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International Conference on Social Economic Education and Humaniora (ICoSEEH) 08 - 10 November 2017 Pekanbaru, Indonesia

“Sustainable Development in Developing Country

Editor :

Evizal Abdul Kadir

Ku Ruhana Ku Mahamud

Tole Sutikno

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Co-Organizers :



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**FOREWORD FROM CHAIR OF ICOSET & ICOSEEH
UNIVERSITAS ISLAM RIAU**

In the name of Allah, Most Gracious, Most Merciful

Assalamualaikum Wr. Wb,

Welcome to the International Conference on Science Engineering and Technology (ICoSET) and International Conference on Social Economic Education and Humaniora (ICoSEEH).

ICoSET & ICoSEEH 2017 has a theme “Sustainability Development in Developing Country”. This forum provides researchers, academicians, professionals, and disciplinary working or interested in the field of Science Electrical Technology and Social Education Economy and Humaniora to show their works and findings to the world.

I would like to express my hearty gratitude to all participants for coming, sharing and presenting your experiences in this vast conference. There are more than 150 papers submitted to ICoSET & ICoSEEH UIR 2017. However only high quality selected papers are accepted to be presented in this event, so we are also thankful to all the international reviewers and steering committee for their valuable work. I would like to give a compliment to all partners in publications and sponsor ships for their valuable supports.

Organizing such a prestigious conference was incredibly challenge and would have been impossible without our outstanding committee, So, I would like to extend my sincere appreciation to all committees and volunteers from Chiba University, Saga University, Universiti Teknologi Mara, Universiti Utara Malaysia, Dayen University, Kyungdong University for providing me with much needed support, advice, and assistance on all aspects of the conference. We do hope that this event will encourage the collaboration among us now and in the future.

We wish you all find opportunity to get rewarding technical programs, intellectual inspiration, renew friendships and forge innovation and that everyone enjoys some of what in Riau and especially in Pekanbaru.

Pekanbaru, 8th November 2017

Dr. Evizal Abdul Kadir, M.Eng
Chair of ICoSET & ICoSEEH 2017

**FOREWORD FROM RECTOR
UNIVERSITAS ISLAM RIAU**

It is our great pleasure to join and to welcome all participants of the International Conference on Science Engineering and Technology (ICoSET) and International Conference on Social Economic Education and Humaniora (ICoSEEH) 2017 in Pekanbaru. I am happy to see this great work as part of collaborations among Chiba University, Saga University, Universiti Teknologi Mara, Universiti Utara Malaysia, Dayen University, Kyungdong University. In this occasion, I would like to congratulate all participants for their scientific involvement and willingness to share their findings and experiences in this conference.

I believe that this conference can play an important role to encourage and embrace cooperative, collaborative, and interdisciplinary research among the engineers and scientists. I do expect that this kind of similar event will be held in the future as part of activities in education research and social responsibilities of universities, research institutions and industries internationally.

My heart full gratitude is dedicated to organizing committee members and the staff of Islamic University of Riau for their generous effort and contribution toward the success of the ICoSET & ICoSEEH 2017.

Pekanbaru, 8th November 2017

Prof. Dr. H. Syafrinaldi, SH., MCL
Rector of Islamic University of Riau
Pekanbaru, Indonesia

TIME SCHEDULE

International Conference on Science Engineering and Technology (ICoSET) and International Conference on Social Economic Education and Humaniora (ICoSEEH) Pekanbaru, Indonesia, 08-10 November 2017

TIME	ACTIVITIES	PERSON IN CHARGE	VENUE
08 November 2017			
08.00-08.30	Registration	Committee	Auditorium Rectorat 4 th Floor
08.30-09.15	Opening Ceremony:	Committee	
	Performing Arts (Traditional Dance)	Committee	
	Indonesia Raya National Anthem	Committee	
	Quran Recitation	Committee	
	Speech of the Committee	Chairman of the committee Dr. Evizal Abdul Kadir, ST, M.Eng	
	Opening speech	Rector of Islamic Universty of Riau Prof. Dr. H. Syafrinaldi, SH., MCL	
09.15-09.30	Photo Session and Coffee Break	Committee	
09.30-12.00	Keynote speakers: 1. Prof. Dr. Shigeki Inaba: Professor of Agronomy. Agricultural Plant Science & Agricultural Economics. Saga University, Japan. 2. Prof. John Lee PhD, ME, MSc, BSc: President Kyungdong Global Campus Research, Kyoto University, Japan 3. Yohei Murakami, Ph.D: Center for the Promotion of Interdisciplinary Education	Moderator 1. Dr. Ujang Paman Ismail, M.Agr 2. Dr. Evizal Abdul Kadir., M.Eng 3. Arbi Haza Nst, B.IT., M.IT	

TIME	ACTIVITIES	PERSON IN CHARGE	VENUE
12.00-13.00	Lunch Break	Committee	3 rd Floor
13.00-15.00	Parallel Session 1 Participants	Moderator	3 rd Floor
15.00-15.30	Coffee Break	Committee	
15.30-17.30	Parallel Session 2 Participants	Moderator	
17.30-17.45	Closing Ceremony	Committee	
09 November 2017			
07.30-08.00	Re-registration	Committee	1 st Floor
08.00-17.00	Siak Tour: <ul style="list-style-type: none"> - Istana Siak - Klenteng Hock Siu Kiong (Bangunan Merah) - Masjid Syahabuddin - Balai Kerapatan Adat 		

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**International Conference on Social Economic Education and
Humaniora (ICoSEEH)**

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Time Slot	No	Paper ID	Authors	Title
Parallel Session 1 (13.00-15.00)	1	2004	Andrew Shandy Utama	Protection of State on Money Deposits of The Customer in Bankings Who Experience Bankruptcy
	2	2009	Elinur,Asrol, Heriyanto	Household Economic Behavior of Rice Farmers Rambah Samo in District of Rokan Hulu Riau Province
	3	2018	Suyadi	Analysis of Micro Small and Medium Enterprises Development (MSMEs) in Bengkalis Regency – Riau
	4	2019	Syafhendry, Sri Maulidiah, Sadu Wasistiono, Asmaul Husnah	The Role of the City Government in the Empowerment of Poor Community in the City of Pekanbaru Provinsi Riau
	5	2020	Thamrin	The Legal Analysis of Minimum Wage Determination Based on Government Regulations no. 78 Year 2015 about Mission
	6	2021	Yusrawati, Siska, Nawarti Bustamam	Analysis of Use of Accounting Information on Micro, Small and Medium Enterprises in Bengkalis Sub-District Bengkalis Regency of Riau
Parallel Session 2 (15.30-17.30)	7	2001	Rosyidi Hamzah	The Clash Between Populism and International Human Rights Law
	8	2002	Syahraini Tambak, Amril M, Zuriatul Khairi	The Influence of Emotional Intelligence on the Professionalism of Madrasah Teachers
	9	2003	Ali Darsono	Research Efforts of Student Learning Results by Using Line Graph Media in Cultural Language Learning Music Materials are Basic Theory of Music in Class X1 in Senior High School 1 Kabun Rohul District
	10	2005	Zetriuslita	Critical Thinking Ability in Learning: How Important is it? (Theoretical Review)
	11	2006	Arief Rifa'i Harahap, Lilis Suriani, Rosmita, Indrian Syafitr	Employee Performance Analysis in Context Implementation Online System at Islamic University of Riau in Pekanbaru

ROOM 4

Time Slot	No	Paper ID	Authors	Title
Parallel Session 1 (13.00-15.00)	1	2001	Syafrinaldi	The Reform of Trademark Law in Enhancing Investment In Indonesia
	2	2008	Dupri, Rices Jatra	Differences Model Teaching Personal Social Responsibility (TPSR) and Cooperative Learning Type STAD Against Student Responsibility in Big Ball Lesson in Pintar Senior High School Teluk Kuantan
	3	2010	M. Fransazeli Makorohim	The Performance Motion of Jungkit Jump Technique of Student Physical Education, Healt and Recreation Semester 4 Islamic University of Riau
	4	2011	Kasmanto Rinaldi	Corruption as One of the Cultural Culture in Indonesia (Case Study Rutan Sialang Bungkok-Pekanbaru)
	5	2012	Leni Armayati, Zulriska Iskandar, Ahmad Gimmy P. Siswandi, and Zainal Abidin	Juvenile Delinquency Behavior of Authoritarian Parenting Parents And Conformity
	6	2013	Merlina Sari	Learning Process of Physical Adaptive Education Children Running in Extraordinary School of Kasih Ibu Pekanbaru
	7	2014	Miranti Eka Putri	Teaching and Learning English at Inclusive Senior High School Pekanbaru
Parallel Session 2 (15.30-17.30)	8	2015	Rezki	Difference Global and Elementer Practice Methods on the Results of Bullet Rejects of Students SMP Negeri 1 Kuok
	9	2016	Roziyah, Ermawati, Hermaliza	Violation of Islam Religious Value of Health and Food Advertisement in the National Television Station
	10	2017	Sukarni, Radiusni	The Influence of Lecturer Competency and Lecturer's Performance to Student Satisfaction Level of Accounting Education FKIP UIR Pekanbaru
	11	2021	Drs. Zulrafla, Drs. Turimin	Use of Motion Recorder Tool for Improved Forehand Learning Course of Student Tennis Court Class III.C Faculty of Teacher Training and Education Islamic University of Riau Pekanbaru
	12	2022	Dunia Siagian	Improving Quality of Education Through School Management
	13	2023	S. Marbun, Wika Rebina	Mediation Effectiveness in Custom Adjustment in the Country of Pekanbaru
	14	2024	Asrol Heriyanto, Detri Karya	Preparation of Palm Oil Farmers in ISPO Application in Regency Indragiri Hilir-Riau

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24	2024	Asrol, Heriyanto, Detri Karya	Preparation of Palm Oil Farmers in ISPO Application in Regency Indragiri Hilir-Riau

THE REFORM of TRADEMARK LAW in ENHANCING INVESTMENT in INDONESIA

Syafrinaldi

Faculty of Law, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia

Email: syafrinaldi@law.uir.ac.id

Abstract

The Age of Information society is characterized by the rapid advance of the rapid development of science and technology. Globalization is a logical consequence of the advancement of science and technology. Intellectual property is a wealth of science, technology, art, and literature that has a strategic role in supporting the development of the nation and promote the general welfare as mandated by the 1945 Constitution of the State of the Republic of Indonesia. Therefore, the development of science, technology, art, and literature, is so rapidly that it requires increased protection and assurance of legal certainty for intellectual property owners. This paper tries to explore on issues related to intellectual property rights in relation to investment. The problem of investment climate is determined by many things, such as politics, economy, law and social culture. Especially in the field of intellectual property law, the provisions of the Act in the field of intellectual property rights must provide assurance that the standardization of Indonesian national law is in accordance with the provisions of international law. Therefore, with the enactment of the provisions of Law no. 20 of 2016 on Marks and IGs shall be followed by the participation of Indonesia as a participant of various international provisions in the field of brands, such as the Madrid Agreement and its Protocol and the Singapore Treaty, 2006. The Government of Indonesia shall now make the Act in the field of intellectual property rights as a tool for the birth of the creative economy. The law should be able to provide guarantees of creativity and innovation and be protected by law. The government must demonstrate a strong and genuine political will, that the various provisions of the law in the field of intellectual property rights are no longer as the sleeping law, but implementative so that in the future Indonesia will rely on the superiority of its human resources with the superiority of intellectual work that is able to bring the nation's economy more prosperous.

Keywords: *Legal Reform, Brand, Investment.*

1. INTRODUCTION

The Age of Information society is characterized by the rapid advance of the rapid development of science and technology. Globalization is a logical consequence of the advancement of science and technology. Intellectual property is a wealth of science, technology, art, and literature that has a strategic role in supporting the development of the nation and promote the general welfare as mandated by the 1945 Constitution of the State of the Republic of Indonesia. Therefore, the development of science, technology, art, and literature, is so rapidly that it requires increased protection and assurance of legal certainty for intellectual property owners.

The legal protection of a person's rights granted by the state is very important in the context of a state of law. Similar legal protection should also be granted to intellectual property rights that have been recognized as part of human rights. The two forms of ownership are essentially the same, because they are both legal objects or something that may be owned by the subject of law, either individually or collectively.

The globalization of law relating to international trade and intellectual property rights was intensified by the approval of the Agreement on Establishing the World Trade Organization (WTO) on 15 April 1994 together with its annexes such as the Trade Related Aspects of Intellectual Property Rights Agreement. The WTO is a legal provision of trade between nations at a global level and has a high spirit to eliminate all unfair trade practices

Goods and services that are human intellectual products have played a decisive role in international trade today and will continue to increase in the future. Along with that economic value found in human intellectual works, especially in the field of industry has become a determining factor in the development and growth of local, national and global economy. Thus it can be said that with the existence of legal standardization in the field of protection of intellectual property has generated a new legal concept of legal globalization.

Hak Milik intelektual (*intellectual property rights*) yang terdiri dari Hak Cipta, Paten, Merek, Perlindungan Varietas Tanaman, Rahasia Dagang, Desain Industri dan Desain Tata Letak Terpadu merupakan senjata ampuh dalam pembangunan ekonomi suatu bangsa untuk menuju menjadi negara maju (*welfare state*). Salah satu dari WIPO strategic realignment program adalah *"The challenges we face include addressing the stress on patent and copyright systems as a result of rapid technological change, globalization and increased demand, reducing the knowledge gap between developed and developing countries, and ensuring that the IP system continues to serve effectively its fundamental purpose of encouraging creativity and innovation in all countries.*

In the field of brand law, various provisions of international law have been born by the international community with the aim of providing more effective and simpler legal protection. Madrid Agreement Concerning the International Registration of Marks, 1891 and Protocol Relating to the Madrid Agreement Concerning the International Registration of Marks, 1989 and Common Regulations under the Madrid Agreement on the International Registration of Marks and the Protocol Relating to that Agreement, 2008 is a legal provision international in the field of brands that facilitate the international registration of brands.

Likewise, the problem of geographical indication and traditional knowledge that must be improved its use in order to support the country's economy. This paper tries to explore on issues related to intellectual property rights in relation to investment.

2. METODOLOGY

To answer this research is analyzed by using descriptive analysis method, with the type of research used this is normative law. Data collection techniques used in this research is literature research, namely legal research as a norm system, principles, rules of legislation, reports, provisions of international law and books of literature.

3. RESULT AND DISCUSSION

A. The Importance of Intellectual Property Economically

Today's intellectual property rights have been a powerful tool for the growth and development of a nation's economy (a powerful tool for economic development). The data shows that in general exports of developing countries in the form of natural products and products can no longer be proud of. The decline of the percentage of exports reached 70%

in 1900 down to 20% by the end of the 20th century. The data explains that the natural resources possessed by a nation can in fact not bring prosperity and prosperity to its people. However, by relying on intellectual property rights already many countries that have been transformed into industrialized countries (industrialized country). The intellectual property of human beings is an inexhaustible economic potential and will continue to experience progress and progress through creative and innovative work.

It is undeniable that intellectual property is the gateway to the birth of science and technology. Technology is not born by itself, just like a human being born from his mother's womb. A technology is produced because of human intellectual creativity that is realized through a research stage which then resulted in invention (invention).

Various technological developments in various fields, whether simple or high tech, are the result of patented human inventions and are thus protected by the legal, international and national laws of a country. Legal protection of intellectual property rights there is a large number of economic rights as well as moral rights.

In this sense it can be argued that law plays a crucial and decisive role in the economic development of a society whether local, national or international. Especially in the current era of globalization, the need for law is not only felt by ordinary people and the justice seekers in court only, but business people, economists, farmers and technocrats also need laws whose purpose is to provide protection for their respective fields and professions

Brand is a sign in the form of pictures, names, words, letters, numbers, color arrangements or combinations of those elements which have differentiating power and are used in the trade of goods or services. Thus the brand becomes a distinguishing factor between the product of goods or services of a company with products of goods or services of other companies. In the international arena of Indonesia has become a member of several international agreements in the field of intellectual property rights, including the brand, but there are still urgent things that must be done by the Government to move forward with other countries, namely ratified Madrid Agreement 1891 and Protocol Madrid 1989

In principle, the Madrid Agreement acknowledges the registration of the mark internationally whose registration is done in one of the Member State's Trademarks offices or at the WIPO office by filling out the registration form. In such manner and procedure, the mark has obtained international legal protection in Member States without having to register in each State. The first to file principle applies to this international brand registration, because the law only provides protection for a registered mark (constitutive principle).

International registration as referred to by the Common Regulations under the Madrid Agreement concerning the International Registration of Marks and Protocol Relating to that Agreement is the registration of a brand made in accordance with the Madrid Agreement or the Protocol or by both. Madrid Protocols should be viewed as a law as a tool of economic development in an effort to attract foreign investors to Indonesia. Therefore, Indonesia's participation is a member of the Madrid Agreement and its Protocol must properly properly benefit the development of intellectual property in Indonesia, in particular the brand. Brand Law not only protects foreign goods and services but also on goods and services of domestic products both from small, medium and large businesses. Indonesia's poor past experience in legal development in the field of brand law should not be repeated.

B. Need Bold Lawy Steps From Government Jokowi And Jusuf Kalla

There are several reasons to answer the question of why intellectual property needs to be promoted and protected? The first reason, because the progress and welfare of mankind lies in the ability of human creativity and innovation itself to create new jobs in the field of technology and culture. Secondly, the legal protection of intellectual work will strengthen

the commitment to motivate more creatively and innovatively again for potential human resources. Third, advancing and protecting intellectual work will promote the growth of a nation's economy, create new jobs, cultivate the industrial world and improve the quality of life and the happiness of mankind (welfare).

Various laws in the field of intellectual property rights in Indonesia can be regarded as sleeping law, because the law is not implemented so that the potential of economic strength that exist in the provisions of the law can not be realized in the life of society and state. Thus the effectiveness of law in Indonesia in the field of intellectual property rights is still weak.

It is time for the enactment of Law no. 20 of 2016 on Trademarks and Geographical Indications shall be followed up with updates and synchronized with various international provisions in the field of brands, such as the Madrid Agreement and its Protocol and the Singapore Treaty, 2006. This is the right moment for the new Government of Indonesia under the leadership of President Joko Widodo and Muhammad Jusuf Kala to make law as a tool of economic development (law as a tool of economic development) and able to become an attraction for investors to invest their capital in Indonesia by doing some things. First, Indonesia must ratify the Madrid Agreement and its Protocol. Second, implementing Law no. 20 of 2016 on Trademark and Geographical Indication to the fullest.

Still related to the Trademark Law and IG, the geographical indications in Indonesia should be a serious concern for both central and local governments. This is due to the fact that in many regions there are still many and quite extensive economic potentials that can be worked out in the context of creative economy. But in fact the condition is so in many areas almost same, because only a few regions in Indonesia that has led to its commercial aspects of geographical indication in the world of trade, for example, Toraja Arabica coffee, Gayo Arabica Coffee, Kintamani Arabica Coffee, Black Tobacco Sumedang, Tobacco Mole Sumedang, Sumbawa Horse Milk, Lombok Kangkung, Sumbawa Honey, Adan Krayan Rice, Arabica Coffee Bajawa Flores, Vanila Alor Islands, Ubi Cilembu Sumedang, Salak Pondoh Sleman, Liberika Coffee in Meranti, Riau and other.

Geographical Indication is a sign indicating the origin of an item and / or a product that due to geographical environmental factors including natural factors, human factors or a combination of both factors provide a reputation, quality, and certain characteristics of the goods and / or products produced. The right to Geographical Indication is an exclusive right granted by the state to holders of registered Geographical Indications rights, as long as the reputation, quality, and characteristics underlying the granting of protection to such Geographical Indications still exist. Thus, this geographical indication is different from the general brand that is not related to the natural and human factors.

Table 1. Export Value of Indonesia and Some Countries in the Field of GI

No	Negara	Product	Volume (ton)	Nilai
1.	Indonesia	Coffee	900.000	1,2 Milyar USD
2.	Thailand	Rice	1.400.000	12,23 Milyar Baht
3.	Sri Lanka	Ceylon Tea	-	1,5 Milyar USD
4.	India	Basmati Rice	5.000.000	250 Juta USD

From the table above Indonesia can produce more IG products that can be relied on from various regions, it can be sure Indonesia's economy will be better. The registration of a geographical indication is a necessary condition for obtaining legal protection, and this also distinguishes it by indication of origin that does not require registration. Registered geographical indications receive legal protection that lasts for the characteristics and / or qualities under which the protection of such geographical indications exists.

According to Article 2 paragraph (2) of Government Regulation no. 51 of 2007 goods in question is to be in the form of agricultural products, processed products, handicrafts, or other goods. Compared to Thailand, the geographical indices within Thailand according to B3 include Rice, Silk, Wine, and Spirit.

Another example of an interesting geographical indication to note is that Ceylon Tea from Sri Lanka is the best product of geographical indication that has enormous economic value. Note the economic contribution contributed by Ceylon Tea is:

- a. 3rd Largest Foreign Exchange earner.
- b. Generates annual income of USD 1.5 Billion.
- c. Covers entire food import bill of the island.
- d. Constitute 65% of the nation's Agricultural Export Revenue.
- e. Contributes 2% to the country's GDP.
- f. 2 Million People (10% of population) directly and indirectly employed by tea industry.

India is also a country that has enjoyed economic advantages from geographical indications, for example basmati rice (basmati rice). According to data released by the Agricultural and Processed Food Products Export Development Agency, India stated that India's export of basmati rice is 370,000.57 tons from April 2013 to March 2014 at Rs 2,929,900,000.96 or equivalent to Rp 3 trillion, -. This export figure rose by 10,000 tons from the previous year

India memberikan batasan mengenai geographical indication, "in relation to goods, means an indication which identifies such goods as agricultural goods, natural goods as originating, or manufactured in the territory, where a given quality, reputation or other characteristic of such goods is essentially attributable to its geographical origin and in case where such goods are manufactured goods one of the activities of either the production or of processing or preparation of the goods concerned take place in such territory, region or locality, as the case may be".

Traditional knowledge (TK) is one area of IP which also get very minimal attention from Pemerintah Indonesia. Therefore, traditional knowledge has not yet been able to surface optimally into a varied national commodity that can be commercialized. The term "traditional knowledge" is used for areas that include traditional knowledge (TK), genetic resources (GRs) and traditional cultural expressions (TCEs). Traditional knowledge (TK) is defined as "knowledge, know-how, skills and practices that are developed, sustained and passed on from generation to generation within a community, often forming part of its cultural or spiritual identity". Traditional knowledge can be found in sharing forms such as: agricultural, scientific, technical, ecological and medicinal knowledge as well as biodiversity-related knowledge

Traditional cultural expressions (TCEs), disebut juga dengan "expressions of folklore", seperti music, dance, art, designs, names, signs and symbols, performances, ceremonies, architectural forms, handicrafts and narratives, or many other artistic or cultural expressions. Traditional cultural expressions

- a. May be considered as the forms in which traditional culture is expressed;
- b. Form part of the identity and heritage of a traditional or indigenous community;
- c. Are passed down from generation to generation

TCEs are closely related to the social and cultural identity of the indigenous or local community of a region, including the know-how and skills it possesses in accordance with the values and beliefs of the local community. The legal protection afforded is an attempt to advance creativity, promote cultural diversity and preserve local cultural heritage. In this context the Copyright Act no. 28 of 2014 quite a lot accommodate in the provisions of article 40 and other related articles. This is seen as an advancement in the field of copyright when

compared with the HC Law no. 19 of 2002, although there are still some provisions that are debatable.

Genetic resources (GRs) are related to genetic material (genetic material) that is actual or potential value. Genetic material can be plant material, animal, microbial or other original material which has the function of heredity unit. Examples include material of plant, animal, or microbial origin, such as medicinal plants, agricultural crops and animal breeds.

Indonesia is still not too late to excel in the field of kindergarten when widespread opportunities today are not wasted. The government's commitment is expected to advance intellectual property as a strategic plan to promote the nation's economy. The right IPR management system is indispensable for golden opportunities to be achieved for a just and prosperous future.

4. CONCLUSION

The problem of investment climate is determined by many things, such as politics, economy, law and social culture. Especially in the field of intellectual property law, the provisions of the Act in the field of intellectual property rights must provide assurance that the standardization of Indonesian national law is in accordance with the provisions of international law. Therefore, with the enactment of the provisions of Law no. 20 of 2016 on Marks and IGs shall be followed by the participation of Indonesia as a participant of various international provisions in the field of brands, such as the Madrid Agreement and its Protocol and the Singapore Treaty, 2006

This is the right moment for the new Government of Indonesia under the leadership of President Joko Widodo and Jusuf Kala to make law as a tool of economic development and able to become an attraction for investors to invest their capital in Indonesia by doing some things. First, Indonesia must ratify the Madrid Agreement and its Protocol. Secondly, the government must immediately create and establish a "pilot project" in the field of intellectual property that is aspired to realize the common prosperity for the Indonesian nation.

The Indonesian government must now make the law in the field of intellectual property rights as a tool for the birth of the creative economy. The law should be able to provide guarantees of creativity and innovation and be protected by law. The government must demonstrate a strong and genuine political will, that the various provisions of the law in the field of intellectual property rights are no longer as the sleeping law, but implementative so that in the future Indonesia will rely on the superiority of its human resources with the superiority of intellectual work that is able to bring the nation's economy more prosperous

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THE CLASH BETWEEN POPULISM AND INTERNATIONAL HUMAN RIGHTS LAW

Rosyidi Hamzah

*Faculty of Law, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia*

Email : rosyidihamzah@law.uir.ac.id

Abstract

This article bases its premise on the assumption that there is now a massive wave of political movement under the banner of populism. The US election that brought Donald Trump out as the winner and the breakup of British relations with the EU Community (MUE) can be seen as a general fact that populism began to gain great sympathy from the people. This phenomenon is not only happening in Western countries, but similar things have happened in Asia through Narendra Modi and BJP victory in India and Rodrigo Duterte in the Philippines. Furthermore, this will have implications for Law and International Relations, especially in the field of human rights. This article explains the key human rights principles that potentially lead to conflict as a result of the trend of Populism.

Keywords: *Populism, International law, Human Right*

3. INTRODUCTION

A. Background

In 1996 Samuel P. Huntington, a great scientist in the field of international politics, wrote a controversial work entitled "The Clash of Civilization and the Remaking of World Order". The work is to reinforce his thesis on the clash of civilizations in the Summer Foreign Magazine (1993) which has drawn much criticism from scholars of humanists and clerics who say the substance of the text is vulgar, tendentious and provocative. The book actually menja Huntington thesis itself into the future global geopolitical conditions will experience a variety of impact caused by different civilizations.

The basic premise that becomes the starting point of Huntington's own thinking includes six things: First, the difference between civilizations is real. In his view, people with different worldviews are assured of a view of human relationships, belief systems, kinship systems, and other things that will ultimately impact on different perspectives on rights and duties, authority and social hierarchy. Second, the world is getting smaller. Huntington's view among society and civilization is increasing relative. Moreover, if we propose internet events that play an important role as a driver of today's interaction process. Third, the rate of modernization and social transformation leaves the resistance of some people who are often fundamentalist. Fourth, the growing awareness-civilization. Fifth, the thickening of the difference between western and non-western civilization. Sixth, economic regionalism is increasing.

Briefly, Huntington's thought explains a conflict for contemporary world society is no longer a conflict based on a mere ideological doctrine of difference but civilization in Huntington's view is religion, race and culture. After the cold war and the collapse of communist projects in the Soviet, America that emerged as a platform of western countries will face new "threats" coming from the Islamic world.

This thesis may be true if we look at a series of facts that have occurred in the last three decades, the form of conflict often characterized by religious intolerance, tribal arrogance and the strengthening of primordialism: ethnic, interreligious conflicts in former Yugoslavia; territorial conflict between Cyprus, Greece and Turkey; the territorial conflict between Israel-Palestine, the religious revolt in Nigeria and Sudan and other information that justifies the thesis. The rightist or so-called right radical parties are listed as the most successful parrtai after the war in Western Europe.

Moving forward, in the past year there has been an important process that inevitably leads us to re-hone Huntington's thesis: the British exit from the EU Community and the United States election that ushered Donald Trump as the number one man in the United States in 2016 . Which is what we can see as the righteous victory of the right and the growing trend of populism in the western countries.

The writer of Populist Radical Right Parties in Europe, Cas Mudde is one of the few political scientists to conduct an in-depth study of Populism, according to which populism is the ideology that frames the society binarily in two homogeneous and antagonistic groups ("common people" versus "corrupt elites ") and holds that politics should be the expression of the people's" general will ". Its main features: morality and monism. His main enemy: elitism and pluralism.

This can be seen in the very nationalistic-protectionist intonation of Donald Trump's inauguration speech representing the right populist attitude everywhere today. Instead of the universalism of values, they defend particularism with paranoia against pluralism. While in Europe and the United States there is a strengthening of nationalism, in Indonesia narrowed to Islamic conservatism. Religious and racial sentiments are a favorite seduction tool for the right populist for mass mobilization.

So is the case with the Brexit phenomenon, which in some point can be read as the identity politics of the English people *vis a vis* the many immigrants from Asia and Eastern Europe. Rhetoric such as "UK First", "us vs. them", and "make america great again" is one of the popular propaganda of the populists to attract the people.

In parallel with the above, Indonesia also felt the rise of the populist faction through the volumes of Islamic martial arts. When in other countries populism emerges with an ultra-nationalist style, in Indonesia comes the style of religious fundamentalism and anti-chinese sentiments. This triggers the widening gulf separated by identity. Universal values, such as human rights, are questioned again and contrasted with the demands of native and cultural priorities that are most likely to be harmful to the development of multiculturalism.

In the end, it is hard not to be suspicious that this populist politics will have an impact on the development of human rights. Because, of course, that this kind of politics will subordinate aspects of humanity and tolerance in running the project. Which is implicitly predicted Huntington in 1996 ago.

B. Main Issues

Based on the background of the problems described above, two questions can be drawn from the basis of this article: (i) How to identify populism? (ii) What is the trend of populism in relation to the principles of international human rights law?

2. ANALYSIS AND DISCUSSION

A. Identify Populism

Cas Mudde, defines populism as "the political position that puts the 'common people' and 'corrupt elites' in antagonistic positions, and sees politics as an expression of the common will of the common people."

In this article, the whole fact is related to the right populism in particular. The difference between right populism and left populism simply lies in the starting point underlying each view. Right populism is often identified with the expression of identity politics whereas left populism as Hugo Chavez shows moves in the name of resistance to capital (capital). In left populism, do not recognize in-group feelings because of skin color, religion, nationality but more of a common interest to fight against the control of capital (capital).

Other thoughts see populism as a political expression that has several elements. First, anti-establishment, in the sense of representing the expression of groups who feel marginalized; second, the authority of the leader, whether through charisma or personal figures or apocalyptic messages ("Our country is bankrupt, we are going to hell.") The three strong in-group feelings, which in many ways are represented in our 'vs. them' sentiments - the line may be based on class or economic status (such as in Thailand), population vs. immigrants, even race and religion

B. Clashes between Populism and international human rights law

Human rights can be interpreted as a set of rights attached to the human self solely because of human nature. Naturally every human being is born free and equal as mentioned in Article 1 of the Universal Declaration of Human Rights. Therefore, in man attaches the right to life, freedom, personal integrity and others necessary in order to articulate his life according to his nature in dignity. Mankind has it not because it is given to it by society or by positive law, but by its human dignity.

Juridically, the concept of human rights should be interpreted as a sui generis legal relationship between a rights person or a rightful party (the people) vis-a-vis the person in charge of rights or the authorities because of a right (state). Human rights is a claim of the citizens / citizens to their country to be fulfilled what is their rights. This understanding is implicit in Sieghart's view of the difference in human rights with ordinary rights:

But 'human rights are distinguished from other rights by two principal features. First, they are not acquired, nor can they be transferred, disposed of or extinguished, by any act or event; they 'inhere' universally in all human beings, throughout their lives, in virtue of their humanity alone, and they are inalienable. Secondly, their primary correlative duties fall on States and their public authorities, not on other individuals ... human rights are primarily claims against the public authorities of the State itself.

The ultimate objective that can be found in human rights law is the effort to set limits on the scope of governmental action, ie to set certain limits on what the state can do to its citizens.

Today, however, the political tide under the banner of populism alters the paradigm of human rights protection. The populists claim that they move on behalf of the people and always see the right as a barrier to their conception of the will of the majority, or even an unnecessary obstacle in the defense of the state (for the ultra-nationalist) and religion (for fundamentalists) of all forms threat. Instead of accepting the right to protect everyone, the populists instead demand privilege in the name of the majority interest representing the

populist. The most obvious example is the US policy towards immigrants today. The US as a glorified democracy swordsman turned into a country with sentiment towards immigrants.

In principle, the idea of populism that tends to express identity politics is clearly contrary to the principles contained in the concept of human rights, the principle being violated is:

1) Indivisible, Interrelated and Interdependent Principles

Human Rights (Human Rights) is defined as inherent in dignity as a gift from God Almighty. This understanding can provide a picture of the questions for example, since when do humans have human rights? Is human rights the granting or mercy of the state? Can human rights be revoked at any time by the state? The answer to these questions is that human rights are owned by human beings because human rights are inherent in human beings because of their nature as human beings. Because human rights are not a gift or inheritance or a mercy from the state, so the state is not allowed to abrogate (inalienable) and can not limit human rights arbitrarily (indivisible).

Every human right is indivisible, be it civil and political rights such as the right to life, the right to be treated fairly before the law, the right to expression as well as economic, social and cultural rights such as the right to work, the right to education, the right over development, etc., because human rights are indivisible, interconnected and interdependent with one another. It means the improvement of facilities on one of the rights, will increase the fulfillment of the rights of others. Likewise, on the contrary, the reduction of facilities on one of the rights, will affect the decline in the rights of others.

2) Universal and Inalienable Principles

The universal principle (general) meaning is that, the 1948 General Declaration of Human Rights is a declaration of will which has generally been referred to as the guideline in drawing up international Agreements, resolutions, and declarations in the field of human rights. For example, in 1993 the World Conference on Vienna on Human Rights agreed that the state's obligation in human rights is an obligation to promote, protect all human rights and fundamental freedoms regardless of its political, economic and cultural system. All member states have ratified this agreement at least once, and 80% have ratified four or more international human rights treaties, and illustrate that countries are concerned to commit themselves to obligations and this demonstrates the universality of human rights. While the principle of inalienable means that states are not allowed to repeal individual human rights except in very special circumstances and on the basis of fair procedures.

It is said to be 'inherent' or 'inherent' because the rights are possessed by the nature of its birth as a human being and not because of giving by an organization of any power including the state. It is said to be 'sticky' it is, then basically these rights are not for a moment can be seized or revoked.

3) Equal and Non-Discriminatory Principles

Discrimination can be interpreted as a distinction of treatment under the same conditions in which the distinction of treatment is based on differences in ethnicity, religion, race, color, economic level, gender resulting in unequal or unjust behavior. According to Theodorson & Theodorson, discrimination is defined as unbalanced treatment of individuals, or groups, based on something usually categorical or distinctive attributes, such as race, nationality, religion or membership of social classes.

This principle of non-discrimination is a very important principle and a principle adopted in almost all international human rights treaties, for example, contained in the International Convention on the Elimination of All Forms of Racial Discrimination (International Convention on the Elimination of All Forms of Discrimination Racial) and the Convention on the Elimination of All Forms of Discrimination against Women (International Convention on the Elimination of All Forms of Discrimination Against Women). This

principle applies to everyone and a prohibition for everyone to discriminate on the basis of sex, race, color, religion, etc. The principle of non-discrimination relates to the principle of equality as defined in Article 1 of the Universal Declaration of Human Rights: "Every human being is born free and equal in dignity and rights".

The use of the term "all human beings" means that "everyone" has the same rights or in other words "no one" may be denied his rights or treated differently according to, for example, race, color, sex, language, religion, politics, nationality, or origin, level of wealth, birth, or other status. The use of the term which denotes the principle of universality is also found in several other human rights Conventions such as the International Covenant on Civil and Political Rights (ICCPR) using the word "every human beings" in Article 6, the word "every one" in Article 9 Paragraph (1), 12 (1), (2), Article 14 (2), (3) and (5), Article 16, Article 17 (2), Article 18 (1), Article 19, and Article 22. Whereas the term "all person" is used in Articles 10 (1), 14 (1), 26, "anyone" in Article 6 (4), Article 9 (2-5) and "no one" in Article 6.7, 11.15, and 17 (1). Similarly, those mentioned in CESCR Article 2: "... ..Everyone is entitled to all rights and freedoms set forth in this declaration, without distinction of any kind, such as race, color, sex, language, religion, political, or other opinion, national, or social origin, property, birth or other status".

4) State Obligation Principle

Tomuschat in his book "Human Rights: Between Idealism and Realism" illustrates that the history of human rights can not be separated with the emergence of the history of the formation of the modern state itself. Some of the underlying reasons are that first, the state in its modern form has been accepted as an appropriate form of organization to promote human rights for the benefit of its people as a source of intercourse in the face of an endless war among the plural society. Where the war, also called as a weapon that threatens the lives and civilization of citizens of that country. Therefore, human rights has played its role in dialogue the differences. Secondly, the state is also recognized as the guarantor of human rights which is institutionally given the power to secure the existence, freedom and wealth of its citizens. Although at the same time in history it has been illustrated that the actors of the State that possess that power violate the rights of those citizens.

Then if human rights are owned by human beings because of their nature as human beings, what about countries that do not give recognition of human rights in the legal system applicable in that country? Does human rights exist only if there are laws that govern and guarantee human rights? If so, does it mean that human rights are a law?

Marek Piechowaik gives the sense that, human rights are the rights possessed by every individual because of his nature as a human being, so not from the law. So the existence of human rights can be explained simply that, human rights exist because every person whether male or female is human.

In the most general sense of human rights are acts of law, independently of acts of law. In stating the existence of human rights, we state that every human being, simply because he or she is a human being.

Reductions or restrictions on human rights are only permitted on certain rights and under certain circumstances such as a state of emergency, by certain measures, must be expressly stated in law, and do not intend to discriminate against others.

This understanding ultimately leads us to academic suspicion of populism has the potential to violate general principles in international human rights due to the underlying view of populism itself.

3. CONCLUSION

From the above article can be drawn two conclusions, namely:

1. Populism, in particular right populism can be identified from movements over identity politics. Which one today demonstrates its superiority through the victory of Donald Trump and the Brexit phenomenon.

5) Right populism in principle conflict with international human rights principles, among others: the principle of Indivisible, Interrelated and Interdependent; Universal and Inalienable Principles; Equal and Non-Discriminatory Principles; and the State Obligation Principle

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THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE PROFESSIONALISM of MADRASAH TEACHERS

Syahraini Tambak¹, Amril M², Zuriatul Khairi³

¹ Islamic Studies faculty, Islamic University of Riau, Pekanbaru, Indonesia

²The Instituion of Quality Guarantee of UIN Sultan Syarif Kasim Riau, Pekanbaru Indonesia

³Psychology faculty of UIN Sultan Syarif Kasim Riau, Pekanbaru, Indonesia

Email: syahraini_tambak@fis.uir.ac.id

Abstract

The purpose of this study was to analyze the influence of emotional intelligence in forming the professionalism among madrasah Aliyah (Islamic high school) teachers in Riau Province. Emotional intelligence as a predicted variable is one approach in forming the professionalism among madrasah teachers. As many as 320 teachers were used as research samples consisting of state and private Madrasah Aliyah teachers in 12 regencies / cities throughout Riau Province. This study used quantitative research design and the *ex post facto* approach, a questionnaire was established to measure the emotional intelligence and professionalism of madrasah teachers. The data were analyzed by using descriptive statistics for variable levels and inferential statistics to test hypotheses developed through t-tests, ANNOVA, and linear regression. The results showed that the level of emotional intelligence is in a high stage, while the professionalism of madrasah aliyah teachers is at a low stage. The results of this study have proved that there is no influence of emotional intelligence in forming the professionalism of Madrasah Aliyah teachers in Riau Province by 0.073 or 7.3%. The findings of this study reconstruct the guidance of a prevention module as well as an intervention on the professionalism of madrasah teachers through emotional intelligence. In addition, the results of this study are expected to be contributions for the Ministry of Religious Affairs of the Republic of Indonesia by inserting the material of emotional intelligence into the curriculum on higher Islamic education.

Keywords: *Emotional intelligence, professionalism of Madrasah Aliyah teachers.*

1. INTRODUCTION

The figure of teachers is very strategic in Islam, they do not only carry out scientific missions so that learners master the science but also carry the sacred duty, prophetic mission, that guide and direct the students towards the way of Allah SWT (Kosim, 2008). So, the first step that must be considered to build an educated generation in a nation is to build the quality of educators first (Daulay, 2007). The nation is required to prioritize the development of teacher education through its policies. Teachers are prepared to their existences, ranging from competence to the welfare that will be received. Teachers should have a clear paradigm of the task, the source of knowledge, professionalism, and the learning objectives to be implemented. Teachers are demanded to create a generation whose has capability of

religious-intellectual, scientist, science, character, and the value of tauhid to Allah SWT (Rohana, 2013; Tafsir, 1992; Mulyasa, 2006; shah, 2000; Trianto & Tutik, 2006; Marimba, 2006). At this level, the existence of islamic professional teachers is very significant to form the development of the teaching professions in Islam. The teachings of Islam, based on the holy Qur'an, have provided the basis and signal as well as guidance in all aspects of life, including the concept of professional Islamic teachers.

One of the Indonesian government's efforts in improving the quality of education is to improve the quality of its educators with certification programs. This effort is based on the publication of Republic of Indonesia Law Number 14 Year 2005 about Teachers and Lecturers. The issuance of this law became the first milestone of efforts to improve the quality of education in Indonesia, including the effort to provide certification of teachers or educators. The certification program is one of the programs undertaken by the government to improve the professionalism among teachers through training and to meet certain requirements to be certified educators. This is in accordance with Law No. 14 year 2005 article 8 on Teachers and Lecturers, namely "Teachers must have academic qualifications, competence, educator certificate, physical and spiritual health, and ability to realize the goals of national education".

Indeed with the certification allowance, the quality of Indonesian teachers has improved, ranging from teaching methods, their cretivities, approaches to learners, and the sytem of evaluation and follow-up. But according to Kunandar, as quoted by Imam Nasruddin, although the issuance of Teacher and Lecturer Law with the decision to give the allowance for certified teachers, however, the quality of teachers and education in Indonesia is still low" (Nashruddin, 2013). Ahmad Salim (2012) in Jurnal Mukaddimah, published a research in 2011 by conducting a survey of 15 thousand teachers in Indonesia who have obtained certified allowance from 2006 to 2008 found a decrease in the performance of certified teachers as much as 34%. Teachers who have been certified and received their benefits, their attitudes and actions are far from the expected criteria of professional teachers. Even, excessive consumptive attitudes arise because of the allowances they received, and they will have a lack of motivation to teach if the allowances have not been received so that they just focus on the allowances and do not focus on teaching process by using creative and innovative activities.

The low competence of Indonesian teachers who already have professional certificates was also seen from the data illustrated in the Kompas newspaper, proving based on the test of certified teacher competency conducted by the Ministry of Education and Culture, it showed that the average value of teacher competency test was 44.55 based on data processing 243,619 from 373,515 people on the stage one to third day (Kompas, 2012). If the average value of the test reflected the competence of certified teachers nationally, it is a great concern when compared to the amount of budget for the education sector.

Similarly, in both state and private Madrasah Aliyah in Riau Province, based on interviews with some princials in Riau Province, there are gaps that illustrate the lack of fulfillment of professional duties of teachers in the learning process. Islamic education teachers in these schools still have a tendency to teach activities just as a routine to fulfill the task as a teacher. The exploration and development of educational quality to create qualified students is still very far from the learning activity (Interview Results, 2016). Teachers who are expected to have progress in teaching quality from year to year after receiving a profession certificate, do not apply it well in the reality of teaching everyday.

So in this case, the teachers who teach at Madrasah Aliyah in Riau Province are required to have profesionalism in each learning activity to produce qualified learners to prepare the becoming future leaders who will fight for Islam. But in the reality, the teachers seem to tend to enrich themselves from the material aspect and do not enrich their own

competencies. Whereas, the aim of giving the allowance from the government to the teaching profession is to support the quality of teaching performance itself. The fund of certification allowance should be used for self-improvement through training activities or getting resources to explore learning materials. Moreover, the fund is expected to prepare themselves with various development of communication and information technology integrated with Islamic education. According to Wekke and Lubis (2015), the quality in teaching and learning process, evaluation, and learning management can make the students comprehend learning materials efficiently.

The problem of professionalism of Madrasah Aliyah teachers is assumed to be influenced by emotional intelligence. According to Risma (2012), emotional intelligence has a positive and significant effect on the teachers' professionalism so it can improve their performances in work. Meanwhile, according to Ratnasari & Muttaqiyathun (2013), based on the results of their research, state that a teacher must have a high emotional intelligence to the maximum level in order to recognize himself and his environment. A teacher who has a high level of emotional intelligence will have a high performance and professionalism. According to Iskandar, Alben Ambarita, & Sowiyah (2014) state that emotional intelligence has a significant and positive influence on the teachers' professionalism.

Based on previous explanation, then several formulation of the reseach problems are created, namely; What is the level of emotional intelligence of the teachers at Madrasah Aliyah in Riau Province ?; What is the level of professionalism of the teachers at Madrasah Aliyah in Riau Province ?; How is the difference between emotional intelligence and professionalism based on the background of the teachers at Madrasah Aliyah in Riau Province ?; How is the influence of emotional intelligence on professionalism formation among the teachers at Madrasah Aliyah in Riau Province?

This study aims to analyze the level of emotional intelligence of the teachers at Madrasah Aliyah in Riau Province; to analyze the professionalism level of the teachers at Madrasah Aliyah in Riau Province; to analyze the differences of emotional intelligence and professionalism based on the background of teachers at Madrasah Aliyah in Riau Province; and to analyze the influence of emotional intelligence on professionalism formation among the teachers at Madrasah Aliyah in Riau Province.

The benefits of this research are: First, from the aspect of interest theory, it is expected to contribute to expand the concepts and research variables on teachers' professionalism as well as their emotional intelligence. Furthermore, to explain in detail the professionalism phenomena among the teachers at Madrasah Aliyah in more deeply and holistically as a form of the realization of teachers' performance development and ethics among Islamic educational teachers. Theoretically, the professionalism of teachers should be improved from time to time, it is expected that the study involving emotional intelligence can be a new theoretical framework to improve the teachers' performance, especially in the professionalism among the teachers at Madrasah Aliyah in Indonesia.

Second, from the aspect of the applicative interest, this study is expected to contribute in investigation of the phenomena in professionalism of the teachers, especially the teachers of madrasah aliyah in Indonesia. Emotional intelligence is involved in the dimension of value system in Islam and it will be more detailed in building teacher professionalism based on Islamic teachings in Indonesia. In addition, this study is expected to provide information to related governmental institution (Ministry of Education and Culture, Ministry of Religious Affairs and Ministry of Research and Technology and Higher Education) to be considered in addressing the problems of professionalism among the teachers in the learning process in Indonesia. Through this study, it is expected that the instrument of emotional intelligence and professionalism of madrasah teachers are expected to be used as a measurement tool for the success of professionalism among the teachers at Madrasah Aliyah in Indonesia.

2. METHODOLOGY

This is a quantitative research. It aims to determine the relationship between two or more variables consisting of independent variables and independent variables (Sudijono, 2012). This study will be carried out using the approach of *ex post facto* research rule, that is a study that tries to review the variations that exist in the variables studied (Sudijono, 2012).

The subject of this study is all teachers of Madrasah Aliyah who teach either in state or Private schools where those schools must have the subjects of Akidah Akhlak, Hadith Qur'an, Fiqh, and History of Islamic Culture in all regencies / cities in Riau Province. Both civil servant and non-civil servant teachers either those whose a certificate of profession or those who have not been certified. While the object of this study is a model of professionalism formation of madrasah teachers with the concept of khalifah. This research was conducted in all Madrasah Aliyah in Riau Province consisting of 12 regencies and cities.

Subsequently, the guidance of research instruments then were prepared. To make sure a measurement able to arrange the instrument of emotional intelligence, it is necessary 6 (six) constructs, namely; recognizing self-emotion, managing self-emotion, motivating oneself, recognizing others' emotions, building relationships with others, applying *star principles, leadership principles, learning principles, vision principles, and well-organized principles*. The fundamentals of development this emotional intelligence instrument are based on Islamic teachings as a source of values as well as the theories of emotional intelligence proposed by Daniel Goleman, Abuddin Nata, and Ary Ginanjar Agustian.

The Instrument of teachers' professionalism is built on 5 (five) constructs namely; pedagogic competence, social competence, professional competence, personality competence, social competence, and leadership competence. The fundamentals of Islamic psychosocial instrument development is based on the teachings of Islam as a source of values as well as the theories of Islamic teachers' professionalism and the regulation of the Minister of Religious Affairs of Indonesia government Number 16 year 2010. The five dimensions that form the professionalism of madrasah teachers have no constructs because this dimension is directly formed through indicators (questions). But overall, the five dimensions that create the professionalism among madrasah teachers are also referred to the constructs of the madrasah teachers' professionalism.

The population of this research involves all teachers who teach in madrasah aliyah either state or private who teach the subjects of Akidah Akhlak, Al-Qur'an Hadith, Fiqh, and History of Islamic Culture who has been certified or not yet certified. Other subject teachers were not examined, because only these four subjects include in Islamic religious education. Table 1 (one) is a research population of madrasah teachers who teach subjects of Akidah Akhlak, Al-Qur'an Hadith, Fiqh, and History of Islamic Culture in all Madrasah Aliyah either state or private schools located in all regencies / cities throughout Riau Province.

