things that should be notice, so the story telling can be impress and interest the children, that are; the story teller (appearance, gesture, expression, diction), the whole story (introduction, alteration, focus, conclusion) also the place and atmosphere adjustment. Setianti (2008) also concluded that there are some important thing should be noticed when telling a story in front of children; (1) the story teller, which include appearance, gesture, expression, and funny story; (2) the whole story, that include introduction, alteration, focus and conclusion; also (3) place and atmosphere. The listening story activity makes children feel interesting with book and finally they will try to read the story that usually they listen if children can identify the comfortable that they got when parents or adult reading off a story for them.

The researcher tries to pull children reading interest using "fun story". The funny character is the combination of storytelling with the sense of humor. According to the suggestion of the research of Setianti (2008) there are some things that can be noticed when telling a story to make it more interesting in front of children; the narrator's appearance, gesture, expression and funny character. When the narrator read a story with funny character children will be interesting to listen and feel amuse. In the end, the children are interesting and trying to read the story book that they usually read off, even they can identify the comfortable that they got when listen the story telling.

According to Weber (Chatif, 2013) the benefits of fun story are (1) driving the body immune and connecting mind and body in positive way; (2) entering the alpha zone can increase the work of endorphin hormones to reduce the feel tired and make people feel happy; (3) increasing the relaxation that is very important to add the oxygen.

Based on the background above, it is important that the children reading interest should be grown up since the early age. This opinion becomes the basic foundation to get the empiric description about the research, thus the reserach need to be done.

Then, the problem formulation of this research is, "Is the fun story effective to improve children reading interest in reading Room Community of Roemah Pelangi"

WHAT IS INTEREST?

Commonly interest is a preference that causes someone try to find anything or do the activities in certain field (Sudarsana and Bastiano, 2010). Interest appears on an attention of the object. According to Yusuf (Sudarsana and Bastiano, 2010) interest is a pleasant or continuous attention on an object because of the benefit. Interest is something that emerged because the individual has a strong attention on the object. It is also cited by Meichati (Sudarsana and Bastiano, 2010) that interest is a strong attention, intense and dominate the individual deeply to do the activity.

The last interest in childhood is interest that appears when someone has influence in the dreams of someone as the push power to give efforts, work hard to achieve the dream. The interest which is developed with the satisfied will create in childhood to be a habit. Children interest which led to love reading and do continuously will create the reading interest. All in all, interest can be a habit for the whole life.

THE EXPLANATION OF READING

One of the interest objects that is very useful and the most important activity in life is reading. Reading is a tool that is needed by all aspect of life. Reading has an important meaning in life to find information and gather the knowledge. The first knowledge by the reader is a collective knowledge about the world that is well-kept in scheme of structure of the reader psychology (Sumadayo, 2011). According to Juel (Sudarsana and Bastiano, 2010) stated that reading is a process to knowing word, mixing the word meaning in sentence and reading structure.

According to Crawley and Mountain (Sumadayo, 2011) reading is something which is complex that includes many things, not only pronouncing the word, but also including visual activity, thinking and meta cognitive because the reading visual process translates the symbol (letter) into words. Someone who reads will know

words, pictures, know, understand and experience the ideas that shown by the author (Sudarsana and Bastiano, 2010).

Reading is the tool to learn other world that is wanted so, people can enrich knowledge, having fun and digging the written messages only by reading. Reading society will born learning society, because build the habit and culture of reading is the key to build the knowledge society that based on the observation quantity of human resources (Sugihartati, 2010).

Some of the explanation above refers to a conclusion that reading is a medium alternative needed by all the aspects of life, because by reading we can get information. It will make us know something and enrich the knowledge.

Nuttall (Somadayo, 2011) stated that the aims of reading is the part of understanding reading process, the reader get the message or the meaning of the text, message or meaning can be an information, knowledge, even an happy or sad expression. Reading is very beneficial for the children life because can enrich their discourse and experience, open the thinking insight and the knowledge doors, also give entertainment and happiness to them. It goes along with the result of the study of Arthur (1995), Strauss (1998), and Block & Mangieri (2002), (Sugihartati, 2010) proved that the positive influence is found that reading for pleasure but, this proven can replace the reading activity of teenager for schools matter, indeed reading activity for pleasure can push the skill improvement of literature, vocabulary, and the academic achievement of student.

Individual who has reading habit will get their own pleasure and also can increase their vocabularies. Related with the theory above, according to Sirjani and Madari (2007) reading make the sense and idiolect are better, also speaking and writing are good. Reading gives imagination ability, improving the skills and ability of thinking for children, moreover it can increase their understanding. According to Browman (Somadayao, 2011) said that reading is tool to promote a life-long learning by teach the children how to read, that means give them a future, a technique how to explore the world which they choose and give them chance to get their life goals.

READING INTEREST IN READING ROOM COMMUNITY

Operationally, according to Lilawati (Sudarsana and Bastiano, 2010) reading interest is a strong and deep attention with pleasure on the reading, thus it can lead individual to read with their own willing. According to Mudjito (2001) reading interest needs attention and pleasure to read. The result of the research by Sugihartati (2010) found that reading habit for pleasure in Urban Teenager. Based on the interview on 24 students of Junior High School from various schools in Surabaya, the main type that marked and the similarity between the various informants that can be analyzed is their hobby to read for pleasure. It shows that reading is not only for spending spare time, but it also a fun activity which grows in enjoy situation and cannot be forced.

Sinambela (Sudarsana & Bastiano, 2010) stated that reading interest is a positive attitude and the sense of children interesting. To grow the reading interest on the children can be done since early age. It is strengthened by Sudarsana & Bastiano (2010) reading interest is not something that was born on someone self, but reading interest needs to be constructed since now. One of the ways that can be used to build reading interest is story telling for children. Story telling can be done in Reading Room Community because it provides many books that can be used as the reference to tell a story. Moreover, it located in the center of the society to give the reading interest improvement service for formal and non formal children.

Based on the explanation above, it can be taken a conclusion that reading interest in Reading Room Community is to have a deep and strong attention on an object (book) with the feeling of pleasure for reading activity, so they want to read and come with their willing.

THE FUN STORY

In the Indonesian Dictionary, Funny means incident, utterance or words that cause someone to laugh. It is same as Sawarno (2005) that funny is from the event, utterance, and so on. Someone who has funny character usually is humorist. According to Bustaman (2007) humor creates funny and laugh. Funny impression itself should demand certain requirements, namely a sense of humor (sensitivity to humor) that makes a response of funny or laugh. Someone who has humor has positive emotion and love to laugh when there is an object or listen to something funny. According Hasanat and Subandi (1998) said that humor is considered to cause positive emotions, because humor can make someone smile or laugh and bring a positive facial expression. Based on the explanation above it can be concluded that funny is something occurrences, experiences, words that give the impression of a funny or make someone laugh.

In general terms the story is a process of serious listening, listening well, as well as to pay attention to a story read by someone else. According to Smyth, J (1993) story is one of communication between individual in all ages everywhere. One of the story media is to use a storybook. Storytelling has an important role not only in growing interest and reading habits, but also in developing children's language and mind. Reading is an appropriate moment for children and can create beautiful memories that constantly can be attached to the child. Children who have been taught to hear the story through the book can stimulate the mind that reading a book can make happy.

Based on the explanation above, it can be concluded that fun story (funny story) is a process of listening intently, listening well, also to pay attention to a story read by someone else about the event, experiences, words that give the impression of a funny or even make someone laugh.

RESEARCH METHODS

This research was conducted in Roemah Pelangi which is located in Sanggrahan Village, Semaki, Umbulharjo, Yogyakarta. In this Reading Room Community recorded 50 children who become members aged between 4-16 years. The subject of research who will participate is 16 people. The determination of the subject of this study is based on a characteristic that has been formulated, they are: 1) Age 8-11 years. 2) Staying in Sanggrahan village and surrounding area. 3) Being members of TB Roemah Pelangi. 4) the less visiting Roemah Pelangi by the list of visitor.

The study design was a quasi-experimental that is an experiment conducted without random, but still using the control group (Latipun, 2010). This quasi-experimental research design used experimental (pretest-posttest control group design).

The tools that were used in this research are:

The Scale of Reading Interest

Sudarsana & Bastiano (2010) suggested aspects of reading interest include: the pleasure of reading, awareness of the benefits of reading, reading frequency and the number of books that had been read.

Scale trials showed interest in reading the total item correlation coefficient moves between 0.3-0.7 0, with the number is 48 item. Reliability test used Alpha techniques get 0,940 of results, so that the scale of interest in reading is considered valid and reliable as a measuring tool.

The storytelling is done for six sessions in two weeks, every week there are three meetings each 45 minutes. The narrator is a person who has good competence in reading stories. Here are the types of the story which is read by the narrator:

Meeting	Themes
1	Ambilkan bulan, Ya
2	Peduli Lingkungan
3	The Mouse deer
4	My Lovely Mother
5	Burung Nuri Yang Sombong
6	Mengenal Alam sekitar

The data that is analyzed quantitatively used non prametrix (Mann-Whitney and Wilconxon Test) by seeing the subject score changing before get the treatment (pretest score) after (posttest score)

The Result of the Research and Discussion

The quantitative analysis is used to know the difference of the reading interest between the experimental group and control group after the treatment of fun story. It also used to know

whether the differences of the experimental club before and after the treatment of fun story.

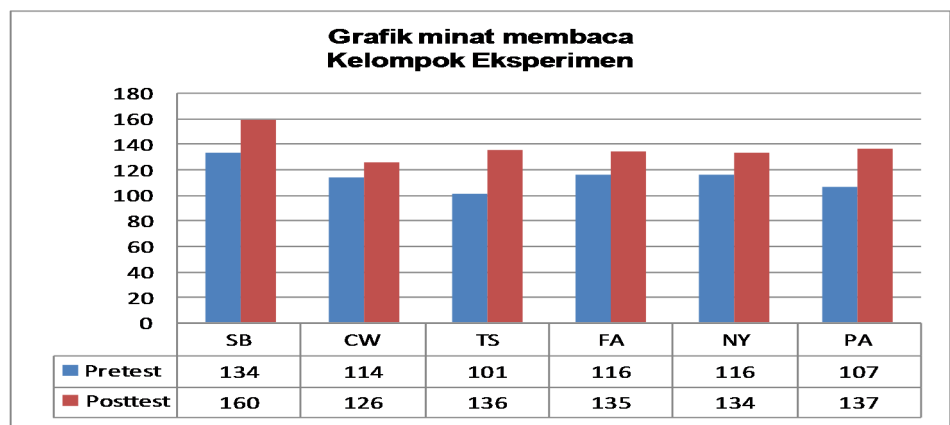
1. Description of the Research Data

Research description that is got from pretest and posttest start from children reading interest score in Reading Room Community of Roemah Pelangi on control group and experimental group can be seen on table 1.

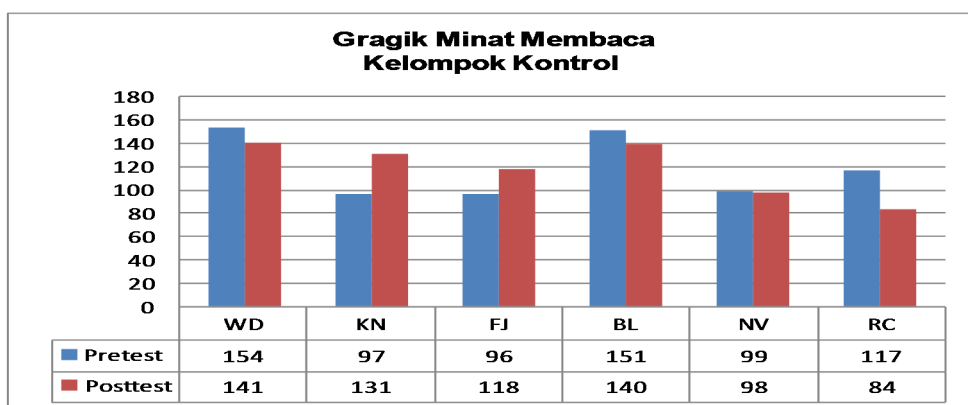
Table. 1: Scale of reading interest score

Experimental Group				Control Group			
Subject	Pretest	Posttest	Gain score	Subject	Pretest	Posttest	Gain score
SB	134	160	26	WD	154	141	-13
CW	114	126	12	KN	97	132	35
TS	101	136	35	FJ	96	118	22
FA	116	135	19	BL	151	140	-11
NY	116	134	18	NV	99	98	-1
PA	107	137	30	RC	117	84	-33
Total	688	828			714	712	

Based on the scale of children reading interest score above, control group and experimental group show that there are difference on pretest and posttest on experimental group for 40 score. Also, the difference in pretest and posttest of control group is -2. Besides, the graph that shows the score of pretest and posttest of research subject in the picture below:



Picture 1. The Graph of Reading Interest of Experimental Group



Picture 2. The Graph of Reading Interest of Control Group

The subject can be seen from each interest aspect of reading interest in table 2.

Table. 2: Score each aspect of the reading interest in experimental and control group.

Group	Sub	Aspect 1			Aspect 2			Aspect 3		
		Pre-test	Pos-test	Gain Score	Pre-test	Pos-ttest	Gain Score	Pre-test	Pos-ttest	Gain Score
Eksperi men	SB	47	53	6	49	52	3	49	51	2
	CW	37	42	5	39	42	3	39	40	1
	TS	35	46	11	33	44	11	33	43	10
	FA	41	44	3	42	43	1	42	46	4
	NY	42	47	5	38	41	3	38	42	4
	PA	41	43	2	36	43	7	36	46	10
Total		243	275	32	237	265	28	237	268	31

2. Quantitative Analysis

a. Normality Test

Normality is the largest of score or data that can be got from data collecting that will make normal curve in the graph. Normality test will be done to know whether normal or not a data distribution using One Sample Kolmogorov-Smomov's technique. The principle that used in normality test is, if $p > 0,05$ means the data spread is normal. The result of normality test on the pretest score is $p = 0,700$ ($p > 0,05$) that means the pretest score is normal. Besides, the result of normality score for posttest is $p = 0,902$ ($p > 0,05$), it means that the data spread on posttest is normal as well.

b. Mann- Whitney Test

Mann- Whitney test is used to know the difference of gain score each group (control and experimental groups). The result of Mann-Whitney test on gain score pretest and posttest in control and experimental group are ($n=12$) shows that it is not significance with $p=0,109$ ($p > 0,05$) and $z = -1,601$, on the other hand, the hypothesis is rejected. It means that there is no difference on reading interest whom gets the treatment of fun story

(experimental group) with the group which does not get the treatment of fun story (control treatment).

The study then calculates the gain score of each aspect of reading interest in the experimental group, the Mann-Whitney test was done on each of these aspects. Based on the results of the Mann-Whitney test is known that the gain scores of each aspect of reading interest, showed a significant level of aspects of reading pleasure at $p = 0.36$ ($p > 0.05$) and $z = -2.093$, the level is not significant to the realm of awareness reading at $p = 0.65$ ($p > 0.05$) and $z = -1.848$, very significant extent on aspects of reading frequency at $p = 0.004$ ($p < 0.01$) and $z = -2.898$. Based on these results, we can conclude that there are different aspects of reading frequency score which is very significant interest among the control group and the experimental group. Nevertheless, the awareness aspect of reading is not has significant difference but the aspects of pleasure reading there are significant differences. The summary of detail result of the Mann-Whitney test showed in Table 3.

Table. 3: Summary of the result of Mann-Whitney Test

	Aspect	z	Sig.2-tailed	Note
	Total	-1,601	0,109	Not Significance
Mann-Whitney	Pleasure	-2.093	0,36	Significance
	Awareness	-1,848	0,65	Not Significance
	Frequency	-2,898	0,004	Very Significance

c. Wilcoxon Test

Wilcoxon test aims to compare two groups in pairs and determine the magnitude and direction of the differences between pairs of data taken in the subjects (experimental group). Wilcoxon test used to determine differences in pretest and posttest scores. On the result of the Wilcoxon test show that reading interest scores in the experimental group and obtain a significant level of different test $p = 0.28$ ($p < 0.05$) and z score of -2.201 . Then the hypothesis is accepted, in the other words there is a significant difference between reading interest the pretest and posttest scores of reading interest in the experimental group. However, the results of Wilcoxon test each aspect of reading interest in the experimental group showed significantly on pleasure aspects of reading, reading awareness aspect and the aspect of reading frequency. Based on these results, we can conclude that there are significant differences in the aspects reading interest. In summary of the Wilcoxon test showed in Table 4.

Table. 4: The Result of Wilcoxon Test each aspect of the reading interest in Experimental Group

Aspect	z	Sig.2-tailed	Note
Total	-2.201	0,28	Significance
Pleasure	-2.207	0,27	Significance

Awareness	-2.226	0.26	Significance
Frequency	-2.214	0.27	Significance

DISCUSSION

The results of data analysis

Discussion of data analysis result is based on the statistical analysis and observations. From the result of statistical analysis that used Mann-Whitney test showed that there was no significant difference in reading interest between the control group and the experimental group. This is because KN and FJ subject is in the control group had increased in reading interest scores when given the posttest. In this case the researcher dig deeper by doing interviews on both the subject. As a result, namely; 1) KN as the subject at the time of the study, KN in one day could come twice to read in Roemah Pelangi. 2) during the long vacation, he was invited by his uncle to the bookstore. 3) KN often reads books in the Library of the mosque. Based on the findings in the field can be concluded that the urge to read of KN is very high. At the time of the subject, KN did the score improvement in posttest. On the subject of FJ during an interview conducted at his home while the results were: 1) the subject has a collection of books in his room. 2) during the school holidays subject spends reading a book. Based on the interview results can be concluded that the subject FJ has a high interest.

The result of Mann Whitney Test, the aspect of reading interest is obtained that aspect of frequency of reading books and the number of books that had been read in the experimental group based gain pretest and posttest scores obtained very significant. This means that after the treatment is given in the form of reading fun story can increase the frequency and the number of books that had been read in the experimental group. Statistical analysis above is strengthened by the results of the data in the form of documents to Roemah Pelangi's visitor book, before the treatment, the attendance average is 3-5 times every month. After the treatment, children can attend 3-5 times a week to read a book in Roemah Pelangi.

Mann-Whitney test results are not significant in the aspect of awareness of the reading benefits in the control group and the experimental group. However, further analysis that done by the researcher using the Wilcoxon test and the result is that the aspect of awareness of the reading benefits there are significant differences in the experimental group. Based on the results of the Mann-Whitney test gave significant results on aspects of reading pleasure, which means there is a difference score reading pleasure among subjects in the control group and the experimental group. The researcher conducted further analysis using Wilcoxon test result in the aspect of reading pleasure by pretest and posttest that have significant differences in the experimental group.

CONCLUSION

Based on the result of the research can be concluded that nothing differences in children reading interest between the children who get the fun story method and the children who do not get the fun story.

SUGGESTION

This research has been done maximally, but there is still a lot of weakness, so the researcher suggests:

1. Practical Suggestion

For the authority such as government, higher institution and society hopefully can do cooperate to always push the children interest in reading.

2. For the next research

- a. The researcher should do the early simulation before giving the fun story, thus researcher can evaluate the weakness whether the fun story is accord with the researcher wants or not.
- b. For who one wants to do research in non formal education, it is better the counterpart should be trained with soft skill such as children game and ice breaking with the goal to make the room comfortable.
- c. While the research is conducted, the counterpart should be more than two. It aims to conduct the research in the class and the counterpart can lead the children to stay focus during the mission.

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THE CONTRIBUTION OF UNIVERSITY IN PREPARING HUMAN RESOURCES IN THE GLOBALIZATION ERA

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ABSTRACT

Nowadays, the rapid improvement of information and technology has been changed in almost entire sectors of human life that has significantly affected to our society. In order to survive, the competence of human resources is absolutely necessary. University is expected to have important role in provides skillful graduated. However, the gaps between academic and practice still remains. This paper describes the role of the university and it's strategies in preparing human resources in facing the globalization era.

INTRODUCTION

Nowadays, we are faced by a high dynamic environment. We are confronted by the uncertain situation that is very difficult to predict what would happen in the future (Beck, 2000). Changes happen in almost entire sectors of human life; politic, economy, technology, and information. Next, issue has significant effect to the social life in society. The improvement in Information and technology has led to the emergence of new products such as mobile phone and internet. It allows people to communicate and access information from all over the world instantly (Hadjam, 2011).

In the era of powered by technology and information, the mastery of knowledge and technology becomes a crucial factor. The world of work has shifted from which was actuated by strength into the power of brain (Robbins, 2001). It means that organization and culture of the company will emphasize on the human resource competency in the future.

In order to survive and compete in globalization era, the competence of human resources is absolutely necessary. However it is very apprehensive if we discern to the condition of human resources quality in Indonesia. The report of World Competitiveness Yearbook 2011 (students, 2011) assumes that currently, Indonesia in the 42 rank. It is slightly decrease compared to previous year which placed Indonesia on 37. Indonesia left behind than other countries in Southeast Asia such as Malaysia (4), Singapore (13), and Thailand (30).

The poor quality of human resources is considered as the result of failure in education system. The report of central bureau of statistics, in August 2013

shown that 118.3 out of 237.6 million people of Indonesian are working age. About 2.9 million of them are graduated from collage and 7.6 million of them are graduated from university and that contribute to 407.000 of unemployeement in Indonesia (CBS,2013). This indicates that university has not been able to play an optimal role in enhancing human resources.

Having competency in globalization era is a must. This phase will create a new world which can be open to the wide range of positive and negative aspects. An open world refers to competitiveness. Everyone has the same opportunity and chance to be success. It demands competent, productive, hard worker individuals which able to compete with other countries. Spencer (1993) maintained that competence is the characteristics of an individual showing how to behave, think and act in dealing certain period. He classified characteristic into 5 aspects, they are: first, knowledge is information of certain field or area owned. Second, skill is individual capability of carrying particular tasks both physically and mentally. Third, self-concept is attitude, value, and self-image within individual. Next, trait is physical characteristic and individual response consistently to a situation or information. Last, motivation is a consistent thought and desirable that stimulates behavior.

Human resource competency is fundamental factor to organizational performance (Mitrani, Dalziel, Fitt, 1992). It is needed in order to create qualified and innovative products or service, so that we can compete with foreigners. Knowledge would help individuals conceive the essence of issues and offer some alternative solutions to the organization by managing and processing the information (Spencer, 1993). Using the instruments of skills is contributing to finish work faster and produce good result. Mental skills such as analytical thinking skill, conceptual skill, and creativity skill will improve individuals in processing information or data supporting the accuracy in decision making and problem solving (Robbins, 2001). Social skills will be required to communicate with others. Furthermore, interpersonal understanding, flexibility in team work and adapted to various cultural backgrounds is an obligation in Global market. They also compete by possessing self-confidence, well-integrity, empathy, commitment, and responsibility so that they are able to face challenges and difficulties by holding norms and ethics. Furthermore, Adaptability and flexibility are required in facing inconstant situation. Spencer (1993) said that stress resistance, emotional stability and endurance are necessary in facing distressful situation.

THE ROLE OF UNIVERSITY IN PREPARING HUMAN RESOURCES

Knowledge Transfer

University is main source of knowledge. Through researches, it produced new and developing knowledge of the existing to be disseminated so that society could obtain the benefits (Brey, 2007). It contributes in knowledge transfer through educational process and society devotion. It takes part in gathering relevant

knowledge from assorted perspectives and disciplines and transferring them to students or societies by conduct training program that could be applied in the real life. Knowledge helps the society by offering alternative solutions in solving great issues such as changes of weather, pollution, energy, starvation, infectious disease, and biodiversity. Systematic thinking of justice ethic, peace, fine government and economy has great contribution to the continuing the establishment way of life. Furthermore, University took a part in producing knowledge as a base in decision and policy-making. It will convert the paradigm and develop plan program specifically. University also plays in technology transferring to establish production by conducting training program in enterprises/business field. Knowledge and advance technology help organization by producing a big number of products and services, good quality, and time management to compete in global market.

Value Transfer

Globalization caused value alteration. It brought new values which often have negative effect as low social solidarity, losing a sense of kinship and pride to the homeland. As an educational institution, university has responsible to deliver values especially to students and societies. Lickona (2012) asserts the education institution covers value of honesty, courage, affection, kindness, self-control, diligence, hard work to achieve a good life, and the capability to live harmony and productive. University give well-contributed by teaching and educating process, research and society devotion,. Consequently, the consistency of society attitude and behavior reflects the noble cultural values of the nation (Widyowati & Hadjam, 2011).

Producing Competent Graduates

The main goal of education is providing qualified and possessed certain competence graduates. University has an obligation to participate in improving nation's competitiveness through the graduates possessing well-balanced competence both in hard and soft skills (Brey, 2007). It contributes in preparing human resources quality by offering educational programs and qualified training which is accordance with the needs of industry and social as well as helping individuals to learn from life (long life education). Furthermore, university helps to design educational curriculum, develop textbooks or literatures teaching, training teachers and lecturers, improve language and culture in all educations level (Hadjam, 2011). The improvement of quality of education system will drive the improvement of quality of human resources itself.

Managing Changes

Changes have become a necessity to everyone in order to survive life. Through education, research and society devotion, university takes a significant role in prepare and create human resources. They have to be adaptable to the changes, universities have to be able to make plan and manage them for improving the quality of life. However, to bridge this gap universities and the basis of changes in society should

contribute more progressive in affecting the changes more systematically and widely affects the future. It can determine the strategic policy for society changes. It is expected that the changes carry on resolutions to current fundamental issues.

The Initiators of Social Transformation

University is expected to hold a significant role in affecting the changes in a society. It can be manifested by establishment of learning movement in a society that the purpose to encourage social transformation. It also contributes in the systematic thinking of justice, ethic, peace, fine government. Besides those aspects, economy can give contribution in the establishment of a sustainable way of life.

Maintaining Social Values and Cultural Ethos

Globalization leads to the spread of certain cultures and values worldwide. The acculturation and cultural assimilation not only can enrich the culture area but also result in changes of values and norms in the society. In the other hand, this process lead to the assimilation of the values and norms existed in the society. Brey (2007) says that university acts as the controller in maintaining the socio-cultural values and norms so that the nation would not lose its identity. Thus, the importance of university is producing human resources who powerful, responsive, and fascinated by other culture. According Hadjam (2011) university as an educational institution is expected to interpret the local cultural values in establishing/developing personal quality and build an atmosphere of togetherness and kinship in the society, *Gemi nastiti ngati-ati* (simply live); *Nerimo ing pandum* (dare to do something, responsive and strong in facing challenges of life).

THE STRATEGIES OF UNIVERSITY IN FACING GLOBALIZATION

According Hadjam (2011) changes in the social environment require a new paradigm in the development of higher education. Therefore, several protection measures are necessary to be able to face these changes.

Curriculums that Are Adaptive to Changes

The rapid changes in every single aspects of life, especially the world of work, encourage higher education to equip its graduates with the adaptability and creativity in order to be able to follow the rapid changes and development. It encourage higher education to make a new paradigm in the preparation of its curriculums. The curriculums do not only focus on the materials to be learned, but on the graduates skills that should be possessed in order to prepare for the better future as well as to improve their quality of life.

Life in the 21th century will require fundamental changes in higher education. UNESCO (1998) explained that in order to carry out the four major changes in higher education, namely: The four pillars of education: (i) *learning to know*, (ii) *learning to*

do (iii) *learning to live together* (with others), and (iv) *learning to be*, as well as; *learning the whole of life*.

Changes in the curriculums also affect the learning processes. The learning processes are no longer centered on the teacher/lecturer but on the students, an active learning processes through *evidence-based learning* and *problem-based learning*. An evidence-based learning is a learning process which involves the dimensions of real life. Abstract things are taught into operational since they are directly applicable in everyday life. In the model of *problem-based learning*, the teaching involves cases in the real life of everyday life seen based on the disciplines studied.

This process requires students to learn in a real and contextual manner which gives them the opportunity to solve the problems that exist on their own life. Students work individually or in groups to explore the issues, active in seek knowledge rather than become passive recipients of knowledge. The students are also engaged in group interaction in order to implement creative learning as what they will find in the real world.

Developing Cross-Disciplinary Insights

Globalization causes some complex problems that exist in the society. It requires cross-disciplinary insights to improve the ability to identify a problem in a broader perspective.

Establishing Networks (Social, Academic, Marketing Networks)

Globalization makes organization cannot avoid their dependence on other parties any longer. Computerization, internet and the ability to connect computers create an environment that is different for the individuals. Organization must change their structure and the way they work towards a cross-functional direction, which is based on teamwork (Robbins, 2001). In order to adapt to the resulting changes, the management of higher education should be able to establish and develop networks. To develop a network requires all stakeholders, universities, the world of work, NGOs and the government. This aims to enhance cooperation, accept input and gain career development opportunities for graduates as well as research and development and also systematic and integrative interventions to the emerging social problems in the society. In addition, this partnership aims to develop a curriculum that is adaptive to the changing environment.

Strengthening Personal Capital

The new paradigm emphasizes on the competence of an individual. In the era of rapid changes, only individuals with competencies who will survive. To be able to adapt to these changes, college graduates are expected to have competencies both hard skills and soft skills. They are required to have a high GPA, as well as broad and deep insight as intellectual capital. Smart and dilligent personality that is able to

accept criticism and feedback as emotional capital. The ability to communicate and socialize (social capital), free from plagiarism behavior (ethical capital), have a high spiritual understanding (spiritual capital) and sensitive to get stimulus (health capital).

Changes in the Leadership Perspective in Higher Education

According to Gibson (1997), changes occur in a very massive, intense and fast manner. The emergence of new forces that change the world. Traditional boundaries that clearly separate one industry from another industry and a country from another country that become blurr increasingly. The laws of management change, leadership requires a new approach as well as a variety of other things that change in unexpected ways. To be able to adapt to demands for changes, a change in the pattern of leadership in educational institutions is required. The leadership traditional pattern must be transformed into a modern one, that is a pattern of leadership which focused on collaboration and not on competition, on involvement (empowerment) of subordinates, not on control over subordinates, on team work, not on creating dependence (Kreitner & Kinicki, 2005). The pattern of modern leadership will encourage the innovation and creativity that will encourage the development of educational institutions.

CONCLUSIONS

The era of globalization has spawned a world order that is open to a wide range of positive and negative aspects. An open world means a competitive world, where everyone has the same opportunities and chances for success. It means that an open world requires individuals who are competent, productive and able to work hard as well as to compete with other countries. As an educational institution, higher education in accordance with its function and role, is expected to generate knowledgeable and virtuous graduates with professional skills to develop the society.

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STRATEGIC LEADERSHIP

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INTRODUCTION

There are dimension of time and level in the strategic management. It is related to height, length, width and depth. Height mean strategic management is the top management. Length mean strategic management is long rent management. While, width mean administration cover all of stakeholder. Last, depth mean strategic management is competitive nature.

Strategic planning gives great contribution in the building of leadership and its image. It demonstrates the strengths, weaknesses, opportunities and threats of the organization. There will be targeting the organization which called for the implementation of future vision. Strategic planning must answer three main reasons.

Where are you going?

What is the environment?

How do you get there?

STRATEGIC MANAGEMENT

Strategic management involves the formulation and implementation of the major goals and initiatives taken by an organizations' top **management** on behalf of owners, based on consideration of resources and an assessment of the internal and external environments in which the organization competes. In organizations, **planning** is a **management** process, concerned with defining goals for organizations' future direction and determining on the missions and resources to achieve those targets. To meet the goals, administrator may develop plans such as an academic **plan** or a finance **plan**. There are three level of plan, long term plan: Strategic plan (over 5 years), middle term plan: Tactical plan (1-5 years) and short term plan: Operational plan (less than 1 year).

Most organizations and leaders are poor at detecting ambiguous threats and opportunities on the periphery of their jobs. Strategic leaders, in contrast are constantly vigilant, honing their ability to anticipate by scanning the environment for signals of change.

STRATEGIC LEADERSHIP

Strategic leadership is very important for administrator because **Strategic Leadership** is the ability of influencing others voluntarily to make decisions that enhance the prospects for the organization's long-term success while maintaining long-term financial stability. Different **leadership** approaches impact the vision and direction of growth and the potential success.

Strategic leaders are generally responsible for large organizations and may influence more than a thousand of people. They establish organizational structure, allocate resources, and communicate strategic vision. Strategic leaders work in an uncertain environment on highly complex problems that affect and are affected by events and organizations outside their own. Strategic leaders apply on the same leadership skills and actions they mastered as direct and organizational leaders; however, strategic leadership requires others that are more complex and indirectly applied.

Strategic leaders, like direct and organizational leaders, process information quickly, assess alternatives based on incomplete data, make decisions, and generate support. However, strategic leaders' decisions affect more people, commit more resources, and have wider-ranging consequences in both space and time than do decisions of organizational and direct leaders.

In uncertain times, decision makers may have to make tough calls with incomplete information, and often they must do it quickly. But strategic thinkers insist on multiple options at the outset and don't get prematurely locked into simplistic do not have any choices. They follow a disciplined process that balances rigor with speed, considers the trade-offs involved, and takes both short and long-term goals into account. In the end, strategic leaders should have the courage of their convictions informed by a robust decision process.

To improve your ability to *decide*: Reframe binary decisions by explicitly asking your team, "What other options do we have?" Divide big decisions into pieces to understand component parts and better see unintended consequences. Make your decision criteria to be long-term versus short-term projects. Let others know where you are in your decision process. Are you still seeking divergent ideas and debate, or are you moving toward closure and choice? Determine who needs to be directly involved and who can influence the success of your decision. Consider pilots or experiments instead of big bets, and make staged commitments.

Moreover, to improve your ability to *align*: early and often communication to combat the two most common complaints in organizations: "No one ever asked me" and "No one ever told me." Identify key internal and external stakeholders, mapping their positions on your initiative and pinpointing any misalignment of interests. Look for hidden agendas and coalitions. Use the structured and facilitated conversations to expose areas of misunderstanding or resistance. Reach out to resisters directly to understand their concerns and then address them. Be vigilant in monitoring stakeholders' positions during the rollout of your initiative or strategy. Recognize and otherwise reward colleagues who support team alignment.

To improve your ability to *learn*: Institute after-action reviews the document lessons learned from major decisions or including the termination of a failing project, and broadly communicate the resulting insights. Then, reward administrators who try something laudable but fail in terms of outcomes. Next, conduct annual learning audits to see where decisions and team interactions may have fallen short. Last, identify initiatives that are not producing as expected and examine the root causes.

Strategic leaders are the focal point for organizational learning. They promote a culture of inquiry, and search for the lessons in both successful and unsuccessful outcomes. They study failures their own teams, constructive way to find the hidden lessons.

Strategic leaders often do not see their ideas come to fruition during their "watch" and their initiatives may take years to plan, prepare, and execute. In-process reviews (IPRs) might not even begin until after the leader has left the job. It has important implications for long-range planning. On the other hand, some strategic decisions may become a front-page headline of the next morning's newspaper.

Strategic leadership stands out in three ways:

- First, strategic leadership is broad in scope. Strategic decisions impact the outside areas of your own functional area, business unit or even the organization. An effective strategic leader sees the organization as interdependent and interconnected so that actions and decisions in one part of the organization are undertaken with their impact on other parts of mind. Operational leadership does not necessarily extend this far.
- Second, strategic leadership is future focused. Strategic takes place over long periods of time. The strategic leader operates with a far-reaching timetable, integrating short-term results and a long-term focus. Not all leadership requires a forward view to be effective. Very good operational leaders manage day-to-day functions effectively and are skilled at working with people to ensure that short-term objectives are met.
- Third, strategic leadership is change oriented. The strategic leader is often a driver of organizational change. The impact of his or her work cascades or ripples throughout the organization. Effective operational leadership does not necessarily institute significant organizational change. For example, achieving the quarter's targets may require that your team works well together, it is an important leadership task but it does not necessarily require change.

Strategic leadership does not come easily in most organizations. Strategic skills are not needed only in times of growth. During tough times, when resources are tight, it is even more important to ensure those resources are focused in the right areas.

Leaders throughout organizations face tremendous pressures to make short-term numbers and show immediate wins. Operational leadership rules the day can lead to a lack of focus—as one executive recently put it, "We're running fast in many different directions." Additionally, leaders who excel at meeting short-term targets

and solving functional problems may feel paralyzed and unsure when the challenges in front of them are far reaching and complex—a situation we've seen consistently in these recession years.

How do we lead in ways that position a job for the future while meeting current demands? It does require a different set of skills from operational leadership. Strategic leadership requires us to think, act and influence others in ways that promote the enduring success of the organization.

Strategic thinking is grounded in a strong understanding of the complex relationship between the organization and its environment. It requires taking a view board, involving the right people, with important information and perspectives, asking probing questions and facilitating conversations. Strategic thinkers then identify connections, patterns and the key issues.

Finally, Strategic acting involves taking decisive action that is consistent with the strategic direction of the organization—despite all ambiguity, complexity and chaos.

A strategic plan is only a plan; an organization's actual strategies lie in the decisions and choices that made by people. Strategic leaders act in ways that manage the tension between success in daily tasks and success in the long term. They also facilitate other's strategic actions by providing a balance of direction and autonomy, of learning from actions and rewarding appropriate risk-taking.

Strategic leaders act in ways that manage the tension between success in daily tasks and success in the long term. They facilitate other's strategic actions by providing a balance of direction and autonomy, of learning from actions and rewarding appropriate risk-taking.

CONCLUSION

All in all, everybody is bestowed with innumerable opportunities through-out every one life time. But not everyone can take the opportunity to succeed. Someone who has strategic leadership can make dreams turning into reality. So this study suggests to all of administrators should be develop themselves and provide strategic leadership to a professional administrator.

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NEGATIVE IMPACTS OF TELEVISION DISPLAY IN ATTITUDE

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ABSTRACT

The purpose of writing is to inform the negative impacts on attitudes after watching a television show that doesn't educate. This writing method is descriptive method of reviewing scientific literature to provide or describe a situation or phenomenon that occurs at this time by using scientific procedures to address the actual problem. Most of Indonesia TV stations designing and producing their programs based on the number of shares and rating, not based on the quality of the program content, such as SCTV, RCTI, ANTV, INDOSIAR, TRANS TV and other television station. They more concerned in the rating of the program to compete to be the superior. The impact of the television influence shows that it not gives good attitude educator that will be resulted after watching. Attitude that would tend in forms such as imitating a scene anti-social as saying and abusing, murrering, fighting, beating, injuring, disturbing and other give negative effects due to more receptive and not ready to assess what is has been watched. Literacy or analyze and understand the television media is a strategic step in improving the content broadcast on Indonesian television. With literacy, people can criticize the content of broadcasting television media wisely and create a television program that deserves to be watched.

Keywords: human resources, negativ impact of television, attitude, aggresion

INTRODUCTION

In this globalization era, television has the most negative impact on children and adolescents, why? Because most of the television shows deviant, inappropriate scenes for imitated. Some impressions like, Spongebob, Tom and Jerry, Naruto, Smackdown, and so on. The potentially damage it verbally or physically (Detiknews, Thursday, April 24, 2013). The impact is the children imitate many scenes like what they have been watched, for example, they imitate a fight scene and bully people.

Anderson and Bushman in the journal Science (2002, hal: 2377) declare empirical facts that have been collected by the head of the health Bureau of the United States in 1972, which states that violence in television has an adverse impact on members of a particular society such as children and teenagers.

KPI's duty is monitor the television and conveying an increasing public reports or complaints about television broadcast. Along the year 2012, they received 7147 complaints from the public about TV show, or an increase of 50% compared

with the same period last year. The complaint was received KPI via short messages or SMS (5,331 complaints), electronic mail or email (1,165 complaints), telephone (110 complaints) and letters (56 complaints). From the all of complaints and reports, KPI is already taking action by issue a 18 appeals, 17 warnings, 43 administrative sanctions, 5 suspended from the program while and one suspended from the program permanently to the violations perpetrated by various television stations (KPI, December 2012).

Quoted from the article Ningsih (2009), the following facts included the data on Indonesian TV show:

1. 2002 hours of television viewing of children 30-35 hours / day or 1560-1820 hours / day while elementary school study hours are generally less than 1000 hours / day.
2. 85% of the TV program is not safe for children, because many contain scenes of violence, sex, and mystical excessive and open.
3. Currently, there are 800 children with the event title aired 300 times in 170 hours / week, while one week there are only 24 hours x 7 days = 168 hours.
4. 40% running time filled by 1200 the number of ad impressions ads / week well above the world average rat 561 ads / week.

Most TV stations designing and producing their programs based on the number share and rate, not based on the quality of the show content. like a private television station in Indonesia AN-TV, RCTI, TRANS TV, SCTV, INDOSIAR, GLOBAL TV, and several other private TV stations. All private television stations will trying to attract audiences with the shows that are presented in order to obtain a high rating. Thereby many television stations that exist today and are more concerned with the certain entertainment consequently increase bad example for the viewers.

The television show a negative effect on the development of children's behavior (Hurlock: 1987). When someone is reading it will influence his thought only around 15%, contrary the effect will be different if someone remembered by visuals it increase to 50% . Because television is something that gives the most influence to change the behavior and build attitudes (Suherman: 2015).

Based on the recent audience assessments that have been be put forward can be deduced that, the role of the television shows is very influential in the development of children, especially to the attitude, the mindset of the child, and the child's behavior at school. Devoted to children around 2-7 years (according to Piaget's concept of cognition theory) where they are experiencing rapid development in the language, and can only take something based on what they watch. If the child at the age of 2-7 years is already accustomed to watch television then it will affect the development of attitudes and behavior.

The psychological impact inflicted from the impressions containing violence are affective, cognitive level, and attitude (Pramadiansyah; 2014). Some research reviewing the effects of media on the level of cognition showed that the "reality" show

in the television program did not explain the fact of what actually has been happened in the real world (DaraHaspramudilla; 2009).

Children and television are the two things that are difficult to be separated. According to Coney, children and television are very powerful combination that should be noticed by parents, educators, and advertisers. Behind all it turns out that television is the culture exceed tool and can affect the child's mindset and attitude.

As Novel Ali said, that children aged 5-15 years on average watch violence on television. The experts argued especially among educators that violent movies affect the increasement of late adolescence aggressiveness (Kompas, 7 November 1993).

METHOD

To determine the impact that caused by watching television show the writer used descriptive research, by reviewing the scientific literature to provide or describe a situation or phenomenon that occurs at this time by using scientific procedures to address the actual problem. Intended exploree the clarification of the television shows impact phenomenon, with a number of descriptive variables that are pleasing to the problem and the unit that researched the phenomenon in the test.

The purpose of this study is to produce an accurate picture of the television shows negative impact for children and teenagers. The impact of television shows, they will imitate the scene what of they have been watched on television. This will certainly lead some concern among the public. This concern lead people to give strong attention to the children and teenagers because most of them cannot filter themselves from television negative effect..

RESULTS AND DISCUSSION

The results obtained from the previous research as below. Christian Science Monitor (CSM) conducted a study on 1,209 parents with children aged 2-17 years. Christian gives a number of questions relating to show how television influence their children, as many as 56% answered strongly influence, 26% answered influence, 5% answered quite affecting, and the remaining 11% answered no affect. We can see from the results that the television influence is quite huge. The results showed that adolescents and children spent 6.5 hours to 9.5 hours of their time in the day to watch television (Kompas, February 9, 1996).

If the average children spend 40% of their time watching television means that the possibility of accumulation of the violent movies watched from episode to episode even greater. According to Dwyer (Surya, 1998) as the audio-visual media (view heard) were able to seize 94% of the television channels of messages / information into human perception is through the eyes and ears. Television is able to make people generally remember 50% of what they see and hear, although only one

is shown, or generally people will remember 85% of what they see on television after three hours later, and 65% after three days later.

Eron (1987) conducted a study of elementary school students to know in which the relationship between television viewing with the level of aggressiveness. The result shows that more and more scenes of violence watched by the children will increase the level of aggressiveness.

Bushman & Green (1990) investigated the influence of film show violence against cognitive responses and emotions. The results showed that the violent video impressions can cause cognitive and emotional response that is greater than the video that contains no violence. When the theme of films or scenes containing violence, especially which presented on the television has a significant influence and increased aggressiveness who often watch it.

Santoso (2002) investigated the influence of television shows on the mindset of a teenager. The result said that the incoming onslaught of foreign culture through television and the Internet, causing a lot of the specific impact on the development of adolescent mindset. This can be seen in the behavior of today's youth who like something instant they consider most convenient way to absorb the values they watched.

Eron psychologist from the University of Illinois in research for 20 years to a group of children concluded the children who have seen violence or the television shows will commit to act violently and criminally at their young age.

No wonder that today there are a lot of crimes going on, it is the real impact of watching television without parents protection. Besides other consequences that caused of watching television is during study hours that will create students' laziness as a result their study achievement will be bad.

CONCLUSION

In short there is a big influence for children aged 2-17 years who spend their free time by watching television which is contain violence that may lead to a high aggressiveness attitude. Watching television habits from day to day make the audience even remember what they have been watched and imitate the scene. It will lead the youth to the mental degradation.

Watching television is also consuming children and adolescents study time because most of them do it in the study hours. Consequently their school achievement will go down. In this case, the parents must take action as a supervisor to manage their study time and select which program is appropriate to their need in order to build good mind set and avoid violent also crime action.

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ADOLESCENT VIEWS AND HOPE ABOUT PEACEFUL SCHOOL: A NARRATIVE STUDY INFIRSTGRADE HIGH SCHOOLSTUDENT

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ABSTRACT

Every individual needs peace in life. It is essential that it should be learn conceptually and practically. One of the efforts to create peaceful in life is through peace education to create peaceful school, class, and individual. Various researches on peace education have been conducted in other countries and they have produced significant results. However, this kind of research rarely carried out in Indonesia. This research aims to examine the perspective and hope on peacefulness from the senior high school students in Indonesia, especially those who are from religion-based schools. Narrative qualitative approach is used in this research. The data were collected using expressive writing and interviews. The research was conducted to 53 students of Class X in Senior High School, consisting of 28 males and 25 females. The average ages of the participants are 16 up to 18 years old. The instruments used are interviews and narrative guidelines. The data were analyzed using the analysis techniques of narrative research. The results of the study showed that the definition of peaceful school and class from the perspectives of the students are not limited to negative concept. Indeed, it is more active and positive concepts. Most of students have violence's experience trough physical and verbal. The students' expectation on the concept of peaceful school is the improvement of cooperation, equality, and justice in helping the students achieving their goals and wishes. To get peaceful and safe school, students rely on the adults.

Keywords: *Peaceful School Concept, Violence Form, Adolescent Hope*

INTRODUCTION

Peaceful is an idea that is not easy to achieve, that is by the inexistence of war or non-violence; peaceful is the eradication of the whole injustice problems" (Cheng and Kurtz, 1998). Peaceful is the inexistence of violence, not only personally or directly, but also structurally or indirectly. Peaceful is the unification of the

inexistence of violence and the existence of social justice. In general, many theories divide the concepts of peace into two. First is the negative peace that can be understood as the non-existence of war or violence either directly or physically. The second is the positive peace that can be defined as the emergence of non-exploitative relationship among humans and ecological well-being. This non-exploitative relationship does not only occur among humans, but also among humans and nature. Keeping peace with the nature is the foundation of the “positive peace” framework (Mische, 1987).

The culture of peaceful condition is an active, positive, and participative process in respecting the diversity, tolerating the differences, supporting the efforts for dialogs, and solving the conflicts, with the spirits of understanding and cooperation. Justice and equality for everyone is base to live harmony and free from violence. These ideas reflect the expressions of peacefulness which is seen by the culture in positive perspective (Sheriff & Swigonski 2006; Kartadinata: 2015). Peaceful, according to Kartadinata (2015) becomes the “umbrella concept”, as the general expression expected by individual; something good, and something that is going to be achieved. It seems that peaceful has become a term that is used as the main purpose. Webel and Galtung (2007) has mapped several definitions of peaceful which can be summed as follow: (1) the condition that is free from conflict, in which the society is safe and governed by norms and laws; (2) the mental and spiritual condition that is free from anxiety and emotional disruption (having inner peace); (3) the condition that is free from disorder and violence; (4) harmonious living among individuals, in which they respect each other and living in peace.

Bedir (2013) explained that there are differences between the peaceful culture and peaceful education. Peaceful education can be defined as living in peace among groups who have several differences, such as minority, immigrants, certain ethnics, as well as individuals from different level and religions (Saloman, 2002). These have encouraged individuals to solve their conflicts in more creative and less violence ways. At the end, these will strengthen the individual’s skill in living their live (Galtung, 1997; Jenefer and Setel, 2005). Peaceful is the results of learning process. Therefore, to be aware of the meaning and the process, transfer process to students is necessary (Matthews, 2002, 29).

The peace culture is different from the concept of peace education. Peace culture is based on the principles of equality, justice, democracy, human rights, tolerance, and solidarity, that it becomes the culture to support the establishment of balance and mutual sharing. The peace culture means to go against violence and to try to think about the importance of measuring certain individual’s disagreement on certain problems. Peaceful can be understood as the way to solve a problem through dialogs and discussion. Peaceful plays a vital aspect in human rights that it has to be implemented. Therefore, it is necessary to think that education on human rights is equal to the education of peace (Kamaraj&Aktan, 2005).

One of the important statements in E-9 Summit UNESCO in New Delhi (2005) was that education is the only defense against war. The advance of science and

technology not only initiate positive impact, but also negative impact, especially to the process of peace. Education means to teach humans to be good. Education can guide humans to live in peace and dignity. To learn to live peace is an important thing to be achieved through education of peace.

Peaceful education will be more effective and meaningful when it is included in social and cultural context, as well as the context of necessity of certain country. Peace education can be defined in several ways. It should also be relevant with the global demands. So far there's no definition is acceptable universally. According to RD Laing (1978; UNESCO: 2005), peace education is an attempt to respond to the problems and conflicts as well as violence in global and national scale. This effort is carried out by exploring the methods and the endeavor for better life. Meanwhile, other opinion was stated by Fran Schmidt and Alice Friedman (1988) that education of peace is holistic way, involving the physic, emotion, and intellectuality, as well as the social development of the children. Peaceful education is developed based on the philosophy of love, affection, justice, trust, and cooperation as well as respect for all family members and all creatures in this universe. Fran Schmidt and Alice Friedman (1988) tend to define peace education as a set of skills that should be developed. It is the efforts in encouraging the children to be creative and wiser in solving the problems; to live in harmony among friends and other people as well as with the environment.

UNESCO (2001; Kartadinata: 2015) stated that peace education program in education institutions can be defined as an intervention process in developing the character based on the values of humanity, moral, law, and spirituality emphasizing on the development of the competence of students' peaceful living. In the meantime, at the individual level, to live peacefully, students needs to have various skills, such as affirmation, positive thinking, empathy, assertive behavior, and positive decision making. Peace at the school level focuses on developing the peaceful climate or spirit through the motto of "has to be caught rather than be thought" that begins from the self with the spirit of appreciation, cooperation, and trust.

The effort to create peace is everyone's role and the challenge of life in the family. Secure means in several forms, depending on the context and individual experiences. Madriz (1997; Eija: 2015) stated that the feeling of security and peace, in general, is related to the description or ideas on potential threat. The main concerns in several discussions carried out on peace and secure school is emphasized on the quantitative indicators, such as health, bullying, and violence.

At the beginning, the researches and studies conducted in Finland used negative perspective and were oriented to problems. The measurement on secure feeling at school, according to Astor et al (2004; Eija: 2015) is focused on the acceptance and the perspectives of the teachers and students. In fact, however, the research is known to put more emphasize on the security during work, measurement on the equipments and procedures of fire fighters, first aid at the accident and safety on the road.

Several researches have been conducted more attention to the correlative study pattern that the depth of the results of the research needs to be studied further. The research developed quantitatively requires more description and interpretation that they will not only be limited to numbers, orientation of the number of participants and population. Comprehensive study pattern that is based on qualitative method (narrative) should be conducted to know the opinion and hope of the students in Indonesia. It will help to provide different perspective and to fill the gap information on the phenomena of peaceful and secure school in Indonesia.

Security means external phenomena compared to the phenomena appearing from the individual. The students are known to be less secured by the bullying and injustice behaviors. Students' experience on secure feeling can be observed through the process of education at school and in class. Students in gaining the secure feeling should be able to control their behavior. Students have to be able to see the differences as positive thing. They should see themselves as a unique and special individual. Through the perspective, there will appear challenge to the education in providing the support to the students in building their confidence. Besides, it is hoped that students can be encouraged to express themselves and take moral responsibilities not only to themselves but also to the people around them. Important thing to be maintained from the traditional perspective on secure feeling is the guarantee of the adults to create the condition. The secure condition at school and in class is not the duty of the teachers and the headmasters. Indeed, it is duty of everyone involved and related to the life at school.

Student is the key factor that supports and encourages the creation of peace and security at school. Many schools have understood that the opinion of the students on the schools, teachers, and the learning process need to be heard and considered. The chance given to the students to be active in organizations is hoped to contribute to improve the feeling of secure and peace at school. School climate and the commitment of the students in carrying out the activities lead to the improvement of comfort and security at school. It is significant to listen to the students' hope and opinion and thereby lessen the violence at school. Through the activities and the efforts, students can accept the differences among individuals; learn to trust each other; be more open and cooperate, as well as helping each other.

The explanation from the various results of literature studies arranged have encouraged the writer to carry out narrative study on the concept of education and peaceful school. This research is also aimed to provide the definition of peace at school and in class that thus reveals the less-peaceful behaviors, as well as students' hope on the concept of peaceful school.

METHODS

The research used qualitative narrative design. Narrative research is conducted by describing the experience of the individuals; collecting the data from the individual's narration and writings. The narrative written by the participants are

past experiences reflected in the form of writing. This research used narrative approach focusing on a person's study or a group of individuals, collecting stories, reporting the experiences and discussing the purpose of the experiences submitted by the individuals.

The data were collected using the guidelines in conducting narrative research in group to male and female students. To support the research, interview guidelines are employed to obtain comprehensive information on the narration given by the students. Further, the interviews are transferred into transcript as the combination of the data from the students.

The research is located in Madrasah Aliyah PPMI Assalam of Surakarta Regency, Central Java. Madrasah Aliyah PPMI Assalam was selected in the consideration that this school has rarely been studied and has the potentials of having students coming from various background, either by culture or demography. Madrasah Aliyah PPMI Assalam is one of the best Madrasah in Indonesia and popular among parents and students. The participants of the study were the students of Class X or grade one of Senior High. The participants were selected randomly. To avoid faking and guessing during the data collection, the students were guided by giving the narration.

The data were collected by narrating the experiences and interviews. The data collecting was conducted in the classroom and during the learning process. The steps in the narrative research were carried out through: a) the identification of the phenomena of iniquity and peacefulness in the classroom and at school; b) selection of the participants according to the phenomena that are going to be revealed; c) collecting the participants' stories along with the personal reflection; 4) retelling the stories through deep interviews. The interviews were conducted in Guidance and Counseling room. There are 28 male students and 25 female students are selected to write the stories. To support the results of the research, 10 students were selected to have in-depth interviews. The selected class is upon the recommendation of the teachers, comprising of one male class and one female class which came from various cultural background and areas.

The data were analyzed qualitatively. The data analysis was conducted using taxonomy analysis model. Through this model, the researcher tried to collect the data and understand the domain according to the focus of the problem and the target of the research. The activities were carried out through the arrangement of the transcript of the results of the interviews (through data coding and reduction), as well as the examination on the documents of the results of the narration made by the students in the research.

DISCUSSION AND RESULTS

The research is the description of the dialogs on the research findings and the theories reviewed from other researches as well as the concepts by the experts. Based on the data were found in the field and the study on the concept, the researcher found

three main categories that are going to be discussed and explained in this article. The first category is intended to the discussion on the definition of peace at school and in class according to the students. Second, the form of less peaceful behaviors at school and the last is the students' hope on the concept of peaceful school.

The definition of peace at class and school according to the students

The results of the research showed that students can define peace and secure in two perspectives, those are negative and positive. Students thought that negative peace means the inexistence of physical violence. It is in accordance with Galtung's opinion that students above ten years old begin to develop the concept of peace and security as positive and active. The results of the research conducted by McLernon (2006) are relevant with this research. In McLernon's research, students' perception on peace is the inexistence of conflict, which tends to be negative perspective. In the development, when they grow up, the concept of peace changes into freedom and justice.

The definition of peace given by the students of the first grade (class X) in this research is not only related to the individuals or people around them. The students defined peace and secure as cleanness, beauty, and comfort of the environment. They understand that to obtain peaceful class and school, they should pay attention to the environment in which they are living.

Other results in this research showed that the definition of peace is not only limited to the individual perspective, but also to the group or class perspectives. Students are aware of the meaning of peaceful in that it is not for him but for the class and groups. The results of the research are reflected in the summary of the interviews with the students. This study focus on given questions and discussed is: what is the definition of peaceful class or school in your opinion?

Name	Interview	Code
Dinia Rahma	Clean and neat classes, people with tolerance	WP3.1
Luthfia Sifaul each other.	Comfortable, clean, nice school and conducive environment between students and teachers. Tolerate and understand	WP4.1
Risky F.K	Peace is when there is no difference among other. Everyone is equal. We don't differentiate peers or ethnics. We work together to achieve the best results.	WP5.1
CaturN	No dispute among classes	WP2.1
AdeIntan	Peaceful class or school means comfortable condition, ordered, no disturbance, no problem at all	WP1.3

Aswan	Peaceful class is when the ustadz and ustadzah are nice. We like humorous ustadh and ustadhah	PP1.2
Hais	Peaceful class means equality, no senior-junior. All is one, understanding each other. If our friend is being left out, we help them to get their way back	PP1.1
Aldi Budiman	No one bullies each other or bully their teachers.	PP2.1
Fajar	Peace means listen to the teachers, respecting the teachers, not acting subjectively, individually, nor egoistically	PP3.2
M. RohimAlamsah	Peaceful class is where everyone is solid, where all students are solid. That's the point. No one disturb other, no one names or mock their friends, no one sees himself better than others. Everyone is equal.	PP5.2

Tabel 1. Transcript of interview results and students' narrative

The definition given by the students of senior high in this research is different from the definition given in other researches. In the research conducted by Frances McLernon and Ed Cairns (2006) in North Ireland on the perspective or way of thinking of the children about peace and war, Hakvoort and Oppenheimer (1998) noticed that children at the age of 7 and 8 have developed the ideas on peace and war. In the process, children will develop different concept on peace.

At the age from 8 to 18, children or teenagers tend to develop "negative peace" framework that the inexistence of war and the emergence of peacefulness. However, at the age of 10, children begin to develop the terminology and the concept of "positive peace", such as by respecting and appreciating others, integration, cooperation, equality, and the process of democracy and reconciliation. This means that when they are children, the concept of peace tend to be passive and negative. Then, when they are 10, they construct the concept of positive and active peace (Galtung, 1969).

Other literatures focus on the interaction among schools, peace, and teachers at school in creating peace. Smith and Neill (2005) in North Ireland revealed the opportunity of school transformation to create peace. Similar results are explained by Clarke-Habibi (2005) who tried to develop education of peace at school, especially in Bosnia and Herzegovina. This paper focused on the students' elementary school and the implication peace education for adults.

Non-exploitative relations not only occur among humans, but also between human and nature. Keeping the peaceful with the nature is the foundation in "positive

peace” framework (Mische, 1987). The earth is meant to be the source of life for humans. Health and well-being become impossible to the life of human when nature does not able to recreate the source. It can be said that human behavior is directly related to the availability of the most basic resources (Barnaby, 1989).

The forms of less peaceful behaviors

The results show that both male and female students still get bullying from friends and other people around them. The tendency of conflict resolution carried out by male students in facing the violence and insecurity by keep silent and ignores the problems. It is different from female students who prefer to respond to dialog. The process goes by discussing the problems with peers or their closest friends. Male students are known to get physical violence from peers or seniors. Meanwhile, female students tend to get more verbal violence or discomfort from others. The problems of losing their personal belonging are also found in this research. While the students are in the class or in the dorm, students are reported lose their personal belongings such as clothes, sandals, books, veils, and toiletries as well as stationary. The results of less peaceful behavior of the students are drawn follow:

Male students	Female students
Students feel the injustice because of the differences between Takhasus (students from common background and obtaining additional preparation hours) and Madrasah	Students complain on similar things, that is the injustice in the behavior between students from X-T (students from common background) and students from X-M
Students lost their own things, such as underwear, books, or sandals.	Students often found their personal things replaced or lost.
Students do not feel comfortable with the condition of the room. However, more students feel happy to stay in the dormitory room rather than in the classroom.	Students often feel that other students are dominant. They felt it through the possession and power.
Male students think they should not be peevish or weak when they got problem or pressure.	Female students are more open to their problem and want to share them with their friends in the
Students often familiar because of their behavior, such as “wall-climbing athlete” because he has ever tried to escape or get out of the dormitory by jumping over the fence. It can be categorized as verbal violence.	Students experience particular conflict because of the nick name and verbal attack.

Table 2; Forms of the students’ less peaceful behaviors.

The form of insecure and less peaceful behavior in this research are relevant with the previous research conducted by Turmuklu and Sahin (2002) on the forms of violence at school, especially in grade six, seven, and eight. The forms of violence or less peaceful behaviors are insulting, giving "alias name", jealousy, complaining, using hands to insult other (the use of middle finger, thumbs down), snatching or using others' property, sitting on someone's chair, and mockery. In other research conducted in Senior High School, Turmuklu (2007) found that students at school prefer to fighting, oral fighting, and having argumentative fight between males and females.

Many literatures that are related to peace education in the last decades were written and researched by males showed results that the problems of gender influenced the problems of peace. It was revealed by As Brck-Utne (1985) that being masculine is practically aggressive. Other finding stated that there was a relationship between spirituality and peace, as well as a relationship between transformative education and peace.

The results are similar to those found by Cross (2011), explained that the data conducted by the Australian government in 1994 on violence, aggression, and bullying. The data that were obtained in national scale showed that bullying has become significant problem. The self-report conducted to 25.000 students of the age of 8 to 18 years showed that 16% female students and 21% male students became the victim of bullying at least once in a week. The data were taken from the year of 1993 to 1996.

In the other than the form of insecure and less peaceful behavior, the students noticed that they are often ignored and neglected in facing the problems. The students feel that the teachers do not pay attention on their complaints and problems. The results of this research has been suggested by Aypinar and Dilci et al (2007) who stated that violence at school are caused by the ignorance towards emotional development, less social activates, and the decrease of moral values and ethics, as well as the raise of globalization.

Moreover, Other form of non-peaceful behavior that are found (as much as 93%) at school was the use of weapon and the results show the involvement of students of senior high, in which 12% involved elementary school and 1% involved pre-school students (NSBA: 1993; Buckner: 1996). Other data reported that 135.000 students were found to rob and bring weapon to school everyday (Buckner: 1996).

The research conducted by Forero, McLellan, Rissel, and Bauman (1999; Cross: 2011) found that almost 4.000 students in New South Wales at grade 6, 8, and 10 (that was almost 24%) were reported bully their friends. Meanwhile, 13% were told that have been bullied more than once at school. Other data were obtained from South Australia that from 25 schools, with the 1.284 samples in grade 10 of senior high, indicated that 10% students were bullied (Delfabbro et al., 2006; Cross: 2011). In the meantime, the individuals under 18 years old were known to be involved in committing murders, rape, robbery, and attack in America. The number of teenagers

that were arrested and thus detained increased as much as 86% since the last five years (Buckner: 1996).

Mayer & Furlong (2010) in their research mentioned that in 2006, 909.500 students in middle school, that is around 3.4% have experienced violence that lead to iniquity. Further, it is stated that in 2005-2006, 43% of students in middle school were bullied. Other important information stated that students who became the victim of violence, with the range of 12 to 18 years old, skipped school up to 165 days in a year. It was reported everyday that a student was bullied at school and it led them to feel insecure and less peaceful to stay at school.

The students' hope on the concept of peaceful school

The study conducted in a long period on conflict show that hope has become the important part in creating and improving peace. Bar Tal et al (2001; Cohen: 2015) discussed the importance of the concept of hope in conflict resolution that it involves the new means and opportunities as well as positive behavior in achieving peace, including in motivating the individual to have peaceful attitude (Cohen-Chen, Halperin, Crisp & Gross, 2014) In addition, Sean Cubitt (2002) defined peace as the glorification on the differences and hope for the future. In North Ireland, hope is known to have positive correlation with the low need of taking revenge, and the high tendency to forgive others (Moeschberger, Dixon, Niens, & Cairns, 2005). It supported by Halperin and Gross (2011) found that hope is related to the need to help other people, for example helping the Palestinians during the war of Gaza.

The research findings show that male students have more tendencies to commit violence. However, they are more silent when they become the victim of bullying. Their hope in relation to peaceful class and school based on this research is aimed to teenage and adults at school. Students hope that the teachers, headmaster, and other adults at school can help them to feel more safe and peaceful in learning and doing the activities at school. It can be seen from the students' statement below:

"Don't underestimate the teachers; respect the teachers, and respect each other" Fajar. PP3.4

"The students are solid. The teachers should adjust to the learning characters of the students. There is no bullying. Everyone should respect each other and be always together." RohimAlamsyah. PP5.5

Other data obtained from the students in this research are intended for the teachers:

"All ustadz or ustadzah have to know all the students condition, so we feel closer to them" AdeIntan. WP1.2

"Teachers should know the naughty or noisy students in each class. So, teachers should condition them... start from the leader, the headmaster, how the headmaster organize the school?" AldiBudimanPP2.2

According to Bar Tal (2009), in the level of affective, there are two processes that occurred at once in the concept of peace. First, the fear and hatred should be decreased. Conversely, hope and trust as well as cooperation should be increased. An

individual's hope is related to peace will improve when the concrete and positive results are relevant to the expectation (Lazarus, 1991; Stotland, 1969). The development of hope to achieve peace has involves the formulation of new purpose, such as living in tranquility and cooperation, even if with people who have been against each other. The implication of these is the discontinuation of vandalism, suffering, misery, and difficulties, not only in the life of individuals, but also other people. It involves new methods in achieving the purpose of peace; those are negotiation, mediation, compromise, as well as positive reciprocal relationship (Jarymowics and Bar-Tal, 2006). The students in this research hope that peaceful class and school will give impact to the surrounding society. It is evident in one of the statements below:

“The students will care about others, will help their neighbors, and help the society. the students will also have better morals as well as intelligence that keep the balance both inside and outside school that able to answer the questions raised by the society.” ,Hais. PP4.3

On the other hand, students expect the improvement on the discipline in class and at school. The imposed regulation that has been arranged and agreed is the hope of the students in achieving peaceful class and school. Based on the narration given by the students in this research, it is known that they become safe and peaceful when there is no violation towards the regulation at school. “Peaceful is when there is no student disobeying the rules anymore. Sometimes I’m sick of people breaking the rules and the regulation is not imposed” RahadianZulfikarFiraz

The research conducted by Akiba (2008; Johanna R. Laco: 2015) shown that regulations of the school is related to the improvement of safe and peaceful condition at school. According to Arum (2003; R. Laco: 2015) students who obey the rules and the disciplines are known to be more secured. The findings of Rumberger (1995; R. Laco: 2015) showed that the fair implementation of discipline has become the key factor in preventing students skipping school, in this case is senior high level. The students’ perception towards discipline at school correlated to the feeling of peace and security.

Bracy, Nicple L (2011) stated that punishment and inconsistency in the implementation of certain regulation may cause contra-productivity in the efforts to improve peaceful and safe school. Gottfredson and Gottfredson (1985; Bracy: 2011) identified several problems at school, those are: teachers often punish the students; injustice rule enforcement; unclear and inconsistent code of Conduct; and the dispute or different perspectives among teachers and administration staffs at school (education staff). In other study, Denise Gottfredson (1989; Bracy: 2011) stated that students who were aware of the injustice in the implementation of regulation will lead them to be less discipline. The results of the study conducted by National Institute of Education (1978; Bracy: 2011) on peaceful and safe school stated that the imposed punishment will cause deviant behavior and that peaceful and safe school can be achieved when the disciplinary to the students is performed in fair way. Positive climate at school has become the center of the development of effective school. It will

help to improve the achievement of the students and decrease the antisocial behavior in the students.

This research implies to the conceptualization of peace in school context. It is not only the responsibility of individual, either student or teacher, but also the collaborative responsibility of individuals at school. Every individual at school has roles and responsibilities in actualizing the concept of peace. Consistent and justice legal enforcement is expected to improve the security and peace in class and at school.

PROBLEMS AND RECOMMENDATION

The research results show that the concept of peace from the students is not only to negative concept, but also positive peace concept that is related to the natural environment. The students in this research have been able to give definitions of peace that goes beyond individual perspective, that is to group or class perspectives. The forms of violence that is still found according to this research are physical and verbal violence. However, verbal violence is still dominant. The students hope that there will environment that support their feeling of safe in class and school.

Several important things should be noticed and become the limitation of this research. First, the narrative approach used in this research has not been able to cover all psychological aspects. Second, the participants were limited to senior high school students (class X) which the probability of violence and non-safe and non-peaceful condition are inadequate and varied. Third, the number of participants and the replication of the research need to be increased to obtain more detail data and comprehensive information in the field. The last, the research focused on quantitative approach in order to observe the relation and comparison among variables that are related to peaceful and safe school, those are hope, peers, parents' support, and teachers' support.

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PROBLEMATIC FACTOR AND SOLUTION TO DEAL WITH ASEAN ECONOMIC COMMUNITY (AEC)

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ABSTRACT

Recently, it can be said that Indonesia is not ready for asean economic community or AEC. It shown that our human resource's quality is still under average. The condition of low quality of our human resources could influence the competitiveness of the human resource itself. Some psychological factors that could influence this cause are : lack of creativity, lack of individual personality, and lack of motivation. From that point of view, the best solution to increase the quality of our human resources are increasing creativity and individual personality, and also increasing the awareness and motivation.

Keywords: Indonesia, AEC, problem, solution, human resources

FORWARD

Human resources is one of the most essential factor in the progress of a country. Its prove that in the first world country, human resources play as significant role in progressing rule of the world. Indonesia is a country with the high citizen in Southeast Asia. The growth of Indonesia's citizen always increase from year to year, automatically it increase the growth of human resources. This statement is supported by Badan Pusat Statistik's data by April 10th 2013 that Indonesian citizen from 2010 is 194.754.808, from 2011 206.264.595. and by 2012 237.641.326 people.

The amount of Indonesian citizen is higher than other coutry in asean. But, this quantity could not win the competition due the lack of human resource quality than other countries. From previous explanation, it can be concluded that human resource's problem in Indonesia not only about the amount of the citizen and the chance of the job, but also the quality which still under average. In this study will elaborate the quality in Indonesia is lower than the other country in asean. It will give negative impact for Indonesia. The factor that give influence are drawn as follow: lack of creativity, lack of individual personality, and lack of motivation. Furthermore, Indonesia is facing the new challenge with asean economic community (AEC).

Asean economic community (AEC) is one of the single market in the Southeast Asia, the aim of AEC to increase foreign investment in south East Asia, including Indonesia that also open trading for goods and service easily to other country in Southeast Asia. In the AEC era, the thing that will be the best is the human resource. If this not prepared perfectly so there is a chance that this country will be the market from foreign product and our citizen will only be a spectator, because we can't compete with foreign resources which have better quality.

This AEC era will be a challenge and also a chance for Indonesian. The impact of AEC is not only in trading section but also in all of sectors. All of the sector must be ready to facing the AEC. The impact of the low human resources is increasing the amount of unemployment. The unemployment problem is become great problem that does not resolve and maybe will be always the main problem in the future (Waluyo, 2007). Unemployment is often being the problem in economic system because productivity and citizen income will be decrease so that it will cause poverty and other social problem. The evaluation is needed by Indonesia human resources due to the important as an effort to increasing quality with increasing creativity and individual personality, it also increasing the awareness and motivation.

LITERATURE REVIEW

Human resources

Human resources (HR) is one factor that is extremely important and can not be separated from an organization, whether institutional or company. HR also is a key to determine the country's development. Humans are the most valuable resource and prepared a lot of behavioral science techniques and programs that can guide the utilization of human resources more effectively (Synder, 1989).

Asean Economic Community (AEC)

Asean Economic Community

ASEAN Economic Community (AEC) is a single market in Southeast Asia. ASEAN official page of international organizations stated that the ASEAN Economic Community (AEC) is the goal of regional integration economy in Southeast Asia that was enacted in 2015. The MEA's own characteristics include: (1) based on the stump and production market, (2) economic region were very competitive, (3) the region of equitable economic development and (4) a region that is so integrated in the global economy (ASEAN.org)

Motivation

According Malthis (2001) motivation is a desire inside a person to act, while Rival (2004) argues that the motivation is a set of attitudes and values that influence individuals to achieve specific things according to their goals. Motivation is the willingness to do business in order to achieve a high level objectives of the

organization are conditioned by the effort's ability to satisfy the needs of a number of individuals (Robins and Mary, 2005)

Hardiness

Conceptually, the hardiness is a collection of personality characteristics that have a function as a source of strength to face stressfulness (Kobasa, 1982 in Durak, 2002). Maddi (1997, in Maddi, et al., 2002) says that the hardiness emerged as a combination of connective to another about the attitude of commitment, control and challenge which helps in setting conditions for individual by forming attitude so that they can grow to affect him to face the stressful conditions.

Creativity

According to Munandar (1985), creativity is the ability to create new combination. Based on the data and information from elements that exist. The results are not always invented new things, but it also can be combined with the things that had been exist. Additionally Csikszentmihalyi (in Clegg, 2008) states that creativity is an act of producing ideas or replace something old into something new.

Awareness

Self-awareness is the ability to recognize feeling and why people feel and get influence someone behavior towards others. Goleman explains the self-awareness that continuous attention to the inner state of a person. In a state of self-reflection, our mind observe and explore the experiences including emotions.

RESEARCH METHODS

This research used descriptive study. In this descriptive method the writer used literature data. In addition Whintey (1960) maintained that descriptive method is a fact-finding with proper interpretation. Descriptive research studied problems in society as well as the procedures and the situation prevailing in society

DISCUSSION AND RESULTS

The general problem faced by Indonesia is low quality of human resources. It will certainly affect the growth of the nation's economy. Therefore, it requires us to always careful and pay attention to every aspects. Thus, Snyder (1989) said that "Man is the most valuable resource, and prepared a lot of behavioral science techniques and programs that can guide the utilization of human resources more effectively".

The low quality of human resources in Indonesia is feared. Indonesia is not able to compete in the Asean economic community progress. The problem of human resources in Indonesia is certainly influence by several factors.

Factors Affecting Low Human Resources (HR)

First Factor, Low Self Motivation.

Motivation is something that causes the urge or spirit of someone to do certain thing. Those who have high motivated will carry out substantial efforts in order to support the purposes of the production of its unity, and the organization where they work. While individuals who have lack of motivation will only provide minimum effort in terms of working and low boost to do a job.

Human resources in Indonesia still low because they lack of motivation. Individuals with low motivation can be said as incentive to reach a particular need, because basically the motivation would appear after an impulse (drive), because it is based on their need. If an individual has a low motivation automatically they can not competitive in the current AEC.

The second factor, Low Personality of hardiness

According Kobasa (1979), individuals who have high hardiness personality set an attitudes that make resistant to stress. Hardiness is a psychological resistance that can help manage stress (Sukmono, 2009). However, if the individual has a low level of hardiness, they will have a weak feeling in their life, work commitment, trust the smaller of the control, inactive in the changes and challenges in life. Individuals who have low hardiness personality will also weak when faced with a pressure or problems. The individuals who have a low hardiness personality is not able to change the negative stressor into something positive

In sum, individuals who have a high hardiness personalities usually have certain aspects, according to Kobasa (1979) stated that individuals who have personality hardiness indicates the absence of control, commitment and challenge. While individuals who have low hardiness, first showed no control but showed their feelings of powerlessness that is passive and feel will always be afraid of things that can not be controlled by the individual. Less initiative and less feel the sources of the individual, so feel helpless when faced with things that cause tension. Both showed no commitment but showed the presence of alienation, that this individual.

They usually feel bored with the tasks that should be done by them. They did not show up to the challenge or often referred to threatened. Their feeling threatened and individuals that are concerned with the change. Changes considered to be destructive and cause insecurity. The individual threatened can not be welcomed changes or views as a threat rather than as a challenge. It always associates with suppression and avoidance. It can be concluded that individuals with personality hardiness low regarded as causes of low human resources in Indonesia for individuals who have a hardiness that low are considered less capable of accepting the challenge and change to participate in the advancement of human resources in Indonesia in the era of economic society asean today.

The third factor is low awareness of self

George Herbert Mead stated theories about Mead theory that evolved from natural contexts mind of Darwin's theory (the originator of the theory of evolution). This theory stated that man is a very rational and aware of his existence.

Abraham Maslow in his theory of humanistic state self-awareness know and understand who we are, how to be yourself, what potential they have, what style they have, what steps that you take, what he feels, what values we have and believe in, which way we will go to development. Individuals who have a sense of self, a low not understand who he is, can not be yourself. They always wanted to be someone else to make it look better; they feel not aware of their potential so it can not develop the potential. They often do not know the next measures to be taken. They lack of self-awareness and also hinder a person's thinking ahead for individuals who have a low awareness have no where to go towards development.

The fourth factor is low Creativity

Creativity is self-actualization that a fundamental characteristic. It is a potential that exist in all humans since they were born, but that is often missing, obstructed or buried natural civilizing process.

Individuals who have low creativity usually close minded from get suggestions and criticism as they think other just give comment. If an individual with high creativity has several points of view, people who have low creativity will lack of new ideas. Individuals with lack of creativity usually do not as flexible to get new ideas and experiences. In this case, low elaboration can be said as a low ability to expand their ideas and associative ability to process abstract becomes real stimulus. Furthermore, Individuals who have low creativity is the one who causes olow human resource in Indonesia.

The solutions for face lack of human resources in Indonesia

The quality of human resources in Indonesia is still low. The low quality of human resources in Indonesia influenced by several factors such as low motivation, lack of personality hardiness, low awareness and lack of creativity. In order to improve human resources in Indonesia, it need solutions that can help to improve human resources in Indonesia.

Here is the solution for improving human resources through the perspective of psychology.

Solutions to Increase Motivation

Behavior therapy

According to Gerald Corey behavior therapy is the application of a variety techniques and procedures that are rooted in theories about learning. Behavior therapy is derived from two directions i.e. Pavlovian concept of Ivan Pavlov and Skinneran of B.F.Skinner.

There are differences kind of behavior therapy techniques, one of the technique which is to use behavior modification is how to change undesirable behavior into a desired behavior. Behavior therapy using behavior modification techniques that are used to improve self-motivation. This technique is done by providing positive reinforcement or reward which often called as reward. Reward can be used as a form to increase the motivation of a person or an award for good performance. According Indrakusuma (1973) the reward is divided into four namely;

1. Praise: Praise is a form of reward that easy to be done. Compliments can be in the form of words or suggestion. For example: "It's good , well next time could be better"
2. Respect: The rewards in the form of the coronation. Individuals who deserves the reward given by way of homage given an award.
3. Prize: reward-shaped material, a gift given usually in the form of goods. The aim of prize to motivate someone to go ahead.
4. The award: reward is given symbolically like certificates, trophies, and medals.

Besides giving rewards to individuals who want to promote their motivation, they should be given punishment too. Punishment gives to an individual who violates a rule or repeating the same mistake. The purpose of giving punishment will provide a deterrent effect on individuals. Punishment divided into two; preventive and repressive. Preventive punishment aims to impose penalties intended to prevent so as not to misbehave again.

The examples of preventive punishment, such as:

1. Prompt and command is an invitation to do something useful. For example study everyday and do everything on time. It aims not only provide a deterrent effect but also will motivate individuals to learn.
2. Discipline or obedience here is not only the pressure from the outside but with a compliance that is based on their awareness about the value and importance of these regulations.

The repressive punishment carried out for their offenses such as:

1. The penalty; awarded to an individual who remains in violation several time. It can be a punishment like cleaning the whole yard, and complete the task by making triple copies.

In subsitansi, reward and punishment have the same goal as a reinforcement for the sake to reach the motivation. The purpose of punishment and rewards are equally evoke feelings and sense of responsibility.

Solutions to Improve Low Hardiness Personality

Using Mastery Experiences and Parenting of the Parents

According Bissonete (1998) Mastering experiences and parenting parents of a child can be a solution to increase the hardiness personality. Firstly, using a mastery experience and structure to enable environment to foster a sense of control that exist within the individual. The perception of control over the environment leads to feeling of mastery to be an experience. Mastering experience shows that individuals have the skills required to succeed and consequently can increase the hardiness personality. Secondly, parents and adults have a significant impact on the children. how parents showed the optimistic and pessimistic attitude associated with a degree of optimism in children. It has warm relation, positive, and caring. Thereby, the welfare of children and tune with the needs contribute to the development of strong profiles or hardiness.

Solutions to Raise Awarenessrole of Civil Society

According to Robert L. Mathis & Jhon H. Jackson (2001) the success or failure of an organization in achieving its objectives will be defined by the consciousness of individual c in carrying out the task in hand because the perpetrator of activities in order to achieve objectives.

The role of government has become the most important part in improving the quality of human resources. Despite the dominant role in improving the quality belongs to the governmen. It does not mean the entire responsibility lies with the government, on the contrary it should be early awareness that the effects of the MEA will be felt directly by the community and the responsibility to participate and prepare. The community must be willing to have the awareness to increase high spirit to have a wide range of skills to keep up with other countries. If the Indonesian will not be able to compete other countries of ASEAN, it would appear more complex problems. In addition Indonesia students are required to increase self-awareness about the importance of participating in this Mea era, so our country will be ready to face the free market and we are not left behind in this MEA era.

Solutions to Improve Creativity

How to use Collaboration

According UtamiMunandar (2009: 12) creativity is the result of interaction between the individual and the environment. The ability to create new combinations based on the information, or elements of existing data that all the experience and knowledge that has been obtained by a man during his lifetime.

Asean Economic Community (AEC) is not a matter that can be solved by competition but from the collaboration. The young generation tends to be more active, creative and innovative because it would be very beneficial if this ability collaborate each other. Their ability from the aspects of intellect and mastery of scientific insights. Knowledge and insight will expand the horizon other than the view. It also provided supplies both theoretical and practical problem solving. Besides training in entrepreneurship, it is very important to give effect on improvement of people's creativity by providing training in scrutinizing the existing problems in later entrepreneurship so that people will be able to create creativity in thinking.

CONCLUSION

Nowadays, Indonesia has low human resources because it is influenced by several factors such as low motivation, lack of personality hardiness, low awareness and lack of creativity. Moreover, commencement of AEC will have an impact on human resources in Indonesia. Thus, the solutions is needed to improve human resources in Indonesia in order to compete in the era of AEC. The solution offered in the form of how to improve motivation, increase hardiness personality and creativity, also how to raise awareness. The solution offered by human resource aims to have a better quality.

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EFFICACY OF ENTREPRENEURSHIP TRAINING ON IMPROVING ENTREPRENEURSHIP MOTIVATION IN THE FACE OF ASEAN ECONOMIC COMMUNITY (MEA)

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ABSTRACT

The relatively low entrepreneurship motivation in the society by and large has contributed to the piling up agricultural waste which thus begets environmental pollution and disturbance. Despite the fact that agricultural waste is economically potential, the society merely posses inadequate entrepreneurship motivation to be able to turn the agricultural waste into a valuable supercarbon for instance. This research aims at knowing whether entrepreneurship training are fruitful to improve entrepreneurship motivation of farmers. The subject of the research is 40 farmers of Sumber Arum, Moyudan, Sleman. To extract sample, the researcher used non-randomized sampling technique. Meanwhile, the research plan is conducted with one group pre-test post-test design. To analyze data, the researcher applied paired samplet-test which lead to t value= -4,089 with p = 0,000 (p<0,01). In other words, there is a considerable entrepreneurship motivation level between the one prior to training and the one after. The entrepreneurship motivation level after the training roughly accounted to 104, 73, slightly much higher than the one before which accounted to 91,38. Thus, it is appropriate to conclude that entrepreneurship training has significantly contributed to the improving entrepreneurship motivation of the farmers.

Keywords: entrepreneurship, motivation, agricultural waste

INTRODUCTION

Agricultural sector has a defining contribution to the national state revenue and employment level (Aprilianty, 2012). Abundant harvest will definitely ensure the prosperity of the people as well as the state. On the other hand, this benefit inevitably also leads to problematic escalating agricultural waste. Indonesia is well known to produce great amount of agricultural waste such as coconut shell waste, coco waste, empty fruit bunches of palm oil, straw, paddi husk, and corncob.

The primary reason behind the piling up agricultural waste is the relatively low motivation level of entrepreneurship among farmers to initiate measures of turning the agricultural waste into a highly valued product. This, given the condition,

it is considerable to acknowledge farmers with some skills and abilities to make the best use of agricultural waste so as to motivate entrepreneurship motivation among them.

The low entrepreneurship motivation level is owing to their desirability to remain in the comfort zone of farming without taking into account great chances in the surrounding, low creativity level, fear of trying, fear of failure, inability to trust their own skill, and their reluctance of making efforts. Thus, it is for sure that farmers should be induced with motivation in order to start building a business.

Louart presents motivation as a link between internal energy activation and the one distributed to building a business (Estay, Durrieu & Akhter, 2013). Riyanti (2003) articulates that entrepreneurship level is a strong technic within one self to prepare him/herself for work, to understand that entrepreneurship deals greatly with his/her own sake, so that they can devote more time and energy towards entrepreneurship activities independently and confidently by constantly thinking about the future and craving for high achievement in his field on the basis of his ability, strength, skill, and appropriate plan. Without all of these, it is impossible that farmers can learn and boost their creativity, let alone boost their productivity.

Entrepreneurship is inseparable from the community's economy. It can be a solution or a way out to reduce the number of unemployment. Entrepreneurship can possibly create new jobs, absorb employees or at least create job opportunities for oneself without being so dependent on others. No wonder, it turns out to be the backbone of development, since the success of development lies greatly in the hands of the entrepreneurs who can assist the government to open up job opportunities. In developed countries like the US and Japan, the majority of the population can encourage entrepreneurship and economic progress of the country. Drucker (1996) explains that the largest contributors to the American economy is not high-tech multi-scale companies, but the world of entrepreneurship that creates thousands of jobs. American economy lies on the concept of entrepreneurial economy, which is based entrepreneurial concept (Drucker, 1996). The essence of entrepreneurship is the ability to create something new and different through creative thinking and innovation (Suryana, 2003).

Turning waste to a useful product is a manifestation of creative thinking and innovative implementation that can be obtained through entrepreneurship training. Waste is unwanted and unused materials including, one of which from the agricultural sector (Dwivedi, Augur & Agrawal, 2014). Wastes from agricultural activities, food manufacturing process, died plants in the woods, household organic waste, and garbage is referred to as biomass plantations (Tembe, Adetogun & Agbidye, 2014). Most of the time, the waste is just buried on the ground and thus contaminate agricultural areas. It leads to potential risk for human well-being and disturbs the ecology (Olajedi & Oyetunji, 2013). Agricultural waste which is often referred to as biomass has the potential to be converted into alternative energy (Rohmah, Pikra and Salim, 2013). One solution to utilize waste biomass is by converting it into supercarbon (Francis, Akhijith, Alexander & Baby, 2014).

Superkarbon fuel is carbon in the form of briquettes produced from waste of organic materials and their derivatives which still contains a number of energy. The waste is processed so that it can be used as energy source for household and renewable industry (Kurniawan & Marsono, 2008). Supercarbon can be used as an alternative fuel to substitute the increasingly inaffordable and rare oil and gas in the household (Asmara & Igo, 2007).

Motivation is the prime major capital of supercarbon business. Only with motivation can farmers be encouraged to utilize agricultural waste into supercarbon. One of the possible ways of fostering entrepreneurship and increasing motivation is through the provision of entrepreneurial training.

There are a variety of literatures and researches in the field of entrepreneurship to boost entrepreneurship motivation through entrepreneurship training such as research from Shun Ching Horng (1998) and McClelland (1995). Through these experimental research, the researchers provide entrepreneurial training towards farmers to foster entrepreneurship motivation in utilizing agricultural waste, which can be adopted to farmers in the village of Sumberarum Moyudan subdistrict, Sleman.

The entrepreneurship training is conducted in six sessions that refers to the fulfillment of the motivational aspects of entrepreneurship by Meredith (Suryana, 2003), namely the ability to sense job opportunities, the ability to lead, the ability to be initiative and creative to innovate, the ability to work hard, the ability to encompass wider scope of vision and mission, as well as the ability to dare to take risks.

This study aims at determining the influence of entrepreneurship training in promoting entrepreneurship motivation on farmers in Sumberarum Moyudan, Sleman, Yogyakarta. From this research, it is expected that entrepreneurship training can provide entrepreneurial skills for farmers to grow and enhance the entrepreneurship motivation for supercarbon business in particular.

RESEARCH METHOD

Research Subject

The research involves 40 subjects who are selected through non-randomized sampling based on certain characteristics namely living in Sumber arum, male and female, working as famer, and unable to utilize agricultural waste for business.

Measurement

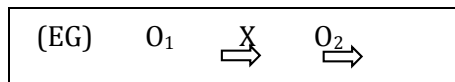
The scale used to measure entrepreneurship motivation refers to aspects of entrepreneurship compiled by Meredith (Suryana, 2003): the ability to sense job opportunities, the ability to lead, the ability to be initiative and creative to innovate, the ability to work hard, the ability to encompass wider scope of vision and mission, as well as the ability to dare to take risks.

Validity and Reliability of The Measurement

The fully completed items are selected based on the coefficient criteria of the total corrected correlation items (r_{xy}). The scale of entrepreneurship motivation is limited to 0,25 so that the item with higher index or equal to 0,25 deserves to be included in the research scale. The scale of entrepreneurship motivation research accounted for 36 valid and reliable items with total correlation coefficient items moving between 0.264 up to 0.672 and the reliability coefficient (Cronbach Alpha) of 0.904 which means that it is a valid and reliable tool to be used as a data collection tool in the study.