Table 1: Population of the Research

No	Regency/City	The Teachers of Madrasah Aliyah				Total
		Private School	Number of Teachers	Private School	Number of Teachers	
1	Kampar	3	13	46	184	197
2	Indragiri Hulu	1	4	13	52	56
3	Bengkalis	2	13	29	116	129
4	Indragiri Hilir	3	20	49	196	216
5	Pelalawan	0	0	5	20	20
6	Rokan Hulu	1	4	16	64	68
7	Rokan Hilir	1	5	27	108	113
8	Siak	1	4	17	68	72
9	Kuantan Singingi	2	10	9	36	46
10	Kepulauan Meranti	1	4	13	52	56
11	Kota Pekanbaru	2	18	12	48	66
12	Kota Dumai	1	9	9	36	45
TOTAL		18	108	245	980	1088

Source: The department of planning and information system of Madrasah Education, The office of ministry of Religion affairs of Riau in 2015.

By using Slovin formula as a sampling technique with error or tolerated of percentage of 4% (0.04) (Sugiyono, 2012), the sample of this study was 397 teachers who teach subjects of Akidah Akhlak, al-Qur'an Hadith, Fiqh, and the history of Islamic Culture in all Madrasah Aliyah either state or private in Riau Province both civil servant teachers and non-civil servant teachers, both those who have a certificate of profession or not yet certified. For the proportional samples used sampling fraction of teachers in each Madrasah Aliyah in 12 regencies / cities in Riau Province. The following table 2 illustrates the sampling of each teacher in the madrasah of 12 regencies and cities. To determine the sample in this study, it was used systematic random sampling technique. This technique is a very useful sampling for a very large population. This sampling is a method if only the first element of the sample is randomly selected, while the next elements are systematically selected with a particular pattern (Sudijono, 2012; Sugiyono, 2012).

Furthermore, the instrument of this study is divided into 2 (two) parts, namely the scale instrument of emotional intelligence and the test instrument of madrasah teachers' professionalism. In compiling an instrument item of emotional intelligence and the professionalism of madrasah teachers, sometimes one indicator has more than two items. The emotional intelligence and professionalism of madrasah teachers are characterized by attitude or vision. The question/statement items of emotional intelligence and madrasah teachers' professionalism aim to deepen the internalization of individuals in the form of motives that are accompanied by a belief that one believes about his role in running a profession according to the teachings of Islam.

Table 2: Sampel of the Research

No	Regency/City	The Teachers of Madrasah Aliyah		
		State of Private Schools	Population	Sampel
1	Kampar	47	197	71
2	Indragiri Hulu	14	56	21
3	Bengkalis	31	129	47
4	Indragiri Hilir	52	216	78
5	Pelalawan	5	20	8
6	Rokan Hulu	17	68	24
7	Rokan Hilir	28	113	42
8	Siak	72	72	27
9	Kuantan Singingi	11	46	18
10	Kepulauan Meranti	14	56	21
11	Kota Pekanbaru	14	66	24
12	Kota Dumai	10	45	16
TOTAL		315	1088	397

This study used a quantitative approach as a whole, then the data collection was made by using a questionnaire. The questionnaire is considered as one of the best ways to get information from respondents (Tuckman, 1978). According Sugiyono (2014) a questionnaire is a technique of data collection conducted by giving a set of questions / statement written to the respondent to answer. The types of question/statement of a questionnaire can be open or closed and the form can use positive or negative sentences. Using questionnaire is the easiest way to get information (Razali, 1999).

The data were analyzed using descriptive and inference statistics. Descriptive statistics are used to refer to variables related to the presence of mean and percent. Statistical analysis of inference was used to test the hypotheses that have been developed through the t-test, ANOVA, and simple linear regression $p < 0.05$. The data were analyzed using SPSS version 20.

3. RESULT AND DISCUSSION

The Research Findings of Emotional Intelligence

Emotional Intelligence Profile

Table 3 shows the stage of emotional intelligence at low level (score of 65-195) as many as 127 (40%) and at high level (score of 196-325) as many as 193 (60%). In general, the average level of emotional intelligence of Madrasah Aliyah teachers in Riau Province is at a high score level (mean = 255.00, sd = 33.791).

Table 3: The level of Emotional Intelligence

Variable	Low Stage		High Stage		Mean	Sd	Level
	N	%	N	%			

Variable	Low Stage		High Stage		Mean	Sd	Level
	N	%	N	%			
Islamic Emotional Intelligence	127	40	193	60	255.00	33.791	high

Based on table 3, it illustrates clearly that the emotional intelligence of Madrasah Aliyah teachers in Riau Province is at a high level. This illustrates that respondents generally have emotional intelligence in themselves and their emotional intelligence level is at a high stage (60%).

Emotional Intelligence Differences Test Based on the Background

The Differences of Emotional Intelligence based on Gender

By using the t-test, in the following table 4 shows that there is no difference in emotional intelligence of Madrasah Aliyah teachers between male respondents as many as 179 respondents and female respondents as many as 141, where the probability value (0.091) is smaller than the significant value (0.05). These results indicate that the emotional intelligence of female teachers is the same as that of male teachers at Madrasah Aliyah in Riau Province. From the results of this statistical analysis hypothesis, it states that the differences of emotional intelligence between male and female teachers at Madrasah Aliyah in Riau Province is rejected.

Table 4: Differences of Emotional Intelligence based on Gender

Gender	N	SD	Df	T	P
Male	179	24.636	318	-1.698	0.091
Female	141	19.632			

The Differences of Emotional Intelligence based on Age

The following table 5 was the result of ANOVA test, it illustrates that there is no difference of emotional intelligence based on respondent ages, where the value of $F = 1.310$, probability value (0.271) is greater than the significant value of 0.05. These results illustrate that the age of respondents under 30 years (47 people), 31-40 years (143 people), 41-50 years (115 people), and above 50 years (15 people), has no differences in emotional intelligence among Madrasah Aliyah teachers in Riau Province. Thus, the results of this statistical analysis illustrates that the hypothesis of research that states there are differences in age-based emotional intelligence among Madrasah Aliyah teachers in Riau Province is rejected or not accepted.

Table 5: The Differences of Emotional Intelligence based on Age

Description	Sum of Squares	Df	Mean Square	F	P
Between Grup	4473.737	3	1491.246	1.310	0.271
In Grup	359774.263	316	1138.526		
Total	364248.000	319			

The Differences of Emotional Intelligence Based on the Period of Certification

The following table 6 below using the ANOVA test which illustrates that there is a difference in emotional intelligence among teachers based on the period of certification.

Respondents whose certification is less than 5 years are 109 people (mean = 252.72), more than 5 years as many as 134 people (mean = 262.41), and who have not been certified as many as 77 people (mean = 245.30), where the value $F = 6.884$, with probability value (0.001) is smaller than significant value (0.05).

Table 6: The Differences of Emotional Intelligence Based on the Period of Certification

Description	Sum of Squares	Df	Mean Square	F	P
Between Grup	15160.637	2	7580.319	6.884	0.001
In Grup	349087.363	317	1101.222		
Total	364248.000	319			

The group that gives the impression of difference to the concept of caliphate in table 7 is between the group of certification less than 5 years (mean = 252.74), the group with the long duration of more than 5 years (mean = 262.41), with the group not yet certified (mean = 245.30).

Table 7: The Measurement of Emotional Intelligence Based on the Period of Certification

Period of Certification	N	Mean	SD	P
< 5 years	109	252.74	34.111	0.001
> 5 years	134	262.41	34.931	
Not yet certified	77	245.30	28.363	
Total	320	194.52	22.924	

These results indicate that the group's emotional intelligence has been certified and certified professionally more than 5 (five) years is higher than the certified group of less than 5 (five) years. In addition, it can be seen in table 7 above that the group of teachers who are less than 5 (five) years old is higher than those of uncertified respondents. Based on the results of the above statistical analysis, the hypothesis that there are differences in emotional intelligence based on the period of certification among Madrasah Aliyah teachers in Riau Province is accepted.

The Differences of Emotional Intelligence Based on the Period of Teaching Experience

In the following table 8, the data are obtained by using ANOVA test which illustrates that there are differences in emotional intelligence possessed by Madrasah Aliyah teachers in Riau Province based on teaching experience. The respondent who taught less than 10 years as many as 97 people (mean = 245.91), between 10-20 years as many as 143 people (mean = 257.71), between 21-30 years as many as 75 people (mean = 262.35), and teaching over 31 years as many as 5 people (mean = 243.80), where the value $F = 4.130$, with probability value (0.007) is smaller than the significance value (0.05).

Table 8: The Differences of Emotional Intelligence Based on the Period of Teaching Experience

Description	Sum of Squeares	Df	Mean Square	F	P
< 5 years	13742.384	3	4580.795	4.130	0.007
> 5 years	350505.616	316	1109.195		
Total	364248.000	319			

The group that gives the impression of difference to emotional intelligence in table 9 is between the group who taught less than 10 years (mean = 245.91), the group who taught between 10-20 years (mean = 257.31), the group who taught between 21-30 year (mean = 262.35), and the respondents who have taught more than 31 years (mean = 243.80).

Table 9: The Measurement of Emotional Intelligence Based on the Period of Teaching Experience

Period of Teaching Experience	N	Mean	SD	P
< 10 years	97	245.91	29.242	0.007
10-20 years	143	257.71	34.860	
21-30 years	75	262.35	34.893	
> 31 years	5	243.80	37.825	

These results indicate that the emotional intelligence of the old group teaches between 21 and 30 years is higher than those who have taught between 10 to 20 years. Other data indicate that groups who have taught between 10 and 20 years are more emotional intelligent than the group of respondents who have taught less than 10 years. Groups who have taught less than 10 years are more emotionally intelligent than respondents who have taught above 31 years and over. Based on the results of the above statistical analysis, the hypothesis that there is a difference in emotional intelligence based on teaching duration among Madrasah Aliyah teachers in Riau Province is accepted.

The Research Findings of Madrasah Teachers' Professionalism The Profile of Madrasah Teacher Professionalism

Table 10 below shows the level of professionalism of low-stage madrasah teachers (score of 129-387) as many as 165 people (52%) and at high-stags (score of 388-645) as many as 155 people (48%). In general, the average level of professionalism of Madrasah Aliyah teachers in Riau Province (mean = 215.71, sd = 24.322) is at a low level.

Table 10: The Level of Teachers' Profesionalism

Variable	Low Stage		High Stage		Mean	Sd	Level
	N	%	N	%			
Teachers' Professionalism	165	52	155	48	215.71	24.322	Low

Based on table 10 above, it is clear that the professionalism of Madrasah Aliyah teachers in Riau Province is at a low level. This illustrates that respondents are generally

lack the professionalism in themselves and respondents who generally have the concept of caliph areat a low stage (52%).

The Difference of Professionalism of Madrasah Teachers Based on Background
Differences of Madrasah Teachers' Professionalism Based on Gender

Using the t-test, based on table 11, there was no difference in the professionalism of Madrasah Aliyah teachers among male respondents as many as 179 respondents and 141 female respondents, where the prabability value (0.266) was greater than the significant value (0.05). These results indicate that the professionalism of female teachers has no difference when compared to male teachers at Madrasah Aliyah in Riau Province. From the results of this statistical analysis, the hypothesis that there is a difference of professionalism between men and women Madrasah Aliyah teachers in Riau Province is rejected.

Table 11: Teacher Professionalism Differences Based on Gender

Gender	N	Df	T	P
Male	179	318	-1.114	0.266
Female	141			

The Differences of Teachers' Professionalism based on the Age

Taking into account table 12 using ANOVA test, illustrates that there is a difference of teacher professionalism based on respondents' age, where the value of $F = 3.712$, probability value (0.012) is greater than the significant value of 0.05. These results illustrate that the age group of respondents under 30 years of age is 47, 31-40 years (143 people), 41-50 years (115 people), and over 50 years (15 people), have different professionalism among teachers Madrasah Aliyah in Riau Province.

Table 12: The Differences of Teachers' Professionalism based on the Age

Description	Sum of Squares	Df	Mean Square	F	P
Between Group	6423.518	3	2141.173	3.712	0.012
In Group	1822282.032	316	576.842		
Total	188705.550	319			

The group that gives the impression of difference to the professionalism of teachers in the following table 13 is between the age group of respondents under 30 years of 47 people (mean = 212.62), between 31-40 years as many as 143 people (mean = 212.09), between 41-50 years as many as 115 people (mean = 221.66), and the age group above 50 years as many as 15 people (mean = 214.33).

Table 13: The Measurement of Teachers' Professionalism based on the Age

Age	N	Mean	SD	P
< 30 years	47	212.62	23.753	0.012
31-40 years	143	212.09	24.759	
41-50 years	115	221.66	24.335	
> 50 years	15	214.33	11.2442	

These results indicate that the professionalism of group teachers aged between 41-50 years is higher than that of teachers over the age of 51. Teacher groups over the age of 50 are higher in their professionalism compared to those under the age of 30. Teachers under the age of 30 are higher in professionalism than teacher groups aged 31-40. Based on the results of the above statistical analysis, the hypothesis that there is a difference of professionalism of teachers based on the age among Madrasah Aliyah teachers in Riau Province is accepted.

The Differences in Madrasah Teachers' Professionalism Based on the Period of Certification

The following table 14, the data were obtained by using ANOVA test which illustrates that there is a difference of professionalism owned by Madrasah Aliyah teachers based on the period of certification. Respondents with less than 5 years certification were 109 people (mean = 214.76), more than 5 years as many as 134 people (mean = 221.84), and not yet certified 77 people (mean = 206.39), where $F = 10,599$, with probability value (0.000) smaller than significant value (0.05).

Table 14: The Differences of Madrasah Teachers' Professionalism Based on the Period of certification

Description	Sum of Squeares	Df	Mean Square	F	P
Between Grup	11827.731	2	5913.886	10.599	0.000
In Grup	176877.819	317	557.974		
Total	188705.550	319			

The group that gives the impression of the difference to the professionalism of teachers in table 15 is between the certification group of less than 5 years (mean = 214.76), the longer group of which has more than 5 years (mean = 221.84), with the group who has not yet certified (mean = 206.39).

Table 15: The Measurement of Madrasah Teachers' Professionalism based on the Period of Certification

Period of certification	N	Mean	SD	P
< 5 years	109	214.76	24.623	0.000
> 5 years	134	221.84	24.272	
Not yet certified	77	206.39	20.853	
Total	320			

These results indicate that the professionalism of Madrasah Aliyah teachers in groups that have been certified show that those who are certified professionally more than 5 (five) years higher than those who are certified group less than 5 (five) years. In addition, it can be seen in table 15 above that the group of teachers who are less than 5 (five) years old are higher in professionalism than the respondents who have not certified. Based on the above statistical analysis, the hypothesis that there is a difference of professionalism of teachers based on the length of certification among Madrasah Aliyah teachers in Riau Province is accepted.

The Differences of Professionalism of Madrasah Aliyah Teachers Based on Period of Teaching Experience

The data in table 16 below were obtained by using ANOVA test that describes that there is a difference of professionalism owned by Madrasah Aliyah teachers in Riau Province based on the period of teaching Experience. The respondent who taught less than 10 years as many as 97 people (mean = 206.46), between 10-20 years as many as 143 people (mean = 213.24), between 21-30 years as many as 75 people (mean = 233.20), and those who have taught over 31 years as many as 5 people (mean = 203.60), where the value of $F = 22.195$, with probability value (0.000) smaller than the value of significance (0.05).

Table 16: The Differences of Professionalism of Madrasah Aliyah Teachers Based on Teaching Experience

Description	Sum of Squares	Df	Mean Square	F	P
Between Grup	32842.310	3	10947.437	22.195	0.000
In Grup	155843.240	316	493.238		
Total	188705.550	319			

The group that gives the impression of the difference to the professionalism of teachers in table 17 is between groups who have taught less than 10 years (mean = 206.46), the old group taught between 10-20 years (mean = 213.24), the group who taught between 21- 30 years (mean = 233.20), and respondents who have taught more than 31 years (mean = 203.60).

Table 17: The Measurement of Madrasah Aliyah Teachers' Professionalism based on The Period of Teaching Experience

Period of Teaching Experience	N	Mean	SD	P
< 10 years	97	206.46	21.242	0.000
10-20 years	143	213.24	23.353	
21-30 years	75	233.20	21.348	
> 31 years	5	203.60	18.569	

These results indicate that the professionalism of the old group teacher teaches between 21 and 30 years is higher than those who have taught between 10 and 20 years. Other data indicate that groups who have taught between 10 and 20 years are higher in the professionalism of their teachers compared with the group of respondents who have taught less than 10 years. Groups that have taught less than 10 years of higher professionalism than their respondents who have taught over 31 years. Based on the results of the above statistical analysis, the hypothesis that there is a difference of professionalism of teachers based on the period of teaching experience among Madrasah Aliyah teachers in Riau Province is accepted.

The Research Findings of the Influence of Emotional Intelligence on Professionalism of Madrasah Aliyah Teachers

The data in following table 18 are obtained by using simple linear regression illustrates that there is an effect of emotional intelligence on the professionalism of Madrasah Aliyah teachers in Riau Province. This is illustrated where the value $F = 25.676$, with the significance value (0.000) smaller than the probability value (0.05) ($P < 0.05$). Based on this case, the hypothesis of research that states there is influence of emotional intelligence on the professionalism of madrasah aliyah teachers in Riau Province is accepted.

Table 18: The Influence of Emotional Intelligence on Professionalism of Madrasah Aliyah Teachers

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14098.359	1	14098.359	25.676	.000 ^b
	Residual	174607.191	319	549.079		
	Total	188705.550	320			

Furthermore, in table 19, it is clearly illustrated the effect of emotional intelligence on the professionalism of Madrasah Aliyah teachers in Riau Province is equal to 0.075 or 7.5%. This is indicated by the value ($R = 0.237$) and the value ($R \text{ Square} = 0.075$). R Square value of 0.075 or 7.5% describes the effect of emotional intelligence on the professionalism of Madrasah Aliyah teachers in Riau Province is in the low category.

Tabel 19: The Measurement of the Influence of Emotional Intelligence on the professionalism of Madrasah Aliyah

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.273 ^a	.075	.072	23.432	.888

This confirms that emotional intelligence has a little contribution to the formation of the professionalism of Madrasah Aliyah teachers in Riau Province. Thus, if we expect an increase in the professionalism of teachers from the construct of emotional intelligence is very small will the success of the increase because it is only in the position of 7.2% only.

DISCUSSION

The Differences of Emotional Intelligence and Professionalism Based on the Background of Madrasah Aliyah Teachers

The findings of this study illustrate that male and female teachers have the same emotional intelligence among them. Male madrasah teachers share the same emotional intelligence as female madrasah teachers without exception. The results of this study also illustrates that there is no difference in emotional intelligence based on the age of Madrasah

Aliyah teachers in Riau Province. The age of Madrasah Aliyah teachers under 30 years old

The findings of this study also illustrates that there are differences in emotional intelligence possessed by Madrasah Aliyah teachers in Riau Province based on the duration of certification. Madrasah Aliyah teachers who have been certified and certified profession more than 5 (five) years have higher emotional intelligence compared with the teachers who are certified less than 5 (five) years. Madrasah Aliyah teachers who are less than 5 (five) years old have higher emotional intelligence than those who have not certified.

The findings of this study also suggests there are differences in emotional intelligence possessed by Madrasah Aliyah teachers in Riau Province based on teaching duration. The old Madrasah Aliyah teacher taught between 21 and 30 years of age was higher in emotional intelligence than the group that had taught between 10 and 20 years. Teachers who taught between 10 to 20 years were more emotional intelligence than the group of respondents who had taught less than 10 years.

The results of this study also shows that there is no difference in the professionalism of Madrasah Aliyah teachers by sex. Here it is illustrated that male teachers have the same teacher professionalism as female teachers in Madrasah Aliyah throughout Riau Province. This study also found that there is a difference of teacher professionalism based on Madrasah Aliyah teacher age in Riau Province. Teachers between the ages of 41-50 years are higher in professionalism than teachers over the age of 51. Madrasah Aliyah teachers who are over 50 years of age are higher in professionalism compared to teachers under the age of 30 years. Teachers under the age of 30 are higher in professionalism than teachers aged 31-40.

The findings of this study also show that there is a difference of professionalism possessed by Madrasah Aliyah teachers in Riau Province based on the duration of certification. These results indicate that the professionalism of teachers who have been certified and certified professionally more than 5 (five) years of higher professionalism compared to teachers who are certified less than 5 (five) years. Teachers who are less than 5 (five) years old as well as higher professionalism than teachers who have not certified. has the same emotional intelligence as 31-40 years old, 41-50 years old, and teacher whose ages above 50 years.

Other results indicate that there is a difference of professionalism possessed by Madrasah Aliyah teachers in Riau Province based on teaching duration. The professionalism of the old teacher taught between 21 and 30 years is higher than that of teachers who have taught between 10 and 20 years. Teachers who have taught between 10 and 20 years are higher in their teacher professionalism compared to teachers who have been teaching less than 10 years. Teachers who have taught less than 10 years of higher professionalism than teachers who have taught above 31 year

The Influence of Emotional Intelligence in Establishing Professionalism among Madrasah Aliyah Teachers

The findings of this study illustrate that emotional intelligence directly affects the professionalism of Madrasah Aliyah teachers, but it is at a low level. This indicates that Madrasah Aliyah teachers in Riau Province have less emotional intelligence in carrying out their profession. Thus, there should be a trajectory that must be given to teachers in Madrasah Aliyah in Riau Province about emotional intelligence so that they are able to manifest themselves as madrasah teachers who have professionalism in running the noble profession.

Providing a trajectory about emotional intelligence to Madrasah Aliyah teachers will deliver their success in her profession to become a professional teacher. The constructs built from emotional intelligence that are to recognize the emotions of self, manage the emotions

of self, motivate oneself, recognize the emotions of others, and establish relationships with others, must be owned by teachers in carrying out their profession in madrasah aliyah.

On the other hand, the findings of this study illustrate that if a Madrasah Aliyah teacher wants himself/herself to be professional in his profession to rely on emotional intelligence, then emotional intelligence does not make a significant contribution to the process towards professionalism. Because emotional intelligence directly only gives a low effect on the professionalism of Madrasah Aliyah teachers. Thus, the trajectory of emotional intelligence becomes very urgent given to all Madrasah Aliyah teachers in Riau Province so that they become professionals in carrying out their teacher profession.

In other side, in some theories mention how important the emotional abuse -as Daniel Goleman explains that- with his emotional intelligence theory-describes a person's ability to manage oneself in dealing with others around him by using all his psychological potential with self-control, spirit and perseverance, self-motivation and perseverance in frustration, controlling impulse and not exaggerating pleasure, maintaining mood and keeping stress burden does not cripple thinking, empathy and prayer (Nata, 2008). If these are owned by Madrasah Aliyah teachers in Riau Province, it is possible that they will succeed in the teaching process and profession.

The importance of emotional intelligence is shared by the teacher also reflected in Sunar's view of the theory of emotional intelligence and reveals that emotional intelligence is a person's ability to accept, judge, manage, and control the emotions of himself and others around him (Sunar, 2010). Salovey and Mayer, as quoted Shapiro mentioned that emotional intelligence as a subset of social intelligence that involves the ability to monitor social feelings that involve the ability of others, sorting them all out and using this information to guide thoughts and actions (Shapiro, 2003). In the subsequent development of emotional intelligence experience new developments and generally describe as a positive psychological potential and need to be developed.

Nata (2008) in his theory reveals that emotional intelligence as the expertise, intelligence, and determination of a person in managing himself in contact with others around him by using all his psychological potential, such as initiative and empathy, adaptation, communication, cooperation, and the ability of persuasion to be entirely personal in a person. Emotional intelligence can be defined as the ability to recognize, manage, and express appropriately, including to motivate oneself, recognize the emotions of others, and build relationships with others. Obviously if an individual has a high emotional intelligence, can live happier and more successful because of confidence and able to master emotions or have good mental health (Harmoko, 2005).

The importance of the commitment to the Madrasah Aliyah teachers in Riau Province about this emotional intelligence, also refers to Ary Ginanjar Agustian, a founder of emotional and spiritual intelligence in 2001, said that emotional intelligence is the ability to feel. The key to emotional intelligence is on human honesty in conscience. It is the voice of the heart that should be the center of the principle that can provide security, guidance, strength and wisdom. Emotional intelligence is built on six principles based on the 6 pillars of faith starting from; star principle, angel principle, leadership principle, learning principle, vision principle, and well organized principle (Agustian 2007).

This opinion elaborates on the emotional intelligence of Pillars of Faith as the teachings of the Muslims of Islam. People who have emotional intelligence must have faith in Allah SWT, Angels, Prophets and Messengers, the holy Qur'an, the last day, and Qadha and Qadar from Allah SWT. From this faith will have the ability to feel with the nature of honesty based on conscience, which in the end a man will be able to provide security, guidance, strength and wisdom.

Emotional intelligence is the ability to feel. The key to emotional intelligence is on human honesty in conscience. It is the voice of the heart that should be the center of the principle that can provide security, guidance, strength and wisdom. Emotional intelligence is built on six principles based on the 6 pillars of faith starting from; star principle, angel principle, leadership principle, learning principle, vision principle, and well-organized principle (Agustian, 2007). In this section, it will create the format of emotional intelligence based on spiritual awareness and in accordance with the deepest inner voice of the person (self conscience). Thus, if the Madrasah Aliyah teacher has the aspects contained in the emotional intelligence, it will deliver himself to be a professional teacher. Of course, this is very urgent for Madrasah Aliyah teachers to deliver them as Islamic professional teachers in Indonesia.

This study is also in accordance with research Rupande (2015) conducted research on emotional intelligence in the learning process of learners with a library research approach. This study reveals that emotional intelligence will bring learners able to communicate and negotiate with other learners. Emotional intelligence is also able to develop learners to recognize themselves and others so that in the learning process raises self-confidence and high independence. Emotional intelligence is also able to develop individual academic ability and also development of social aspect, as well as able to build good team cooperation and good learning interaction with teachers and learners.

This research is also appropriate with what was done by Rachmi (2013) about the influence of emotional intelligence, spiritual intelligence, and learning behavior toward the level of student understanding. This research is a replication of Mellandy and Aziza research in 2006. The purpose of this study was to examine the effect of emotional intelligence and spiritual intelligence on the level of student understanding. This research uses survey method using primary data obtained from questionnaire. The population in this study is the final level students of the Faculty of Economics, Accounting Department in Yogyakarta and Semarang. The number of samples taken in this study are 100 final students from Universitas Gajah Mada and Diponegoro University. Measurement of emotional intelligence consists of aspects of self-knowledge, self-control, motivation, empathy and social skills. The measurement of spiritual intelligence consists of aspects of divinity, trust, leadership, learning, future-oriented, and regularity. Meanwhile, the measurement of learning behavior consists of aspects of the habit of following the lesson, the habit of reading books, visiting to the library, and the habit in facing the exam. This study proves that emotional intelligence, spiritual intelligence and learning behavior affect the level of student understanding.

The results of this study are also appropriate with the research conducted by Ratnasari & Muttaqiyatun (2014). It examined the effect of emotional intelligence on teacher performance, which samples teachers who taught at Madrasah ibtdaiyah. This study looked at various backgrounds of respondents, ie gender, age, madrasah status, length of teaching, certification status, duration of work, last education and occupation. This study proves that emotional intelligence partially affects the performance of madrasah teachers is the dimension of social skills. While the dimensions of self-knowledge, self-control, self-motivation, and empathy do not partially affect the performance of teachers. While the dimensions of social skills, self-knowledge, self-control, self-motivation, and empathy together have an influence on the performance of madrasah teachers.

Sabiq's & Djalali's (2012) study on emotional intelligence, spiritual intelligence and prosocial behavior of boarding school students Nasyrul Ulum Pamekasan also strengthens the results of this study. This study aims to examine the relationship of emotional intelligence and spiritual intelligence with prosocial behavior. The subjects of this study were 175 students as students of Pondok Pesantren Nasyrul Ulum Pamekasan, consisting of 96 men and 79 women. Data are collected through the scale of emotional intelligence, spiritual

intelligence and prosocial behavior. Data analysis used multiple regression and correlation techniques. Regression analysis results show a significant positive relationship between emotional intelligence and spiritual intelligence with prosocial behavior. Similarly, the results of each correlation analysis between emotional intelligence or spiritual intelligence with prosocial behavior, showed a significant positive relationship. The effective contribution of these two variables toward prosocial behavior is about 55.1%.

The research of Jannah, Susanti, & Benni (2016) is also in accordance with this study, which examines the relationship of emotional intelligence with student achievement. The population in this study were students of class XI SMA Negeri 1 Tanah Sepenggal Muaro Bungo regency, amounting to 126 people with the number of samples in this study amounted to 38 people. In collecting data used questionnaire Likert Scale model for emotional intelligence and documentation variable for student achievement mathematics learning variable. This study proves that there is a significant relationship between emotional intelligence on student learning achievement.

The results of this study are also in accordance with research Respati, Arifin, & Ernawati (2007) in Jakarta. It examined the emotional intelligence in gifted children in the acceleration class. This descriptive study results that learners who have a high talent was also has a high emotional intelligence as well. This study illustrates that the emotional intelligence of high school acceleration students in Jakarta is in the low category of 16%, meaning that they usually tend to lack skills related to the accuracy of self-assessment of emotions and others. In the medium category of 72.9%, it can mean students are able and have skills related to the accuracy of the assessment of the emotions themselves and others. In the high category of 11.1%, it can mean they are better at possessing skills related to the accuracy of judgments about the emotions of self and others, and better in processing feelings to motivate, plan, and achieve life goals.

In Nurdin's research (2009) on madrasah students in various madrasah Jakarta offers emotional intelligence as a solution to the problem of social adjustment of madrasah students. This study confirms that low self-adjustment of learners in madrasahs can be overcome by emotional intelligence variables. Successful learners in the process of social adjustment in the madrasah will be closely related to emotional intelligence. Learners as individuals in the school environment is required to be able to adjust to the environment in which he is to be able to live comfortably and in harmony with the surrounding environment.

This study is also in accordance with Fauziah's research (2015) on students at UIN Ar-Raniry Banda Aceh offering emotional intelligence to overcome the problem of student achievement yang low. Research on 80 students of second semester Department of UIN Ar-Raniry counseling guidance affirm emotional intelligence has something to do with learning achievement. So this research suggests to increase emotional intelligence and more motivate students in the learning process to produce high student achievement. Hutagalung (2014) in his research on work stress management problems at employees of Mercu Buana University Jakarta also offers emotional intelligence, with *ex post facto* and analyzed by SEM. This study provides solutions of emotional intelligence, interpersonal communication, and organizational commitment to address employee stress management issues. This study confirms that emotional intelligence and interpersonal communication have an influence on stress management. Meanwhile, organizational commitment has no significant effect on work stress management. Another finding is that interpersonal communication has a significant influence on organizational commitment.

The study conducted by Asy'ari, Ekayati, & Mutalessy (2014) about low motivation problem learners in Gresik also offers emotional intelligence in accordance with research that writer do. Research on 167 learners this result that to overcome the low motivation learners learn then needed self concept and emotional intelligence. The results of this study

proves that emotional intelligence and self-concept have a very partial relationship with the motivation of student learning. The better the self concept and the emotional intelligence of the students will be the better the learning motivation.

The results of this study also in accordance with research by Sumiyarsih, Mujiasih, & Ariati (2012) related on the employees on a low organizational citizenship or organizational behavior behavior. This study offers emotional intelligence to overcome the low behavior of organizational citizenship or organizational citizenship behavior. This study confirms that emotional intelligence can affect organizational citizenship or organizational citizenship behavior karyawan. Another researcher Aprilia & Indrijati (2014) who conducted research on 44 adolescents SMK about the issue of brawl behavior. This study offers emotional intelligence to overcome the problem of brawl among adolescents who sit in bangka SMK. This research confirms that emotional intelligence is high then the behavior of fighting in adolescents will tend to be low. Emotional intelligence in this study includes the ability of a person to observe emotions, the ability to use emotions, understand emotions, and the ability to manage emotions. For combat behavior that belongs to delinquency behavior, it is categorized into delinquency that inflicts physical harm to others, inflicts material damage on others, and delinquency against status.

The results of this study also in accordance with research Wibowo, Ediaty & Masykur (2015), about the relationship between emotional intelligence with teacher performance in Ngawi East Java, with correlation approach. This research was conducted on 37 teachers who have the status of civil servant teachers with a minimum working period of one year. The study used 38 items for emotional intelligence and 35 items for teacher performance. This study found that teacher performance can be improved and good if they have emotional intelligence. The performance of teachers in this study can be explained by emotional intelligence of 28.1%.

Sulaiman, Ismail, & Yusof (2013) research is also in accordance with the results of this study, which examines the dimensions of emotional intelligence possessed by teenagers and its influence on morality in 16 schools in Malaysia. Researched with 998 teenagers in giving a thorough description of the emotional intelligence of school teenagers in Malaysia. This study states that emotional intelligence is very significant in shaping morals. In the process of teaching and learning in school, emotional intelligence should be given a serious attention because individu who have high emotional intelligence will show off good behavior and morals. Morals are an important asset for every teenager in an effort to assume responsibility as a caliph on this earth. In fact, Prophet Muhammed SAW was sent to earth with a mission to perfect morals and to be imitated by humans. Al-Quran and Al-Sunnah should be used as guidance and reference in education today in an effort to give birth to a balanced human beings between physical, spiritual and intellectual emotions. Emotional intelligence is a process of continuous proficiency, can be improved and trained. By doing so through education various activities may be run in improving the stage of adolescent emotional intelligence.

4. CONCLUSION

This study concludes that emotional intelligence contributes 7.2% in forming the professionalism of Madrasah Aliyah teachers in Riau Province. This condition shows that the constructs of emotional intelligence contribute a low in forming the professionalism of Madrasah Aliyah teachers. Therefore there needs to be a commitment of the teachers of Madrasah Aliyah in Riau Province relating to the emotional intelligence in order to increase their professionalism.

The practical implications of this research can contribute to the Ministry of Religious Affairs of the Republic of Indonesia in the preparation of educational curricula at the level

of Islamic universities that organize teacher education by including the material of emotional intelligence to form the professionalism of Madrasah Aliyah teachers throughout Indonesia. Emotional intelligence is very relevant given to prospective teachers for their provision to be a teacher at madrasahs in Indonesia and other general education. It is universally expected to strengthen the curriculum with an understanding of emotional intelligence for Madrasah Aliyah teachers in Indonesia.

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RESEARCH EFFORTS OF STUDENT LEARNING RESULTS BY USING LINE GRAPH MEDIA IN CULTURAL LANGUAGE LEARNING MUSIC MATERIALS ARE BASIC THEORY OF MUSIC IN CLASS X1 IN SENIOR HIGH SCHOOL 1 KABUN ROHUL DISTRICT

Ali Darsono

*Faculty of Education, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia*

Email

Abstract

This research is a classroom action research that aims to increase the learning result of art of culture class X1 Senior High School 1 Kabun. The subjects of this study were students of class X1 Senior High School 1 Kabun. Student learning outcomes are categorized as low reaching minimum mastery criteria 10 people, caused by several factors, among others: a). Students are unable to read rhythm music notation. b). Lack of interest in learning students in following the arts and cultural subjects. c). The ability to read and play the rhythm is laden for learning the art of music. The formulation of the problem in this study How to improve the learning outcomes by using the line graphic media on art and culture (music) in class X1 Senior High School 1 Kabun? The study consisted of 2 cycles consisting of four stages each cycle namely: Planning, implementation, observation, and reflection. Parameters measured were student learning outcomes, teacher activities, and student activities. The research instrument used is observation sheet of student activity and teacher activity.

***Keyword** : Music Theory, Media Graph Lines, Cultural Art Learning Results*

1 INTRODUCTION

1.1 Research Background

National Education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life (article 3, Act Sisdiknas No. 20/2003). Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state (article 1, UU Sisdiknas No. 20/2003). Both laws clearly indicate that the essence of education aims to develop self-potential through the school system of education.

School is a place or a container where the implementation of an educational process between educators and learners. The meaning is the occurrence of a learning process between teachers and students where the process of teaching and learning activities. Learning is a process of acquiring skills derived from experience. Meanwhile, according to Gagne in Catharina Tri Anni (2004), learning is a system in which there are various elements that are

interrelated to produce behavioral changes. Meanwhile, according to Bell-Gredler in Udin S. Winatapura (2008) understanding of learning is a process undertaken by humans to gain a variety of competence, abilities, and behavior.

In this case the teaching material is the core material in the learning process, in order to achieve the development of self-potential learners. Teaching materials are directly related to the learning process which is the process of interaction of learners with educators in a school environment.

Quality learning is highly dependent on student motivation and creativity. High motivated learning and supported by teachers who are able to facilitate the motivation will bring the success of target achievement. Learning targets can be measured or seen through changes in student's attitudes and abilities through learning. In the process of learning, in addition to using appropriate methods, teachers are also required to be able to find the right teaching techniques so that learners easily understand the teaching materials delivered by the teacher.

According Azhar Arsyad, 2002: 15 that is, In a process of teaching and learning there are two very important elements of teaching methods and media learning. These two aspects are interrelated. The selection of one particular teaching method will affect the type of instructional media, although there are other aspects to be considered in selecting the media, including the teaching objectives, the type of tasks and expected responses of the students after the teaching and learning context including the characteristics of the students.

Hamalik (1986), says that the use of teaching media in teaching and learning can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students. In addition to generating motivation and student interest, teaching media can also help students improve understanding, present data by attracting and facilitating interpretation of data and compacting information. In line with this description, Jonah (1942: 78) says, that the medium of instruction is the greatest influence on the senses and more can ensure the understanding of the listener is not the same level of understanding and the length of defense that he or she understands compared to what they see or see and hear.

The use of media in teaching techniques is the main discussion in this study. The discussion focused on the problem of using graphic media in reading rhythm notation. Media graph in question is Media Graph Lines. Media line graphs as one of the teaching techniques in the framework of achieving the understanding of teaching materials on the subjects of Art Culture, especially music art by students in Senior High School 1 Kabul sub district Rohul.

The use of line graphics media in learning rhythm with the ability to read and play music notation in the subjects of Art Culture, especially music art is as one of the goals of teachers presents facts, ideas, ideas words, figures, and various symbols on the delivery of material delivery teach music art. This is in line with Levie & Levie (1975) who meriviu research results about learning through visual stimulus to produce better learning results for tasks such as remembering, recalling, and connecting facts and concepts. While on the other hand, verbal stimulus provides more learning outcomes when the learning involves sequential memory (sequential). This is one proof of support for the concept of dual coding hypothesis, Paivio (1971) says that there are two systems of human memory, the first of human memory to process verbal symbols, then store them in the form of image propositions, and the second is human remembrance to process non-verbal images which are then stored in the form of verbal propositions. So it can be concluded that the use of line graphics media will greatly assist educators in the process of transfer of information science on learners. considering this issue is very important in the world of education, especially on the subject of musical art and music (basic teaching materials of music theory) it is necessary to do the research in class X1 and X3 in Senior High School 1 Kabun.

Based on the observations that researchers do on the process of learning music in class X1 and X3, researchers found that students are not able to read notation and music rhythm. As a result of that, in the process of learning the art of music that is when playing the song "nusantara" or the pop genre of Senior High School 1 Kabun students can only imitate without having the ability to read notation and rhythm. The inability of students in reading notation especially rhythm will affect the smoothness and mastery of the entire learning materials of music art that includes teaching materials and self-expression, and siswapun will have difficulty to follow the lesson of art, especially music on the next teaching materials.

Then the next thing or problem in understanding the teaching materials for the achievement of reading ability notation and playing rhythm by the students takes time, of course, takes a relatively long time. While in the delivery of teaching materials must be in accordance with the design of learning is mainly directly related to the allocation of time. It is impossible to create effective learning or learning achievement of music will not run maximally properly and correctly, if the ability to read and play the rhythm has not been mastered by the students. In this case if the provision of teaching materials in the mastery of reading and playing rhythm is done conventionally, how could the whole teaching materials of music will be given according to the time allocation based on the design of learning.

Based on the previous explanation, that very many problems that must be solved in the world of education, especially concerning the media of learning. This research tells about the effectiveness of the use of graphical methods in helping facilitate students to read and play rhythm in the subjects of Art Culture, especially music art in Senior High School 1 District Kabun Rohul Regency, as a fast, precise and simple way to learn music in reading and playing rhythm notation.

1.2 Problem Identification

the identification of this issue departs from the issues outlined in the background identified below:

1. Students are unable to read and play rhythm notation.
2. Limitations of time allocation are available to teach students to understand and read the rhythm.
3. The ability to read and play the rhythm is a requirement for learning the art of music.

1.3 Scope of Problem

Based on the identification of the problem, the researcher will limit the problem of how to use the right and fast for students in understanding, membaca and play rhythm notation on the subjects of Art Culture, especially music art. The solution offered here is graphics media to help students to be able to understand, read and play rhythm notation systematically.

1.4 Problem Statement

Based on the problem identification then limited in the form of problem boundary, hence needed a way of learning that precise, fast and efektif in order to reach maximum learning result that is student able to comprehend, read and play ritem by using media graph. So as a problem statement that is:

1. Is the application of graphic media on the subjects of Art Culture especially the music art on teaching materials (reading rhythm) effective for the ability to read and play rhythm notation by students at Senior High School Country 1 in District Kabul Rohul district?

1.5 Research Purposes

This study aims to describe whether the application of graphic media is an appropriate and effective way of mastering the understanding, reading and playing rhythm notation by students in Senior High School Country 1 in District Kabun Rohul District.

1.6 Benefits of research

The benefits of this study, as follows:

1. As a reference material for teachers of Arts and Culture subjects especially on music material at Senior High School 1 in District kabun Rohul Regency in order to improve the quality of learning process.
2. As one of the offer solutions for educators in schools, especially those who teach subjects of Cultural Art on teaching materials of art music.
3. As a reference material for students of educational courses Sendratasik prospective teachers or educators going forward.
4. Adding scientific experience to the researcher as a provision to further improve the achievement in undergoing profession as a lecturer of music art in art, drama, dance and music programs.

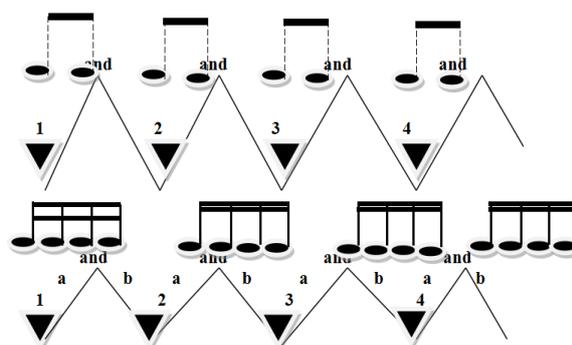
2. LITERATURE REVIEW

2.1. Media

Media in the learning process tends to be interpreted as a tool to support the process of fluency of learning. Media used in learning in schools aims to facilitate students in understanding a lesson. Gagne and briggs (1975) implicitly say that learning media includes tools that are physically used to convey the content of teaching materials consisting of tapes, videos, cameras, images, computer graphics and other types of media. While the NEA (National Education Association) provides the definition of the media sebejai forms of communication both print and audiovisual equipment and equipment, thus the media can be manipulated, seen and heard.

Hamidjojo in latuheru (1986) gives media restrictions as all forms of intermediaries used by humans to convey or spread ideas, ideas, or opinions so that the ideas, ideas, or opinions put forward to the intended recipient. So it can be concluded that the media is a tool used to convey a message in the form of information from teachers or sources of messages to learners or recipients of the message. In this research media used is a graphic media in reading rhythm on learning art music. Graphics are used as a tool to facilitate students in reading rhythm pattern notation in music.

An example of a rhythm graph image



2.2. Media Line Graph

Graph media is a visual medium that presents facts, ideas and ideas through words and pictures. This media serves to distribute messages from the message source to the recipient of the message. Graphic is the presentation of data that departs through the combination of numbers, lines and symbols. Graphics media using the senses of the eyes or vision by pouring messages symbol of visual communication and symbol messages that need to be understood (Diana Indriana 2011: 61). While the media function graph is as follows:

- a. Interesting.
- b. Clarify the data presentation
- c. Illustrate a quickly forgotten fact that is easy to remember if it is graphically illustrated or through the visualization process and simple and easy to manufacture.

2.3 Music in the context of Learning

a. Lesson Music art.

The art of music is an art branch of cultural arts subjects both in junior and senior high school. In learning music art in school students are expected to know about the learning of music both in terms of understanding the theory and practice of playing music. In learning the art of music of course studied some basic elements of music are: melody, harmony, rhythm, expression, and others. In order to achieve the purpose of music art learning, it is expected to create a design to provide ease in achieving the objectives of the learning system. Teachers can apply various methods or use the media to facilitate students' understanding of music art learning. Besides being able to use the tools available, teachers are also required to be able to develop the tools available, teachers are also required to be able to develop skills to create teaching media that will be used if the media is not yet available.

The development of science and technology increasingly encourage renewal efforts in the utilization of technology results in teaching and learning process. Teachers are required to be able to use the tools that can be provided by the school, and it is possible that the tools are in accordance with the development and demands of the times. Teachers can at least use cheap and simple tools but are required in order to achieve the intended teaching objectives, especially in learning to read the pattern of the rhythm.

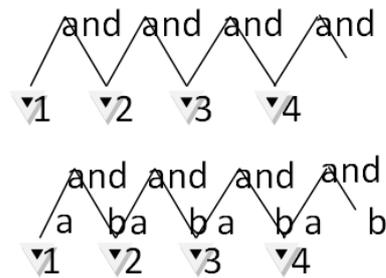
b. Rhythm study

A rhythm is a clatter or a regular step determined by a tap in a song. Ritem also has a position and play an important role in a song or music. In learning in school rarely can students bring a song or play music in the form of practice in accordance with the pattern of rhythm. They only use feeling / feeling in bringing a song or playing music. It certainly does not get perfect results because they just rely on taste, and that's not necessarily true. The rhythm pattern can not be made arbitrarily because in the rhythm there is already a distance between the rhythm of one with the other is definitely according to the beat in one bar, such as 2/4, 3/4, 4/4 and others. In rhythm learning will be explained how to read the rhythm properly and correctly after the notation.

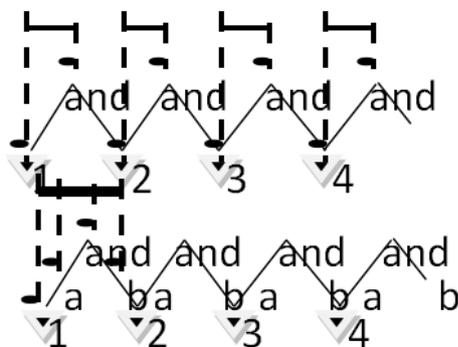
1. Examples of combined narratives in books Student works of art and culture of music



2. Line Graph Model



3. Collection of rhythm pattern with graphic media



3. METHODOLOGY

This research includes Classroom Action Research. Where this research is aimed to examine the problems encountered in the learning process in the classroom in order to solve the problem resembled. According to Wardani (2006: 14). Classroom Action Research is a research conducted within its own class in order to resolve problems through teacher performance reflection. So the results of learning to be better.

Associated with previous exposure as Suhardjono (2007: 58), Classroom Action Research conducted with the aim of improving the quality of classroom learning practices. This research was conducted to test the use of graphic media as a tool to improve students' ability to read notation and play music rhythm. To overcome the problem of success in the process of learning music art in Senior High School 1 In Kabul District Rohul District.

3.1 Research Object

The object of this research is the ability to read notation and play rhythm by students of class X1 in Senior High School 1 District Kabun Rohul Regency in the academic year 2016/2017. The reason for focusing on class X1, because of the overall class X which amounted to 4 classes of classes X1, X2, X3, then class X1 is a class that does not meet the school's minimum mastery criteria.

3.2 Research Goals

Target of this research is student able to read rhythmic rhythm of pop song in accordance with the duration of the sound.

3.3 Research procedure

1. Pre-Cycle

This study begins by looking at the results of student learning that runs during the process of learning art and culture, especially art music at the time of teaching materials on the arrangement of simple pop songs and sing local songs directly related to the mastery of reading and playing rhythm notation. Therefore, the basic learning is not mastered by students in the ability to read and play the notation of polar items into the smooth process of teaching and learning does not achieve the value of minimum mastery criteria that has been determined in high school SMA 1 Kabul district Rohul is 80. Classroom Action Research is an action analysis begins with finding the facts through observation, planning, action, then finding, and evaluating findings. If the invention has not been successful it will be repeated as it was. Classroom Action Research is conducted in the form of a comprehensive cycle and aims to improve the practice of teaching materials in teaching

3.4.1 Cycle Action Plan 1

1. Planning

In planning the teacher to design the activities undertaken before the learning is done. The planning is as follows:

- a. First set the problem that students are not able to master reading notation and playing rhythm.
- b. Plan to use graphic media as a solution to solve problems for students' inability to read notations and play rhythm patterns.
- c. Prepare students individually to play and read notations using graphics media.
- d. Prepare research instruments such as observation sheets and test sheets..

2. Action

At this stage the teacher is to deliver the delivery of learning techniques to read and play rhythm patterns.

- a. Prepare the classroom conditions for learning.
- b. First meeting with time allocation 2 x 40 minutes. Teacher's activity is to explain the learning material of learning rhythm by introducing notation beam note notation.
- c. Ordering students to open student worksheet arts and cultural books of learning music, see examples of combined forms of notation as an understanding of rhythm learning.
- d. Using graphics media to know and understand the value of the notation and the duration of the sound.
- e. Read and practice polar item notation by using line graphic media.