Research Plan

This is a pre experiment research type. The researcher applied one group pre-test post-test design, the experiment design using a group without a control group in which subjects are measured based on their behavior before (pretest) and after (post-test) given experimental treatments. The difference between pretest and post-test is assumed to be the effects of the experiment or treatment (Arikunto, 2010). Pretest informs the initial capability (initial position) of the subject prior to treatment or in this case is the proactive history of farmers. Constancy occurs because VT score is the score results of post test minus pretest result of each subject. In other words, the result will be the increase or decrease of VT after the training (Robinson in Seniati, L. et. al. 2011).



Explanation:

EG = Experiment Group

O_1 = Pretest

X = Training

O_2 = Posttest

Research Tools and Materials

Tools or materials to be used in this research are:

1. Entrepreneurship motivation scale
2. Printing Tool of biocarbon briquette
3. Hand-outs of materials
4. Agricultural waste
5. Starch Glue
6. Pounder (mortar and pestle)
7. Training room
8. Audio visual equipments: laptop LCD, microphone, and speakers
9. Video
10. Camera

Experimental procedure

The initial stage of the research implementation is to test entrepreneurship motivation to get the valid and reliable research scale. The scale of entrepreneurship motivation test consisted of 36 items which were given to 40 subjects. Once it is completed, the data is analyzed by SPSS 17.0.

To begin with, the researcher distributed the prepared research scale (pretest) to the experiment group consisting of 40 subjects. After the pretest scale was given, the researcher conducted the entrepreneurship training. The whole session of the entrepreneurship training is illustrated below:

Session 1. Entrepreneurship. Subjects were taught the ability to sense business opportunities in the neighborhood, the ability to innovate and be creative to create higher value products.

Session 2. Making supercarbon from agricultural waste. To apply the creative skill, farmers learn how to process agricultural waste into supercarbon. Thus, they can recycle waste into new product with better quality and competitive economic value. Application of the creativity and skill of farmers in processing agricultural waste into superkarbon, can create new products that are better quality and able to compete.

Session 3. Utilization of supercarbon as an alternative fuel. This stage emphasizes on business product with high economic value because it provides many benefits in everyday life which motivate farmers to start up an independent business.

Session 4. Entrepreneurship Motivation. It is expected that once the farmers are able to make supercarbon and prove its benefits, they will work hard and turn themselves into a confident, tough, broad-minded entrepreneurs who are with a good vision of the future, have leadership skill, the ability to move, and responsibility for improving their business.

Session 5. The establishment and development of supercarbon business units. This session consists of four stages, namely the extension of the economic benefits of supercarbon business, counseling about the pioneering of new business units and business capital resources, counseling and practice regarding the financial administrative records (accounting) and training on supercarbon packaging. These stages are expected to motivate farmers to start supercarbon business.

Session 6. Data acquisition of post test scale and internal monitoring and evaluation by research team. The researchers reexamine the subjects' entrepreneurship motivation to scale entrepreneurship motivation after the training and monitor and evaluate the development of the subject.

Data Analysis

To analyze data, the researcher used parametric statistical methods. Meanwhile, the mechanical analysis was conducted with t-test that is paired sample t-test. Paired sample t-test was used to determine whether there is a difference between the level of entrepreneurship motivation before and after treatment in the

experimental group. The entire computing data is performed with SPSS 17:00 for Windows.

RESULT

Normality Test

On the basis of normality test result, it is revealed that the significance (2-tailed) pretest is 0.228 and posttest is 0.716 with $p > 0.05$. This means that each data is normally distributed and that there is no difference between the distribution of sample scores and population score used to represent the population.

Hypothesis testing

The results of t-test analysis is paired sample t-test of the experimental group which leads to the value of $t = -4.089$, $p = 0.000$ ($p < 0.01$). This means that there is a very significant result since there are differences in entrepreneurship motivation between the one before and after the training. The level of entrepreneurship motivation after the training is much higher than before the training with pretest average score = 91.38 and posttest average score = 104.73. The results thus justify the research hypothesis stating that entrepreneurship training enhances entrepreneurship motivation of farmers.

DISCUSSION

The analysis of the t-test paired sample t-test reveals that there is a significant difference of entrepreneurship motivation between the one before and after the training. The level of entrepreneurship motivation after the training is much higher than that before the training. This indicates that the provision of entrepreneurial training greatly affects entrepreneurship motivation in the form of the ability to sense business opportunities, initiatives to innovate and be creative, the drive to work hard, the overview in achieving goals, the ability to direct, to move, and to be responsible for improving the business and willingness to take risks.

The results support previous entrepreneurship studies in increasing entrepreneurship motivation. Shun Ching Horng research (1998) indicates that entrepreneurship training can increase the ability and motivation of entrepreneurs to play a role in the success of their performance. McClelland (1995) argued that entrepreneurship training is the foundation to cultivate the entrepreneurial characteristics, improve entrepreneurship ability, and motivation.

Entrepreneurship training have an influence on increasing the knowledge and skills of farmers to use agricultural waste which ultimately will motivate them to become entrepreneurs. People armed with knowledge and skills of entrepreneurship are expected to have greater self-confidence, initiative, and creativity greater than those untrained. Knowledge and skills are also improving farmer's knowledge about

business opportunities in the surrounding environment so as to enhance the entrepreneurship motivation.

The considerable effect of entrepreneurship training in enhancing entrepreneurship motivation is supported by environmental conditions of Sumberarum community who mostly work as farmers. Land fertility with abundant crops and plentiful agricultural waste materials within reach and with affordable cost are some factors to take into consideration before they decide to choose supercarbon line of business. This is in line with the theory articulating that entrepreneurship process will take place and will be reinforced by the presence of other conditions such as environmental factors. Research by Appiah (1999) and Luke, Justin & Thomas (2001), shows that business environment indirectly affects business performance. In the same view, Peter (1995) also highlights that the ability, motivation, and business environment are central in determining the success of business performance.

Additionally, entrepreneurship training can effectively enhance the entrepreneurship motivation when the entire training principles are well absorbed and appropriately applied. Basically, the principle of this training provides a wide range of knowledge and skills needed by farmers to raise awareness of the importance of entrepreneurship by utilizing agricultural waste.

Meanwhile, the selected training methods and tools which are simple and easy to follow by the farmers as well as the comfortable and peaceful condition of the study subjects are some supporting factors that influence the effectiveness of entrepreneurship training. The participant evaluation reveals that overall, the presenters are capable of conveying easily absorbed materials effectively enabling participants to understand what is being delivered. The presenters have a defining role to determine the success and effectiveness of the training (Ancok 2007, As'adi, 2009).

Despite the efficacy of the entrepreneurship training on the enhancement of farmers' entrepreneurship motivation, this research is not free from several shortcomings (1) The absence of a control group begets research biased and low level of validity. (2) Time limit of the research deters researchers from performing optimal research training as previously planned (3) Time constraints also impede researchers to conduct follow-up to measure the effects of entrepreneurship training in the long term.

CONCLUSION

To put it in brief, the research analysis illustrates that there is a significant influence of entrepreneurship training on entrepreneurship motivation of the farmers as shown by the difference between the level of entrepreneurship motivation before and after training in the experimental group.

For the future betterment, the researchers come up with some suggestions as follows: entrepreneurship training is highly recommended as one of the alternative

methods for farmers empowerment to realize entrepreneurial behavior since it can help boosting entrepreneurship motivation. Therefore, in case other subsequent researchers are interested to delve in the same research topic, it is recommended that they use a control group for comparison and follow-up measurement.

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THE IMPLEMENTATION AND DEVELOPMENT SOFT SKILLS STRATEGY IN THE ASEAN ECONOMIC COMMUNITY (AEC) ERA

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ABSTRACT

This paper describes implementation and the strategy to develop soft skills in the era of AEC. Soft skills can be used as a strategy to build the quality of human resources as an individual psychological abilities required for success in the era of AEC. Strategy to build soft skills for individuals using the dimensions of leadership, personality hardiness, achievement motivation, time management, adaptation skills, problem solving, and effective communication. The implementation develop soft skills in the era of the AEC to conduct collaborative research that resulted in the formulation form effective guide which can be done by the ASEAN countries in developing soft skills, standardize the development of soft skills at the ASEAN level, and find a module as a guide training soft skills in ASEAN economic community. It is important in the implementation of developing soft skills also need to build soft skills-based curriculum. The curriculum has a universal meaning that can be applied according to the diversity of cultures, ideologies, social, economic, and culture of each ASEAN country.

Keywords: Soft Skills, AEC

INTRODUCTION

Globalization requires competition among competitive countries. A country should improve the competitiveness of other countries in the world, if does not want to left behind in the current world affairs indefinitely. The data shown that the index of competitiveness of ASEAN countries is still low than other countries in the world.

This is shown by the data of the competitiveness index. Data The 2015-2016 Global Competitiveness Index Ranking shows that there is only one ASEAN member countries occupying high value, namely Singapore. Singapore was also in the second rank of competitiveness index among the countries of the world. Besides Singapore, the ASEAN member countries are still lagging behind as Malaysia was also ranked 18. Thailand ranked 32, Indonesia was ranked 37, Philippines ranked 47, Vietnam was ranked 56, Laos was ranked 83, Cambodia was ranked 90 and Myanmar was ranked 131.

As can be seen from index data, another problem that occurs is competitiveness among ASEAN countries. This will be a bottleneck in building the ASEAN Economic Community (AEC). The gap of competitiveness is a constraint, since

inequality competitiveness makes some countries are not able to follow the program that has been established to build the AEC. The conditions of competition would weaken the global AEC for the power in the world economy.

In order to overcome inequality in competitiveness, ASEAN needs to do business synergy to improve qualifications. The efforts to breed quality are doing the same work to empower each other with a positive impact on equity competitiveness of ASEAN countries. When ASEAN has the ability, they can develop together to face global competition. This wake condition can deliver ASEAN into a major force axis of the world economy.

The strategies that can be done to make the ASEAN countries have the ability of competitiveness and make ASEAN a world economic power is improving the quality of human resources. Human resources have an important position to develop competitiveness. This is because the individual is able to contribute to the improvement of competitiveness, if it has a superior human resources.

The superior quality human resources contribute to increased competitiveness in the global era is still far from expectations. Data shown that the human development index as an indicator of the achievement of ASEAN have the human resource capacity yet ranks top among the countries in the world. The human development index can serve as benchmarks, because they define the index comes from success in building a knowledge that is needed to improve the quality of human resources.

Low human development index is shown by the data of the Human Development Report 2015 relating to Work for Human Development showed that Singapore stay in the rank 11, Brunei Darussalam was ranked 31, Malaysia was ranked 62, Thailand ranks 93, Indonesia was ranked 110, Philippines ranks 115, Cambodia ranks 143, and Myanmar ranks 148.

Indonesia still in the low rank than other countries in the world, it can be said that the problems that occur is the human development. Unbalance human resources result made some ASEAN countries are not able to follow the demands of professionalism in the era of the AEC. These problems should be solved to will make the AEC have the power to compete with the community of nations in the world economy. How to improve the quality of human resources AEC is developing soft skills. Things reliable background of soft skills to prepare human resources for the AEC can stand on expert opinion and explained that the soft skills is an individual psychological abilities required for success. Individuals who have the soft skills can overcome obstacles to achieve success (Cimatti, 2015; Nayan. Etc., 2015; Matteson, Anderson, & Boyden, 2015; Khalid. Etc., 2014; Helena & Thomas, 2016).

The above views of experts might be a hint that the soft skills needed to overcome the problem of the quality of human resources are not distributed among the ASEAN countries. This is because people have good soft skills have the ability to resolve the problems to achieve success. Individuals have the soft skills trying to solve shared problems. A high soft skill of individual will have the psychological ability to catch up it, so the professionalism that has been developed to meet the demands in the era of AEC.

Soft skills become an effective solution to build quality superior human based on a survey of the National Association of Colleges and Employers (NACE) which produced findings that a person's success in developing a career personal not only depend on academic ability, but the influence the success of individuals achieve higher supported by soft skills. A survey conducted by NACE says that individuals who obtain a ranking score higher on soft skills can achieve success in life (Putera & Pratiwi, 2005).

In addition to the survey research conducted by experts showed that soft skills are psychological capabilities that can be used for increasing the quality of human resources, so that the individual can achieve success. Kim (2015) found that soft skills training can improve the ability of youth in shaping the personal qualities superior, especially related to how to resolve personal problems in mempersiap future careers. Ngang, Hashim, and Yunus (2015) examined the useful soft skills to prepare students for the challenges of the competitive world of work. Moss and Tilly (1996) examined the role of soft skills to improve the quality of human resources associated with improved performance in a community cultural differences. Study of Moss and Tilly (1996) maintained that soft skill very important because it can serve as a guide to develop the achievements in the area of the ASEAN economic community consisting of differences in cultural background. Furthermore, Brungardt (2011) examined the role of soft skills to improve their skills in dealing with the psychological problems of human resources in adolescents.

The above reality described that soft skills have significance strategic to improve the quality of human resources, so that the AEC had high competitiveness among the countries in the world. High competitiveness makes the AEC as the main force of the world economy.

Based on the above background, it is necessary to be thinking about the soft skills in the era of AEC. This paper will describe how the strategy to develop soft skills in AEC era? And how do implement it?

STRATEGY OF DEVELOPING SOFT SKILLS

Strategies that can be done to inculcate soft skills to improve the quality of human resources is to develop soft skills dimension of the individual self (Sangamitra & Priya, 2015). Soft skills dimension will be explained more detail below.

Leadership

Leadership is part of soft skills that can make someone's success in the era of the ASEAN economic community. This is because give affects to people. Further, aspects explained that, not only to lead others, but also lead yourself goals (Chai, 2015; Lussier & Achua, 2013; Pettaway, 2015; Pearce, 2015).

The ability to lead yourself to be reflected on the psychological realities that exist in a person such authority, expertise, and extensive knowledge (Dewajani, 2005). Other leadership skills shown by Ki Hajar Dewantara is an understanding that

a good leader is self-awareness about *Ing Ngarsa Sung Tulodha*, *Ing Madya Mangun Karsa*, and *Tut Wuri Handayani*.

The purpose of the *ngarsa ing sung tuladha* is a leader in implementing the leadership which not only ask for orders. A good leader in his actions should provide role models for others. In this process, one must increase the personal abilities, both intellectual capacity, social skills, and spiritual, if he wants to be a role model for others.

Further explanation of the *ing madya mangun karsa* is a kind of leader that does not only giving instructions, but it should give encouragement to others who lead. In order to encourage people who they lead, leaders need to cultivate a passion for him in running the activities to achieve the goals. Excitement surged through them into energy to work on optimizing the activity with a variety of capabilities, sincerely, wholeheartedly do the work, and is involved in total in completing tasks to achieve the goal.

Tut wuri Handayani has its own understanding. The meaning can be explained from a *tut wuri handayani* is a leader who able to listen to the wishes of the members. The desire of members can support to achieve a common goal to be facilitated and assisted to realize these desires. Thus the leader is willing to provide support to the members who have a desire to develop themselves. The successful leader is the one who can create new leaders that can give progress with the group.

Soft skills such as leadership will be very important. This is because the leaders who have character *Ngarsa Sung Tulodha Ing, Ing Madya Mangun Karsa, and Tut Wuri Handayanican* survive in the era of AEC. Content of AEC is togetherness, so that individuals who have quality of human resources can live together. Leadership ability give a role model, get involved, and care for the environment is an appropriate leadership style in the era of AEC that has the spirit of togetherness.

In addition to the indigenius leadership style is kind of personality traits that need to be developed in the era of the AEC is based on the great person theory. Things can be explained from the great person theory as a perspective that a leader has some trait distinguishes itself from most people.

The properties which distinguishes from others such as a boost in self-powerful, the desire to achieve something coupled with great energy and resolution, confidence, creativity, motivated leadership, and flexibility in the form of ability to take action in accordance with the requirements in certain situations (Baron & Byrne, 2005). Individuals like these have adequate human resources at AEC era.

Furthermore, Baron & Byrne (2005) describes the great person theory that a leader has personally karakteritisk as follows:

Table 1. The dimensions of the Great Person Theory

No	Dimension	Indicators
1.	Extraversion	Trend in nature-friendly, assertive, and active
2.	Agreeable	Trends in nature kind, gentle, trusting and trustworthy
3.	Conscientiousness	Organized, reliable, and oriented towards success
4.	Disclosure of new experiences	Tendency on the nature of the creative, imaginative, perceptive, and thinking of others.
5.	Adjustment or emotional stability tendency	Calm nature, not depressed and not moody

These personality also needed by the human resources at AEC era.

Personality hardiness

Personality hardiness is needed because it has a strong personal qualities in the face of the problems in the era of AEC. This is because the hardiness personality is the characteristics which make individual has strength in the face of stress as a result of the problems, obstacles and life challenges.

It makes life pressures that it faces potentially causing stress can be managed properly. Such a reality makes someone personality hardines can take advantage of the opportunity to live as well as possible, confident face a future life, and the life of the future is a challenge to make the spirit of life goals.

The benefits of hardiness personality help individuals in adjusting to the pressure; first, individuals can reduce a negative result when experiencing stress. This can be done as an individual capable of coping with a good strategy; second, it make people not easily give up on the state; and third, the individual makes a decision to either of the pressure life experienced.

There are three dimensions that make a person's personality hardiness: first, control the ability of individuals to control and manage any events that happened, even though the event was a negative event; second, a commitment that is the state of a person committed in running activities. This commitment instil him because of his desire achieve goals; the third is the challange a condition in a person is able to adjust to any changes that occur. Changes that occur within the individual as the challenges of life that must be lived. Individuals who have challange is people who have a strong desire to grow and be able to find a strategy to achieve the goal (Hedayati & Khaeez, 2015; Vezzani, 2015; Kobasa, 1979).

The next thing to be explained is the hardiness personality shows in a person perseverance. Stoltz (2000) describes a power struggle if someone has had strong

type. The figure have described as a climber who throughout his life working hard and trying to live her life. In a stalemate situation a hiker will evaluate and endure to find out the way to find a way out so that made it to the destination. If people managed to climb a peak, he will travel to the other peaks.

Achievement Motivation

Motivation is the soft skills that are important in the context of a person's success in the era of the AEC. This is because a person has a strong motivation to push himself to reach peak performance. Factors that lead to achievement motivation can deliver individual can succeed, because it contained personal energy to improve the quality to make himself superior to the others. The advantages of it has more than others because of the motivation moves him to continue to improve ourselves to produce the best performance. So that, someone who has the motivation to be able to compete and produce the winner.

Achievement motivation is defined as a boost in the individual achieve success, gain a level of excellence, and the fight for success. Another definition of achievement motivation is to use the skills, abilities, and set a goal (Herrero, 2011).

Besides motivation is a person desire who moves to do something in. Based on this view can be explained that achievement motivation can be defined as the individual needs which moved him to produce peak performance (Polednova, Stranska, & Niedobova, 2014; Emmanuel, 2014; Lai, 2011; Arora, 2010).

There are several characteristics that indicate a person has the motivation of achievement that is making and receiving assignments tend to be moderate and realistic, the work does not aim to gain appreciation for the tasks that have been performed, initiative, a big responsibility, and high morale.

The factors that determine one's own achievement motivation depends on the ability of a person (including intellectual ability, social, and spiritual), environment (relations between individuals, individual and groups, and a conducive climate), and past experience (which affects the confidence, motivation and ability)

Time Management and Adaptation Skills

In order to build soft skills in the era of AEC that one must have good self-control. This is because of self-control implies an ability in oneself prepare, guide, organize, and direct forms of behavior. Such capabilities can deliver more positive a person's life to meet the demands of the quality of human resources in the era of AEC (Patel & Puddester, 2012; Tracy, 2013).

It is because that the person has a personality trait that has no self-control positive and negative controls. A person who has self-control is good in itself will have a good ability to manage their self. So that a person has a good self-control to be able to manage his time well. Individuals will seek to manage time effectively and productively in order to achieve peningkatakan quality of human resources. Individuals do not waste time in vain do something good. Its ability to manage this time because in one self-contained control is high.

This was evidenced by the research of Aini & Mahardayani (2011) that there is a negative relationship between self-control with procrastination. When the self-control is high, automatically the procrastination is low. In contrary, when the self control is low, the procrastination is high. In sum, procrastination is a psychological condition of a person to do procrastinate.

In addition to pay attention in time management, important things that can be explained in the perspective of human social psychology require an adjustment to the environment in order to survive in life. It can be done in order to survive is to act socially acceptable adjustments (Nekoranec & Nagyova, 2014). Perform adjustment AECsures that can be accepted by social norms in the study of social psychology called conformity (Hafiyah, 2009).

Real action in conformity is a part of social influence in the form of changing attitudes and behaviors themselves adapted to the social norm. There are two forms to make adjustments, namely: injunctive norms that is what should be done and descriptive norms which are generally carried out by others.

An understanding of conformity is important for individuals implanted because as social beings that people can not live alone. Individuals need other people in order to achieve objectives. In that condition someone needs to adjust to the life of another person because they can live alone. The reality will encounter problems if people do not do a good conformity.

To be in a person is not affected in a negative adjustment, it is necessary to be aware of their psychological skills in conducting conformity. One can adjust to the environment to contribute positively to the development of self. Conversely, if the other individual negative contribution or make yourself can not go forward, it must be yourself. There should be a further individuals adjust to the environment.

These soft skills are needed the AEC era. This is because individuals who understand their conformity can expand social capital to support its success without disturbing plannings already enactment activities in order to improve the quality of human resourcesat AEC era.

Problem Solving

Decision-making is an important element in solving the problems facing the problems AEC era. This is because the decision to be part of the problem-solving process. Making the right decisions can provide the best solution to solve the problem (Ras et al, 2014; Gulacar, Bowman, & Feakes, 2013; Koruku, 2014; Jonasen, 2011).

To relevan on the awareness that solve the problem properly requires an understanding of decision-making. Baron & Byrne (2005) describes the decision-making is a process that involves combining and pooling of existing information with the aim of selecting the possibility of some action. Putra (2009) explain more about the decision-making style conceptual that typical characteristics of a person's conceptual style is the level of cognitive complexity and human-oriented higher. In order to make decisions that someone stylish conceptual uses data from multiple sources to consider various alternative solutions to problems.

Another feature of the individuals who have more idealistic conceptual style, emphasizing ethics, considering the value, creative, quickly understand complex relations, concerned with achievement, award notice, taking into account the recognition, emphasizing self-reliance, and as a thinker rather than implementers.

Conceptual appropriate decision making in the era of AEC. This is because the decision-making style has conceptual level of cognitive complexity and human-oriented higher. Decision making is aligned problematic in an era of increasingly complex AEC

Effective communication

Communication is important thing in the lives of individuals in the era of AEC. The communication skills can be useful to support a person's success. Conversely those who do not have the communication skills no obstacle in achieving the goal of his life.

It can be seen from the reality our daily life, how a few people having problems with other people because it is not able to convey the message to both the recipient. This problem occurs in the family, friends, or at the office would make life uncomfortable. This is due to the inability to communicate makes himself in trouble with others. Under these conditions people will feel have no friends so alienated with the surrounding environment.

These conditions make the individual in achieving life goals. When someone is always working alone results will be less than the maximum. Many obstacles in reaching the goal of life because no one else to support them. Though individuals are social beings who need other people in order to achieve the goal of life (Brower & Darrington, 2012; Majid, etc., 2012; Judav & Gupta, 2014).

The consideration in the process of communicating is its message. Greater attention given to messengers as viewed from the success or fail depending on its message. Messengers need to master communication skills so that information can be received well by others (Hallahan, etc., 2007).

Understanding is important to be owned by its message and knowledge of social perception. Social Perception help message to find out who the actual recipient of the message? What is he thinking? What felt? The knowledge gained about the recipient of the message makes its message is able to convey the information appropriately and proportionately according to the situation and condition of the message recipient. Messengers which controls the social perception memiliki good skills in communicating with others.

Conceptually that social perception is to interpret, understand, and evaluate the others (Baron & Byrne, 2005). In order to perform social perceptions require adequate skills. This is because the object that is perceived is not the object, but others. The other person has a very complex dimension. Individuals that have a desire, feeling, thinking, and behavior of its own, so a person needs to have the ability to understand others.

IMPLEMENTATION SOFTSKILLS

In order to develop soft skills requires action among ASEAN countries to improve the quality of human resources. Implementation can be done to foster soft skills need to conduct collaborative research between the ASEAN countries to find a formulation inculcate soft skills in the era of AEC.

The formulations were found through research collaboration is an effective guide that can be done by the ASEAN countries in developing soft skills. Other formulations that can be run is to standardize the development of soft skills at the ASEAN level. The benefits derived from standardization is the same build quality soft skills among ASEAN countries.

The formulations obtained from collaborative research also found soft skills modul. This module can be used as guidelines for the conduct soft skills training in the ASEAN economic community.

This is important in order to develop soft skills in AEC is entering the era of soft skills in the curriculum at primary level, secondary schools, and higher education on going basis. This idea is a challenge for ASEAN countries. Soft skills-based curriculum is a challenge because each country has a different curriculum. Different curriculum is because each country has its culture, ideology, social, economic, and cultural diversity.

Reality is made based on curriculum development softskills need to consider ASEAN insight. The hope ASEAN countries to formulate an ASEAN-based soft skills curriculum that has universal significance as the foundation for developing soft skills in ASEAN countries. Their soft skills curriculum-based ASEAN that have universal meaning of each ASEAN country can develop soft skills in accordance with the culture, ideology, social, economic, and cultural diversity, without losing the spirit of being part of the AEC.

CONCLUSION

AEC has a lagging competitiveness compared with other countries in the world. The next thing that matters is the competitiveness among members of the AEC. There is negative impacts are AEC will not be able to compete in the global era.

Strategies that can be done to improve competitiveness of human resources. Reality shows that the AEC human resources have not been able to contribute to improving competitiveness.

In order to improve the quality of human resources it needs to develop a strategy to develop soft skills. Soft skills can be used as a strategy to build the quality of human resources as an individual psychological abilities required for success.

Individuals who have the soft skills can overcome obstacles to achieve success. It can be created to teach softskills on the individual dimension includes leadership, hardiness personality, achievement motivation, time management, adapation skills, problem solving, and effective communication.

The implementation develop soft skills in the era of the AEC to conduct collaborative research that resulted in the formulation is an effective guide that can be done by the ASEAN countries in developing soft skills, standardize the development of soft skills at the ASEAN level, and find a module to conduct soft skills training.

It is important in the implementation of developing soft skills also need to incorporate soft skills on the curriculum at primary level, secondary schools, and higher education on an ongoing basis. This concept is useful for making soft skills curriculum applicable in accordance cultures, ideologies, social, economic, and cultural diversity of each ASEAN country.

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GUIDANCE AND COUNSELING SERVICE TO IMPROVE GOLD GENERATION

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ABSTRACT

Human resources is an asset to promote a country. The best way to create the gold generation which has the quality of resources is provide a good service of guidance and counseling. Guidance and counseling comprehensive is a program to improve the quality of student. It involves all stakeholders to be active in developing environment. Individual planning service is one of part of the program guidance and counseling comprehensive which the aim is preparing students to know the environment, complete the case, and be ready for their future. One of individuals planning service create culture that support the learning process runs well.

Keywords: *guidance and counseling, gold generation, human resources.*

PRELIMINARY

The education process is one of the essential things that should be done by human. Education will determine the fate and future of a nation. Through the education process anyway, everyone can be a reliable human dignity (H. Nur Fitri, 2015: 61). By giving the crucial role of education in this global era, it is desirable if all of the components of the nation participated in its efforts to achieve national education goals. As set forth in Article 3 of the Law on National Education System No. 20 of 2003 that the national education aims to develop students' potential become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and citizens who become of a democratic and accountable.

Furthermore, realizing that the goal of national education required it's in the learning process. The learning process is an important aspect. The success or failure of education is determined by their lessons. When the learning process is successful it will create good learners or the quality of human resources. The Quality of human resources can be used as an asset that can be used to promote the country. The Quality of human resources creates the nation's golden generation. Moreover, the golden generation could compete globally to capitalize the comprehensive intelligence among others productive, innovative, peace in their social interactions, sound and healthy in a natural interaction, and superior civilized.

This is consistent with the current era that have entered the free market is often which called as ASEAN Economic Community (AEC). The aim of MEA create a single market and production base characterized by free flow of goods, services, investment, labor's skill and capital movement of goods. MEA will also inspired manifest to compete in economic area, the area with economic development that is able to integrate fully into the global economy. One of the issues associated with the implementation of the AEC is the readiness of the human resources (HR). HR is not only those who work in government but in education, especially in the field of guidance and counseling. To bridge this gap, the role of guidance and counseling is needed. Guidance and counseling is used to Comprehensive Guidance and Counseling that the program will improve the quality of students in taking into account the developmental tasks of students and the environment and involve the active participation of all stakeholders of the school.

Based on the previous explanation, one of the guidance and counseling program namely Comprehensive Guidance and Counseling Services Individual Planning serves to prepare students to know the environment, resolve problems, and ready to face the future. Individual Planning Services create a school activity that supports a pleasant learning atmosphere. In addition, Individual Planning Services is expected that learners can understand themselves and their environment carefully in accordance with the task of development. When the program is well done automatically can create human resources qualified or in other words the golden generation that can compete in the era of MEA.

DISCUSSION

Urgency of Education in the ASEAN Economic Community (AEC)

It becomes main concern that the qualified human resources serve as state assets. The quality of human resources compete to continue the overall perpetuate life. It creates quality resource to do with education. Through a children education can be shaped and directed in accordance with national education goals. As set forth in Article 3 of the Law on National Education System No. 20 of 2003 that the national education aims to develop students' potentials to become a man of faith and devoted to God almighty, noble, healthy, knowledgeable, skill, creative, independent, and become citizens of a democratic and accountable nation.

The goal of national education is required in the learning process. The learning process is an important aspect, because the success or failure of education is determined by their lessons. When the learning process is successful it will automatically create the learners or the quality of human resources. The Quality of human resources can be used as an asset of a country to promote the country. This quality resource creates the nation's golden generation. Yet, golden generation is that could compete to capitalize the comprehensive intelligence among others productive, innovative, peace in their social interactions, sound and healthy in a natural interaction, and superior civilized. All of the characteristics of quality resources in

accordance with the things that need to be prepared to enter into and follow the flow of the ASEAN Economic Community (AEC).

In line with above explanation, the MEA aims to create a single market and production base characterized by free flow of goods, services, investment, labor's skill and capital movement of goods product freely. MEA will also inspired manifest a competitive economic area, where economic development that is able to integrate fully into the global economy. One of the issue associated with the implementation of the AEC is the readiness of the human resources (HR). HR is not only those who work in government but also in the world of education.

Furthermore, If the MEA realized that there will be another opportunity for citizens who work for the citizens of ASEAN countries. An opportunities for educated labor ASEAN region, MEA implementation plan provides an opportunity but also a challenge. It can be said that there will be an opportunity for an employee who lives in ASEAN countries will have chance to work in other ASEAN countries. For example, Indonesian can work in Brunei, Thailand and other ASEAN countries. On the other hand Indonesia gets a challenge because of the free flow of the world of work, allowing other countries to enter Indonesia (Novia & Devita, 2015: 1-2). Therefore, it can be minimized by the role of education. The government provides an education which can create learners to be competitive human resources in global area as like "MEA".

Comprehensive Guidance and Counseling

Education meant devoted to the Comprehensive Guidance and Counseling. In other terms Comprehensive Guidance and Counseling also called by the Guidance and Counseling Development. Guidance and Counseling development is the provision of assistance to learners that are designed to focus on the needs, strengths, interests, and issues relating to the stage of development of learners and it is an important part and integral part of the overall education program (Supriatna, Mamat 2013: 30), Guidance priority to the development of the growth of the positive aspects of each individual, of the emphasis on the orientation of the crisis. This model involves classroom teachers, principals, and parents are included in the guidance team.

The Guidance and Counseling Model development allows a tutor not only to focus on social emotions of learners, but also rather to seek the achievement of objectives in terms of mastery of developmental tasks, bridge the tasks that appear at certain times, and increase the resources and competence in providing assistance to the development of students. The contents of guidance and counseling program implemented through the development of basic service components guidance, responsive service, individual planning and support services or support systems. This study will be focused on individual planning services component, where Individual Planning Services can be interpreted as support services to all learners to be able to make and imply its future plans, based on an understanding of the strengths and weaknesses of their self (Supriatna, Mamat, 2013: 69-70). Individual planning services is kind of counseling service that aims to help learners develop and implement education plans, career, social and personal. It helps the learners monitor

and understand their own growth and development, make and imply the plans that correspond to the monitoring and understanding. It also can be said that the individual planning services aim to guide the learners to have ability as follows:

- a. The ability to set goal, plan, or management of his personal development both of concerning aspects of personal, social, learning and career.
- b. The ability to learn how to monitor and understand the development itself.
- c. The ability to perform activities or actions based on their understanding or objectives that have been formulated.
- d. The ability to prepare their self for further education, career planning, and develop personal-social skill based on their knowledge and the information about the further school or the world of work and society.
- e. The ability to analyze the strengths and weaknesses of their self in order to achieve their goals.
- f. The ability to measure the level of achievement of the objectives their self.
- g. The ability to make decisions that reflect the planning itself.

The purpose of this individual planning services can also be formulated as an effort to facilitate the counselee to plan, monitor and manage the educational plan, personal career and social development (Agus, et al 2016: 17). The contents of individual planning services are the things that counselor needs to understand the specifics of the development itself. Thus, although individual planning is intended to guide the entire counselor service is given more individual because it is based on plans, goals and decisions which are determined by each counselor.

The focus of individual planning services closely related to the development aspects of academic, career, social and personal, detailed coverage of the focus among others include the development aspects:

- a. Academic; covering utilize the skills learned, make the selection of further education or choice of majors, choosing courses or extra lessons right and understand the value of long life education.
- b. Career; it includes exploring career opportunities, explore the exercises work and understand the need for positive work habits
- c. (c) Personal Social; the encompassing of development positive self-concept and the development of effective social skills.

To implement individual planning services can be done by the following strategies:

- a. Rate Individual or group in question is assessment is a counselor and learners analyze and assess the skills, interests, skills, and achievements of learners. It can be said that the counselor helps students analyze their strengths and weaknesses which called as concerning the achievement of development tasks or personal aspects, learning, social and career. By using this self assessment service, students will have an understanding, acceptance, and directing themselves in a positive and constructive.

- b. Individual or Small-Group advisement; the counselor gives advice to students to utilize the results of the assessment of their self or information about personal, social, learning and career gained; set goals, and plan the activities that support the development itself or activity that serves to improve their weaknesses. the activities were consistent with the purpose or plan that has been established and evaluate the activities that have been done. To select and use strategies that have been described previously, the counselor must be adapted the characteristics and needs of the students due to their differences.

According Juntika Achmad N. (2010: 46-47) the contents of individual planning services provided by the guidance and counseling teacher or counselor can be seen bellows:

- c. The education field; The topics in this field is the study of make a plan for further study
- d. Career field; The topics in this field is the work planning, office planning, planning visits to the company, and planning time for productive activities
- e. The social personal areas; the topics in this field development planning positive self-concept, as well as the planning of the development of social skills appropriate. In providing individualized service planning guidance and counseling teacher or counselor should know and understand what the appropriate fields to the characteristics and needs of the students. After understand the entry field, and then they select the appropriate topic.

The process of adopted a Guidance and Counseling teachers or counselors in providing individualized care planning is not easy, because the counselor is required to know and understand the characteristics and needs of the students who will get the service. If students can apply what they have been seen, and they are designed with the consequence that it is certain they will get learners will understand himself and be able to bring himself to succeed today and in the future. Someone who can understand, they will make and take what they had planned to be classified as qualified human resources and can make them as the golden generation assets of the country.

Golden Generation

Talking about the golden generation, our education and culture ministry has declared the theme of education "The Rise of the Golden Generation of Indonesia" in National Education Day 2012. Golden generation is the generation that is able to compete in capitalizes the comprehensive intelligence among others productive, innovative, peace in their social interactions, healthy in a natural interaction, and superior civilized. The role of education in preparing a generation of gold is very important, that the Education and Workforce Education prepares educators professional education in guidance and counseling can be called with the guidance

and counseling teacher or counselor. The role of a teacher or counselor is important to create golden generation.

Golden generation will be the citizens of multicultural, that's why they have remained alive and thriving in the identity and culture of Indonesia as a precious nation. In the guidance and counseling, the efforts to create a golden generation has been described as what can be done by individual planning services. By providing this service, hopefully someone can pick and choose which one is useful and which are not, good or bad, beneficial or harmful, so that their life would become someone who is qualified to give contribution in MEA is well as they can. Their personality can be qualified and compete with the human resources from other countries in the world of advance.

CONCLUSION

In sum, this paper concluded that education is crucial foundation to create human resources quality which called as golden generation. The fundamental thing that can be done by a teacher or counselor is implementing Comprehensive Counseling or Counseling progress using individual planning services. This individual service planning is expected to learners whom may have the ability to manage their plan to gain the goals or their development in both of concerning aspects of personal, social, learning and career. They can learn how to monitor and understand their development. They also active in performing based on their understanding or purpose which has been formulated to pursue further education, career planning, and develop social skills-personal based on their understanding and information about the next school by analyzing the strengths and weaknesses in order to achieve its objectives. They have responsibility to measure the level of achievement of goals able to take decisions that reflect to the planning. The learners that have these characteristics are expected to be more confident to compete in world advance. This is called the golden generation that is ready to compete and survive in the era of MEA.

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NEO-LIBERALISM AND PROTECTIONISM IN THE PHILIPPINE ECONOMY

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ABSTRACT

Being surrounded by water and located near the equator, the Philippines boast in agricultural abundance. With its strategic setting, it was not a surprise that the country become one of the earliest global destinations for trade. During the pre-colonial period of the country, economic development was obvious as it is one of route of the merchants across the globe. Even in Spanish and American regime, the Philippines continue to boost a positive growth in economy. In fact, when the Great Depression took the place, the United States heavily relied on the Philippines. It was after the World War II that the country experienced its first economic crisis. But all was well, as the freed Philippines in its Third Republic with its leaders made relevant move to address the economic problems through creating a self-sufficient economy for the nation by putting up Protectionist policies that benefited the local citizens. However, as the Martial Law happened and as the successor administration after it was inept, the economy of the Philippines grew to become more sinister. Thus it earned its nickname as “the sick man of Asia.” It was through opening to a Free Market system that the country gradually started to heal its wounded economy. As leadership proved to be very important in building an economically strong nation, the Philippine economy again sank even before it was fully healed as its new spearheads brought mismanagement. It was in 2010 that the economy of the country started to pick up again. And last 2013, the Philippines received its first ever investment grade rating from Fitch.

Keywords: *Economy, Philippine Economy, Free Trade, Protectionism*

INTRODUCTION

Sometimes referred to as “the sick man of Asia” (Hayes, 2015) due to its crippled economy with a widespread of poverty in the country, one may not believe that the Philippines was actually formerly renowned for its economic glory. It was once second to Japan in terms of development (Hayes, 2015). What used to be one dollar was equivalent to one peso in the past. The Philippines had been a powerhouse of industrial development with produced consumer goods, processed raw materials, assembly plants for automobiles, televisions and other home appliances, chemical plants which produced drugs, imported scrap metals which were made into steel for ships, and factories that produced cement, textiles, and fertilizers (Hayes, 2015). At a time when most of its neighbouring countries were still crawling for economic

development, the Philippines at that time was already walking to become one of the first developed countries in Asia. That was during the years 1950 up until the early years approaching 1970.

As of press time, the Philippines were currently acknowledged by the IMF as the 39th largest economy in the world in 2015 whose economy transitioned from agriculture to services and manufacturing (International Monetary Fund, 2016).

METHOD

Primarily, a qualitative descriptive analysis was used in writing this paper. Information about the economy in the Philippines was gathered from sources such as books, periodicals, journals, and articles over the internet. As this is a qualitative research, hypothesis or hypotheses made on the relationship of the dependent variable (economy of the Philippines) and the independent variables (Neo-Liberalism and Protectionism) were presented in a descriptive manner. With this technique—qualitative method, that is, the writer will be able to observe the factors affecting certain phenomenon or phenomena involving a particular study. In the case of this paper, it's about the effect of applying the ideologies of Neo-Liberalism and Protectionism in the context of the economic policies of the country. The purpose of this method is to identify and provide evidence to support the fact that certain variables in the topic discussed exist and that they have constructed validity (Ahatteer, 2014).

DISCUSSION

Neo-Liberalism

Neo-liberalism is an organised form of the liberal economics founded by the 18th Century Scottish economist, Adam Smith (Chang, 2012). It has been the dominant economic view since the 1980s from the moment it emerged in the 1960s (Chang, 2012). It entails Free Trade and Free Market as economic policies. Free Trade is the interchange of commodities across political boundaries without restrictions such as tariffs, quotas, or foreign exchange controls (Microsoft Encarta 2009 [DVD], 2008). While, Free Market or Capitalism is an economic system in which individuals, rather than government, make the majority of decisions regarding economic activities and transactions (Microsoft Encarta 2009 [DVD], 2008). The philosophies in the core of Free Market economies are based on *laissez-faire* (Microsoft Encarta 2009 [DVD], 2008) or the “let things alone” economic policy of domestic non-interventionism by government in individual or industrial fiscal affairs (Microsoft Encarta 2009 [DVD], 2008).

Neo-Liberal economists hold that a boundless competition in the free market was the best way to arrange an economy, because it compels everyone to perform with maximum efficiency (Chang, 2012). Interference by the government was

umpired damaging because it lessens competitive pressure by limiting the admission of the possible players, whether through import controls or the creation of monopolies (Chang, 2012). This Neo-Liberalism support new types of monopoly such as patents or the central bank's monopoly over the issue of bank notes and political democracy which was not present in Smith's old Liberal economy (Chang, 2012). However, the fundamental ideologies of deregulation, privatization, and opening up of international trade and investment have stayed (Chang, 2012). The country proponents of Neo-Liberalism are basically the rich countries of today most especially the Great Britain, and the United States. Today, it became the most popular economic system as the neo-liberal agenda was pushed by governments of rich countries spearheaded by the US and the international economic organizations which they control—the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO) (Chang, 2012).

Protectionism

Protectionism is that policy in economics that bring in trade between countries under control through tariffs, quotas, subsidies and other form of government regulations to let fair competition between imports and goods and services manufactured locally (Wikipedia, 2016). It is also known as a form of government policy that the favour domestic products over imported goods (Microsoft Encarta 2009 [DVD], 2008). It usually used interchangeably with Protectionist Policy which the safeguard businesses and workers within a country by kerbing or regulating trade with foreign nations (Xinhua, 2012). The most popular policies mobilized to achieve Protectionist goals are tariffs, quota, and subsidy. Tariffs are obligatory taxes for imported goods which increases the cost of imported goods in the local markets thus lowering its quantity (Wikipedia, 2016). There are two types of tariffs, import tariffs and export tariffs. Import tariffs are generally perceived as helpful in the local industries while export tariffs are often perceived as hurtful to local industries (Wikipedia, 2016). Quota on the other hand reduce the quantity of imported goods in the local market which increases its price (Wikipedia, 2016). Generally, its economic effect is the same to that of tariff except that the tax income gain from a tariff will as an alternative be disseminated to those who receive import licenses (Wikipedia, 2016). Lastly, subsidy is a government payment intended to support a desirable enterprise or policy, usually one that is not viable or competitive under existing economic conditions (Microsoft Encarta 2009 [DVD], 2008).

Despite being proponents of Neo-Liberalism, the Great Britain and the United States were actually one of the biggest protectionist nations as they had implemented one of the highest tariffs in history (Chang, 2012). Britain in particular only adopted free trade when they know that they have already acquired lead over their competitors (Bairoch, 1993). Other countries who are heavy practitioners of Protectionism are Germany, France, Japan and the miracle economies of East Asia such as Taiwan, Singapore and Korea, all of which were famous for their strong and rapid economic development (Chang, 2012).

Economic History of the Philippines

The beginning days of the economy of the Philippines originated with trading with other nations who are mostly Indians, Arabs, and Chinese merchants through the Barter System. Agricultural products were the ancient Filipinos commodities. During the Colonial period of Spain, the Philippines already had a booming economy as it was an economic centre in Asia. Manila was already known as a global city. After the insurgence for liberalization from Spain, the economy of the Philippines went down but was re-developed in the American period. Then the Commonwealth era came in the Philippines which boosted a rapid growth of prosperity in the country especially in the areas of tourism and agriculture. Then World War II happened and the economy of the Philippines like most economies in the world went down.

The Philippines was facing a great food and financial crisis at the start of late president Roxas' administration. To alleviate the country from this huge socio-economic problem, Roxas' prominent projects during his time with direct relation to economy were the establishment of the Rehabilitation Finance Corporation which is now known as the Development Bank of the Philippines (Development of the Philippines, 2015), the reformed taxation laws of the country that aimed to increase revenue of the country (Blue Book of the First Year of the Republic) and the institutionalization of Republic Act No. 265 which created a central bank that would administer the Philippine Banking System (Bangko Sentral ng Pilipinas, 2015).

Those thriving times in the Philippine history was under 3 presidents. It was during administrations of late presidents Carlos P. Garcia, Diosdado Macapagal, and Ferdinand Marcos (Wikipedia, 2015). During the administration of late President Garcia, his major economic program was colloquially known as the "Filipino First Policy" which aimed to regain economic independence for the country (Garcia, 1960). Garcia's administration promoted the protectionist idealism among the citizen which were to patronize Filipino-made products and services and to implement import and currency controls such as tariff and quota (Abinales & Amoroso, 2005). The "Austerity Program" which highlighted a "more work, more thrift, more productive investment, and more efficiency" ideology which was for marshalling national savings was also under the wing of President Garcia (McFerson, 2002). His administration also emphasized prevention of corruption and promotion of honesty and public trust through the Republic Act No. 301 or The Anti Graft and Corrupt Practices Act (Wikipedia, 2015). When President Diosdado Macapagal took the presidential sit in 1961, like President Carlos P. Garcia, he also stressed the importance of public honesty and trust and economic self-sufficiency for the Philippines through partnership of the government and private sectors. The significant laws that were inaugurated during his time were the following: Republic Act No. 3844 or the Agricultural Land Reform Code which founded the Land Bank of the Philippines (Landbank, 2015), Republic Act No. 3466 which created the Emergency Employment Administration, Republic Act No. 3518 or the act that established the Philippine Veterans Bank, Republic Act No. 3470 which aimed to organize, revive, and promote the establishment of local cottage industries through launching the National

Cottage Industries Development Authority or NACIDA and lastly, Republic Act No. 4156 which set up the Philippine National Railways or PNR to fully operate (Wikipedia, 2015). Lastly, after the late President Diosdado Macapagal came, the late President Ferdinand Marcos who increased the GNP or Gross National Product of the Philippines by an average of 6.4 per cent per year in the span of 5 years after the declaration of Martial Law (Hayes, 2015). It was basically done through heavy lending from transnational commercial banks, multilateral organizations, the United States and other countries to fund mostly the improvements made to infrastructures and tourism (Hayes, 2015). This foreign-currency borrowing which accounted for 62 per cent of the external debt of the country (De Dios, 1984) which amounted from US\$2.3 billion in 1970 to US\$17.2 billion in 1980 later on becomes one of the factors that led to the downhill of the then growing economy of the Philippines.

It was in the 1970s to 1980s when the decline of the Philippine economy started out. The gain made during the 1950s and 60s vanished to corruption, cronyism, and mismanagement of the Marcos administration and the lack of competence of the Aquino (Cory) regime (Hayes, 2015) which ensued after the dethronement of the Martial Law through a People Power revolution. Even though Marcos has significantly raised the economy of the Philippines, the government being unable to pay its international debt arranged a credit plan with the International Monetary Funds (IMF) which involved negotiating the Philippines external debt and diminishing the Philippine Peso to P6.40 to United States' \$1 (Hayes, 2015). As the Philippine government became more incapable of dealing with its economic difficulties, it succumbed to the external injunctions of the IMF which continued with increasing the rate of recurrence in the following twenty years (Hayes, 2015). As of the writing of this paper, the value of US\$1 to Philippine Peso has now reached more or less around P45 to P46.

By the 1980s, the Philippines was faced by political flux, authoritarianism, upsurge of foreign debt, dwindling commodity prices, corporate maladministration, and wide unemployment which highly damaged the economy of the country (Hayes, 2015). When the Cory Aquino administration entered, her first two years saw a positive flounder in the economy of the Philippines. But in 1988, the economy of the Philippines again went on a predicament. It was mostly quandaries on financial and trade deficiency of the government which continued until the last years of late President Cory Aquino and was even more aggravated due to several fortuitous events such as natural calamities (Library of Congress). Then a new sense of hope has shone again for the Filipino masses as President Fidel V. Ramos took the presidential seat in the year 1992. And indeed, it was a good thing for the economy of the Philippines has started to gradually grow again and the Philippine was once again touted as the next "tiger" economy (Gomez & Teves, 2006). Transforming the Philippines from its history of impoverished, corrupt, violent, foreign-inept, and tax evasive country into a financial powerhouse, President Ramos was given high marks for handling the economy of the Philippines (Hayes, 2015). But all of President Ramos

efforts were put into vain when President Ejercito Estrada replaced him on the top post of the Philippine government. President Estrada's administration was primarily tangled with scandals which obviously dropped the peso, the stock market and the confidence in the Philippines as a place to invest into (Hayes, 2015). Corruption, cronyism, inconsistent monetary policy, slow economic growth, terrorism, and insurgencies (Hayes, 2015) were the pictures of Estrada's rule. Hence his impeachment in 2001 was no surprise. As President Macapagal-Arroyo went to the presidential position, she was faced with an even sicker man of Asia. There was optimism in the beginning of her government but again, it didn't last long. It was only during her 2nd term when she won in the 2004 election that somehow things began to look bright again as the economy raised by at least 5 per cent in each of the past years of her term (The Economist, 2007). She was an Economics professor after all and had many good ideas and policy schemes but they were shadowed by her political issues or held up in Congress (The Economist, 2007). Then as the administration of President Benigno Aquino III entered, the economy of the Philippines picked up. It expanded by 7.6 per cent, 3.7 per cent, 6.8 per cent, and 7.2 per cent from 2010 to 2013, respectively (Hayes, 2015). Due to that, the Philippine was recognized as one of the fastest growing economy in the world driven mostly by Business Process Outsourcing and Overseas Remittances in 2010 (Rappler, 2012). However, it was an economic growth which didn't create jobs for many. As some said, it was an economic development whereby the rich got even richer and the poor got even poorer. The significant growth in the economy did not put a dent on the unemployment in the country which rose from 2.76 million from 2.64 million in 2013 (Whaley, 2013). It failed to create a significant social impact on assuaging the poverty in the country and sinking the eclectic disparity between the rich and the poor (Doronilla, 2013). This also reflected the wide inequality of income and growth among the Philippines' different regions. Unlike its neighbouring Asian countries, Philippines lacks the manufacturing base which has become one of the ways to lift millions of people out of poverty such as China which increased the income of its rural poor by providing jobs in factories (Doronilla, 2013). Call Centres has certainly improved the economy of the Philippines but they are only found in metropolitan areas such as Metro Manila, Metro Cebu, and Metro Davao and admittedly, few poor people from the countryside are capable to work in such establishment (Doronilla, 2013).

Neo-Liberalism and Protectionism in the Philippine Economy

The legal mandate of the Philippines on economic policies is laid down in the currently implemented 1987 Philippine Constitution. Minor adjustments and deviations of these economic policies placed in the constitution were made through subsequent legislations (Tacujan, 2013). As the Philippines started to pose to be the next big destination for Foreign Direct Investment (FDI) in Asia in 2013, Article XII of the 1987 Philippine Constitution stood to be a hindrance as it only allows 40% foreign ownership. This 60-40 foreign ownership clause in the constitution of the Philippines more or less had negative outcomes than positive as it protected few interest groups

in the country who do not want any form of competition to their almost monopolistic access to market share and government influence (Tacujan, 2013). Protectionism in this context made oligarchy or the form of government which vested supreme power to a few people (Microsoft Encarta 2009 [DVD], 2008) possible in the supposed to be democratic and presidential country of the Philippines. This oligarchy of small interest groups of family of businessmen relatively became the controlling power of the government of the Philippines as these groups hold the flow of economy domestically. Thus makes the rich richer and the poor poorer. This evil result of Protectionism did not come from the ideology of Protectionism itself but on how this ideology was put into practice. This can be proven by the fact that Protectionism particularly during the rule of late President Carlos P. Garcia who implemented the "Filipino First" policy which aimed to regain economic independence through a national effort of the Filipino to "obtain major and dominant participation in their economy" (Garcia, 1960) and through patronizing Filipino industries (Abinales & Amoroso, 2005) has had positive response on the economy of the Philippines as it was the country's golden age when US\$1 was P1 Philippine peso.

But that is not to say that the Neo-liberal Free Trade and Free Market policy, the opposition of Protectionism, has not done its magic in the economy of the Philippines. The glory years of the Philippines were undoubtedly during its Protectionist era in 1950s and 1960s. But the reform on the liberalization and openness of the Philippine market during President Ramos' government (Balisacan & Hill) has indisputably helped in mending the sick economy of the country after the Martial Law and President Aquino's (Cory) term. Through chunking monopolies, opening Philippines to foreign investment and privatizing business and industries controlled by powerful families, President Ramos transformed the Philippines into an economic centre that was referred as an Asian tiger cub that will eventually turned into a full-grown Asian tiger (Hayes, 2015). Basically what President Ramos did were to eradicate tariffs and privileged terms favouring rich families, to reform the banking system of the country which drove down interest rates and to refurbish the electricity infrastructure (Hayes, 2015). Under the leadership of President Ramos, fibre optic lines were installed, property values soared, five star hotels and condominiums were built, the stock market exhibited huge advances, Overseas Filipino Workers or OFWs began returning in the country, and American army headquarters at Subic and Clark turned into flourishing trade and industrial centres (Hayes, 2015). Acer and Intel, both foreign companies which manufacture computers and microchips respectively, moved into the Philippines (Hayes, 2015). And Hong Kong business tycoons such as Gordon Wu dispatched their money to Manila (Hayes, 2015). The growth rate during President Ramos was a sturdy 5 per cent every year and inflation was in single digit hence making the Philippines at par with Thailand and Malaysia which now have left the Philippines far behind in the current time (Hayes, 2015).

CONCLUSION AND RECOMENDATIONS

After the discussion, the following conclusion and recommendations were founded:

1. Even with the wide propagation of neo-liberalism especially by the those countries belonging in the top 20 tier of top performing economies, it is still obvious that protectionism was one of the key factors that made them economically developed countries.
2. Good leadership in the government is a needed factor to achieve economic growth. The laissez-faire notion of “let things alone” is definitely not a good idea.
3. Even though the Philippines was able to experience success in both protectionist and liberalized economic system, more favourable growth was still met during the protectionist era of the Philippines. And as a neighbouring country of these Asian Economic Miracles which applied Protectionist policies by the way, the Philippines could probably learn a thing or two from them.
4. Although even as a Protectionist nation, Foreign Investment should still not be taken for granted. A balance between Free Trade and Protectionism should be placed as can be taken from the experience of other successful countries.
5. Although a constitution embodies the major law of the land and places down doctrines and general rules, economic policy must be more specific, changeable, and consist of programs that cater to the changing needs and challenges of market variations (Doronilla, 2013). Thus, removing the economic clause in the 1987 Philippine Constitution is a must as if it needed to be amended, modifying it will be difficult and tedious as it will require more than just a plenary session in the legislative sector of the government.

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COLLEGIAL SCHOOL LEADERSHIP IN INDONESIAN: OVERCOMING THE PROBLEMS TO EMPOWER TEACHERS AND STAFF

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ABSTRACT

The purpose of this study is to develop a collegial leadership model of principal who capable of carrying out the functions of leadership and managerial functions at once as well as the principal's ability to strategize and implement them effectively in improving the high quality of academic environment at vocational high schools (VHSs). The study is aim by: (1) the increasing number of vocational high school that are not supported by the quality of management, (2) the number of schools which only managed based on the nature of the principal type that did not involve the participation of other teachers, (3) the leadership competency of principal was still under standard and, (4) the leadership values in the VHSs: shared vision, shared values, high trust, participation, teamwork are not emerged. The research method was used the concept of Research and Development (R & D) Borg & Gall and used qualitative research for designing models to develop insight to stakeholders' perspectives: experts and practitioners (validations), principles and vice principals. This study used multiple instruments such as survey questionnaires, in-depth interviews, observations, and documents analysis in the vocational high schools in Sragen. The research informants were selected using the purposive and snowball sampling techniques. The data trustworthiness was enhanced using the triangulation technique. The samples of the study involved a total of 18 experts and practitioners (phase 1) and 20 experts and practitioners (phase 2) for the validations of the model and to test the effectiveness of the model, 50 principals and vice principals are involved. The data generated represent a comprehensive review through this mixed approach. to investigate the effects of the application of the collegial leadership, to measure the levels of belief, commitment and loyalty, support, and work satisfaction of 50 principals and vice principals of state and private VHSs in Sragen. The findings provide insight of experts and practitioners' perspective of a variety of need: the implementation of the principal's collegial leadership indicated by participative and collaborative action in the development of devaluation of power, human resource empowerment, shared leadership and development of shared decision-making and implementation of managerial indicated by the development of vision and mission of collegial leadership to all stakeholders, the transparent and accountable financial management, management of human resources and the systematic supervision management and the strategies to improve the high quality of academic environment are practical, effective and efficient.

Keywords: *collegial, school leadership, empower teachers and staff*

INTRODUCTION

Two meanings contained in the 1945 Constitution of Indonesia article 27 D (2): "citizens have basic rights as human beings have to get a job and thus burdening the "obligation" the country to fulfill". Meanwhile, besides the right to obtain employment, Article 38 paragraph (2) of Law No. 39 Year 1999 on Human Rights emphasized that the citizens have the right to freely choose a job they like. The 21st century globalization had a major influence to human resource management. Facing the increasingly tight competitions, it needs creative, innovative and high quality human resources. How does Indonesians prepare to compete in this global level?

Asian Productivity Organization (APO) notes that, there are only about 4.3% skilled workers in every 1,000 Indonesian workers on 2012. It is less than compared to Philippines (8.3%), Malaysia (32.6%), and Singapore (34.7%). The Global Competitiveness Report also records that Indonesia was ranked 50th in the global competitiveness index since 2012. In 2011-2012, Indonesia managed as ranked 46th. This index shows the productivity of a nation, either from natural resources to human resources. Indonesia also lowers than Thailand which at 38th, Brunei Darussalam as the 28th, Malaysia at the 25th, and Singapore at the 2nd. It means, the data shows that the competitiveness of our output of education is still far from domestic and foreign expectations (Margareta Engge Kharishswati, 2013).

Tirtosudiro (1997) mentioned that 21st century has at least four characteristics: socio-economic interdependence, harder competition among nations, harder efforts of a developing country to reach the position of the developed countries and the raise of hyper industrial countries that will change the culture of the nations. In anticipation of global competition, it needed to have enabled the availability of qualified and skilled human resources and knowledge and attitudes that underpin development in all fields, capable of accommodating a variety of opportunities and grace in the face of challenges. Results of activities in an open market are determined by the productivity of capital and the actuator that is the use of knowledge and technology, the managers of resource, including reliable or high quality human resources.

Elements of competency are: 1. base of personality, 2. acquisition of knowledge and skills, 3. ability to work, 4. attitudes and behavior in creations based on skill by the knowledge and skills mastered, 5. understanding of the community in accordance with the options of skills at works. Besides, Muhammad Hikam (2002) claimed the competencies include: 1. technical competence, knowledge and expertise: to achieve an agreed outcome, the ability to think about the question and find new alternative 2. Conceptual competence: the ability to see the big picture, to test different assumptions and to change perspectives 3. Competency to live in dependence ability: to interact effectively with others, including the ability to listen, communicate, seek other alternatives, the ability to see and operate effectively within the organization or system.

The data of Department of National Education (2006) stated that based on the planning map made of government, ratio compared general high school(SMU) to

vocational high school(VHS) in 2010 is targeted around 50:50 and by 2015 become around 70:30. This indicates that there is an increase in the quantity of students in VHS. Until 2013, the number of active VHS in Indonesia is 10.957, 2874 of them is public and the other 8083 are private schools (<http://datapokok.ditpVHS.net/>). According to the central government's policy, the local government of Sragen regency is also competing to build VHS schools until district level. Sragen only consists of 20 districts, but the amount of VHS until 2011 had reached 47 schools. The number of SMU is only 24 schools.

Data of Board of Development Planning and Board of Statistics Center(BPS) in Sragen Regency mentioned that the number of VHS was increasing in 2011 from 39 to 47 schools consists of 11 public schools and 36 private schools, while the number of SMU was only 24 schools. Logical consequence of this phenomenon is the increasing amount of the enthusiasm prospective students who choose to enroll SMU into VHS schools. The number of VHS students is increasing from only 17.553 in 2007 to 22.252 in 2011. The increasing amount had reached 5000 students. The increasing number of teachers is only 300; it will be difficult to achieve the service and ideal management of the school. Not to mention the balance of the principal quality and other supporting units such as the number of classes, laboratories, or others. The opposite happens when the enthusiasm students who enroll to SMU is decreasing from year to year. In 2007, it decreased from 11.496 to 9328. Although the decreasing number went until around 2.000 students, but the teachers are relatively fixed as well as other supporting units, it will make it easier to provide a much better service. This unbalanced ratio requires specific strategies to manage human resources. The increasing amount of VHS than SHS is not offset by the increase in the management quality so the government only simply wants to pursue quantity than the quality of the school. The result is a low quality of VHS graduates as described above.

Widodo (2008) presented that VHS has not been managed and led well to prepare the future of his children through formal education. Public demand for school quality can be a challenge to be faced by the world of education. Most VHS principals still face many obstacles in maximizing human resources and other school resources. One of the reasons is the weakness of leadership and managerial capacity of the principal itself. In general, the principal of the school is a main role in improving school quality. The principal of the school is the central point in increasing the success achievement good performance both in academic and non-academic (Ritul Idhā Djarwati: 2011). The strength of school leadership is one of the keys to the success of the institution in achieving, maintaining, and improving school performance (Husaini, 2008). VHS students increased quantity is not comparable with the quality of graduates as a result of the quality of governmental schools which is below the standard.

BPS data shows, in 2009, unemployment who graduated from VHS reached 17.26%, while high school graduates reached 14.31%, graduate of university reached 12.59%, graduate diploma reached 11.21%, junior high school (SMP) graduate reached 9.39%, and Primary School reached 4,57%. Concurring with these data,

Roesminingsih (2011) pointed out that there are still many unemployment who have not been able to enter the world of work (formally). Data of Central Statistics Agency (BPS), mentioned that the number of unemployment in Indonesia is still very big distinction. In the period of August 2012, it reached 7.2 million people; most of them are high school graduates and VHS. The highest unemployment figures based on the first level educational qualification is Vocational High School (VHS) 9.87%, High School (SHS) 9.6%, 7.76% Junior High School, Diploma I / II / III 6.21%, University 5.91%, and Primary School by 3.64% (ESQ-News.com).

Some VHS managements are still using 'one man shows' model systems. School is 'me'. What the principal said becomes the school policy. This model should find a way out to get more active role in all potential teachers at school. Technical and vocational education is continuously changing in response to changing needs and demands. The changes are not happening together, because of the difference of starting point, market shares, needs and demands. To overcome this, the technical and vocational education should be flexible and capable responded differently under the leadership which also able to adapt. The other problem is the low competence of principal to lead the school to achieve an excellent school. Among tight competition between VHS at the national level and the level of competition in the international labor required principals who have high innovativeness to make changes and improvements in leadership practices that led to the school gaining trust from stakeholders.

In situations of the quick global changes and development of science and technology, it needed to have the principal who can empower and thereby benefit from the available human resources. The values of leadership such as shared vision, values, trust, participation, and teamwork in many schools are still very low. To achieve high quality learning environment in a school needed a leadership that enables the active participation of human resources so as to have a high power-to-use. Such ideal conditions are very important to do more research. In other words, the school leadership is needed that is able to simultaneously increase the participation and collaboration of all stakeholders well in school or outside of school, both on the low level to the top level.

The problem in this study is how collegial principal leadership model overcoming the problems to empower subordinate of the school organization: how to implement principal leadership model in improving the academic quality of the school environment? How principals perform managerial model in improving the academic quality of the school environment? How to develop leadership collegial to improve the quality of the academic environment of the school? And how does the effectiveness of principal leadership model collegial overcoming the problems to empower subordinate of the school organization according to the experts of leadership and practitioners?

The expected outcome of this study is leadership model collegial principals in overcoming the problems to empower subordinate of the school organization. This model is a modified from P. Singh (2005) model. A modification in this model is a

function of school heads as well as leaders and managers. P. Singh (2005) in his book, *Use of the Collegial Leadership Model of Emancipation to Transform Traditional Management Practices In Secondary Schools* gives a detailed description of the four pillars of collegial or collective leadership, namely devaluation of power, empowerment, shared decision-making and shared leadership. They explained further that the first pillar is leadership collegial reduce or avoid strength power to ensure the realization of the second pillar that is empowerment. It would happen if the power of shared or delegated to the staff there. The growing empowerment in an organization will lead the third pillar to share in decision making and thus the fourth pillar of shared leadership. Among the four pillars are four shafts located between each pillar. The axis is: shared values, shared vision, collegiality and emancipation. The interaction of the four pillars that together serve stakeholders and customers in this case are students.

Moreover, collegial principal leadership model is translated into collegial leadership model, the implementation model of managerial functions of principals, and implementation of leadership and managerial model which involves three strategies to improve the academic quality of the school environment and the user model that takes about clues of technical implementation collegial principal leadership in improving the school's academic environment. The uses of this study are expected to contribute knowledge for the government in this case is The Directorate of VHS and the Board of Education in provinces and regencies/cities, researchers and leaders of vocational secondary schools, especially the principal and vice principal.

RESEARCH OBJECTIVE

The purpose of this study is to develop a collegial leadership model of principal who capable of carrying out the functions of leadership and managerial functions at once as well as the principal's ability to strategize and implement them effectively in improving the high quality of academic environment at vocational high schools (VHSs).

RESEARCH METHODS

Research methods used concepts of research and development (R & D) Borg & Gall. Apply to be a model program with qualitative research. Data was collected through in-depth interviews, observation, document analysis and survey questionnaire in four states and private VHS in Sragen The combination of quantitative and qualitative data is sought to balance the respondents' perspective in both approaches. This study was conducted from September 2012 until October 2013. According Sugiyono (2006: 244), analysis of qualitative research data is basically the process of finding and organizing solutions systematically got data from

the transcript interview, field notes through the observation, thematic, and stacking pattern. Respondents of this study were selecting the sample as purposive sampling (Patton, 2002) and snowball sampling technique. Data validity is tested with the technique of Miles & Huberman triangulation model. According to Creswell (1994: 83) triangulation used to obtain accurate data findings eliminate overlap; know convergence research findings; find a new angle, and do a study of coverage expansion. Schematic of the study are as follows:

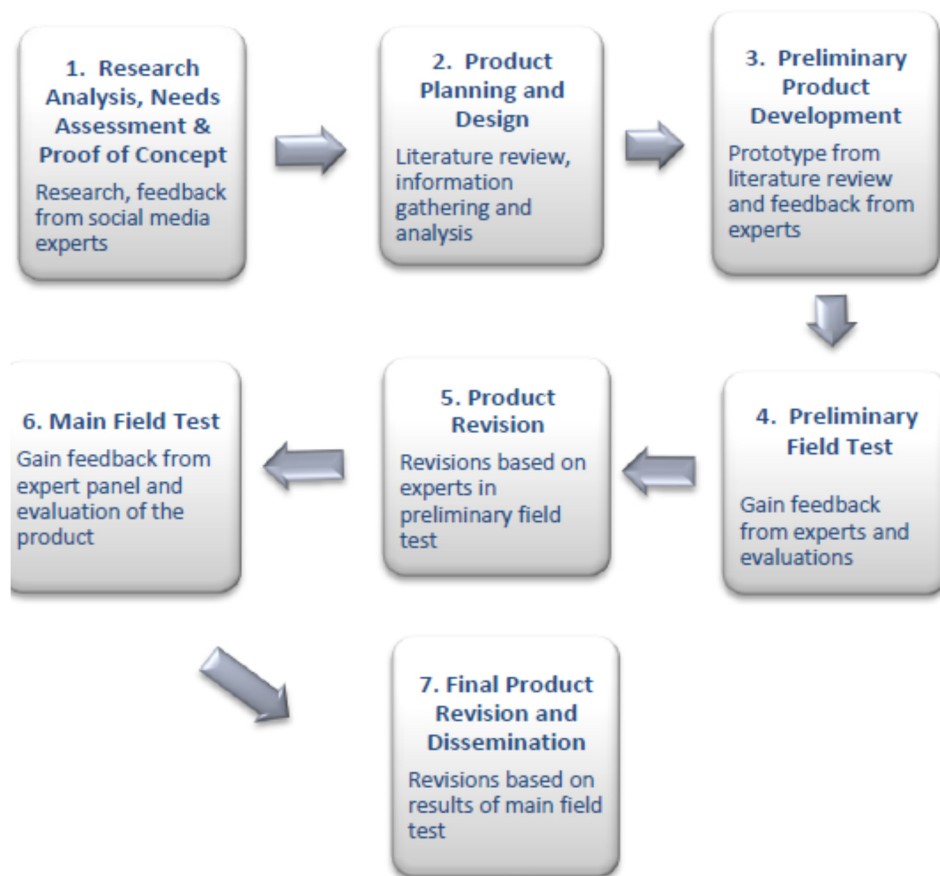


Figure 1
Research Procedure and Development Gall, Borg, and Galls (2003)

The validity test of the model design is done in two steps using the opinion of practitioners and experts in their respective fields. According to Marrelli, Tondora, and Hoge (2005:533-561) a good model is characterized by: a) simple, b) applicable c) important d) controllable e) adaptable f) communicable. Phase I testing used seven (7) experts and 11 practitioners. Phase II testing used seven (7) experts and 13 practitioners. Then, the effectiveness of the model was tested by using a survey questionnaires in order to determine the application used collegial leadership perception that measure the level of confidence, commitment and loyalty, support,

and job satisfaction. The numbers of respondents in this study involved 50 principals and vice principals of state and private VHS in Sragen.

Stages of research and development starting from gathering information (research information), followed by product planning and design, develop initial product, do testing/validation of the initial products in the field, the revised product to compose the main product, do testing/validation of products in the field and the last major revision of the final product and the dissemination of results to the public. A trial model is one important step in the implementation of the R & D activities because this is what will determine the appropriateness of the model that has been developed by researchers to be used. Through this trial will also know whether the developed products model can achieve the goal or not. Therefore the test subject (validators) must have the capacity reliable expertise both academic, theoretical and scientific practices in accordance with the areas that will be tested collegial leadership.

The trials carried out in two phases: expert judgment and effectiveness of the model test phase. Expert judgment stage is done in two phases: Phase 1 and 2 are asked a number of people who have expertise in the field of leadership to provide an assessment of the models that have been developed. In Phase 1 and Phase 2 used the Delphi technique, which is the process of finding an agreement on solving a problem (model) among a number of experts (panelists) based on an intuitive approach. The step test is performed as follows: a. determine the results of the development of previous collegial leadership model, b. assign panelist members based on areas of expertise; c. preparing items to the instrument based on the proposed model variables; d. sending questionnaires to answer the instrument and improve the model to be restored e. sending back the repaired models for review; f. researcher invited panelist for clarification and discussion of answers and revision notes expressed to achieved consensus; g. make a report.

Trial of the effectiveness of the model is a third phase was intended to test the effectiveness of the model. The target model of phase 3 trials selected respondents who have expertise in the field of application of the model (practitioners) in VHS leadership. Trial of the effectiveness of the model used a questionnaire containing the opinion/perception of respondents of effectiveness of proposed model. The model had not been applied yet to the actual implementation, so it called as an internal effectiveness. Model development testing procedure is done in three stages and target outcomes are obtained in each stage. Experts were chosen as subjects (panelists) to perform trial Phase 1 and Phase 2 as many as 18 people consisting of seven elements of experts, researchers, and observers of leadership and leadership eleven expert practitioners. As for phase 3 trials that test the effectiveness of the model defined by 50 practitioners of public and private vocational leadership. To see the impact of collegial leadership of the faith, commitment, loyalty, and support teachers/education personnel assigned 50 teachers/vocational education personnel from 10 state and private vocational schools.

RESULTS AND DISCUSSION

From the description above the collegial leadership can be formulated as follows. The collegial leadership is the principal uses of power resources to encourage a quality empowering all teachers and human resources such as a commitment, trust, loyalty, and willingness to support the school's policy. The principal continues to stimulate and maximize its role as an educator, leader, manager, innovator, inspiration, motivator and communicator for the stakeholders of the school. Principals develop all resources to achieve goals effectively and efficiently. The principal improves the quality of the academic environment by strengthening and upgrading of teacher competence, compliance and improvement of educational infrastructure. The quality of the academic environment is an important part in improving the quality of graduate school. The findings of the study provide insight of stakeholder's view in terms of the model of collegial principal leadership in empowering all teachers and staff refer to Figure 1.

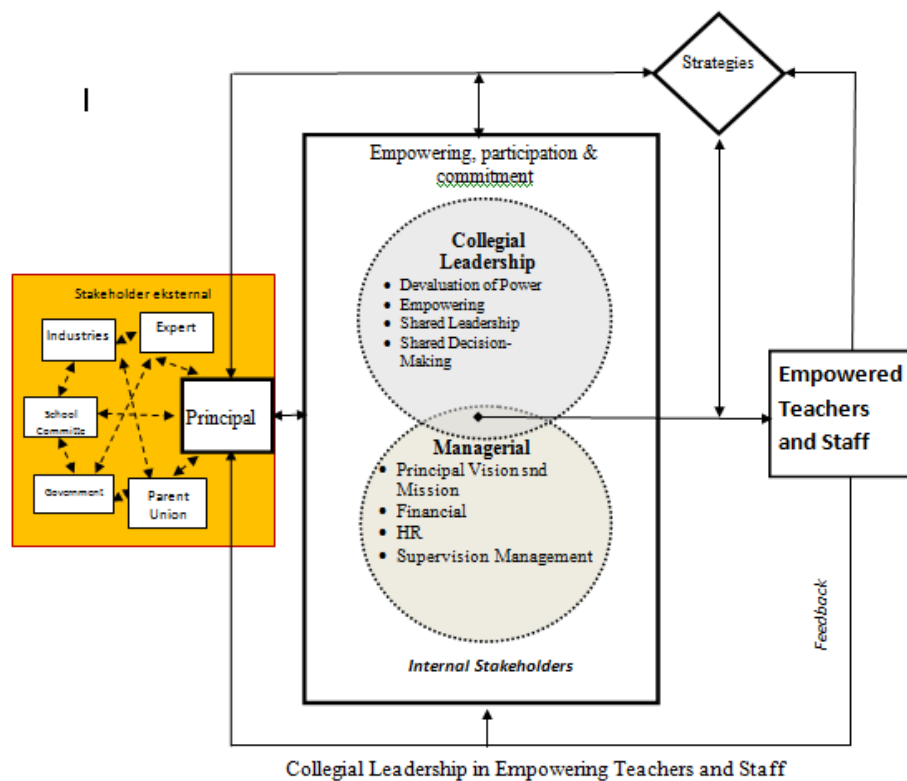


Figure 2
Final model of collegial Principal Leadership in empowering all teachers and staff

Collegial leadership in empowering teachers and staff includes the principal function as a leader and manager as well. As a leader the collegial model of leadership implement the following manner: devaluation of power development, the

development of empowerment, development of shared leadership, and the development of shared decision-making is participatory-collaborative. As a manager the principal act collegially in developing the vision and mission of the school collegial leadership, developing financial management, developing human resources management and developing develop supervision management. At external stakeholders the principal explores ideas with world of business and industries, experts, parent union, school committees and the government. The figure 3 below clearly explains the principal collegial model of leadership in empowering all teachers and human resources in the school.

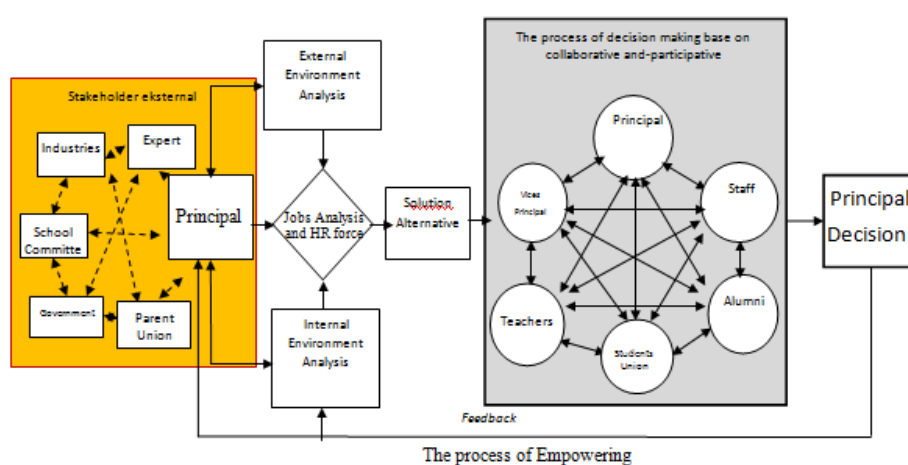


Figure 3
Collegial model of leadership in empowering all teachers and staff

The collegial leadership of principals can be identified as follows: 1) Open to new ideas for improving the quality of education (sharing the vision); 2) Open the new noble values to improve the quality education (sharing the values); 3) Developing a high trust among teachers and staff (developing high trust); 4) Develop and encourage the participation of the teachers and staff (developing participation); 5) Develop and encourage the formation of a solid team (developing teamwork); 6) Ensure adherence to appropriate school resources agreed principles (accountability); 7) Develop a sense of trust head with the other components in the school (sense of trust); 8) to be an example of self-discipline, honesty, and act justly; 9) Have a vision and a strong collegial insight; 10) Encouraging the spirit of innovation and the growth of new ideas and solutions for school stakeholders; 11) Willingness and disciplined and able to work hard in promoting school; 12) Have a high commitment in developing human resources and promoting school; 13) Having high confidence in the realization of innovative ideas; 14) to motivate and inspire people to act and behave in the school to achieve the vision and mission of the school; 15) Ability to communicate well with stakeholders both inside and outside school; 16) Able to appreciate the innovative ideas of teachers and employees; 17) ability to accept

suggestions / criticism from employees, and 18) Have the ability and willingness to listen of complaints and solutions of employees problem.

Presented in Table 1 summarize the results of the analysis of experimental data collegial model of leadership effectiveness in overcoming the problems to empower subordinate. The variables used to measure the effectiveness of the model includes three variables: a) the ease of variable models to understand and be understood by stakeholders, b) variable practicality and feasibility for use, and c) the variable effectiveness in improving the quality of the academic environment . From Table 1 the average score is known variables collegial model of leadership effectiveness to improve the quality of the academic environment is as follows: a) For the convenience of the model to understand the variables obtained categories with a mean of 87.13 (between 80 to 89.99); b) For variable practicality and feasibility of the model obtained is used as reference categories with a mean score of 86.28 (between 80 to 89.99), and c) the category of the effectiveness of the model in improving the environment obtained excellent category with a score of 89.34 (between 90 to 99.99).

Table 1. Mean Score Level Leadership Effectiveness Model collegial Principal

No	Variable of Leadership	Mean Score		
		<i>convenience to understand</i>	<i>practicality and feasibility</i>	<i>effectiveness of the model</i>
1	The collegial model of leadership principals	82.00	81.00	86.14
2	Leadership Implementation	87.94	87.00	89.48
	Devaluation of power	86.50	86.50	89.86
	Empowerment	87.50	87.83	89.71
	Shared leadership	91.25	88.00	88.43
	Shared decision making	86.50	85.67	89.93
3	Managerial Implementation	87.75	87.04	89.52
	Vision mission of collegial leadership	89.75	87.00	88.86
	Financial management	89.00	84.67	89.93
	Human Resource Management	84.50	89.17	88.79
	Supervision Management	87.75	87.33	90.50
4	Strategy to improve the academic environment	86.50	85.67	91.29
Mean Score		87.13	86.28	89.34

Table 2 presented the results of data analysis of commitment and loyalty, confidence, support, and satisfaction of the teacher/education personnel to the collegial leadership of principal. From the results of data analysis models Tests against commitment and loyalty, job satisfaction, and support for teachers and educational staff of the collegial leadership of the principal can be seen in Table 20 the following categories: (1) collegial leadership performance including high school principal with a mean score of 82.36 (between 80 to 89.99), (2) commitment and loyalty to the leadership of the principal teachers of the school are in the high category with a score of 82.31 (between 80 to 89.99), (3) job satisfaction of teachers and education personnel that achieve high category scores 82.16 (between 80 to 89.99), (4) Faith teachers and education personnel to the collegial leadership of principals in the high category with a mean score of 82.55 (between 80 to 89.99), and (4) Support teacher at the head of policy in the high school category with a mean score of 83.50 (between 80 to 89.99).

Table 2 Mean Score Level Commitment & Loyalty, Confidence, Support, and Satisfaction Teacher / Education Personnel Against collegial Principal Leadership

No	Variable	Mean Score	Standard	Category
1	Performance of collegial leadership of principals	82.36	80-89,99	High
2	The teacher commitment and loyalty	82.31	80-89,99	High
3	The teacher satisfaction	82.16	80-89,99	High
4	Trust of teachers in school	82.55	80-89,99	High
5	Support teachers in the principal policy	83.50	80-89,99	High

CONCLUSIONS AND RECOMMENDATIONS

According to the assessments of experts and practitioners collegial leadership model developed is highly effective, practical and efficient with 54.5% said strongly agree and very complete to understand; 39.5% agree and complete to understand, and only 6% said less agree and less complete to understand. Ease variables implemented as stated guidelines stated 51.3% strongly agree and very complete; 42.7% agree and complete, and only 6% said less amenable and less complete. Variable effectiveness of improving the quality of the academic environment stated 59.9% strongly agree and very complete; 37.7% agree and complete, and only 2.5% less amenable and less complete.

Recommendations can be submitted to the government or the office of Vocational Education): Facilitate the development of a module/guide/model/evaluation practices collegial leadership, developing models of educational and collegial leadership training for vocational teachers, facilitate the dissemination and implementation of collegial leadership model for leadership development in the working area. For researchers to study the form of external validation on target model of collegial leadership practice leadership in vocational, educational model development and collegial leadership training for vocational teachers, the development model of instrument practice collegial leadership principals for self-evaluation materials. For the head of vocational socialization can be implemented on this model to all school stakeholders both inside and outside the school, building a shared commitment on collegial leadership must be implemented, maintained and periodically maintained and continuously, the principal can form a special team to ensure adherence to the model and at the same time watching him, and the model can be modified or extended in accordance with the needs of the school course with the help of expert leadership and management education, a model can be started from piloting a project to create a sub-organization of the school, for example in the workshop or at the vice principal level.

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AGGRESSIVENESS IN ADOLESCENTS

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ABSTRACT

Aggression is a behavior that is intended to harm others. Not only adults, adolescents are familiar with violence. Some of the factors that are forming of aggressive behavior in adolescents are frustrated, self-control, social learning, and self-esteem. Frustration-aggression theory states, when a person's attempt to achieve a goal, needs, desires, expectations or actions of certain obstacles will arise aggressive impulse. Low self-control can cause people to act impulsively without considering the consequence. Aggressive behavior can also be formed of how teenagers receive an update that contains violence (in any form) and then practiced in an action, in accordance with social learning theory which states that learning occurs when individuals observe imitate a behavior by observing the behavior of others. Other factors that also be forming aggressive behavior in adolescents is self-esteem. High self-esteem is the cause of violence where most bullies, criminals, and other aggressors seem high-minded about themselves.

Keywords: *Aggressiveness, frustration, self-control, social learning, self-esteem, Adolescent.*

INTRODUCTION

Aggression is a behavior that is intended to harm others. Violence is not only synonymous with adults; adolescents are familiar with violence, either physical or verbal aggression. This is consistent with data obtained from the Global Status Report on Violence Prevention 2014, about 250,000 cases of murder of teenager occur throughout the year 2013, i.e. 43% of the total number of killings globally every year that for every case of youth violence, 40% had severe injuries (SINDONEWS, 2014).

A research conducted by Plan International and the International Center for Research on Women (ICRW), which was released earlier in March 2015, there were 84% of children in Indonesia have experienced violence in school. Based on research conducted in five Asian countries, 51% of students in Indonesia claimed to have witnessed acts of violence in schools, where 59% of boys in Indonesia become perpetrators of violence (Liputan6, 2015; AntaraNews, 2015).

Violence in adolescents sometimes started from a simple problem which then triggers an aggressive act. For example, the violence that begins with insult one another via SMS short messages between two teenage girls were then led to another hit (Kahaba, 2012). Other cases could be due to a spot to sit for the exams which then

leads to harm one offender-victim with sharp objects (Kahaba, 2015). Another case is bigger, violence by students could trigger disputes between citizens (Bimakini, 2014; Bimakini 2015), as well as with the case of inter-student brawls that occur can cause learning process is stopped for a while (Kahaba, 2015).

Violence is often a negative effect on both the perpetrators and victims. Violence peers at age 14 years was associated with a variety of mental health issues and the problem of the use of illegal drugs at the age of 17 years. For victims of violence peers increased the risk of internal problems in the future such as excessive worry and withdraw from the social environment, while actor-abused peers found to increase the risk of problems developing externalizing such as aggressive behavior and mischievous (Moore, Norman, Sly, Whitehouse, Zubrick, & Scott, 2014).

Factors to be forming on the aggressive behavior of teenagers are frustrating. Research conducted by Trisnawati, Nauli, & Agrina (2014) found there is the influence of frustration towards aggressive behavior of teenagers. Atherton, Tackett, Ferrer, and Robins (2016) found that adolescents are vulnerable to negative emotions (especially frustrating) are more likely to increase in relational aggression, it happened perhaps because adolescents are frustrated easily frustrations with affects children or else can be said that aggression is a way that people do in response to these frustrations.

Besides frustration, another factor also be forming aggressive behavior is self-control. Atherton et al (2016) found that adolescents with low self-control can increase evil deeds, such as aggression, it is likely that the adolescent choose to become bullies because it can help them to express their temperamental nature owned by attacking other children. Low self-control is usually associated with interpersonal relationships unstable individual. Socialization is not quite normally seen as a source of low self-control development and will be involved in criminal acts throughout life (Jennings, Piquero, & Reingle, 2012), in fact, individuals with low self-control may not be able to control the urge to a certain behavior or predict the consequences (Marcum, Higgins, & Ricketts, 2014).

Another factor that contributes to the formation of aggressive behavior is social learning. Martin & Wilson (2012) reveals that there is a relationship between exposure to social aggression on television and increased social aggression at school in girls. Children can learn to adopt aggressive behavior by observing aggressive models and assessing if there is personal gain that can be achieved through such measures (Ozkol, Zucker, & Spinazzola, 2011), This further supports the assertion that people who watch television programs which contains violence, naturally have a mind or will mimic the behavior (Slotsve, Carmen, Server, & Villarealwatkins, 2008).

Factor may contribute to the formation of aggressive behavior, namely self-esteem. Research conducted by Turner & White (2015) found that the highest levels of reactive aggression have been observed in men who have a domain of high self-esteem. High self-esteem is the cause of violence where most bullies, criminals, and other aggressors seem high-minded about themselves (Baumeister, Boden, & Smart, 1996).

METHOD

This paper uses descriptive method by analyzing the actual phenomenon that is based on a literature review.

CONCEPTUAL FRAMEWORK

Aggression

Myers explained that the aggression is physical or verbal behavior that is intentional or unintentional, but had the intent to harm, destroy or harm another person to injure the object that was subjected to aggression. Baron (2005) which defines aggressive behavior is behavior that is directed for the purpose harm other living beings who want to avoid such treatment hurt. Buss and Perry (1992) reported aggressive behavior as behavior or behavioral tendencies that his intention to hurt others either physically or psychologically.

According to Buss and Perry (1992), there are four aspects of aggressive behavior that is based on three basic dimensions: motor, affective, and cognitive.

Physical aggression

Physical aggression is an act of aggression that aims to harm, disrupt, or harm others through motor response in the form of physical, such as hitting, kicking, and others.

Verbal aggression

Verbal aggression is aggression that aims to harm, disrupt, or harm another person in the form of rejection and threats through vocal response in verbal form.

Anger

Anger is a negative emotion caused by unmet expectations and forms of expression can hurt others as well as him. Some form of anger is feeling angry, upset, resentful, and how to control it. Included are irritability, namely the temperamental tendency to irritability, and difficulty controlling anger.

Hostility

Hostility is the act of expressing hatred, hostility, antagonism, or rage to the other party. Hostility is a form of aggression that is classified as overt aggression (not visible). Hostility represents the cognitive component consisting of hatred such as jealousy and envy of others, such as their mistrust and suspicion, fear.

Frustration

Frustration occurs when a person is involved in an action to achieve a goal and that goal is not achieved (Blair, 2009). According to Kartini Kartono (2003) frustration is a condition where a need cannot be met and the goal is not reached that experience a failure. Frustrated (Chaplin, 2006) is a hurdle or discomfiture of behavior to achieve the objectives; a state of tension that is not fun, filled with anxiety, and progressively higher sympathetic activity caused by counteraction and barriers.