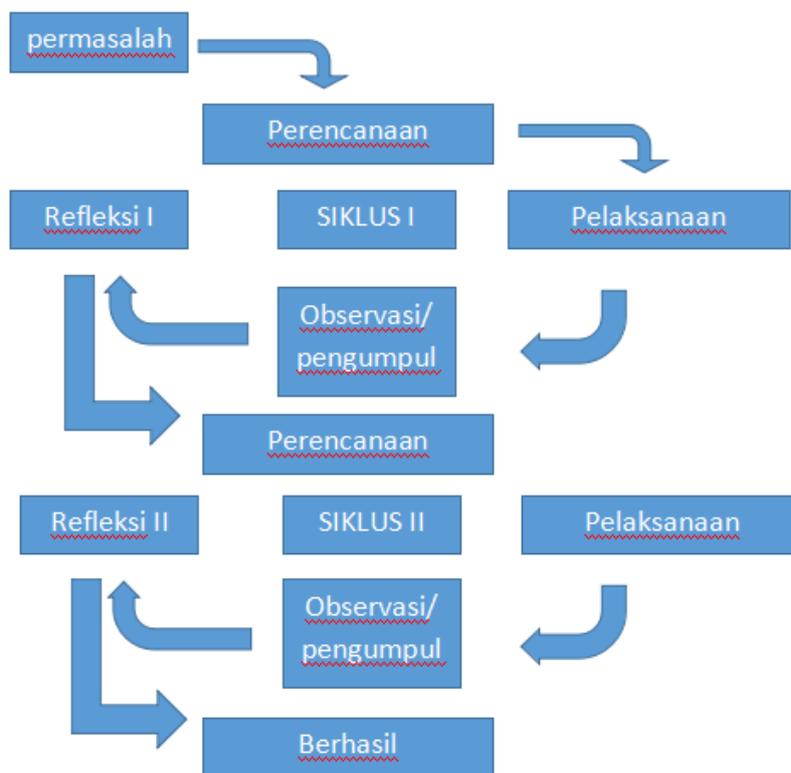
3.4.2 Observation

At this stage the researcher as a teacher who teaches the class observed learning after the action of learning process. It observed that students' early ability to read and play rhythm pattern and reading notation by using line graph media. Observation is done by filling out the observation sheet of teacher and student action during the learning process.

3.4.3 Reflection

This stage concludes the observations with the actions that have been done. The results of reflection serve as a guide to continue the action to the next cycle. learning is directed to improve the unfinished in cycle I on learning to read and play rhythm notation patterns with graphical media aids.

The action cycle can be seen below:



3.4.3 Cycle II

In the implementation of the action cycle II is almost the same as the descriptions in cycle I. learning is directed to improve the things that have not completed in cycle I on learning to read and play rhythm notation patterns with the tool media graph.

The action cycle can be seen below:

3.5 Research Instruments

In this research use two kinds of research instrument that is observation sheet and test sheet. Observation sheet used to know the level of ability to read the notation premises tool graph media during the learning process takes place. The test sheet is used to determine the students' success in reading and playing the rhythm pattern.

3.6 Data analysis technique

Data about the activity of each meeting is interpreted as a percentage. To determine the percentage of student activity used the formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = percentage

F = Number of students involved

N = Number of students present

The research data that has been obtained is then processed by statistical formula. The processed data are pre-cycle learning result test, cycle I and cycle II. The test result of learning in the form of practice test to play music by reading and playing rhythm pattern notation at the time of showing result of rhythmic rhythm pop song and local song. Data processing is done to determine whether the success of students in reading and playing notation has increased or not.

The collected data is analyzed through the following steps:

1. The duration of the duration
2. Tempo
3. Birama

4. RESULT AND DISCUSSION

4.1 The Implementation of Learning

This research uses visualization media that is graphic media in learning process. Implementation of this learning through several stages, namely:

4.1.1 Cycle I

4.1.1.1 Step Preparation (Cycle Plan I)

At this stage, researchers prepare a research instrument consisting of learning devices and data collection instruments. Learning tools consist of syllabus, learning implementation plan. Instrument of data collection used is observation sheet and test result of art learning culture cyclic repetition I. Learning cycle I is done as much as 2 meeting and daily test of cycle I

4.1.1.2 Stage of Learning Implementation

The learning process in the first cycle is the initial stage of research consisting of the 1st meeting, the second meeting and the daily repetition of the cycle I. The implementation of the lesson to be described in this section is devoted to teaching materials for rhythm learning. In this teaching materials, students practice reading and playing rhythmic rhythms that underlie the learning process of music that must be mastered by students, in order to follow the learning well and correctly. In accordance with the standard of competence on "appreciate music archipelago". This material is taught at the time of learning arranging and singing local songs. The material is given directly to the ability to read and play rhythm notation. Therefore, to smooth the process of learning music art, students need to be equipped with the skills to read and play rhythm notation through media rhythm graph. In the learning process students recognize the form of each note value, and rhythm pattern, in playing rhythmic rhythm. Based on the teaching material of the rhythm pattern, then the teacher can see how far the achievement of student learning result about rhythm learning.

The learning activity on this first material is about expressing yourself through the art of music. In this material that explains about reading notation local songs, explaining the value and tapping of music notation, and the introduction of the form of silence. The learning process is guided by RPP, and student worksheet-1.

Before the lesson begins first the teacher do question and answer and provide problems to the students by relating the problems that occur in the subjects of art and culture (music) about reading notation beam and rhythm notation.

Then, the teacher conveys the learning objectives and provides information about what he or she will learn. After that the teacher saw the media become question and answer students, then students are asked to read the beam notation. This is done, so that teachers can see the ability of students in the achievement of the results on music material especially

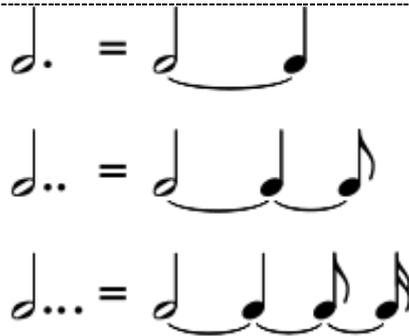
reading notation beam and rhythm pattern notation. Then the teacher distributes student worksheet-1 to each student and instructs the students to read rhythm notation in the book of student worksheet as well as to introduce the value and the names of the notation value form in the student worksheet Such as:

- a. Values, notes and names of notes

Nama Not	Bentuk Not	Tanda Istirahat	Nilai
Not Penuh			4 Ketuk
Not 1/2			2 Ketuk
Not 1/4			1 Ketuk
Not 1/8			1/2 Ketuk
Not 1/16			1/4 Ketuk
Not 1/32			1/8 Ketuk

BENTUK TANDA DIAM	NAMA TANDA DIAM	NILAI TANDA DIAM
	Tanda diam Penuh	4 ketuk
	Tanda diam Setengah	2 ketuk
	Tanda diam Seperempat	1 ketuk
	Tanda diam Seperdelapan	$\frac{1}{2}$ ketuk
	Tanda diam Seperenam belas	$\frac{1}{4}$ ketuk
	Tanda diam Sepertiga puluh dua	$\frac{1}{8}$ ketuk

And the teacher also adds the introduction of the value of the value of the dot of the dot behind the note which means the value of the point value behind the note added 1/2 note value in front of the point as follows :



Then the teacher practices the knocking patterns based on the rhythm notation contained in the student worksheet book. This is done aiming for the students to understand the value and duration of the beats on each form of note played or rung. After completing the student worksheet-1, the teacher guides the students based on the music material already learned by the previous students. In this activity the teacher convey and explain to students about the basic theory of music especially reading rhythm pattern. The rhythm is built by notes, pulses, bars, duration, and tempo. In a form of punch or tap there are 2 types of beats namely the beat (strong) and the tap (weak). A strong tap is indicated by the direction of the down arrow, while the weak tap is indicated by the upward arrow sign.



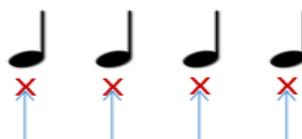
Knock strong read (ta)



while when weak is read (ti) .

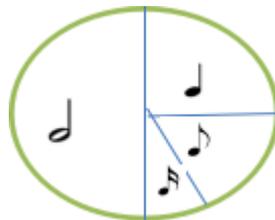


When we discuss about the beat then it will also discuss about the pulse or beat. Pulse in the musical sense is a regular pulse sequence that can be perceived and lived in music, for example a rhythm that uses a 4/4 tap as an example :



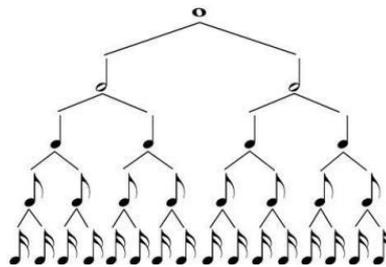
the symbol (X) contained in the arrow is a pulse, and represents a blow to every regular beat. At this first meeting, on the learning activities of music notation the teacher explains systematically with the recognition of the value form of each notation. To facilitate students in understanding the notation of the rhythm, the teacher analyzes the notes into simple forms such as round-shaped foods such as pizza, martabak.

Whole pizza has value comparable to a full note like  if the pizza is cut equally then each part is worth half note (1/2) . If pizza is cut into four equal parts, then it is worth the quarter note value (1/4) . The point is that one full note has the same value as four notes or has a quarter note. The division of note can be seen in the picture below..



Picture illustration "pizza" comparison of notes value

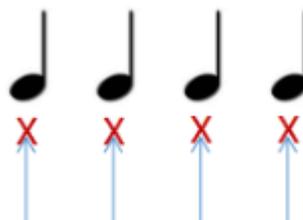
Further comparison of the note value can be described or described in the form (root) as an example below:



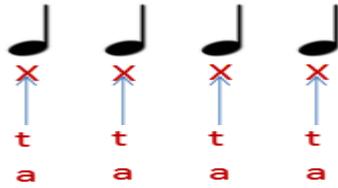
At this first meeting the teacher has used the media graph, but not maximal. This can be found in the process of learning music is still a lot of students are confused and less understood with the theoretical music presented by the teacher.

b. The tapping relationship with the rhythmic rhythm

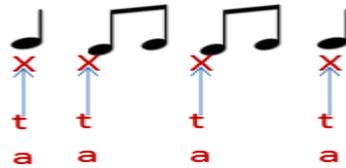
In teacher learning activities explain how to read and play rhythmic rhythms on a 4/4 tap or bar



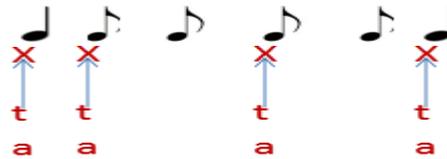
which consists of 4 quarter notes in one bar. This means that in one bar there are four beats each beat using the value of 1/4 note in one bar . then how to read it



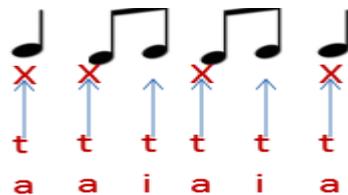
then in another example of the same rhythm that uses a 4/4 bar



which consists of 1 quarter notes + 1 not one-eighth notes one-eighth + 1 notes eighth + 1 quad + one quarter notes the same as



the reference to 1 tap here is a quarter note and one eighth note becomes 1/2 tap. So the whole notes in 1 bar at the time of tapping there are 4 strong taps and two weak taps. The weak knock referred to here is when the weak tap occurs not not falling on the tap but sounded. So polar this item spelled out 4 knock read and played



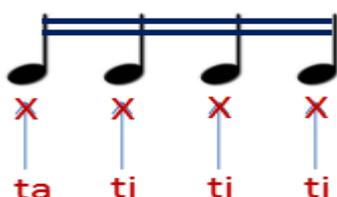
Next we see with other rhythm is still on the 4/4 tap like polar this item is also the same thing with the explanation of the previous rhythm pattern is



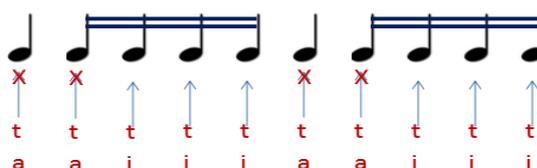
this polar item consists of 1 strong tone of a quarter note + 1 strong tap an eighth silent sign + 1 tone weak eighth note + 1 strong quarter tap + 1 strong tap an eighth silent mark + 1 tap an eighth note. Then the teacher explains how to read one-sixteenth notes that are combined into a single tap as in the bar 4/4 rhythm mark consisting of 4 notes of a sixteenth on a 4/4 tap



1 tapping strong notes sixteen + 1 knock notch sixteen + 1 knock weak notes sixteen + 1 knock not sixteenth notes, so in one bar on a 4/4 tap counts 1 tap consisting of 1 strong tap and 3 weak tap. At the weak tap occurs when tapping not tapped on when the tap is weak but not played or sounded at the time of tapping up, it is read and played



in 1 tap. So in the example of the development of rhythmic rhythm pattern beats 4/4 we can see as follows are read and played 4 tap in 1 bar



1. Action cycle II

On the second cycle is held in 1 meeting on Thursday in the same lesson at 08.30 pm. Research on cycle II is done 4 stages of activity that is planning, action, observation and observation, reflection.

2.Planning

Planning activities at this stage of the second cycle of things done by researchers is preparing teaching materials rhythm learning in class X1 with a time allocation of 2x40 minutes. In this class action research planning the researcher re-explain and improve the learning achievement of students' ability to read and play ritual notation by adding notation in each graph symbol. So on learning rhythm by reading and playing the notation is determined though some indicators of achievement in this learning:

- i. students are able to identify the location of the basic beat..
- ii. Students are able to read rhythmic rhythm patterns according to the bar.
- iii. Students are able to play rhythmic rhythm of Ampar-ampar Pisang's song.

Subsequent planning in this classroom action research the researchers repeatedly glimpsed the form and name of the notation value to the students as an understanding to practice it in reading and playing notation. In this planning the teacher adds a combination of notation and graphics as a solution to solve the problem of the students' inability to read notation and play the rhythm. Then the researchers prepare kebabli students individually play and read rhythm notation by using the media graph.

2. Implementation of Action

At the first meeting in August with a 2x40 minute time allocation. In the subjects of art and culture, especially art music class X1. The first thing before doing the teaching and learning activities, the teacher say hello and take the student attendance in class.

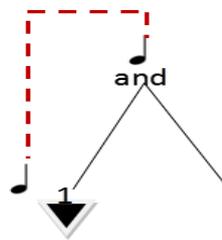
Then the teacher opens a lesson on rhythm learning by repeating a glimpse of the lesson about the forms, values and names of the notes previously taught in the 1st cycle meeting I to the students.

Then the teacher uses different graphics media by adding a notation to each symbol on the graph. This is done in order to improve the ability to read notation and play rhythm notation.

a. The basic knock relationship with the rhythmic rhythm

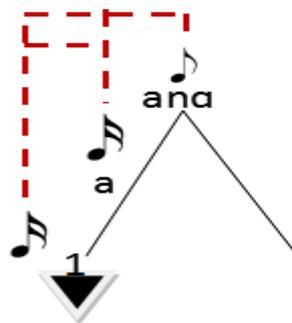
When students read and play a rhythm pattern the things that need to be seen and known are the values of each notation in each tap. This graph illustrates a knock beat, an

example of a rhythmic form such as:  mini rite consists of eighth notes + eighth notes into one blow knock that is in the graph there is a symbol (1, and). Shape notes when combined with graphics media:



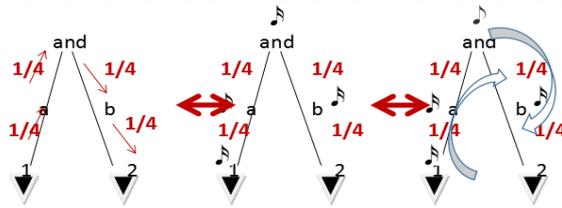
Based on the picture above, in this way we can know the shape of the rhythm blow to be played. The point is with the explanation of the notes shaped like this  we can know how long the duration of the sound to be played is on one tap rhythm is played only on the count of 1 and the duration of the resulting sound 1/2 tap but this rhythm is

played in one tap. Next on the other ritem example example as follows :  is a rite of mini fractions of 4 notes in a sixteenth sense the curved line contained in the rhythmic rhythm of fourteen sixteenth notes is played out in two notes of a sixteenth. This rhythm consists of notes of sixteenth notes + sixteenth notes + eighths into one blow bearing that is in the rhythmic graph of symbols 1, a, and. Similarly the mini rite in the graph shaped like:

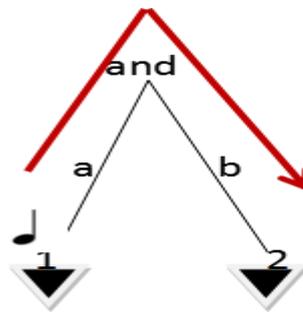


So the shape of the rhythm to be played on the graph line above explains how long the duration of sounds to be sounded is on one tap rhythm. Hence we have therefore known the use of graphs in reading and playing rhythms that explain how long the duration of sounds when playing the rhythm pattern.

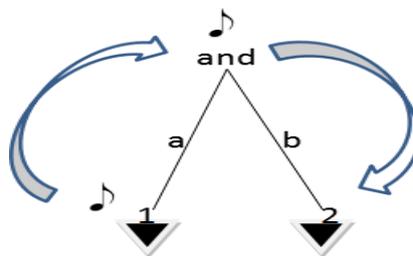
Then the students see and observe ritual patterns of rhythmic patterns of ampar-ampar pisang songs using graphic media in reading and playing rhythm in class as follows:



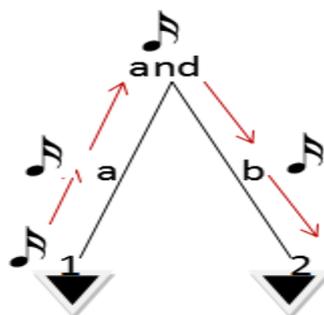
Use of graphical media in reading and playing rhythm notation to help determine the length of the duration of the note to be played in a tap. In the graph we can each see the shape of symbols and beat values such as numbers and letters of the alphabet on the graph. As the symbol number (1) to the symbol (a) has a beep value of 1/4 beats. The symbol number (a) to the symbol (and) has a beep value of 1/4 beats. Symbol (and) to symbol (b) has a beam value of 1/4 beats and symbol (b) to next knock has 1/4 beats. Same as 1/4 beat + 1/4 tap + 1/4 tap + 1/4 tap = 1 tap. This can be explained in detail the form of notes with the tapping relationship as follows:



In a sense, a quarter note in the quality of the beat is played in 1 tap with a 4/4 bar.



In the sense that an eighth note is played and sounded with a 1/2 tap quality with a 4/4 bar.

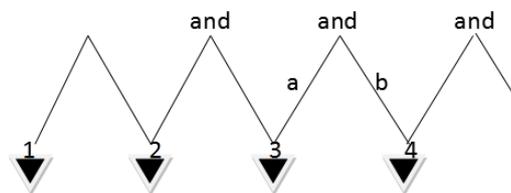


In a sense not one-sixteenth notes are played with the beat quality 1/4 beats with a 4/4 bar.

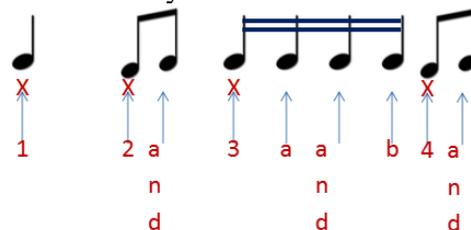
Relationship Knock With Rhythmic Rhythm

The rhythm form that has been studied earlier at the beginning of rhythm learning is if the notation is staged not one-eighth  + notation one-eighth  then combined can be written as follows on the chart read (one) and (and) or (one and). The point is the number 1 to and quality of sound duration resulting from 1/2 beats (down) and 1/2 beats (up).

Then rhythm shaped  which consists of four notes of a sixteenth  +  +  +  on the graph in read (one a and b) in 1 tap. After that there are also in other forms   which consists of an eighth silent mark + not behind one-eighth  on the graph in read (one and), but (one) is not sounded but read and rung only (and). Here's a graphic illustration in reading the rhythm:



So what happens form the pattern results rhythm as follows:



At the end of the first meeting of rhythm learning activities, to melihat student achievement in the mastery of learning materials using the rhythm graph. The teacher gives each student a training to practice reading and playing ritem notation that has been learned at the beginning of rhythm learning by using line graph media.

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PROTECTION OF STATE ON MONEY DEPOSITS OF THE CUSTOMER IN BANKINGS WHO EXPERIENCE BANKRUPTCY

Andrew Shandy Utama
Doctoral Program of Law Andalas University
Email: andrew.fh.unilak@gmail.com

Abstract

One of the main activities of banking is to collect funds from the public in the form of savings. The public keeps the money in the bank because it believes that the security of its money will be more secure than saving money inside the house. According to the Civil Code, customers' money held in banks is not included in the group of accounts that are privileged if a bank is declared bankrupt. The problem that will be discussed in this research is how is the state protection against customers' deposits money in bankruptcy bank? The method used in this research is normative legal research by using approach of legislation. Sources of data used in this research are secondary data, namely data obtained from legislation, scientific journals, and legal literature. Data collection techniques used in this research is literature study. Data analysis technique used in this research is qualitative analysis. The result of this research is that based on Law Number 24 Year 2004 concerning Deposit Insurance Agency, protection against customer deposit money in bankrupt banking is guaranteed by state institution named Lembaga Penjamin Simpanan, even up to Rp. 2.000.000.000, - (two billion rupiah).

Keyword: *Banking, Customer's Deposits, Protection of State*

1. INTRODUCTION

In Indonesia, as mandated by Pancasila and the 1945 Constitution of the State of the Republic of Indonesia, the objective of national development is the creation of a just and prosperous society based on economic democracy by developing a just economic system. In order to ensure the ongoing economic democracy, all potentials, initiatives and creativity of the people must be mobilized and developed fully within the limits that are not detrimental to the public interest, so that

all potential economic forces can be mobilized into a real economic power for the benefit of increasing prosperity people. In order to achieve these objectives, the implementation of economic development should pay more attention to harmony, harmony, and balance of elements of equity development, economic growth, and national stability. One institution that has a strategic role in harmonizing, aligning and balancing each element of the development trilogy is banking.

Banking is anything about the bank, including institutions, business activities, and ways and processes in carrying out its business activities. Banking institutions existed in Indonesia long before the country became independent. Banking activities began to be introduced since the days of the VOC (Vereenigde Oost-Indische Compagnie) colonize Indonesia. The VOC uses its own financial system and payment mechanism in its trading activities. Therefore, in 1746, the VOC established De Bank van Leening, which later became De Bank Courant en Bank van Leening in 1752. This bank was the first bank born in Indonesia. (Muhamad Djumhana, 2003, p.1) After that, Nederlandsche Handel Maatschappij stood in 1824, De Javasche Bank in 1828, NV Escompto Bank in 1857, Post Spaarbank in 1898, and De Algemeene Volkscredit Bank in 1934. (Djoni S. Gazali dan Rachmadi Usman, 2012, p.146)

In simplest terms, the bank is defined as a financial institution whose business activities are collecting funds from the community and channeling the funds back to the community, as well as providing other bank services. (Kasmir, 2012, p.3) From the above understanding, it is known that the function of banks is as an institution of collecting and channeling funds and services.

According to Law Number 7 Year 1992, the main function of Indonesian banks is to collect and channel public funds. First, the bank serves to raise funds from the community. Banks raise funds from the public in the form of savings. The community trusts banks as a safe place to invest and save funds. People with excess funds are in dire need of a bank to keep funds safely. The security of the funds he keeps in the bank by the community is a very important factor for society. In addition to sense of security, the other purpose is as a place to make an investment. People will feel more secure if their money is invested in the bank. By saving the money in the bank, customers will also benefit from a return on their savings which amount depends on the policy of each bank. (Ismail, 2012, pp.4-5)

Second, the bank works to channel funds to the community. Channeling funds is a very important activity for banks because banks will earn revenue on funds discharged. Revenues generated from fund channeling activities to customers represent the largest revenue in each bank, so the distribution of funds to the public becomes very important for the bank. The distribution of funds to the community, in addition to activities that can generate profits, also to take advantage of idle funds because the bank has paid a certain amount of funds that have been collected. Thus, banks should not allow the public funds to settle, and must immediately channel it to the community in need in order to obtain income on funds that channeled. Loans given to the public occupy the largest portion of assets in each bank. (Ismail, 2011, pp.5-6)

Considering the role of banking institutions that are so strategic in achieving the national development objectives, it is necessary for the banking institution to always have

effective guidance and supervision, based on the solid foundation of the movement so that banking institutions in Indonesia are able to function efficiently, healthy, competition is increasingly global, able to protect well the funds deposited by the community to him, and able to channel public funds into areas that are productive for the achievement of development goals.

Accordingly, the law has mandated that every bank must maintain its health level in accordance with the provisions of capital adequacy, asset quality, quality management, liquidity, profitability, solvency, and other aspects related to the business of the bank, and shall conduct business activities in accordance with prudential principles.

Public trust is a key word for the development or absence of a bank, in the sense that without the trust of the community, a bank will not be able to run its business activities. (Hermansyah, 2006, p.5) That is, in giving credit and doing other business activities, each bank must take the ways that do not harm the bank and the interests of customers who entrust their funds to the bank. Given that banks primarily work with funds from communities held on the banks on a trust basis, every bank needs to continue to maintain its health and maintain public trust in it.

Unhealthy banks not only endanger themselves, but also harm others. This is because banks manage public funds entrusted to them in the form of savings, deposits, and demand deposits. The community as the owner of the fund may withdraw his savings at any time if he knows the bank where he kept the funds in an unhealthy state. Keep in mind, the main purpose of the community to save money in the bank is because the security of the money is guaranteed, while the other goal is to invest, in the hope of obtaining interest from the deposit. In principle, the relationship between the bank and the customer who keeps his money in the bank is based on a trusting relationship, so every bank is required to continue to maintain the level of health.

Based on the above description, then the problem to be discussed in this research is how the protection of the state against the money deposits of customers in banks that have bankruptcy?

2. METHODOLOGY

The method used in this research is normative legal research by using approach of legislation. Sources of data used in this research are secondary data, namely data obtained from legislation, scientific journals, and legal literature. Data collection techniques used in this research is literature study. Data analysis technique used in this research is qualitative analysis.

3. RESULT AND DISCUSSION

The banking industry is one of the most important components in the national economy in order to maintain the balance, progress, and unity of the national economy. The stability of the banking industry has greatly affected the stability of the economy as a whole, as was the experience that occurred during the monetary crisis and banking crisis in Indonesia in 1998 ago. Public confidence in the national banking industry is one of the keys to maintaining the stability of the banking industry, so that the crisis will not happen again in the future. This trust can be obtained with the legal certainty in the regulation and supervision of banks and the guarantee of bank customer savings to improve the viability of the bank's business in a healthy way.

In Article 37B of Law Number 10 Year 1998 states that each bank must guarantee the public funds deposited in the bank concerned.

In fact, the banking industry is one of the most complex sectors of regulation. This is because banking is a private legal entity that manages finances, especially public money deposited in it. However, the law is in fact often left behind with developments in the community, let alone developments in the business world such as banking. There is always a legal loophole for business actors to seek maximum profit. In fact, the law is always regulated explicitly about criminal sanctions for those who violate it.

Article 49 Paragraph (2) of Law Number 10 Year 1998 stipulates that members of the board of commissioners, directors, or bank employees who intentionally do not implement the necessary measures to ensure the bank's compliance with provisions in the Banking Act and the provisions of regulations other legislation applicable to the bank, is punishable by imprisonment of at least 3 (three) years and a maximum of 8 (eight) years, and a fine of at least Rp5,000,000,000, - (five billion rupiah) and at the most Rp100.000.000.000, - (one hundred billion rupiah).

The sound business continuity of the bank can ensure the security of its customers' savings, as well as enhance the role of the bank as a provider of development funds and banking services. If the bank loses the trust of the community so that the continuity of the bank's business can not be continued, then the bank will become a failed bank which resulted in its business license being revoked. Therefore, both the owners and managers of banks as well as the various authorities involved in the regulation and / or supervision of banks must work together to realize public confidence in the banking industry.

Bank fails is a bank that is experiencing financial difficulties and endanger the continuity of its business and declared can no longer be healthy by the Banking Supervisory Agency in accordance with the authority it has.

The Bank is a business entity that has special characteristics, so that the revocation of business license, dissolution of legal entity, and liquidation of a bank can not be equalized with generally accepted procedures. In a situation where the bank can not overcome its difficulties or the condition of the bank concerned endangers the national banking system, it is necessary role of Bank Indonesia. Under the provisions of the Banking Act, Bank Indonesia is authorized to revoke the bank's troubled business license. The Bankruptcy Act also authorizes Bank Indonesia to file bankruptcy against problem banks. (Ari Purwadi, 2011, p.128)

Against a problem bank, it should not be bankrupted using the existing provisions pursuant to Law Number 37 Year 2004 concerning Bankruptcy and Postponement of Debt Payment Obligations. The reason is that the liquidation and insolvency processes regulated in the law can not be applied to banking institutions that already have their own rules of liquidation and insolvency processes in more detail and complete as *lex specialis*. This is because banking institutions can not be equated with companies in general. In addition, the reason for not applying the provisions under the Bankruptcy Act is that the role of the curator in bankruptcy will eliminate the role and intervention of Bank Indonesia against the bankrupt banks that are declared bankrupt, for which the settlement requires special expertise. The next reason is that bankruptcy banking institutions can endanger the position of these banks and other banks. Finally, the reason is that the protection of the interest of the depository community as a concurrent creditor in the bankruptcy law is not preferred, so the public's confidence in the banking institution is reduced. This will have a wider impact that could disrupt the country's financial stability. (Adrian Sutedi, 2007, p.78)

To dismiss a bankrupt banking company certainly can not be done instantaneously, but it takes a set of actions, which certainly takes time to do it. The grace period of this process is called liquidation process. Bank liquidation is a very painful act to deal with a bank in trouble. The liquidation process itself is the last step that must be done with the

consideration that the bank difficulty not only can endanger the survival of its business, but at the same time can cause systemic risk to the banking industry as a whole.

Liquidation in bankruptcy does not result in the immediate dissolution of a company. In fact, if the bankruptcy has ended, the company can live again by meeting the requirements after rehabilitation. Such a thing may not be applicable to a banking institution, which if its business license is revoked and the bank is dissolved, then the bank can not operate automatically anymore. The consequences of liquidation for banks when using the Banking Act are bank assets diluted all and distributed to customers in order of priority.

Handling of troubled banks by revoking permits and liquidating them should be avoided. The reason is a very complex juridical implication and a time-consuming process of settlement. In addition, it can shake people's confidence in the banking system, as well as the liquidation of a bank can lead to social unrest in the community and far-reaching implications. This is in accordance with the banking practices of other countries, where liquidation is not the preferred way. Based on the annual report of Bank for International Settlements (BIS) in 1993 mentioned that the rescue of troubled banks in the United States through liquidation only 5.2%.

Bank Indonesia, through the mechanism of payment system, will detect banks that are experiencing financial difficulties, and can perform its function as a lender of last resort. The Banking Supervisory Agency may also detect such difficulties and attempt to cope by exercising its supervisory functions, such as actions to enable the bank owners to raise capital or to sell the bank, or to merge or consolidate with other banks. If the condition of the bank is experiencing financial difficulties are deteriorating, among others marked by the decline in the level of bank solvency, settlement measures and other handling should be done immediately.

With respect to the characteristics of banking institutions managing public funds, if the bank as a debtor is related to bankruptcy issues, the filing of a bankruptcy application can not be filed solely by the bank concerned. This is because it is based on reasons to prevent such conditions from being used by shareholders or bank owners to attempt to avoid liability to creditors, including depositors. Further, in the event of revocation of the business license of the bank and the bank is liquidated, the payment or refund is prioritized to the depositary customer rather than with the other concurrent creditor, but still without neglecting the payment of liabilities to the creditor that must be privileged under applicable laws and regulations. (Muhamad Djumhana, 2003, p.215)

Please note, in Chapter 19 of the Civil Code, it is subject to accounts that are privileged or prioritized in repayment. Based on these provisions, the customer's funds deposited in the bank do not include any outstanding receivables. If a bank is liquidated, then the fulfillment of obligations is prioritized for the payment of salaries and taxes.

In the case of a liquidated bank, the depositary customer should be placed as preferred creditor without prejudice to the payment of receivables to the other parties. This is because most of the source of banking funds comes from savings collected from the community. By itself, the depositary customer has the right to demand the return of the money he has entrusted to the bank. Preferred right is a right granted to a creditor to take precedence over another creditor. Thus, depositors must take precedence in receiving payments from banks that are experiencing a failure or difficulty in fulfilling their obligations.

In order to recover the funds it keeps in the bank, along with the interest if possible, the customer is essentially the first to get paid attention from the sale of the bank's property. Customers who are harmed by a troubled and liquidated bank may claim their rights by suing either individual or group litigation.

Although according to the Civil Code of Client's Funds deposited in the bank is not a privileged receivable, however, during the 1998 economic crisis, Bank Indonesia

immediately appointed three state-owned banks to pay the customers' funds to the liquidated banks. To depositors such as savers, girants, and depositors will be paid the amount of deposits up to the amount of Rp20.000.000, - (twenty million rupiah), which is a government bailout. This indicated the goodwill of the government at that time, who did not want to torment its people. (Djoni S. Gazali dan Rachmadi Usman, 2012, p.568)

In the United States, a form of protection for depositors in connection with the closure of a failing bank, especially a small depositor, is created by a deposit insurance system through Federal Deposit Insurance. The collapse of the United States stock market in 1929 and the great depression has spawned a set of legislation aimed at engaging the federal government to take a more active role in managing the country's economy. Among the legislation are the Banking Act of 1933 imposed after the closure of 10,000 banks between 1929 and 1933. The closure of so many banks is of course very detrimental to the depositors of the closed banks. At that time, the customer of the protected funds is a customer who has deposits of not more than \$ 100,000 (one hundred thousand dollars). (Djoni S. Gazali dan Rachmadi Usman, 2012, p.568)

The mission of Federal Deposit Insurance is to maintain the stability of the state financial system by insuring bank depositors and reducing disturbances to the country's economy due to the failures experienced by banks. It acts as a liquidator for liquidated banks and forces healthy banking standards to be adhered to through the inspection process. Based on the assessment, it turns out Federal Deposit Insurance is a successful scheme. This institution is a safety net for the financial system in the United States. (Djoni S. Gazali dan Rachmadi Usman, 2012, p.568)

Meanwhile, in Indonesia, during the economic crisis of 1998, to restore public confidence in the banking world and simultaneously protect the rights of depositors, the government issued Presidential Decree Number 26 Year 1998 on Guarantee for Obligation of Payment of Commercial Banks, which in essence gave legal protection directly to depositors against bank failures in fulfilling their obligations. Legal protection of bank customers is implicitly and explicitly enforced in the banking legal system in Indonesia. (Jeanette Karundeng, 2015, p.69)

Prior to the issuance of Presidential Decree Number 26 Year 1998, the protection of customers was minimal in Indonesian banking legal entities. In the case of revocation of a bank operating license followed by a liquidation process, the position of the customer to get the money back can only be given in the amount set by the Liquidation Team, after the salary of the owed employee, the tax payable, and the office expenses. This fact is further exacerbated by the slow process of bank liquidation. That is, in addition to the position that is not adequately protected, taking customer money generally takes a long time. (Hikmahanto Juwana, 2002, pp.11-12)

With the issuance of Presidential Decree Number 26 Year 1998, the position of customers is getting better. The government through the Indonesian Bank Restructuring Agency (IBRA) will bail out the public funds deposited in the bank if the bank can not pay its obligations to customers.

Guarantee of all bank liabilities under the Presidential Decree in the past, has succeeded in realizing public confidence in the banking industry during the monetary crisis and banking crisis. However, this vast assurance also burdens the state budget and raises moral hazard on the part of managers of banks and bank customers. Bank managers are not encouraged to conduct prudent bank operations, while customers do not pay attention or attach importance to the health condition of banks in transactions with banks.

In addition, the widespread implementation of this underwriting based on the Presidential Decree is less able to provide the force of law resulting in problems in the execution of the guarantee. Therefore, a stronger legal basis is needed in the form of law. In

order to protect the customer's savings funds from failing bankrupt banks, on 22 September 2004 Law Number 24 Year 2004 on the Deposit Insurance Corporation was passed. Under this law, it is stipulated that the deposit guarantee of bank customers is maintained by the Deposit Insurance Agency.

The Deposit Insurance Agency is an independent, transparent and accountable institution in carrying out its functions, which is to guarantee deposits of depositors and actively participate in maintaining the stability of the banking system in accordance with their authority.

Any bank conducting business activities in the territory of the Republic of Indonesia shall become a participant under the guarantee by the Deposit Insurance Corporation. The obligation to participate in such guarantee also applies to branch offices of overseas banks (foreign banks) conducting banking activities within the territory of the Republic of Indonesia, while branch offices of Indonesian banks domiciled in Indonesia conducting banking activities outside the territory of the Republic of Indonesia (overseas branch offices) is not covered under the guarantee.

Article 11 Paragraph (1) of Law Number 24 Year 2004 states that the Deposit Insurance Agency guarantees bank customers' deposits in the form of demand deposits, time deposits, certificates of deposit, savings, and / or other equivalent forms. The value of guaranteed savings for each customer in one bank is at most Rp100,000,000, - (one hundred million rupiah).

The deposit guarantee of bank customers by the Deposit Insurance Corporation is limited, but may include as many customers as possible. Every bank that runs its business in Indonesia is required to become a participant and pay a guarantee premium. In the event that the bank can not continue its business and must be revoked its business license, the Deposit Insurance Corporation will pay the deposits of each bank customer to a certain amount. The unsecured savings will be settled through bank liquidation process. This liquidation is a follow-up in the settlement of banks experiencing financial difficulties.

Please note, the settlement or handling of the bank fails preceded by various actions by Bank Indonesia and the Banking Supervisory Agency in accordance with the laws and regulations. If the condition of the bank is experiencing financial difficulties are deteriorating, among others marked by the decline in the level of bank solvency, settlement measures and other handling should be done immediately. In these circumstances, settlement and handling of the bank fails to be submitted to the Deposit Insurance Corporation which will work after first considering the estimated impact of revocation of bank operating license to the national economy. Banks that fail to be saved are those that have no systemic impact and some have systemic impacts.

Based on Article 27 of Law Number 24 Year 2004, all bank rescue costs incurred by the Deposit Insurance Corporation become temporary capital participation of the Deposit Insurance Corporation at the bank. The Deposit Insurance Agency is obliged to pay a guarantee claim to depositors from a bank whose business license has been revoked. In the event that the depository customer at the same time has an obligation to the bank, the payment of the guarantee claims shall be made after the depositors' liability to the bank shall first be taken into account under the laws and regulations.

Based on Article 27 of Law Number 24 Year 2004, all banks rescue costs incurred by the Deposit Insurance Corporation become the temporary capital participation of the Deposit Insurance Corporation at the bank. The Deposit Insurance Agency is obliged to pay a guarantee claim to depositors from a bank whose business license has been revoked. In the event that the depository of the depositors of the bank, the payment of the guarantee, the liability to the bank shall be subject to account.

Thus, the birth of the Deposit Insurance Corporation is a fresh breeze in the banking system in Indonesia. Customers who entrust their money are kept in banks, whether in the form of savings, time deposits, and demand deposits, no longer need to worry about the security of their deposits. This is because the Deposit Insurance Agency guarantees the security of customer deposits in the bank.

If a customer has multiple accounts in one bank, then to calculate the secured deposit, the balance of the entire account is summed. Payments on guarantee claims shall be made by the Deposit Insurance Corporation to customers of a bank whose business license has been revoked after reconciliation and verification of the data of paid deposits and unpaid deposits. (Rilda Murniati, 2013, p.315)

In fact, since the onset of the global crisis in 2008, the government issued Perppu No. 3 of 2008 on Amendment to Law Number 24 of 2004 on the Deposit Insurance Corporation, essentially changing the value of deposits guaranteed by the Deposit Insurance Agency to Rp2,000,000. 000, - (two billion rupiah).

4. CONCLUSION

According to the Civil Code, clients' money held in banks is not included in the group of accounts that are privileged if a bank is declared bankrupt. Nevertheless, during the economic crisis and banking crisis that occurred in 1998, the government dared to issue Presidential Decree Number 26 Year 1998 to guarantee the deposits of customers in liquidated banks. It aims to maintain public confidence in banking in Indonesia. Following the enactment of Law Number 24 Year 2004 regarding Deposit Insurance Agency, the deposit guarantee of bank customers is held by the Deposit Insurance Agency. In 2008, the government issued Government Regulation Number 3 Year 2008 on Amendment to Law Number 24 Year 2004, which in essence is to change the value of deposits guaranteed by the Deposit Insurance Agency to Rp2.000.000.000, - (two billion rupiah).

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CRITICAL THINKING ABILITY IN LEARNING: HOW IMPORTANT IS IT? (Theoretical Review)

Zetriuslita

Faculty of Education, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia

Email : zetriuslita@edu.uir.ac.id

Abstract

This paper analyzes the importance of critical thinking ability of every human being, especially for learners in learning. Critical thinking skills include high-order thinking in Bloom's Taxonomy that is the ability to analyze, evaluate and solve problems. From the study of the theories discussed, critical thinking skills are very helpful for learners in solving problems that are not simple, meaning that the solution requires a deeper thinking. This can be said that critical thinking is very important for everyone, especially learners in learning.

Keywords: *Critical thinking ability, learning*

1. INTRODUCTION

Allah SWT gives the mind only to His creatures called human beings. In the Qur'an, there are many verses that tell of the importance of using the mind. One of them is in Surah Al-Baqarah at the end of verse 44 which means "Have you not used your mind?" From the verse Allah directly rebukes the man who rarely uses the mind that He has given. Though, Allah gives the mind for the mankind to think. The next question is "to think about what?" In Surah Az-Zumar verse 21, it's revealed that Allah created human beings in pairs to show affection and these are signs for those who think. There are still many verses that tell the mankind to think about the creation of the Heavens and the Earth and all its contents including the creation of man itself.

Likewise in life, humans do not escape the state of thinking. It's not merely thinking, but deeper thinking which is better known as critical thinking. People who have the ability to think critically always question what they see and feel, such as the creation of the heavens and the earth and everything in it. The questions arise: 'how did God create it?', 'Why is orange sweet?', 'Why is the sky blue?'. Eventually, the man will increase his faith in God.

In the current era of Information, Communication, and Technology (ICT), critical thinking becomes crucial for people to cope with changing circumstances or challenges in the ever-expanding life. For instance, when someone is informed of a fire somewhere, he immediately spreads the news to other people before checking whether the information is true or not. But after the information has spread, it turns out to be false and becomes futile. Therefore, we need to make sure that the information is accurate. It's important to be critical about certain

information before it's disseminated to others. As far as communication and information are concerned, someone will easily make mistakes in interpreting some information, if not careful (critical) in analyzing the information. Consequently, critical thinking is an ability that every human being should have.

In terms of philosophy, the essence of critical thinking is to think how, why it should be, why it shouldn't be, what it exactly means, why is it so not like this, how it can be like that, and many other questions.

Especially in learning, critical thinking is an ability that must be possessed by learners so that what is studied is correctly interpreted. In Bloom's taxonomy, critical thinking ability is included in *High Order Thinking* (HOT).

Thompson (2011, p.2) stated that critical thinking becomes the goal of learning and assessment. Furthermore, Thomson (2011, p.4) stated that "*critical thinking as a process, it is the intellectual process of actively conceptualizing, applying, analyzing, synthesizing and or evaluating information gathered from, or generated by observation, experience, reflection, reasoning or communication, as a guide to belief and action*". It also makes a person have intellectual curiosity. With the thought process, it will bring curiosity to the problems faced.

2. LITERATURE REVIEW

1. Definition of Critical Thinking

Gloude-mans, H. (2013, p.51) stated that critical thinking is an intellectual activity carried out in complex thought processes such as critical analysis, solving problems, and making decisions. This corresponds to the definition of critical thinking conveyed by Moon (2008) in Gloude-mans, H (2013, p.52), that critical thinking is an assessment of what might be called proof to make decisions. Zafri (2012) defines that critical thinking is a mental process for analyzing or evaluating information. Such information can be gathered from observation, experience, common sense or communication. Costa, A.L (1985, p.310) illustrates that critical thinking is "*using basic thinking processes to analyze arguments and generate insight into particular meanings and interpretation; also known as directed thinking*".

In contrast to Gloude-mans, H, Moon, Zafri and Costa, Fisher, A (2001) said that critical thinking is reflective thinking. In line with Fisher, A, Ennis, R.H (1987, p.1) said that critical thinking is reasoning and reflective thinking focused on deciding what to believe and what to do. Lau (2011) in Soeyono, Y. (2013) defines critical thinking as "*thinking clearly and rationally. It involves thinking precisely and systematically, and following the rules of logic and scientific reasoning, among other things*".

Subsequently, Fisher, A (2008) explained Glaser's argument that critical thinking is : 1) an attitude of deep thinking about matters that are within the reach of one's experience; 2) knowledge of examination methods and logical reasoning; 3) a kind of an ability to apply those methods. Critical thinking demands a diligent effort to examine any assumptions or assumptive knowledge based on its supporting evidence and the subsequence conclusions it brings. According to Ennis (1996), critical thinking is a thought process that aims to make rational decisions that are directed to decide whether to believe or to do something. From Ennis' definition it discloses some important things. Critical thinking focuses in the sense of something with full consciousness and leads to a goal. The purpose of critical thinking ultimately allows us to make decisions.

Based on some of the above statements it can be concluded that critical thinking is a clear and directed thinking that's used in mental activities such as problem solving, decision making, analyzing assumptions, and reflecting deep problems.

Critical thinking is a high-level upper level from Bloom's Taxonomy, that is: analyzing, synthesizing, and evaluating (Ennis (1993, p.179); Duron, et al, 2006). Critical thinking

requires the most basic knowledge and structure. It is the core of analyzing and re-evaluating existing thinking processes (Johnson, 2007). Critical thinking is a well-directed and clear process used in mental activities such as problem solving, decision making, persuading, analyzing, and conducting scientific research.

Krulik and Rudnick (NCTM, 1989) argue that critical thinking in Mathematics is to think how to test, question, connect, and evaluate all aspects of a situation or problem. For example, when a person is reading a mathematical text or listening to a phrase or explanation of mathematics, one should try to understand and find or detect the existence of exceptional things, and things that are necessary or important. Similarly from a data or information, he will be able to get the right and appropriate conclusion as well as the contradictions, or whether there's inconsistency or peculiarity of the information. Baron and Sternberg (1987, p.10) argue that critical thinking encompasses five basic things: practical, reflective, reasonable, faith, and action. This means that critical thinking is a reflective thinking which focuses on deciding what is believed and done. In line with Ennis, Johnson & Klurik and Rudnick, Fisher (1995) said that critical thinking is explaining what is thought, how to ask, when to ask, what the questions are, and consider the argument before getting justified.

2. Critical Thinking in Learning

Critical thinking can arise during the learning of if there's any issue that becomes triggered and followed by a question: "Solving the problem in another way"; "Asking "What if?"", "What's wrong?", and "What will be done?" Such situations have not yet emerged in conventional mathematics learning, so critical thinking ability of learners is poorly trained. Meanwhile, critical thinking skills are needed by learners in overcoming various problems in everyday life.

Indicators of critical thinking are divided into five groups (Ennis in Costa, 1985) that is: providing simple explanations, building basic skills, concluding, making further explanations, and organizing strategies and tactics. The skills in these groups are detailed again as follows: a) Providing a simple explanation, consisting of focusing the questions, analyzing arguments, asking and answering questions, b) Building basic skills, consists of adapting to sources, observing and reporting observation, c) Summing up involves considering conclusions, generalizing and evaluating, d) Creating further explanations such as defining the terms and making definitions, e) Setting strategies and tactics such as determining an action and interacting with others and communicating.

Critical thinking of learners, among others, can be trained through giving the problems in the form of a variety of questions. There are various concepts and examples of thinking skills developed by educational specialists. In Bloom's taxonomy, the level of critical thinking is at the level of analysis, synthesis, and evaluation.

From some experts' argument about the characteristics or indicators of critical thinking it can be concluded that someone is said to have the ability of critical thinking with the following features such as; 1) Provide a simple explanation, 2) Provide further explanation, 3) Ability to identify, 4) Ability to analyze, 5) The ability to evaluate, and 6) Problem solving ability.

3. RESULT AND DISCUSSION

From the study of the theory of critical thinking, the ability should be acquired so as not to be left far behind in the current era of technology and information, especially critical thinking in learning. Learners are required to develop the ability in understanding the material provided.

In the context of learning, the development of critical thinking is aimed at several things, such as (1) getting critical thinking and creative thinking to make decisions and solve the problems wisely, for example: flexible, reflective, curious, able to take risks, not despair,

cooperative, so on, 2) applying knowledge, experience, and skills in thinking more in practice both inside and outside school, 3) generating creative and innovative ideas or creations, 4) overcoming hasty thinking, 5) improving the cognitive and affective aspects, and intellectual development, and 6) being open to accepting and giving opinions, making judgments based on reason and evidence, also being courageous to give views and criticism. Critical thinking is necessary on any job or when studying any field of science to solve any problems. It is a valuable asset for a career. One must respond to changes quickly and effectively, requiring flexible intellectual skills, the ability to analyze information, and integrating various sources of knowledge to solve problems. Critical thinking improves verbal and analytical skills. Thinking clearly and systematically can also improve how to express ideas. It's useful in learning how to analyze the text structure logically, improving the ability to understand. Lastly, critical thinking increases creativity. To come up with a creative solution to a problem requires not only a new idea but the new idea must be useful and relevant to the task to be accomplished. It is useful for evaluating new ideas, choosing the best, and modifying if necessary.