Frustration-aggression theory states when a person's attempt to achieve a goal, needs, desires, expectations or actions of certain obstacles will arise aggressive impulse (Trisnawati, Nauli, & Agrina, 2014).

According to Schneider, the frustration can be seen from various aspects, namely the absence of a response in the form of a meaningless (irritable and annoyed, and can also embarrassed and disappointed), emotional turmoil, and habits to give up easily.

Self-control

Self-control is the power of control over him, by himself. Self-control occurs when a person or organism tries to change the way how the individual should think, feel, or behave (Muraven & Baumeister, 2000). Self-control is said to be man's ability to hold and control the social behavior inappropriate (DeWall, Baumeister, Stillman, & Gailliot, 2006).

The concept proposed by Averill, the aspects of self-control is the ability to control the behavior, stimulus control capabilities, the ability to anticipate an event or events, the ability to interpret the event or events, and the ability to take decisions.

Social learning

Social learning theory also called observational learning is a theory that was first introduced by Albert Bandura, a social learning theory or observational learning occurs when an individual's behavior changed after seeing the behavior displayed by a model. A person's behavior can be influenced by positive or negative consequences- usually in the form of reinforcement or punishment-behavior model.

Key stages in social learning theory are attention, retention, reproduction, and motivation. First stage is attention, where people pay attention closely. Second stages is retention which is the stage to recall the behavior displayed by the model is observed, in this stage, individuals need to have a good memory of the behavior displayed by models. Next Stages is reproduction that is when people have to pay attention to observe carefully and to recall the behavior that has been displayed, and then try to imitate or practice the behavior displayed by the models. A last stage is motivation that is where the individual must have a strong motivation to learn from the model.

Self-esteem

William James in 1890 first defined the self-esteem, which is a one-dimensional construct related to feelings felt by individuals. Shahizan (2003) revealed that self-esteem is a positive and negative evaluation of the self of the individual. The evaluation showed how individuals assess themselves and are recognized or not the ability and success obtained by the individual.

Brown (1998), divide the three aspects of self-esteem, the first is the global self-esteem is a personality variable that covers how a person views himself as a whole, which is relatively settled in different times and situations. Both are self-

evaluation, an explanation of how individuals in evaluating variables and attribution contained in the individual itself. Third is emotion, an emotional state that appears as momentary particularly positive or negative consequences.

THE MODEL OF AGGRESSIVENESS IN ADOLESCENTS

Adolescent aggressive behavior related to things that become formers of the behavior. Reactive aggression is often associated with a low frustration tolerance, emotional regulation are low in react to provocation, act impulsively, and trends in misinterpret behaviors that are ambiguous as a provocation to hostile (Atkins, Osborne, Bennett, Hess, & Halperin, 2001; Hubbard, Chillessen, Dodge, Coie, & Schwartz, 2001; Munoz, Frick, Kimonis, & Aucoin, 2008). Proactive aggression was associated with a tendency to have a positive view of aggression as an effective way to achieve the goal, the absence of an emotional response to negative emotional impulses, and an interpersonal style that is less show emotion (i.e., lack of guilt and empathy) (Crick & Dodge 1996; (Frick, Cornell, Bodin, Dane, Barry, & Loney, 2003; Hubbard, Smithmyer, Ramsden, Parker, Flanagan, Dearing, et al., 2002).

Adolescents who are frustrated may act impulsively because of their low self-control. Individual's inability to control the behavior displayed may be as a way to respond to frustration, so that the decisions taken by adolescents is a negative decision, such as the act of aggression, both physically and verbally.

Aggressive behavior can also be formed of how adolescents an update that contains violence (in any form) and then practiced in an action. A study showed that people who watched on television models that aggressive behavior can lead children to imitate aggressive behavior quickly after exposure (Huesmann, 2007). Konijn, Nije Bijvank, and Bushman (2007) found the teenage boys who fully identified with video game characters rude; behave more aggressively than men who did not identify with these characters.

Through the media, teens today are faced with complex lifestyle choices (Santrock, 2003). Every individual must have had a man who became an idol or role model for them. Behavior displayed by individuals who become an idol or role model for teens can have a considerable influence on adolescent self. Teens who basically have not completely separated from childhood will easily imitate the behavior through processes such as attention, retention, reproduction, until motivation.

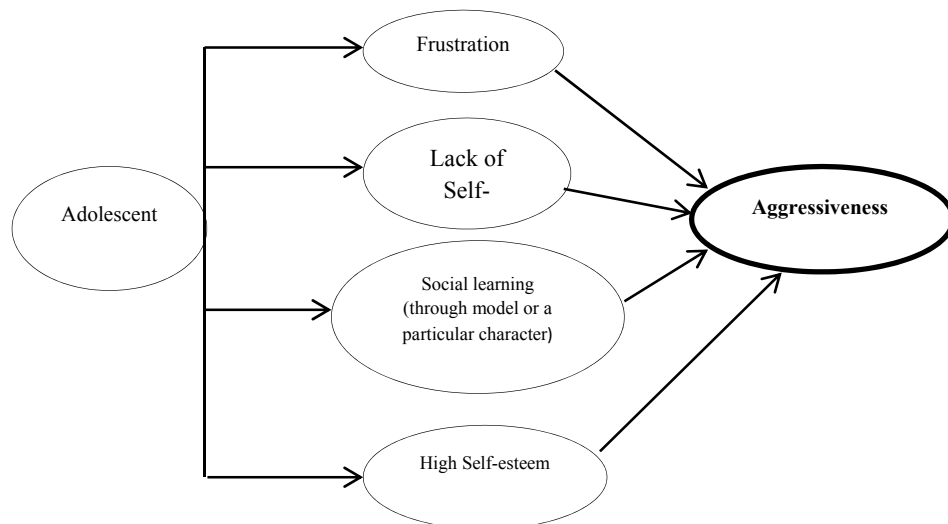
Teens that have the ability of self-control that either will be able to choose which behavior may be duplicated and which are not, but on the contrary, teenagers who do not have such capabilities would choose to emulate such behavior without considering the possibility of consequences.

The next factor contributing to the formation of adolescent aggressive behavior is self-esteem. Research conducted by Bushman, Baumeister, Thomaes, Ryu, Begeer, and West (2009) who found that high self-esteem is associated with aggression, but the combination of high self-esteem and ego threat resulted in high numbers on aggression; Low self-esteem is not related to aggression. Situational

factors that are important in a model of self-esteem are a threat ego. Ego threat occurs when a pleasant view or good about oneself be questioned, challenged, no doubt, humiliated, challenged, or made harmless; it can make people become aggressive. In particular, the individual will act aggressively against such threats (Baumester et al, 1996).

Adolescents with the level of self-esteem tend irritable when insulted, one about the physical. Physical appearance is something that is very influential for confidence teens. Adolescents who experience premature maturation in terms of physical, will maintain self-image, however, the problem is physical can perhaps be said to be mature but not matched with maturity in matters of the mind that leads to deviant behavior in adolescents.

Based on the description above, can be described model of aggressiveness in adolescents as follows:



CONCLUSION

Aggressive behavior in adolescents can be viewed from various perspectives, such as frustration, self-control, social learning, and self-esteem. Various perspectives can help to understand the aggressive behavior in adolescents that can help various parties in dealing with cases of violence were rife among students. Exercise self-control can be used as reference in reducing aggressive behavior in adolescents.

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THE IMPLEMENTATION OF THE PROBLEM BASED LEARNING TO INCREASE THE PUPILS PROBLEM SOLVING SKILLS IN ASEAN ECONOMIC COMMUNITY (AEC)

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ABSTRACT

Life situations in the AEC increase complexity, full of opportunities and challenges. Pupils as part of the AEC community are forced to have skill to develop dynamically, productively and independently. The skill that required is a problem-solving skill. Problem-solving skills are the skills to find, vote and conduct the way to find the solution. In the framework of intact learning, pupils are raw input, while learning strategy is very significant process. The Problem Based Learning as one of based learning strategy problems that emphasizes problems as a relevant reference for study with the development of problem-solving skills. Pupils who able to face and solve the problems precisely will be able to survive in all of new paradigm life type and their social academic will increase better.

Keywords: *problem based learning, problem solving skills, AEC.*

INTRODUCTION

ASEAN Economic Community (AEC) makes life situations increase complexity, which is full of opportunities and challenges. The world community competence is demanded for having to develop dynamically, productively and independently. This time, developing the mega-competition required the availability of resources quality. It cannot be denied that the students contributes will be difference in his life since the AEC. In this case, students are faced with the various academic competition and problems on it. It means that the students should have a good quality and be able to improve their creativity, thus they be ready to face AEC when they graduate (fresh graduate). ASEAN is ready to create graduated needs to develop some skills: (1) teaching quality; (2) reasoning skills; (3) problem-solving skills; (4) analytical skills; and (5) critical thinking skills (Wibawa, 2016).

ASEAN Economic Community is part of the 21 century. The students must have a good skills As noted by Fasli Jalal (2008) quoting from Kai Min Cheng showed *that the 21st century skill and literacy, includes: basic skills, technology skills, the problem solving skills, communication skills, critical and creative skills, information*

digital / skills, inquiry / reasoning skills, interpersonal skills, and multicultural and multilingual skills. In addition, the exposure to education and culture ministry in the test public K-13 served TIMSS report, where shows that only 5 % students in Indonesia can do actual exercises in a high category and advance which is need reasoning and 78 % students in Indonesia only able to do the actual exercises in a low category need only knowledge. These result shows that the capacity of how the students think is remain at a low level. In the capacity of high level thinking will, emphasized skills needed reasoning, think critically, and creative. The three of these components trained on the kids through the problem solving.

The problem solving skills is the essential skill need right now. A problem-solving skill is a skill used by the students which have various reasons as deductive or inductive. This skill use a way of system thinking and make decisions and tackle (Trilling & Fadel, 2009). The emergence of new paradigm in “the palace” human life, seems demanding human beings including students for able to face various problems that have touched them.

To develop the student’s problem-solving skills in the era of AEC is not easy. The students should become an active learner because the learning process is an essential thing. Redesigning learning strategy can be done to develop students’ problem solving skill. The teaching process in class, did not run well and has not been carried out interactive, where the estimation is 74 % in the class activity done by teachers and only 11 % conducted with students. This activity cannot foster student’s creativity, excitement power of critical thought and student’s analytical capability (Jalal, 2015). A study carried out by Trilling and Fadel (2009) also shows that students still incompetent in some respects they are critical thinking and problem solving. Hence, it needs learning strategy to stimulate students to master it.

The Indonesian government, through Kemendikbud service develop and implement the K-13 to answer the challenges and demands of the future competence, the development of science technology and avoid the negative phenomena. Hence, Kemendikbud started the concept of the new learning that is learning rendering. The learning is designed and organized to support the student’s creativity in observing, trying, and thinking, creating and communicating (Kemendikbud, 2013). The Problem Based Learning (PBL) is part of the rendering learning that let the development in an intense manner to support the development of the student’s problem solving skills.

The Problem Based Learning (PBL) assumed as active learning, integrated, and the process of constructive influenced by a factor of social and contextual (Winter, 2001). Meanwhile, Kemendikbud (2013) explained that the problem based learning is learning that presents the contextual problem to stimulate learners in learning. Learning PBL activity is able to facilitate the students to increase their self-interest to the scientific issue in the process of problem solving. The students have to be comfortable looking for the information themselves, identify and formulate the problems, perform effectively in the group, and build the link, as well as having high creativity (Sani, 2014).

In research conducted by Nisa and Hayat (2015), indicated that learning PBL can stimulate student's interest to the scientific issues, increase inquiry scientific and encourage a student's sense of responsibility towards local environment. Meanwhile, Trianto (2009) said that business to looking for the completion of independently will give a concrete experience to solve the same problem in the future. The implementation of the problem based learning need planning, where the students activity should learn directly to the real world with the various problems and they have to capable undertook the problem identification and solve it. The purpose of PBL includes learning content, acquisition of the skill process and the ability solve the problem. The development of intelligence problem solving is the important goal than PBL (Tan, 2004). Hence, it is important to examine them about how the implementation of the problem based learning in improving the student's problem solving skill in the era of AEC. Thus, the students should have critical thinking, become a wise problem solver then they will reach a better life.

PROBLEM BASED LEARNING TO INCREASE PROBLEM SOLVING SKILLS

Definition Problem-Solving Skills

In language, problem solving derived from two words that is problem for solves. According to AS Hornsby (1995), the language meaning of the problem is "a thing that is difficult to deal with or understand" could be if defined "a question to be an answered or solved", while solve can be defined as "find an answer to the problem". While in terminology the problem solving are defined by Syaiful Bahri Djamarah and Aswan Zain (2002) is the way of thinking scientifically looking for the solution of the problem.

According to the opinion of James (2010), problem solving is an activity where the learner feels different between a current conditions and desired. Realize that the feeling is unsure condition then subsequently try to act upon the given situation in order to achieve that goal. It is a accompanied by a number of mental and behavioral processes that may be not necessary take place in sequential order, but can run in parallel.

Meanwhile, PISA defines the problem solving individual capacity as the situation is looking for a solution to the unclear problems. This definition includes willingness to engage with the situation to reach the potential a person as a citizen who constructive and reflective (Organization for Cooperation and Development, 2010). Someone knowledge is very influential in the process of solving the problem because the problem solving skills involve the capability to acquire and use new knowledge to solve the problem itself (Griffin, 2015).

Solve the problem is the basis human activity because the will face it n the real life. If one solution or strategy is failed to complete a problem, one should attempted another way to complete it. Teach the students to solve the problems enables them to

be more critic making the decision. In other words if the students are trained to face the problem and they are capable to take decision because they already have skill about collecting the relevant information, analyzing and realizing how the research need to obtain the result (Hertiavi, 2010).

Concept of Problem Based Learning

To prepare students who capable become a problem solver we need to development learning strategy. Students learning orientation mean implement the problem based learning. As revealed by James (2010), "...that we do a better job preparing our students as problem solver. We should provide them to improved the strategy, help them deal with the problem as recite in our educational system. Problem based learning (PBL) is one of the strategies offer".

PBL is an approach to develop students experience in critical thinking, hence they will able to solve the complex problem by their own. The problem source is the teaching material that will be identified, find solutions and resolved by a student during a learning process.

As an approach for learning, the PBL have certain characteristics. According to Savoie and Hughes, was quoted as saying by Wena (2011:91-92) that learning based problems have some characteristics includes:

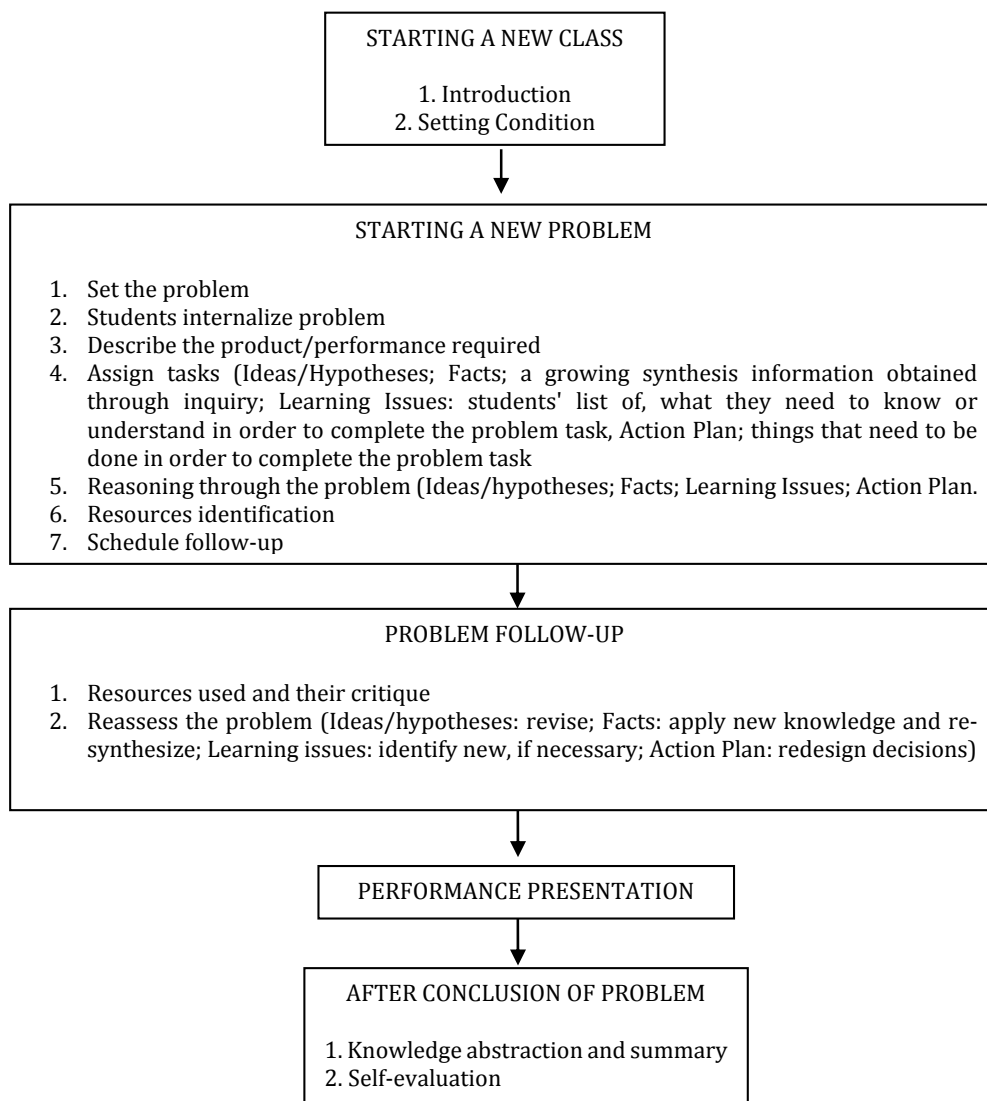
- a. Learn begins with a problems.
- b. The problems given should be related to the student's real world.
- c. Organizes the material based on the problem not only based on the science discipline.
- d. Build the students responsibility to create and do the learning process directly by them.
- e. Use small group
- f. Ask the students to demonstrate what he had learned in the form of products and performance

Some of the important features in PBL also said that Brooks & Martin (1993), that is as follows:

1. The learning purpose is designed to stimulate and involve the students in a problem solving pattern. This matter will develop them in mastering problems identification
2. The nature of a problem which are presented in learning is continues. In this case there are the two things should be fulfilled. First, problems have to have concept or relevant principle of the domain content discussed. Second, let them to feel the real life problem, thus they will have the real problem imagination.
3. The problem presentation. Students involved in doing the problem presentation, thus they feel they have own these problems.
4. Teachers act as a tutor and facilitators. In this case, teacher's role is as the facilitator to develop students creative thinking to control the problem solving and help them to be independent.

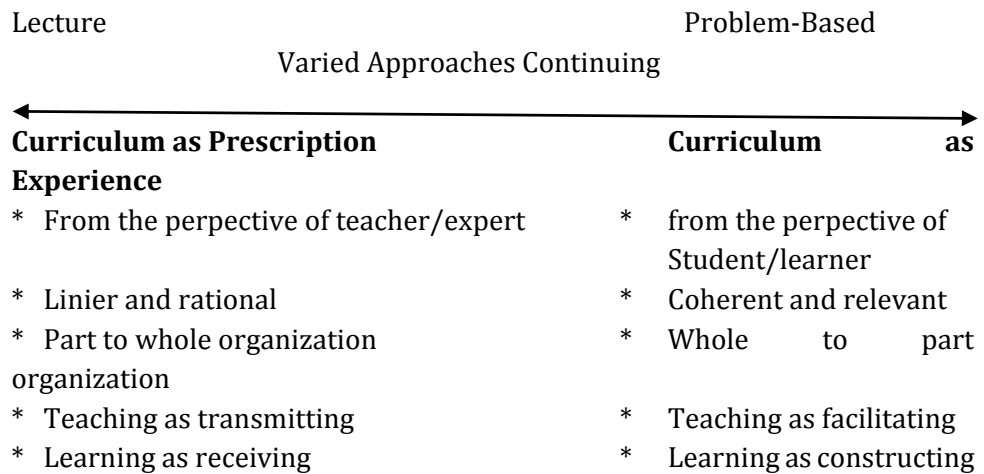
Implementation of Problem Based Learning to increase Problem Solving Skills

To be able to implement PBL in teaching, required design learning special so it would increase the student's problem solving skills. Design learning based problems can adapted or modified of the table developed by Barrows & Myers (1993) as follows



Bagan 1. Problem Based Learning Process

In its implementation, there are several comparison between the fundamental concepts of the problem based learning with strategy/ learning model in the terms of various aspects, one of them is the aspect of curriculum:



While in the terms of teachers/ lecture and pupil / student college aspects role, it obtained the information as in table below:

Tabel 1. The Comparison between Problem Based Learning with Strategy/ other Learning Model

Instructional Approach	The Role of the Teacher	The Role of the Student
Lecture	<u>As Expert:</u> - Directs thinking / - Holds knowledge - Evaluates students	<u>As Receiver:</u> - Inactive - Inert - Empty
Case Methods	<u>As Consultant:</u> - Lectures pre/post - Sets the environment - Evaluates students	<u>As Client:</u> - Responsive - Semi active - Applying own experience
Discovery/ Inquiry	<u>As Mystery Writer:</u> - Combines parts that lead to "discover" - Provides clues and foreshadows events - Evaluates students	<u>As Detective:</u> - Picking up clues - Semi-active - Seeking out evidence
Problem Solving	<u>As Resource:</u> - Explicitly teaches content - Poses problems with which students relate	<u>As Problem-solver:</u> - Evaluating resources - Grafting divergent solutions - Active

Problem Based Learning	<ul style="list-style-type: none"> - Translates into students' world <p><u>As Coach:</u></p> <ul style="list-style-type: none"> - Presents problematic situation - Engages in the process as "co-investigator" - Assess learning 	<p><u>As Participant:</u></p> <ul style="list-style-type: none"> - Actively grappling with the complexity of the situation - Investigating and re-Solving problem from the inside
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There are several techniques that can be used for the implementation of the PBL. In the context of the development of the problem solving skills this technique used is a scaffolding technique. According to Wood dkk in Anghileri (2006), Scaffolding is the technique used by the parents to give adapted assistance of what have been learned by children, it reduced or eliminated the independent kids' time. Scaffolding itself is one of the assembling of the Social Cognitive theory developed by Vygotsky. Vygotsky in Lambas (2004: 21) said that social interaction is the most important factors in led to the development of one cognitive. Cognitive development will help in solve the problems levels behind higher than one basic skill after they getting helped from people who is capable.

According to Mc Kenzie (1999) the scaffolding characteristic in learning are: scaffolding give an obvious clue, explain the purpose of learning, show students' duty, hold evaluation learning, efficient time to do their tasks on time and the steps was shown, the learning process is appropriate with education planning and teachers give assistance not only in the form of problem solving, but also motivation thus the students feel easier to do the task. In addition, Slavin in Rosdiati (2014) expressing that "scaffolding is presented numerous assistance to school tuition for the first stages of learning, then reduced assistance and give opportunity to increase the responsibility later".

The scaffolding technique show strong support to the efforts of the progress of student's problem solving skills. The students will be faced by the various questions related to the teaching materials, with the help of teacher or facilitator in the beginning of time. The assistance is provided in step of seek and decide problem solving and motivate them to keep study and finish the task. In this case, students will have knowledge and skill in find problem solving to a thing as well as having highly motivated to complete a task for find a best solution. Then, slowly teacher or facilitators relieve help and the students start learning and self-propelled find a solution to problems faced by them.

Rosidati (2014) explained about steps a method of learning scaffolding, they are as follows:

- a. Assesmen ability of the economic situation development of each student to determine zone of proximal development (ZPD). This can be done by check their study results earlier (prior learning)
- b. Outline the duty of problem solving into phases in detailed in order to help the children see a zone will scaffold

- c. Presenting study responsibility in stages based on the economic situation of the students development
- d. Get students to done the job independently
- e. Give in the form of cue, keywords, minders, encouragement, or other thing that provoke students moving toward to the independence learning.

For the implementation of Scaffolding, teachers are the facilitators. Teachers indicate the object learning (problem solving and explain stage duty to solves the problem. At the beginning of the learning process, the teachers provide assisting and directing them problem solving strategy. During the learning processing, the teachers motivate the students to complete the task. Then, at the end of learning, teachers guide them to do reflection based on the learning result. Students play an active role, student's studies and find problem solving based on the teachers instruction. Students will also studies and apply stages in problem solving, either at the time of learning and outside the learning process. Thus, students will have better problem solving skills applied in daily life, not only in learning process.

CONCLUSION

Complexity life the era of AEC is full of challenge and problems which force the students to have the problem solving skills. This skill is very crucial to developed by the students as the next generation. This skill is to find the solution for the problem and apply it in the similar problem and new problems in the future. The development of the problem solving skills can be done with the strategy implementation of the problem based learning. This learning focus on the studnets development activity to face a complex problem. A problem source is the teaching materials that will be identified, find a solution and solve by student. Scaffolding is the techniques used by the students in the implementation of PBL in order to increase the problem solving skills. This technique asks the teachers to assist them at the beginning of the learning process, then reduced or eliminated it when they can do it independently. By the help of capable people in the process of systematic and intensive learning, students will study a number of knowledge and skill in solving problems that they could apply in daily life in the era of AEC.

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MORALE

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INTRODUCTION

As we are working and living our life, it is inevitable that we're going to face some problems and obstacles that put our spirit down and leave us weary. Having a strong faith of the heart would allow us to overcome such disappointment, weariness or discouragement efficiently. Even when our body is weak, if we have a strong spirit, we'll be able to overcome any obstacles. This is because the willpower of our mind is stronger than our body. As a well-known proverb said 'your body is just a slave to your thought'. Reinforcing the willpower of a mind can be done by having positive feeling to yourself; think about yourself as a potent and good person or about something that you can be proud of; while constantly improving yourself, push yourself forward. This power allows us to have strong willingness to be confident in ourselves and spirit to do everything. It also can build our awareness of your own disadvantage, so you can improve and adapt it.

DEFINITION OF MORALE

Many people had given their definitions of the word 'morale', for examples:

The Royal Academy's dictionary (1999: 169) given the definition of 'Khwan' (a word that composites the word morale in Thai) as 'something intangible; it is believed that every people has Khwan since the day they were born. If Khwan remains with them, they'll encounter prosperity, happiness and stable mind. However, if a person is scared, he may lose his Khwan as it may flee from his body. This situation is called 'Khan Hai' (Lost of Khwan), 'Khwan Nee' (Fleeing Khwan), 'Khwan Bin' (Flying Khwan) and so on.

The Royal Academy's dictionary (1999: 124) gave the definition of 'Morale' as: Morale (*noun*) a state of a mind that remains confident and ready to face situation.

Preeyaporn Wonganutararajana (2004: 134) stated that morale is a status of someone mind that portrayed by their behaviors, such as, being enthusiastic, hopeful, courageous and confident. On the contrary, a person that lack morale will show sign of inactivity, apathy, suspiciousness and lack of confidence. Therefore, morale is a person's attitude toward his surroundings. People with good moral are those who show enthusiasm in their work, their willingness to follow organization's regulations

and determination to complete their goals, as well as many other behaviors that give positive effects to organization.

Sroitrakul Attaman (2007: 422) defined morale as attitude, motivation or stimulation that occur among members of a group that drive them to try to achieve organization's goals efficiently, with their utmost determination, especially in the situation where those goals are conforming to their personal needs.

In sum, morale is an operation of a person's state of the mind, feeling, thought and attitude toward the surrounding environment of their operation; it is represented by the sign of determination, encouragement and enthusiasm in their work; unity of person or group community, who are willing to work with their utmost endeavor and responsibility, so they can achieve the organization's goal efficiently.

The Importance of morale

Felling disheartened, discourage, tiresome and dismal can happen to everybody. When there is any complication in our life, whether from work or surrounding people, from our own mistake or others, from any other things that can make us feel disheartened and tiresome, it cause negative feeling that further impairs our mind, and even, our body, such as, stiffness and dropping of shoulders, bending of back, half closing eyes, soft breathing, hardly understandable speech, mumbling an dropping labia. These signs impair your personality and character. They frequently occur in some people but rarely in another. In any case, when such problem has occurred and you do not know how to deal with it, these signs can pile up and become someone habit which is much harder to solve. There are many people who're looking for a solution to this problem; but, they are unable to find one yet. This is because it is not easy to overcome these negative feelings. Hence, these people need encouragement to help them relief from their sorrow, sadness, suffering; which they are experiencing from their troubles. Thus, they can regain their morale and continue to live their life while able to face such troubles at a level. Therefore, reinforcing one's morale is another solution to solve those problems.

Theories about encouragement

This study found a correct method to encourage and reinforce one's morale, it is essential that we have to study and understand various theories that influence morale.

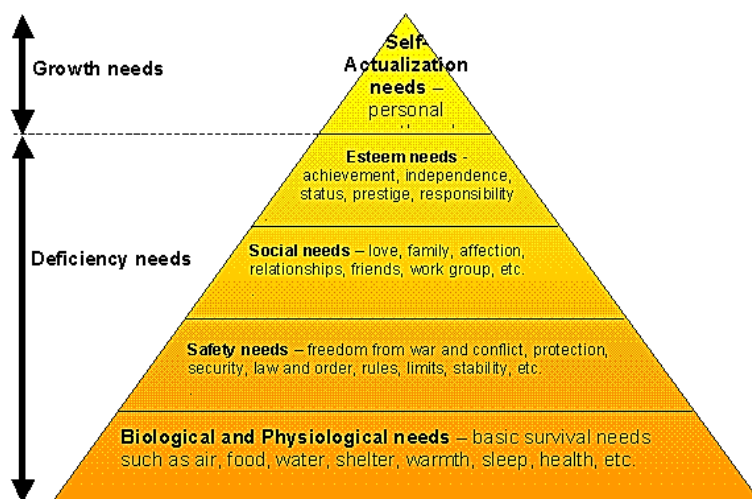
The summary of theories about encouragement is depicted below;

1. Maslow's hierarchy of needs (referenced in SiriwhanSaereerat et al, 1998: 109)

This theory stated that a person's needs are the origin of motivation process; meanwhile, a remarkable aspects of a person's needs are: (1) people have unlimited needs, once they are satisfied with one need, they will incur further need toward other thing and this never stop to continue; (2) the unanswered needs will create motivation to acts and behaves. But, on the contrary answered needs will no longer

create anything else; (3) people's needs are hierarchical they are; start from primary – essential needs that escalate to higher level of needs, and primary needs are foundation of higher needs. That why people's needs have to be satisfied from the bottom up until higher needs.

Maslow believed that person's needs can be categorized into 5; from lower to higher needs; for the purpose of easier to understanding, these needs are usually depicted as the follow figure;



Maslow's hierarchy of needs

Physical needs

This is the lowest and the most basic form of need. It is a foundation of life that creates biological motivation, such as needs for food, water, shelter and education. Once an employee earns enough income from his job and able to live his life with enough food and shelter, that employee will be ready to continue his work. Therefore, appropriate working environment, such as cleanness, light, good ventilation, and health care; can answer a person's need at this level.

Safety needs

This need will only occur after physical needs are being answer abundantly. This level of needs involve safety environment, both physically and psychologically, security of work, life and health. Answering an employee's needs of this category can be done through many forms, such as life and health insurance, fair regulation, trade union and work safety.

Social needs

Once we feel safe with our life and secure with our job, people will further need love, relationship, intimacy, friend and social coalition with other people, as well as being accepted as a member of whether one or multiple groups.

Esteem needs

Once our social needs had been satisfied, we will further need to elevate our status, where we can be proud and respect of ourselves, and admire our achievement, feel confidence and great honor. This level of needs include rank, position, high income, challenge work, being praised by others, and participation with significant decision making and having opportunity to make progress with our career.

Self-actualization needs

This is the highest level of needs where we want to fully realize our potential and achieve our highest goal. They way to make progress with our life and to fully extend our capability to its full potential, being independent with our decision making and creation, progressing to higher position and advance career.

Furthermore, Maslow divided levels of needs into two sub groups, namely; deficiency needs, which are comprised of low level needs; those are physical needs and safety needs. While the other group is growth needs, which is comprised of social needs, esteem needs and self-actualization needs. The later is a high level of need. He further explained that low level needs can be met with a person's external factors, while the high level needs can be met with a person's internal factors.

In line with Maslow's theory, once any need has been met, it will no longer cause further motivation. Although the next research results contradict his finding, however, his theory is good basic theory for explaining the components of morale and it was later expanded in many other theories.

2. Alderfer's ERG Theory

Alderfer's Theory of Needs also known as Alderfer's ERG Theory (Existence Relatedness-Growth Theory) Alderfer's theory not only focuses on human's need but also on the order of those needs; these needs can even occur concurrently. According to Alderfer's ERG Theory, there are less stages of needs, compare to Maslow's.

Alderfer (referenced in SiriwhanSaereerat et al, 1998: 111) categorized person needs into 3 groups, namely:

- (1) **Existence needs;** a person's needs that need to be answer for his survivability. They are physical needs such as, food, cloth, shelter, tools and medicine. Therefore, executives should satisfy these needs by compensating their employee with wage, bonus, as well as feeling of security and fairness in their work, engage into employment contract with them.
- (2) **Relatedness needs;** a person's needs for friendship and relationship with the surrounding people. Executives should promote good relationship among personnel of the organization, as well as with external people; for examples, promote activities that stimulate good relationship between leader and follower, and accepted social status.
- (3) **Growth needs;** this is a highest level of a person's needs, the needs to be praised and successful in life. Executives should promote their employees

to constantly improve themselves by giving them opportunities to make progress with their career, to be promoted or assigned with more responsibility. Higher position means better opportunity for an employee to be successful.

This ERG Theory (referenced in ThongchaiSuntiwong, 1996: 390) was based on 3 hypothesizes, namely:

1. **Need satisfaction** is, the lower the amount of satisfaction that has been granted to any particular needs, the higher such need will remain. For an example, if an employee's need for salary has been satisfied at small amount, the amount of his need for salary will remains high.
2. **Desire strength** is the condition of the lower level of needs (such as, existence needs) is being satisfied sufficiently, the higher level of needs (such as growth needs) will grow; For an example, if a supervisor is being compensated with suffice amount wage and other profits (existence needs), such supervisor will now demands acceptance and respect from his co-worker (related needs).
3. **Need frustration** the condition when the higher level of need has been satisfied insufficiently, the lower level of need will grow more importantly instead. For an example, if a supervisor doesn't has a chance to work in another, more challenged position (growth and process needs), in this case, such supervisor will focus on gaining more intimate relationship with his co-worker and subordinate instead (social relationship – related needs).

The based-hypothesizes and distinctive differences between theory of needs by Maslow and by Aldefer lie on relationships between each type of needs. According to Maslow's theory, needs have to be satisfied respectively and progressively. It happened when the lower level of need has been satisfied, automatically the higher level of needs will be influential factors toward motivation. On the other hand, though ERE theory is quite similar on this aspect, however, according to ERG theory that needs can be regressive. If the condition of higher need have not been satisfied, the lower level of needs will become influential factors instead. According to this fact, executives can realize various situations that may be obstacles to growth needs or relatedness needs. In these situations, Alderfer stated that lower level of needs will be more important toward motivation immediately. For an examples, if relatedness needs haven't been satisfied, then existence needs will gain priority quickly.

3. McClelland's Achievement Motivation Theory

As cited from Thorn Soontharayuth, 2008, McClelland in 1985 is the founder of Achievement Motivation Theory; he studied human's achievement needs which are originated from 3 key needs, namely:

- 1) Need for Affiliation (n Aff) or motivation for affiliation.
- 2) Need for Power (n POW) or motivation for power.
- 3) Need for Achievement (n Ach) or motivation for achievement.

McClelland main interest was on needs for achievement or motivation. He studied traits of high achiever and found that such person is a bit venturesome; however, it is not too much and not too few. A high achievement is enthusiastic, highly responsible and clever with long term planning that is best suited the actual circumstance. Some people will also be capable of organization's management, as well as determine on achieving successful tasks. Once he achieved his goal, he'll be mainly satisfied with the success of such task. He isn't focus on tangible reward of achieving such task but as he successfully finished such task, reward from such task is just by-product. Reward such as money isn't what he primarily wants. Money is just something he can use to measure the achievement of his task and a tool to assess task's progress. A high achievement is therefore very concentrated with his task and dedicates his utmost determination to finish such task as best as he could. High achiever will constantly seek feedback from his result so he can evaluate his performance. He will be ready to make any improvement with such feedback and hence the speed of such feedback is very important for him to know the level of his achievement.

In our daily life, every person have one point that face an event, situation or trouble that caused us to feel disheartened, tiresome, dispirited. In such time, everything may look so sad; and even when something good is happening before us, it is really hard to open up and accept such thing, as we're still lingering on our sadness and sorrow. Therefore, self-encouragement: consoling ourselves and realize that the fight is not yet over, refuse to surrender and push forward, realize that if other people can do we can do also, to realize that our chance is here so we have to give our best, to realize that other people wouldn't even have this chance like we do and hence we must go all in to prove our capability, all of them are very important. Sometime we may feel weak and could only let our body flow with our emotion. At that moment, the most important thing that we have to do is change the way we emotionally respond and feel. This is extremely important in the situation where you face something that you deem impossible; when you feel that other people are pushing you down into that feeling and feel like other people are influencing your emotion (Kittima Amorntat, 2001: 3) Most of people who distress may feel that they are useless; however, little thing that can be done is know that if they just hold on a bit longer he will be successful. Because human mind has both instinct of surviving (Live instinct) and instinct of destruction (Death instinct), and these two instincts are seam mixed; whether which instinct will be dominantly expressed is relied on the ever changing stimulation and attitude; therefore, the human mind is needed to be comforted so it can remain in balance.

If the human mind in a weakness state, it will requires comforting that strengthen it; one the contrary, if the human mind too rough state, it will requires comforting that soften it (Wittaya Nakwatchara, 2005: 161). Therefore, if you ever need some who make you feel comfort, you should turn to your relative, family, lover, friend; who'll provide aid on any situation and cheer you up, so you can get up and push on and never be shaken by any obstacles. It also encourage other people to turn

encouraging yourselves; this is when we're cheering someone up, the words we heard also cheer us up. (WittayaNakwatchara, 2005: 147)

Another option is turning to religion aspect as every religion is teaching people to be a good person. We can try to practice meditation which can prevent our mind from over-thinking. We can implement various religious teachings as learning from them may allow us to be more intelligent and capable of contemplating on the problems and finding the solutions, as well as to be able to encourage ourselves.

To strengthen our mind is to accept the fact that everything is ever changing with time. Therefore, we should never linger on things. We should accept whatever may come, never be blind by fortune, status and admiration; never be too indulge whenever we gain something, as well as not to be over thinking. Then we can work independently, free from any pressure.

Morale is a vital part of living, especially when we're facing trouble, suffering or critical situation. Strong morale would carry you through various obstacles, therefore, we should learn how to create and reinforce a stronger morale. To do this, you must:

First, always be positive and hopeful. You must be constantly realized that tomorrow will be better day and achievement is waiting for you. If you can live through today, tomorrow you will win.

Second, you never forget your past. You never forget that before you achieve these successes, whether graduation, got a job, built a house, make a fortune and have a children; you have been through some obstacles. Therefore, you will be able to overcome any obstacle you're facing today. You must realized that life is all about up and down and hence, sadness and suffering won't be here forever, someday they are going to pass, definitely.

Third, you should try to learn about other people's life; whether by watching television or reading books; you'll surprise to know that many people who are successful with their life were at one point suffering before. Look them up; make them your role model so you can have the courage and morale to fight on as they did.

Fourth, you have to always look toward your goals, such as think about a house that you want have, a car that you want to buy, education that you want to earn, or even think about the people you love, whether they are your parents or children. Tell yourselves that you're hanging on and fighting today is for your own future and people you love. Tell yourselves that once you achieve that goals you will have everything you want and everyone will be happy. Then, you'll have more morale to live on.

SUMMARY

All in all, Morale is a vital part for living our life, especially when we're facing problems, suffering or under critical situations. Strong morale would carry you through various obstacles. If you ever feel down and self-encouragement does not work, try to look it from people who are closed to you, whether they are your family

or friend. Try to let them know your pain and they will cheer you up; this is because we're not alone in this world. You may also look back on the memory, look up photos of time when you were happy, recollect about situations that you had overcome; so you can motivate yourselves. When you feel better, then you realize how good your past was, so you'll be more confidence that you can make an equal or even brighter future as well.

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THE MODEL OF SOCIAL MEDIA TRENDS AND ITS IMPACT

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ABSTRACT

This study aims to determine the model of social media inclinations and the impacts that can be caused of that, social media, especially internet users gain positive benefits from the use of the healthy and effective social media. The importance of self- control social media users, and motivation use of social media in daily life became one of the important variables to see, whether a person who has high tendency to social media or not. This research will focus on the psychological problems that can affect the tendency of social media, and see the extent of a person's narcissistic, self- control and motivation in using the social media. Thus, researchers can build a model of psychologically to explain how to use the healthy and effective social media. The model is built on self- control, narcissistic tendencies, and motivation on users of social media.

Keywords: Social Media, Social Interaction, Self- Control, Motivation.

INTRODUCTION

The development of information and communication technology in the current of globalization is very rapid. This condition, of course, gives an impact on many aspects of modern life ranging from education, social, and the economic aspects. Technological developments are happening at the moment, in order to form the ASEAN Economic Community (AEC) information and communication technologies have a significant impact.

The impact of information and communication technologies, especially in the economic field as evidenced by the development of *e - commerce*, or better known as electronic commerce. Currently, economic activities such as buying and selling not only can be done directly. In modern times, the consumer can conduct transactions anywhere and shopping in online shops available with personalized *gadgets* without having to leave home.

Technological developments *e - commerce* is evident from the data presented in an article titled *Event Veritrans: Rise of E - Commerce* magazine marketing 8 edition of 2014 which represents an increase from the year 2013 up to predictions for 2016 in technology use *e - commerce* in the countries in Asia.

The presence of the development of information, and communication technology, will greatly assist in establishing the ASEAN Economic Community (AEC) to improve competitiveness, integrity, human resource development, infrastructure development and cooperation among ASEAN countries as well as creating challenges and opportunities for the community area, especially for developing countries like Indonesia.

Discussing the development of technology and information in the present era is inseparable with the use of internet, social media, and *gadgets*. They are so closely in daily life. Data show that the world's Internet users continues to increase, as seen in the *Global Digital Data Statistics* published *We Are Social* in August 2014 at 41% of the world's population, or 2.95 billion people and recent data in August 2015 continued to increase which became 43% of the world's population, or 3.17 billion people are active users of the internet. It proves the development of information and communications technologies can provide a huge impact for society at large, since almost half of the world involved.

Another impact of the development of information and communication technology application was the use of internet and social media in the social life of today's modern society. Based on the data that has been mentioned before, it is certain that the public is now familiar with the use of the Internet, and the most popular in social life today is social media.

Recent data published in August 2015 by *We Are Social* was 30% of the world's population or 2.2 billion people are active users of social media. This shows that social media is now an important part in establishing communication between individuals. Not only in terms of communicating, through various social media available today people can share information, build relationships, instructional media, to make social media as a promotional medium in electronic commerce.

In fact, the development of information and communication technology is happening today is not only a positive impact in many aspects. The development of information and communication technology, are followed by the emergence of a variety of negative impacts, ranging from cases of crime such as fraud, terrorist threats, *bullying*, to the murder. In addition in the form of a criminal case, the negative impacts of the development of this technology is cases related to psychological problems, such as internet addiction in social media, narcissistic tendencies, addiction of pornography. A new research shows that communication in new technologies including social networking sites, offering benefits but create new problems and was finally led to a dilemma regarding the level of technology use (Karr-Wisniewski & Lu, 2010).

A phenomenon that occurs at this time, new problems encountered are addicted to the Internet including social media addiction. Researchers predict the development of technology in social life overload is the result of addiction to social networking sites (Karr-Wisniewski & Lu, 2010). Technological developments in the social life of the community eventually lead to a negative impact on the psychology of the user.

Social media addiction always leads to negative risks. Research states that the risk of addiction to social media is more likely to occur in the social media users who already have and maintain relationships with others (Caplan SE, *Theory and Measurement of Generalized Problematic Internet Use: a two-step approach*, 2010). And research shows young people are the main groups of users of social media and have a greater risk of addiction Technology (Ferraro, Caci, D'amico, and Blasi, 2006).

In particular, addicted to social networking sites or known as social media refers to the behavior of spending too much time on social networking sites. It is in the diagnosis of addiction for users to show symptoms of addictive behavior towards online relationships (Young K., 1999). Addicted to social media in the excessive use of social media refers to the high-intensity time on social networking sites, so users of social media to lose control in the control period.

Other studies mentioned actions such as replying to a comment, stalker, and others in each accessing social media is a simple action that requires a little time to do it. However, if all of the activities carried out, in terms of time the results show that users have spent considerable time to use social media. It's no different with the factors that lead to problematic Internet use (Griffiths, 2010). This illustrates that excessive use of social media will only spend the drain and negative effects.

The impact of social media tendencies not only wasting the time but includes the psychological impact, such as social anxiety. A person with social anxiety uses the Internet for treating loneliness and changeover day. It also has an impact on interpersonal relationships of the social media users. The fact that occurs in the field today is people prefer to communicate through *online* rather than having direct communication or face to face. So in the end the excessive use of social media will reduce interpersonal relationships between individuals.

The tendency of social media at this time is a problem of the attention from researchers. Many factors affect behavioral tendencies that emerged social media. In this paper I will discuss some of the variables that support the behavioral tendencies of social media.

The first variable is narcissistic, a phenomenon that occurs when social media becomes a container for present themselves, from the post of himself, daily activity, recreation, entertainment until things that are not important. As has been mentioned in a study that narcissistic positively related to various aspects of behavior in the post *selfie* (Sorokowski, Sorokowska, Oleszkiewicz, Frackowiak, Huk, & Pisanski, 2015; Weiser, 2015).

The next variable is self – control, self – control has an enormous influence on the behavior of social media tendencies. Low self – control will lead to users of social media can't control itself in utilizing social media tools available. Individuals will lose track of time and can't live without social media activity. Many cases today, each doing daily activities contemporary society is more than happy to upload what they are doing in social media. It can know the needs of Internet data packets are now much higher than regular credit for calls and SMS. If this is not matched with good self-

control, behavioral tendencies of social media are certainly going to be a disease that affects every individual present.

Another variable that could support the establishment of social media tendency is motivation. It is known that people are open to use *facebook* to seek attention, posting a positive thing and sometimes it's in the post does not correspond to the real situation (Hollenbaugh & Ferris, 2015). Exhibitionism motivation is certainly consistent with narcissistic tendencies, where a person who has a tendency narcissistic has a great pride in him-self. This is consistent with research he had done before saying that an important component of narcissism is the greatness (Buss & Chiodo, 1991). This is one of the motivations that participate and support the establishment of social media tendencies.

Based on the previous description, it is known that it takes a good self-control, motivation and support appropriate use of social media in an effective and healthy. Thus, each individual who uses social media and the internet in general have a positive impact beneficial and created qualified individuals who have extensive knowledge in the era of the ASEAN Economic Community (AEC).

METHOD

This article uses descriptive method by analyzing the actual phenomenon that is based on a literature review.

CONCEPTUAL FRAMEWORK

This section will explain the theory and previous research about trends of social media and its impact in support of descriptive studies conducted.

The tendency of Social Media

News reported by online media (Taylor, 2013) that the ministry of Japan's population estimated around 518,000 children in 2013 in Japan with the age range of 12-18 years are addicted to the Internet and need to be rehabilitated. Disclosed by Neil Postman that foster technology *technopoly* culture is a culture where people in it deify technology and that will control all aspects of life (Straubhaar, LaRose, & Davenport, 2010).

Internet addiction was first discovered by a psychiatrist Ivan Goldberg. There are three types of Internet addiction is playing games excessive sexual indulgence and *e - mail / text messaging (chat)*. According to the theory of Ivan Goldberg symptoms of Internet addiction, namely (1) forget the time (2) often withdraw (3) the emergence of a constant need to increase the time spent (4) the need for computer equipment that is better and more application a lot to have (5) often commented, lying, poor achievement, social self – disclose, and fatigue.

Social Anxiety

Experts assess that person's addiction or dependence on the internet caused by anxiety owned by individuals (Young & de Abreu, 2011). Someone who experience social anxiety orally will be anxious when they have to talk over the phone. As a result, the individual will depend on the communication to be in writing.

Someone who experience social anxiety has a personality with traits timid, nervous, reserved, and anticipate to not interacting in order to avoid a negative view of others (Geçer & Gumus, 2010). So, as to make the individual feel better in the hearing and can more easily express themselves through cyberspace as social media.

La Greca and Lopez (Olivares, 2005) suggests there are three aspects of social anxiety : (1) fear of negative evaluation (2) avoidance of social and distress in new situations / dealing with strangers / new (3) avoidance of social and distress experienced in general / with people you know.

Interpersonal Relations

Interpersonal relationships are interpersonal relationships that occur between two or more individuals. Interpersonal relationships are formed through several stages: 1) contact, 2) involvement, 3) familiarity, 4) destruction, and 5) termination (DeVito, 1997). Self – disclosure is at the core of the development of relations (Altman & Dalmás, 2004).

The development of social relationships through communication in cyberspace almost has the same stage of social relationships as it should be the real world. Although there are differences, stages in social media is represented by some of the media system that replaces the role of verbal communication and non - verbal, namely text, graphics, images, audio, and video. Because there is no direct evidence relating to the internet users themselves such as facial expression, movement - gestures, tone of voice, appearance or physical conduct of other users who want to communicate so it is difficult to interpret the statements and comments of other users (Walther, 2006).

Motivation

Motivation is the most important thing when researching a piece of content on the internet. Aspects of the internet include interpersonal and mass media motive (Papacharissi & Rubin, Predictors of Internet use, 2000). In his study found five main motives in the use of the Internet in general that the benefit in interpersonal media, spend time looking for information, comfort, and entertainment (Papacharissi & Rubin, Predictors of Internet use, 2000). After exploring the various findings, many researchers have focused his research in developing a typology of motives in the use of *facebook*. For example, spending time and entertainment motifs are still relevant to the research *facebook* (Sheldon, 2008; Sheldon, *Student favorite: facebook and motives for its use*, 2008; Special & Li-Barber, 2012). While elements of the benefit in the medium interpersonal is evidence that academics see *facebook* users have a motive as a medium to maintain communication links between individuals, friendship, and

virtual communities (Hollenbaugh & Ferris, 2014; Park, Jin, and Jin, 2011; Sheldon, *The relationship between unwillingness-to-communicate and student's use facebook*, 2008; Sheldon, *Student favorite: Facebook and motives for its use*, 2008; Special & Li-Barber, 2012).

The motive in the use of *facebook* there are some things, mostly found in association with self-disclosure, especially on facebook posts. Relational maintenance has been associated with some of the results of self – disclosure, including valence, intentions, honesty, the number and extent. For example, *Facebook* users who are motivated to relational maintenance, then the user would be likely to discuss the topic of a more positive and tend to be slightly open (Park, Jin, and Jin, 2011). Disclosure tends to be more honest than the *Facebook* users who are motivated by motives other *facebook* (Tosun, 2012).

The motivation of using *Facebook* or other social media is to exhibitionism or to get other people's attention, are more likely to reveal personal information in larger quantities (Hollenbaugh & Ferris, 2014). Another study found that of a sample under study *Facebook* users is evident that the majority of the study sample is motivated by classical motive as entertainment media, pass the time, and looking for attention (Special & Li-Barber, 2012).

Subsequent research found the motive addition to the use of social media like telling someone to do something (Baek, Holton, Harp, & Yaschur, 2011), promotes employment / professional advancement (Baek, Holton, Harp, & Yaschur 2011; Papacharissi & Mendelson, *Toward a newer sociability: Uses, gratifications and social capital on Facebook*, 2011), related photos private activity (Raacke & Bonds – Raacke, 2008; Tosun, 2012), and learning / academic goals (Hew, 2011; Raacke & Bonds – Raacke 2008; Tosun, 2012).

Tosun (2012) found that people who feel they can reveal the 'identity' online, are more likely to use *Facebook* to build new relationships and manage romantic relationships. In addition, research shows that a person who uses *facebook* to share information expressive is more likely to update its status (Smock, Ellison, Lampe, & Wohn, 2011).

The predictor variables such as the characteristics of personality traits, sociological variables, and demographic impacted on the dynamics of self-disclosure on *facebook*. This variable is often instrumental in motives for using *facebook* as well as the behavior of online self – disclosure.

Social Interaction and Affiliates Requirements

Most of the researches in social psychology and personality have indicated that narcissism is characterized by high self-concept and positive attributes such as physical appearance.

The results of the study explain that in the affiliation requirement in the use of social media contained for desire to establish and maintain interpersonal relationships that give some reward. Forming interpersonal relationships can be done by way of status updates, looking for friendship, and friendship confirm (Rinjani & Firmanto, 2003)

Narcissistic Tendencies

Social popularity, or intelligence (Campbell, Rudich, & Sedikides, 2002). An important component of narcissism is the greatness (Buss & Chiodo, 1991), which involves a sense of pride in one self is important (Brown, Budzek, & Tamborski, 2009). To strengthen and maintain a positive self – view that high, narcissist joined with various self – regulation strategies such as seeking admiration or fantasizing about her self – esteem (Campbell, Rudich, & Sedikides, 2002).

A number of studies being developed at this time is devote to understanding the use of social networking sites in relation to narcissism as a means for self – promotion and self – Image (Buffardi & Campbell, 2008; Mehdizadeh, 2010). Social networking sites serve as an ideal platform for the narcissist in building and maintaining relationships through the use of interpersonal behavior, wanting a self – Image (Morf & Rhodewalt, 2001). In line with the latest findings about narcissism, the narcissism was positively related to various aspects of behavior in the post *selfie* (Sorokowski, Sorokowska, Oleszkiewicz, Frackowiak, Huk, & Pisanski, 2015; Weiser, 2015).

Individuals who have a narcissistic tendency to seek self – Improvement through interpersonal relationships by build a relationship with others (Campbell, Rudich, & Sedikides, 2002; Morf & Rhodewalt, 2001). Individual narcissistic, generally driven by a desire to draw attention to itself, may boast about his accomplishments to others and use social relationships to look, attractive, desirable, and higher in status (Buss & Chiodo, 1991; DeWall, Buffardi, Bonser, & Campbell, 2011).

There are four characteristics that are typical of the tendency of narcissism based on the DSM-III (Diagnostic and Statistical Manual III), namely: (1) Leadership (authority) that contention as a leader or as one having authority. (2) Superiority (arrogance) is a sense of superiority or arrogance. a great sense of self, important and special. The narciss individuals who have a tendency to show a very good gesture on the outward appearance or physical. (3) Self – absorption (self-admiration) that surrender or admiration of yourself. (4) Exploitation (entitlement) that take advantage of others to show themselves by exploiting other people. The fourth characteristic of above at least two dominant trends among superiority, self – absorption while the other characteristic that is leadership. Exploitation only appears at certain times.

Self – Esteem

The factors that were instrumental in push the narcissistic tendency is self – esteem. Self – esteem refers to the extent to which individuals see themselves as "decent people" (Rosenberg, 1965). Self – esteem is a person's belief in having himself (Crocker & Park, 2004). Connecting with dignity and *facebook*, study found that a person's level of self – esteem does not affect the total time spent on *facebook* (Forest & Wood, 2012). Other studies have shown that a person's lower self – esteem is more likely to spend time on *facebook* and feel a strong emotional connection to social networking sites (Kalpidou, Costin, & Morris, 2011).

Research has shown that there is a difference between high and low self-esteem in various dimensions of self – disclosure. Found that people who have lower self-esteem tended to include negative information in a status update (Forest & Wood, 2012). And other studies have found that individual with higher levels of self –esteem makes it possible to control the personal information in any posting on *facebook* (Christofides, Muise, & Desmarais, 2009).

Self control

Excessive use of technology and uncontrollable cause an addiction. The use of social media without self – control has various negative consequences. For example, the use of social media will encourage people to spend a lot of time in using social media (Chan, Cheung, & Neben, 2014).

Someone who has a low self-control in daily life day will eventually lead to addiction in technology (Van Rooij, Vermulst, Van Den Eijnden, & Van De Mheen, 2011). Low self – control has been proposed as significant predictors of Internet addiction (Montag, Jurkiewicz, & Reuter, 2010; Niemz, Griffiths, & Banyard, 2005).

Depression

Adolescent depression can use social media more to set a low mood, it is evident that children and adults perform activities of watching television for emotional regulation (Chen, Kennedy, 2005 & Van Der Goot, Beentjes, Van Selm, 2012). Other studies have also explained that lack of sleep is known to contribute to anxiety, depression and low self – esteem during adolescence. Poor sleep quality will certainly increase anxiety and depression (Doane, Gress-Smith, & Breitenstein, 2015).

When the use of the Internet to provide assistance to the problem of stress, loneliness, depression, or anxiety, it is likely to be addictive (LaRose, Lin, & Eastin, *Unregulated Internet usage: Addiction, habits, or deficient self – regulation?*, 2003) (LaRose et al. , 2003). In a study suggest that individuals who choose the online interactions are more prone to Internet addiction (Caplan SE, 2003).

Loneliness

Previous research identified that the psychological problems such as loneliness and depression as a risk factor for addiction in general (Sinha, 2007; Witkiewitz & Villarroel, 2009) and internet addiction in particular (Caplan, *Relations Among loneliness, social anxiety, and problematic Internet use*, 2007; Gámez- Guadix, Villa-George, & Calvete, 2012; LaRose, Lin, & Eastin, 2003; Muñoz-Rivas, Fernández, & Gamez-Guadix, 2010; Odacı & Kalkan, 2010).

Other studies have focused specifically on the relationship between loneliness and internet addiction (Casale & Fioravanti, 2011). There is the basic theory of the relationship between loneliness, depression and internet addiction (Caplan SE, 2003; Davis, 2001), which explains that the cognitive model common behavior problems in Internet usage (Davis, 2001), In addition, people with psychological problems prefers online interactions for communication than the direct face to face because it is easier to minimize their social skills shortage (SE Caplan, 2003).

Several other studies explain that has provided support for the view that some individuals use the Internet to cope with negative feelings such as sadness, anxiety, or loneliness (Muñoz-Rivas, Fernández, & Gamez-Guadix, 2010; Scherer, 1997).

DISCUSSION

The tendency of social media is one of the problems faced by most of today's society, where technology has become a staple every day. This occurs as a result of technological development very rapidly and is not followed by its level of understanding. Particularly in Indonesia, currently active user of social media in Indonesia is the highest among adolescents, reaching 30 million people (Bannerman, 2014).

The tendency of social media is certainly has a negative impact for individuals who experience social anxiety, among others. In line with previous studies, that there is a positive relationship between social anxiety and the level of dependence on social media. So it can be seen that the higher the level of social anxiety experienced by users of social media, the higher the tendency of social media. (Soliha, 2015).

These studies also suggest that individuals with high levels of social anxiety or individuals with impaired social conditions in their environment will encourage individuals to use social media and engage in online communication in depth. Someone will looking for a sense of comfort with the way in and interact in cyberspace (*cyberspace*). This is one way for individuals to obtain a connection, build and develop relationships with other people.

Other negative impacts arising from the tendency of social media is the interpersonal relationships between individuals. Motivation, intensity of access, availability of media, time, and place of access simultaneously affect the interpersonal relationships among adolescents of 43.4% (Abadi, Sukmawan, & Utari, 2013). The identification showed that the higher the tendency of social media of a person, then interpersonal relationships of an individual would be lower. Like as the case today, where individuals more happy to communicate via online compared with direct communication.

Behavioral tendencies of social media are certainly not happen just like that, there are several factors that shape it. The first factor is narcissistic. As mentioned in a study that there is a positive correlation between narcissism with addicting social media users. This means that the higher the person's level of narcissism, the higher the level of social media tendencies that happened (Andreassen, Pallesen, & D, 2016).

Another study states that a person with a more active stance in *selfie* posted photos on social networking sites are more likely to have a greater intention to post photos on social networking sites narcissistic. (Eunice, Jung-Ah, Yongjun, and Sejung, 2016). And this leads to narcissistic tendencies.

Influenced by the narcissistic self-esteem, higher levels of self-esteem, the higher and the level of narcissistic individuals. This is consistent with previous research that identified that the narcissistic person's profile characterized by high self

- esteem (Stronge, Cichocka, & Sibley, 2016). This is in line with the statement in a previous study that is narcissistic in other words, is addicted to self - esteem (Baumeister & Vohs, as Narcissism Addiction to Esteem, 2001).

The second factor affecting the emergence of social trends is self - control. Self - control is very influential on the formation of social tendencies. Deficiency of self - control, can lead individuals to experience social media tendencies, because the individual is not able to control the use of social media.

This is consistent with previous studies that there is a significant relationship between self - control with the trend of social media. The lower the ability of self-control which is owned by individuals, the tendency of social media will be higher. And the higher a person is ability to self - control, the lower the tendency of social media (Muna & Astuti, 2014).

All individual have some capacity for self - control, some are more prone to loss of self - control than others (Baumeister & Heatherton, *Self - regulation failure: An overview*, 1996; Baumeister, Heatherton, and Tice, *Losing Control: How and why people fail at self - regulation*, 1994). Some argue that negative emotional states can lead to low self - control (R. Sinha, 2009). Negative feelings may cause individuals to focus on their emotional state, which can lead to loss of self - control (Ward & Mann, 2000).

Self - control can't be separated by the influence of the level or levels of depression and loneliness person. Recent research shows there is a relationship between depressions interrelated and loneliness to control oneself. (Özdemir, Kuzucu, and Ak, 2014). This argument is supported by a theoretical study that explains that the approach based on the model of cognitive - behavioral, proposed for Internet users to mood regulation that lead to low self-regulation (Caplan SE, *Theory and Measurement of Generalized Problematic Internet Use: a two-step approach*, in 2010). In another approach that is based on social cognitive theory, which states that depression can lead to poor self - regulation as a negative cognitive efforts to eliminate feelings of depression and loneliness, exert self - control will be difficult for the affected individual (Bandura, 1991).

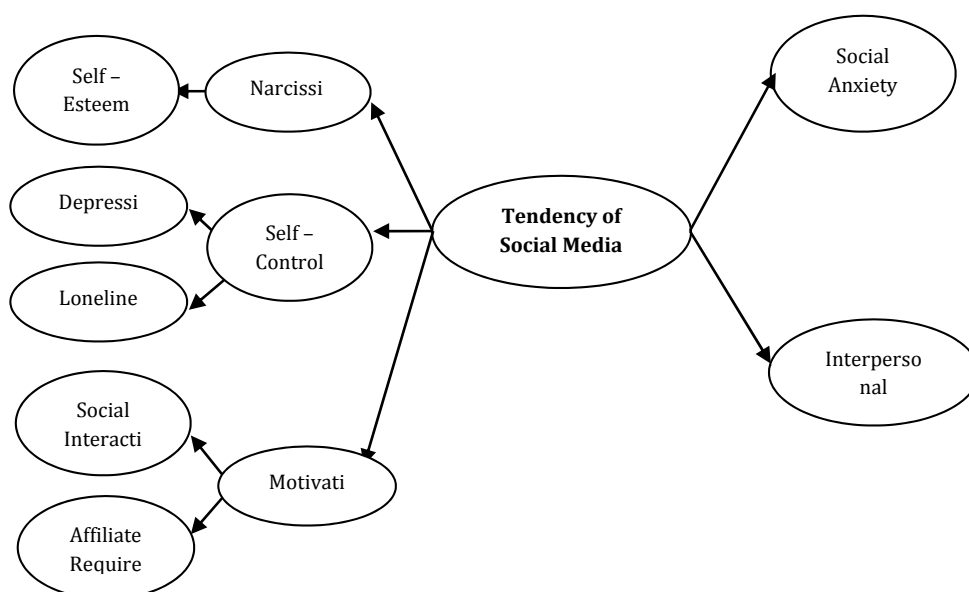
The last factor is motivation users of social media itself. Motivation is also a factor that was instrumental in shaping the behavior of social trends. The factors that can lead one form of addictive behavior towards social media is the motivation of exhibitionism as in a study mentioned in using *Facebook* or other social media is to exhibitionism or to get other people's attention, are more likely to reveal personal information in larger quantities (Hollenbaugh & Ferris, 2014). In line with research in which a person with more active attitude in the post of social media is more likely to have the motivation to narcissistic on social networking sites (Hollenbaugh & Ferris, 2014).

Motivation is also directly related to the level of an individual's social interaction and affiliation needs someone. As described in a study that the affiliation requirement in the use of social media contained a desire to establish and maintain interpersonal relationships that give some reward. Forming interpersonal

relationships can be done by way of status updates, looking for friendship, and friendship confirm (Rinjani & Firmanto, 2003).

The tendency of social media does not just happen. However, many factor that shape such as narcissistic, the effect of self – control, and motivation of social networking site users. Variables not directly such as self – esteem, depression, loneliness, social interaction and the need for affiliation supporting the establishment of behavioral tendencies of social media. As they are relate to one another. Thus ultimately have a significant impact on social anxiety and interpersonal relationships on social media users. It is known that self – esteem is always associated with the level of narcissistic person. Similarly, in the self-control is influenced by a person's level of depression and loneliness. And motivation is influenced by the level of social interaction and affiliation needs someone.

Based on these descriptions, it can be described models the tendency of social media impact is as follows:



A. CONCLUSION

The tendency of social media in general can influence the level of social anxiety, as well as on its interpersonal relationship. The tendency of social media can occur due to the formation of several factors, namely the lack of self – control of social media users, the level of narcissistic tendencies of social media users is high, and motivation in the use of social media itself. High self – control and motivation in accordance with the needs of users in using social media, social media so users can avoid the negative impacts of a social media.

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DESCRIPTIVE STUDY OF DEVELOPMENT ORGANIZATIONAL CULTURE SENIOR HIGH SCHOOL MODEL IN THE CURRENT ASEAN ECONOMIC COMMUNITY (AEC).

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ABSTRACT

One of the efforts to improve the quality of human resources in facing the demands of ASEAN Economic Community (AEC) competitiveness is by raising the quality of education. The improvement in quality of education can be achieved by forming a school organizational culture that is effective, because with an effective culture in the school organization the effectiveness of school organization is reached. An effective organizational culture is influenced by leadership style and the principals' ability to emphasize, because the leader serves as the instrument to supervises, develops and creates the culture. An effective organizational culture can increase motivation, job satisfaction and commitment of the teacher and employee to work creatively and innovatively so that the effectiveness of the school organizational can be achieved.

Keywords: ASEAN economic community, organizational culture, senior high school

INTRODUCTION

ASEAN Economic Community (AEC) was formed to unite and strengthen the integrated regional economic cooperation. AEC was fomed as a means to create stability, prosperity and increase competitiveness and welfare in ASEAN.

The field of education plays an important role in producing quality human resources who have high competitiveness in the current AEC. The school as an organization has an important role to organize education. The school responsible in preparing the qualified and educated worker through arrangements of effective school management by maximizing the empowerment of existing resources, to reach out the goals effectively and efficiently.

According to Mcbeath and Mortimore (2005) the characteristics of effective schools involve a clear vision and mission, produce qualified graduates who are able to meet the requirement of human resources in AEC, strong principal leadership, professional teachers that can give the creative and innovative learning, conducive learning environment, continuous monitoring, establish partnerships cooperation to build a network through developmet of leadership, cooperation and communication.

The findings of preliminary study through interviews with teachers and officials of education foundation on February 29th 2016, April 7th 2016, May 8th 2016, May 11st 2016 and May 23rd 2016 reported that some schools do not have the characteristics of effective school.

That is shown by findings of fact which include the principal's ineffective leadership, the teachers that are not creative and professional, unclear school policy, and the lack of commitment of teacher and employee towards school organization.

The issues that were found related with ineffectiveness of school organization are caused by ineffective organizational culture. That matter is because the organizational culture formed through interaction processes within group influence the behavior of all the members (Robbin, 2008; Djafri, 2015), so that the organizational culture influences organizational effectiveness (Tjiharjadi, 2007; Putranto, 2012).

The strong organizational culture is needed to reach the effectiveness school (Panagiotis et al, 2014). The establishment of organizational culture involves the effective school leader (Jati et al, 2015), because the survival of organization depends on cultural formation that is initiated by an effective leader (Zheri et al, 2011). The effective organizational culture needs a leader that can influence, instill trust, and change the organizational behavior to be more effective (Kim et al, 2011).

Transformational leadership is one of the leadership style that can optimally transform the organizational resource to reach the goal (Danim, 2005). The transformational leader has the ability to make changes in strategy, vision, behavior and effective organizational culture (Jati et al, 2015). The effective leader, other than specified by leadership style, is also supported by the empathetic skill.

The transformational leadership needs to encourage and motivate the employee to reach organizational effectiveness, accordingly the empathetic skill is really needed to influence the employee (Lee and Yazdanifard, 2013). Empathy is the ability to understand the emotions of others (Nuraini, 2007). The effective organizational culture needs a leader that have transformational style and is able to empathize, so the school effectiveness can be achieved.

In addition to the leadership variable, motivation variable is also related to organizational culture (O.O Owoyemi and Ekwoaba, 2014). An ineffective organizational culture reduces the motivation of teacher and employee, so that it is difficulties to improve themselves (Sombuk, 2012). It also can reduce their creativity (Fidan and Ozturk, 2015). The school needs an effective organizational culture so that they can improve work motivation of both teacher and the employees to reach the school effectiveness.

Organizational culture does not only impact motivation, but also the job satisfaction (Arishanti, 2007). Good job satisfaction will improve the performance of teacher, enabling creativity in teaching (Hosseinkhanzadeh, 2013). They will work creatively and innovatively as an effort to reach organizational goals, but those who are not satisfied with their job tend to cause problems and hamper the organizational effectiveness.

Another variable that is related with organizational culture is organizational commitment (Sumanto and Herminingsih, 2016). The values of organizational culture school can increase commitment in the form of will, loyalty, and pride that support the school effectiveness. The research conducted by Acar (2012) showed that the effective organizational school improves organizational commitment. It is very important to give attention to this, because the teachers and employee who are committed can increase the stability of the organization.

Therefore, the effective school organizational culture needs to be cultivated through transformational leadership and empathetic skill of leader, so that it can increase motivation, job satisfaction and organizational commitment of the teachers and employee. That is in order to improve the effectiveness of organizational school, which are hoped to produce qualified graduate that meet the demands of economic competition in the current AEC.

METHOD

This paper uses descriptive method by analysis on actual phenomena based on a literature study.

CONCEPTUAL FRAMEWORK

Analysis of the problem regarding the school organizational culture need to be supported with references and describe some support materials.

The Effective School

The effective school is a school that organizes and utilizes all available resources to ensure that all students can learn the essential curriculum in school (Taylor, 1990). The effective school is a school that have the ability to function optimally (Cheng, 1996). Steers (2005) explained the factors that influence the organizational effectiveness are policies and management practices, organizational characteristics, environment characteristics and employee characteristics.

According to Taylor (1990) the characteristic of effective school are the explanation of vision and mission of school clearly, specifically, and consistently, the strong principal leadership, high expectations of teachers and school employee, partnership cooperation between schools, parents and social community, conducive school climate, creativity and innovation of learning, monitoring, and emphasizes the success of the students in achieving skills in essential activity.

Organizational Culture

Robin. Et al (2008) explained that organizational culture is a system of shared meaning that is held by members that distinguishes one organization to another. Organizational culture are a set of values, rules and norms that affect the way

members of the organization think, feel and behave with each other, both inside and outside the effectiveness organizational (Riggio, 2009). Based on those definitions, it can be concluded that organizational culture is a system of values, rules and norms that are believed by members of the organization and used as a reference of behavior in organizations to achieve the organizational goals.

According to Robin et al (2008) the characteristics of organizational culture is composed of innovation and risk taking, attention of details, results orientation, people orientation, team orientation, aggressiveness and stability.

Motivation

Motivation is a condition that drives the individual to achieve the objectives of the motive (Mangkunegara, 2009). Motivation is the willingness to place a high level of effort toward organizational objectives to meet an individuals' needs (Robbins, 2002).

Herzberg's two factor theory of motivation (2003), explains that there are extrinsic factors and intrinsic factors that influence individual's work. Extrinsic factors include interpersonal relationship between the leader and subordinates, supervision technique, administrative police, condition of work and personal life, while the intrinsic factor is a factor that encourages the spirit to achieve higher performance.

The characteristics of individuals who have work motivation have responsibility of doing the job, achievement, develop themselves, and independence in act (Uno, 2008).

Job Satisfaction

According Kreitner and Kinicki (2001) job satisfaction is an effectiveness or emotional response toward various aspect of work. Job satisfaction is a work attitude which include elements of cognitive, affective and behavior that influences of workplace behavior (Berry, 1998). Robbins (2006) explains that job satisfaction as a general attitude towards the work of individuals, the difference between amount that received and the rewards that are believed.

Two factor theory explains that satisfaction and dissatisfaction are part of a group of different variables which are motivators and hygiene factors. The dissatisfaction is associated with the condition around the work, because the factors preventing negative reactions named as hygiene or maintainance factors (Herzberg, 2003).

Robbins (2006) explains that there are five aspects of job satisfaction, which are an employment challenge, the worth rewards, a condusive working environment, supportive colleagues and suitability of personality with employment.

Organizational Commitment

Luthan (2006) define the organizational commitment as a strong desire to remain as a member of a particular organization while striving to realize the goal of

the organization. Organizational commitment is an attitude that reflects the individual loyalty to the organization and an ongoing process that expresses attention to organizational achievement.

Three aspects of organizational commitment are affective commitment, continuance commitment and normative commitment. Affective commitment is an emotional attachment, identification and involvement in an organization. Continuance commitment is a commitment based on disadvantage that is related with the discharge the employees of an organization. Normative commitment is the feeling of obligation to remain in organization because it is the right thing to do (Luthan, 2006).

Leadership

According to Kreitner and Kinicki (2005) leadership can be defined as a process to influence subordinates in seeking the voluntary participation of subordinates in an effort to achieve organizational goals. Lee and Chuang (2009) explain that a good leader does not only know the potential of subordinates, but can also improve the efficiency of them as needed in the process of achieving organizational goals.

Transformational Leadership Style

Transformational leadership is the ability of a leader in working with or through others to transform optimally the organizational resources in order to achieve the set goals (Danim, 2005).

Stone et al (2004) explain the characteristics of transformational leadership that have idealized influence (charismatic influence), inspirational motivation, intellectual stimulation, and individual consideration. Idealized influence (charismatic influence) is the capability to be a role model that is impressed and followed by subordinates. Inspirational motivation is capability to give an inspiration and motivation. Intellectual stimulation is capability to encourage subordinate to be creative and innovative. Individual consideration is capability to understand individual differences.

Empathetic Skill

According to Zoll and Enz (2012) empathy is defined as the ability and inclination of individual to understand what others are thinking and feeling. Empathy is built by self awareness. If the individual opens to emotions themselves, they have the skill to recognize the emotions and feeling of others (Goleman, 2004).

As for the aspect of empathy by Zoll and Enz (2012) include cognitive empathy and affective empathy. Cognitive empathy is closely related with the concept of theory of mind. Affective empathy is related with emotional process.

THE MODEL OF ORGANIZATIONAL CULTURE IN SENIOR HIGH SCHOOL

School organizational effectiveness can not be separated from the impact of organizational culture, because the organizational culture is a set of values, rules and norms that influence the behavior of organization members in achieving organizational goals (Putranto, 2012; Tjihardi, 2007). Organizational culture is a perspective for understanding the attitudes of individuals and groups within an organization that has limitations (Ivancevich et al, 2008). Organizations need an effective organizational culture to reach organizational effectiveness (Panagiotis et al, 2014; O.O. Owoyemi and Ekwaoba, 2014). One of the variables that affect quality of organizational culture is leadership, because leadership is an instrument to manage, develop and create a culture (Schein, 2010).

The effective school leadership can create school organizational culture that support improvement of school effectiveness (Kim et al, 2011; Nurwati et al, 2012). Establishment of conducive organizational culture needs school principals that can motivate, instill the trust, and change the behavior of school personnel more effectively (Jati et al, 2015).

Leadership style in organization influences the effectiveness of the leader (Yang, 2008). One of the leadership styles is transformational leadership. Transformational leader can improve motivation and creativity as well as organizational effectiveness (Veiseh et al, 2014; Baik et al, 2016).

A leader requires empathy to demonstrate to subordinates that he cares about their needs and their achievements (Cornelius, 2013; Lee and Yazdanifard, 2013; Subramanian and Yen, 2013). Interpersonal emotions of a good leader can improve the ability to empathize as socio emotional support (Goleman, 2004). A leader must have the ability to monitor the emotions of themselves effectively, so as to help the subordinates to thrive (Rajah et al, 2011; Vidyarthi et al, 2013; Altindag and Kosedagi, 2015; Chatterjee and Kulakli, 2015).

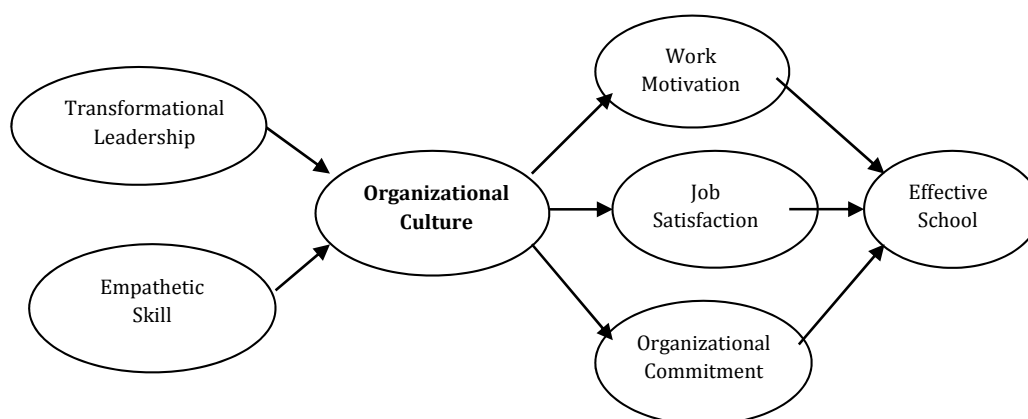
Transformational school principal with a high ability to empathize can encourage and motivate the teachers and employees. The principals can transform the values espoused by all school personnel to support the school organization goals. The principals can provide higher attention to the teachers' performance, motivate, understand and be able to empathize with the teachers and employees in carrying out the task (Werang, 2014). That is to create organizational culture with a strong quality transformations as an effort to improve school performance, durability and competitiveness of school organization.

The effective organizational culture needs to be developed to achieve organizational effectiveness, because one of the effect an effective organizational culture is to increase the motivation of employees (Fidan and Ozturk, 2015). The teachers who have high work motivation can be creative and innovative in creating learning activities, so as to produce qualified graduates (Sokro, 2012).

Organizational culture also influences job satisfaction, because job satisfaction is related to the values that presented through organizational culture (Arishanti, 2007; Stebbins, 2008; Yamsul.et al, 2013; Belias.et al, 2015). Job satisfaction is a positive attitude of employees which include feelings and behavior toward employment which comes under the assessment of the employment situation (Riggio, 2009). It impacts on performance and creativity of teachers in teaching and staff employees in serving the students.

Organizational culture is not only capable of impacting motivation and job satisfaction, but also can influences organizational commitment (Silalahi, 2008; Widyaningrum, 2011; Iljin.et al, 2015; Sumanto and Herminingsih, 2016). The individuals who are committed are aware that they are not only a member of the organization, but have an understanding of organizational goals. Thus, it is important to create an effective school organizational culture, in order to enhance organizational commitment of the teachers and employees toward the school (Siburian, 2013). The high organizational commitment is expected to maintain the stability of the school in order to realize an effective school.

Based on the descriptions, it can be described the model of organizational culture in senior high school as follows:



Picture 1: The effective of Senior High School Organizational Culture Model

A. CONCLUSION

The effective school organizational culture can improve the motivation, job satisfaction and organizational commitment of the entire personnel of the school. The effective school requires a principal who has a transformational leadership style with high empathetic skill to create an effective school organizational culture, because with the effective school organizational culture, the school organizational effectiveness can be achieved. That can encourage the teachers and employees to understand the goals and policies of the organization, so that they can work creatively and innovatively in order to achieve school organizational effectiveness.

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EDUCATION IN THAILAND FOR ASEAN

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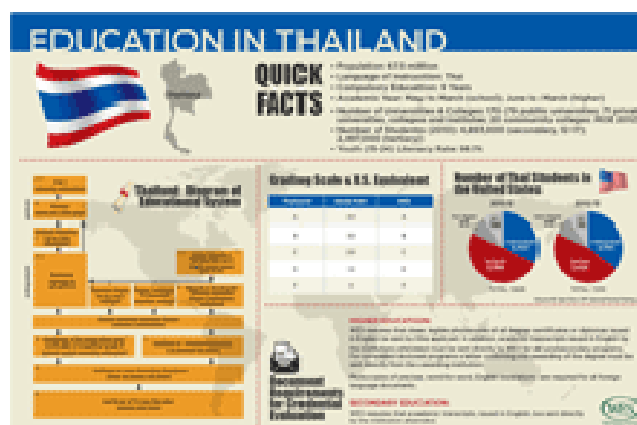
INTRODUCTION

The ASEAN Economic Community (AEC) aims to bring together the ASEAN (Association of Southeast Asian Nations) member nations into a single market that is able to compete in the global economy by 2015. ASEAN members include Brunei, Burma (Myanmar), Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam, plus two observers Timor-Leste and Papua New Guinea. The AEC's economic integration will provide for the free movement of trade, labour and capital within the region. The purpose of the AEC is to bring economic prosperity and stability to the region and to work toward eliminating the development gaps between ASEAN members.

Thailand has responded by stepping up its education reform efforts in order to develop students who are ready to go out into the workforce of the ASEAN Community. The Ministry of Education has identified a number of tasks that need to be accomplished in order to prepare students to work and thrive in an international community, and develop Thailand into an international education hub in the ASEAN region:

- Develop students' skills in the English language and the languages of neighboring countries;
- Enhance Thai student's knowledge of the ASEAN community;
- Relax regulations, such as those concerning visa issuance, to facilitate the travel of foreign teachers and students to Thailand;
- Develop the national qualifications framework in preparation for students' credit transfer within ASEAN and educational liberalisation in the region;
- Study the education policies of other ASEAN members, especially the progress of the free flow of skilled labour in seven fields: engineering, architectural, surveying, nursing, medical, dental, and accounting services;
- Create a working group to exchange information and create networks linking ASEAN countries;
- Enrich public relations to boost the profile and operations of the Ministry of Education;
- Design the special task forces to handle specific missions in order to avoid the duplication of work.

Reforms are also taking place in the K-12 sector, with high-speed Internet access and tablets rolling out to classrooms nationwide, and mergers and curriculum reforms at smaller schools. All of this could turn into potential opportunity for international education providers, as Thailand (and other ASEAN nations) may welcome the resources offered.



Published: March 3, 2014 By Nick Clark, Editor, World Education News & Reviews

School Structure

School education in Thailand is 12 years in length and free to all students in the public sector. The first nine years of schooling are compulsory. The education system has a 6-3-3 structure: six years of primary education, three years of lower secondary and three years of upper secondary. Grades one through six is known as Prathom 1 – 6, while grades 7 -12 are known as Matthayom 1 – 6. Prior to 1977, the structure of school education was 4-3-3-2.

Primary (Pratom Suksa)

Primary education in Thailand begins at the age of six (after up to three years of non-compulsory preschool), and constitutes the first six years of basic education. Learning time at the primary level cannot exceed five hours a day. The curriculum is focused in eight core learning areas: Basic skills (Thai and math), life experience (science and social studies), character development (ethics, arts, music and PE), work education (technology & basic vocational skills), special education (English or other subjects tailored to local community needs.) English is taught nationwide from the first year of primary school. There is a final examination at the end of Prathon VI, which leads to the ***Certificate of Primary Education***.

Secondary (Matayom Suksa)

The six-year secondary cycle is split into lower (Matayom 1–3) and upper secondary education (Matayom 4–6). The lower secondary cycle constitutes the final three years of compulsory basic education. Students wishing to continue on to upper

secondary school must pass an entrance examination. At the lower secondary level, school learning time cannot exceed six hours each day and at the upper secondary level it should not be less than six hours each day.

Education Policy

The country is divided into 76 administrative *changwats*, or provinces. Current education policy is guided by the National Education Act of 1999 and the 15-year National Education Plan (2002-2016). Among other things, the most recent plan expresses the need to expand access to higher education and improve quality standards.

Under the National Education Act, 12 years of free public schooling is guaranteed to all Thai citizens, with a 2002 amendment also guaranteeing two years of free preschool. Currently, the first nine years of primary and secondary education are compulsory, consisting of six years of primary education and three years of lower secondary (age six to 15). Students continuing beyond compulsory education complete a further three years of upper secondary education before entering the labor market or undertaking higher studies.

The academic year has traditionally run from May to March in the school sector and June to March in the tertiary sector, with two semesters per year. There are 200 required school days each year. However, there are reforms currently being enacted pushing back the start of the academic year at the tertiary level to August-September in order to align with other regional ASEAN education systems. A reported 12 universities have so far shifted to the new calendar. The school calendar is also being adjusted in 2014 from a May start to a June start.

Education is administered at three levels, national, regional and local. The Ministry of Education oversees most aspects of education in Thailand at the national level, supported by the Office of the Higher Education Commission (or Commission on Higher Education) in the tertiary sector, which recently took over the duties of the Ministry of University Affairs. Other ministries oversee relevant professional specializations in the tertiary sector. The Office of the Private Education Commission, under the Ministry of Education, oversees and subsidizes private institutions of education. The Office of the Vocational Education Commission is responsible for technical and vocational education and training.

The Languages of ASEAN

Since ASEAN is made up of countries with different cultural and ethnical background, the building of the regional identity can be a tricky task. As Sidjaja (2011) points out in an issue of Jakarta Post, every effort to build ASEAN identity and to raise an awareness of the identity should be made to every person of ASEAN, including the grassroots. He contends that despite ASEAN countries' lack of cultural similarities, much the same as the nation states in EU, unity in diversity can be realized through enhanced mutual understanding and respect for other countries' culture. Sidjaja's comment is, in fact, well in line with Thailand's Educational Policy to reinforce ASEAN

Identity through education, in response to the upcoming ASEAN Community in 2015. In a published proclamation by the Office of Higher Education (OHEC) titled 'Preparation for ASEAN Community in 2015', it states clearly that "The future employment in ASEAN will require graduates to have additional skills such as English and other languages used in ASEAN and inter-cultural skills apart from their professional skill" (The Office of Thai Higher Education, 2010: 2, emphasis is the author's own)

Education Hub Aspirations

In 2015, the counties of Southeast Asia will deepen their regional integration efforts through the formalization of the ASEAN Economic Community, an initiative that includes ambitions to promote greater regional academic mobility through the expansion of the ASEAN International Mobility for Students (AIMS) program, a student mobility initiative similar in ambition to the Erasmus mobility program in Europe, with its routes in mobility initiatives between Malaysia, Indonesia and Thailand. Seven Thai universities along with 52 other institutions from the region are currently implementing the AIMS program. Other initiatives taking place under the umbrella of the ASEAN Common Higher Education Area include the development of a regional credit transfer system, increased collaboration between national quality assurance agencies and the alignment of national qualifications frameworks. Thailand sits at the administrative center of these efforts, playing host to the headquarters of both the Southeast Asian Ministers of Education Regional Center for Higher Education and Development (SEAMEO-RIHED), and the ASEAN University Network – a network of 30 universities across 10 ASEAN member countries. Drawing inspiration from its position at the heart of the ASEAN community, the Thai government has made known its aspirations to develop the country as a hub for international education, much like a number of its regional neighbors. According to a May 2013 news release from the government, "the Office of the Higher Education Commission is preparing various universities to be ready for the Government's plan to turn Thailand into an international education hub. To date, 1,017 international courses have been opened in universities in Thailand. Out of these courses, 344 are for bachelor's degrees, 394 for master's degrees, 249 for doctoral degrees, and 30 for training programs."

Students' credit transfer within ASEAN

Student mobility itself is not a problem in this corner of the world; after all, the sub-region is the single greatest source of international students on the planet, and is expected to become the leader in higher education enrolments by 2035.

Clearly, there are numerous benefits of the credit transfer system such as...

- accelerates student and faculty mobility;
- boosts cooperation among higher education institutions;
- cultivates a multicultural mind set for students and future leaders in the region;
- widens access and choices;

- helps students save time and money by avoiding repetition of coursework;
- facilitates academic and research collaborations;
- strengthens higher education and the economy in the region;
- Promotes Southeast Asia within the fast changing global higher education landscape.

- Government pushes for Thailand to be an education hub in ASEAN, establishes coordinating centre to prepare for the AEC at the end of 2015, with goals to develop 2 schools in each province to have international curriculums to be ready by the beginning of the 2016 academic year

- Maj .Gen. Sansern Kaewkamnerd, Deputy Government Spokesperson, announced that Thailand is in preparation for the coming of the AEC, particularly in the area of education, with the Ministry of Education currently in the process of establishing an education coordinating centre as part of efforts to develop Thailand into a hub for education in the region.

- The coordinating centre will be the central agency for coordinating the implementation of ASEAN related affairs, mobilizing ASEAN policies in the provinces, as well as the dissemination of information and research about ASEAN. The Centre will also serve as a venue for the exchange of information and a training centre to enhance the international competitiveness of Thai citizens.

- As for the development of Thailand into an education hub, the main goals are to develop the quality of Thai secondary education to be on par with international standards, for Thai education institutions to be able to take on both Thai and international students from the ASEAN region, and a policy to open the education sector by building on the 14 special classes concept at the pioneering school s that joined the programme in 2010. There will also be the integration of work between the education institutions of each province, as well as collaboration with the coordinating centre so that new curriculum can begin in the 2016 academic year, and the goal of having 2 international curriculum schools in each province of Thailand is ultimately achieved.