From the characteristics or indicators of critical thinking, such as being able to provide a simple and advanced explanation, it's very necessary in learning because learners are considered to understand the material if they are able to explain what they understand, both orally or in writing, so that others can easily respond to the explanation. After that, the ability to identify is also important in learning. Learners will not be able to solve a given problem if they can't identify the important things to know to solve the problem.

4. CONCLUSION

Of the supporting theories and the discussion were given, it can be concluded that:

1. Critical thinking is necessary in human life in general, and learning in particular.
2. Learners should have a strong motivation in terms of understanding the subject matter, especially the material that demands high-level thinking skills.
3. Educators need to find ways to develop the critical thinking of learners in learning, for example: applying a suitable learning model.

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EMPLOYEE PERFORMANCE ANALYSIS IN CONTEXT IMPLEMENTATION ONLINE SYSTEM AT ISLAMIC UNIVERSITY OF RIAU IN PEKANBARU

Arief Rifa'i Harahap¹, Lilis Suriani², Rosmita³, Indrian Syafitri⁴
^{1,2,3,4} Faculty of Social and Politic, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia

Abstract

This study takes the theme of employee performance analysis in the context of online system implementation at the Islamic University of Riau in Pekanbaru City. Islamic University of Riau, is one of Islamic Education Institution that is undergoing the development of transformation in the implementation of information technology. Since formulated in the company policy in 2014 to implement student administration system based on information technology. information-based information and communication technology system, namely online system, in response to the problems faced to increase competitiveness and improve the quality of service to various parties. Academic Information System, abbreviated as 'Academic system', is an online-based information system service for students who function as a means to fill out Study Plan Card (Study Plan Card), print Study Study Card (card of study results), and print Value Transcript. The Academic system system is enforced throughout 2014 for all classes.

Constraints related to human resource factors. These constraints include (1) relatively slow transfer of knowledge, (2) employees who are poorly trained in training, (3) employees are less enthusiastic to follow changes in information technology applied by the organization, (4) when employee turnover, still not ready, because the different task demands in the use of information technology in a new position.

From the results of this study can be concluded that the performance of employees in the perception of quantity of work, quality of work, work knowledge, and timeliness in the context of the online system application (Academic system) that since the implementation of online system (Academic system) has a good influence while the performance of employees in perception work skills in the context of online system implementation (Academic system) has a pretty good influence.

Keyword : *Performance, Quantity of Work, Quality of Work, Job Skills, Work Knowledge And Timeliness.*

1. INTRODUCTION

1.1. Research Background

Performance of employees is one important factor to support the effectiveness and efficiency of the organization in achieving the objectives. Competitive pressures and

demands for improving the quality of administrative and academic services for stakeholders as well as complex operational activities, due to the increasingly diverse types of services, prompted the Riau Islamic University to automate its operations with the implementation of information technology. With the implementation of information technology, can provide services more quickly and accurately. In addition, facilities can be developed more varied in accordance with the development.

Islamic University of Riau, is one of the Islamic Education Institution that is undergoing the development of transformation in the implementation of information technology. Since formulated in the company policy in 2014 to implement student administration system based on information technology. information technology-based information systems and communications, namely online system, in response to problems faced to increase competitiveness and improve the quality of service to various parties

Integrated information systems developed and utilized for the following purposes:

- 1) Organizing optimal services based on information technology for Islamic University of Riau students;
- 2) Providing accurate and integrated data and data processing system for each component in Islamic University of Riau;
- 3) Provide efficiency and effectiveness for every work process in Islamic University of Riau.

Islamic University of Riau Information System Development is developed in In House Development by IT staff at Islamic University of Riau. Integrated Information System that has been developed by Islamic University of Riau are as follows:

- 1) New Student Admission Information System (SPMB Online)
- 2) Academic Student Information System (Academic system)

Academic Information System is an online-based system through the website [http:// Academic system.Islamic University of Riau.ac.id](http://Academic.system.Islamic.University.of.Riau.ac.id) that useful to support academic activities in Islamic University of Riau. Existing facilities in Academic Information System are for filling out Study Plan Card (Study Plan Card), printing Study Result Card (card of study results), printing Value Transcript, knowing payment transaction or finance bill, and updating campus latest information for Islamic University of Riau students.

- 3) Academic Management Information System (SIMA).
- 4) Alumni Information System (SIA)
- 5) PDPT System (Higher Education Database)
- 6) Financial Information System (SIKEU)
- 7) Integrated Payment System (Host to Host) with Bank

The Information System in Islamic University of Riau was initially placed on a server within the Islamic University of Riau campus of BAIT (Information and Technology Administration Bureau), but saw the density of access to Information Systems such as Academic system (Academic Information System for Students) from off-campus and Host-to-Host is integrated with the National Bank which reqIslamic University of Riaues Islamic University of Riau server to have SLA (Service Level Agreement) guarantee with internet connectivity of at least 98% uptime per month, Islamic University of Riau since 2014 has transfered several Server to data center of Cyber building in South Jakarta. This is done because weighing Islamic University of Riau only has a bandwidth capacity of 30 Mbps, the bandwidth can not meet the access Academic system from outside the campus environment by students, moreover the available bandwidth is also used for internet access by students and lecturers

In accordance with Islamic University of Riau Blue Print on Information Technology development from 2014 to 2018, Islamic University of Riau in the future will increase the bandwidth capacity by 30 Mbps, with total bandwidth to 60 Mbps by 2016. In 2016

also began to develop some Information System such as:

- 1) E-Learning
- 2) Inventory / Asset System
- 3) Scholarship Information System
- 4) Disposition Information System Letter (e-letter)
- 5) Quality Assurance Information System

Academic Information System, abbreviated as 'Academic system', is an online-based information system service for students that serves as a tool for study plan card (Study Plan Card) Card, printing Study Result Card, and printing the Value Transcript. The Academic system system is enforced throughout 2014 for all classes.

Academic system facilities include the completion of study plan, semester study information, course schedule information, academic calendar, academic announcement, student financial information. Academic system is integrated with the Islamic University of Riau financial system, students prior to filling out the plan of study must pay basic SPP first, the payment of SPP can be done through after that the student can perform charging Study Plan Card.

card of study results online is integrated with online lecturer's Academic Information System where every lecturer in Islamic University of Riau subject will have access to Academic Information System. One of the facilities in Academic Information System is for student value entry online. The value of students who have been input by lecturers will be real time visible to students on the Academic system online.

Implementation of online system at Islamic University of Riau, in general aims to improve competitiveness and organizational performance. Some indicators of the performance of Islamic University of Riau, related to the implementation of online system can be seen from the performance of the number of students as shown in Table 1.

**Table 1.1. Performance Growth
 Number of Students from 2014 - 2016**

No	Faculty	school year 2014	school year 2015	school year 2016	Total
1	2	3	4	5	6
1	Law	472	518	616	1606
2	Islam	145	183	203	558
3	Technique	622	762	847	2231
4	Agriculture	257	400	474	1131
5	Economics	877	1075	1079	3031
6	Faculty of Teacher Training and Education	1144	1204	1335	3683
7	Faculty of Social and Politic Science	709	643	978	2330
8	Psikologi	160	181	251	592
9	Faculty of Communication	165	240	259	664
	Total	4551	5206	6069	15826

Source : BAAK's Islamic University of Riau 2016

Based on the data of the development of the number of students, it can be said that in general the performance of Islamic University of Riau tends to increase from year to year, where the total number of students in 9 Faculties in the environment of Islamic University of Riau amounted to 15826 students. This increase is likely due to the improvement of service quality to interested parties especially students through the implementation of information technology, so that students get more precise and accurate service in academic, administrative and other services.

The Islamic University of Riau has nine (9) Faculties and one (1) Postgraduate. Until 2014 Islamic University of Riau has 36 Study Program, of which two (2) Study Program are Diploma Three (D3) programs located in the Faculty of Teacher Training and Education and in the Faculty of Economics, there are 28 undergraduate programs and six (6) study programs in the Graduate program.

Table 1.2.
Development of Number of Faculties / Study Program, Year 2009-2013

No	Faculty / Study Program	2009	2010	2011	2012	2013
1	2	3	4	5	6	7
1	Faculty / Post	10	10	10	10	10
2	Diploma (S0)	2	2	2	2	2
1	2	3	4	5	6	7
3	Bachelor degree	27	27	27	28	28
4	Master	6	6	6	6	6
Total		35	35	35	36	36

All courses in the Islamic University of Riau environment have been accredited. In the year 2014 accreditation that gets "A" as many as 3 courses of study program of Law Science, Agrotechnology and Magister of Law. The study program earned the status of "B" as many as 16 courses. while the rest of the study program is accredited "C" and is being re-accredited. Among the factors that are being done to improve the accreditation of institutions and courses include:

1. Build an IT-based Islamic University of Riau database including academic system, payment system and alumni;
2. Increasing the quantity and quality of research and community service;
3. Improving the quality of learning through the evaluation and development of curriculum based on the Indonesian National Qualification Framework (KKNI);
4. Increase publication and cooperation with government and private sector both regional, domestic and international.

Nevertheless, even from the performance data of the Islamic University of Riau showing an increase, of course, it is not simply caused by the implementation of new information technology. An implementation of information technology, it can be said to succeed if able to improve organizational performance. However, regardless of the real condition of how the implementation process itself takes place, the Conclusions can be less precise, because it may be an increase in organizational performance is more caused by other factors. Therefore, it is necessary to investigate the implementation of online system in Islamic University of Riau with focus on human resource aspect, because to see the success of

implementation of an innovation, besides can be seen the impact to the performance of organization, also have to give positive impact to the employee.

In the process of implementation of online information system technology, efforts have been made by Islamic University of Riau, including training programs, socialization, and various forms of technical support, system maintenance by IT technicians.

Islamic University of Riau also continues to socialize related to the implementation of information technology online system. This activity is held in a meeting or special scheduled event if deemed necessary. This socialization is more aimed at providing information about the development of information technology implementation in the organization and the problems faced by users. The socialization example is "Socialization and Deepening Academic system Use" and the manual in operationalizing information technology. The program aims to: (1) help user difficulties (2) understanding about Academic system, (3) receiving suggestions for improvements from users, (4) realization of continuous socialization, and (5) improving user ability. This method of socialization uses presentations, discussions and simulations.

Constraints related to human resource factors. These constraints include (1) relatively slow transfer of knowledge, (2) employees who are poorly trained in training, (3) employees are less enthusiastic to follow changes in information technology applied by the organization, (4) when employee turnover, still not ready, because the different task demands in the use of information technology in a new position.

These obstacles, occur for several reasons, including personal factors, including the age of employees, provision of knowledge and skills IT employees are not uniform. A relatively senior employee, there is a lack of enthusiasm in learning new information technology.

Taking into account the efforts made and the constraints faced in the process of implementing the online system, it can be identified that the development of human resources in general is affirmed that in the implementation of information technology, the problems faced are not only technological problems, but also the problem of mental attitude change and improvement the ability of employees who become users (users).

However, the positive consequences of the implementation of the online system for employees, including job satisfaction, commitment and performance mentioned above, will only occur if employees can apply the system well, or in other words, employees have the provision of skills (knowledge and skills) adequate to be able to use the system smoothly. This is achieved, if the development of employees by the Islamic University of Riau can improve the ability of employees. Based on this thinking, then the impact of online system implementation for employee performance is indirect, namely through the ability of employees in using online system innovation. Based on the above description, this research takes the title, "Employee Performance Analysis In Context Implementation Online System At Islamic University of Riau In Pekanbaru"

1.2. Problem Statement

Based on the background, then the formulation of the problem posed in this study is as follows:

1. How is the performance of employees in the context of the online system implementation at the Islamic University of Riau in Pekanbaru

1.3. Objective

The purpose of this study is as follows:

- a. Analyze, explain and interpret the performance of employees in the context of online

system implementation at the Islamic University of Riau in Pekanbaru.

1.4. Benefits of research

The researcher is expected to provide the following benefits:

1. **Practical Benefits**, namely to provide input to the Islamic University of Riau in taking human resources development policy to support the successful implementation of information technology generally and online system especially useful in improving competitiveness and organizational performance.

Theoretical benefits, which contribute to the study of human resources in the implementation of information technology by the organization

2. LITERATURE REVIEW

Human resources occupy a very strategic position within a company, therefore the human resources users must be mobilized effectively so as to have a high level of results. This means that the results obtained balanced with the input is processed, namely through various improvements work and improve work motivation so that time is not wasted. Human resources must be deployed effectively and the achievement of business goals can be well organized, effective and efficient.

2.1. Human Resource Management

The organization realizes that human resources are capable of providing competitive advantage. Therefore human resources are one of the most decisive elements in the organization. According Hasibuan (2007: 10) human resource management is a field of management science that specifically studies the relationship and role of humans in the organization. The element of human resource management is the man who is the workforce of the company. Furthermore, Edwin B Flippo in (Sedarmayanti 2010: 5) human resources management is planning, organizing, directing, and supervising the activities of procurement, development, compensation, integration, maintenance and release of human resources in order to achieve various goals of individuals, and society.

Meanwhile, in the opinion of Bathros (2009: 1) management personnel is a field of science that studies and develops human ways can be effectively integrated into various organizations.

Basically human resource management has an essential equality where both aspects are equally studying the human element in an organization although there are differences in aspects of view where personnel management sees the human element as a factor of production while human resource management views the human element as an asset that must well maintained.

Organizations should have qualified human resources to achieve the objectives. Getting, developing, and utilizing qualified human resources can be implemented if the organization performs human resource planning that is the process of determining future human resource needs and identifying the actions or steps necessary to meet those needs.

2.2. Work performance

The term work performance or performance is a translation of the word performance. According to Ruky (2013: 18) the definition of performance is a record of the results obtained from certain job functions or certain activities during a certain period of time. Achievements emphasize understanding as a result or outcomes from a job and their contribution to the organization.

Furthermore Anwar Prabu (2005: 9) defines performance (work performance) as a result of work in quality and quantity achieved by sesepang employees in carrying out their duties in accordance with the responsibilities given to him.

Individual performance is the work of employees both in terms of quality and

quantity based on predetermined work standards. This individual performance will be achieved if supported by individual attributes, work effort and organizational support (Mangkunegara, 2006: 18). Job achievement is a result of work achieved by a person in carrying out tasks assigned to him based on the ability, experience and sincerity and time Hasibuan (2007: 94). Achievement of work is a combination of three important factors namely the ability and interest of a worker, ability and acceptance of the explanation of task delegation, as well as the role and level of motivation of a worker. The higher the three factors above, the greater the employee performance.

From the above definition can be understood that the performance of work more emphasis on the results or obtained from a job as a contribution to the company.

2.3.Goal of Work Performance Assessment

Companies and organizations use job performance appraisals for employees or individuals as a means of administrative and developmental action. Administratively, companies or organizations may make performance appraisals a reference or standard in making decisions regarding employee job conditions, including for promotion at higher career paths, dismissals, and awards or payroll.

While for the development is a way to motivate and improve job skills, including counseling on employee behavior and follow-up with training procurement (Gomez, 2001: 226). Sherrington (1995: 276) added other goals, among others, to identify training needs for the benefit employees to the level of ability and expertise in a job can be increased at a higher level. It is then integrated into human resource planning that is linked to HR functions.

More specifically, the assessment of work performance has a purpose (Rahmanto) to:

1. Distinguishing the level of work performance of each employee.
2. Administrative decisions such as selection, promotion, retention, demotion, transfer, termination, and salary increases.
3. Penalties such as: guidance to improve motivation and training to develop skills.

Furthermore, according to Rachmawati (2009: 123) suggests the benefits of performance evaluation as follows:

- 1.Increase achievement employees
- 2.Standard decent compensation
- 3.Placement of employees
4. Training and Development
5. Career ladder
6. Staff staffing
- 7.The least data information
8. Work design errors
9. Fair job opportunity
10. External challenges

While Sedarmayanti (2010: 22) describes the benefits of performance appraisal in an organization, among others, as follows:

- 1.Increased performance
2. Fair job opportunities
3. Training and development needs
- 4.Capendment adjustment
5. Decision promotion and demotion
6. Job design errors
- 7.Action of recruitment and selection process

From the above data, it can be seen that each company in setting the goal of performance appraisal is not a priority or only have one purpose only from some existing

goals. Therefore it can be concluded that the employee performance appraisal is useful for the organization and should be beneficial to the employee. The purpose of employee achievement assessment as follows:

1. As the basis for decision-making used for promotion, demotion, dismissal and determination of the amount of remuneration.
2. To measure the extent to which employees can be successful in their work.
3. As the basis for evaluating the effectiveness of all activities within the organization.
4. As the basis for evaluating the exercise program and the effectiveness of work schedules, work methods, organizational structure, style of supervision, working conditions and work equipment.
5. As an indicator to determine the need for training for employees who are within the organization.
6. As a tool to increase employee motivation so that achieved the goal to get a good job performance.
7. As a tool to encourage or familiarize superiors to observe the behavior of subordinates to know the interests and needs of his subordinates.
8. As a tool to be able to see the deficiencies of the past and improve the ability of the next employee.
9. As a criterion in determining the selection and placement of employees As a basis for improving and developing job descriptions.

Although performance appraisal has many benefits, many managers are unwilling to do so. The causes Panggabean (2002: 96), among others:

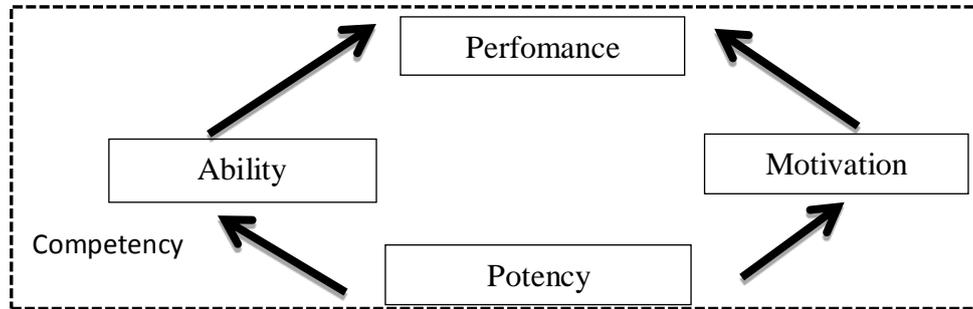
1. The appraiser does not feel owned, because they are not involved in determining the appraisal system, are not trained to be able to use the existing system and suggestions on the existing system are not taken into account.
2. There is a personal involvement. Leaders are reluctant to give bad value to employees, especially people who are personally liked.
3. Poor judgment tends to generate a reaction to survival or hostility rather than to encourage improved employee performance. Leaders and subordinates recognize that poor judgment will affect a person's career.
4. In reality the performance appraisal process is not utilized to determine the wisdom in rewarding.
5. the existence of doubt from the leadership to provide poor judgment for fear of not being able to select and develop employees. For employees, performance appraisal can lead to feelings of satisfaction within them, because in this way their work is judged by the organization properly and the weaknesses in the individual employees can be known. These weaknesses must be consciously accepted by employees as a reality and will ultimately lead to a drive to improve.

Achievement of work is produced by the existence of 3 (three) things, namely:

- a. Ability in its form as a capacity to perform (capacity to perform).
- b. Ability, spirit, desire or motivation in its form as a willingness to perform (willingness to perform).
- c. Opportunity to perform (opportunity to perform)

Achievement of work as a result (output) derived from the existence of work behavior and a particular work environment conducive. In determining the appraisal factor of individual employees, the work environment as an opportunity for achievement that can be influenced by the existence of work equipment, materials, work fiscal environment, employee other employment behavior, leadership patterns, organizational policies, information and overall income will be considered constant because it is giving, comes from outside the employee and is not an employee's behavior.

Then the main points that must be assessed in the assessment of individual employees include factors of performance, ability, motivation and potency of employees with the pattern of relevance as in Figure 2.1



(output) is determined by three things: ability, motivation and potency. Potential is the ability and willingness of employees who are still hidden in him is the source of energy for the display of abilities and motivation of a person, where in the end both of these must be observed in the form of work behavior that will affect job performance. Ability is the ability, knowledge and employee's mastery of the technical implementation of the duties of his position. While the motivation of employees as the level of willingness, encouragement someone to perform an action or a specific behavior that supports the achievement of work.

When viewed from the systematic, then the potential can be categorized as an assessment factor derived from the input group (input) and ability together motivation as a whole can be called a valuation factor in the process group, and performance is a valuation factor of the output group.

2.4. Performance Assessment

Assessment of work performance is very important for an organization. With the assessment of these achievements an organization can see to what extent human factors can support the goals of an organization. Assessment of achievement can motivate employees to be encouraged to work better. Therefore, appropriate and consistent assessment of achievement is required Islamic University of Riau.

Performance appraisal in English is referred to as performance appraisal. Blanchard and Spencer (1982: 100) mentioned the assessment of work performance is an organizational process that evaluates employee performance against his work. In essence, supervisors and employees formally evaluate continuously. Most of them refer to previous work performance and evaluate to know what to do next. When work performance is not eligible, then the manager or supervisor should take action, as well if the performance is good then the behavior should be maintained.

Putti in his book *A Manager's Primary on Performance Appraisal*, as quoted by Achmad S. Ruky (2013: 12-13), there are several definitions of performance appraisal, among others:

1. Roger Belows, in *Psychology of Personnal in Business Industry*, Prentice Hall, New Jersey 1961, p.370 defines a periodic assessment of the value of an individual employee for his organization, performed by his employer or someone in a position to observe or assess his or her performance.
2. Dale S. Beach, *The management of People at Work*, Mac Milian New York, 1970 p.257, defines a systematic assessment of the individual employee regarding his achievements in his work and his potential for development.

3. Bernardin and Russell (1993: 379), define a way of measuring the contribution of individuals (employees) to the organizations in which they work.
4. Cascio (1992: 267), defines a systematic description or description of the strengths and weaknesses associated with the work of a person or group.

From some of the above definitions it can be concluded that performance appraisal is a systematic way to evaluate the achievements, contributions, potential and value of an employee by people who are authorized the company as a development and so on.

2.4. Some Form of Work Performance Appraisal Process

Gomez-Mejia (2001: 226) makes a model of performance appraisal that includes the three aspects in it, including: identification, measurement, and management regarding employee performance in the organization.

1. Identification

Identify any provisions that become a manager's work area to perform performance appraisal tests. Rational and legal identification reqIslamic University of Riaues a measurement system based on job analysis. The scoring system will focus on work performance that affects organizational success rather than characteristics unrelated to work performance such as race, age, and gender. This dimension is an important first step in the assessment process. If the significant dimension fails, the employee morale desired to obtain the type of employee who works well on that dimension will not be accepted and appreciated. If it is not relevant and the dimension is ignored, the employee feels that the assessment process has no overall meaning.

2. Measurement

Measurement (measurement) is the central part of the assessment system, in order to form managerial judgment employee performance that sort out the good results. Good performance measurements should be consistent through the organization. So that all managers in it are reqIslamic University of Riaued to maintain the standard level comparison. Employee job measurement involves a number of provisions to reflect employee behavior on the introduction of some characteristics and dimensions. Technically, such provisions as excellent, good, average and Poor can be used with numbers from 1 to 4 for employee performance. In terms of measurement tools, Gomez-Mejia et al (2001: 227). have an assessment format that is classified in two ways: (1) the type of judgment that is Islamic University of Riau (relative or absolute), and (2) the focus of the measure (trait, behavior, or outcome).

Relative judgment is an assessment format that encourages supervisors to compare the performance of one another's employees on the same type of work. While the absolute judgment concerns the form of assessment that encourages supervisors to make judgments about employee performance based on standards.

Performance measurement systems can be classified by data forms that focus on: data trait (behavior), behavior (behavior) data, and outcome (results) data. Trait appraisal instruments are the task of the supervisor to make judgments about worker characteristics that tend to be consistent and long lasting.

The second system of performance measurement is behavior appraisal instruments (focus behavior) focused on aspects of assessment of employee behavior.

In appraisal outcome of the instrument (results-oriented assessment) used to assess employee work that has been done.

3. Management

Employee performance appraisal provides an important mechanism for management to be used in explaining work goals and standards as well as motivating future employees. This can be understood as a stage designed to improve overall company performance through

improved work performance by line managers.

From the above three aspects can be illustrated in Figure 2.2 below

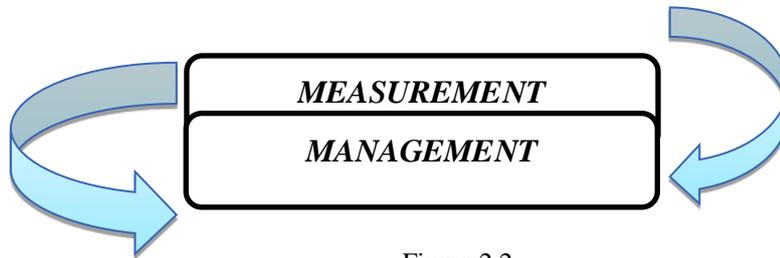


Figure 2.2

A Model of Performance Appraisal

Source : Gomez-Mejia, et.al., 2001. Managing Human Resource, New Jersey: Prentice Hall.

2.5. Approach of Performance Appraisal System

Performance appraisal on this system should identify work performance related to predetermined criteria, measure it and give reciprocity to employees and personnel or HR department. If performance measurement is not related to work, then evaluation / assessment may lead to inaccurate or biased results (Werther and Davis, 1996: 284).

As in this performance appraisal system can be illustrated in Figure 2.3. which shows that after the appraisal process has been implemented there is a reward for the employees for the results achieved, then the notes are used as the basis for consideration for the decisions of employee performance.

In this study, the performance appraisal process (the performance appraisal) on the picture is the stages to be studied in order to get the results of employee performance during work in the company

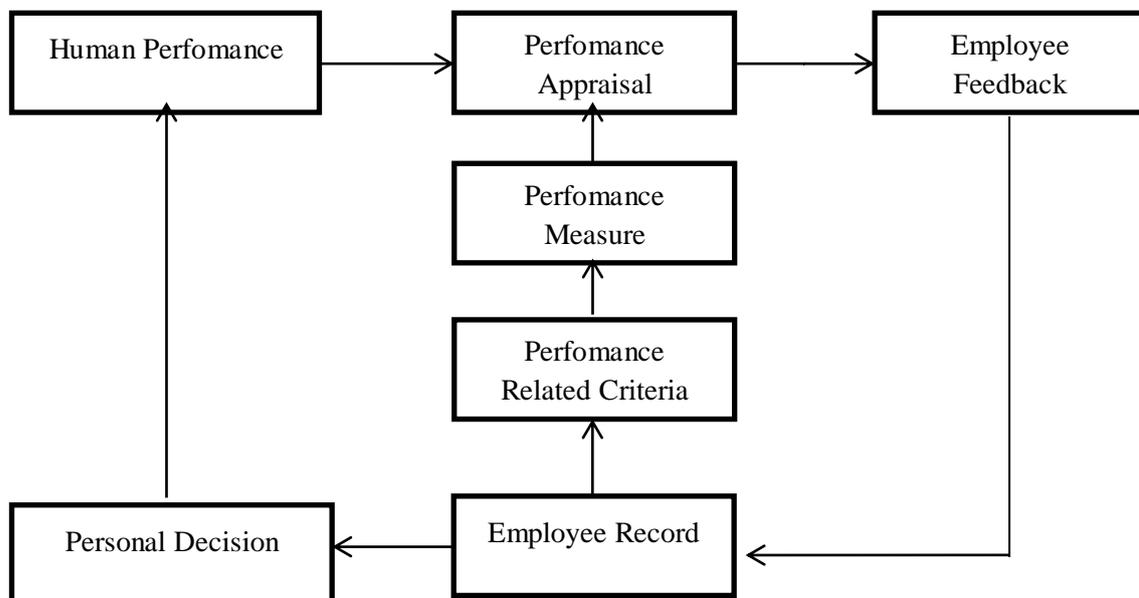


Figure 2.3

Performance appraisal system

Sumber: Werther, B. William and Keith Davis, 1996. "Personnelmanagement And Human Resource, 2nded., Singapore: McGraw-Hill Book Company.

Starting from the stages of criteria or factors related to work performance that will be assessed because it is required Islamic University of Riau to complete the work process well until the work performance can be measured by including points or numbers on each dimension of work. Thus will result in an assessment of work performance in accordance with objectivity assessment.

2.6. Dimensions of Job Performance Assessment

Performance appraisal can be fulfilled if the assessment is related to the job (job related) and the existence of standard implementation of work (performance standard). In accordance with the analysis of the desired performance appraisal dimensions, not all of the aforementioned assessment processes are involved, but are limited to behavioral assessment processes.

The dimensions of the assessment of the nature and characteristics of the workers described in terms of the measurable behavior can be classified according to the explanations and examples taken from several sources of reading, among others:

1. Ahmad S. Ruky in his book *Performance Management System* (2013: 47-48) mentions that there are six personality characteristics or also referred to as the core characteristics that apply to all people working in banking companies, namely: meticulous, accurate, obedient rules and procedure, agile / fast, full of concentration, and friendly / polite.
2. Gomez-Mejia, Balkin, and Cardy, in his book *Managing Human Resource* (2001: 229) mentions four characteristics, namely: decisiveness, reliability (reliability), energy (power / labor), and loyalty (loyalty).
3. Noe, A. et.al., (2000: 286) in his book *Human Resource Management* mentions there are ten assessment factors related to the dimensions of work performance, namely: knowledge, communication, judgment, Managerial skills, Quality performance, teamwork, interpersonal skill, initiative, creativity, problem solving.

According to Gomes (2003: 142) performance appraisal can be done based on the description of specific behavior that is:

1. Quantity of work, the amount of work done within a specified period of time
2. Quality of work, quality of work achieved based on the requirements of conformity and its precision.
3. Job knowledge, breadth of knowledge about work and skills.
4. Creativeness, authenticity of ideas raised and action actions to resolve the problems that arise.
5. Cooperation, willingness to cooperate with others.
6. Dependability, awareness and trustworthiness in terms of attendance and completion of work.
7. Initiative, the spirit to carry out new tasks and in solving the responsibility.
8. Personal qualities, concerning personality, leadership, hospitality and personal integrity.

From several theoretical studies above it is taken some criteria items that match the research objectives, namely:

1. Quality Work is the amount of work done in a certain period.
2. Quality of work is the quality and accuracy of employees in carrying out the work charged to him.
3. Skills work that is the technical skills in the implementation of the given task
4. Knowledge of the employee's mastery of the implementation of tasks assigned.
5. The timeliness of the Completion of the completion of the implementation of the assigned tasks.

The reason for choosing the above criteria is according to the observation of theoretical researcher adjusted to the situation and the condition of the research environment

and see the problems in the field.

3. METHODOLOGY

3.1. Research

The type of research used by the research is descriptive with quantitative approach which aims to create a systematic, factual and accurate description of the facts, properties and the relationship between the phenomena being investigated to know the value of independent variables, so that the object of research can be described from the data obtained .. On this study will be assessed is the performance of employees in the implementation of information technology online system at the Islamic University of Riau in Pekanbaru.

3.2. Research Location

This research was conducted at the Islamic University of Riau on the grounds that since 2014 the management has created and developed information technology that aims to organize the optimal service based on information technology for Islamic University of Riau students, providing data and data processing system that is accurate and integrated for each component at the Islamic University of Riau, providing efficiency and effectiveness for every work process within the Islamic University of Riau. The consequences of the change of the system, of course, have an impact on the development of the organization and various parties who need information and this change, of course, directly or indirectly provide added value for the improvement of employee performance. Thus this research would like to see more depth about the performance of employees in context of online system implementation, especially for users both employees and faculty members within the Islamic University of Riau in accordance with their field of duty

3.3. Population and sample

a. Population

The population in this research is employees in the environment of Islamic University of Riau in accordance with the field of duties which amounted to 205 people and teaching staff amounted to 419 people who become users (users) online system at three faculties located within the University of Islam Riau Faculty of Faculty of Social and Politic Science, Faculty of Law and Faculty of Islamic Education with consideration taken the most number of students that is Faculty of Law, who is a student Faculty of Faculty of Social and Politic Science and a little student Faculty of Islamic Education.

b. Sample

Sample in this research is part of staff, faculty and structural officer from three faculty namely Faculty of Law, Faculty of Faculty of Social and Politic Science and Faculty of Islamic Education at Islamic University of Riau where sample size taken from number of population from employee element taken of 11 respondents and from the faculty members were taken samples of 23 people and structural officials of 19 respondents where the amount is taken proportionally.

3.4. Sampling technique

Sampling technique for employees of each unit by using purposive sampling technique with consideration that employees who are sampled are employees who in carrying out their duties directly related to the online system while for teaching staff is done by using simple random sampling technique taken from each faculty according to its capacity in using online system.

3.5. Data Type

To collect information and data reqIslamic University of Riaued in writing this type of data consists of:

1. Primary Data

The data obtained directly from the research object is in the form of responses from the questionnaire obtained from the questionnaire.

2. Secondary Data

Data obtained from the Islamic University of Riau History of Islamic University of Riau, organizational structure, Strategic Plan Islamic University of Riau Year 2014-2020, and other documents that support research.

3.6.Data collection technique

Data collection is done with the following techniques:

a. Questionnaire

Used to obtain primary data from the respondents of staff and faculty within the Islamic University of Riau by submitting a written questionnaire on employee performance in the context of online system implementation related to work ability indicators, work skills, quantity of work, quality of work, timeliness work.

b. Observation

Technique of collecting data which is done by doing observation to an object that is studied directly to obtain subjective data about work environment, facilities and infrastructure of information technology and other object related to problem discussed

3.7. Data Analyst

Data analysis used in this research by using quantitative method by using descriptive statistical analysis that is analyzing data by way of describing or describing data that have been collected as fact where the presentation of data can be table, graph, pictogram, mode, median, mean, decil, presentil , average, percentage. Sugiyono (2012: 147-148).

4. RESULT AND DISCUSSION

Performance Achievement Rating

1.1. Employee Quantity Indicators

Based on the results of respondents' assessment of perceptions about the extent to which the application of online system (Academic system) can contribute to lecturers and employees in the context of the quantity of work indicates that the assessment results are grouped into three categories.

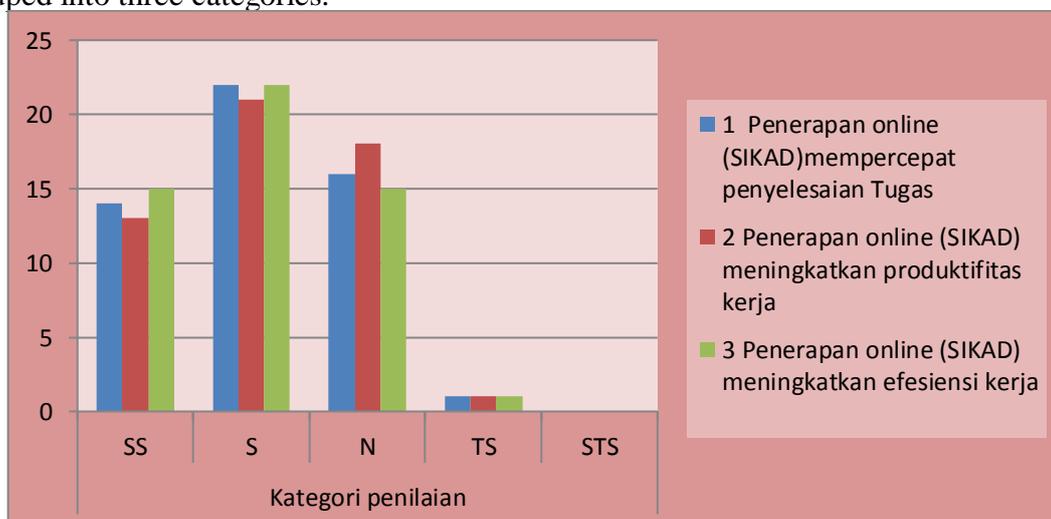


Figure 4.1: Graph of Work quantity indicator

The first category description shows that it can be concluded from the result of the online system implementation that 36 respondents (68%) showed positive result that since the implementation of Academic system was able to complete the task quickly, 16 respondents (30) expressed doubt, and 1 people (2%) stated negative results which meant that the application of the Academic system had no effect in the completion of tasks quickly.

The description of the second category shows that it can be concluded from the result of the online system implementation that 34 respondents (64%) showed positive result that since the implementation of Academic system able to increase work productivity, 18 respondents (34%) expressed doubt, and 1 person (2%) states a negative result which means that the implementation of the Academic system has no effect in improving work productivity.

The description of the third category indicates that it can be concluded from the result of the online system application that 37 respondents (70%) showed positive result that since the implementation of Academic system can improve work efficiency, 15 respondents (28%) expressed doubt, and 1 person (2%) states a negative result which means that the application of the Academic system has no effect in improving work efficiency.

From the distribution of the overall distribution of the assessment on the implementation of online system can improve the results of the quantity of work can be concluded that the average respondent stated positive is 107 respondents (68%) means that since the implementation of online system Academic system increased the quantity of work, 49 respondents (30) hesitate and as many as 3 respondents (2%) stated a negative result means that the implementation of the Academic system does not provide changes in the increase in the quantity of work.

1.2. Work Performance

Based on the results of respondents' assessment of the perception of the extent to which the application of the online system (Academic system) can contribute to lecturers and employees in the context of quality work

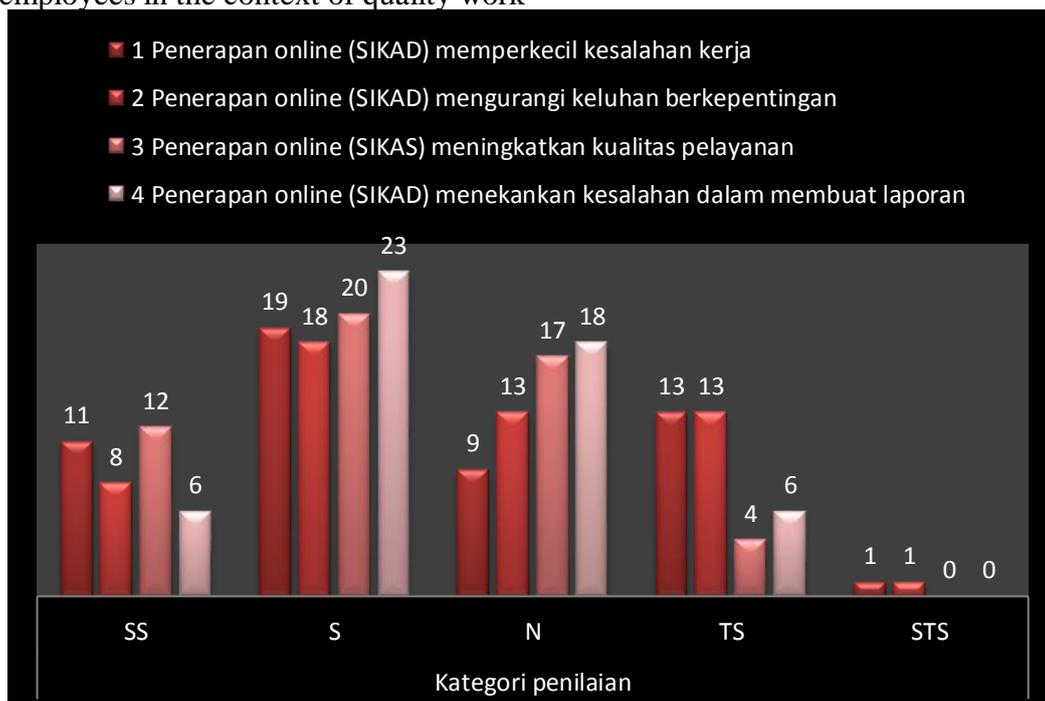


Figure 4.2: Graph of Work quality indicator

The description of the first category shows that it can be concluded from the results of the online system application was 30 respondents (57%) showed a positive result means that since the implementation of Academic system able to minimize work errors, 9 respondents (17%) expressed doubt, and 14 people (26%) stated negative results which means the application of the Academic system has no influence in making work errors. .

The description of the second category shows that it can be concluded from the result of the online system implementation that 26 respondents (49%) showed a positive result that since the implementation of the Academic system could reduce the complaints on the interested parties, 13 respondents (255) stated hesitantly , and 14 people (26%) stated negative results which meant that the application of the Academic system had no effect in reducing complaints to interested parties.

The third category indicates that it can be concluded from the result of the online system application that 32 respondents (60%) showed a positive result that since the implementation of Academic system can improve the quality of service, 17 respondents (32) expressed doubt, and 4 people (8%) states a negative result which means that the implementation of the Academic system can not improve the quality of service.

The description of the fourth category indicates that it can be concluded from the result of the online system application that 29 respondents (55%) showed positive result that since the implementation of Academic system able to suppress mistake in making report, 18 respondents (34%) expressed doubt, and 6 people (11%) stated negative results which meant the application of the Academic system had no effect in making mistakes.

From the distribution of the overall distribution of assessment on the implementation of online system can improve the results of the quality of work can be concluded that the average respondent stated positive is 117 respondents (55%) means that since the implementation of online system Academic system quality of work increased, 57 respondents (27%) reported hesitantly and as many as 38 respondents (18%) stated the negative result means that the implementation of the Academic system did not give any change in the improvement of the quality of work.

1.3. Vocational Indicators

Based on the results of the responses of respondents to the perception of the extent to which the application of the online system (Academic system) can contribute to lecturers and employees in the context of work skills show that the assessment results are grouped into ten categories.

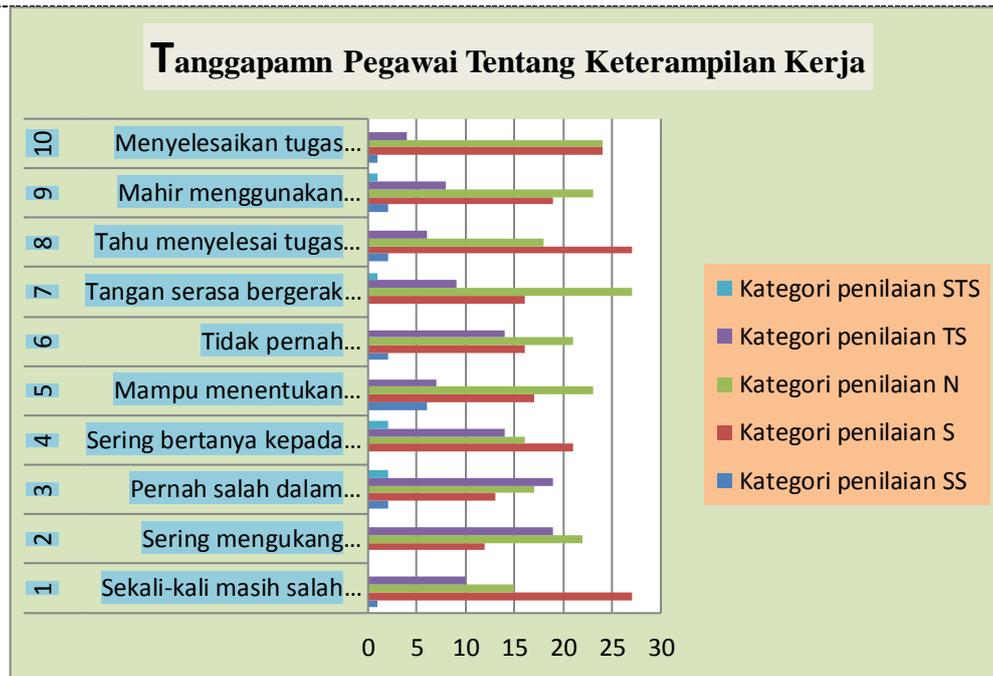


Figure .3: Grafik indikator keterampilan kerja

The description of the first category shows that it can be concluded from the results of the online system application. In fact, 28 respondents (53%) showed a positive result that since the implementation of the Academic system was able to suppress the error, 15 respondents (28%) expressed doubt, and 10 people (19%) states a negative result which means the application of the Academic system has no influence in making a mistake.

The description of the second category shows that it can be concluded from the result of the online system application that 12 respondents (23%) showed positive result that since the implementation of Academic system able to suppress repetition due to data input error, 22 respondents (41%) expressed doubt, and 19 people (36%) stated negative results which meant the application of the Academic system had no effect in repetition due to data input error. This condition has shown that in the application of the online system (Academic system) there is still a mistake that is reqIslamic University of Riaued to focus on doing so in order to avoid repetition of work.

The description of the third category shows that it can be concluded from the result of the online system application was 15 respondents (28%) showed a positive result that since the implementation of Academic system in one day had made mistakes, 17 respondents (32%) expressed doubt, and 21 people (40%) stated negative results which meant the application of the Academic system did not have a single day ever made a mistake. This states that in using the online system (Academic system) is reqIslamic University of Riaued precision and follow the instructions that have been provided so as to reduce the mistakes in the process.

The description of the fourth category indicates that it can be concluded from the results of the online system application was 21 respondents (40%) showed positive results that since the implementation of the Academic system often asked friends in carrying out the work, 16 respondents (30%) expressed doubt, and 16 people (30%) stated negative results which meant that the implementation of the Academic system had no influence to ask friends in carrying out the work. This condition explains that in case of doubt in using the online system (Academic system) it is advisable to inqIslamic University of Riaue with

people who are more familiar in the use of online (Academic system) like friends, so as to reduce errors in the use of the online system (Academic system).

Fifth category indicates that it can be concluded from the result of online system application was 23 respondents (43%) showed positive result that since the implementation of Academic system capable of using software, 23 respondents (43%) expressed doubt, and 7 people (14%) stated negative results which means that the implementation of the Academic system does not have the ability to use software. From the distribution of the ability to use online software (Academic system) that most respondents still do not understand the online use of the Academic system.

The description of the sixth category shows that it can be concluded from the results of the online system implementation. In fact, 18 respondents (34%) showed positive results. Since the implementation of the Academic system never got any constraints, 21 respondents (40%) expressed doubt, and 14 people (26%) stated negative results which means the implementation of the Academic system raises many obstacles in the completion of the work. Based on the results of the responses of respondents it is seen that in using the online system (Academic system) in general responses neutral answer, and partly give an answer that in the use of online system (Academic system) never get obstacles in operation.

The description of the seventh category indicates that it can be concluded from the results of the online system application. In fact, 16 respondents (30%) showed positive results that mean that adept in the application of online system (Academic system), 27 respondents (51%) expressed doubt, and 10 people (19%) stated negative results which means not proficient in the application of online system (Academic system).

The eighth category shows that it can be concluded from the results of the online system application that 29 respondents (55%) showed a positive result that since the implementation of the Academic system was able to complete routine tasks quickly, 18 respondents (34%) expressed doubt, and 6 people (11%) stated negative results which meant the application of the Academic system had no effect in the completion of routine tasks quickly. From the distribution of completed tasks more quickly by using online (Academic system) most respondents answered agree, this means most respondents agree that with the online system (Academic system) can complete the task more quickly.

The ninth category shows that it can be concluded from the results of the online system implementation that 21 respondents (40%) showed positive results that the proficient staff in the implementation of the Academic system, 23 respondents (43%) expressed doubt, and 9 people (17 %) states negative results which means employees are not adept at implementing the Academic system. Based on the above description, most respondents still hesitate in the use of the online system (Academic system) and partly claimed to have advanced in using the online system (Academic system) because by using the online system (Academic system) can alleviate the work.

The description of the tenth category shows that it can be concluded from the result of the online system application was 25 respondents (47%) showed a positive result means that it is usual in completing routine tasks by using online system (Academic system), 24 respondents (45% expressed doubt, and 4 people (8%) stated negative results which means still hesitate in completing routine tasks using the online system Academic system.