- “Thailand is becoming part of the ASEAN Economic Community by the end of this year and so there is the necessity to undergo several major reforms and preparations. Education is one area which will not only have to be reformed but also undergo a vigorous preparation process for the AEC. The Prime Minister views this as a positive development, in line with current national reforms and Thailand’s preparations to be ready for the coming of the AEC (The Royal Thai Government: <http://www.thaigov.go.th/index.php/en/issues/item/94393-94393>).

The present study aims to investigate factors influencing Thai accounting education development, and readiness of Thai accounting student for the forthcoming ASEAN Economic Community (AEC). The study also tests for a possible correlation between the factors influencing Thai accounting education development and the readiness of Thai accounting student. This study finds that English language skill, moral and ethical issues, and readiness of universities were the most important

factors influencing Thai accounting education development. On the other hand, other AEC language skills, and cultural knowledge and political issues of other AEC member countries were the least common factors affecting the education in Thailand. There are statistically significant differences of factors influencing Thai accounting education development between groups of accounting students in terms of political issues, culture of AEC countries, knowledge about AEC, and basic computer skill. In readiness of Thai accounting students towards AEC, moral and ethical issues of accountants, teamwork, basic computer skills, and readiness of the university were the most common themes. (Muttanachai Suttipun. 2012)

CONCLUSIONS

Implementing an educational reform represents a major challenge to both the Thai government and its people. Its implementation will require determined and astute political leadership. Given the constraints on how much the central government can support education, and particularly given the bold commitment of free education, it is critically important to mobilize other private, local, and even international resources in support of the reform process and policies. Successful implementation of educational reform is critical for Thailand to restore its earlier economic performance and to increase its international competitiveness and the productivity of its people. This in turn should contribute to a higher quality of life and standard of living for all Thais in the Kingdom. Thailand will be joined with ASEAN proudly.

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SCHOOL ADMINISTRATORS' SUPER LEADERSHIP UNDER THE OFFICE OF YALA PRIMARY EDUCATIONAL SERVICE AREA 3

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INTRODUCTION

This study examined the relationship between self-leadership and personality through an analysis and comparison of hierarchical factor structures. More specifically, this study examined the relationships between the self-leadership dimensions of behavior.

This paper focused on strategies, natural reward strategies, and constructive thought strategies, and the personality dimensions of extraversion, emotional stability, and conscientiousness. The results of the study provide evidence that the self-leadership dimensions are distinct from, yet related to the specified personality traits. Although the evidence indicates that self-leadership skill dimensions are unique with respect to personality traits, these results also suggest that self-leadership and personality factors are nevertheless significantly related. Specifically, both extraversion and conscientiousness were significantly related to all three self-leadership dimensions, while emotional stability was significantly related only to the natural rewards strategies dimension.

Super leadership is a new form of leadership for the era of knowledge-based enterprises which distinguished by flat organizational structures and employee empowerment. A super-leader is one who leads others to lead themselves through designing and implementing the system that allows and teaches employees to be self-leaders.

Super-leaders help each of their followers to develop into an effective self-leader by providing them with the behavioral and cognitive skills necessary to exercise self-leadership. Super-leaders establish shared values, model, encourage and reward in many other ways foster self-leadership in individuals, teams, and wider organizational cultures.

The office of Yala primary educational service area 3 was organization for educational service area in Thanto and Betong district at Yala province. The educational has a strategy plan in 2016 for development learners and teachers to be

professional. School administrators were important for development organization of learners and teacher.

(The office of Yala primary educational service area 3. 2015)

This study suggests that self-leadership represents a distinct constellation of strategies. Research result is expected to contribute to the development of administrative science, especially school leadership management, conduct and organizational culture. So it can be used as a fundamental base to help headmasters improve and develop their managerial skill through super leadership model. Therefore, teachers under leadership of super leader have wide capacity to do initiation, creation and policy upon their own performance which the turn will give positive effect on their performance. Similarly, organizational culture and teachers' performance satisfaction will be examined to see its linkages to teachers' performance. If this research gives significant result as predicted, it can be used as a model for headmasters and teachers to develop their own performance.

However, super leadership is a new way of looking at leadership and offering a leadership paradigm ideally suited to the realities of the modern workplace. This research focuses on the level of super leadership; it reveals that the only way to succeed today is to tap into the innate leadership potential that lies within every followers of development, self-confidence, high ability of the team to work independently in absence of leader.

THEORETICAL BACKGROUND

The Concept of Self Leadership and Super Leadership

Self leadership is controlling someone actions and thoughts in order to achieve individually set goals. In other words, self leadership is searching for actions that will lead to self motivation, and the ability to change one's thought to have a positive and constructive mind for work.

It is defined as having influence over oneself, and it is the foundation of self leadership, super leadership, servant leadership and emotional leadership. In addition, super leadership is creating leaders out of members who can judge and act independently and take responsibility for the subsequent outcomes and results. In contrast to traditional leaders who command and directly present goals, information and super solution.

Leaders promote internal motivation and encourage self reinforcement, self goal-setting, establishing strategies, self-observation in the process of application, self evaluation, and self-expectations of the members by implementing strategies. Spanning all eras, great leadership maintains leadership without using the official position, and excellent leaders not only lead the people around them to discover and develop their own abilities but also allow them to commit and be dedicated to the organizations they belong (Lee, Suk Yeol & Hur Young Ju.2015).

There are several studies with self and super leadership as dependent variables to extract the influencing factors (Kazen:1999). with adults in the USA as

research target, inserted gender, stress, family satisfaction, social support, leadership experience, material possession, race, age, level of education, marital status, duration of marriage, children, number of children, place of residence where they grew up, current place of residence, position, whether they had received leadership training, whether they received any subsidy, and the place of employment to extract the influence factors on self leadership (Kahn:2000). The research of self leadership include in light of the age, work experience, and work.

This paper related to the training of professionals in for-profit organizations and revealed strategies of self leadership (Kim Ahn Na:2003). The studied from university students according to gender, socioeconomic status, educational aspirations and other individual variables, university related variables, educational variables, and other university environment related factors such as students and on-campus activities, and provided guidance for leadership development for universities as institutions of higher learning (Lee, Suk Yeol & Hur Young Ju:2015).

In a field study of a small manufacturing plant, relationships between five dimensions of organizational citizenship and two sets of predictors, "traditional" leadership (initiating structure and consideration) and "super" leadership (self-goal-setting, self-observation, and self-expectation) were examined. The results suggest that traditional leadership contributes incremental explained variance beyond super leadership on all five dimensions of organizational citizenship. Both consideration and initiating structure contributed approximately equally to four citizenship dimensions, whereas consideration contributed most predictive power to the sportsmanship dimension. Super leadership explained no incremental variance in organizational citizenship behavior beyond traditional leadership (Schnake, P. Dumler & S. Cochran: 1996)

The function of leadership is to produce more leaders, not more followers. If super leaders are successful in providing strategic alignment and coaching people, they develop followers who are productive, work independently, and only need minimal attention from the super leader. An important measure of a leader's own success is the success of his/her followers. The strength of a leader is measured by the ability to facilitate the self-leadership of others. The first critical step towards this goal is to master self-leadership. If leaders want to lead somebody, they must lead themselves first.

The Purpose of this study

1. To examined the school administrators' super leadership under the office of Yala primary educational service area 3.
2. To compared school administrators' super leadership under the office of Yala primary educational service area 3 was divided into gender, age, school size, educational and experience.
3. To give solution for school administrators' super leadership under the office of Yala primary educational service area 3.

RESEARCH METHODOLOGY

Type of the Research

The type of this research is a survey research with causative quantitative approach; unit of analysis used in office of Yala primary educational service area 3.

The data which is being measured its super leadership skill of school administrators and which is examined by their performance satisfaction and performance. The subject of this study is all of school administrators under the office of Yala primary educational service area 3.

Data and sample

The findings were seven elements of super leadership, there are;

1. Become a self leader
2. Model self Leadership
3. Self-set goals
4. Create positive thought patterns
5. Facilitate self-leadership though reward and constructive reprimand
6. Promote self leadership through teamwork
7. Facilitate self leadership culture

The sample of this study is teachers in the office of Yala primary educational service area 3. It is obtained 614 teachers from those 33 schools then, selected 234 teachers and compared by using chart (Krajcie&Morgan.1967: 608). Then divided into school size used stratified random sampling and selected by random simple sampling.

RESEARCH INSTRUMENTS

The main instrument in this research is questionnaire that divides into 2 parts;

Part 1 The checklist questionnaire about status of teacher under the office of Yala primary educational service area 3 such as gender, ages, school size, educational and experience.

Part 2 The survey questionnaire rating scale 5 levels of school administrators under the office of Yala primary educational service area

There were seven elements of super leadership

1. Become a self-leader
2. Model self leadership
3. Self-set goals
4. Create positive thought patterns
5. Facilitate self-leadership though reward and constructive reprimand
6. Promote self-leadership through teamwork
7. Facilitate self-leadership culture

(Manz&Sims.1991)Statistic

Frequency, Percent, Mean, S.D., t-test and F-test

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MIND MAPPING TRAINING: A STRATEGY STUDENT'S CREATIVITY DEVELOPMENT THROUGH GROUP COUNSELING SERVICES TO IMPROVE HUMAN RESOURCE IN THE CURRENT ASEAN ECONOMIC COMMUNITY (AEC)

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ABSTRACT

Based on the results of international tests (PISA) student learning outcomes Indonesia is still relatively low. One factor is the learning process in the classroom is generally not performed interactively. About 74 percent of classroom activities undertaken by teachers alone and 11 percent were conducted jointly with the students. The impact is a learning process has not been able to foster the creativity of students, raise critical power, and develop analytical skills of students. Guidance and Counselling as an integral part of education has a duty to facilitate and make independent learners in order to achieve full and optimal development. One strategy that can be done by counselors to develop the students' creativity with mind mapping training is conducted through group counseling services. Mind mapping is a technique summarizes the material to be learned, and projecting the problems encountered in the form of a map or graphical techniques making it easier to understand. Application of the method of mind mapping can help and make it easier to be more creative, save time, facilitate problem solving, concentration, organize your thoughts, remember better, learn quickly and efficiently, seeing the overall picture in the paper, as well as planning. Mind mapping is given in the form of training is one of the strategies to interpret the infinite creative potential of the brain. The training materials can be delivered by counselors in group counseling services using various techniques of group dynamics, group discussions, role play, case study, and brainstorming.

Keyword: group counseling, creativity, mind mapping, MEA

INTRODUCTION

Creativity is very important, because creativity is an ability that is very significant in the process of human life. At the present time creativity is indispensable in human beings for the working world competition is getting tighter. Teaching first or foster creativity in learners will be very useful for life both in times of competition to achieve in school or when they have won go to work.

Creativity is one aspect of the development of students who need the attention of adults such as parents and teachers at school. Carl R. Rogers in Thomas B., Roberts (1975) suggests the development of creativity requires safety and psychological freedom. Psychological safety can be raised through three processes associated, namely; accept people as they are with all its advantages and limitations; creativity does not require an external evaluation, and understand individual empathy. While the psychological freedom according to Rogers, is the importance of the teacher allows students to freely express symbolic, so that creativity can be actualized. Situations like this make people become fully free to imagine, feel, and even become whatever is important to her.

Students who have creative potential has special needs and problems. If you get the right coaching that enables them to develop their creativity potentials fully and optimally, they can give an enormous contribution to the community, state and nation. If not, they can be underachiever, someone whose performance under its capabilities, and it is not detrimental to the development itself, but also harm society that loses quality seeds for the development of the country (Munandar, 2004).

Guilford (in Purwanto, 2003) suggests that there is an imbalance between the development of each capability in the educational process. Education is still emphasizing memory skills, creative thinking and ignore functions. In addition, most of the information presented in the form of verbal and provide less exercise creative thinking abilities. These conditions are not just happening in some neighboring countries, however, the situation in Indonesia is getting worry. Learning models generally still emphasize aspects of the ability to memorize, to guess to some alternative answers to questions that have been provided, so students can lose their creative potential because they are used to answer the sola exam in the form of convergent and vertical, very few had never even practiced develop the mindset divergent and lateral.

As a teacher of guidance and counseling have a duty to assist in growing and developing the talents and creative potential of students in schools through guidance and counseling services in accordance with the uniqueness of the student. Tutor is expected to be a pioneer to open a new path towards the development of students' creativity. Otherwise the Indonesian people can not get out of the threat of death will be survival. In this global era we face a variety of challenges, both in the economic, health, politics, and in social and cultural fields. Efforts to solve those challenges, requires the ability to think creatively, which is a unique individual ability in the form of cognitive activity that generates new ways of looking at a problem or situation (Solso in Suharnan, 2005).

In the students' learning activeness not only required but also their creativity, because creativity in learning can create a new situation, not monotonous and interesting so that students will be more engaged in learning activities. But now there are many teachers who are less able to devote his ideas, as well as foster creativity, which should it be a means to develop the potential of students whose age is still in its infancy and development. Although the current curriculum has opened up

opportunities for learning as wide as possible to attract the creative power of students, but some teachers have not been able to be able to use them, so that teachers have not been able to make changes in the attitude of teaching, especially in the development of creativity. It will be able to overcome by changing the way teaching is done by educators to see how teaching pengembangan fit the child's creativity.

Based on the results of international tests (PISA) student learning outcomes Indonesia is still relatively low. One factor is the learning process in the classroom is generally not performed interactively. About 74 percent of classroom activities undertaken by teachers alone and 11 percent were conducted jointly with the students. The impact is a learning process has not been able to foster the creativity of students, raise critical power, and develop analytical skills of students. It must be recognized that until now the school system is not yet fully able to develop and produce the graduates to become creative individuals. Students are more likely to be prepared to become an interpreter personnel working on technical things than being a visionary (read: the leader). What that learned in school are often less beneficial for student life and less in harmony with the development of a constantly changing environment with rapid and unpredictable. Similarly, the process of learning to do still seem to put more emphasis on learning "what is" that requires students to memorize facts, of learning "what can be", which can deliver the student to be himself completely and original.

Therefore, the importance of the development of creativity in schools so that the education process in schools can actually have a high relevance and produce graduates who have high creativity. Schools should be able to provide a curriculum that enables students can think critically and creatively, and have problem solving skills, so that in turn they can respond positively every opportunity and challenges and able to manage the risks for the sake of life in the present or in the future.

Guidance and counseling teachers as professionals who have the qualifications in planning, implementing, and developing guidance and counseling services should be based on several principles that refers to the development of students' creative potential. Implementation of guidance and counseling services should be directed to cultivate the creative potential of students toward the development of self-actualization. Teacher guidance and counseling should be able to as the pioneers of reform to create support for the environment through the implementation of guidance and counseling services in schools to cultivate the creative potential of students, by creating an environment that is needed by the student. Teacher guidance and counseling can develop students' creativity through a variety of services, especially counseling services group.

Mind mapping training is a form of training provided by the counselor as a facilitator to the students through guidance services group with the provision of materials related to the way the brain receives information, optimization between left and right brain, mind mapping good at learning, writing and summarizing books , planning for the future, as well as mapping in problem solving.

HELPFUL HINTS

Concept of Creativity

a. Understanding of Creativity

According to Buzan (2012) creativity is the ability to think in new ways and be original. Developing the idea of a creative thinker is able to establish themselves and develop ideas. Creative thinking involves the use of the entire mental skills left brain and right brain.

According to Webster's dictionary in Pamilu Anik (2007: 9) creativity is the ability to create marked by originality of expression that is imaginative. In Big Indonesian Dictionary (2005: 599), creativity is the ability to create, regarding the creation and kekreatifan. Menurut James J. Gallagher in Rachmawati (2005: 15) says that "*Creativity is a mental process by the which an individual crates or new ideas products, or recombines existing ideas and products, in a fashion that is novel to him or her*" (creativity is a mental process by individuals in the form of ideas or new products, or combine the two were on akhirnyakan attached to him).

According to Supriya in Rachmawati (2005) argues that creativity is the ability to create something new, whether it be the idea and the real work is relatively different from what tealah there. Creativity is the ability to think which implies a high level of escalation in the ability to think, is characterized by a succession, discontinuities, differentiation, and integration between the stages of development. Creativity is the ability to create or inventiveness (Dictionary of Indonesian, 1990), creativity can also be meaningful as the latest creations and original created, because the creativity of a unique mental process 11 to generate something new, different and original. Creativity is a regular brain activity is comprehensive, imaginative towards an outcome that is original.

According Semiawan in Rachmawati (2005) argued that creativity is the ability to provide new ideas and implement them in problem solving. According to Chaplin in Rachmawati (2005) argues that creativity is the ability to produce a new form of art, or, in machinery, or in solving problems with new methods. Meanwhile, according to Munandar (2004) creativity is the ability to create new combinations, based on the data, information, or elements that exist ". Meanwhile, according to Clarkl Monstakis in Munandar (2004) says that creativity is an experience in express and actualize individual identity in the form of an integrated among themselves relationships, nature and other people.

Based on some of the above definition can be concluded that creativity is a mental process which gave birth to the idea of people, processes, methods or products that are new effective imaginative, flexible, and discontinuity, which is useful in a variety of fields to solving a problem. So creativity is part of one's business. Creativity will be art activities when a person first requests. From the simple thought, the authors perform all activities that aim to spur creativity or dig.

According Slameto (2003), the characteristics of creativity can be grouped into two categories, cognitive and non-cognitive. Cognitive characteristics including

originality, flexibility, smoothness, and elaboration. While non-cognitive traits such as motivation and creative personality and creative attitude. Both of these characteristics together, their importance, intelligence is not supported by creative personality will not produce anything. Creativity can only be born of intelligent people who have a healthy psychological state. Creativity is not only the brain works alone but is also influenced by emotional and mental health, which is very influential on the birth of a creative work. Intelligence without a healthy mental state can produce creative work.

The characteristics of creativity are three kinds: (a) fluency: the ability of students to solve problems open (open ended) with some alternative answers that are correct, (b) flexibility: the ability of students to solve the problem open (open ended) in several ways, and (c) novelty: the ability of students to solve problems open (open ended) with several different answers but it is true and an unusual answer the student in their developmental stages or levels of knowledge.

Moreover, in a study conducted in Indonesia, the order of the characteristics of one's creativity is as follows: a) have the power of imagination is strong, b) had the initiative, c) have a strong interest, d) free in thought, e) is curious, f) always want to get new experiences, g) believe in yourself, h) Energetically, i) Dare to take risks, j) Bold in opinions and beliefs.

Meanwhile, according to Munandar (2004) outlines the characteristics of creativity among others: a) excited for new experiences, b) have fun in doing tasks difficult, c) have the initiative, d) has the persistence of high, e) tend to be critical of others, f) dared to voice their opinions and beliefs, g) always wanted to know, i) Sensitive or flavorings, j) energetic and tenacious, k) Liked tasks compound, l) belief in self, m) have a sense of humor, n) have a sense of beauty, o) future-minded and full of imagination.

From the opinions of the above, researchers can conclude that the characteristics of creativity a person is able to resolve the problem with some alternative answers that are correct, have some way, capable of resolving problems with some different answers but it is true, and have the imagination is strong, self-confidence, free in thinking and energetic.

Initially seen as inborn creativity that belongs only to certain individuals. In a further development, it is noted that creativity can not develop automatically but requires stimulation from the environment. According to Buzan (2012) creativity is the result of interaction between the individual and the environment, where one affects and is affected by the environment he is in. Thus both the individual and the environment both can support or inhibit creativity.

Utami Munanadar (2004) suggests that the factors that encourage creativity are: a) age, b) The level of parental education, c) Availability of facilities, d) use of leisure time. While Clark and Asrori (2009) categorize the factors that encourage creativity are as follows: a) The situation that presents the incompleteness and openness, b) a situation that enables and encourages the emergence of a lot of questions, c) a situation that can drive in order to produce something, d) a situation that encourages responsibility and self-reliance, e) a situation that emphasizes self-

initiative to explore, observe, ask questions, take notes, translate, test results forecast and communicate, f) bilingualism which makes it possible to develop the creative potential more widely because it will provide world-view basis more varied, more flexible in dealing with problems and able to express themselves in a different way than most others that may arise from its experience.

In addition, factors that encourage creativity by Seto, a child education expert said that "efforts to develop a child's creativity can be done using the 4P strategy, namely to see creativity as a product, person, process, and driving". Judging from the results of (product), creativity is defined as the ability to create or produce new products. Judging from the process, creativity is defined as a form of thinking in which people try to find new relationships, get answers, new ways in dealing with a problem. In terms of personal (person), creativity can be defined as the characteristics of creative people who are in children. In terms of driving (press), creativity comes from oneself (internal) form a strong motivation to be creative.

According Munandar (2004) Factors that inhibit creativity, namely: (a) the need for success, ketidakberanian the risk or the pursuit of the unknown, (b) Conformity of the friends group and social pressures, (c) less bold in exploration, using imagination and investigations, (d) differentiation between work and play, (e) otoritarisme, (f) does not appreciate fantasy and utopian.

b. Developing Creativity Potential Students

One important factor in the development of creativity of students, the school environment is an attempt to create conditions that enable creativity can flourish. Efforts to develop the creativity of students during the many constrained primarily sourced from konseptul constraints. A constraint defines creativity as konseptul are traits inherited by the talented exceptional or genius (Munandar, 2004). Creativity assumed to be owned by a child naturally, so not much can be done through education to influence it. This constraint should get special attention from educators as a tutor. Efforts to research conducted by educators and psychologists in Indonesia can said is still lacking. So we have not been able to obtain a fairly accurate reference source is based on the culture of Indonesia in connection with the development of children's creativity.

Home atmosphere can stimulate the development of children's creativity based on the results of research conducted abroad, as quoted by Joan Beck (1997) is, the creativity of the child will develop better if the attitude in your household against children warm and democratic. Children living in an atmosphere parents are hostile, indifferent and limits its motion, it was the ability of children's creativity took a few numbers within three years. By contrast, in the house that his parents being warm, loving, explain their actions to the child, and provides the opportunity for children to come decision, answering the questions posed children and pay attention to all, it turns out the ability of children's creativity can be increased by an average of eight points.

Carl R. Rogers in Thomas B., Roberts (1979) suggests, if the conditions that allowed for the emergence of creativity is already there, then just how to increase appropriate social needs. For that you need to know when and how time to strengthen creativity. Creativity grows from within and can not be imposed, therefore, its appearance must be given free condition. Rogers provides the X factor is psychological security, and factor Y is psychological freedom that allows the emergence of creativity constructive. factor X is a psychological safety can be raised through three processes of association, which receives individual as a precious value, does not provide an external evaluation of the creative behavior, and provide understanding of empathy. While the form factor Y psychological freedom is a condition in which children can freely express symbolic, so the creative behavior can be raised. This environment can make a man completely free individuals to imagine, feel, and make whatever is important to her. It strengthens openness and the ability to play and manipulate spontaneous, to perceptions, concepts and meanings are part of creativity.

The results of the studies cited by Elizabeth B., Hurlock (1999) have shown two important factors in supporting the development of personal creativity that, first; social attitudes that exist and unfavorable creativity needs to be addressed, the reasons for such attitudes influence of peers, parents, and teachers as well as their treatment of someone who has the potential to be creative. Second, conditions are favorable for the development of creativity should be held early in life when creativity began to grow and should be continued to develop well. in line with these two factors, Torda in Elizabeth B., Hurlock (1999) argues that creativity does not just depend on the innate potential in particular, but also on the difference in mental mechanism through which to express innate nature. People who are creative and uncreative different in terms of attitude (philosophy of life), what they think is important, and distressing, showing differences in problem-solving skills. This difference stems in part from the innate nature and part of the initial adaptation process rooted in the attitudes of parents.

Basing on the research results and opinions of the above, can be obtained an understanding of how important environmental factors can affect the development of students' creativity. As an adult who is responsible for the development of students' creativity, guidance counselor at school plays an important role to create the conditions that allow the creativity of students may appear. in school teacher behavior counselors were attentive to the students so as to create a safe condition and free, it helps develop students' creativity, cooperation and communication between the tutor and the JV-old made a very important factor. the guidance counselor in the neighborhood formal education, should be able to provide security and protection to the students freedom. freedom here does not mean unlimited freedom, but a freedom that can influence students to be responsible because he was able to give meaning to the values that are important to him.

Concept of Group Counseling

Group counseling is the process of assistance given to individuals in a group situation. Group counseling is intended to prevent problems in students and develop students' potential. In general it can be said that as one of the techniques of guidance, counseling groups have principles, activities, and the same goals with guidance. The difference lies in its management, namely in group situations (Romlah, 2006: 3).

Guidance Group is providing assistance to the learner/counselee through small groups consisting of two to ten people for the purpose of prevention of problems, maintenance or development of the values of life skills required (Permendikbud, No. 111 of 2014). Guidance groups or Group Counseling service that helping learners in personal development, ability relationship social, learning, career/job title, and taking to the verdict, and perform certain activities in accordance with the demands of commendable character through discussion of certain topics in an atmosphere of group dynamic (Ministry of Education and Culture , Directorate General of Primary Education , Directorate of Junior Secondary Education , 2014).

Gibson, (2010: 52) states that the group counseling group activities that focus on the provision of information or experience through a group activity planned and organized. Furthermore Gibson, (2010: 52) argues that the guidance of the group organized to prevent the development of problems. It contained information could include education, employment, personal or social, with the goal of providing accurate information to students that will help them make life planning and decision-making are more appropriate.

Based on the opinions of the above, it can be concluded that the group guidance is guidance and counseling services are being made to develop the potential of students, to prevent the problem in the students, presented through the discussion of certain topics that are given to individuals in a group situation.

The purpose of the Guidance Group services according to Bennet (in Romlah, 2006) points out the purpose of group guidance, namely: (a) provide opportunities to student learning important things useful for briefing him issues related to education, employment, personal and social. This objective can be achieved through the activities, (b) assistance in holding orientation to the situation of new schools and the use of the opportunities and facilities provided by the school, (c) to study the problems of interpersonal relations that occur in groups in school life can be change the behavior of individuals and groups in a way that can be accepted by the public. (d) study in groups the problems of growth and development of learning to adjust to the adult life, and implementing a healthy lifestyle, (e) studying in groups and apply the methods of self-understanding of the attitudes, interests, abilities, personality and tendencies the tendency nature, and personal and social adjustment, (f) studying in groups and apply methods to learn efficiently, (g) to learn the world of work groups, and adjustment problems and the progress of work, (h) assistance in groups to learn how to make a long-term education plan, (i) assistance to develop benchmarks value to make choices in many areas of life, and in developing a philosophy of life.

As for the stages in service groups according Prayitno Guidance (in Damayanti, 2012) is divided into four stages of group guidance as follows: (a) Establishment, (b) Transition, (c) activities, (d) Termination.

At this stage of the formation of the members introduced themselves and also disclose goals or expectations to be achieved by some or all members of the group, gives an account of the guidance of the group so that each member will know what is the meaning of the guidance group and why the guidance of the group should be implemented as well explain the rules to be applied in the guidance of this group.

As implemented in the intermediate stage, namely: describe the activities that will be pursued at a later stage, offer or observe whether the members are ready to undergo the activities at a later stage; discusses the atmosphere occurs; and improve the participation of members.

Stage activities is the core of the group's activities, the aspects that become content and retinue quite a lot, and each of these aspects should receive careful attention from the leader of the group. There are some that should be done by leaders in this stage, namely as a regulator of the process of patient and open, active but not very talkative, and provide encouragement and reinforcement, and empathy.

At this stage of the termination of group guidance, the main concern is not the number of times that the group should meet, but the results have been achieved by the group. There are several things to do at this stage, namely: (a) The leader of the group suggested that the activities will be terminated, (b) Leaders and members of the group proposed the impression and the results of activities, (c) Discuss follow-up activities, (d) Challenging the message and expectations.

Concept of Mind Mapping

Mind Mapping is derived from the English language, the word *mind* and *mapping* which each is *mind* means brain, and *mapping* means charted. According to Buzan (2012) *Mind Map* is the easiest way to put information into the brain and retrieve information from outside the brain. *Mind Map* is a way of noting a creative, effective literally will map the mind. *Mind Mapping* is also a route map that is great for memory, allowing one compile facts and thoughts in a way that the natural workings of the brain involved from the beginning.

Mind mapping is a technique summarizes the material to be learned, and projecting the problems encountered in the form of a map or graphical techniques making it easier to understand. *Mind mapping* when frequently trained can optimize the function of the left brain and right brain, which was then in its application is very helpful to understand the problem with quickly because it has been mapped (Sugiarto, 2004).

Mind mapping is perfect for innovative thinking as it consumes all the skills commonly found with creativity, especially imagination, association of ideas and flexibility. Psychological research has identified some of the basic elements of creative thinking including: the use of color, shape, dimensions, elements unusual, position adjustment conceptual and emotional responses to things interesting. Applying the

creative thinking Mind Mapping technique can facilitate individual Mind to create at least twice as many innovative ideas as traditional brainstorming group in the same time period.

Mind mapping (mind mapping) is a recording of the multidimensional, associative, imaginative and colorful. Making notes in this way memungkinkan to recall almost directly and comprehensively on all things whatever is written in the paper due to the application of the principle of memory on a new approach to the manufacture of record mnemonic is multidimensional, but writing using mind mapping makes it possible to understand, analyze, and think critically about whatever is being recorded in addition to providing more time to listen and pay attention to explanations sources (Buzan, 2002).

Mind mapping uses association and imagination in addition to using logic to understand the material (Amelia, 2006). Key words and images in the mind mapping mmapu trigger the brain to think creatively so that students can think divergent (in different directions) and not think convergent (one way). Besides the linear notes only rely potential left brain and right brain balanced.

Mind mapping training is a form of training provided by the counselor as a facilitator to the students through guidance services group with the provision of materials related to the way the brain receives information, optimization between left and right brain, mind mapping good at learning, writing and summarizing books , planning for the future, as well as mapping in problem solving.

Guidance Service Group To Develop Creativity Students With Mind Mapping Training

Teacher guidance and counseling as a professional who has qualifications in planning, implementing, and developing guidance and counseling services should be based on several principles that refers to the development of creative potential of students. The implementation of guidance and counseling services should be directed to cultivate the creative potential of students toward development self-actualization. Abraham Maslow in G.Goble Frank (1987) suggests that the self-actualizing people have what Maslow called "psychological freedom". they were able to take their own decisions even against the opinion of the general public. they did not hesitate to reject their culture if it is not in line with their views. Independence is very important psychologically to be owned by the students so that they are able to express their potential into real behavior, either in the form of ideas towards creative thinking as well as in the form of products as a result of his work.

Teacher guidance and counseling should be able to as the pioneers of reform to create support for the environment through the implementation of guidance and counseling services in schools to cultivate the creative potential of students, by creating an environment that is needed by the student. Teacher guidance and counseling can develop students' creativity through a variety of services, especially counseling services group.

Creativity is all the potential contained within each individual that includes ideas or ideas that can be combined and developed, so as to create a product that is new and useful to themselves and their surroundings. Creativity arise because of the strong motivation of the individual concerned. Products of creativity can be generated through a series of stages that require a relatively long time. Effectively, creative individual has a characteristic great curiosity, keen to tasks compound perceived as a challenge, dare to take risks to make mistakes, have a sense of humor, wants to seek new experiences.

Mind Mapping can connect the new and unique ideas to an existing idea, giving rise to a specific action carried out by the students. With the use of colors and symbols of interest will create a mind mapping results in new and different. Mind mapping is a creative product produced by students in learning activities.

The limbic system of the human brain has an important role in the storage and information management (memory) of short-term memory into long-term memory appropriately. In the process of learning, students wanted a subject matter that is accepted into long-term memory, so that when such material is required returning students can remember. Parts of the neocortex also has an important role in strengthening memory. Left brain hemisphere associated with words, numbers, logic, sequence, and details (activity kademik). The right hemisphere deals with color, image, imagination, and space or referred to as a creative activity. If both parts of the neocortex is combined simultaneously then information (memory) received can survive term memory into long. *Mind Mapping* is a technique that combines recorded both hemispheres. For example, note the subject matter of the students can be pored over images, symbols and colors. *Mind Mapping* realize the expectations of students for long-term memory. The subject matter is made in the form of mind maps will simplify the limbic system processes the information and put it into long-term memory.

Another advantage of the use of notes *Mind Mapping* is to familiarize students to exercise his creative activity so that students can create a creative product that can be beneficial to themselves and their surroundings. Another thing that is associated with the limbic system that is peranaannya as a regulator of emotions such as anger, happy, hungry, thirsty, and so on. Emotion is needed to create high motivation to learn. High motivation can increase the confidence of students, so that students do not hesitate and shy and want to develop the potential contained within him, especially the potential associated with creativity. Mind mapping is one of the simplest forms of creative products that can be developed. With the technique of mind mapping record should be assumed that creativity (creative attitude) students will increase.

According Yovan (2008), application of mind maps can enhance the creativity of individuals and groups. This is because the mind map allows the use of creative elements such as pictures, shapes, colors, and more in the form of mental representations. In addition, mind maps also accommodate a variety of different viewpoints from individuals and groups. Various technologies such thoughts that spur

creativity, *brainwriting*, *brainwalking* and *semantic intuition* is very compatible with the application of the mind map.

Mind Map is really a proof to foster creativity and allow you to generate new ideas in a brainstorming session / con opinions. MindMap proven to encourage open communication in brainstorming group. Mind Mapping also includes the big picture and icon libraries to catalyze creativity. The layout of the room to help you get a better picture and make new connections more visible so that you can make an infinite number of thoughts, ideas, links and associations on each topic.

Based on a study conducted by Al-Jarf (2009) proved that Mind Mapping offers a powerful approach to improve students' ability to generate, visualize and organize ideas. The students involved reported that the tool Mind Mapping encourages creative thinking and they become faster to generate and organize ideas for writing them. Also according to Margulies (1991), when the children write the words in only one color, on lined paper, creative channels and mental resilience is reduced. While using images, such as Mind Maps, making children's creativity growing and increasing.

CONCLUSION

Creativity is very important in the face of global competition in the era of MEA. One important factor in the development of students' creativity, is the environmental efforts of the school to create conditions that enable creativity can flourish. Guidance and Counselling as an integral part of education has a duty to facilitate and memandirikan learners in order to achieve the development of a complete and optimal. One strategy which can be done by counselors to develop students' creativity is *bymind mapping training* is conducted through guidance services group. *Mind mapping training* is a form of training provided by the counselor as a facilitator to the students through guidance services group with the provision of materials related to the way the brain receives information, optimization between left and right brain, mind mapping good at learning, writing and summarizing a book, planning for the future, as well as mapping in problem solving.

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VALIDITY AND RELIABILITY OF THE SCALE OF STUDENTS' LITERACY SKILL

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ABSTRACT

The aim of this study is to examine the validity and reliability of the scale of the students' literacy skill in high school. This study used quantitative method and the professional expert judgment. The subjects were 29 high school students, while the sample was took by cluster random sampling technique. The scale of the students' literacy skills consists of four aspects; they are moral, spiritual, cultural and interpersonal literacy. The results showed that 12 out of 62 items tested fell, so that the remaining 50 item are valid, with the range of validity index is ranging from 0.30 to 0.821. By using the alpha cronbach coefficient, it was found the reliability of scale of students' literacy skill is 0.941. So it can be concluded that the scale is valid and highly reliable to measure students' literacy skills.

Keywords: *validity, reliability, literacy*

INTRODUCTION

Literacy is students' key to be success in learning and facing the challenges of the 21st Century. Literacy skill through quality learning is the students' key to be success in the future. Educators are required to be teachers of literacy. Literacy educator is an integral learning that it's required quality literacy learning in all subjects.

In Indonesia, literacy is associated to the textual reading and turns out that Indonesia is in lower ranks than other countries. The study of PISA 2012 (Darma, 2014) indicates that the position of Indonesian students at the second worst that is 64 out of 65 position. Instead, Vietnam is in the top 20. The study of PISA also shows that 31.1% of Indonesian students are at the bottom level -1, 37.6% are at level of literacy-1, 24.8% are at a level of literacy-2, 6.1% in the level of literacy-3, and only 0.4% are on the -4 level of literacy, and no one in the level of literacy -5.

The ability for each of these levels still far under the average ability of the other countries surveyed. Indonesia is one of countries that the reading achievement is under the average of the participating countries of PIRLS 2006, which are 500, 510 and 493. Meanwhile, Indonesia position is at the fifth position from the bottom, or slightly higher than Qatar (356), Kuwait (333), Morocco (326), and North Africa (304).

The research conducted by Vincent Greannary which is cited by the World Bank in a Education report, as quoted from Darma (2014), "Education in Indonesia From Crisis to Recovery" in 1998, showed that the reading interest of sixth grade elementary school students in Indonesia is only 51.7. It is far as compared to Hong Kong (75.5), Singapore (74.0), Thailand (65.1) and the Philippines (52.6). The results of this research proved to us that reading habit is not referring to our culture.

Based on the statistics of UNESCO in 2012, the reading interest index in Indonesia is 0,001. It means that from 1,000 people, there is only one person who has interested in reading. While UNDP released that the adult literacy rate is only 65.5 percent in Indonesia which has reading interest, while Malaysia has reached 86.4 percent. Reading interest in Indonesian is the lowest among other nations in ASEAN.

This study also an initial assessment, since the previous researches are not reveals how is the validity and reliability of the scale of students' literacy skills in the context of moral, spiritual literacy, cultural and interpersonal literacy of high school students. These, not only reveal the literacy associated to reading but contain broader aspects. Because of many problems related to the students' character formation at critical age, then the selected subjects are teenagers. Hopefully, by the valid and reliable measuring instrument scale will be used to measure students' literacy in life, especially to be implemented in education.

Literacy competence refers to the view of Tauhidi (2001) that there are some aspects of literacy, which are summarized in a concept called *tarbiyah* project, namely: spiritual, moral, intellectual, physical, interpersonal, cultural, and social literacy. Values in *Tarbiyah* project can be used in these elements; a) growth and transform students who can contribute positively as members of the family, society, and civilization of the world. b) Improve educational excellence through observation, documentation, individualization, assessment, reflection, and feedback in improving learning (Tauhidi, 2011). In this study, it took several aspects of student literacy i.e. moral, spiritual, cultural, and. interpersonal literacy.

Based on the background of the problems that have been described, it is important to arrange a valid and reliable scale to measure the students' literacy skills. This study ought to examine the validity and reliability of the scale of the students' literacy skill consist of literacy aspects that includes moral, spiritual, cultural, and. interpersonal literacy.

METHOD

This study was conducted by examining the scale of the students' literacy skills of high school students. The subjects of this research were 29 students of high school's level of Islam Terpadu Abu Bakar High School Yogyakarta. The sampling technique used random sampling cluster, by taking one class.

This study used content validity which extent the items had revealed the things that need to be measured. To examine the content validity is done by professional judgment carried out by an expert. An expert is someone who understands the research concept both academically and practically. It also examined the literacy concept according to the concept of Tauhidi (2011) in an educational context.

Reliability is extent the measuring instrument could consistently measure the things that need to be measured. The technique which used is single trial administration to conducted once testing process into a number of subjects. The coefficient used is alpha cronbach. Both validity and reliability were tested by statistic analysis using SPSS 16 for Windows.

This paper present the scale of the students' literacy skills consists of favorable and unfavorable item, with item distribution as shown in Table 1 as follows:

Table 1.Item distribution of scale of the students' literacy skills before testing

No.	Literacy Aspects	Indicators	Item Number
1.	MORAL LITERACY		
	a. Having moral conscience	1) Moral comes from yourself	1. I do the task because it is useful for my life (F) 2. I did not cheat because of fear of being punished by teacher (UF)
	b. Culture of Moral Virtue	1) Honesty	3. I never cheated in doing the test (F) 4. I've found things and did not return it to the authorities (UF)
		2) Righteous	5. I think that all people are entitled to equal treatment (F) 6. In friendship, it is needed to distinguish a person's status (UF)
		3) Having respect	7. I respect all teachers in school (F) 8. There are some teachers in school that do not need to be respected (UF)
		4) Responsible	9. I used to acknowledge and apologize for the mistake I did (F) 10. I broke promise to friends (UF)
		5) Caring	11. I always help a friend who needed help (F) 12. I rarely help my classmates doing tasks (UF)
	c. Moral Reasoning Skill Development	1) Open Minded	13. I am happy to receive feedback and opinions from others (F)

No.	Literacy Aspects	Indicators	Item Number
			14. I feel that my opinions are always correct (UF)
		2) Considering all the implications of the taken decisions	15. I always consider the risk of any decision I made (F) 16. I can make decisions quickly without too much consideration (UF)
		3) Could measure the strengths and weaknesses of yourself and others	17. I used to evaluate the strengths and weaknesses of myself and others (F) 18. I think that myself is better than others (UF)
	d. Community Serving	1) Being useful to the community (friends, teachers, parents, organizations, communities)	19. I lend lesson notes to friends although I need it too (F) 20. I do not like friends who often ask me about lessons (UF) 21. I help to do chores at home on my spare time (F) 22. My job is to study so it does not need to helping others (UF) 23. I am active in community activities (F) 24. I rarely involved in youth activities at the community (UF) 25. I am active in the school organization (F) 26. I am more interested in study than organization (UF) 27. I do the tasks assigned by the teacher at the determined time (F) 28. I often forget to do my homework (UF)
	e. Human Relations	2) Tolerance	29. I respect the different opinion of friends (F) 30. I often quarrel because of dissent (UF)
		3) Self-control in speech	31. I try not to offend others while I speak (F) 32. I prefer to talk rather than listen to others (UF)
		4) Courageous in disaster	33. Every time I got a problem, I always come back to God (F) 34. I ever feel tired in facing problems (UF)
		5) Humble	35. I do not feel superior to other friends (F) 36. I think I am smarter than my friends (UF)
		6) Remorse for sin /mistake that have been made	37. I always feel sorry when I think of sins I ever did (F) 38. After making a mistake, I try so hard to forget it(UF)
2.	SPIRITUAL LITERACY		
	a. Understanding the awareness	1) The intention of studying (seeking	39. I am seeking knowledge to get the blessings of Allah (F)

No.	Literacy Aspects	Indicators	Item Number
	relationship to God in all aspects of life (religion as a way of life)	knowledge) because of Allah	40. I learned because my parents told me to (UF)
	b. Connected to Allah in all actions	1) Admire Allah's creation	41. I am aware that the whole beauty of the earth of Indonesia is not separated from Allah's intervention (F) 42. The area I lived in is not have a natural beauty to be proud of (UF)
		2) Always feel in supervision of Allah	43. I'm doing good things though no one could see it (F) 44. I never skip a class for fear of punishment (UF)
3.	CULTURAL LITERACY		
	a. Understanding the power of the local culture spirit	1) Understanding the norms/rules of local culture	45. Cultural is the values that I do every day (F) 46. Modern culture in clothing is more affected my life (UF)
		2) Commitment to good lifestyle	47. I always try to wear decent clothes that cover the <i>aurat</i> (F) 48. I like to follow the latest clothing styles that I have seen from the media (UF)
		3) Tough in facing the changing culture (gadgets, western culture, free lifestyle)	49. I do not agree with the concept of dating because it is forbidden by my religion (F) 50. I never could get away from gadgets (UF)
4.	INTERPERSONAL LITERACY		
	a. Feeling of having a community / peer	1) Commitment in relationship	51. I always committed to the deal made by the group (F) 52. Sometimes I take a different decision than the one that agreed (UF)
		2) Responsibility in relationship	53. I always return the items that has been borrowed by me (F) 54. I borrowed money/goods from friend and did not return it (UF)
		3) Empathy	55. I understand the reason why the teacher punished me (F) 56. My heart rebelled when being punished (UF)
	b. The feeling of being part of a community	4) Feel welcome by friends	57. My friends fully accept my presence (F) 58. My friends do not like my presence (UF)
		5) Feel respected by others	59. I feel that my opinion is often heard by others (F) 60. My opinion is rarely noticed by others (UF)

No.	Literacy Aspects	Indicators	Item Number
		6) Feel to be part of the group	61. Me and my friends were working on assignments together for faster completion (F) 62. I prefer working alone rather than with friends (UF)

Note F = Favorable; UF = Unfavorable

These 62 items is tested to the students to find out the index of the item's distinguishing power. Item valid criteria are if the item-total correlation (r_{i-t}) greater than or equal to 0.3 and the item is avowed to be reliable if the alpha cronbach coefficient is above 0.8.

A. RESULTS

The scale of the students' literacy skills before the items testing is 62 items, and then it turns out after testing 12 items fell, so that 50 item left. Here are the results of valid and fell items after the tests as shown in Table 2.