From the distribution of the overall distribution of assessment on the implementation of online system can improve the work skills can be concluded that the average respondents stated positive is 208 respondents (39%) means that employees have the skills of work since the implementation of online system Academic system, 206 respondents (39% hesitate and as many as 116 respondents (22%) stated negative results meaning employees have no job skills since the implementation of online system (Academic system)

1.4. Industry knowledge indicators

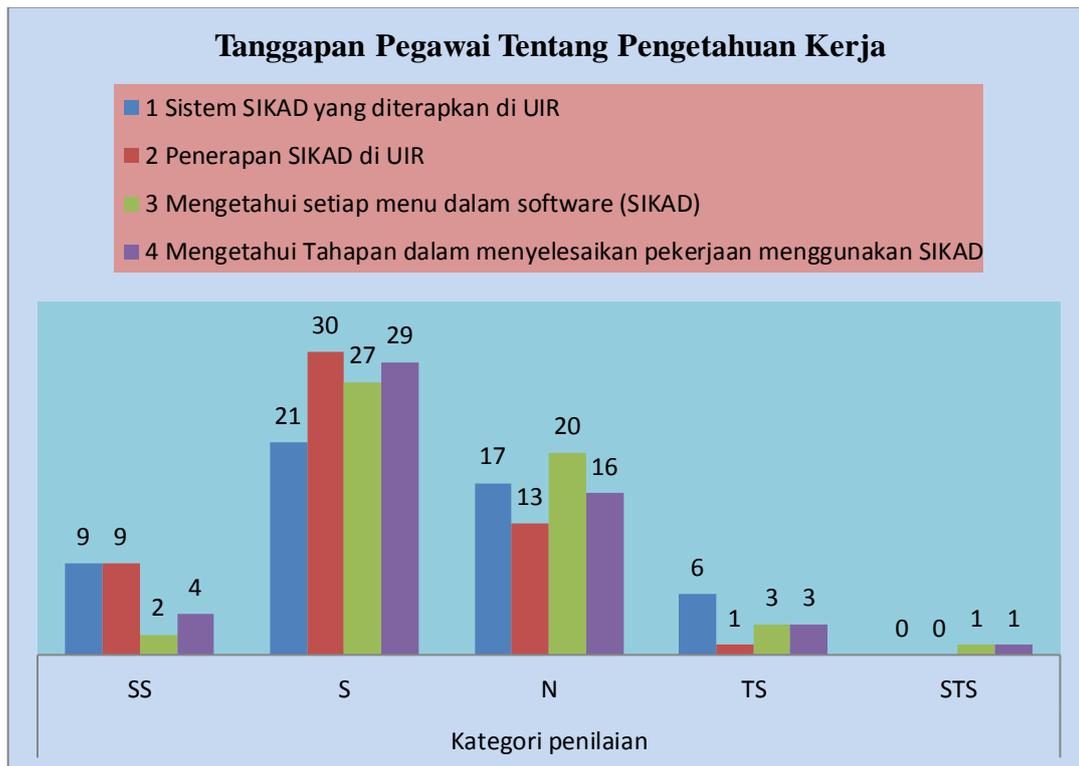


Figure 4.4: Work Knowledge Graph

Based on the respondent's category of online system knowledge (Academic system) consists of four assessments. The description of the first category shows that it can be concluded from the result of the online system application that 30 respondents (57%) showed positive result that employees have ability to explain about the implementation of Academic system, 17 respondents (32%) expressed doubt, and 6 people (11%) stated negative results which means employees have no ability to explain about the implementation of the Academic system.

The description of the second category indicates that it can be concluded from the result of the online system implementation that 39 respondents (74%) showed positive results that employees understand the purpose of applying the Academic system, 13 respondents (24%) expressed doubt, and 1 person (2 %) states a negative result which means employees do not understand the purpose of applying the Academic system.

The description of the third category shows that it can be concluded from the results of the online system application was 29 respondents (55%) showed a positive result means that employees know every software function in the application of Academic system, 20 respondents (38%) expressed doubt, and 4 people (7%) stated negative results which means employees are not aware of any software functions in the application of the Academic system.

The description of the fourth category shows that it can be concluded from the result of the online system implementation. In fact 33 respondents (62%) showed positive result that employees understood the stages of completion of tasks in the application of Academic system, 16 respondents (30%) expressed doubt, and 4 people (8%) stated negative results which meant employees did not understand the task completion stage in the application of the Academic system.

From the distribution of the overall distribution of the assessment of working knowledge in the application of the online system can be concluded that the average respondent stated positive is 131 respondents (62%) means that employees have working knowledge in the application of online system Academic system, 66 respondents (31%) hesitant and as many as 15 respondents (7%) stated negative results means employees do not have working knowledge in the application of online system (Academic system).

1.4. Timeliness Indicators

Assessment of respondents to indicators of timeliness with operational assessment using four categories

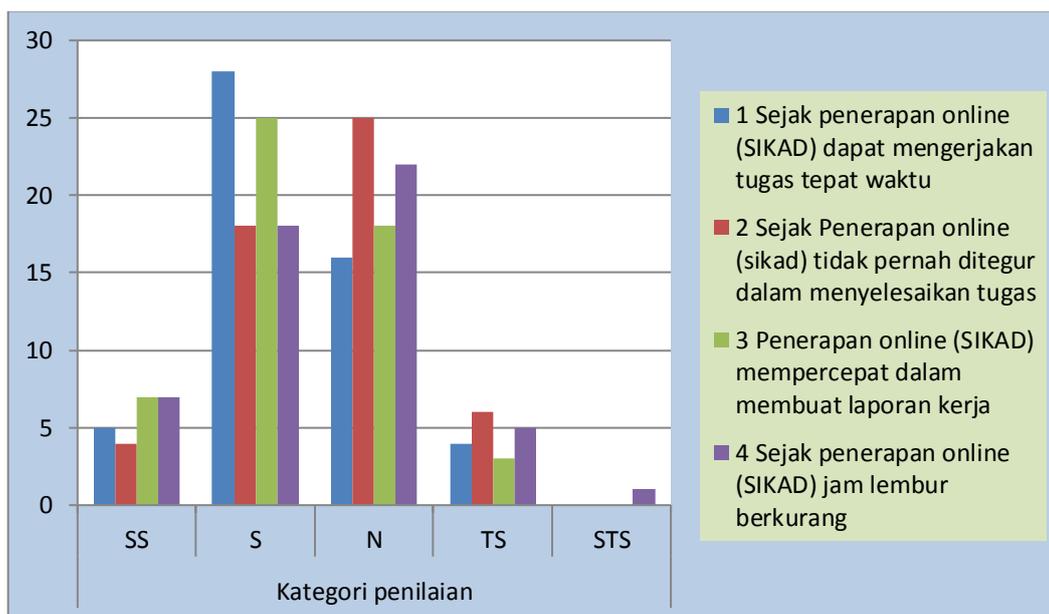


Figure 5: Timeliness Chart

The description of the first category shows that it can be concluded from the result of the online system implementation that 33 respondents (62%) showed positive result that since the implementation of Academic system employees can complete the task on time, 16 respondents (30%) expressed doubt, and 4 people (8%) stated negative results which meant that the application of the Academic system had no influence in the timely completion of the task

The description of the second category indicates that it can be concluded from the result of the online system implementation that 22 respondents (42%) showed positive result that since the implementation of Academic system employees never been reprimanded in completing the task, 25 respondents (47%) expressed doubt, and 6 people (11%) stated negative results which means that since the implementation of the Academic system, employees feel ever reprimanded in the completion of the task.

The third category picture shows that it can be concluded from the result of online system application was 30 respondents (60%) showed positive result that since the implementation of Academic system able to accelerate in making work report, 18 respondents (34%) expressed doubt, and 3 people (6%) stated negative results which meant the application of the Academic system had no effect in speeding up the work report.

The description of the fourth category indicates that it can be concluded from the result of online system application that 25 respondents (47%) showed positive result that

since the implementation of Academic system of overtime hours of employees decreased, 22 respondents (42%) expressed doubt, and 6 people (11%) stated negative results which meant that the application of the Academic system had no effect in overtime hours.

From the distribution of the overall distribution of the assessment of the timeliness in the implementation of the online system can be concluded that the average respondent stated positive is 112 respondents (53%) means that employees since the implementation of online system Academic system can complete the tasks on time, 81 respondents (38%) expressed hesitation and as many as 19 respondents (9%) stated negative results since the online system implementation (Academic system) had no effect on the completion of tasks on time.

5. CONCLUSION

Based on the results of analysis and discussion on the results of research on the performance of employees in the context of the implementation of online system at the Islamic University of Riau in Pekanbaru, it can be concluded several things as follows:

1. Performance of employees in the perception of quantity of work in the context of the online system implementation (Academic system) that since the implementation of online system (Academic system) has a good influence to employees and lecturers in accelerating the completion of work, work productivity and work efficiency.
2. Employee performance in the perception of quality of work in context of application of online system (Academic system) can be explained that since the implementation of online system have good influence to the employee and lecturer in minimize making errors, reduce complaints and, improvement of service quality to the parties interests and mistakes in making financial statements.
3. Employee performance in perception of work skill in context of application of online system (Academic system) can be explained that since application of online system have good enough influence to employee and lecturer in mistake in using online system (Academic system), data input error, ask about online system to colleagues, use of online system software (Academic system), online system usage constraints, skill in online system usage, completion of tasks using online system, proficient in online software system usage, and habit of using online system.
4. Employee performance in perception of work knowledge in the context of application of online system (Academic system) can be explained that since the implementation of online system has a good influence to employees and lecturers in explaining about the intent of the implementation of online system, the purpose of online system implementation, online and the stage or standard operational procedure of completion of work with the online application system.

Performance of employees in perception of timeliness in context of application of online system (Academic system) can be explained that since the implementation of online system have good influence to the employee and lecturer in doing tasks on time, get reprimand, make job report

6. SUGGESTION

Based on the results of research that took the topic of employee performance in the context of the online application system at the Islamic University of Riau are as follows:

1. The results of research findings for indicators of work quality, work skills and working knowledge are recommended to the Islamic University of Riau to organize a structured training program adapted to the needs of employees and lecturers by conducting a survey of the needs of the online system (Academic system). Further training programs tailored

to the needs and capacities and the presence of employees and lecturers associated with a position of someone in structural and non structural positions. Furthermore, the training materials and modules are tailored to the job title and field of work related to the online system (Academic system).

2. The research findings for timeliness indicators are recommended to the Riau Islamic University to be consistent with the Standard Operating Procedures in the implementation of the online system (Academic system) such as planning the entire schedule of activities (time schedule) online system implementation (Academic system) in one period so expected does not interfere with the overall process of implementation of the activities so that there is consistency in the implementation time of the activity

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DOCUMENTATION

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Panduan Sistem Administrasi Mahasiswa Berbasis Teknologi Informasi 2015

DIFFERENCES MODEL TEACHING PERSONAL SOCIAL RESPONSIBILITY (TPSR) AND COOPERATIVE LEARNING TYPE STAD AGAINST STUDENT RESPONSIBILITY IN BIG BALL LESSON IN PINTAR SENIOR HIGH SCHOOL TELUK KUANTAN

Dupri¹, Rices Jatra²

^{1,2}Department of Physic Education, Faculty of Education, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia
Email :

Abstract

This research is motivated from thinking about the attitude indication Student responsibility is fading, this condition is marked by high number of juvenile delinquency, fights between students and more so strong technological influences make the students rarely socialize with the surrounding community and fellow students in school. This research reveals the difference of TPSR Model with cooperative learning model in improving the attitude of responsibility sidewa on learning physical education. Experimental method with Non-equivalent control group design. Treatment on two different models namely TPSR model and cooperative learning model. Instrument used is questionnaire Responsibility and analysis with Paired Samples Test and Independent Samples Test. The result of the research shows that there is significant influence of TPSR model on student's responsibility attitude to physical education learning, there is significant influence of Cooperative Learning model toward student's responsibility attitude on physical education learning and there are different model of TPSR with Cooperative Learning Model in increasing responsibility attitude students on learning Physical education.

Keywords: *Physical education, TPSR model, cooperative, Responsibility*

I. INTRODUCTION

Globalization and modernization have changed the structure of Indonesian society into a nation that lost its identity and personality. On the social aspect, Indonesian identity tends to lead to a pragmatic and materialistic dimension rather than spiritual and humanist. From the educational aspect, the younger generation is now closer to violence, individualist and asocial. Education now put forward the cognitive aspect makes students experience psychic pressure that leads to "rebellion", "disappointment", and "despair". In the end, there is a lack of concern for children about the environment. Abandonment of affective and psychomotor aspects has deprived children of the right to get a sustainable education (sustainable education) and character of nationality (nation and character).

On the other hand, today in the context of the Physical Education of Sport and Health education, it developed so rapidly the various learning models that can develop the affective sphere (character). These include the Personal and Social Responsibility Learning model (TPSR) from Hellison (2003), Sport Education Model by Siedentop (2004), Cooperative Learning Model (Dyson: 2001), Teaching Values from Lumpkin (2008), Teaching Respect from Sellen (2006), and others.

One form of character education in schools is through physical education and sports. In learning physical education at school also inculcates the same value as said from some literature, there are at least six moral values that need to be possessed by individuals, namely: respect, responsibility (Lickona, 1991); caring, honesty (YMCA of the USA, 2004); fairness, and citizenship (Martens, 2004).

The results of field studies that researchers conducted on the assessment of physical education and sports in Smart Senior High School according to PDPJOI obtained 1) availability of infrastructure 210 with category A, 2) availability of executive personnel 230 with category A, 3) work period 1 year ago 190 with category B, 4) 1 year achievement 120 with category B, and if it gets to get the value of 750 with category B. From the result it can be concluded that the physical education execution in school is good because it is supported by facilities and excellent teaching staff.

However, physical education teachers recognize in the midst of implementing character education in this school, there are some fundamental issues, namely First, the lack of social responsibility of students to want to help other students who are unable to perform the task. Second, mutual respect between fellow students is less good, this is indicated by frequent ridicule of friends who can not perform the task of motion well. Third, students who are still women are often lazy to do physical activity (lack of awareness). Fourth, the number of students who did not complete the assignment. Fifth, students do not want to prepare and store sports equipment after learning.

Responsibility is to make sound and effective decisions, should mean setting the best choices within the limits of social norms and the common expectations given for positively improving human relationships in the achievement of salvation, success and prosperity. Meanwhile, the responsibility according to the Indonesian dictionary general is the state must obligate all things. Can also be interpreted as the human consciousness of the behavior or actions of intentional or unintentional.

Responsibility also means acting as a manifestation of awareness of its obligations. Responsibility can not arise and be possessed by someone just like that. Responsibility will be owned by a good character. A good character will grow in human beings when used to doing good things. Habituation takes place through educational processes that are nurtured early from the family environment, and continued in schools and the wider community.

Another problem arises when the physical education lesson begins, some students often postpone changing clothes that will be used with reasoned teaching and learning process is not necessarily implemented according to schedule so they choose to make sure first. There are also students who are always looking for an excuse not to get involved in the learning process with sane reason or not bringing clothes to be used. Students are less responsive in preparing and returning learning facilities and infrastructure that they will use, students do their own activities without following instruction from teachers, students are accustomed to mocking friends who are unable to perform the task of motion, students are not enthusiastic to complete complicated tasks, students who deliberately destroy the means and infrastructure of learning physical education. When the task of the group is seen many students who have not shown good social skills, among others, students have not been able to make the group learn independently, and students do not show the attitude of cooperation, give support, attention and help a group of friends in completing the task.

This study intends to present a link between physical education in increasing student responsibility. In relation, the physical education teacher is implemented through the learning model of TPSR model and cooperative learning model. The TPSR model is a model that emphasizes the personal responsibility and social responsibility of learners in learning. The TPSR model has a level contract that describes the student's own self responsibility. In this TPSR model students will identify themselves, where the students are now.

The levels offered by this TPSR model are Level 1: Respect, Level 2: Participation and Effort, Level 3: Self-direction, Level 4: Caring and Helping Each Other, Level 5: Outside Of the Gym. Objectives Social responsibility includes respecting the rights and feelings of others (Level 1) and caring (Level 4). Life skills and behaviors related to social responsibility include those that control anger, resolve conflict peacefully, assist others, and teach others. The goals of personal responsibility include self-motivation (Level 2) and self-direction (Level 3). Life skills and behaviors related to personal responsibility include giving good effort, enduring difficult tasks, setting goals, and working independent. Level 5 in the TPSR transfer model, ie the application of responsibility goals and life skills is practiced in the program for other contexts such as homes or other classes.

The cooperative learning model is a model that emphasizes cooperation in a heterogeneous group. In cooperative classes, students are expected to help each other, discuss each other and argue, to hone their current knowledge and close gaps in their respective understanding. Cooperative learning treatment programs always meet the criteria of cooperative scenes: 1) positive dependence, 2) student interaction, 3) individual and group responsibilities, 4) interpersonal relationship skills, and 5) group processing.

Through these learning steps, it will be possible to create an atmosphere of learning that makes students interact between students with one another. In the interaction that happens that is expected to build its moral ability of students, especially social care, so that students with high ability to understand and willing to work together to help students with moderate and low ability and vice versa.

1. METHODOLOGY

The method used in this research is quasi experiment. The treatments applied to the research sample are:

Group A was treated using a TPSR model

Group B received treatment using cooperative learning model

The design used was quasi experimental design using Nonequivalent control group design similar to pretest-posttest control group design with the provision that this design of control group and sample experiment group was not chosen randomly. Determination of the design of this study because each group is determined in accordance with the characteristics, which group as the experiment and control so that the characteristics in the requirements for the design of true experiments that are not met then used the design Nonequivalent control group design. Learning model of TPSR and Cooperative Learning as independent variable while Responsibility is dependent variable.

The population in this research is the students of Pintar Senior High School Teluk Kuantan consisting of. The sample in this study is the students of Pintar Senior High School as in the table below.

No	Class	Gender		Total
		L	P	
1	X A	15	13	28
2	X B	12	20	30
Total		27	33	60

Instrument used in this research is a questionnaire that is in the form of statement with liker scale. After tested validity and reliability valid questionnaire amounted to 43 points then that is x used as a questionnaire of this study. To analyze the difference of dependent variable with free variable, used t test analysis To do this analysis using Excel program aid and SPSS 20

2. RESULT

a. Paired Samples Test Test Influence of TPSR Model on Improving Student Responsibility Attitude Through Physical Education Learning

From the statistic descriptive result, the mean value of the posttest of the TPSR Model class is higher than the pretest of the experimental class. The mean score on the experimental class posttest is 117,680 while the average in the pretest of the TPSR Model Class is 113,320, that is, there are different attitudes of the students' responsibilities before and after in the TPSR model class through physical education learning.

While the test results Paired samples test, it can be seen that the significance value obtained is 0.000, smaller than the significance level $\alpha = 0.05$. The conclusion obtained is an increase in attitude Student responsibility after given treatment model TPSR.

Meanwhile, to prove that TPSR model has an effect on student responsibility attitude we can see in correlation column whose value is 0.959 with sig. 0.000 and the influence is 91.9% so the conclusion is H_0 rejected. This means that there is a significant influence of TPSR model on student responsibility attitude through physical education.

b. Paired Samples Test Test Influence of STAD Cooperative Learning Model Type on Improving Student Responsibility Through Physical Education Learning

From the statistic descriptive results, the mean value of posttest of the STAD Model Cooperative Learning Model is higher than the pretest of the experimental class. The average value in the posttest of the Cooperative model class is 113,320 while the average is in the pretest of Cooperative Model Class 111,360 That is, There are differences in attitude The responsibility of the students before and after in the Cooperative model class through physical education learning.

While the test results Paired samples test, it can be seen that the significance value obtained is 0.000, smaller than the significance level $\alpha = 0.05$. The conclusion obtained is an increase in attitude Student responsibility after given the model Cooperative treatment.

Meanwhile, to prove the Cooperative model that affects the attitude of student responsibility we can see in the correlation column whose value is 0.807 with sig. 0.000 so its influence is equal to 65.12% so the conclusion obtained is H_0 rejected. This means that there is a significant influence Cooperative model on student responsibility attitude through learning physical education.

c. Independent Samples Test Test Differences TPSR Model with Model Cooperative Learning Type STAD in improving student responsibility on learning physical education

Independent Samples Test Result Test known that the model gain of TPSR and Model Cooperative Learning Type STAD with value (sig.) Is 0.000. The value (sig.) Is 0,000 and the value is $\alpha = 0.05$. Then the value (sig.) Is greater than $\alpha = 0.05$, which means H_a is accepted and H_0 is rejected. Thus there is a significant difference between the model of TPSR with Cooperative model in improving the attitude of student responsibility on learning physical education.

From table 4.9 descriptive statistics, the average value of TPSR model is higher than the cooperative learning model so that the conclusion obtained is H_a accepted. That is, the TPSR model is better than the Cooperative model in improving the attitude of student responsibility on physical education.

3. DISCUSSION

The findings of this study indicate that the level of Responsibility of students who are treated TPSR model is better than students who received cooperative model treatment. So the learning by using TPSR model can be used as an alternative model of physical education learning, in an effort to increase the attitude of student's responsibility.

These findings are also compared with the theories related to the moral values of Responsibility and their relation to physical education, as described in Chapter II. The theoretical comparisons of learning motion skills and effective skills (Responsibility) are done on the basis of learning theory, moral development theory, social cognitive, and Vygotsky.

The effects of this moral development depend heavily on the style and method of teachers teaching physical education to the students. For that researchers provide an organized game and structured in every learner of physical education to support the improvement of student responsibility. Student's moral development orientation is achieved through behavioral contracts and social interaction relationships between students and other students. The essence of the process is that the physical education teacher designs and organizes the teaching process in accordance with the TPSR model which always provides a behavioral contract on the TPSR model, fosters social interaction and adds engagement in group meetings or group discussions. Moral knowledge is gained through interaction both effective and cognitively in the form of group meetings at the beginning, on the sidelines of learning and at the end of learning.

It is very difficult and takes a long time for the moral values contained in sports and physical activity to be internalized in the minds of students. Hence learning of moral values of Responsibility would be more appropriate with constructivist approaches, such as opinions (Marten, 2004, pp. 270) on effective character learning strategies must go through three stages: value identification, value learning and value application. Steps of learning Responsibility in physical education using the TPSR model has fulfilled these steps, such as explaining the moral values of Responsibility, awareness of Responsibility and contractual behaviors, studying in group meetings or group discussions applying them in pre-packaged learning so that students mutual responsibility between fellow students mupun with the opponent.

Based on social learning approaches, as proposed by Albert Bandura (1977), attitudes and behaviors (Responsibility) are learned through observational modeling or learning, social strengthening and bench marking. This approach shows that one's social learning history determines the level of moral behavior. Learning by observation is usually cognitive (Skinner), but the bandura calls it vicarious reinforcement (reinforcement through empathetic observation, feeling as if we are doing it). Such reinforcement is included in the cognitive process, formulating expectations of the outcome of behavior without direct action of self

Judging from the moral development Kohlberg has several stages in accordance with the increase in age. The implications of Kohlberg's theory in education, the ideal society not only consist of people who understand the need for social order (stage 4), but can reach a vision of universal principles such as justice and freedom (stage 6). Kohlberg's theory in relation to physical education can be an important reference in the development of behavioral

character or moral behavior. Decision-making in the organization of physical education can be directed at every child to be able to decide the moral activity of the body.

In line with what is presented in Kohlberg's theory above, this is also seen in research findings such as first encounter Between fellow students often occur in both groups and in groups. Often mock other groups if they make a mistake, defeat, fall, collide, do not get the ball, the ball out of the field during the game. While the game takes place many students are not responsible with the game, just stay in the field alone. To prepare the tool only 2-3 people who want to help. If we look at these moral development theories are at level 2.

Along with the development of research every meeting at the 2 still meeting at level 2. Begin the occurrence of such harmony at level 3 occurs at the 3rd meeting such as: 1) To prepare the tool already many who want although still ordered, but some are taking the opportunity to play games this proves honor and respect for less teachers; 2) Fighting in groups no longer exists, they are always trying to set strategies for team cohesiveness and care for each other in their group; 3) When the game was a friend who slipped, his friend's group some directly helped, other friends and other groups laugh. Here the researchers directly do a group meeting in the middle of the game by saying not to laugh at a friend try to raise our concerns, our empathy, our concern, help or ask why? any sick? It is okay, right ? etc. Game resumed

Improvement at the meeting 8 Researchers feel that students are already able to apply Responsibilities, ranging from respecting teachers and friends, appreciating teachers and friends, helping in preparing tools, listening well to what is being said, and doing the game with passion because it is done without being told again is already from the conscience. The findings in the study today, students are very happy and happy in the play but the incident collided, grabbing the ball rarely happened then the researchers asked why no one is fighting over each other and collide? students answer "because it will hurt the opponent or self pack ... and the form of not Sportive sir ... so we just blocked by raising hands and guarding each other opponents and playing like that is also difficult for the opponent pack ..." the teacher replied "nice ... applause used to play like that "from the above event it is clear that the students have reached at level 6 that the right action is action based on the decision that is in accordance with the conscience and universal moral principle.

If we look at social-cultural anthropology, this student's responsibility is the result of an interaction between effective dean, cognitive and individual behavior. The culture that shapes the behavior and simultaneously influences the beliefs and beliefs of society affects on the moral of Responsibility. As seen in this study which always inculcated the behavior of Responsibility that initially always mock each other do not respect and appreciate in the end the behavior of responsibility that arise from the students' hearts themselves. This is the result of cultural cultivation of Student Responsibility at each meeting. In addition, physical activity needs to be in line with and relevant to the cultural circumstances and demands of society.

4. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the results of processing and analysis of the data obtained answers to the questions asked research. The answer to the research question is a conclusion. The conclusions obtained are as follows:

1. There is influence of TPSR model significant to student responsibility attitude on learning of physical education
2. There is a significant effect of Cooperative Learning model on student's responsibility on physical education

3. The TPSR model is better than the Cooperative Learning model in increasing student responsibility on physical education learning

2. Suggestion

The results of this study confirm that learning physical education in schools through TPSR learning model and cooperative learning will help develop student responsibilities both at school and outside school. Through TPSR and cooperative models in physical education teachers can teach the values of social care through physical activity taught in physical education, so that will provide experience and can be reflected in everyday life. This shows that physical education taught in schools not only teaches physical or cognitive activity but also develops students' effective aspects.

Based on the results of research and findings during the implementation of the study, the authors provide recommendations for physical education teachers and sports practitioners:

1. Physical education should be carried out by physical education teachers as an effort to give and deliver moral values of education to improve the quality of students.
2. Development of attitude Student responsibility through model TPSR and cooperative hope not only on physical education education, but also outside physical education class so that attitude Student responsibility really attached to student personality.
3. It is needed a network of cooperation between education institutions physical education personnel, school institutions, families and society continuously to apply the principles of character education in terms of responsibility.
4. It is necessary to find the findings in other learning models to see the comparison of the result of increasing student responsibility so that the physical education position in the school gets more and more acknowledged attention in helping solving the nation character problem.

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HOUSEHOLD ECONOMIC BEHAVIOR OF RICE FARMERS RAMBAH SAMO IN DISTRICT OF ROKAN HULU RIAU PROVINCE

Elinur¹, Asrol², Heriyanto³

^{1,2,3} Agribusinesses Department, Faculty of Agriculture, Universitas Islam Riau
Email: elinurdjaimi@agr.uir.ac.id, asrol@agr.uir.ac.id and heriyanto@agr.uir.ac.id

Abstract

The household economic assessment of farmers includes a discussion of farm households from the aspects of production and consumption carried out simultaneously. This study aims to analyze the factors affecting farmers in production, allocation of working time, income and household expenditure. The research used survey method to get description of behavior of farmer household of paddy rice. Sampling method is multi stage random sampling method with the number of samples of 40 households of paddy field farmers. The type of data collected is cross section data of 2016. Analysis of this research data is econometric analysis of simultaneous equations. The results showed that significant rice production was influenced by land area and number of seeds and the use of labor outside the family. The allocation of labor time in farming is influenced by labor costs in farming and outside wages. The allocation of off-farm work time is influenced by the allocation of working time in farming and labor force of farm households. The use of labor outside the farming family is significantly influenced by the area of wetland rice planting and farming investment. The out-of-farm revenue is significantly influenced by the allocation of off-farm work time and farmer education and farm wages. Food, clothing, education, health and recreational expenditures are significantly influenced by household income and savings. The number of significant and positive family members affected the expenditure of food, clothing and health of paddy farmer households. Household farming investment is significantly influenced by savings and education of paddy field farmers.

Keywords: *Household Farmers, Economic Production, Income, Household Spending On Farmers*

1. INTRODUCTION

Rice is a national food commodity of Indonesia, where most of Indonesia's population still consume rice as staple food of the household. As a staple food, the availability of rice is necessary. Food availability is determined by rice production. The increase of rice production is achieved by using its production factor. Production factors such as land, labor, rice seed, fertilizer and the use of pesticides for pest control. The process of rice production is one of the household economic activities of rice farmers.

The household economic activity of farmers includes simultaneous production and consumption activities. Household as a consumer aims to maximize utility, while as a manufacturer to maximize profits. These households are confronted by various resource constraints, so they have the option to allocate budgets for their household production and consumption expenditures.

In achieving the expected goals, households as consumers and producers should be able to make choices and make the right decisions in conducting their economic activities. The household economic activities of farmers include production activities and related assumptions. Decisions of farm households in production will be determined the allocation of working time of farm households in the farm. The allocation of working time of the farmer's household will determine the household's farming. Farm household income will affect household expenditures that include food and non-food expenditure. Food and non-food expenditure will determine the level of welfare of farm households.

Based on the description of this research, the problem is how the economic behavior of household rice farmers from the aspect of work time allocation, production and household consumption of rice farmers in district of Rokan Hulu Rambah Samo? Thus, this research aims to analyze the dominant factor affecting the decision of farmers with regard to production, the allocation of working time, household income and expenses farmers in district Rambah Samo Rokan Hulu.

2. METHODOLOGY

Research using survey method to get a description of the behavior of the household of rice farmers. The implementation of this research for six months starting the month of October 2016 until March 2017. Location Research in the Subdistrict Rambah Samo Rokan Hulu. The determination of the location of the research on the basis that the Sub is one of food production centre and highest number of rice most household farming rice.

Sampling method is a method of multi stage random sampling taken from the village of New, Major Rambah Utama and Mulya. The number of samples taken for as much as 40 household rice farmers. The type of data collected is the data of *cross section* year 2016. The data obtained from direct interviews with the respondents, namely household rice farmers by using a questionnaire that has been prepared.

The analysis of the This is the analysis of research data Econometrics simultaneous equations is done to answer the purpose research. Econometrics simultaneous equations Analysis has procedures, among other economic household model specification is the farmers' rice identification of the model and estimation models. First, the specification of the model consists of equations that are related are grouped into four blocks, namely block: the production of grain, the allocation of time power the work consists in and outside of farming and use of labor outside the family household income and expenditure, farmers. The four blocks are interconnected to form the equation equation system. Specifications model rice farmer household economies are presented in the equation below.

$$1. Q G_i = a_0 + a_1 LTPS_i + a_2 CKDU_i + a_3 TKLK_i + a_4 JBE_i + a_5 JPU_i + a_6 PONS CA_i + a_7 JPES_i + U_1$$

where:

Q G = production grain (kg/tin)

LTPS = rice acreage (hectares)

CKDU = work time allocation in rice farming (HKP/plots/year)

TKLK = use of labor outside the family (HKP/plots/year)

JBE = the amount of use of the seed (kg/plots/year)

JPU = the amount of fertilizer use (kg/plots/year)

JP ES = the amount of pesticide use (liters/plots/year)

The sign parameter expected allegations: $a_1, a_2, a_3, a_4, a_5, a_6 > 0$,

$$2. CKDU_i = b_0 + b_1 WLU_i + b_2 TKLK_i + b_3 BTK_i + b_4 UP_i + U_2$$

where:

CKDU = work time allocation of household farmers in rice farming (HKP/plots/year)

WLU = wages outside of farming (Rp/PPC)

TKLK = use of family labour force

BTK = labor cost (USD/year)

UP = age of farmers (years)

The sign parameter expected allegations: $b_2, b_3, b_4 > 0$ and $b_1 < 0$

$$3. TKLK_{it} = c_0 + c_1 WLU_i + c_2 JBE_i + c_3 LTPS_i + c_4 UP_{the\ i} + c_5 IUP_i + U_3$$

where:

WLU = wage farming rice (IDR/HKP)

JBE = number of seed grain (/kg/ arable)

LTPS = rice acreage (hectares)

TKLK = external labor family rice farmers (HKP/plots/year)

The sign parameter expected allegations: $c_1, c_3, c_4 > 0$ and $c_2, c_5 < 0$

$$4. CKLU_{i0} = d + d_1 CKDU_i + d_2 PPD + d_3 WLU_i + d_4 AKP_i + d_5 EP_i + d_6 SUIT_i + U_4$$

where:

CKLU = work time allocation of family farmers outside of farming (HKP/year)

CKDU = work time allocation in farming (HKP/year)

PPD = outside farm wages (rupiah/year)

WLU = wages outside of farming (USD/year)

AKP = ape force rice farmers ' household (persons)

EP = farmer's education (years)

The sign parameter alleged expected: $d_1, d_3, d_4 > 0$ and $d_2 < 0$

$$5. TTKP_i = CKDU_i + TKLK_i$$

$$6. TCKP_i = CKDU_i + CKLU_i$$

where:

TCKP = total work time allocation of family farmers (hours/year)

$$7. PPD_i = (HG_i * QG_i) - TBU_i$$

where:

TBU = total cost of farming (rupiah/year)

HG = price grain (cents/kg)

$$8. TBU_i = BP + BTK_i + BPU_i + BPES_i$$

where:

BP = depreciation charges (rupiah/year)

BTK = the cost of wages (rupiah/year)

BPU = the cost of fertilizer (dollars/kg)

BPES = other expenses (rupiah/year)

$$9. PPL_{i0} = e + e_1 CKLU_i + e_2 WLU_i + e_3 UP_i + e_4 EP_i + e_5 EIP_i + e_6 PKP_i + U_5$$

where:

PPL = income household farmers outside of farming (rupiah/year)

The sign parameter expected allegations: $e_1, e_3, e_4 > 0$ and $e_2 < 0$

$$10. PTP_i = PPD_i + PPL + PNKP_i$$

where:

PTP = total household income of farmers (rupiah/year)

Non working income = PNKP farmer (rupiah/year)

$$11. KP T_i = f_0 + f_1 PTP_i + f_2 JAK_i + f_3 EP_i + f_4 QG_i + f_5 a_{SUIT_i} + U_6$$

where:

- OPT = Expenses household food growers (rupiah/year)
- P TP = total household income of farmers (rupiah/year)
- JA K = the number of members of the family farmer household (person)
- EP = farmer's wife's education (years)
- QG = grain production (kg/year)
- JAS = the number of school children (soul)
- The sign parameter expected allegations: $f_1, f_2, > 0$ and $f_3 < 0$

$$12. K SD_i = g_0 + g_1 PTP_i + g_2 JAS_i + g_3 TAB_i + g_4 KED_i + U_7$$

$$13. K ED_i = h_0 + h_1 PTP_i + h_2 EP_i + h_3 COATS_i + h_4 TAB_i + U_8$$

$$14. K S_i = i_0 + i_1 PTP_i + i_2 JAK_i + i_3 U P_i + i_4 TAB_i + U_9$$

where:

- KSD = farmer household expenditure on clothing (rupiah/year)
- KED household education spending = farmer (rupiah/year)
- KS = farmer household health care spending (rupiah/year)
- KR = farmer household recreation spending (rupiah/year)
- JAS = number of school children (persons)
- TAB = value of household savings of farmers (rupiah)
- The sign parameter expected allegations: $g_1, g_2, h_1, i_1, i_2 > 0$ and $g_3, h_2, h_3, i_3 < 0$

$$15. K R_i = j_0 + j_1 PTP_i + j_2 JAS_i + j_3 TAB_i + U_6 \quad (3. 19)$$

where:

- KR = farmer household recreation spending (rupiah/year)
- The sign parameter expected allegations: $j_1 > 0$ and $j_2, j_3 < 0$

$$16. KNP_i = KSD + KED + KS_i + KR_i$$

where:

- KNP = p expenses non household food growers (rupiah/year)
- OPT = p food expenses total household farmers (rupiah/year)
- KED = p the educational expenses of peasant household (rupiah/year)
- KS = household health expenditure of farmers (rupiah/year)
- KPR = housing expenditure peasant household (rupiah/year)

$$17. KRP_i = \text{Expenditure of household farmer recruitment (rupiah/year)}$$

$$18. IUP_i = k_0 + k_1 PTP_i + k_2 EP_i + k_3 QG_i + k_4 PKP_i + k_5 KNP_i + k_6 JAS_i + k_5 UP_i + U_7$$

where:

- IUP = investment of farming peasant household (rupiah/year)

The second procedure is the identification of the model. Identification of the model need to be conducted to determine method of estimation model. Formula identification model based on *order condition* is as follows:

$$(K - M) \geq (G-1)$$

where:

- K = number of variables in the model (endogenous variables and predetermined variables)
- M = number of endogenous and exogenous variables are entered into the a specific equations in the model
- G = number of equation (the number of endogenous variables).

Criteria for the identification of the model by using the order condition is stated as follows:

(1) if $K-M = G-1$, then the equations in the model are expressed precisely identified

(*exactly identified*), (2) if $K-M < G-1$, then the equations in the model it says unidentified (*unidentified*), and (3) if $K-M > G-1$, then the equations in the model it says unidentified excess (*overidentified*).

Based on has i l household economic model identification, rice farmers in district Rambah Samo with number K is 41, M any equation at most 9 and G is 17. With the count in accordance with the equations of the models 1 to excessive identified (*overidentified*).

The third analytical procedure is to estimate the household economic model of paddy rice farmers. Estimation of the model using the method of Two Stages Least Square (2SLS). Prediction values of parameters in the model are performed by utilizing a computer program *Statistical Analysis System-Econometric Time Series* (SAS-ETS).

3. RESULT AND DISCUSSION

General Estimation of Estimation of Economic Model of Rice Farmer's Household Economy

The result of estimation of household economic model in this research is good enough as seen from the coefficient of determination (R^2) of each equation. The coefficient value of determination on farmer household economic model ranged from 0.5835 to 0.9959. The smallest value of R^2 (below 0.60) is found in the farmer household investment equation. The smallest value of R^2 (below 0.60) is found in the equation because the number of samples used is still small. However, in general the exogenous variables included in each equation in the farm household economic model are able to explain well its endogenous variables. For example, in Table 5.7 it can be seen that the value of the coefficient of determination on the rice production equation is 0.9959, it means the variation of exogenous variables (the area of paddy harvest, the allocation of working time in the farming family, the out-of-family labor, the number of seeds, ponsca and pesticide) are included in the equation able to explain the rice paddy production variables of 99.59 percent and the remaining 0.41 percent is explained by other factors not included in the equation

In addition to the R^2 as a measure of to define a model is said to be good statistically, also conducted a test of f. F Tests need to be done to show that the model is good at any of the equations. the F test statistic ilai are quite high (5.43 to 208.71) real and distinct on the real extent of 1 percent. This shows that the model of household economic decisions both rice growers on the real extent of 1 percent.

To test whether each exogenous variable is significantly different from zero to its endogenous variables, the t test statistic is used. In this study, the real level used to the tolerance limit of 30 percent. In other words, the real level above 30 percent is stated not significantly different from zero

Factors Affecting Household Economics of Rice Farmers

The household economy of paddy rice farmers includes the production and consumption activities carried out by the rice farmers' households simultaneously. In the production of household paddy rice farmers allocate their time in paddy field farming, resulting in income in the rice field farming. In addition, households of paddy rice farmers allocate their time to outside the rice field farming to earn income outside the farm. Thus, household income of paddy field farmers is supported by income in and outside the rice field farming. Household income is used by farmers to meet the needs of farm households. These needs consist of food, clothing, education, health and recreation needs. From this case, the

farmers household economy in this study consists of 11 structural equations that have been estimated. These 11 equations can be presented in Table 1.

Table 1. Prediction of parameters and equations of Elasticity Structural Parallels Rice Farmer Household Economies in Sub Rambah Samo

1. Production Equation			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-960.58	0.0004	
Rice acreage	0.33	* < 0.0001	0.45
Work time allocation within the Business	2.15	0.78	
kindergarten outside the family	5.61	** 0.04	0.04
The number of seeds	187.67	* < 0.0001	0.67
Urea Fertilizer	178.30	0.94	
Ponsca Fertilizer	0.09	0.90	
Pesticides	-at 21	0.43	
R ² = 0.9959 F-female = Prob 1102.93. F <= 0.0001 DW = 1.987			
2. the allocation of working time in the household of the Rice Farmers			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	63.38	< *. 0001	-
Wages beyond farming	-0.00069	< *. 0001	-6.74
Labor outside the family	-1.01	< *. 0001	-4.15
The total cost of labor	0.000014	< *. 0001	8.80
Age of farmers	-0.01	0.46	-
R ² = 0.9598 F-female = 208.71 Prob. < F = 0.0001 DW = 2.611			
3. use of Outside Labor family farmers			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-41.9159	0.28	
The wages of farming	0.0005	0.27	
The number of seeds	0.69	0.48	
Rice acreage	0.0031	0.11	0.66
Farmer education	-0.22	0.64	
Investment of farming	3.98 E-07	0.13	0.10
R ² = 0.6764 F-female = at 14 Prob > F = < 0.0001 DW = 2.35			
4. the allocation of Time of work Outside the family Businessfarmer			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-37.72	0716	-
Work time allocation within the business	-1.80	< *. 0001	-0.008
The income of farmers in an effort	2.40 E-07	0.50	
Wages beyond the effort	0.00081	0.41	
Family labour force	at 12	0.15	0.60
Education farmer's wife	1.32	0.40	-
The number of school children	2.32	0.62	-

1. Production Equation			
$R^2 = 0.6383$ F-female = 9.71 the Prob > F = 0.0001 DW = 1.75			
5. Revenue Outside of farming Household Farmer Rice			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-1.87 E + 07	0.06	-
The outpouring of work outside of farming	62814.39	< *. 0001	0.68
Wages beyond farming	125.22	0.19	2.71
Age of farmers	-187779	* 0.03	-1.97
Farmer education	233226.5	* 0.021	0.45
Education farmer's wife	42268.08	0.79	
The experience of farmers	-110224	0.18	-0.42
$R^2 = 0.6200$ F-female = 8.98 Prob > F = 0.0001 DW = 1.68			
6. Household Food expenditure on Rice Farmers			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-1.81 E + 07	< *. 0001	-
Income RT farmer	203298.40	< *. 0001	0605
The number of family members	1450471	** 0.02	0348
Farmer education	114996.30	0.32	
The Production Of Grain	2722.38	< *. 0001	0881
The Number Of School Children	281784-	0.66	
$R^2 = 0.8276$ F-female = 32.65 Prob > F = < 0.0001 DW = 2.11			
7. Household expenditure on Rice Farmers Clothing			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-1426472	0.04	
Income RT farmer	180344.90	< *. 0001	0.53
The number of family members	353436.60	** 0.02	0.71
Savings	0046	* 0002	0.27
Spending on education	0.01	0.67	
$R^2 = 0.6308$ F-female = 14.95 Prob > F = < 0.0001 DW = 2.09			
8. Household Education Spending Rice Farmers			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-1838215	0.37	
Income RT farmer	206679.1	< *. 0001	0.64
Farmer education	149618.1	0.34	
The number of school children	86379.78	0.91	
Savings	0.20	* 0.01	0.29
$R^2 = 0.8339$ F-female = 43.94 Prob > F = < 0.0001 DW = 1.19			
9. Household Health expenditure on Rice Farmers			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-783275	0.12	-

1. Production Equation			
Income RT farmer	170219.8	< *. 0001	0.50
The number of family members	128295	0.16	0.00000047
Age of farmers	10257.22	0.37	-
Savings	0.028946	* 0002	0.24
R ² = 0.6710 F-female = 17.84 Prob > F = < 0.0001 DW = 2.09			
10. Recreational Spending Household Rice Farmers			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-4124228	0.02	
Income RT farmer	303374.1	< *. 0001	0.82
The number of school children	-802729	0.35	
Savings	0.23	* 0.001	0.35
R ² = 0.8885 F-female = 95.70 Prob > F = < 0.0001 DW = 1.74			
11. Investment of farming Household Farmer Rice			
Variables	The Parameters Of The Alleged	Prob > T	Elasticity
Intercept	-1.35 E + 07	0.14	
Income RT farmer	0.331756	0.42	
Farmer education	796266.30	** 0.03	0.70
The production of grain	-405.28	0.83	
The experience of farmers	-264480	0.31	
The expenditure of the non food RT	-0.17	** 0.05	-0.50
Savings	0.40	* 0.004	0.56
Age of farmers	295751.60	0.30	
The number of school children	-682015	0.6042	
R ² = 0.5835 F-female = 5.43 Prob > F = 0.0003 < DW = 1.89			

Table 1 can be explained that the area of wetland rice crops, the number of seeds and the use of outside working agriculture have a positive effect on rice production and significant at the level of 1 and 5 percent. This indicates if the area of wetland rice cultivation, the number of seeds and the use of external labor beyond the increased production of paddy rice will increase

The elasticity value of paddy field area, the number of seeds and the utilization of the out-of-farm workforce on paddy rice production were 0.45, 0.67 and 0.04, respectively. The value of elasticity of wetland rice planting area, the number of seeds and the use of non-responsive family farming. This means that the change of paddy field area, the number of seeds and the use of outside agriculture does not have a major impact on the change of paddy rice production. Although these elasticity values are unresponsive, wetland rice production is more sensitive to changes in the number of seeds than changes in the use of outside labor and the extent of wetland rice.

Table 1 can also be explained that the urea and ponsca fertilizers do not significantly affect the production and the value of the allegedly positive parameters. This means that the use of urea and ponsca fertilizers will increase production, but not significantly. This means that allegedly the fertilizer used by farmers is still not optimal so it needs to be added its use.

Meanwhile, pesticide showed no significant effect on production and the value of allegedly negative parameters. This means that the addition of pesticides will have a negative impact on production. Thus the use of pesticides by farmers has been excessive, so it should be reduced its use.

The allocation of labor time in farming by farm households is significantly influenced by outside wage farming and labor costs in the family, and negatively affected by the use of foreign workers and the age of farmers. Conversely, if the use of labor outside the family and the age of the farmer increases then the allocation of working time in the family of farmers will decrease. This indicates if the outside wage farming and labor costs in the family increased then the allocation of working time in the farm will increase. With the increased wages outside the farming system makes farmers more rational allocate their time for farming. Similarly, if the cost of labor in the family increases, then the farmer's household allocates more money for farming, because the higher the allocation of labor time in the farm will increase the non-cash income of the farm household (Table 1).

Table 1 shows the value elasticity of wages out of farming, the use of labor outside the family and the cost of labor in farming each of 6.74, 4.15 and 8.80. The value of elasticity 6.74 meaningful when wages outside of farming increases 10 percent then the allocation of working time in the family farmers will decrease of 67.4 percent. The great elasticity value of one will have an impact on the change in the allocation of working time in the family.

Table 1 shows the elasticity of off-farm wages, the use of off-farm labor and labor costs in farms of 6.74, 4.15 and 8.80, respectively. The value of elasticity of 6.74 means if the outside wage of farming increased 10 percent then the allocation of working time in the family of farmers will decrease by 67.4 percent. A large elasticity value of one will have a major impact on changes in the allocation of work time in the family.

The use of labor in positive and significant families is influenced by the area of wetland rice cultivation and farming investment. but the farm wages, the number of seeds and the education of the farmers did not significantly affect the use of labor outside the farming family. This indicates if the area of rice planting and farming investment is increased then the use of labor outside the farmer's family will increase. With a high planting area farmers need labor outside the family. Likewise, farming investments that are increasing in form of farmers can pay wages outside the family.

Based On Table 1 work time allocation is expressed in farming significantly negative effect against the allocation of working out family farmers at his level of 1 percent. This indicates an increase in the allocation of working time in farming will lower the allocation of work outside of farming. Instead, the work force significantly influential positive family farmers against the allocation of working out family farmers at his level of 15 percent. This shows the increase in the labor force will improve the allocation of farm families work outside of farming.

The value of elasticity of rice planting area and farming investment on the use of outside agriculture of farmers are 0.66 and 0.10, respectively. The value of elasticity 0.66 means that if the area of rice planting is increased by 10 percent then the use of labor outside the farming family will increase by 6.6 percent. Similarly, with the value of elasticity of 0.10 has a meaning if the farming investment increased by 10 percent then the use of labor outside the farmer's family will increase by 1 percent. Based on the value of elasticity, the change of paddy field cultivation area and farming investment is not responsive to changes in the use of outside working families, so the change of these two variables gives little impact to the changes of the use of outside working families. However, changes in wetland rice planting are more sensitive than farming investment to changes in the use of out-of-farm work.

Outside income of farm household farming positive and significant rice paddy is influenced by the allocation of outside labor farming, farmer education and outside wage farming at the real level 1 and 20 percent. However, the age of farmers negatively affect farmers' income outside and significant at 1 percent level. This means that if the age of older farmers will cause income outside the farm will decrease. It can be understood because the older the farmer it will be hard to get a job outside the farm, because the productivity has decreased so that outside income farming decreased. The higher the farmers' education the farmers' household income outside farming increases, as farmers have opportunities in the labor market to work outside their farms (Table 1).

The value of the elasticity of wages out of farming and farmers aged respectively amounting to 2.71 and 1.97 percent. The value of the elasticity of 2.71 percent means in wages beyond farming increased by 10 percent beyond the farming income will then increase by 27.10 percent. Otherwise, the value of the elasticity of 1.97 percent means in the age of farmers increased by 10 percent beyond the farming income would then declined by 19.7 percent. This means changes to wages outside of farming and farmers are responsive to the changing age income outside of farming household farmer paddy rice fields. The value of elasticity elasticity of the outpouring of work outside of farming and farmers' education of 0.68 and 0.45 percent. The value of the elasticity of the outpouring of work outside of farming is more sensitive to changes outside of farming income of farmer education. Thus changes in the allocation of work outside of farming household farmer responsive to changes in the income of farmers out of farming of farmers' education.

Table 1 can be explained that household expenditure of farmers, both food expenditure, clothing, education, health and recreation are significant and positively influenced by household income at the level of 1 percent confidence. This shows that the higher household income, the higher the household expenditure, both food expenditure, clothing, education, health and recreation. The value of household income elasticity on food, clothing, education, health and recreation expenditure ranges from 0.50 to 0.82 percent. The highest elasticity value is the value of household income elasticity to recreation expenditure, which is 0.82 percent. The value is significant if household income increased 10 percent then recreation expenditure will increase by 8.2 percent.

In addition to household income, savings variables have a positive and significant impact on clothing, education, health, recreation and farming investment expenditures. This means that savings are needed by households to meet household expenditures. The value of saving elasticity on clothing, education, health, recreational and farming investment expenditure ranges from 0.24 to 0.35 percent. The value of elasticity of 0.35 is significant if household saving increases by 10 percent then the expense of recreation will increase by 3.5 percent.

The number of significant and positive family members affected the expenditure of food, clothing and health of paddy farmer households. This indicates that the more members of the family the greater the food expenditure, the health clothing. The elasticity of the number of family members to clothing is 0.71 percent, higher than the others. This means that if the number of family members increased by 10 percent then clothing will increase by 7.1 percent.

Table 1 shows that farm households' farming investment is positively influenced by the value of farmers' savings and education and is significant at the level of 1 and 5 percent. This shows the higher the value of savings and education of farmers will lead to increased farm households farming investment. In contrast, non-food farm households have a negative and significant impact on farm households farming investment at a real 5 percent. This indicates that an increase in non-food expenditure led to a decrease in household farming farming

investment. This fact is clear that farmers invest in farming if they have fulfilled non-food needs, such as clothing, education, health and recreation.

The elasticity of education of farmers is 0.70. This means that if the education of farmers increased by 1 percent, the farm household farming investment increased by 0.70 percent. While the value of elasticity of non-food household expenditure of farmers and savings accounted for 0.50 percent respectively, meaning that if the non-food expenditure increased 1 percent, the farm households household investment investment decreased by 0.80 percent. The elasticity of household non-food household expenditure and savings is less than the value of farmer education elasticity. This means that farmers' education is more sensitive to changes in household farming farming investment than non-food expenditure and savings responsive to changes in non-food consumption expenditure. Meanwhile, the elasticity of non-food expenditure on education, clothing and recreation expenditure is less than 1. This means that changes in education, clothing and recreation expenditures are unresponsive to changes in non-food expenditure.

4. CONCLUSION

Based on the discussion that has been described in the previous chapter and refers to the purpose of research it can be formulated the following conclusions:

1. Positive and significant grain Production is affected by internal and external factors. Internal factors such as acreage and the number of seeds of rice While external factors like the use of labor outside of the family.
2. The allocation of working time in farming families is significantly influenced by internal and external factors. Internal factors of households of paddy farmers such as labor costs in farming, and external factors such as outside wages and the use of manpower.
3. The use of labor outside the farming family is significantly influenced by internal factors of paddy farmer households, such as the area of wetland rice cultivation and farming investment. While external factors such as outside wage farming does not significantly affect the use of labor outside the farmer's family.
4. The allocation of off-farm work time is influenced by internal factors of farm households such as the allocation of labor time in farming and the labor force of the farming family. While internal factors such as outside wage farming does not significantly affect the allocation of working time outside the farm.
5. Significant internal factors affecting off-farm income is the allocation of off-farm work time and farmer education. External factors that significantly affect farmers' income outside of farming are outside farming wages.
6. Significant internal factors affecting household food expenditure of paddy rice farmers are household income of farmers, number of family members of farmers and grain production.
7. Significant internal factors affecting non-food household expenditure of paddy rice farmers are household income of farmers, number of family member of farmers and value of household saving of paddy farmer.
8. Significant agricultural investment is influenced by internal factors such as farmer education, non-food expenditure and savings value.
9. Responsive internal factors are the cost of labor in the family. And responsive external factors are outsourced wages and use of outside labor.

Policy Implications:

1. Increasing rice production is very necessary in order to maintain national rice food security. Therefore, local governments need to improve irrigation, because irrigation is very important for increasing rice production.

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2. Farmers' education in general is low and farmer education influences farmers in production decisions and determines household expenditure. Therefore, it is necessary to informal education for farmers in the form of training and assistance in order to increase farmer's income.
 3. The household income of farmers consisted mainly of income in paddy field farming and significantly affecting household expenditure of farmers. Therefore, it is necessary for the government role in determining the stable price of grain that can encourage farmers to continue to produce.

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THE PERFORMANCE MOTION OF JUNGKIT JUMP TECHNIQUE OF STUDENT PHYSICAL EDUCATION, HEALTH AND RECREATION SEMESTER 4 ISLAMIC UNIVERSITY OF RIAU

M. Fransazeli Makorohim

*Department of Physical Education, Faculty of Education, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia*

Email : mfransazeli@edu.uir.ac.id

Abstract

This study aims to determine the performance of motion jump technique jungkit student physical education, health and recreation semester 4 Islamic University of Riau. In addition it is intended to know the error of motion jumping techniques that often occur. The research method used survey method, the population used was physical education, health and recreation students of 4th semester of Islamic University of Riau as many as 10 people who became the sample. The research design used descriptive with one variable, that is : Jungkit Jump, the instrument used is a Jungki Jump test. to analyze the data that has been collected, the researchers analyzed using video maker software to analyze the motion jump technique.

The results showed that the movement performance of the Jungki Jump technique in the pre-motion stage is good and effective because the knee is raised high, the back of the hoof well until the alignment occurs and the position of the body remains upright, at the hop stage that most of them are still less effective because of when the position the body is at the back of the foot of the pivot, the step stage is mostly still effective because the foot boost is mostly straight so it is very effective and the position of the body when the rest is straight with the foot of the pivot, on the jump stage the results of most are still less effective due to the decline of the foot is too fast so it will result in a quick landing so it is less effective. The results of the analysis of the 10 students of physical, health and recreation semester 4 of the Islamic University of Riau show that it is still less effective.

Keywords: *performance, technique, Jungkit jump*

I. INTRODUCTION

Jungkit jump which is one type of jump number has its own characteristics and rhythm. The process of learning the motion of jumping techniques need to be carefully observed in the implementation. The trainer has an important role in trained the correct technique movement to the trainer. In order to obtain effective and efficient learning outcomes, it should be accompanied by guidance and evaluation of mistakes made and notified ways to perform the correct technique movement. Thus the trainee is always in a controlled state, and has a description of the movement of the jump technique properly.

In the process of forming a technical movement not only rely on observations at a glance but it requires support from science and technology. This is because the movement of the jump technique is so fast, so it does not seem so obvious mistakes when performing a jungkit jump technique. Jungkit jump is a number of techniques that involve science, especially biomechanics. The process of jungkit jump movement takes place quickly and briefly. This very rapid process of a trainer is impossible to observe a series of detailed jump moves and then analyzed to improve the technical part of the biomechanics of poor performance. Engineering sections that greatly affect the achievement of Jungkit Jumps should get the attention of the trainers so that the process of forming techniques can take place in a systematic and permanent..

OBJECTIVE

The purpose of this study is to analyze in detail the appearance of jumping techniques and improve techniques that are biomechanically to support the achievement of a Jungkit Jump.

EXPECTED OUTPUTS

1. For Researchers
 - a. Provides feedback on how to analyze jumping technique from a biomechanical point of view.
 - b. Can build and trace the correct techniques and appropriate, especially Jungkit Jump technique.
 - c. Can analyze in detail the motion techniques shown by the trainees in precise jump activity and be able to understand in each analysis correctly.
2. For Students
 - A. Knowing the jumping technique that is not biomechanically supporting the achievement of leap.
 - B. Know jungkit jump technique according to the principles of biomechanics review.
 - C. As a motion therapy technique to find effective movements.

POPULATION AND SAMPLE

In this study population and sample are students of physical education, health and recreation semester 4 Islamic University of Riau. According Sugiyono (2005: 56) sample is part of the number and characteristics possessed by the population. While the sampling in this study using purposive with the number of 10 people
According Sugiyono (2005: 56) sample is part of the number and characteristics possessed by the population. Sampling on Hhis research uses purposive technique.

INSTRUMEN TEST

In this study the instrument used is a Jungkit Jump test. This test is intended to find out the Jungkit Jump technique shown by the students of Physical Education, Health and Recreation of Islamic University of Riau. The tool used in the form of handycam as much.

4 pieces are divided and placed on the left side of the Jungkit Jump. And placed in a distance of 14 meters beside trajectory jump. 3 handycam using tripod and 1 as a free camera. Each camera has a different recording role. In the jump technique class consists of several stages, namely: the first stage run off the square, the second stage rests or departs, the third stage jingkat, the fourth step step, the fifth stage jump, the sixth stage of landing. The intrumentic validity uses logic therefore, the sluggish handycam can therefore be reasonably determined by taking a motion picture of the jumper. The intrument objectivity is determined by the image reader.

2. METHODOLOGY

When data has been collected, the next step is to calculate the total number of scores corresponding to the grid of the analysis sheet. For the purposes of data analysis, researchers assisted experts. Data were analyzed using Adobe Premiere software analysis system. Handy cam used to take pictures connected to a laptop that has been installed video maker software. Inside the video maker it offers a full range of video analytics tools including capture and slow motion that make the stages of movement visible and clear in particular the Jungkit Jump technique. Then the data is entered in the capture to know and provide angles and possible errors that will inhibit the effectiveness of the Jungkit Jump technique.

3. RESULT AND DISCUSSION

From the results of the study showed that the performance of motion jump techniques that have been in the analysis show still not effective. Because there are still movements made by students who are less than the maximum.

Subject 1 in the prefix stage has shown an effective movement in which the push of the foot pushes up straight, at the hop stage of the movement shown is still less effective because the urge of the foot is not straight. In the step step students do not make the movement to support straight to produce a less effective movement. At the jump stage the subject a decreases the foot rapidly resulting in a less effective jump action.

Subject 2 when the prefix stage has shown an effective movement, on the hop stage of the motion shown is still less effective due to the impulse of the foot of still is not straight. At the step step students perform a straight-backed movement and the knee of the foot of the block is raised high resulting in effective movement. In the subject jump stage 2 do decrease feet quickly resulting in a less effective jump motion.

In subject 3 at the prefix stage has shown an effective movement, at the hop stage of the movement shown is still less effective because the foot boost still less straight. In the step step students do not make the movement to support straight to produce a less effective movement. At the jump stage the subject 3 performs rapid foot decline resulting in a less effective jump action..

Subject 4 in the prefix stage has shown an effective movement because the impulse of the foot indicates a full push, at the hop stage of the movement shown is still less effective because the impulse of the foot is not so straight. In the step step students do not make the movement to support straight to produce a less effective movement. In the subject jump stage 4 performs rapid foot decline resulting in a less effective movement.

Subject 5 in the prefix stage has shown a very effective movement due to the impulse of the foot in a straight line, in the hop stage of the movement shown is effective because the foot boost is quite straight. At the step step students perform a straightforward motion to produce an effective movement. In the subject jump stage 5 do the pedestal movement is quite effective due to the position of the body leaning forward and followed by a maximum landing

Subject 6 in the prefix stage has shown an effective movement in which the push of the foot pushes up straight, at the hop stage of the movement shown is still less effective because the impulse of the foot is not so straight. In the step step students do not make the movement to support straight to produce a less effective movement. In the subject jump stage 6 performs rapid foot decline resulting in less effective jump action.

Subject 7 when the prefix stage has shown an effective movement, at the hop stage of the movement shown is still less effective because the foot boost still less straight. At the step step students do the straight-backed motion and the knee legs of the block are not lifted

high resulting in less effective movement. At the jump stage the subject 7 performs rapid foot decline resulting in less effective jump action.

On the subject of 8 in the prefix stage has shown the movement is less effective because the speed is not done optimally, in the hop stage of movement shown is still less effective because the foot boost still less straight. In the step step students do not make the movement to support straight to produce a less effective movement. In the subject jump stage 8 do push the fulcrum is not straight, but the students do a good landing, but because motion pedestal that is less straight to produce an effective movement.

Subject 9 in the prefix stage has shown an effective movement because the impulse of the foot indicates full push, at the hop stage of the movement shown is still less effective because the foot boost still less straight. In the step step students do not make the movement to support straight to produce a less effective movement. In the subject jump stage 9 performs rapid foot decline resulting in less effective movements.

Subject 10 in the prefix stage shows an effective movement due to a straight leg push and maximum speed, at the hop stage of the movement shown is still quite effective because the foot pushed almost straight. In the step step students do not make the movement to support straight to produce a less effective movement. In the subject jump stage 10 performs pedestal movement is less effective due to the position of the body when reared too rear and landing position is not smooth.

4. CONCLUSION

Based on the stages carried out from the beginning to the analysis of data, then the conclusion of the researcher is :

1. Prefix phase

The performance of motion jump technique of physics, health, and recreation students 4th semester of the Islamic University of Riau on the movement of the start of the impulse of the foot up straight at the moment of favor with the track prefix with the knee raised high and the position of the body remains upright, with the achievement of maximum results in the stage prefix movement. The prefix stage aims for effective outcomes.

2. Jungkit phase

The performance of motion jump technique of physics, health, and recreation students 4th semester of Islamic University of Riau at hopside (hop) phase when the position refuses or rests most of the body position is not perpendicular to the foot of the foot and the support of the pivot when refused most still not straight, so that the boost of the foot when it is not maximal.

3. Step phase

The performance of motion jump technique of physics, health, and recreation students 4th semester of Islamic University of Riau in phase step (step) at the time of rest in phase step (step) mostly still not straight, so that push forward in phase step (step) effective.

4. Jump Phase

The performance of motion jumping technique for students of physical, health, and recreation education at the 4th semester of Islamic University of Riau in the jumping phase at the moment of restoring the position of the foot of the fulcrum to the straight or full extension. However, when the landing most of the foot position too quickly drop to the sandbox so that the distance is less than the maximum.

In this study it can be concluded that the performance of physics, health, and recreation students of 4th semester of Islamic University of Riau shows that it is still not effective so it needs improvement in the mastery of technique. Presentation of the average student's overall mean score was 61.5%.

This study was deliberately designed to seek and provide therapy against errors when performing a Jungkit Jump technique. From this research is expected to help the smooth implementation of teaching and learning process movement jump technique

5. SUGGESTION

1. The use of technology to analyze the motion soon be socialized to the perpetrators of the sport.
2. Each trainer should analyze his athlete's techniques, so as to know the mistakes made and give the correct therapy in biomechanics
3. It is necessary to build a special biomechanics laboratory which is a function to analyze motion techniques.
4. Next decision maker about more than one person image

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CORRUPTION AS ONE OF THE CULTURAL CULTURE IN INDONESIA (CASE STUDY RUTAN SIALANG BUNGKUK-PEKANBARU)

Kasmanto Rinaldi

*Department of Criminology, Faculty of Social and Politic, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia*

Email: kasmanto_kriminologriau@soc.uir.ac.id

Abstract

A number of complex problems overshadowing the Social Service Institution in Indonesia, in reality, behind the massive walls and sturdy buildings and its conserved wire, the Conservation Society has interactional relationships and agreements among communities and officers within the Penitentiary, essentially undermining a system that can work well at Lembaga Pemasyarakatan. This plays a role in increasing violations of rules and culture of corruption through illegal levies within the Penitentiary. Social relations within the Penitentiary are formed based on the context of interests and needs, where the bonds are very fluid and easily changed through interpersonal negotiations, ie prisoners and officers. They seek to create and maintain informal agreements that induce a culture of corruption within the institutions of expansion, in addition to the enforcement of formal rules through social relations in Prison. This is what eventually leads to a point of non-synchronization of personal needs and interests between prison community residents and officers who took place in the Sungkang Sialang Bungkuk Hospital, Pekanbaru City, which resulted in a large riot until the release of hundreds of prison citizens from Sungkalong Prison House.

Key Words: *Prison culture, Corruption, Riot.*

1. INTRODUCTION

In prison systems in Indonesia or those referred to as Penitentiaries, all inmates are required to follow and implement the formal rules in the Penal Institution in accordance with Act no. 12 of 1995 on Corrections.

A number of complex problems overshadow the current Indonesian Citizen Institution, such as the Over Crowded phenomenon, the increasing number of certain prisoners such as drugs and terrorism, unfinished coaching patterns, lack of personnel in the field, to a culture of corruption or illegal charges and the circulation of illicit goods in Penitentiary that exist in Indonesia. These major problems are inherent in the existence of the current Penitentiary, indicating the enforcement weaknesses of the Penitentiary itself to proceed as expected. In an institutional perspective it is explicitly stated that the Pasmayarakatan Institution is the

one who runs a judge's sentence in the form of a prison sentence, held behind a high wall, layered security, sturdy buildings and barbed wire.

However, in reality, behind the great walls and solid structures and thorny wire, Institute Pemasyarakatan have interaction and agreements between communities in the Penitentiary are substantially weaken the system that can run with the good. As stated by Sudirman (2007: 205-230) or increasing the growing inmate who made misguided in Penitentiary, it plays a role in increasing violations of rules and violations of the law, while it is coupled with the attitude and behavior of petugas help fuel suburkan violation behavior.

The entry of various types of crime latest occupant gave new forms of relationships between people in prison or the Penitentiary, the relationship of this to create the conditions that need each other in the prison community, for the sake of underlying or satisfy the interests of the interrelationships among people in prison.

In some previous studies it also explains the increasing problem in the prison, as Geoffrey et. al. (1993), prisons are now in a state of uncertainty, where the problem increases with increasing prisoner fragmentation and irregularity, even those who repeatedly enter jail against a culture of arbitrary and arbitrary events. The theoretical approach that mengdikotomikan sources of prison culture change is considered failed to reveal the complexities and limitations of the prevailing situation imprisoned (Geoffrey Hunt, Stephanie Riegel, Thomas Morales, and Waldorf, 1993: 398-409).

In essence, the purpose of imprisonment in the Penitentiary must be a deterrent effect. As in its development, theorists explain punishment which has several important indicators to work on. Stanley E. Grupp for example, in *Theories of Punishment* (1971: 3-10) explains that the theory of punishment is a rational guideline and diverse perspectives on the purpose of punishment and the correction system (coaching). According to him, theories that developed in the penology consist of retributive (retribution), deterrence (deterrence), rehabilitative, and integrative. The retributive theory sees punishment as suffering deserving of the offenders. The theory of insecurity, built by the classical mashab of the eighteenth to early nineteenth centuries, sees punishment as an attempt to achieve the greatest happiness for the greatest number of peoples. While the theory of rehabilitation that flourished in the 20th century emphasizes individualization of punishment, through coaching, so that individuals can adjust themselves back to non-criminal after being exempt from punishment. While integrative is a worldview that integrates some of the functions of punishment, emphasizing that the purpose of punishment is to create assimilation of offenders with their communities.

Furthermore, Andenaes (in Grupp, 1971: 142) states that punishment has three general prevention effects, namely the effects of harassment, strengthening moral prohibitions, and stimulating the habit of behaving in a law-abiding manner. Meanwhile, according to David Garland (1990) in his book *Punishment and Modern Society A Study In Social Theory*, it is said that the sociology of punishment presents a framework that can be used to analyze imprisonment institutions. At least in the sociological view, there are two ways of looking at the problem of punishment: (1) Punishment as a form of social control or control over crime by using an approach to the results of a study of penology; and (2) Punishment as an epistemological moral problem based on philosophical punishment, in order to find the root cause of why a person should be punished, why he committed a crime, what is the essential meaning behind the punishment.

The sociological perspective sees punishment as a complex social institution, shaped by an ensemble of various social and historical forces and has effects that reach far beyond the offender population. Whereas Durkheimian perspective (in Garland, 1990: 23) interprets punishment as an awareness of morality resulting from a society of mechanical solidarity based on collective sentiments.

Marxist studies (in Garland 1990: 83) describe punishment as something that is influenced by the ideological and economic conditions of the economy played and played by the state apparatus that dominates the class in society in governing and running the country. While Foucault's *Work* (1977) focuses on certain technologies of power-knowledge operating in the criminal realm and their wider network of work up to that which shows the importance of cultural sensitivity and "civilization processes" in shaping measurable modern criminal acts.

Furthermore, Garland (1990), conveying how the standard ways in which we think and speak about the problem of punishment, is not so much framed through sociological theory as it is through two rather distinct discursive traditions that might first be described better, as the "penologis" and "philosophical" ways of thinking.

From so many studies on the punishment to run effectively and well, it can not be a reference that can be executed and implemented as expected, because the reality of the field, through institutions that run the punishment of Correctional Institutions, in reality there are still many problems that affect the implementation the performance of the Penitentiary so that the imprisonment system or socialization is not achieved. One is the culture of corruption or illegal levies in prisons, which in turn can lead to problems that have an impact on the occurrence of violence within the penitentiary.

It must be admitted that most of the prisons in various regions in Indonesia are over crowded. This condition can exacerbate the existence of crime "transfer of knowledge" to be more easily done because of the large number of Penitentiary residents. Especially for residents of drug cases. Opportunities meet big cities with small airports become very large. Not to mention the addicts who previously only the user status could then be a drug dealer and even, many parties mentioned that the drug business outside the prison is controlled from within the prison.

As stated by Graham Blaine in *Hari Sasangka* (2003: 15) one of the causes so that the circulation of drugs can happen is because there are overpopulation (over crowded). Over crowded was apparently supported with another problem that is overstaying. Overstaying is considered to be one of the factors affecting overload. Overstaying occurs when a prisoner is supposed to be released but still retained or not released. It also relates to the criminal justice administration system which is not yet working comprehensively which ultimately supports the culture of corruption by persons serving in prisons.

Over crowded and overstaying can support a variety of problems within the Penitentiary. Given this problem within the penitentiary the control and oversight functions of prison officials are getting weaker. So far the number of prison officers with the number of residents is not comparable. Currently the number of officers is considered to be minimal to supervise the existing problems, but on the other hand, some of the officers in charge of this situation to foster a culture of corruption or illegal pungli is in prison. The cause of this culture of corruption is due to the involvement of officers of the penitentiary itself. From some problems such as drugs circulating in Penitentiary for example, found and revealed, that among others related to the role of prison officers in paving the way so that drugs can be circulated in prisons. The existence of the relationship between the officer and the prisoners that then gave birth to a form of crime. It's all because officers and prisoners have become accustomed to a culture of compromise. So also with the inmates who become drug dealers in prison shows how a compromise relationship that can be executed between inmates with prison officers through a culture of corruption that is done by the officers of prison officials.

Not to mention the latest case that occurred in the year 2017 is enough to attract the attention of the people of Indonesia in general, where as reported by *Online Daily detik.com* with headline, "Geger Prison Blur", which tells how many people who feel the extraordinary

panic because of the release hundreds of inmates residing in Sungkal Hunch Prison in Pekanbaru City. Starting from the loss of property such as seizure of motor vehicles, to the act of hostage of children conducted by some inmates who tried to escape (detik.com, accessed on October 26, 2017. at 16:23 pm).

In the study and search more deeply, it is known that the event "mengegerkan" as conveyed by the media was in fact affected by the problems that occur in Rutan Sungkal Sungkang, Pekanbaru itself. As reported by liputan6.com, with the headline "mass escaped prisoners because of inhuman prison", describes how the state of Prison Sungkal Hunches has serious problems to establish a good and effective punishment system. (liputan6.com, accessed on October 26, 2017, 19.16 GMT). The occurrence of a culture of corruption or extraordinary extortion in the House of Prison Sungkal Hump becomes the culmination of the anger of prisoners to dare to rebel and fight by breaking the door of the House of Sialang Humpback and escaping.

2. DISCUSSION

Prison Culture in Indonesia

In his book entitled *Imprisonment Culture of Understanding and Implementation*, Josias Simon (2012) describes the prison culture of the ancient literature describing the emergence of informal agreements in prison communities, as a result of limitations and deprivations during prison time. From this understanding further Josias Simon explained that prison society consists of the prisoners who form the prison culture due to the constraints and deprivations faced. (Simon, 2012: 7)

Meanwhile Lawrence M. Friedman (1977) added that the emergence of informal agreements can not be separated from the validity of legal culture in the judicial system. Prisons are just a subsystem inside, what happens in prison depends on the conditions that took place in the previous world. Preliminary prison observers describe prison culture as internally agreed, influenced by external circumstances. In its development the prison culture not only reviews informal agreements, but highlights how these agreements are maintained, perpetuated, or inherited among members of the prison community. Prison communities include not only inmates, but involving officers to maintain informal agreements, in order to exist and survive. (Simon, 2012: 8)

The concept of Penitentiary in Indonesia

Our prison system previously embraced various colonial legacies legislation, which is clearly incompatible with the 1945 Constitution, has been gradually revamped and amended. New thinking about the function of prison sentence, triggered by Dr. Saharjo in 1964, and subsequently determined by President Soekarno on 27 April 1964, and reflected in Law No. 12 of 1995, on corrections. The system of imprisonment which strongly emphasizes the element of revenge and guard has been removed and changed with the concept of rehabilitation and social reintegration.

The guidance system for prisoners has changed from the prison system to the penitentiary system, the change from the prison house to the Penitentiary, not merely physically changing or constructing the building, but more importantly applying the concept of socialization.

The Paradigm of the Criminal Justice System in Indonesia

Ironically, almost all crimes handled by the Indonesian Criminal Justice System always end up in jail. Though prisons are not the best solution in solving crime problems, especially crimes where the "damage" inflicted by such crimes can still be restored so that "damaged" conditions can be restored to their original state, where restorative justice is possible removal of stigma from individual offenders (Muladi, 2002: 5)

In dealing with crimes that are considered to be restored, there is a paradigm of punishment called restorative justice, in which the perpetrator is encouraged to correct the harm he has inflicted on the victim, his family and society. In relation to the crime that the damage can still be repaired, people basically want for the perpetrators to be given a "service" that is rehabilitative. People expect criminals to be better than before they enter prison institutions, this is what the rehabilitation process means. (Muladi, 2002: 6)

The problem of prison culture in the view of Constitutive Criminology

Constitutive views reject the view of the modernists who explain the phenomenon of crime only seen from the perpetrator, separate from his social environment. Thus constitutive criminology seeks to explain and identify the factors that cause crime or irregularities, and can intervene to reduce greater losses.

Furthermore, According to Henry and Milavanovic (2000) constitutive criminology see criminality occurs because of an unequal power relationship. This imbalance causes agents with great power to deprive the rights of other agents with less power. In view of this view Power (power) is the most important factor to create a criminal condition, in which case the greater power is owned by officers in prisons and those with lesser authority are prison or prison populations.

By renewing the meaning of criminality, victims and criminals certainly have an impact on the crime locus. The process of creating a new identity of criminality through discourse, in this case is a change from the meaning that to get something in the prison must be paid in such a way that the emergence of a culture of corruption or extortion of the institution of *pemasyarakatan*. In other words criminality is a social co-production, or caused by discursive construction of processes or relationships that run within the prison community.

Culture of Corruption in Correctional Institutions and the Problems

Correctional Institution is the proper implementation of prison sentence that judge has decided in court. Jailed means made repentant or deterrent (Sujatno, 2008: 11-12). A perpetrator will be put in a Penal Institution to carry out the jail terms he receives. The person set in the Penal Institution undergoes a different process on a social and psychic basis. They experience conflict, tension, or fear about the new environment in which they are placed. Gradually they learn to adapt, do the accommodation, so that fear and tension diminish.

In the paradigm of the criminal justice system applicable in Indonesia, according to Muladi (2002) explains how almost every problem that runs in the Indonesian Criminal Justice System always ends or ends up in prison. This problem is in fact a fundamental problem, considering that with such a paradigm, inevitably lead to Penitentiary or Detention House or better known as a prison experience what the name is over crowded. Where the capacity of a prison that only a few thousand can be occupied up to 3 to 5 times. This is almost a problem of all existing Penitentiaries in Indonesia. In the sense of imprisonment system in Indonesia like this cause various kinds of problems that result in ineffectiveness of the process of achieving the goals of the Institute itself.

More interestingly, from such a process, it will lead to a new culture within the prison community, or which in this discussion is referred to as a prison culture. The prison culture itself as conveyed by Simon (2012) is informal agreements taking place within the prison community. In its development the prison culture not only reviews informal agreements, but highlights how these agreements are maintained, perpetuated, or inherited among members of the prison community. Prison communities include not only inmates, but involving officers to maintain informal agreements, in order to exist and survive. In fact, such a prison corruption culture will create an uncertainty as to how the existing and survival levels can proceed according to what the actors want. Just like the case of the rebels of the prisoners that took place in the Sungkalong Sungkal Kota Pekanbaru, how finally the Culture of corruption in Prison in the House of Detainees is considered very burdensome inmates

conducted by the officers. The result of such uncertainty and inconvenience resulted in a large protest form by breaking into or breaking through the main door of the Sungkal Hunch Prison and causing hundreds of inmates to flee to the rest of the residents of Pekanbaru City.

Informal Agreement that occurred and led to the form of protests from the prison community who are in Prison House Sialang Hump Town Pekanbaruupun diverse forms that have been agreed. Widespread illegal levies or illegal fees as a culture of corruption in prisons occurred, carried out by officers from the Sungkang Sialang Bungkuk Hospital Pekanbaru. Prison communities are subject to various forms of expenditure if they want to get facilities that should have been the right of inmates, one of whom is to meet with the family and get good water for bathing and for worship. Not to mention because to get a sideline, sometimes unscrupulous officers make informal agreement in the form of omission of illicit goods circulation. Officers also often divert the weaknesses and ineffectiveness of the coaching system applied because of the number of personnel who are lacking in the execution of tasks. With so many prison residents considered unbalanced with only a few field guard personnel.

3. RESULTS

Imprisonment in Indonesia has a prison culture of diverse forms that actually has implication impacts that are in line with all the problems that occur in it. The culture of corruption in prisons is the standard of conduct in daily social life, which is recurrent and operational for all parties in the Penal Institution.

Social relations within the Penitentiary are formed based on the context of interests and needs, where the bonds are very fluid and easily changed through interpersonal negotiations, ie prisoners and officers. They seek to create and maintain informal agreements that induce a culture of corruption within the institutions of expansion, in addition to the enforcement of formal rules through social relations in Prison. It is this that finally finds at one point the non-synchronization of personal needs and interests between the citizens of the prison and the officers who took place in the Sungkang Sialang Bungkuk Hospital in Pekanbaru City, which resulted in a large riot until the release of hundreds of prison citizens from the Sungkang Sungkal Detention Center. Or in the sense that there are informal agreements that are unbalanced, or unbalanced relationships lead to prisoners rampaging and rioting up to the case of rebels from prison communities.

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JUVENILE DELIQUENCY BEHAVIOR OF AUTHORITARIAN PARENTING PARENTS AND CONFORMITY

Leni Armayati, TB Zulriska Iskandar, Ahmad Gimmy P. Siswandi, and Zainal Abidin
Universitas Islam Riau (UIR) – Pekanbaru
Email: leni.armayati@psy.uir.ac.id /leni_uirpsikologi@yahoo.com

Abstract

This research is purposed to know if there is an influence of conformity and authoritarian parenting style to juvenile delinquency. There are three questions research formulated: 1) Is there any influence between conformity and authoritarian parenting style to juvenile delinquency? 2) How far those two predictors (conformity and authoritarian parenting style) influence juvenile delinquency? 3) Which predictor could influence juvenile delinquency better: or authoritarian parenting style or ? This research is included in explanatory research. It was conducted on high school students with amount of research's subjects 290 people. The instrument to collect the data were questioner for all variables. The method applied in analyzing the data was doubled regression statistic technique, aided with SPSS statistic version 18 program. From the analysis, it can be concluded that regression model $Y = 15,14 + 0,727 X^1 - 0,016 X^2$. authoritarian parenting style being the best variable to influence juvenile delinquency. It could be seen from coefficient X^1 , the result was 0,727. Besides, it was also obtained that percentage of quantity X^1 and X^2 in influencing Y was 19,3%, with significance of 0,00. This shows that there is a significant influence of authoritarian parenting style and conformity to juvenile delinquency.

Keyword : *Authoritarian Parenting Style, Conformity, Juvenile Delinquency*

1. Introduction

The number of teenagers in Indonesia has increased from year to year. The large amount of these teens can become a potential while also becoming a problem for the country's development. One of the current masalahyang often coloring life adolescence is juvenile delinquency. Juvenile delinquency refers to a broad range of behaviour, from unacceptable behaviour by the social environment, the behavior that violates, and acts of criminality (Santrock, 2002). There are lots of good data from the print and electronic media which described the large number of adolescents who engage in misbehavior such as Teen involvement in free sex, drugs, a brawl between the anarchist attitudes of students, youth, pornography, and many more. This condition raises concerns and bring up an idea for researching more about juvenile delinquency. According to Santrock (2002), some juvenile delinquency predictors include negative identity, self-control, age, gender, education, hopes for the influence of temanse baya, socio economic status, the role of parents, and the quality of the environment.

Of the few predictors that can cause juvenile delinquency, in this more focused research to examine the influence of peers and parental roles or more specifically conformity and authoritarian parenting parents. Peer factors became one of the factors the involvement of adolescents in the behavior of delinquency. Patterson (Bowman, et al., 2007) tells us that the peer is one factor in the rise of juvenile delinquency. In the course of its development, adolescents are slowly starting to distance themselves from family and spent much of his time to start interacting with peers. According to Gottman and Parker (in Dariyo, 2004), one of the functions of the social development of teenagers in a friend is as a motivator to stimulate in a positive direction. This means that it is in relation, it should support each other teens to do positive things so that their behavior is influenced in a positive direction as well.

But in fact the moment many teenagers involved in unhealthy relationships. Many of these teens are thus leveraging the relationship with peers to do negative things including engaging in the behavior of delinquency. In explaining the problem, Santrock (2002) explains that conformity to be one of the factors that led to the large number of adolescents who are doing negative things. According to Camarena (1991) and Wall (Santrock, 2002), conformity against the peer pressure of friends in adolescence can be positive or negative. In addition to the influence of my peers, the role of parents is also important in the emergence of juvenile delinquency at the motorcycle gang. Several studies which examine about parenting explained that the type of parenting that is applied by parents will relate to the development of youth, including the involvement of adolescents in the behavior of delikueni. One of parenting-related teen involvement in delinquency motorcycle gang was authoritarian parenting (Hoeve, et al, 2007). According to Hoeve, parenting is causing persistent delinquency in adolescence. Certainly every parent wants everything best for her children. They have great expectations on his children and often make parents apply the discipline that they can make his kids like what they expect

But unfortunately, what is considered best by parents are not necessarily considered best for his children. Teens are thus sometimes thought that any punishment or discipline her parents considered a bad thing for them. Therefore, Hamida (2002) explains that it would be more appropriate if assessing parenting parents using child's perceptions about parenting they received from his parents. Parenting are judged from the perception of the child will be seen as an assessment, impression, opinions, or feelings of the child against the parenting they receive from their parents. By using the perception the child, will be seen to what extent the influence of authoritarian parenting parents against delinquency that they do. These two things, namely, conformity and authoritarian parenting parents have a big role in explaining the rise of juvenile delinquency.

The purpose of this research is, however it is important to be researched more about: 1) How does the influence of authoritarian parenting parents and conformity against juvenile delinquency?. 2) Whether the authoritarian parenting parents contribute in influencing juvenile delinquency, or precisely conformity.

2. Research Details

This research was conducted with a quantitative approach (explanatory research) where data used is the number of data (score, rating, ranking, or frequency) to examine the relationships between the variables appropriate research hypothesis that have been formulated. The variables used in this study was authoritarian parenting, parenting and behavioral conformity delinquency teenagers were measured using a questionnaire that was tested by the researchers. Test the validity of the measuring instrument is done using the validity of the content (content validity) and with the help of some people (professional

judgement) to assist in the refinement of the measuring instrument. This research uses the teen ages 16-18 years attending SMAN 11 Pekanbaru. Determination of the characteristics of the sample is done because in the early teens ages (16-18 years), is the youth where they are in a transition period beginning from the time the children into adulthood and also on this early adolescence adolescent attachment with peers is at a significant position in comparison with the previous development phase or after it.

To determine the sample, researchers use probability sampling, namely cluster sampling techniques as sampling by considering that the sample in this case refers to groups or clusters, rather than individual units. The determination of this cluster were taken randomly from the 19 existing class and was elected to the 6th grade as a group research samples. Of these, the amount of grade 6 sample whole is 209 people. The hypothesis in this study was later tested with multiple regression analysis techniques to look at the influence of authoritarian parenting parents and juvenile delinquency behavior against conformity. Multiple regression analysis is done before the data research results, then do the test assumptions in advance, i.e. test normality test, auto correlation, multicollinearity test, and test homoskedastisitas

3. Results and Discussion

After the data is collected, then do a rough test assumptions. The first is the assumption that test test normality by observing the Normal Probability Plots (P-P) of the Regression analysis results in a Residual Component. Of the graph can be seen that the data is located on a straight line from the lower left to upper right so it can be said to meet the test of normality assumptions. The second assumption test is a test of autocorrelation coefficient by observing the Durbin-Watson. Durbin-Watson coefficients obtained from the results of this analysis are 1.635 so it can be assumed the autocorrelation is not happening. The third assumption test is a test of multicollinearity by using the coefficient of VIF and tolerance. The figures showed 1.019 VIF values and tolerance "indicates figures 0.981 so it can be said that is not the case the correlation between independent variables (authoritarian parenting and conformity) and multicollinearity does not occur. The last assumption is a test test homoskedastisitas. To find out whether this test is met or not, then use the graph Plots between the value prediction variable (the dependent), with residualnya. Of the graph of itudapat seen that the dots spread above and below the 0 on the Y axis and no clear patterns so that homoskedastisitas can test are met.

After testing the assumptions made, then performed the data analysis with regression techniques. From ANOVA table, coefficients obtained $F = 24.704$ with $\text{sig} = 0.00 < 0.05$. This indicates that the regression model is significant, which means that the authoritarian parenting parents and significant influential conformity against the behaviour of the juvenile delinquency. The magnitude of the influence of this predictor variable explained by the numbers R square of 0.193 meaning that authoritarian parenting parents and juvenile delinquency behavior affect conformity of 19.3%, while the remainder ($100\% - 19.3\% = 80.7$) influenced by other causes. To find out how large a percentage of each Predictor is influence on the behaviour of juvenile delinquency, then viewed from the value t. table of results based on analysis, conformity has a value of $t = 6.986$ with $\text{sig} = 0.000$. This indicates that the variable X 1 i.e. authoritarian parenting parents a significant effect against the behavior of the juvenile delinquency because the value of significance smaller than 0.05.

While conformity indicates the value $t = 0.488$ with $\text{sig} = 0.001$. This indicates that the variable X 2 i.e. conformity influential delinquency behavior significantly to teens because the value of significance smaller than 0.05. The F-test of the test as described above in which the value of significance smaller than 0.05 regression models then can be used to predict the

behaviour of juvenile delinquency. As for the regression equation is: the constant of 15.14 stated that if no authoritarian parenting parents and conformity, then the behavior is juvenile delinquency 15.14. The regression coefficients X 1 of 0.727 States that any change of authoritarian parenting, per one unit will cause a change in behavior of juvenile delinquency 0.727. While the regression coefficient X 2 of 0.016 stated that any changes to the conformity of one unit will cause the change of Y of 0.016. From this description it can be concluded that the parental authoritarian parenting is a greater Predictor of behaviour delinquency teenagers compared to X 2 conformity..

According to early teens, Konopka i.e. 16-18 years of age is the age in which teenagers begin to develop itself into a unique individual and start to no longer dependent on his parents. Konopka also explained that the focus of the development age this is where conformity on early teens are still strong with peers. Based on the opinion of Konopka, can explain why the conformity berkontribusi in juvenile delinquency behavior predicts. This is because it is indeed this early teen age they develop conformity as an effort in order to be accepted by the group. As propounded by Baron and Byrne (2005) that basis someone konform against his group is because it is based on normative social influence where the individual has a desire to be liked or accepted by the group.

According to Camarena (1991) and Wall (Santrock, 2002), conformity in adolescence can be positive or negative. According to Berndt (1979), Bernd & Perry (1990), and the Laventhal (Santrock, 2002:46), conformity in the age of early teens will culminated especially to follow the anti-social standards. It means conformity can also cause teens get involved in delinquency so that they are accepted by the group. The presence of juvenile delinquency against conformity influence is also caused due to cultural factors of the subject itself. This research uses the subject with a different cultural background, where the life of the community is thick with social status differences. According to Sears, one of the factors in the appearance of conformity is due to social status. Status here include status in any field where it shows a status symbol of the award for the individual because of the status and the position that he had higher compared to other individuals.

Students who become the subject of this research also live among groups with different social status. The value conformity that influential in affecting juvenile delinquency is caused due to the values for more konform to his friends who have a higher social status as a form of appreciation because of higher kedudukanyang it. This is in line with the theory advanced by Sears as explained above. In addition due to social status, a factor of kolektivitas can also be the reason why the subject more konform to his friends. In the community, the nature of the collective is very attached to in daily life. As expressed by Nyoman Naya Sujana (1994) that the people of indonesia have a strong collective properties because they are born and developed in the social system that emphasizes community, as well as custom systems.

The collective nature of this can be seen in the attitude of tolerance and mutual between fellow. In addition to the influence of conformity against juvenile delinquency, similarly authoritarian parenting the parent. In this study, the influence on authoritarian parenting parents turned out to demonstrate the existence of a juvenile delinquency influence. Upon entering adolescence, individuals will tend to stay away from the parents and start turned his attention to his peers. Konopka also support this where it is said that the teen started to organize itself more to a parent. This allows less teens pay attention to what their parents related to one of them is related to parenting. In accordance with the theories expressed by Walgito, where the process of perception will occur if the individual focuses on a group of objects.

Without attention, the individual can not focus on stimulus so that the perception was not able to happen. In applying parenting to the child, the parents are influenced by cultures in their surroundings and also colored by certain attitudes in nurture, guide, and direct his

sons (Ali, 2010). The existence of cultural factors in determining parenting that is applied by the parent to the child, leading to the existence of different parenting trend between one region with other regions. The existence of authoritarian parenting influences towards juvenile delinquency may occur due to the distinctive features of which are owned by many different ethnicities in Riau.

4. Conclusion

From the results of the research and the discussion above, then it can be concluded that: There was significant influence between the authoritarian parenting parents and conformity against the behaviour of the juvenile delinquency. Authoritarian parenting is a greater Predictor of behaviour compared to adolescent predictors of delinquency conformity.

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LEARNING PROCESS OF PHYSICAL ADAPTIVE EDUCATION CHILDREN RUNNING IN EXTRAORDINARY SCHOOL OF KASIH IBU PEKANBARU

Merlina Sari

*Department of Physic Education, Faculty of Education, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284 Riau, Indonesia*

Email :

Abstract

Physical education learning process is important for children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru. This study aims to determine the learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru which is seen from the objectives, materials, attitude and motivation of students, teacher competence, facilities and infrastructure, and evaluation. This research is a descriptive research. The method used is survey by data collection technique using questionnaire. The study population is all teachers of adaptive physical education extraordinary school of Kasih Ibu Kartama Pekanbaru, amounting to 13 teachers. This study is a population study. Variable in this research is learning process of physical education of child deaf. The instrument used is a questionnaire. Test validity using total item correlation and reliability using alpha cronbach. Data analysis techniques used descriptive percentages. The result of the research shows that the learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru in category "less" 3 teachers (23.08%), "moderate" category 7 teachers (53.85%), "good" category 1 teacher (7.69%), category "excellent" 2 teachers (15.38%). Thus it can be concluded that the learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru in the medium category.

Keywords: *Learning, Adaptive Physical, Hearing Impaired*

1. INTRODUCTION

Physical Education is from education that uses the media of motion to learn. But in adjustment there is adaptive physical education. Basically both are the same between adaptive physical education and ordinary physical education. The focus of physical education on the influence of physical development on the growth and development of other aspects of human beings that make it unique. There is no other single field like physical education related to total human development. S. Brojonegoro in Aip Sjarifuddin (1980: 9) suggests that education is a guide to human growth from birth until the achievement of maturity, in a spiritual and physical sense. Aip Sjarifuddin (1979: 4-5) argues that the development of education is not only for normal children, but also for children with disabilities or abnormalities common to exceptional children.

2. METHODOLOGY

This research is descriptive research. According Suharsimi Arikunto (2006: 139), descriptive research is a study that only describes the state or status of phenomena. The method used in this research is survey method, while technique and data collection using questionnaire. The population in this study were all adaptive physical teachers of extraordinary school Kasih Ibu, which amounted to 13 extraordinary school's teachers.

The sampling technique in this research is by involving all individuals or members of the population into samples. According Suharsimi Arikunto (2006: 136) research instrument is a tool used by researchers in data collection for the work easier and better. The instrument used in this study is a questionnaire. Questionnaire is the number of written questions used to obtain information from the respondent in the sense of a report about his personality, or things he knows. So, from that opinion, it can be concluded that the questionnaire is a list of questions about the symptoms to be investigated. Questionnaires used in this study is a closed questionnaire that has been provided answers so that respondents just choose, with a direct questionnaire using a multilevel scale. The stratified scale in this questionnaire uses "Yes" and "No", with a "Yes" score of 1 (one) and "No" worth 0 (zero). According to Sutrisno Hadi (1991: 9) that there are three basic steps to be considered in preparing the instrument, namely: (1) defining the constituent is to make restrictions on the changes or variables to be measured. Variables or changes that will be measured in this study is the process of learning adaptive physical education, (2) Investigating factors is to express the elements contained in the variable called a factor.

These factors are used as starting points for composing instruments in the form of questions asked to the respondent, (3) Prepare the question items is the final step of the questionnaire preparation, namely the translation of the factors into the statement items in the questionnaire. The final step is to compile the items of questions based on the factors that make up the constants, then the above factors are spelled out into items of questions that make up the question instrument.

3. RESULT

After the research data collected were analyzed by using quantitative descriptive analysis technique with percentage using SPSS, From the data analysis about learning process of physical education of deaf children in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau obtained the lowest score (minimum) 20.0, highest score (maximum) 26.0, mean (mean) 22.77, median value 23.0, the value that often arises (mode) 23.0, standard deviation (SD) 1.87. The full results can be seen in the following table:

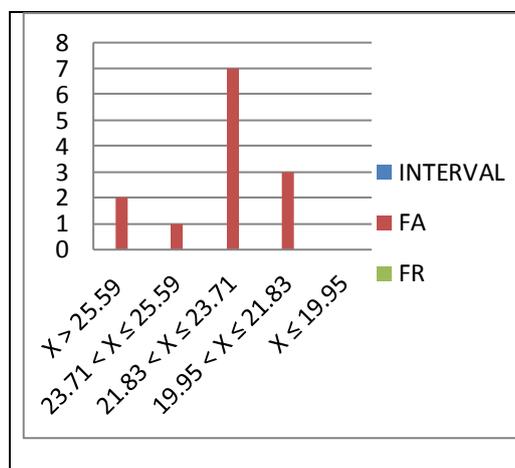
Table 4. Descriptive Statistics

<i>N</i>	13
Mean	22.7692
Median	23.0000
Mode	23.00
SD	1.87767
Minimum	20.00
Maximum	26.00

If displayed in the form of frequency distribution, the learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau is as follows: **Table 5.** learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau

NO	CATEGORY	INTERVAL	F	%
1	$X > 25.59$	Excellent	2	15.38%
2	$23.71 < X \leq 25.59$	Good	1	7.69%
3	$21.83 < X \leq 23.71$	Medium	7	53.85%
4	$19.95 < X \leq 21.83$	Less	3	23.08%
5	$X \leq 19.95$	Less once	0	0.0%
		TOTAL	13	100%

If depicted in the form of stem diagram of research result of learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau can be seen as follows:



Picture 1. Stage Diagram of learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau

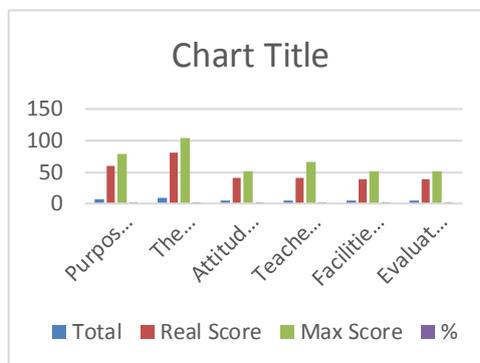
Based on the result, it is seen that the learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu in the category "less once" percentage of 0% (0 teachers), category "less" percentage of 23.08% (3 teachers), category "medium" 53.85% (7 teachers), "good" percentage of 7.69% (1 teacher), "excellent" percentage of 15.38% (2 teachers). While based on the average value, that is equal to 22.76, learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau 0,00%

Table 5. Learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau Based on Indicator

Sub variable	Total	Real Score	Max Score	%
Purpose Physical education	6	60	78	76,92%
The material of adaptive physical education	8	80	104	76,92%
Attitude and motivation of students in physical education	4	40	52	76,92%
Teacher's competence	5	40	65	61,54%
Facilities and infrastructure of physical education	4	38	52	73,07%

Evaluate physical education	4	38	52	73,07%
	31	296	403	

if displayed in the form of bar charts then the data presentation of learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau as follows:



Diagram's Picture

Information:

- A : Purpose Physical education (76,92%)
- B : The material of adaptive physical education (76,92%)
- C : Attitude and motivation of students in physical education (76,92%)
- D : Teacher's competence (61,54%)
- E : Facilities and infrastructure of physical education (73,07%)
- F : Evaluate physical education (73,07%)

Based on the tables and graphs above shows that the learning process of physical education of children with hearing impairment in the extraordinary school of Kasih Ibu Kartama Pekanbaru Riau from physical education goal goal percentage of 76.92% entering good category, physical education material adaptive percentage of 76.92% entering good category, student's motivation in physical education percentage equal to 76.92% entering good category, teacher competence percentage equal to 61.54% enter enough category, facility and infrastructure of physical education equal to 73.07% enter good category, and indicator of physical education education equal to 73.07% enter good category.