Table 2. Item distribution of scale of the students' literacy skills after testing is as follows

Aspect	Indicators	Number of Favorable Item	Number of Unfavorable Item	Total of Valid Item
MORAL LITERACY				
a. Having moral conscience	Moral comes from yourself	10	1	1
b. Culture of Moral Virtue	Honesty	3	6	2
	Righteous	14	5	2
	Having respect	7	4	1
	Responsible	9	12	2
	Caring	11	8	1
c. Moral Reasoning Skill Development	Open Minded	13	16	2
	Consider all the implications of the taken decisions	15	21	2
	Could measure the strengths and weaknesses of yourself and others	22	18	1
a. Community Serving	Being useful to the community (friends, teachers, parents, organizations, communities)	20,36,26,28,25	27,23,17,19,30	7
b. Human Relations	Tolerance	32	2	2

	Self-control in speech	34	38	1	
	Courageous in disaster	42	35	1	
	humble	37	33	1	
	Remorse for sin/mistake that have been made	39	24	2	
Total Item of Moral Literacy Aspect				28	
SPIRITUAL LITERACY					
a.	Understanding the awareness relationship to God in all aspects of life (religion as a way of life)	The intention of studying (seeking knowledge) because Allah	46	41	2
b.	Connected to Allah in all actions	Admire Allah's creation	43	31	2
		Always feel in supervision of Allah	48	45	1
Total Item of Spiritual Literacy Aspect				5	
CULTURAL LITERACY					
a.	Understanding the power of the local culture spirit	Understanding the norms / rules of local culture	29	47	2
		Commitment to good lifestyle	49	44	2
		Tough in facing the changing culture (gadgets, western culture, free lifestyle)	51	40	2
Total Item of Cultural Literacy Aspect				6	
INTERPERSONAL LITERACY					
a.	Feeling of having a community/peer	Commitments in relationship	52	56	1
		Responsibility in relationship	62	53	2
		Empathy	55	50	2
b.	The feeling of being part of a community	Feel welcome by friends	54	57	2
		Feel respected by others	59	60	2
		Feel part of the group	61	58	2
Total Item of Interpersonal Literacy Aspect				11	
Total valid item				50	

Note: The items in bold are the fell item

The study shown that the measuring instrument of the students' literacy 12 out of items is failed during the test; 1, 4, 8, 17, 18, 19, 27, 35, 37, 38, 45, 52 so that there are still 50 valid item left, with the range of validity index is ranging from 0.30 to 0.821. By using the alpha cronbach coefficient could be seen that the reliabilities scale of the students' literacy skills is 0.941 so it could be conclude that this is highly reliable scale to measure the students' literacy skills.

B. DISCUSSION

This study found out that measuring instrument of students' literacy skills turned out to be valid and reliable. This measuring instrument is constructed based on the literacy aspects that are broader than just reading, which includes moral, spiritual, cultural and interpersonal literacy. The importance of researching things that are not only the ability to read texts, but also on the matters related to spirituality has been proposed by George et al (2000), Gotterer (2001), Graham et al (2001), Hall et al. (2004), as well as Karasu (1999) so that this aspect needs to be studied further in the next research. In line with the previous researches that Fauziyah & Urbayatun (2010) and Urbayatun (2010a, 2010b, 2011) emphasized on the importance of religious and cultural basis for improving the quality of life and developing science so that literacy culture is very important to develop. Other Research shown that measure the literacy skills with these aspects are still minimally done in school's learning, in addition to the ability to read is needed to apply the knowledge that students acquired in broader context that would form students' formidable personality in various aspects.

In the further studies, it is required the development of other literacy aspects such as physical literacy, intellectual literacy and social literacy. Experiments performed still limited to one of the private schools, so that in next research it needs to be tested by wider and variety sample, in order to obtain a picture of the students' literacy skills more comprehensively.

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IMPROVING THE QUALITY OF STUDENTS IN DEALING WITH ASIA ECONOMIC COMMUNITY THROUGH THE THOUGHTFUL LEARNING

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ABSTRACT

The purpose of this paper is to find a way of thoughtful learning to improve the quality of students in the era of AEC. Thoughtful learning involves teacher support, build positive emotions in the classroom, attention of self-regulation thus that learners can improve their understanding and skills in solving a problem. Teachers support is an effort to increase the understanding and students skills which is needed to take into account the zone of proximal development (ZPD) of students as well as participants not to forget the individual differences of each learner. Thus through thoughtful learning, students can improve their quality of participants in the era of AEC.

Keywords : attention, positive emotions, self-regulation, teacher support, zone of proximal developmen

INTRODUCTION

One of the strategic efforts in developing Indonesia's competitiveness in the face of efforts to optimize the AEC is education, especially for students. According to the data from the central statistical agency said that in 2014, only recorded about 9.79 percent of Indonesian people who have completed higher education, 64.82 percent of the Indonesian population only completed primary education, while the rest have completed secondary education. Based on these data, it can be used as an early indicator that the motivation achievement of the Indonesian population is still very low. Therefore we need the appropriate steps to improve the quality of education in Indonesia.

The classroom environment has a deep and broad influence on learners. Classroom condition, interpersonal relationships, and physical characteristics of the class may serve to increase or decrease the motivation to learn, education achievement, comfort and learning score (Putwain & Remedios, 2014). Negative bias is a psychological phenomenon, simply put, "bad is stronger than good" (Hilgard, Weinberg, Proudfit, & Bartholow, 2014). That is, negative events tend to have a greater effect and longer lasting than positive events of equal magnitude, the effect is thought to reflect the relevance of evolutionary adaptation that is relatively larger than a threat or the reward. Negative Bias also underlined the importance of intrinsic

relevance of stimuli. The particular context in which the visual perception of pleasant and unpleasant visits can determine the extent to which they are involved in motivation (Hilgard, Weinberg, Proudfit, & Bartholow, 2014). The impact of motivational orientation of visual perception of mono valence stimuli regardless of whether they carry only a positive or negative meaning or are also associated with positive or negative physical consequences (Krpan & Schnall, 2014). The lack of attention or intentional orientation may prevent initiation of the evaluation process required to enable motivated behavior (Suri & Gross, 2015). The purpose of this paper is to find a way of thoughtful learning to improve the quality of students in the era of AEC.

SUPPORT TEACHERS IN THOUGHTFUL LEARNING

Teaching become complex because it varies learners, the teachers should master a variety of perspectives and strategies of teaching, so that it can be applied flexibly. Effective teachers have good teaching strategy and supported by goal-setting methods, design teaching and classroom management (Santrock, 2004).

One of the teaching strategies that can be applied is constructivism. Constructivism emphasizes the students to be active to develop and build the new knowledge and understanding. According to the constructivist view, teachers are not just giving information to the student's mind, yet teachers should encourage students to explore their world, find the knowledge, reflection and critical thinking (Santrock, 2004). Learning strategies also should be tailored to the stages of development. It means the students learn and perform as their level, by so they will feel easy and excited.

The support should be given to teachers of students in order to achieve effective learning and help learners to understand the material being taught. According to the idea put the forth by Vygotsky are unique and strong relationship between learning and developing (Santrock, 2004). The two Vygotsky ideas of thoughtful learning are Zone of Proximal Development (ZPD) and scaffolding that the writer thoughts very important. On the concept of ZPD there is a crucial role of social influence, particularly the influence of instruction or teaching, to the cognitive development of students. The assignment is harder to be mastered by the students, in this case the adult plays an essential role to help them find the solution and make it easy. Scaffolding closely related to the ZPD, where the teacher can change the level of support or help adjust the performance of students (Santrock, 2004).

ROLE OF ATTENTION IN THOUGHTFUL LEARNING

Learning in the classroom cannot run properly without a positive relationship between teachers and students. Effective classroom should catch up student's attention. The attention led to the classroom atmosphere comfortable as the result

the students feel treated fairly. The teachers are demanded to be a sensitive people to the students need and concern, as well as having good communication skills will make the learning environment becomes calm and relaxed (Santrock, 2004).

The cause of the student's behavior often do not perform activities for their best interests due to lack of attention oriented, which prevents the initiation of the assessment process required to enable motivated behavior (Suri & Gross, 2015). Results of the previous studies indicate that visual perception valence of stimuli associated with the orientation of the basic motivations that guide the human function. Visual perception is closely related to the motivation in the context of the pursuit of goals. (Krupan & Schnall, 2014). The other result studies that support is conscious attention to change the term and condition on motivation translated into preferences and choices (Papies, Pronk, Keesman, & Barsalou, 2015).

Unconsciously the teacher usually threat and fear the students during the learning process then their motivation will be low. Fear and threat treatment, can reduce the motivation (Putwain & Remedios, 2014). Whereas the negative Bias also underlined the importance of the intrinsic relevance of stimuli. The particular where the visual pleasant and unpleasant perception can determine the extent of what they are involved in motivation (Hilgard, Weinberg, Proudfit, & Bartholow, 2014).

STUDENTS SELF-REGULATION IN THOUGHTFUL LEARNING

Self-regulation also plays an important role in thoughtful learning. It refers to the process used by students to focus their thought, feeling, and action in a systematic way to achieve the goal (Schunk, 2012). Self-regulation can arise in various forms. commonly, self-regulation involves behavior, when a person regulate their behavior to make themselves focused on achieving the goal. Thus, when engaged in learning activities, it will be beneficial for the students is to maintain self-efficacy for the study, believes that the positive results will arise, and maintain a positive emotional condition (Schunk, 2012).

Self-regulation cannot be released from the self-evaluation and student learning strategies. Capability and progress need in the self-evaluation of acquiring skill. Self-evaluation consists of a self-assessment on the recent performance by comparing one's purpose and self-reaction on that assessment. Positive self-evaluation makes the student feel confident to learn and motivate them to continue to work diligently as they believe they are able to make further progress (Schunk, 2012).

Students who have good self-regulation believe that the acquisition of skill is a process that can be controlled strategically and responsibly for the achievement. According to the social cognitive theory, the use of self-regulation strategy influenced the students' beliefs system. Students who set themselves Meta cognitively realize strategic partnership between the processing of self-regulation and learning outcomes, use the strategy, in the purpose of academic learning, control over the weak

and worry mind, then the strategy will help them achieve their goal at higher level (Schunk, 2012).

Thoughtful learning expected to increase self-regulation in students. Students who have self-regulation can increase the understanding and achievement in learning. Based on the description that was discussed earlier, the wise teaching can be arranged in the conceptual framework that can facilitate understanding. Here is the conceptual framework of thoughtful learning:

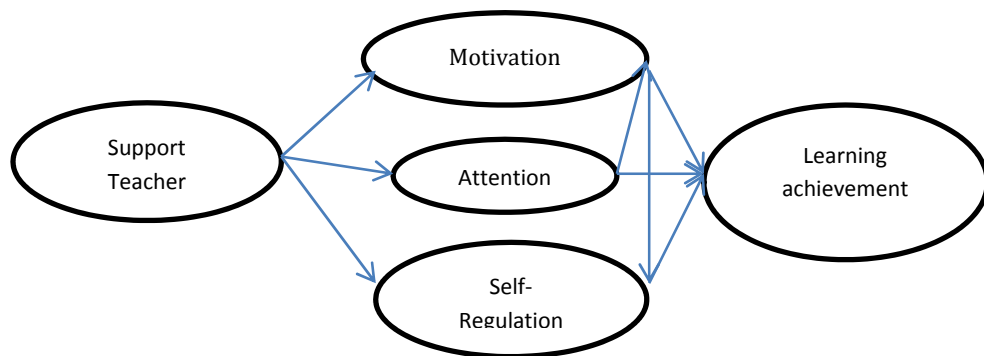


Figure 1. Framework Concept of Thoughtful Learning

A. CONCLUSION

Teachers' appropriate support based on Vygotsky idea should consider the Zone of Proximal Development (ZPD) and scaffolding. Teachers' fair treatment and attention during the learning process will create a comfortable atmosphere which can catch up the students' attention and raise up their learning achievement. Students who have good learning motivation will have a good self-regulation which involves a self-evaluation and student learning strategies. At last the students who have good self-regulation are expected to have a good learning performance.

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IMPROVING THE PERFORMANCE OF LEARNING SCIENCE THROUGH A BRANCHED EDUCATION PROGRAM FOR STUDENTS IN GRADE V OF ELEMENTARY SCHOOL

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ABSTRACT

This study's goal was to determine if a branched education program (branching) could improve student performance in learning science in Grade V of BOPKRI Wonosari-Gunungkidul Elementary School. Active methods were used in this study through monitoring how the students used branching. The number of subjects in this study totaled 18. Tests and observations were the methods used to collect data. The instruments of study consisted of test results and observation guidelines. Data analysis was conducted using percentages through descriptive quantitative analysis. The results of this study showed that branching improved student performance. The increase in performance, which can be seen through the increase in evaluation results from pre-test I to post-test I, was as large as 96.6% with a margin of improvement as large as 3.70. The increase in performance between pre-test II and post-test II was as large as 108% with a margin of improvement as large as 4.30. Besides the increase in results in the process of learning, the students were seen to have high motivation, increased attention span, and greater understanding of the materials. Branching can be used in classes to create a learning atmosphere that is based on the differences between each student's individual characteristics.

Keywords: Education Program, Learning Performance, Science, Elementary School

INTRODUCTION

Science is an area of strategic study that develops the attitudes and behavior of students in order to obtain value through intellectual development. The field of study of science teaches students how to think logically, concretely, critically, and quantitatively according to natural science which is more established than other sciences.

Based on a survey of students in grade V of elementary school, it is known that their scores in science are very low. Basically, the students think concretely, have curiosity, are realistic, have interest in a particular subject as well as more

concentration, are open and desire to gain knowledge and experience, have the ability to remember and a better ability to express, have the ability to develop something, problem solving capabilities as well as beginning to possess a desire to become independent.

However, the process by which the teachers learned their craft give them a classical dimension or that causes them to rarely provide education that caters to the individual differences of the students. The teachers do not completely understand the differing characteristics of each student, so they do not understand that every assignment in class, study materials, and teaching methods cater to every student. With the application of programmed teaching, teachers are able to prepare material that caters to the characteristics of the students, because programmed teaching is done on an individual level.

Based on this, researchers are interested in applying branched programmed teaching in the science curriculum for students of grade 5 of elementary school so that the students can increase their achievements and motivation to study science.

BRANCHED PROGRAMMED TEACHING

Wijaya (1992) states his opinion about programmed teaching in the following statement:

“Within individual teaching with a system like programming, teachers are able to lead directly, give instructions, explain, clarify, give examples to students, and students learn by themselves according to the instructions and explanations of the teacher.”

Where as Vembriarto (1985) states that:

“The individual teachers are not merely teaching just someone, but the teaching is addressed to groups of students (class) but with experiencing and serving their individual differences such that the teaching is likely to develop their potential.”

It can be concluded that programmed teaching is a system of individual teaching where if the students study with this system, they can study by themselves without a teacher. Programmed teaching is a system of learning that encourages students to study certain materials that is divided into small sections coupled sequentially in order to achieve a certain goal. Each frame consists of (1) information, (2) questions, (3) examination.

The student's learning steps for each frame are (1) students learning instructions that are written in the first chapter, (2) students learning information presented in the first chapter, then giving a response to the questions that are listed below the information by selecting a possible answer that is available. Each student chooses one possible answer and checks it with another chapter that has been shown. The route taken by each student will vary based on their individual choices. Students who choose the first possible answer will choose a route that differs with students who choose the second and third possible answer. So students will adjust according to their individual speeds.

The reasons that enable the use of programmed teaching to be more effective according to book report Sub Proyek Pengajaran Berprograma Badan Pengembangan Pendidikan dan Kebudayaan (1973) are, (1) the use of programmed teaching materials will urge students to pay attention to what they are learning; (2) programmed teaching provides lessons individually, then is adjusted to the abilities of each student's learning speed; (3) using programmed teaching according to the circumstances of students who always desire to be active; (4) the use of programmed teaching helps to implement the principles of continuous progress and presents lessons with methods that are fun or challenging; (5) lesson objectives that are explicitly stated in detail which enable us to easily know which parts are properly controlled and which parts are not, or have not been successful given.

CLASS ACTION RESEARCH

Class action research can be defined also as a form of study that is reflected by practitioners is done in order to increase stability from their actions in implementing the task, deepen understanding towards their actions as well as fixing the condition where practices of the aforementioned study are done (Depdikbud, 1999).

Kasbolah (2001) states that class action research is a practical research that is intended to remedy or improve the quality of learning in class, and the effort to improve this is done through implementing actions to find answers to problems that come from everyday activities in class.

We can conclude that class action research is a recycling process from the planning stage, implementing actions, observations as well as reflections that are intended for greater understanding of actions that were done all this while, and there are improvement efforts to increase the quality of learning in class through implementing actions to seek answers for problems that derive from everyday tasks.

METHODS

The research method that was used is class action research. Class action research is collaborative in nature, that is, the relationship of teachers and researchers is a partnership in arranging action plans, carrying out actions, observing and reflecting. Teachers and researchers have active roles in this research and equip each other. The core of this research is located in actions that are done beforehand, tested, and evaluated, whether alternative measures can solve problems faced in learning.

The research design in this action research uses the Kemmis and Mc Taggart model. Kemmis developed his model based on Lewin's concept which was later adjusted to several considerations. In Kemmis' strategy, he used a personal spiral reflection system which began with goals, actions, observations, reflections, and a strategy returning to the basis for a set of problem solving.

The process of implementing class action: (1) Action Goals, (2) Implementation, (3) Observation, (4) Reflection

The subjects in this research are all the students of class V of 'X' Elementary School. The choosing of these subjects is based according to the results of observation and interviews in the school below third grade through fourth grade, the scientific learning achievements in grade V are still low compared to other grades.

The location used for this research is in 'X' elementary school. This location was chosen based on the observation results and interviews that showed that out of the five Elementary Schools in the district of Wonosari, 'X' Elementary School is still far from the other Elementary Schools in terms of quality and quantity.

The type of evaluation that was used in order to know the progress of the students was a test. The following test was handwritten and was done before and after the action. The number of items in the test were as much as 40 concerning the subject of Natural Resources and their Uses.

The pre-test was given in order to know the level of understanding of material before the students were given the programmed teaching in accordance with the objectives set forth within basic competency. The post-test was given after the students underwent programmed teaching with the intent to know the level of understanding and mastery of material that was given through the programmed teaching.

The pre-test and post-test problems were tested (or tried out) before hand in Wonosari Elementary School II in order to test the validity and reliability of the problems. The problems totalled 40 items. The problem validity and reliability tests used data processing services with the Kunder-Richardson engineering reliability SPS test program 20th edition by Sutrisno Hadi and Yuni Parmadiningsih. The problem validity and reliability tests provided scientific test data from a total of 50 problems. The total problems that weren't valid were as much as 10 and the valid problems were as much as 40. The Instrument of Research: test problems and observation guide.

The methods for collecting data were: (1) Test: in order to know the level of understanding of students about the mastery of the material given them through programmed teaching; (2) Observation: aiming to provide a picture of the state of the space, tools, perpetrators, and also ongoing social activities. The observations include systematic observation done by researchers using observation instruments and implemented during the time the learning activities took place and non systematic observation done by researcher's without the use of observation instruments.

The data in this research was obtained through observations and tests in order to reveal the academic accomplishments of the students of grade V in Elementary School. Observation was done during ongoing activities, where as the tests were done before the activities (pre-test) and finished after the activities (post-test). The research data that was gathered was analyzed using descriptive analysis (Suharsimi, 2015). The counting process that was done, was accomplished by comparing the total score that was actually achieved with the total score that should have been achieved.

RESEARCH AND OBSERVATION RESULTS

Based on the pre-test, it was known that the students' achievement in studying natural resource sciences was in a lesser category, since the average score was 3.83 and the highest was only 5. Besides that, according to the observation made by the researcher, the teachers did not implement learning that emphasizes the individual characteristics of every student. Considering that problem, the researcher tried to provide the students branched programmed teaching in science. The purpose of this teaching is to let the students learn according to their individual abilities and speeds of learning so that they can reach the expected results.

Implementing 1st Research Cycle

The hypothesis in this research is that the grade V of 'X' Elementary School students' achievements in science can be improved through the Branched Programmed Teaching method.

The evaluation of the 1st action cycle, which consisted of four meetings using this method, were adjusted to the goals of learning science. Based on the evaluation of students' achievement in learning science using this method, the results were quite satisfactory. The average score was 7.53, but the researcher also found out some problems related with the 1st action cycle that made some students unable to have a significantly increased score. The issue was that there were still some students who looked confused and were not motivated.

According to the issues above, the inhibiting factors, there are some actions that need to be fixed in the 1st Action Cycle: (a) Teachers should give the students high motivation, especially the ones who still look confused and have difficulty in learning science using this method. (b) They need more tools that can be used individually by the students to support the study materials. (c) The physical appearance of the teaching using this method needs to be changed. The cover of the modul should be changed into a colorful one. This could help students memorize the material and increase students' creativity in studying.

Implementing 2nd Action Research Cycle

The evaluation of the second cycle is that the students are highly motivated to follow the teaching, the students' understanding has increased, and the students' attention is quite good. The students are no longer have difficulty in learning the lesson using this method. Students' are getting used to studying using this method.

Based on the evaluation and observations of the action of the second cycle, it shows an increase in achievements in learning. This is proved by the increasing scores from the first to the second action cycle post-tests. Besides, students seem to be more active in building their own understanding through experience. Because of that, their motivation to study, attention, and understanding increase. The average score for second action cycle post-test is 8.27, so this research has been considered completed.

CONCLUSION

Based on the data analysis and discussion, we can conclude that branched programmed teaching can improve the grade V of Elementary School students' performance in studying science. The increasing achievements can be seen from an increase in the score of the first pre and post-test and the second pre and post-test. Besides, based on the results of observations during the implementation of branched programmed teaching, we can also conclude that this method can increase students' attention, understanding, and motivation to study better.

SUGGESTION

Based on the conclusion, there are suggestions as follows: (1) teachers should develop a learning process in class by using the branched programmed teaching as an effort to create a good learning atmosphere in class and based on the different characteristics of the students; (2) programmed teaching can be used as an option in order to increase students' achievements in order to improve the quality of school; (3) urging the government and the school can intensify the training of teachers about the manufacture or preparation of branched programmed teaching.

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AN INDEPENDENT IN THE EARLY AGE

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ABSTRACT

The aimed of this study to describe the behavior of independent in early age of kindergarten ABA Karangbendo's students. This is qualitative research, which the subjects were kindergarten students of ABA Karangbendo. Independent (autonomy) should be introduced to children as early as possible. Independent should be taught since the early age before they become adult. It can be seen from the habits of a little boy who often say 'no' to things that are asked or told to do by their parents or guardians. From the previous example it can be seen that from an early age is an individual who always trying to be separated from others and have the their own power. Generally, developing independent at every stage has difference characteristic which can interpret the result.

Keywords: independent, early age

INTRODUCTION

Education in golden age is a very fundamental part which can determined the further development. It also becomes the first basic to develop the children cognitive, affective and psycomotor abilities, built their language, and moral religion of children. A good stimulation from the envirointment is really needed for children in golden age to develop their social emotional particularly autonomy. Besides can affect the performance, it also has function to achieve life goals, and the opportunity to get award.

Autonomy in kindergarten age is not only physically but also psychologically that children spurs to be able to take responsibility, make decisions, and have self confidence. We can say that without autonomy they have no success in life.

The descriptive method is used in this research, while the data were taken by analysis on the actual phenomenon that is based on the study of literature.

The characteristics of independence kindergarten are drawn as follows: the children can determine his/her own way, they can choose their toys, they feel glad to do something without assisted, they can take their own decision with a little direction, they are eager to help of others, they do not easy to give complain and having maudlin feeling, they do not coward for anything, they know the limits of their own abilities.

There are some abilities that represent kind of Independent children, the abilities are: dress up, feeding their self, toilet training, dare to go alone.

The independent of the children also can be seen through their daily activities, such as hygiene, order, ownership, and patience.

This paper found some factors that affect children's independent: physical, self concept, individual differences, parenting, relationship, conditioning, parenting education.

Parents play as a vital role in educate the children to become an independent individual which can be started at their first year. We can encourage the children to do simple and small things. Giving them a chance to do positive activities and appreciate all the activities they have done,. It is better to give them a chance to make decisions.

DISCUSSION

In line from the above descriptions, it can be described that the model of early age independent is presented as follows:

How to Train Independence of Early Childhood

Is it true that there is an effect of giving exercise to the children to build their independent? How to train the children independent? Giving exercise how to be independent is start in the early age, especially if your children have entered the age. We need to know that every age's step have different understanding and comprehension when getting independent train, so you have to distinguish how to train based on their level of age.

Independent children do not attend simply, it is the task of the parents who must fully active to give independent educating in their habitual for children in the early age, that is how children can begin independence both of act and think.

Start from the small things

You have to encourage your children to do simple and small things regularly, such as wearing their own clothes, socks, put shoelaces, and a variety of other small jobs. The parents do not allow giving pity or wait to see when the little one is trying to tie his shoes for a few minutes. Let the children opened their own tin candy until they succeed, then do not give intervention/direct aid resolve small problems facing children every day cause it will not help children to be independent person, the will get used to "run" to parents when addressing the issue of small things though and tend to rely on others. Moreover, give the children opportunity to try to do positive activities. Parents should give motivation to children do not give up easily and explain to them in simplest way, so they can handle it by their self. This habit will make the children feel rewarded for their efforts, so it will encourage them to do their own little things like that.

Giving encouragement to the children who have shown their desire to be independent in doing something.

Children often attempt to do something seem "impossible", and sometimes parent prevent the children from feeling disappointed, that why parents rush forbid it. Actually, it would break their spirit and make them lose the motivation to self or expectations about something they want to achieve. On the contrary, parents who show that support their children, they are actually build the children independent. The parents should ask the reasons why these desires cannot be fulfilled.

Teach your child about responsibility and do their job without help from others

It starts by giving a description of the responsibilities, and then gives them example and let them practice it, for example: let the kids do their own homework and do not help to resolve. Be quite to accompany the children on a regular basis and give referrals. After that give the children task within suitable with their capabilities, for example: wash their own plate after dinner on certain days. Let the children to wash their clothes and clean their room at certain age.

Appreciate their positive efforts

No matter how small the positive efforts that have been made, the children overcome his own difficulties that they faced or even less satisfactory results, cheer up and give them praise, because it can motivate children to do the same next time.

Let your children make decision.

Children who are lead to dealing with situations or things that have been determined by others, they will be reluctant to make their own choice. Conversely if they accustomed faced with several options and then make their own decisions in the sphere of small early on, they will be trained to make their own decisions in life. For example: before determining the menu that day, the mother gave several alternatives to choose children's dishes for lunch. Let them choose an outfit that will be used to go to a birthday party. Give them opportunity to choose a cartoon show on television or reading books and children magazine. Don't forget to give them reason to thank for everything what is selected by the children.

CONCLUSION

The independent of the children can also be seen through their daily activities, such as hygiene, order, ownership, and patience. The factors that affect children's independent are: physical, self concept, individual differences, parenting, relationship, conditioning, parenting education. Parents have an important role in educating the children to be an independence individual which can be started at the first age. Parents can encourage the children to do simple and small things. Give them a chance to do positive activities. Appreciate all they have done. Give them a chance make decision.

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ANALYSIS OF THE FACTORS AFFECTING THE ORGANIZATIONAL COMMITMENT OF EDUCATIONAL STAFF

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ABSTRACT

This study aimed to test empirically the influence of compensation and work environment on organizational commitment. The samples included 50 subjects who were educational staff in X University with a permanent employee status and minimum one-year employment. The sampling technique was purposive sampling, and data were collected through scales of compensation, work environment and organizational commitment. The analysis of data used multiple linear regression techniques. The results showed that 1). There was a very significant positive influence of compensation and work environment simultaneously on organizational commitment proven by the statistical value of F as much as 7.849 with a significance of $p = 0.001$ ($p < 0.05$), 2). There was a significant positive correlation between compensation and organizational commitment with a significance level (p) of 0.015 ($p < 0.05$), and 3). There was no influence of work environment on organizational commitment with the significance level (p) of 0.146 ($p > 0.05$). Compensation and work environment had an influence on increased organizational commitment when the staff experienced an appropriate compensation and comfortable work environment.

Keywords: *organizational commitment, compensation, work environment*

INTRODUCTION

The era of the ASEAN Economic Community (AEC) results in intense competition and rapid changes in a country. Human resources are free to leave or enter other countries to work and compete in any respects. Ancok (2004) asserted that human resources or employees are required to develop themselves in order to improve their performance to be more prepared for changes (competitions). Employees are the main asset in an organization; in other words, they are the primary resource of an organization (Munandar, 2001). Human resources are the determinant of the success of an organization (Yukl, 2001). Therefore, the presence of employees to remain a member of organization and to be involved in various organizational

activities is highly important to develop the organization. This requires a high organizational commitment as a form of employees' presence and involvement.

Organizational commitment is the strength of an employee's involvement within an organization (Colquit, Lepine, and Wesson, 2009). Organizational commitment is a strong desire to remain a member of the organization, a desire to demonstrate great efforts on behalf of the organization and a strong belief in accepting the values and goals of the organization (Luthan, 2008). Newstrom (2007) added that organizational commitment is the level or degree of employees' identification towards the organization and their expectations to maintain their active participation in the organization.

A high commitment will encourage employees to work hard to complete their tasks in the context of their responsibilities (in-role work behavior) and to be willing to do some activities outside their responsibility for the sake of the organization (extra-role work behavior) (Schappe, 1998). Mathieu and Zajac (1990) suggested that the existence of a strong commitment in employees will give a positive impact on the organization, such as a decreased level of tardiness, absence, and turnover, because employees who have a commitment are more likely to act in accordance with the values and norms that exist in the organization. A low organizational commitment will lead to unwillingness to stay, which in turn often causes defaults and resignation (Wright & Bonett, 2002). The impact of low organizational commitment is certainly very detrimental to the organization; therefore, an organization will strive to increase it by examining any factors which may affect employee performance.

Spector, et al. (In Buraidah & Lieke, 2005) mentioned several things that affect organizational commitment, namely: job characteristics, received compensation, alternative employment opportunities, treatment of new employees, and diverse individual characteristics. In addition, the research by Sudja and Kusmaningtyas (2013) showed that the factors influencing commitment include the reward system (compensation) and work environment. This result was supported by interviews with and observations on employees at X University which found that the factors affecting the low organizational commitment in the research location were compensation and work environment.

COMPENSATION AND ORGANIZATIONAL COMMITMENT

Spector, et al. (In Buraidah & Lieke, 2005) mentioned that one of the factors affecting organizational commitment is compensation. According to Hasibuan (2009), compensation is any forms of income including money or goods directly or indirectly received by employees as a reward for their services rendered to the organization. Compensation also means any forms of payment or benefits granted to employees and everything that arises from hiring the employees (Dessler, 2005). Meanwhile, according to Mondy and Noe (2005), compensation can be classified into financial compensation and non-financial compensation. Financial compensation consists of

direct as well as indirect financial compensation, while non-financial compensation comprises interpersonal reward and personal growth reward.

Direct financial compensation consists of the payment received by an employee in the form of salaries, wages, bonuses, and commissions. Indirect financial compensation, also called allowance, covers all the financial rewards excluded from direct compensation, such as life and health insurance program, social support, benefits including: pension security, employee social security, educational support, and in-kind donations, absence paid as leave, holiday or vacation, sick leave, and others. Meanwhile, interpersonal reward includes interpersonal relationships with others, social status in the organization, and commitment to the organization. In addition, personal growth reward consists of variety of job, self-development, and participation in decision-making. Simamora (2006) confirmed that financial compensation includes salaries, wages, bonuses, commissions, employee insurance, and employee social support, benefits, paid vacation or paid leave, and so on. On the other hand, non-financial compensation is in the form of interesting tasks, task challenges, task responsibilities, opportunities, recognitions, achievement of goals, and exciting work environment.

If the received financial and non-financial compensations are satisfying, an employee's spirit to work, commitment and performance will increase (Buraidah & Lieke, 2005). The research by Marwazi (2014) showed that there is positive and significant correlation between compensation and employee's organizational commitment.

WORK ENVIRONMENT AND ORGANIZATIONAL COMMITMENT

Another factor that affects organizational commitment is work environment. The work of Sudja and Kusmaningtyas (2013) proved that work environment has an influence on organizational commitment. Work environment means everything around employees that can influence them in performing the entrusted tasks (Nitisemito, 2000). Sedarmayanti (2001) added that work environment is all the utilized tools, equipment, and materials, the surrounding where employees work, working methods, as well as work arrangements both as individuals and as a group. Sedarmayanti (2001) stated that, in general, the type of work environment is divided into two: physical work environment and non-physical work environment. Physical work environment is any physical states found around the workplace that may affect employees either directly or indirectly, while non-physical work environment means all of the circumstances relating to work relationships, either relationships with employers or relationships among colleagues, as well as relationships with subordinates (Sedarmayanti, 2001).

The contribution and involvement given by employees will be greater when they feel supported by the organization (Eisenberger, et al. 2001). The support of organization perceived by employees will further improve organizational commitment. Such support will be felt more strongly when the organization can

provide a good work situation (environment) (Rhoades & Eisenberger, 2002). A research by Marwazi (2014) showed that there is a positive and significant correlation between work environment and employee's commitment to the organization.

The phenomenon in the research area reflected the existence of an issue related to compensation and work environment at the X University Yogyakarta, which would predictably affect organizational commitment. Based on some observations and interviews as well as aforementioned theoretical studies, this research aimed to test empirically the influence of compensation and work environment on the organizational commitment of the employees at X University.

METHODS

Research subjects

The subjects in this study were 50 educational staff at the X University. The selection of research subjects was conducted without randomization (non-randomized) because purposive sampling technique was used instead based on certain characteristics that have been determined including employees of X University, male and female employees, educational staff, permanent employee status, and at least one-year employment.

Measuring instruments

Organizational commitment was measured using a scale that refers to the aspects of commitment proposed by Allen and Meyer (in Luthans, 2008) including affective commitment, continuance commitment, and normative commitment. Meanwhile, compensation was expressed using a scale that refers to such compensation indicators provided by Simamora (2006) as salaries and wages, incentives, benefits and facilities. Work environment was revealed through a scale of work environment referring to the indicators of work environment given by labor Nitisemito (2000) including interpersonal relationships between subordinates and superiors, interpersonal relationships among fellow employees, the condition of work building, the condition of supporting facilities, and the layout of workspace. The items of organizational commitment scale, compensation scale, and work environment scale had five alternative answers including strongly agree, agree, undecided, disagree and strongly disagree.

Validity and Reliability of Measuring Instruments

Scale reliability was analyzed using an internal consistency method through Cronbach's alpha statistical analysis, while the validity used was content validity approach and through the Pearson correlation method.

The analysis of measuring instrument validity used the r table limits with 0.05 significance level and two-tailed test. For the r table limits with $n = 50$, the obtained r table was 0.278, which means that if the correlation value is more than the specified limit then the item is considered valid, and conversely, if it is less than the specified limit then the item is considered invalid. The results of validity analysis using the

Pearson correlation showed that all of the correlation values (total scores) of organizational commitment scale, compensation scale and work environment scale were above the 0.278 r table; so, it can be concluded that all these scale items were valid.

The data analysis resulted in a reliability coefficient (α) of 0.794 for organizational commitment scale, 0.831 for compensation scale, and 0.750 for work environment scale.

Data analysis

For analyzing the data, parametric statistical methods were employed. Data analysis was performed using SPSS 17.0 for Windows through the technique of multiple regression tests, a statistical analysis technique to determine the relationship between two independent variables (compensation and work environment) with a dependent variable (organizational commitment).

RESULTS AND DISCUSSION

RESULTS

Multiple Regression Tests

The results of multiple regression analysis showed the value of statistical F as much as 7.849 with a significance level of 0.001 ($p < 0.05$), which means there was a very significant positive effect between compensation and work environment simultaneously on organizational commitment. The magnitude of the influence of organizational commitment and compensation simultaneously on performance showed the value of R Square = 0.250, which means that there was an influence of organizational commitment and compensation as much as 25% on performance, and the remaining 75% was influenced by other factors excluded from the studied variables. The results of statistical data analysis can be seen in Table 1 and Table 2 as follows:

Table 1. Analysis Results of F Test

ANOVA ^b						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	238.954	2	119.477	7.849	.001^a
	Residual	715.466	47	15.223		
	Total	954.420	49			

a. Predictors: (Constant), Work Environment, Compensation

b. Dependent Variable: Organizational Commitment

Table 2. Analysis Results of Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					Change	F Change	df1	df2	Sig. F Change
1	.500 ^a	.250	.218	3.902	.250	7.849	2	47	.001

a. Predictors: (Constant), Work Environment, Compensation

The influence of compensation and work environment partially showed that there was a significant positive correlation between compensation and organizational commitment as much as 0.015 ($p < 0.05$). However, there was no influence of work environment influence on organizational commitment as much as 0.146 ($p > 0.05$).

Table 3. Analysis Results of Partial t Test

Model	Coefficients ^a					
	Non-standardized Coefficients		Standardized Coefficients		Sig.	
	B	Std. Error	Beta	t		
1	(Constant)	21.705	5.204		4.170	.000
	Compensation	.250	.099	.363	2.525	.015
	Work Environment	.219	.148	.212	1.478	.146

a. Dependent Variable: Organizational Commitment

DISCUSSION

Based on the analysis results, it can be concluded that compensation and work environment collectively influenced the organizational commitment of educational staff at the X University. The regression model can be used to predict the organizational commitment of employees. The findings of this study were supported by previous studies proving that the factors affecting organizational commitment are compensation and work environment (Marwazi, 2014, Sudja & Kusmaningtyas, 2013).

The results of research by Spector, et al. (in Buraidah & Lieke, 2005) showed that one of the factors affecting commitment is the reward system (compensation). Satisfying the needs of employees through the provision of compensation can increase organizational commitment. Recognizing the importance of employees, an agency must therefore be able to pay attention to the amount of compensation when hiring employees because this compensation is proven to have made a significant contribution to employees' commitment. Compensation can be given by providing

basic salary, thirteenth salary, incentive, after-hour fee (overtime salary), life and health insurance, social support, and other sufficient work facilities.

The existing compensation programs are also expected to be harmonious with what is desired by the employees because then they would feel to have a close work-relationship with the organization where they work. This is in line with the theory put forward by Simamora (2006), which stated that every organization has a purpose in designing a compensation system, the core of the purpose of each organization in designing the compensation system should be to appeal to or withhold qualified employees as well as competent employees in order to realize the company's goals so as to stay competitive, and the organization should in return issue an equitable compensation for what has been given by the employees.

On the other hand, a work environment would become meaningful and affect organizational commitment when employees not only receive appropriate compensation but also feel a comfortable work environment. A work environment that fulfills expectations and makes employees feel comfortable and secure will encourage them to work soundly and feel satisfied with the condition of organization's environment. Contributions and involvements provided by employees would be greater when employees feel supported by the organization (Eisenberger, et al. 2001). However, poor working conditions, such as uncomfortable (narrow) and hot work space, unavailable parking lot, inadequate air circulation, crowded work space, unclean work environment, could potentially be the cause of disgruntled employees who may eventually cause high turnovers that would be detrimental to the organization. The support from the organization perceived by the employees can further improve organizational commitment. Such support will be felt even more when the organization can provide a good work-situation (environment) (Rhoades & Eisenberger, 2002).

CONCLUSION

Based on the data analysis and discussion in this study, it can be concluded that:

1. There is a very significant positive influence of compensation and work environment simultaneously on organizational commitment. The higher the compensation and work environment, the higher the organizational commitment; conversely, the lower the compensation and work environment, the lower the organizational commitment.
2. There is a significant positive correlation between compensation and organizational commitment. The higher the compensation, the higher the organizational commitment, and the lower the compensation, the lower the organizational commitment.
3. There is no influence of work environment on organizational commitment. Partially, work environment is not able to influence organizational commitment.

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ANXIETY

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ABSTRACT

Anxiety is a normal status that human must occur, since the moment they were born to their last breath. It is a pondering of one's mind on the past or the future, where on forgot the grasp the present. Anxiety may range from the slightest, where the affected person is still able to maintain their control and daily life; for more severe where medication is needed to control their anxiety. In any cases, letting one's thought pondering freely is essentially the promotion of 'over-thinking' or being 'preoccupied,'; where one lost balance of their emotions and behaviors in this daily life. Therefore, letting go of one's thought, feeling and emotion while being constantly mindful of one's consciousness would result as a healthier and happier mind. Once one mind is happy, the body would remain in a balance state, where he feel refresh and energetic. Just as a well-known remark: 'your body is just a slave to your thought'; the present status of your mind would imply through your physical condition.

Keywords: anxiety, emotion, happy

ANXIETY

Anxiety is a person who has emotional status of scare, fear and uncomfortable. Anxiety is a normal emotional status that can occur to any person, who's going through situation or incident that they have no control. It may be incident in the past that still affects such person at the present and in the future. Anxiety affects the person's psychological expression and physical behavior and may even turn into real strain if it hasn't been dealt with. Therefore, anxiety stimulates people to find solution to relief themselves. While small anxiety is normal, however, too much anxiety may interrupt one's daily living and cause serious effect to one's health. Therefore, it is essential to remove such physical and psychological burden immediately.

Anxiety is one of human's emotional statuses that can be frequently happened in our daily life. It is a complex emotion where a person responds to perceived stimulation and threat in according with his attitude. The responses may be uneasy feeling, physical and/or psychological changes; anxiety also affects person's perception, behavior and physiological changes, where the severity of these influences are depended on the strength of such stimulation. Anxiety impairs person's efficiency to response to his needs, as well as his inter-personal relationship.

In Buddhism principle on *Jettasik* (mental factors), 'the word anxiety is comprised apprehension and concern; Apprehension means pondering of a mind on newly perceived matters where one's mind is still passionate, namely, unwilling to accept the changes. Concern means pondering of a mind that is uncertain whether its expectation will be achieved.' Gestalt defined anxiety as: 'Anxiety is feeling that arises when one's thought shift from the present and focuses on bad things in the future.'

People with anxiety are those who normally expected the worst of most situation or those who frequently let their thought ponder on bad future.

There are 2 types of anxiety, namely:

- State anxiety; anxiety that arises with the current situation. It occurs temporally and specifically to particular places or situations.
- Trait anxiety; anxiety that is a personal trait of a person. It is a part of his personality and involved with his genetics, past experience, thought, needs or current feeling.

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The characteristics of anxiety are drawn as follows:

- Feeling irritable or uneasy with uncertain situation.
- Feeling apprehensive and concern about potential threat to oneself.
- Feeling restless, uncomfortable and uneasy.
- Feeling unsure ahead of the incident.

Symptoms and signs

1. Experiencing cardiac and circulatory system symptoms, such as palpitation, tachycardia, slight to moderate hypertension and red or pale face.
2. Experiencing respiratory symptoms, such as uneasy breathing and hyperventilation.
3. Experiencing skin symptoms, such as changes of skin color and skin's temperature, rash, hypertrophy, and abnormal feeling with the skin.
4. Experiencing muscular and bone symptoms, such as tremble and muscular spasms.
5. Experiencing stomach and duodenum symptoms, such as diarrhea, squeamish and stomachache.
6. Other physical condition, such as headache, chest pain, over-alertness, startled, confused, insomnia, faint, over urination and so on.

Anxiety may be caused by various factors, namely:

- Being under tension and pressure from surrounding society, such as tension from work, family, lost of relative or closed friend, and anxiety from hustle daily life; all of these stimulations are contributed to the increased of anxiety.

- Anxiety may be a symptom or triggered by other health disease, especially health condition that concern changes of hormones, such as, hyperthyroid, pregnancy or childbearing, old age and early age before menstruation; the later factors are contributed to higher trend of anxiety in woman, compares to man.
- Anxiety may relates to heart disease (and diabetes)
- A person or his/her relatives who have mental issues which contribute to anxiety; a person with some specific traits, such as, perfectionist and/or lack of self confidence, or who has suffered difficulties during childhood; these are all contributed to anxiety.
- Lack of nutrients, namely Vitamin B and some minerals, such as magnesium and zinc; is another contribution of anxiety.

Nowadays, many people live their life in the future, as they are busily planning their future and pursuing their goals. However, another significant amount of people still live in the past, lingering on the past and reliving such memory over and over again, especially the tormented one, while trying to make other people understand their experience.

The technique to conquer anxiety is training that thought to focus on the present: where you are, what you are and when you are right at that moment. This is a fundamental change that has to be made to one's perception and attitude, and need to be fine tuned so one can enjoy living at the moment, not lingering on the long past period or intangible future.

A. SUMMARY

Anxiety is a normal status that human must occur, since the moment they were born to their last breath. It is a pondering of one's mind on the past or the future, where on forgot the grasp the present. Anxiety may range from the slightest, where the affected person is still able to maintain their control and daily life; for more severe where medication is needed to control their anxiety. In any cases, letting one's thought pondering freely is essentially the promotion of 'over-thinking' or being 'preoccupied,'; where one lost balance of their emotions and behaviors in this daily life. Therefore, letting go of one's thought, feeling and emotion while being constantly mindful of one's consciousness would result as a healthier and happier mind. Once one mind is happy, the body would remain in a balance state, where he feel refresh and energetic. Just as a well-known remark: 'your body is just a slave to your thought'; the present status of your mind would imply through your physical condition.