4. DISCUSSION

This study aims to find out how the learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau. The results can be explained as follows:

Based on the results of the analysis shows that the learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru in the category "less once" percentage of 0% (0 teachers), category "less" percentage of 23.08% (3 teachers), category "moderate "Percentage of 53.85% (7 teachers)," good "percentage of 7.69% (1 teacher)," excellent "percentage of 15.38% (2 teachers). While based on the average 48 score, that is equal to 22.76, learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau is in the medium category. The adaptive physical education teacher at the extraordinary school of Kasih Ibu Kartama mostly has done the learning process well. For example the purpose of physical physical education is in accordance with the curriculum, the purpose of learning to students is explained first before the start of the lesson so that students understand, and the purpose of physical education is also adjusted to the state of students. The material of adaptive physical education is compatible with curriculum, the

materials provided are in accordance with the circumstances of students, and teachers also understand that the learning materials of children with hearing impairment is different from normal children. The competence of teachers in adaptive physical education is good, In terms of facilities and infrastructure of adaptive physical education is sufficient, so that teachers more easily in implementing learning, teachers are also able to modify the tools used in learning so that in accordance with the needs of adaptive physical education learning. Teachers always do the evaluation at the end of the learning, which is intended to make the learning process ahead better, for example the teacher gives post test at the end of physical education lessons, the teacher gives the task to students outside the class, and the teacher gives motivation / encouragement for students who have difficulty in study. The adaptive physical education program is a diversified program of motor development, matches, sports, rhythm movements, points of interest, ability for disabled students who do not perform in sports activities. The design of a physical education program for students with disabilities should be made systematically and accurately, at least annually.

The program plan is designed based on the level of ability / achievement each child has at the time the program is created, so it can predict the level of achievement at the end of one semester or one year of learning. In providing learning materials adaptive physical education should be observed as much as possible material that will be given so that students can implement the learning correctly without any interruption or cause injury. This is because, the form of adaptive physical education learning activities is different from normal children. This is in the opinion of Beltasar Tarigan (2000: 37) that: Learning materials should be investigated as closely as possible and executed appropriately by the students, thus avoiding muscle or joint injuries. The selection of the right material also helps in the improvement of postural aberration, increases muscle strength, agility, flexibility and improves physical fitness. The opinion indicates that the selection of adaptive physical education learning materials must be adjusted to the student's disability. Giving the appropriate subject matter according to the student's disability and done repeatedly, it will improve students' physical fitness.

5. CONCLUSION AND SUGGESTION

Based on the results of research and discussion that have been described in the previous chapter, the authors can draw the conclusion that is: percentage of learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau is in the medium category. Both from physical education objectives, adaptive physical education materials, students' attitudes and motivations in physical education, teacher competence, facilities and infrastructure, and physical education evaluation are still poorly executed. The percentage of learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau can be used to improve the learning process of physical education of Deaf children in extraordinary school of other.

Factors that are less dominant in the percentage of learning process of physical education of children with hearing impairment in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau, need to be considered and sought solving to be more helpful in percentage of learning process of physical education of children deaf in extraordinary school of Kasih Ibu Kartama Pekanbaru Riau.

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TEACHING AND LEARNING ENGLISH AT INCLUSIVE SENIOR HIGH SCHOOL PEKANBARU

Miranti Eka Putri

Departmen of English Education, Faculty of Education, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia

Email: mirantiekaputri@edu.uir.ac.id

Abstract

Inclusive education was students with special needs in general school program with general students received same materials. The study aims to find out how did the availability of teaching and learning English in inclusive senior high schools at SMAN 11 Pekanbaru. This study had three instruments. They were observation, questionnaires, and interview. Observation used to observed English subject teacher while teaching using instructional media, questionnaires were addressed to the respondents to get data about schools existing infrastructure and instructional media with special needs, and the interview was conducted to gain further information from special guidance counselors about schools existing infrastructure. The observation result showed that, learning competencies for learner common was low; learning competencies for special learner was average; Special tutor was low; and cooperate with school/ institution was low. It can concluded that facilities in teaching and learning English of Inclusive Schools was very low. School existing infrastructure was low; and instructional media with special needs was average. It concluded that facilities of teaching and learning English at Inclusive Schools was low. Curriculum was not applied well. Management of school was low; Educational process was low; development of school was low. It can concluded that monitoring and evaluation in teaching and learning English of Inclusive Schools was low.

Keywords: *English language, Teaching and learning, Inclusive Education*

1. INTRODUCTION

The most important and controversial issue currently regarding the education of children with disabilities and special educational needs (SEN) internationally is that of inclusive education. Just what is meant by inclusive education has important implications for special education policies and practices in developed and developing countries alike.

Inclusive education is an approach once thought only necessary for educating students with special educational needs. Students with disabilities are supported in chronologically age-appropriate general education classes in their home schools and receive the specialized instruction delineated by their individualized education programs within the context of the core curriculum and general class activities. Inclusive education according to Ajuwon (2012) in Alexander et al (2014:34) is a process of enhancing the capacity of the education system to accommodate diverse learners, adding that special needs children have a right to benefits from a full school experience, with needed modifications and supports, alongside their peers without disabilities who receive general education. It's mean that, the students who have

disability or special need children and students without disability have same right to benefits in education.

Educator in the educational unit of inclusive education providers should have learning competence for students in general and special needs, and cooperate with special guidance counselor. Besides that use of infrastructure like that used regular school, children need special education services, need also to use infrastructure or facilities as well as special equipment in accordance with the type of disorder and needs of children. Curriculum used in inclusive school is generally similar between need special education and normal child. However, it needs modification because barriers variety of special education needs student. Monitoring and evaluation is used as a material consideration in improving the quality of services inclusive education.

There are some problems in inclusive school, especially in teaching and learning English. In Pekanbaru, the information of inclusive schools in SD, SMP, SMA are not available correctly. Although the government already launching the name of inclusive school, but parents still do not get information yet. There are components of inclusive school that must be fulfilled by the government. There are facilitator, facilities, curriculum, and monitoring evaluation on teaching and learning English inclusive schools in Pekanbaru.

In this research, the problems of the research focused in facilitators in teaching and learning English in inclusive school, facilities in teaching and learning English in inclusive school, and monitoring-evaluation in teaching and learning English in inclusive school.

2. METHODOLOGY

In this study, the researcher used observation, questionnaires, and interview as a research instrument. Indicators of questionnaires are facilitator (learning competence for students, learning competence for inclusive students, special teacher for inclusive students, and cooperate with other institutes), facilities (infrastructure in inclusive school and media in teaching and learning for inclusive students), curriculum (relevance curriculum for normal students and special students, special skills service, external staff), and monitoring & evaluation (school management, education process, school developing).

Results and Discussion

3. RESULT AND DISCUSSION

3.1 Data Presentation

The data obtained from SMAN 11 Pekanbaru. The writer was conducted to know availability of facilitator, facilities and monitoring and evaluation. The object of this research is inclusive school. And it describes based on the result from observes, Questionnaires, and interview. The data obtained from SMAN 11 Pekanbaru which was located at Jl. Segar No.40 Rejosari, Pekanbaru. As researcher stated, there are vice principle of curriculum, one English subject teachers and a guidance counsellors were be observed in this research.

3.2 Teacher/ Facilitator in Teaching & Learning at Inclusive School

Table 4.1 Teacher/ Facilitator in Teaching & Learning at Inclusive School

No	Human Resource	Total	Staff status			Education levels			Ket
			CS	PT	T	S1	Dipl	SLTA	
1	Teacher	62	43	-	19	56	-	-	S2 = 6
2	Staff	10	4	-	6	1	1	6	SMP = 2
3	Special Teacher	-	-	-	-	-	-	-	-

Totally	72	47	-	25	57	1	6	8
	CS : Civil Servant	PT : Permanent teacher	T : Temporary					

Table 4.1 Showed that 43 Teachers are civil servant (PNS), 19 Teachers are temporary. All of teacher are totally 62 teachers who S2 are 6 teachers, and S1 are 56 teachers and 10 Staff who S1 is a person, diploma is a person, senior high school are 6 persons, and 2 junior high school.

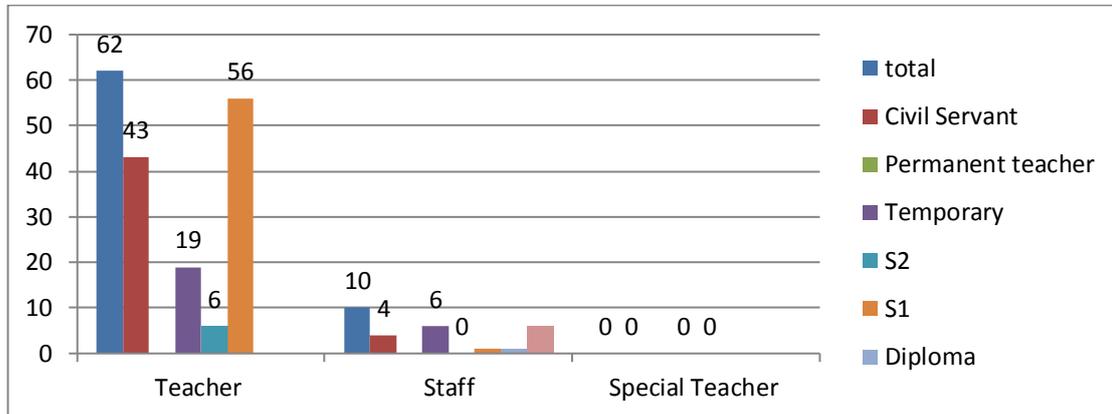


Figure 4.1 Data of Teacher at SMAN 11 Pekanbaru

a. Learning Competence for Students Learning competence for students in facilitator in teaching and learning English at Inclusive school can be seen Table 4.2

Table 4.2 Learning Competencies for Students

No	Item	Remark	Result
1	1	A	1
2	2	A	1
Total	2		2

Table 4.2 showed the value of learning competencies for learner common in inclusive education was 2 based on the questionnaire number 1 and 2.

b. Learning Competence for Special Students

Learning competence for students in facilitator in teaching and learning English at Inclusive school can be seen Tale 4.3

Table 4.3 Learning Competence for Special Students

No	Item	Remark	Result
1	3	-	-
2	3.1	D	0
	3.2	B	0
	3.3	A	3
	3.4	A	1
	3.5	C	1
	3.6	B	2
3	4	B	-
4	5	-	-
5	6	C	-

Total	10		7
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Table 4.3 showed the learning competencies for special learners in inclusive education show the result 7. The questionnaire 3-6 that show the value of learning competencies for special learners in inclusive education.

c. Special Teacher for Inclusive Students

In special teacher for inclusive students in facilitator in teaching and learning English at inclusive school could be seen in Table 4.4

Table 4.4 Special Teacher for Inclusive Students

No	Name	M/F	Education	Special Skill	Status (CS, PT,CV)
1	-	-	-	-	-
2	-	-	-	-	-

Table 4.4 Showed that special tutor in inclusive school, SMAN 11 Pekanbaru did not have special tutor or teacher from SLB to teach student with special needs.

d. Cooperate with Other Institutes/School

In cooperate with other institute/school in facilitator in teaching and learning English at inclusive school could be seen in Table 4.5.

Table 4.5 Cooperate with Other Institutes/ School

No	Item	Remark	Result
1	3	-	-
	3.1	D	0
	3.2	B	0
	3.3	A	3
	3.4	A	1
	3.5	C	1
3.6	A	2	
2	9	-	-
3	15	-	-
Total			7

Table 4.5 showed the value of cooperation with other institute/school in inclusive education show result 7. The questionnaire from number 3, 9 and 15 that show the value of cooperation with school/ institution in inclusive education.

e. Recapitulation of Teacher/ Facilitator in Teaching & Learning at Inclusive School

Table 4.6 Recapitulation of Teacher/ Facilitator in Inclusive School

No	Sub-indicator of facilitator	Number	Percentage
1	Learning competencies for learner commons	2	12%
2	Learning competencies for special learner	7	44%
3	Special tutor	0	0%
4	Cooperation with school/institute	17	44%
	Total	7	100%

Table 4.6 showed that the Learning competencies for learner commons was very low (12%); Learning competencies for special learner was good enough (46%); Special tutor was not available (0%); and Cooperation with school/institute was good enough (44%)

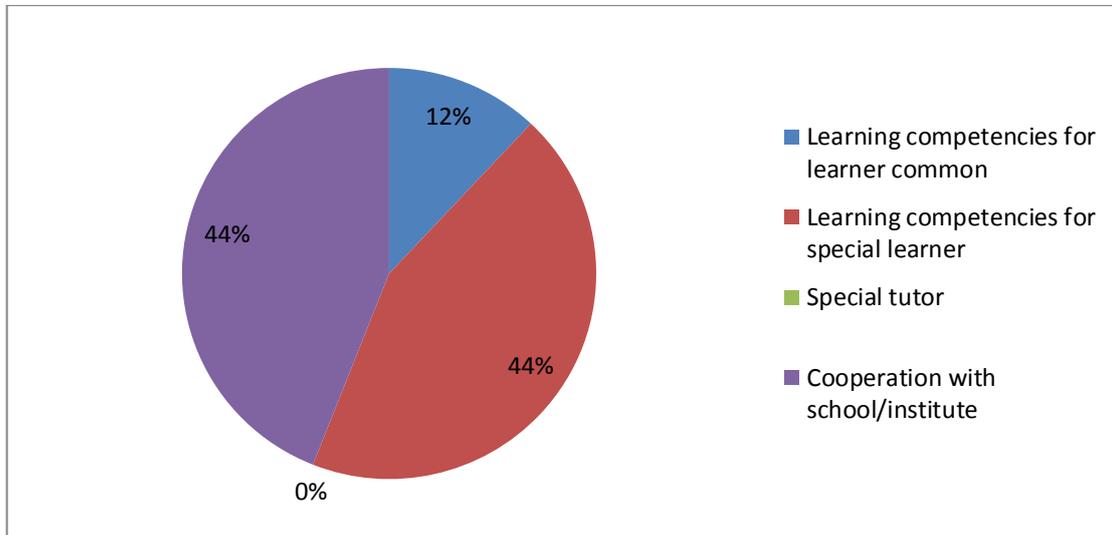


Figure 4.2 Recapitulation of Teacher/ Facilitator in Inclusive School.

Table 4.7 Data of Student at SMAN 11 Pekanbaru

No	Conditions	Frekuensi/ Jumlah	Prosen (%)	Keterangan
1	Students	361/472	-	Totally students 833
2	Student special needs	3	0,36	Students with physical impairments and low vision (-6)
3	Students' special talents	-	-	-
4	Students failing a grade	14	1,68	Class X to XI = 1 student Class XI-XII= 13 students
5	Dropouts	-	-	-
6	Poor student	-	-	-

Table 4.7 Showed that male student with special need 3 students, female student with special need 3 students and totally 5 students, student failing a grade 2 male and 1 female totally 3 students, dropout 1 male and student category poor 9 male and 6 female totally 15 students.

Table 4.8 Inclusive Student

Students Special Needs	Frekuensi (Jumlah)		Totally	Prosen (%)
	Male	Female		
Students with Physical Impairment	2	1	3	0,36
Totally	2	1	-	-

Table 4.8 showed that classification students with special needs based on disadvantages, a student with low vision and students with physical impairment 2 students. The first student with physical impairment cannot stand and help by wheel chair, students can follow teaching and learning but when there is conversation in front of the class, student is helped by his friend. The second student impair on his hand, student can follow teaching and learning in the class well. And the last student with low vision(minus 6).

4.1.2 Inclusive Facilities in Teaching & Learning English at Inclusive School

a. Infrastructure in Inclusive School

In infrastructure in inclusive school in facilities in teaching and learning English at inclusive school could be seen in Table 4.9:

Table 4.9 Infrastructure of Inclusive School

No	Item	Remark	Result
1	13	C	0
2	14	A	1
Total	2		1

Table 4.9 showed the infrastructure of inclusive school in inclusive education show result 1. The questionnaires number 13 and 14 that showed the infrastructure of inclusive school in inclusive education.

b. Instructional Media in Teaching and Learning for Inclusive Students

In Instructional media in inclusive school in facilities in teaching and learning English at inclusive school could be seen in Table 4.10

Table 4.10 Instructional Media of Inclusive School

No	Item	Remark	Result
1	10	B	0
2	11	A	1
3	12	B	0
Total	3		1

Table 4.10 showed the Instructional media of inclusive school in inclusive education show result 1. The questionnaires number 10, 11 and 13 that show the Instructional media of inclusive school in inclusive education

c. Recapitulation of Facilities in Teaching and Learning English

Table 4.11 Recapitulation of Facilities in English Education

No	Sub-Indicators of Facilities	Number	Percentage(%)
1	School existing infrastructure	1	50%
2	Instructional media with special needs	1	50%
	Total	2	100%

Table 4.11 showed that School existing infrastructure was good enough (50%) and Instructional media with special needs was good enough (50%)1 It can concluded that

facilitator in teaching and learning of inclusive schools at SMAN 11 Pekanbaru was good enough.

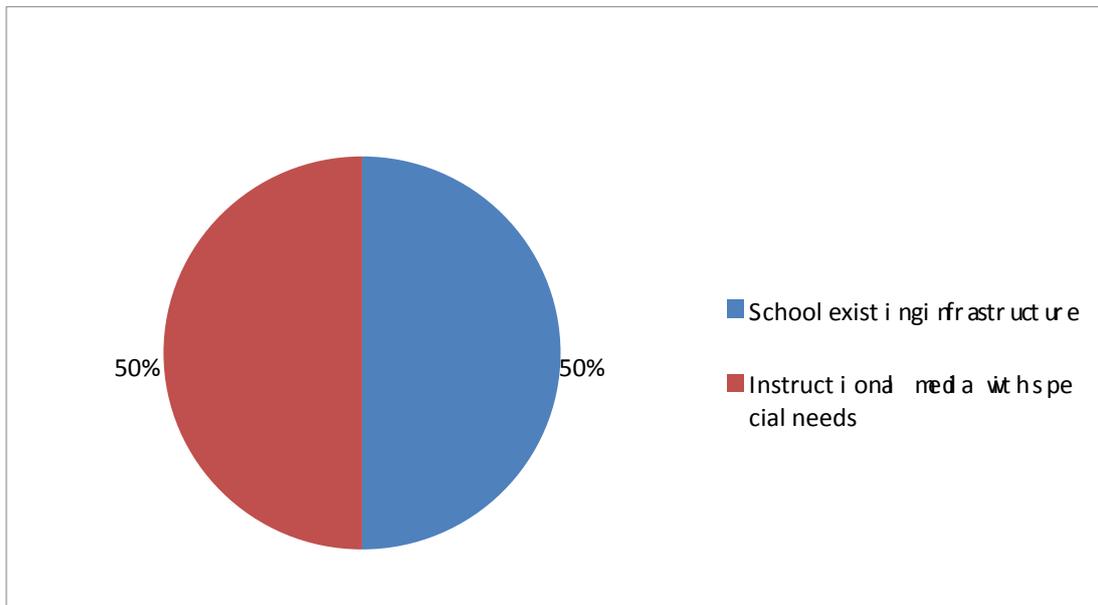


Figure 4.2 Recapitulation of Facilities in Inclusive School.

Table 4.12 Inclusive Facilities in Inclusive school

No	Uraian	Jumlah	Sumber Dana
1	APBS	-	-
2	Donation to support inclusive school	-	-

Table 4.12 Showed that donation from government to inclusive school, the school doesn't have donation to support inclusive school.

Table 4.13 Inclusive Facilities

Facilities	Kind of Facilities	Total	Available	Not Available
Students with Physical Impairment	Wheel chair	1	V	-

Table 4.13 Showed that facilities to student in students with physical impairment for student is available but only a student get the facilities because student have high level impairment. Facilities get from the donation of school because student cannot buy wheel chair.

4.1.3 Monitoring and Evaluation in Teaching and Learning at Inclusive Education

a. School Management

In school management in inclusive school of monitoring and evaluation in teaching and learning at inclusive school could be seen in Table 4.14.

Table 4.14 School Management

No	Item	Remark	Result
1	1	A	1
2	2	A	1
3	3	-	
	3.1	D	0
	3.2	B	0
	3.3	A	3
	3.4	A	1
	3.5	C	1
3.6	B	2	
4	4	B	3
5	5	-	-
Total	11		7

Table 4.14 showed the School Management in inclusive education show result 7. The questionnaire from number 1,2,3,4 and 5 that show the School Management in inclusive education.

b. Education Process

In education process in inclusive school of monitoring and evaluation in teaching and learning at inclusive school could be seen in Table 4.15.

Table 4.15 Education Process

No	Item	Remark	Result
1	10	B	0
2	11	A	1
3	12	B	0
Total	3		1

Table 4.15 showed the Education process in inclusive education show result 1. The questionnaire from number 10, 11 and 12 that show the Education process in inclusive education.

c. School Developing

In school developing in inclusive school of monitoring and evaluation in teaching and learning at inclusive school could be seen in Table 4.16

Table 4.16 School Developing

No	Item	Remark	Result
1	6	D	-
2	7	C	-
3	8	-	-
4	9	-	-
5	10	B	0
6	11	A	1
7	12	B	0
8	15	-	-
Total	8		1

Table 4.16 showed the School developing in inclusive education show result 1. The questionnaire from number 6,7,8,9,10,11,12 and 15 that show the School developing in inclusive education.

Table 4.17 Recapitulation Monitoring and Evaluation at Inclusive School

No	Sub-Indicators of Facilities	Number	Percentage(%)
1	School management	7	78%
2	Education process	1	11%
3	School developing	1	11%
	Total	9	100%

Table 4.17 showed that, School management was good (78%); Education process was low(11%) and School developing was low (11%) It can concluded that facilitator in teaching and learning of inclusive schools at SMAN 11 Pekanbaru was good enough.

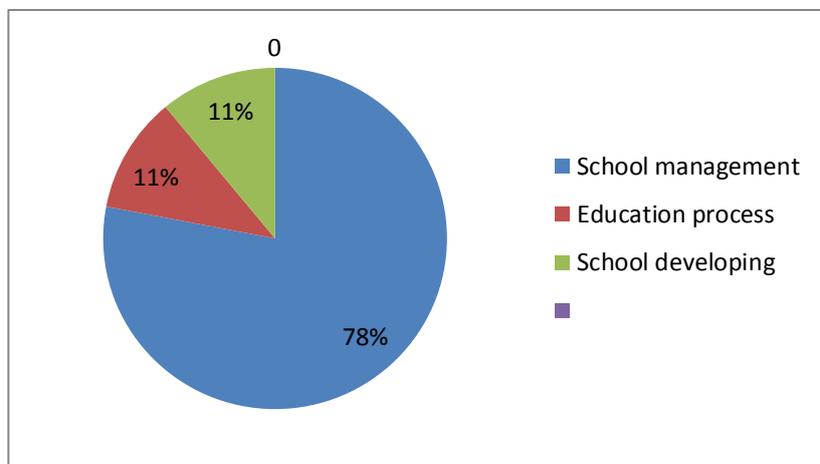


Figure 4.3 Recapitulation Monitoring and Evaluation at Inclusive School

A. Data Interpretation

In facilitator in Teaching and Learning English at Inclusive SMAN 11 Pekanbaru, Table 4.1 Showed that 43 Teachers are civil servant (PNS), 19 Teachers are temporary. All of teacher are totally 62 teachers who S2 are 6 teachers, and S1 are 56 teachers and 10 Staff who S1 is a person, diploma is a person, senior high school are 6 persons, and 2 junior high school. table 4.2 showed the value of learning competencies for learner common in inclusive education was 2. It showed that the learning competencies for learner common in inclusive education have A answer from 2 questions for the common learners. Table 4.3 showed the learning competencies for special students in inclusive education. It shows result 7. The questionnaire number 3-6 show the value of learning competenceies for special learner in inclusive education. It showed that the learning competencies for special learner have 2 answers “A”, 3 answers “B”, 2 answers “C” and 1 answer “D” from 10 questions for special learner. Table 4.4 showed the value of special facilitator/teacher at inclusive school. It shows the special facilitator/teacher are not available at inclusive SMAN 11 Pekanbaru. Table 4.5 showed the value of coorporation with other school/institute in inclusive education. It shows result 7. The questionnaire number 3, 9 and 15 that show the value of cooperationwith other school/institution in inclusive education. It show that cooperation with school/institution in inclusive education have 3 answer “A”, 1 answer “B”, 1 answer “C” , 1 answer “D” and 2 number did not have answer. Table 4.7Showed that male student with special need 3 students, female student with special need 3 students and totally 5 students, student failing a

grade 2 male and 1 female totally 3 students, dropout 1 male and student category poor 9 male and 6 female totally 15 students. Table 4.8 showed that classification students with special needs based on disadvantages, a student with low vision and students with physical impairment 2 students. The first student with physical impairment cannot stand and help by wheel chair, students can follow teaching and learning but when there is conversation in front of the class, student is helped by his friend. The second student impair on his hand, student can follow teaching and learning in the class well. And the last student with low vision (minus 6).

In facilities in teaching and learning English at inclusive SMAN 11 Pekanbaru, Table 4.9 showed the school existing infrastructure of the school in inclusive SMAN 11 Pekanbaru. The result is 1. The questionnaire number 13 and 14 show that the existing infrastructure in SMAN 11 Pekanbaru have 1 answer "A" and 1 answer "C". Table 4.10 showed the instructional media for students with special needs in inclusive SMAN 11 Pekanbaru. The result is 1. The questionnaire number 10-12 show that the instructional media for special needs students have 1 answer "A" and 2 answer "B". Table 4.12 Showed that donation from government to inclusive school, the school doesn't have donation to support inclusive school. Table 4.13 Showed that facilities to student in students with physical impairment for student is available but only a student get the facilities because student have high level impairment. Facilities get from the donation of school because student cannot buy wheel chair.

In monitoring & evaluation in teaching and learning English at inclusive SMAN 11 Pekanbaru, Table 4.14 showed the value of management of the school in inclusive school show result 7. The questionnaire number 1-5 that show the value of management of school in inclusive education. It show that the management of school evaluation in inclusive school have 4 answer "A", 3 answer "B", 1 answer "C", 1 answer "D" and a question did not have answer. Table 4.15 showed the educational process in inclusive school. The questionnaire number 10-12 show the value of educational process in inclusive education show result 1. It shows that the educational process in inclusive school have 1 answer "A" and 2 answer "B". Table 4.16 showed the school development in inclusive school show result 1. The questionnaire number 6-12 and 15 that show the value of school development. It shows that the school development have 1 answer "A", 2 answer "B", 1 answer "C", 1 answer "D" and 3 question did not have answer.

Recapitulation of aspects, showed in table 4.6. It showed that learning competencies for learner common was very low (12%); learning competencies for special learner was average good enough (44%); Special tutor was very low (0%); and cooperation with school/institution was good enough (44%). It can concluded that facilitator in teaching and learning english at inclusive SMAN 11 Pekanbaru was low . Table 4.11 showed that school existing infrastructure was good enough (50%); and instructional media with special need was good enough (50%). It concluded that the facilities of teaching and learning English at Inclusive SMAN 11 Pekanbaru was good enough. Table 4.12 showed that management of school was good (78%); Educational process was very low (11%); and school developing was very low (11%). It can concluded that monitoring & evaluation in teaching and learning English of inclusive SMAN 11 Pekanbaru was low.

4. CONCLUSION

Inclusive schools are expected to pay more attention to students with special needs be well and correctly, as did the implementation of specific activities for students with special needs or invite various parties to become involved in the implementation of inclusive education. For schools and educational institutions should be increased understanding of on all sides of main tasks and functions of inclusive schools, especially inclusive school

organizers and the need to increase the services for children with special needs who need a special services.

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DIFFERENCE GLOBAL AND ELEMENTER PRACTICE METHODS ON THE RESULTS OF BULLET REJECTS OF STUDENTS SMP NEGERI 1 KUOK

Rezki
Islamic University of Riau

Abstract

Based on observations in the field researchers see that the results of student bullets are still much less satisfactory. The mastery of the basic technique of not-well-executed bullets is the cause of the lack of student achievement on the far-reaching outcome of the bullets. The purpose of this study to reveal the influence of training methods and achievement motivation, to the outcome of bullets students of SMP Negeri 1 kuok Kampar district. This type of research is a quasi experiment. Population penelitain this is a student of class VIII SMP Negeri 1 Kuok Kampar regency, amounting to 30 people, while the sample in this study is a son of 30 men. Instrument used in this research is to do and give opportunity to sample as much as 3 times and the highest score become value. The result of data analysis shows that the average result of the result of the global method is 3.49 and the average result of the elementary method is 4.39. From these results, the average increase in the elementary method is higher than the global method. And to make a significant difference of influence between global method and elementary method get $t_{hit} = 2,1404 > t_{tab} 1,761$.

Keywords: *Global Exercise Method And Elementary Exercise Method Results Bullet Rejects*

1. INTRODUCTION

The purpose of education is basically to help students to develop optimally in accordance with the ability they have, the talents, interests and noble values of the nation's culture. Exercise is one of the basic human needs, with a human exercise can maintain health and fitness of the body. In addition to maintaining the freshness of the body, there are many sports that are sporting achievements. Sports achievement is a sport that diperlombakan both national and international scale is set with a set of rules that have been standardized. Sports achievements are growing with the desire of the Indonesian nation to advance the field of sports. Achievement sports coaching continues, the government includes about sports coaching in Sports Act no 3 of 2005.

"Development and development of national sports that can ensure equitable access to sports, improving health and wellness fitness, improving performance and managing sports capable of meeting the challenges and demands of national and global life is a national sports system".

Based on the Act is known, that the Indonesian nation proclaim sports coaching seriously with the aim that the people of Indonesia fitter and the achievement of national sport can increase. Sports coaching from various tingaktan has a goal that is to improve sports

achievement in Indonesia. In coaching must cover all areas, ranging from psychological aspects, physical aspects, and sports techniques are fostered. The psychological aspect is derived from motivation, mental fights, and spirit of champion. Physical aspects, obtained from physical exercise to strengthen the muscles that support athletes achievement according to the sport that they do. The introduction of basics of sport achievement has been introduced since elementary education so that athlete candidates have a good foundation from an early age.

Early recognition of sport is one of sports coaching. Regular sports coaching will result in athletes with maximum achievement. Sport achievement is a fundamental goal in sports coaching, and all coaching has one goal namely national sporting goals. Based on the above explanation, that coaching and development in the field of sports can form healthy individuals, the healthier human beings in a nation will make the nation stronger.

But to achieve all that is not easy, need special attention from all circles to menbina and develop sports in school. sports coaching should be done both on leisure sports and achievements. To achieve sports achievement is a very difficult thing, but the achievement in sports is a dream for everyone. In the achievement of sports achievements required good coaching, including physical coaching, engineering, mental, and exercise programs that can produce qualified athletes candidates and achievers.

Of the many sports achievements, athletics is one of them. Athletics consists of several race numbers that include running, jumping and throwing. From the branch of the race number is shot hit is a sport that is studied in the students of SMP Negeri 1 KUOK. Reject the sport by refusing the iron ball as far as possible with different sizes and weights for different sons and daughters. The series of bullet-resisting movements has the ultimate goal of producing the longest distance of repulsion, in the field of determined repulsion. Far repulsion is influenced by prefix techniques, repulsion techniques and end behavior.

Increased student achievement in schools is supported by various factors, both internal and external factors. One of the decisive factors is the physical condition factor. Physical condition is one of the main factors that determine the ability of students in generating away repercussions. Apart from the physical condition factors other factors such as engineering skills that also determine the ability of students against the outcome of the bullet. Elements of technique such as, early stage, how to hold the tool (bullet), refuse technique and end attitude.

Reject bullets is a sport that includes into extracurricular / addition and also includes sports that are taught at the school level such as High School (SMA), and Higher Education. Thus each level of education can help develop and build a sport to hit a bullet.

Seeing the reality in the field of methods used by the monotonous sports teacher makes students feel bored and tired in following the process of starting the bullet. Teachers only apply bullet-turning techniques only without having to correct and pay attention to every movement of the students. Backed sports are also less desirable by students and are not often applied like other sports that are popular with students. Therefore, students are not motivated to follow the learning of the bullets. Therefore, the ability of uir students to the outcomes of bullets is low. This can be seen from the result of student's bullet test taken by the teacher after the learning process ended.

One of the efforts that can be done is to teach and develop basic techniques of bullet-driven exercise in school, but many factors that greatly affect. Various difficulties that hinder the achievement of goals, such as the obstacles experienced by the teacher or trainer in giving the instruction of many students do not master the basic techniques of the sport to hit the bullet well.

Seeing the reality in the field of basic techniques must be considered by the teacher so that the ability of students will be better, teachers or trainers can consider the factors that

affect the ability of students such as physical, motivation, cognitive, mental, explosive, endurance, and infrastructure. Exercise program that created the method of exercise used are several factors that also affect the ability of students in the outcome of the shot.

From the factors and problems above, can be seen problems related to the gender of students, namely the existence of differences in interest between students and sons of daughters. The differences that the author observes in the learning process of male students more dominate his talent to the sport hit the bullet. It began to be seen from the beginning of the field until the learning process of bullet-ending sport ended. Factor of the exercise method used that affects the ability of students in generating away repercussions.

In the exercise students are expected to learn the overall movement contained in the activities of the bullet-driven sport. This means that the global method is given as a whole unit that is not broken into several movements. Implementation of global methods, students are more actively performing all the movements that are given and students are also expected to be able to recognize and develop a fully owned capability. In the implementation of this global exercise teachers or trainers have an obligation to control the sequence of movements by the students.

Apart from the global method, there is also a form of training with elementary methods. The elementary method is an exercise method that is done by studying the material section. In the elementary method, Master or coach provides gradual training. Students must master the elements of movement in the form of fragmented groups ranging from easy to difficult. In the exercise of exercises using elementary exercise methods, students are always controlled by teachers or trainers to learn the elements of movement such as in practicing bullet movements such as how to hold a bullet, starting from the fingers of the hand until the position of the hands, feet and the final attitude rejects . With such an atmosphere the students have a great chance to improve every movement like a good reject technique one by one.

Although from several existing studies, many methods have been able to improve students' ability to produce repulsive force, but still can not be determined with certainty, which method is most appropriate for determining the ability of students of SMP Negeri 1 KUOK. Therefore, it should be noted by the physical education teacher to be able to motivate students and use the method of exercise used with the goal to be achieved. Based on the above description, the authors are interested in seeing and researching and discussing this issue, related to the influence of the Global Training Method and Elementer on the Response Results Bullet SMP Negeri 1 KUOK students.

Athletics is a sporting Branch that grows and develops along with human natural activities. This athletic sports division includes running, jumping, throwing. These three branches are inseparable parts of human life. In the basic athletic guidebook it is explained that athletics is a physical activity or physical exercise, containing natural movements such as running, jumping and throwing. In many ways, athletics has been done since the beginning of human history.

Athletics consists of several branches in the race coveted in Soegito (1993: 12) number that diperlombakan in athletic sports includes the number of roads consisting of a fast road distance of 10 km and 20 km. The number of covers includes a 100m, 200m, and 400m sprint. Running distance is 800m -1500m. Long-distance run 5000m-10000m and for women 3000m. 4x100m relay run. 4x400m, and 4x1500m. Running goal which consists of 110m - 200m - 400m and for women 100m. The cross-country run is 3000m to 10000m and is practiced in the wild. Run 3000m steeple chase and performed inside the stadium with obstacles in the form of fences and pools of water. Marathon run 42,195 km. For the jump race consists of long jump, high jump, jump jump for men and pole vault. The throwing number consists of a bullet shot, javelin throw, throwing disc, hammer for man.

From some of the above opinions, it is clear that athletics is the mother of every sport, or also called the mother of sport, it is said so because in every movement in all the sport is essentially an athletic movement, so it is undeniable that athletics is a very sport important in improving physical health and quality of endurance speed and movement reaction.

Reject bullets are part of an athletic throwing number, this number has its own characteristic ie bullets not thrown but denied from the shoulder with one hand. Reject bullet consists of two words of reject and bullets. The word refuse means shove or encouragement, dilihat from the use of the word "denied" can be imagined that will be perpetrators are not throwing but refused. The synonym of the rejection is thrust, meaning we can imagine the perpetrator performing a push against a device called a bullet. Bulletproof means an iron ball that must be thrown by hand. So, put a bullet is a sport that uses a tool in the form of an iron ball by pushing or rejected as far as possible, this bulletproof exercise can be done by the men or women.

There are two body attitude techniques at the time will refuse, in the guidebook of the Faculty of Sport Science State University of Padang (2013: 71) in explain there are two styles on the sport shot hit, namely: (1). Orthodok style (sideways). (2). O'brien's style (back). What distinguishes the orthodox style and O'brien's style is the initial attitude. So O'brien's style is a back-turning force (hit shot), because the first person who used this style and at the same time introduced the style was Perri O'brien. The style was used during the Helsinki olympic Games in 1952. Both styles are the style used in the sport to hit a bullet to get repulsive results ie far repulsion.

Exercise method is a way / strategy implementation of the planned exercise and arranged systematically to achieve a goal. In the learning process the more appropriate the method used the more effective also the goals to be achieved. Selection of appropriate methods in the exercise is one effort that can be done by teachers or trainers so that the exercises given can achieve the goals that have been set. To find out how big influence of global method and elementary method to far repelation result.

The global practice method is a whole exercise method. It is a way of approach in training where mastery of movement to athletes is given as a whole. In the learning process students will get the teaching of a bullet with a global method, will get the overall observation from the beginning to repulse until the final attitude. At the learning stage the students get the learning of the shot by shelling the global method more understanding about the movement.

The elementary method is a form of the skill exercises done in the studied part that are sorted into simple and simpler movements. At this stage students who get the exercises using the section method after mastering the phases of each of the learned techniques will get the ease of carrying out the bullet movements in a complex and automatic manner.

Exercise method is a way / strategy implementation of the planned exercise and arranged systematically to achieve a goal. In the learning process the more appropriate the method used the more effective also the goals to be achieved. Selection of appropriate methods in the exercise is one effort that can be done by teachers or trainers so that the exercises given can achieve the goals that have been set. To find out how big influence of global method and elementary method to far repelation result.

2. METHODOLOGY

The method used in this research is experimental method. The reason researchers use this method is based on the form of research itself that aims to examine an event or a symptom and then see what causes the event or symptoms it can appear. The independent variables in this research is the global practice method and the elementary exercise method with the dependent variable that is the result of the shot hit

In this research, the research design used is pre-test post-desingt test. The experimental method is used to find the effect on the variable, the desing is done by the initial measurement (pre-test), then give treatment (tratmen) and then re-done the final measurement (post-test). The place of research is conducted at SMP Negeri 1 Kuok and implemented from February 2017 until March 2017 with frequency of 14 times meeting.

The population is an individual or object that has common traits. From the population can be taken a number of data needed to solve a problem under study. Sugiyono (2010: 80) explains as follows: "Population is a generalization region consisting of objects / subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions. Population that writer use in this research is student of SMP Negeri 1 Kuok which amount to 30 people.

According to Arikunto (2010: 2004) that "sample is partially or representative of population under study" based on research title then, the sample used is all students of SMP Negeri 1 Kuok which amounted to 30 Orang

For research to be more concrete, then there needs to be data. The data was obtained at the beginning of the experiment as the initial data and at the end of the experiment as the final data. Instruments used to obtain data hit by a bullet. For research to be more concrete, then there needs to be data. The data was obtained at the beginning of the experiment as the initial data and at the end of the experiment as the final data. Instruments used to obtain data hit by a bullet. To measure the capability of a bullet is by a "hit hit". Where each student is given 3 times the opportunity to do repulsion. The farthest throw is taken as data. (Suhendro, 2001: 265).

3. RESULTS AND DISCUSSION

1. There is a significant effect of individual Global Method exercises on the outcome of the shot

The result of the research has proved that there is significant effect of Global Method practice on Bullet Reject result on students of SMP Negeri 1 Kuok. Prior to the treatment of the samples, first test of Bullet Reject is performed. Based on these results, the average ability of Ability Student Bullet Ability SMP Negeri 1 Kuok is 3.33 meters, but after given the treatment yak yakinya Global Method Exercise significantly to the ability of Bullet Reject students SMP Negeri 1 Kuok change to 3.86 meters. The effect of significant Global Method Exercise on Bullet Proof exercise is proven significantly, which after t test is obtained $t_h = 5.7392 > t_{tabel} = 1.761$.

Based on the result of the research, it can be concluded that there are significant Global Method Exercises practitioner to the capability of bullet resistant. At the bulletproof sport is needed once the global practice method to improve ability.

Based on the results of this study can be concluded that the practice of global exercise method is a whole exercise method. It is a way of approach in training where mastery of movement to athletes is given as a whole. In the learning process students will get the teaching of a bullet with a global method, will get the overall observation from the beginning to repulse until the final attitude. At the learning stage the students get the learning of the shot by shelling the global method more understanding about the movement.

2. There is Significant Effect of Elementary Method practice on Bullet Reject Result

The result of research has proved that there is significant influence of Elementary Method Exercise on the Ability of Bullet Absorption at the students of SMP Negeri 1 Kuok. Prior to the treatment of the samples, first test of Bullet Reject is performed. Based on the results it turns out the average ability Ability Bullet Absorbent students of SMP Negeri 1 Kuok is 3.44 meters, but after being given the treatment yakninya Elementary Elementary Exercise significantly to the ability of Bullet Reject students of SMP Negeri 1Kuok change to 4.39

meters. The effect of the Elementary Method exercise significantly on bullet proof ability was proved significantly, which after the t test was obtained $t_h = 6.64 > t_{table} = 1.761$.

Based on the result of the research, it can be concluded that there are significant Elementary Exercises Exercises to the ability of Bullet Rejects. In the sport of bulletproof is required once the Elementary training method to improve the ability.

Based on the results of this study it can be concluded that the exercises of the elementary method give a significant influence to improve the capability of bullet. The Elementary Method Exercise is a form of skill training done in the studied part that is sorted into simpler and simpler movements. At this stage students who get the exercises using the section method after mastering the phases of each of the learned techniques will get the ease of carrying out the bullet movements in a complex and automatic manner.

Considering the influence of both methods, there are differences in student activity in implementing bullet train training. Thus there is an influence on the performance of students' bullets hit by the treatment of elementary methods terhadap away repercussions.

3. There is a significant difference in the effect of global exercise and elementary exercise methods on the outcome of the shotgun

Based on the results of the final study of experimental studies conducted on the students of SMP Negeri 1 Kuok there is a difference in the effect of exercise From the analysis of the test of the mean difference is obtained $t_h = 2.1404 < t_{tab} = 1.761$ at the significance level $\alpha = 0.05$ then it can be concluded that there kesadaan the effect of the Global Method and Elementer Method significantly on the ability of Bullet Reject students of SMP Negeri 1 Kuok significantly. From the results of the study proves that Elementer Method is better than the Global practice method it is proved that the average group of Elementer methods is higher than the Average Group of Global Methods.

Exercise is a way used by trainers or athletes to carry out a job or exercise in order to achieve the desired goals effectively and efficiently. The ability of a coach or a player in choosing the right exercise to achieve the desired goal is very influential on the results achieved, for example exercises to shape or improve the results of Bullet Rejects.

In order to get the optimal bulletproof capability is not only determined by proper practice alone, but this is allegedly influenced by many factors such as training facilities and infrastructure, and the motivation of players to practice.

4. CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis of data and discussion that has been described earlier, it can be put forward some conclusions.

1. There is an effect of the Global Method of training on the Ability of Bullet Reject Results on Students of SMP Negeri 1 Kuok with $t_{hit} = 5,7392 > t_{tab} = 1,761$.
2. There is influence from Elementary Method practice on Absorbing Capacity Ability on Student of SMP Negeri 1 Kuok with $t_{hit} = 6,64 > t_{tab} = 1,761$.
3. There is a difference in the effect of the Global Method and Elementer Methods on the Ability of Bullet Reject Results on Students of SMP Negeri 1 Kuok with $t_{hit} = 2,1404 > t_{tab} 1.761$.

Suggestion

According to the conclusion of the research result, it can be presented some suggestions as follows:

1. For guidance gurus it is advisable in bullet-resisting exercises should first provide a Global and Elementary training method to improve the playing skills of students or athletes.

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2. It is advisable to pay more attention to other variables can also affect the playing skills such as posture, physical condition and so on.
 3. For researchers who are interested in further research it is advisable to be able to increase the number of samples.

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THE INFLUENCE OF LECTURER COMPETENCY AND LECTURER'S PERFORMANCE TO STUDENT SATISFACTION LEVEL OF ACCOUNTING EDUCATION FKIP UIR PEKANBARU

Sukarni¹, Radiusni²

¹²Faculty of Education, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia

Abstract

This study wanted to reveal the problem whether there is influence of lecturer's competence to student satisfaction with lecturer performance as moderating variable. The object of this study are all lecturers of accounting study program while the sample of this study amounted to 330 students taken proportional sampling. Data were collected through questionnaires and analyzed by path analysis using AMOS program assistance. The result of research is (a) There is influence of pedagogic competence of lecturer toward student's satisfaction either directly or through lecturer's performance; (b) There is influence of social competence to student satisfaction either directly of through lecturer performance; (c) There is influence of professional competence of lecturer to student satisfaction either directly of through lecturer performance; (d) There is influence of self competence of student satisfaction either directly or through lecturer performance

Keywords: *Lecturer Competence, Student Satisfaction, Lecturer Performance*

1. INTRODUCTION

1. Background

Lecturers are one of the essential components in the education system in universities. The role, duties and responsibilities of lecturers are very meaningful to produce quality resources. Lecturers are required to show good performance.

Good performance must be supported by competence as well as professionalism. However, professionalism of lecturers is not always directly proportional to the professionalism of work (Ali mubarok, 2010). Many pointed out that lecturers do not have professional skills. Professional quality of lecturers is still low (Mahmud, 2002). Ipong Dekawati (2011) mentioned that the level of professionalism of lecturers is not maximal yet. Semiawan's observation result (2008) shows that the class of lecturers is the main actor so that the students are dominantly passive. High DG data (2002) also requires low quality of lecturers.

Lecturers play a role in the learning process and directly affect the improvement of student learning quality. In a paternalistic nation culture the students are still very obedient to their lecturers. Lecturers hold the reins of leadership that is very influential on students in learning. The style, the habits, the discipline, the ability and the competence of the lecturer in the learning process determine the outcome of the learning process itself. The results showed that qualified teachers influenced the effectiveness of learning (Suherman, 2007,

Rink, 2002 in Ali Maksum 2008) and in turn influenced the achievement of students (Siedentop & Tannehill, 2000, in Ali Maksum 2008).

2. Problem Statement

Based on the description of the above background then the formulation of the problem in this study are:

1. Is there any influence of pedagogical competence of lecturer toward student's satisfaction through lecturer's performance.
2. Is there any influence of social competence on student satisfaction through lecturer performance.
3. Is there any influence of lecturer's professional competence to student's satisfaction on lecturer's performance.
4. Is there any influence of personal competence of lecturer to Satisfaction i to lecturer performance.

2. LITERATURE REVIEW

1. Competence Concept

"Competence" is a key term in this study. The word "competence" comes from English competence, which means ability, skill, authority and power. Hornby (1982: 172) defines competence as person having ability, power, authority, skill, knowledge to do what is needed .. Based on this understanding, competence can be given meaning, people who have ability, power, authority, skill, required to perform a specific task.

Hari Suderadjat (2004) provides guidance on the meaning of competence. In general, competence is defined as the possession of knowledge (basic concepts of science), skills required in completing a job in the field, and values and attitudes. Specifically according to Kepmendiknas 045 / U / 2002, competence is a set of intelligent actions full of responsibilities that someone has as a condition to be considered capable by the community in performing tasks in a particular field of work.

2. Competence of Lecturer

Lecturers and teachers alike as educational staff. In the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers explains that the competence of teachers or lecturers is a set of knowledge, skills and behaviors that must be owned, experienced, and mastered by teachers or lecturers in performing professional duties. In the Renewal Pattern of Education System of Educational Staff in Indonesia, there are three dimensions of competence that support the professional competence profile of the education personnel: 1) personal competence, 2) professional competence, and 3) community competence. (Raka Joni, 1980: 11). The three professional dimensions of this teacher are also found in Suharsimi Arikunto (1990). Only Suharsimi Arikunto changed the term socially with "social".

3. Lecturer performance

Performance appraisal refers to a formal and structured system used to measure, assess and influence work-related traits, behaviors and outcomes. Thus, performance appraisal is the result of personnel work within the scope of their responsibilities.

Performance of lecturers at a college is a real behavior that is displayed every lecturer as the work performance generated by the lecturer in accordance with its role. To be able to determine the quality of lecturers' performance there needs to be a clear criteria. Mitchell (1978) states that performance includes several aspects, namely: aspects of job quality, timeliness, initiative, ability and communication.

4. Satisfaction

a. Understanding Customer Satisfaction

Today the attention to satisfaction and dissatisfaction of a service is very large because basically satisfaction is first sought by consumers or customers rather than the quality of a service. Customer satisfaction is a central concept in the theory and practice of service marketing, even

Customer satisfaction contributes to a number of crucial aspects, such as the creation of customer loyalty, increased corporate or agency reputation, reduced price elasticity, reduced future transaction costs, and increased employee efficiency and productivity (Kotler 2011: 423).

b. Factors Affecting Customer Satisfaction

According to M. Nur Nasution (2010: 104) factors that affect customer satisfaction seen from perspektif and customer expectations:

1. "needs and wants" relating to what the customer feels when he / she is trying to make transactions with the producer / supplier of the product (the company). If at that time the needs and desires are great, then customer expectations will be high and vice versa
2. past experience when consuming products from companies and competitors
3. the experiences of friends where they tell the quality of the product that the customer will buy. This clearly affects customer perceptions, especially in products that are perceived to be at high risk
4. communication through advertising and marketing services affect customer perceptions. sales and advertising people should not overpay and actually not be able to meet customer expectations will have a negative impact on customer perceptions about the product.

3. METHODOLOGY

The subject of this research is all lecturers of Prodi Accounting Education Education at UIP Faculty of Law numbered 11 lecturers. Of the 11 subjects are then pulled responden with proportional principle. Each lecturer is taken 25 s.d 30 students.

The sample or respondent of this study amounted to $11 \times 30 = 330$ people with the sampling technique used in this research is Porposional random sapling technique.

Data were analyzed using path analysis with the help of AMOS program. The model identification is based on a theory that may be tested with the data cited. Models are formulated using variant / covarian matrix inputs (Schumacker & Lomax, 2004). This process can also recognize the freedom (df) that needs to be greater than empty (0) for the purpose of identification, otherwise AMOS software can not to breach parameters. The same way to see identification problems is to look at the value of a large standard error for one or more coefficients, the AMOS software's inability to see the original matrix values, budget values such as negative error variants and high correlation (> 0.90) between the budget coefficients (Cristy Lleras, 2005).

4. RESULTS

1. Discretion Data

a. An Overview of Lecturer Competence of Accounting Education Study Program

If grouped the value of Lecturer Competence UI FKIP Accounting Study Program based on the reference value range used in FKIP UIR then the average value of competence is 84 or equivalent A-.

b. Overview of Performance Lecturer Prodi Accounting Education

If grouped the value of lecturer's performance UIP FKIP Accounting Study Program based on the range of values used in FKIP UIR then the average value of performance is 78 or equal B+.

c. Overview of Student Satisfaction of Accounting Education Study Program

If grouped student satisfaction value FKIP UIR Accounting Study based on the reference value range used in FKIP UIR then the average student satisfaction score is 77 or equivalent B+.

2. DATA ANALYSIS

a. Test Normality Assumption

Before the path analysis using AMOS first done aji normality. The test results obtained Multivariate value $cr < 1.90$ at the level of trust 0.05 means the data is normally distributed.

b. Multicollinearity test

Multykolinierarity test through AMOS is done through coefficient of determinat covariance matrix. Based on the above text, the coefficient determinant of the covariance matrix (31541916395,280) is greater than zero and the CN statistic (Condition number) = 95.112 is smaller than 1000, this means that there is no multicollonearity.

c. Model identification

From the output text it appears that Degrees of freedom (27 - 25): $2 > Chi-square = ,554$ it can be concluded that the model is saturated or perfect fit model This means that the analysis using this model can be continued

d. Flow Analysis

1. Model identification

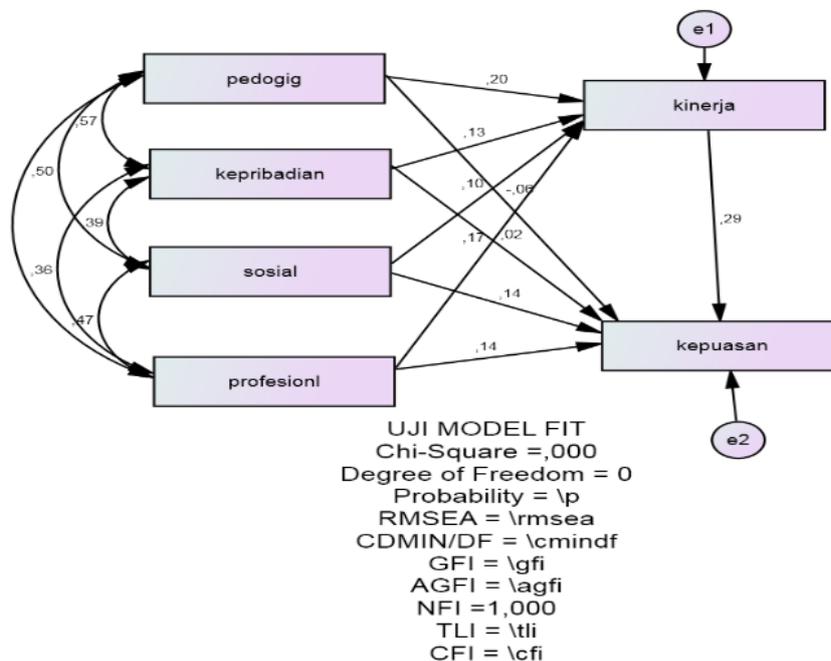


Fig 1 Model Identification

The result of path diagram analysis using AMOS is seen that the model is not fit visible from the fit model test does not meet full. Of the many loaded only two that meet the laden Chi Square values are expected to be small and large NFI value of the remaining 0.90 does not meet the load so it needs to be recorded trimming or improvement.

2. Model improvement

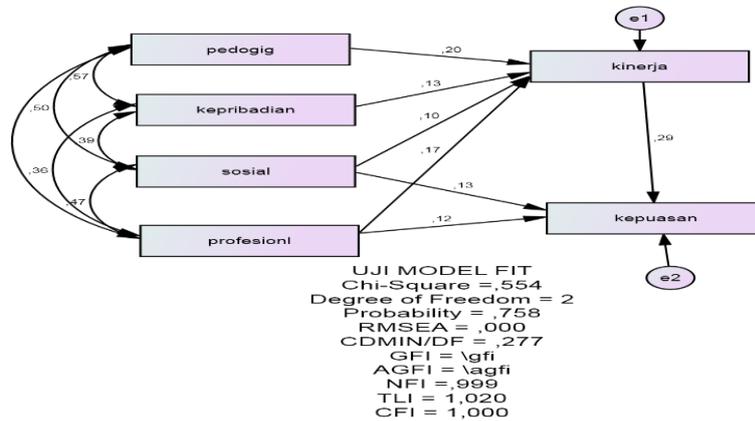


Fig 2 Model Improvement

After improving the model, the model has met the fit model test for only two tests that do not meet the requirements but the model is acceptable.

3. HYPOTHESES TEST

H.1. There is influence of pedagogical competence of lecturer to student satisfaction through lecturer performance.

The path diagram test through AMOS and after summarized can be concluded that pedagogical competence mempengaruhi student satisfaction of 0,056 while through performance 0,196, in other words student's satisfaction influenced by pedagogical competence indirectly (0,196) and reinforced directly (0,056) by lecturer performance. If it is associated with the proposed hypothesis There is influence of lecturer Pedagogical competence on student satisfaction through lecturer performance, accepted.

This means that performance is very much supportive of pedagogical competence in influencing student satisfaction and very weak influence pedagogical competence to student satisfaction.

H.2. There is influence of social competence to student satisfaction through lecturer performance.

Based on the summary of AMOS output texts seen in the table above that social competence affects student satisfaction directly (0,134) and indirectly (0,029), and also strengthened by performance equal to 0,101. If categorized by the proposed hypothesis that there is influence of social competence to student satisfaction through lecturer performance hence acceptable.

This means that social competence is very influential on student satisfaction FKIP UIR Accounting Education.

H.3. There is influence of professional competence of lecturer to student satisfaction through lecturer performance.

Table The results of the path diagram test through AMOS and after summarized can be concluded that the professional competence mempengaruhi student satisfaction of 0.168 while through the performance of 0.175 in other words student satisfaction is influenced by professional competence directly (0.119) and reinforced directly (0,175) by lecturer performance. If it is associated with the proposed hypetisis There is influence of professional competence of lecturer to student satisfaction through lecturer performance, accepted.

This means that performance is very supportive of professional competence in influencing student satisfaction.

H.4. There is influence of personal competence of lecturer to student satisfaction through lecturer performance.

Based on the summary of AMOS output txs seen in the table above that personal competence affects student satisfaction (0,038) and is also strengthened by performance equal to 0,134. If categorized by the proposed hypothesis that there is influence of competence pridadi to student satisfaction through lecturer performance hence acceptable. This means that personal competence is very influential on student satisfaction FKIP UIR Accounting Education

Based on the summary of AMOS output teks seen in the table above that the performance affects student satisfaction (0.285). This means that the performance is very influential on student satisfaction FKIP UIR Accounting Education.

4. DISCUSSION

a. Competence of Lecturer of Accounting Education Study Program and Student Satisfaction

From the hypothesis test above shows that the most affect the level of student satisfaction is the competence of professionalism, either alone on the level of student satisfaction and through the performance of lecturers. This illustrates that the level of student satisfaction tends to be interpreted from the ability of lecturers to present the material well, because the meaning of professional competence is the ability of lecturers in the mastery of teaching materials in full as well as ways of teaching it in a pedagogical and methodical. Suharsimi Arikunto (1990) termed it with a broad and deep knowledge of the field of study to be taught and methodological mastery. The latter may now fall into pedagogic competence. In the National Standards of Education it is argued that the meaning of professional competence is the ability of mastery of learning materials widely and deeply which enables to guide learners to meet the competence standards set out in the National Education Standards.

In accordance with the theory of teaching that the more in mastered teaching materials will semangkingkin flexible teacher / lecturer in presenting the material and the more preferred the lecturer / teacher by the students (Sukarni, 2005). If it is associated with descriptive findings descriptively only 4 people from 11 lecturers Prodi Education Prodant who get A's score A- then this is quite proud.

Furthermore, social competence is also a major contribution to the level of student satisfaction. Lecturer's social competence is the ability of lecturers in social relationships with fellow human beings, especially with the people around them (neighbors, relatives, colleagues, and others). The lecturer certification instrument states that the lecturer's social competence can be studied from the ability to express opinions, the ability to accept criticism, suggestions and opinions of others, to know well the students who follow the course, easy to get along among colleagues, employees and students and tolerance to the diversity of students.

In the National Standards of Education it is argued that what is meant by social competence is the ability of teachers or lecturers as part of the community to communicate

and get along effectively with learners, fellow educators, education personnel, parents / guardians, and the surrounding community (Mulyasa, 2007).

b. Performance Lecturer Prodi Accounting Education and Student Satisfaction

The performance of lecturers significantly affects the satisfaction of students is 0.285 this illustrates that the performance of lecturers will be influenced to the level of student satisfaction. Performance of lecturers at a college is a real behavior that is displayed every lecturer as a work performance generated by the lecturer in accordance with its role. To be able to determine the quality of performance of lecturers need a clear criteria (UPI Bandung, 2009). Furthermore UPI Bandung quality team (2009) confirmed that one of the duties and responsibilities of lecturers, as mandated in Government Regulation No. 60 year 1999, is to carry out education and teaching. This task, is the main of a lecturer who must be done seriously because as the realization of the main task of a college, which is carrying out teaching and learning activities in an effort to educate students.

Talking about the satisfaction of Tse and Wilton (1988: 204) in his book M. Nur Nasution (2010: 104) "Customer satisfaction or dissatisfaction is a customer response to a perceived discrepancy / perceived evaluation between previous expectations (or other performance norms) and actual product performance which is felt after its use ". As an educational institution that focuses on servants so satisfaction should be a serious concern for the organizers.

5. CONCLUSION AND SUGGESTION

1. Conclusion

From the above analysis and discussion can be concluded among others

1. There is influence of lecturer Pedagogic competence on student satisfaction either directly or through lecturer's performance.
2. There is influence of social competence on student satisfaction either directly or through lecturer performance
3. There is influence of professional competence of lecturer to student satisfaction either directly or through lecturer performance.
4. There is influence of pridadi competence to student satisfaction either directly or through lecturer performance

2. Suggestion

Based on the conclusions obtained, so that lecturers Prodi Prodi Accounting Education is expected to improve the competence and performance because with increased competence and performance is expected to increase student satisfaction level which in turn can add enthusiasts choose this program.

For both faculty and university institutions it is necessary to assess the competence and performance of lecturers on a regular basis in order to maintain student perceptions of this institution and conduct training training where necessary.

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ANALYSIS OF MICRO SMALL AND MEDIUM ENTERPRISE DEVELOPMENT (UMKM) IN BENGKALIS REGENCY – RIAU

Suyadi, Susie Suryani, Syahdanur

Faculty of Economic, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia

Email: suyadi@eco.uir.ac.id

Abstract

Micro Small and Medium Enterprises (MMSMEs) is the type of economic activity most widely performed by the people of Indonesia as a foundation in obtaining income for its survival. The role of MSME in the Indonesian economy is not only as a worker absorbent because the percentage reaches 90% when compared with Great effort, but also able to introduce various local products to the international world. This study aims to determine and analyze the development of existing MSMEs in Bengkalis district and the constraints faced by the perpetrators of MSMEs in developing their business. Number of perpetrators of MSMEs who were sampled as many as 30 respondents with several types of business. The type of research conducted is survey research with descriptive method of data analysis. The results showed that the business development of the respondents was relatively stagnant, only a few businesses showed improvement. The main obstacles faced by MMSMEs are limited management / business management and risk-taking fear. Lack of guidance and involvement of related agencies also they consider as a factor of slow progress of their business.

Keywords: *Micro Small and Medium Enterprises (MMSMEs), Limitations of Management, Business Development*

1. INTRODUCTION

1.1 Research Background

Micro Small Medium Enterprises (MMSMEs) are economic activities undertaken by most of the people of Indonesia as a foundation in obtaining income. Data from the Ministry of Cooperatives and Small and Medium Enterprises (2015) stated that the percentage of MMSMEs in Indonesia reaches 90% and only 10% is big business. Although UMKM is not a big business, but the role of MSMEs in moving the country's economic sector can not be doubted. UMKM has played a major role in driving economic growth in Indonesia, of which 60% is the contribution of MMSMEs.

Data from the Ministry of Cooperatives and Small and Medium Enterprises (2012) revealed that, in the year of 2012 there was an increase of business units as much as 1,328,163 businesses compared to the previous year. The latest data shows that the average growth of MMSMEs in Indonesia is almost over 10% annually. The next role is in terms of employment. Increasing the

number of MSMEs affect the absorption of labor, with a large uptake of 97%. In 2012, the number of workers absorbed by MMSMEs is 107,657,509 workers. This number increased by 5,935,051 people compared to 2011 (Ministry of Cooperatives and Small and Medium Enterprises, 2012). Furthermore, MMSMEs also contribute significantly to exports and GDP of 56.53%.

Undoubtedly, the share of MMSMEs in the national economy is enormous. In addition, MMSMEs also have resilience to global economic recession because MMSMEs are not exposed to global economy; producing daily necessities rather than luxury goods; local in production and marketing; and MMSMEs, in general, are more adaptive and are not burdened by expensive administrative costs (Hill 2001, Manikmas 2003).

MSMEs also have several advantages over big business: easy innovation in product development, ability to absorb enough manpower, flexibility and adaptation to rapid market changes better than big business.

The development of MSME is felt to be done in preparing the ASEAN Economic Community 2015, so that UMKM can compete in MEA. But the development of MSMEs is not something that is easy to do. There are constraints that occur in the development, and these constraints are generally internal constraints. Constraints faced include Human Resources that have not been good, limited marketing ability of UMKM, unfavorable business climate, and limited technology access and lack of working capital.

Bengkalis Regency is one of the regencies in Riau province which has an area of 7,773.93 km², 8 districts, 543,987 inhabitants with a growth rate of 1.46% in 2015-2016. Until 2015, the number of large, medium and small industries was 4,886 businesses with 9,048 workers (Bengkalis Regency in number, 2016).

Bengkalis Regency is also famous for its various fishery products and its processed products such as fish crackers, salted fish, and others. Similarly, the home industry with various types of business such as Bengkulu woven fabric, dodol Bengkulu, and the most famous is the durian slab. Many MSMEs produce well-known products even to neighboring countries such as Malaysia.

The number of trading companies in Bengkulu district is 996 companies, by comparison: 130 large companies, 197 medium-sized enterprises and 669 small firms (Bengkalis Regency in number, 2016). This shows that the number of small companies dominates, and all small and medium enterprises are included in the group of Small and Medium Micro Enterprises (MSMEs). MSMEs in the district Bengkulu not only a sector with the number of companies at most, but also the sector that absorbs the most labor.

Seeing the large contribution of MSMEs in the regional economy, the Bengkulu district government continues to strive to improve the welfare of the community through the provision of various business opportunities in the field of MSMEs. But the business is still facing obstacles, both caused by external factors and internal factors. Internal factors are factors that come from the perpetrators of MSME itself, such as; limited capital, lack of skilled labor, weaknesses in accounting and management and limited ability to innovate. The external factors related to government regulations, competition, technological and information developments and lack of guidance by agencies and other related parties.

In addition to the above, SMEs are still facing various issues related to business climate such as: (a) the amount of transaction costs, the length of the licensing process and the incidence of various charges; and (b) unhealthy business practices. In addition, regional autonomy is

expected to accelerate the growth of a conducive business climate for MSMEs have not shown a uniform progress.

Then the development of small and medium enterprises has become one of the main tasks in the work program related agencies. The SME development program includes guidance and mentoring activities, procurement or capital assistance, network marketing development, partnership program development, and evaluation of the outcomes of the program.

1.2 Problem Statement

Based on the exposure in the background and see the importance of the role of SMEs in reviving the local economy and the absorption of manpower, then through this research can be formulated problems as follows:

- 1) 1) What are the constraints faced by MSMEs in Bengkalis district in running and developing their business.
- 2) How is the guidance done by related agencies in helping the perpetrators of MSMEs to expand their business.

2. LITERATURE REVIEW

2.1 About Small and Medium Micro Enterprises

The provisions of Law No. 9/1995 on small-scale enterprises and subsequently carried out further by Government Regulation No. 44/1997 on partnerships, in which the definition of SMEs is as regulated in Article 1 of Law Number 9 of 1995 as follows:

- 1) Small-scale business is a small-scale economic activity that meets the criteria of net worth or annual sales and ownership as stipulated in this law.
- 2) Medium and Big Enterprises are economic activities that have net wealth criteria or annual sales results greater than net worth and annual sales results of small businesses.

According to the Central Bureau of Statistics (BPS) which defines SMEs according to two categories:

- a) According to turnover, a small business is a business that has fixed assets of less than Rp 200 million and turnover per year is less than Rp 1 billion
- b) According to the number of workers, Small business is a business that has a workforce of 5-9 people

Longenecker, Justin, Carlos and William Petty (2001: 15) say SMEs (Small and Medium Enterprises) are annual income of 100 million to 500 million and labor of less than 100 people

While Ball, Culloch and Wendell (2001: 494), argue that SMEs (Small and Medium Enterprises) have a turnover of more than 300 million with employees over 100, with a net worth of 100 million (excluding land and buildings).

As a comparison material according to Susana Suprapti (2005: 48), SME (Small and Medium Enterprises) is a business entity either an individual or a legal entity with net assets (excluding land and buildings) of 200 million and has a turnover or average year as much as 1 billion and stand alone.

Understanding SME (Small and Medium Enterprises) according to Bank Indonesia Circular Letter No.26 / 1 / UKK dated May 29, 1993 are:

- 1) Small Business is having maximum assets of Rp 600 million, excluding the land and house occupied.

2) Medium-sized Enterprises are economic enterprises developed with the calculation of assets (excluding land and buildings) ranging from 200 million to less than 600 million with a workforce of 20 to 99 people.

Of the above opinions, the SME definition is defined as small-scale business activities carried out by individuals or groups of less than 100 workers, having a net worth of 200 million (excluding land and buildings) with revenues of 100-200 million.

The characteristics of small businesses according to Mintzerg et al. (In Mulyadi et al., 2010: 57) are:

1. Activities tend to be abnormal and rare that have a business plan
2. The organizational structure is simple
3. The amount of labor is limited by the loose division of labor
4. Most have no separation between personal and corporate wealth
5. Accounting system is not good even sometimes do not have
6. The economic scale is too small to make it difficult to keep costs down
7. Market capability and market diversification tend to be limited
8. The profit margin is very thin
9. The limitations of capital so unable to employ professional managers. It causes managerial flaws, which include organizational weaknesses, planning, marketing, and accounting.

Boundaries / characteristics of MSME according to some organizations

Organization	Type of business	Criteria Description
Central Bureau of Statistics (CPM)	Micro business	Workers <5 persons including unpaid family
	Small Business	Workers 5-19 people
	Medium Business	Workers 20-99 people
Ministry of Religion Cooperatives and MSMEs	Small Business	Assets < 200 million outside land and buildings Annual turnover < 1 Billion
	Medium Business	Assets Rp. 200 million to Rp 1 billion
Bank Indonesia (BI)	Micro Business	enterprises run by the poor or near poor <ul style="list-style-type: none"> ● □ Owned by family, local resources and simple technology ● Business field is easy to get out and enter

Organization	Type of business	Criteria Description
	Small Business	Assets < 200 million outside land and buildings and annual turnover < 1 Billion
	Medium Business	Assets < 5 Billion for (excluding land and building) and Annual turnover < 3 Billion

Source: <http://www.menlh.go.id/usaha-kecil/top/kriteria.html>

In addition, Mulyadi (in Bararuallo, 2010: 20), argued that the characteristics of small businesses in Indonesia are:

1. More than half of businesses were established as small business development
2. In addition to capital issues, the problems faced by small businesses vary depending on the level of business development
3. Most small businesses are unable to meet administrative requirements for obtaining bank assistance
4. Nearly 60% of small businesses are still using traditional technology
5. Nearly half of small companies use only installed capacity of less than 60%
6. Small business market share tends to decline both due to capital deficiency, technology weakness and managerial weakness
7. Nearly 70% of small businesses do direct marketing to consumers
8. The level of dependence on government facilities is enormous.

According to Haryadi and Isono (2001: 14), there are several characteristics that characterize small businesses, among others are: 1) Having small-scale business, both capital, employment and market ornaments, 2) Many are located in rural areas and cities, cities or suburbs, 3) private or family business status, 4) Source of labor derived from social-cultural environment (ethnic geographic), 5) Working pattern is often part time or as a side business of other economic activities, 6) Having limited capability in adopting technology, business management and administration itself is still simple, 7) The capital structure is highly dependent on the fiscal asset, it means the lack of working capital and highly dependent on the source of its own capital and its personal environment, 8) the business license often does not have and the requirements of the reviewer change rapidly

2.2 Types of MSMEs

In general, SMEs move in 2 (two) fields, namely the field of industry and the field of goods and services. According to Presidential Decree No. 127 Year 2001, while the field / type of business open for small and medium enterprises in industry and trade is

1. Processed food and beverage industry that preserves by salting process, salting, sweetening, fuming, drying, boiling, frying, and fermentation in traditional ways.
2. Industrial yarn refinement of artificial fibers into patterned yarn / dye, tie using tools used by hand.
3. The textile industry includes weaving, knitting, batik, and embroidery which has characteristics done with ATB, or hand-held tools including batik, cap, cap, etc.
4. Processing of non-food forest products and gardens:
 - a. Building materials or household, bamboo, nipah, shingle, charcoal, coir.

- b. Industrial materials: sap, wood bark, natural silk, gambier.
- 5. Hand tool industry which is processed manually or semi mechanically for carpentry and cutting.
- 6. Hand tools industries for agriculture required for land preparation, production process, harvesting, post-harvest, and processing, except hoes and shovels.
- 7. Industrial goods of clay, whether glazed, or not glazed for domestic purposes.
- 8. Industrial maintenance and repair services including automotive, ships under 30 GT, electronics and home appliances that are done manually or semi-automatic.
- 9. Handicraft industry that has a wealth of local cultural treasures, the value of art that uses natural raw materials and imitation.

2.3 Problems by UMKM

There are eight main problems faced by small and medium entrepreneurs:

- 1. Capital Problems
 - a. Bank loan interest rates are still high so that credit is expensive.
 - b. Information on financing sources from non-bank financial institutions is lacking.
 - c. Credit systems and procedures from bank and non-bank financial institutions are too complex and time consuming.
 - d. Banks are less informed of standard proposals for credit applications, so that small entrepreneurs have not been able to make proposals in accordance with banking criteria.
 - e. Banks do not understand the criteria of small businesses in assessing business feasibility, so the number of approved loans is often not suitable to the needs of small businesses.
- 2. Marketing problems
 - a. The bargaining position of small entrepreneurs when dealing with big businessmen is always weak, especially with regards to pricing and systems.
 - b. Employers' or professional associations have not played a role in coordinating unhealthy competition between similar businesses.
 - c. Information to market the product is still lacking, such as cold products, market potential, procedures for marketing products and others.
- 3. Raw material problems
 - a. The supply of raw materials for small businesses is inadequate and fluctuates. This is due to the presence of large buyers who mastered raw materials.
 - b. Prices of raw materials are still too high
 - c. The quality of raw materials is low due to the absence of standardization and the existence of quality manipulation of raw materials.
 - d. The raw material purchase system in cash makes it difficult for small entrepreneurs, while payment of product sales is generally not cash.
- 4. Technological problems
 - a. Skilled labor is difficult to obtain and maintain because existing educational and training institutions are less able to produce skilled labor in accordance with the needs of small businesses.
 - b. The principle and information technology resources are still lacking and uneven.
 - c. Specification of equipment that suits the needs of small businesses difficult to obtain.

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- d. No independent institutions have yet to play a role, especially technology review institutions offered by the market to small entrepreneurs so that technology can not be utilized optimally.
 - e. The role of government agencies, non-government and universities in identifying, finding, disseminating and conducting technical guidance on new technology or appropriate technology for small-scale industries is still less intensive.
5. Management issues
- a. The pattern of management in accordance with the needs and stages of business development is difficult to find because the knowledge of entrepreneurs is relatively low.
 - b. The separation between the financial management of the company and the family has not been done so that the small entrepreneurs have difficulty in controlling or managing cash flow and in preparing financial statements.
 - c. The ability of small entrepreneurs in organizing themselves and employees is still weak so there is a division of work that is not clear.
 - d. Training on the management of various agencies is less effective because the material is too much but not according to need.
 - e. Employee productivity is still so small entrepreneurs difficult to meet the provisions of UMR
6. The problem of the bureaucratic system
- a. Licensing that is not transparent, expensive, tortuous, discriminatory, old, and uncertain and overlaps in taking care of licensing.
 - b. Enforcement and implementation of law and various provisions are still lacking and tend to be less assertive.
 - c. Small entrepreneurs and small business associations are less involved in the formulation of small business policies.
 - d. Additional levies or surcharges in the acquisition of capital from BUMN and other capital sources are high.
 - e. Many charges are often not accompanied by adequate services.
7. Availability of infrastructure
- a. Electricity, water and telephones are expensive and often disturbed in addition to poor service personnel.
8. Pattern of partnership
- a. The partnership between small and medium enterprises and large and medium enterprises in marketing and payment system for both products and raw materials is not yet useful.
 - b. Partnership between small and medium enterprises and large enterprises in technology transfer is still lacking.

2.4 Empowerment of Small and Medium Micro Enterprises

a. About Empowerment

The term empowerment is derived from a foreign language that is empowerment, which can also mean the giving of power because power is not just power but also power so that the word power is not only meaningful but also has power (Wrihatnolo and Riant 2007: 1)

According Siahaan, Rambe and Mahidin (2006: 11) Empowerment can be interpreted as an effort to improve the ability of a person or group so as to carry out their duties and authorities as the performance demands of the task. Empowerment is a process that can be done through various efforts, such as giving authority, increasing participation, giving confidence so that everyone or group can understand what will be done, which will ultimately have implications for the improvement of the achievement of goals effectively and efficiently.

Empowerment is an effort to help clients gain power to make decisions and determine what actions they will take with themselves including reducing the effects of personal and social barriers to action. This is done through increased ability & confidence to use the power that he has, among others through the transfer of power from the environment.

b. Empowerment of UMKM

In relation to MSMEs as empowered objects, empowerment is to provide motivation / encouragement to SMEs so that they have the awareness and ability to decide for themselves what they should do to overcome the problems they face.

The purpose of empowerment of MSME according to Law Number 9 Year 1995 concerning Small Business is: (1) to grow and improve the capability of small-scale enterprises to become a tough and independent business and can develop into medium enterprises, and (2) to increase the role of small-scale enterprises in the formation of national products , the expansion of employment and business opportunities, increased exports, as well as the increase and distribution of revenues to manifest itself as the backbone and strengthen the structure of the national economy.

c. Small and Medium Enterprise Empowerment Program

In the Medium Term Development Plan for the Period of 2004 - 2009, SMEs have a strategic position to accelerate structural change in order to improve the standard of living of many people. As a forum for joint business activities for producers and consumers, SMEs play a role in expanding the provision of employment, contributing significantly to
With the perspective of such a role, the general goal of SME empowerment in the next five years is:

1. Increased SME productivity with higher growth rate than national productivity growth rate;
2. Increased proportion of formal small businesses;
3. Increasing the value of SME product exports with higher growth rate than the growth rate of added value;
4. Functioning system to cultivate new entrepreneur based on science and technology; and
5. Increasing the institutional and organizational quality of SMEs.

In order to realize these targets, the empowerment of SMEs will be implemented with the following policy directions:

1. Developing SMEs that are devoted to make a significant contribution to economic growth, job creation, and enhancement of competitiveness; while the empowerment of micro-scale enterprises is directed more to contribute in increasing income in low income group.
 2. Strengthening institutions by applying the principles of good governance (good governance) and gender-oriented especially to:
 - a. Expanding access to capital sources, particularly banking;
 - b. Improve the business environment and simplify licensing procedures
 - c. Expand and improve the quality of supporting institutions that run intermediation function as a provider of business development services, technology, management, marketing, and information.
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3. Expanding the base and business opportunities and growing new entrepreneurs with the advantage to encourage growth, increase exports and job creation especially by:
 - a. Increase the mix between well-educated and skilled labor with adoption of technology implementation;
 - b. Develop SMEs through cluster approaches in the agribusiness and agro-industry sectors along with the provision of ease in business management, including by improving the quality of institutional SMEs as a forum for organizations of mutual business interests to obtain collective efficiency;
 4. Increasing the role of SMEs as providers of goods and services in the domestic market is increasingly competitive with imported products, especially to meet the needs of the community a lot.
 5. Building a directed and focused SME on efforts to:
 - a. To improve and strengthen institutional arrangements to create a conducive business climate and environment for the advancement of SMEs as well as legal certainty that ensure their protection and / or their members from unfair business competition practices;
 - b. Improve understanding, awareness and support of stakeholders to SMEs; and
 - c. Increasing the independence of SMEs.

3. RESEARCH METHODOLOGY

3.1 Location and Time of Study

This research was conducted in Bengkalis District - Riau Province, especially in Bengkalis archipelago. This research will be conducted within 4 months from January - April 2017.

3.2 Population and Sample

Population in this research is all actors (entrepreneurs) Micro Small and Medium Enterprises (MSMEs) that exist in Bengkalis Islands. Given the limited time and ability of researchers and the type of business and the number of perpetrators of UMKM very much, the researchers took a sample of 30 perpetrators of SMEs as respondents. The sampling method is purposive non probability sampling method.

3.3 Data Analysis Technique

Data analysis technique used is descriptive analysis technique because the data obtained is qualitative, that is by spreading the questionnaire by using nominal scale. The following presents data that begins by reviewing all available data from various sources of data collected, analyzing, arranging them in units, then categorized at a later stage, and checking the validity of the data and interpreting it by analysis in accordance with the researcher's reasoning ability to make conclusions research.

4. RESULT AND DISCUSSION

Related to the purpose of research is to know how the business management conducted respondents (perpetrators of SMEs) and any constraints that they face, the following will be presented results of respondents' answers to interviews conducted and questionnaires they fill.

1. Obstacles in Business

Small and medium enterprises (MSMEs) in running their business usually faces problems related to almost all resources either raw material, finance, marketing, manpower,

technology and moreover its management aspect. Below is a table showing the results of respondents' answers to the constraints faced in trying.

Table 1. Constraints Faced in Business

Problem	Total	Percentage
a. Availability of Raw Materials	5	16,67
b. Availability of Manpower	15	50
c. Capital Availability (Money)	27	90
d. Availability of Technology / Machinery	27	90
e. Limitations of Business / Management Knowledge	30	100
f. Limitations In Accounting	29	96,67
g. Marketing Limitations	3	10
h. Other	-	-

Source : Data olahan, 2017

The data above shows that the main obstacle faced by respondents is the limited knowledge of business / management. The cause of this problem is generally due to the level of education and the lack of business management literacy owned by business actors. Most businessmen feel that it is enough with the knowledge and business skills owned so not too enthusiastic to increase their business knowledge, especially if they have to spend to get knowledge the. The problem of capital is a classic problem that is almost faced by all types of businesses. Capital problems are closely related to the fear of business actors to take risks. Sometimes they have no conviction that if they use foreign capital (debt) their business will go forward. They are more focused on figuring out how to pay the debt repayment rather than thinking about product innovation and regional marketing development.

The interesting phenomenon of the respondent's answer in table 4.5 above is that almost all respondents have no problem in terms of raw materials and marketing. If raw materials and marketing are not an obstacle, the respondents should be able to develop their business better. However, because respondents have limited business / management knowledge, capital and technology, the strengths and opportunities derived from raw materials and marketing can not lead the MSMEs to the progress of the business as they expect.

Furthermore, in the tables below will be shown in more detail again the problems related to the constraints faced by the respondents.

Table 2. Problems Relating to Raw Materials

Problems	Total	Percentage
a. Raw Materials Hard to find	14	46,67
b. Raw Material Price Unstable / Often Changed	18	60
c. Raw Materials Do Not Match Standard Desired	3	10
d. Waiting Time To Obtain Old Raw Materials	-	-
e. Fees / Fees Required To Obtain High Raw Materials	-	-
f. Other	-	-

Source : Processed data, 2017

Table 3. Work-related Issues

Problem	Total	Percentage
a. Difficult to Get Skilled Workersl	23	76,67
b. High Labor Wage	7	23,33
c. Others	-	-

Source : Processed data, 2017

Table 4. Problems Related to Capital (Money)

Problems	Total	Percentage
a. Difficult to Obtain Loans from Banks	16	53,33
b. No Cash Capital Assistance From the Related Institution	14	46,67
c. Others	-	-

Source : Processed data, 2017

Table 5. Problems Relating to Machines / Technology

Problems	Total	Percentage
a. Expensive Machine Price	21	70
b. Must Buy / Messages From Outside the City	9	30
c. It takes time to learn the machine	-	-
d. High / Expensive Machine Treatment Costs	-	-
e. Others	-	-

Source : Processed data, 2017

Table 6. Problems Associated With Management

Problems	Total	Percentage
a. Lack of Training Provided by Related Institution	13	43,33
b. No Request by Related Agency	1	3,33
c. Lack of Following News Relating to Business Development	11	36,67
d. Do not Have Basic Business Sciences	7	23,33
e. Others	-	-

Source : Processed data, 2017

Table 7. Marketing-related Issues (Market)

Problems	Total	Percentage
a. High Level of Competitive Product Competition	21	70
b. Very Limited Markets (Only in Bengkalis Town)	11	36,67
c. Difficult to Market Outside Products	2	6,67
d. It's hard to find a partner who wants to help market the product	1	3,33
e. Has no access outside the region	2	6,67
f. Others	-	-

Source : Processed data, 2017

Table 8. Issues Relating to Accounting

Problems	Total	Percentage
a. No Need to Make Good Book Keeping	6	20
b. Never Given Training About Bookkeeping By Related Agency	24	80
c. Other	-	-

Source : Processed data, 2017

Specifically, raw material issues are related to unstable raw material prices. For labor, it is difficult to get a skilled workforce. Difficult to get a loan from a bank is a problem related to capital.

The technological problem faced is the high price of the machine. Though the use of machines can increase production, facilitate innovation and efficiency. For management problems, the lack of training provided by relevant agencies is considered to be one of the contributing factors, besides the lack of intensity of UMKM actors following the development of information and technology (eg via the internet).

The marketing problems faced is the high level of competition among fellow UMKM actors for similar products and low market access to other areas. And for problems related to the bookkeeping (accounting) most often encountered business actors in Bengkalis which became the object of this research that is never given training on bookkeeping by the relevant agencies. Whereas bookkeeping is crucial for employers to be able to monitor the financial

progress of their business, material evaluation of business development and one of the requirements for loan application to third parties.

4.2 Guidance and Business Development undertaken

The success of the business, growth and development of SMEs can not be separated from the participation of various stakeholders in conducting coaching either in the form of technical, non technical and coaching in the form of direct counseling to business actors. With the limitations possessed, both limited capital, management, and market control, the perpetrators of MSMEs always need an active role from various parties to obtain information and education about their business development strategies.

Table 9. Time and Type of Coaching / Training Given Various Related Institutions to SMEs in Bengkalis District Year 2011-2016

2011	Training of small and medium-sized products design	Department of Industry and Trade Bengkalis
2012	Motivation training for small and medium enterprises	Department of Industry and Trade Bengkalis
2014	Achievement motivation training (AMT)	Department of Industry and Trade Pekanbaru
2016	How to start export	BBPPEI
2016	Appreciation of cold chain system development and processing in bengkalis district	Fisheries and marine services
2016	Training of industrialization of fishery product processing in bengkalis district	Fisheries and marine services
2016	Group dynamics on the practice of feeding facilitators of the regions	Food Security Agency and bengkalis counseling
2016	Increasing the capacity of community tourism destinations	Ministry of tourism
2016	Training acceleration of diversification of food consumption for PKK group	CV MWA
	Business Motivation Training	Department of Industry and Trade of Bengkalis Regency
	Counseling Food Safety	public health Office
	Development of Packaging Technology Capability	Department of Industry and Trade of Riau Province
	Fish Cracker Making Training	Local Government of Bengkalis Regency
	Guidance of Fishery Processing Technology	Department of Fisheries and Marine Prov Riau
2015	HALAL PRODUCTS	DEPARTMENT OF RELIGION
2016	TRAINING IMPROVEMENT OF AGRICULTURE / PLANTATION OF AGRICULTURE	FOOD SECURITY AGENCY AND DISTRIBUTION OF BENGKALIS DISTRICT
2016	TRAINING OF FISHERY PROCESSING INDUSTRY IN BENGKALIS REGENCY	HEAD OF DEPARTMENT OF FISHERIES AND MARINE PROVINCE RIAU
2014	Development of fishery product processing bengkalis district in 2014	Department of Industry and Commerce
2013	Facilitation activities of ministry of micro and small and medium enterprises with private cooperation in Pekanbaru	Department of Industry and Commerce
2011	Design of small and medium industry products	Department of Industry and Commerce

2016	Development of technological capability of sago processing industry training	Department of Industry and Commerce
2015	CEFE IKM	Department of Industry and Trade of Riau Province
2016	Training on how to start Export	BBPPEI
2016	AMT Training	Department of Industry and Trade of Bengkalis Regency
2015	Textile Processing Processing of Food-Based Fish-Based Products	Department of Industry and Trade of Riau Province
27-09-15	Technical guidance	Office of KKP Bengkalis Regency
25-12-15	Cafe for IKM that has been diagnosed by UPL	
	In the city of Pekan Baru	Disperindag riau province
21-12-16	Capacity building of cooperatives, small and medium enterprises (PK2UKM)	Department of Cooperatives and Micro Enterprises of Riau Province
28-04-16	How to Start Export	Ministry of Trade of RI
2015	Bimtek processing diversified Products materials	Disperindag prov riau
	Eating based	
2014	Processing of food products	Bengkalis industrial office
2016	Training of industrilisasi fishery processing	Office of CTF
2016	Training dynamics	Food security agency
2011	Product design	Department of Industry and Commerce
2011	Motivation of business actors	Department of Industry and Commerce
2013	Convention of quality control clusters	Department of Industry and Trade of riau province
2016	Export	BBPPEI and disperindag prov riau
2016	OJK Jaring	OJK
2016	Export Import	Department of Industry and Commerce
2014	Counseling / Survey of the media interview on the radio Pemkab bengkalis	Radio RRI Bengkalis
	Achievement Motivation Training	Kadin Bengkalis
	Industrial Skills and Food Skills Training Program	Department of Industry and Trade Bengkalis

Source : KADIN Kabupaten Bengkalis, 2016

Actually quite a lot of coaching and related institutions that provide training to the perpetrators of SMEs and sometimes done several times in the same year. All types of coaching above are sponsored and bridged by Chamber of Commerce and Industry (Chamber of Commerce and Industry) as parties concerned to the development of trade and

industrial businesses in a region. Kadin also acts as a liaison between the interests of related institutions with the perpetrators of MSMEs.

In addition to the above-mentioned training, Kadin also cooperates with other relevant agencies such as the Department of Tourism, Industry and Trade Office and others in providing various guidance to develop industry and trade in Bengkalis district, especially for small and medium enterprises.

If it is related to the respondent's answer stating that the guidance done by related institutions is still less then it can be understood that it is not because of the attention of the parties concerned to the perpetrators of UMKM. Given the number of perpetrators of MSMEs so much and with the type of business is also very much, then it would take time and funds large enough to foster them all. Nevertheless, the parties related to the progress and development of UMKM business must continue to do continuous guidance, increase the type of training according to the demands of technological and information development and establish cooperation with more related institutions and institutions.

5. CONCLUSION

1. Generally the capital of MSMEs in Bengkalis district is their own capital.
2. The main constraints faced by MSMEs in Bengkalis district are limited business knowledge and management and weakness in bookkeeping. Technological mastery is a constraint that is also much complained of business actors.
3. Already less uniform coaching conducted by related agencies for the development of SMEs business actors.
4. Generally, MSMEs are afraid to take risks related to capital, product innovation and technology.

6. SUGGESTION

1. The perpetrators of SMEs should improve business knowledge and management continuously because of advances in technology and information and changes in market tastes
2. Build cooperation and partnerships with government through related agencies, and partnerships with other private parties including with educational institutions
3. Build cooperation with marketing partners both in the city and outside the city of Bengkalis
4. Increase cooperation with the distributor to get the source of raw materials cheaper, quality and guaranteed contingency.

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THE ROLE OF THE CITY GOVERNMENT IN THE EMPOWERMENT OF POOR COMMUNITY IN THE CITY OF PEKANBARU PROVINSI RIAU

Syafhendry¹, Sri Maulidiah¹, Sadu Wasistiono² Asmaul Husnah²

¹ Faculty of Social and Politic, Universitas Islam Riau

²Institute of Internal Administration

Email :

Abstract

In carrying out the empowerment function, the city government of Pekanbaru carries out the empowerment activities of the poor along with the Family Welfare Empowerment Driving Team of Pekanbaru City. The poor community empowerment program is funded through community assistance and donations. This research is to know and analyze the role of Pekanbaru city government in empowering the poor. From the research results can be seen that the government of Pekanbaru role in doing; First, help the Family Welfare Empowerment Institution in collecting donations from donors. Second, assisting the distribution of aid to beneficiary communities. Third, assisting the Family Welfare Empowerment Institution in making reporting on the implementation of empowerment activities of poor communities. Research recommendations include; it is advisable to Pekanbaru city government to maximally assist Community Empowerment institutions in the process of collecting aid, facilitating and overseeing the process of distributing aid to the poor, and assisting and assisting the Family Welfare Empowerment Institution in reporting on the empowerment program of the poor.

Keywords: *Role, City Government, Community Empowerment, Poor Society and Family Welfare Empowerment Institutions.*

1. INTRODUCTION

The existence of Government for the community from the past until now is needed, because the government is an institution that protects the community from a sense of security, and meet all forms of community needs. One of the matters handed over by the central government to the regions is social affairs and prosperous families in accordance with Government Regulation of the Republic of Indonesia Number 38 Year 2007 on the Division of Affairs between the Government and Provincial Government and District / City Government. Following up the affair and to implement the program of overcoming social problems and poor families, Pekanbaru Municipal Government made the policy of empowering the poor, regulated by the Mayor of Pekanbaru Regulation Number 37 Year 2009 About Poverty Alleviation.

Poor community empowerment program, aimed at alleviating poverty, and improving people's economy by populist power through community participation. In the implementation of community empowerment program, Pekanbaru Municipal Government in assisting Institute of Family Welfare Empowerment.

2. LITERATURE REVIEW

The government according to Rasyd in Giroth (2004: 65) is; what the government does. Furthermore, the government can be interpreted as the process of upholding and maintaining justice, guaranteeing fair treatment of law to every individual citizen, providing services for the common progress. While the main task of government can be summarized into three essential functions, namely; services (service), empowerment (empowerment), and development (development).

Society institution according to Soekanto (2003), is; "The set of norms of all stages that revolve around a basic need in the life of society". According to Awang (2010: 45) The term empowerment which in English "empowerment" literally translates "empowerment" or "empowerment" is defined as giving or increasing power (power) empowerment to the weak community.

Community empowerment according to Giroth (2004: 99) that; Community empowerment means giving authority to the people. According Widjaja (2002: 169) community empowerment is; efforts to increase the ability and potential of the community, so that the community can realize their identity, dignity and dignity to the maximum to survive and develop themselves independently in the field of economic, social, religious, and cultural. Community empowerment is not enough just to increase productivity, provide equal business opportunity or capital providers, but must be followed by changes in social-economic structure of society, support the development of community potency through increasing role, productivity and efficiency and improve four access that is: access to resources , access to technology, access to markets and access to financing sources ".

The role according to Giroth (2004) is; Viewing the concept as an estimate of what is expected of a person in a particular position more attributed to the individual's personal properties than his or her position. There are two things that are clearly included in the role and not the position of responsibility and authority. Responsibility is a series of expected actions of the individual within the boundaries of his position, while the authority is the level of freedom expected to be practiced by the individual in his position. "

According to Samuel Mencher in Usman (2010: 125-127) There are three kinds of concepts of poverty, namely; "First absolute poverty, both relative poverty, the three subjective poverty. The concept of absolute poverty is formulated by making a concrete measure (a fixed yardstick). The measure is typically oriented to the basic minimum basic life needs of community members (clothing, food, and boards). Each country has a limit of absolute poverty is different because the basic needs of community life in use as a reference is different. Because of its size, the concept of poverty recognizes the poverty line. There was once the idea of wanting to include basic cultural needs such as education, security, recreation and so on, in addition to physical needs. Emil Salim in Supriatna (2000: 124) states that; there are five characteristics of poverty: Poor people in general do not have their own production factors, have no possibility to obtain production assets with their own strength, education level is generally low, many of them have no facilities and among them are relatively young and do not have skill or education is adequate

3. METHODOLOGY

This research uses qualitative analysis which is a research paradigm to describe and explain about the events, behavior of people or situation in specific place in detail in the form of narration, with research informant is Mayor of Pekanbaru, Head of the Family Empowerment Empowerment Team of Pekanbaru Town and also poor people. Variables and indicators of research can be seen table below:

Table 1. Variable Operationalization

Concept	Variables	Indicator	Sub Indicator
Empowerment The poor are: to grow and improve village initiatives and creativity, to be able and independent to manage and manage the interests of the community through improving the function of village institutions and community participation	The role of Pekanbaru Municipal Government in Empowering the Poor	1. Assistance for the Poor 2. Partian Relief for the Poor 3. Reporting Assistance to the Poor.	a. Inform donors b. Motivating donors c. Receive donations from donor a. Learn the beneficiary data b. Adjust the amount of assistance with the number of beneficiaries c. Provide assistance to beneficiariesn a. Notes the amount of aid given. b. Prepare an activity report c. Submit activity report

Source: Research Modification, 2014

4. RESULT AND DISCUSSION

Poor empowerment program is a program created by the government of Pekanbaru City and implemented by the Institute of Family Welfare Empowerment, to succeed the program required the role of the Government of Pekanbaru City as an element of fostering Institute for Family Welfare Empowerment. The poor community empowerment program aims to alleviate poverty. In terms of financing, the empowerment program of the poor is funded through community self-financing through donor donations. The role of government in Empowering the poor can be stated as follows;

1. Collection of Assistance to the Poor

Pekanbaru Municipal Government has been instrumental in the collection of aid funds for empowerment programs of the poor, this can be seen from the indicators, namely; have already sent in circulars about aid to the poor, have motivated donors to collect aid for the poor, and have received full support for the poor.

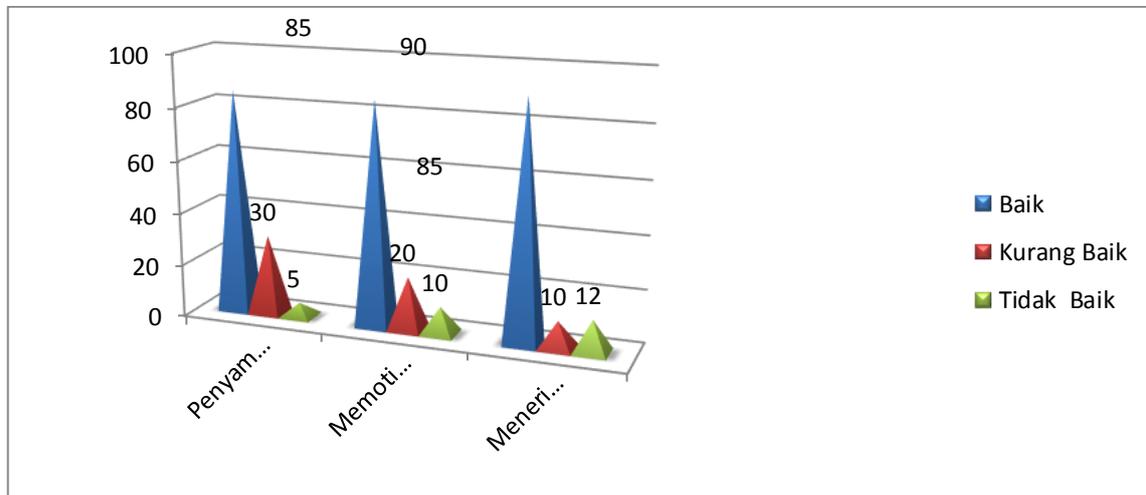


Figure. 1. Graph for the Implementation of Assistance Collection For the Poor.

2. Providing Assistance to the Poor

In giving the poor, Pekanbaru city government has less role, this can be seen from indicator, that is; the municipality has studied beneficiary data, and has provided assistance to the poor, but has not adjusted the amount of aid provided with the number of beneficiaries.

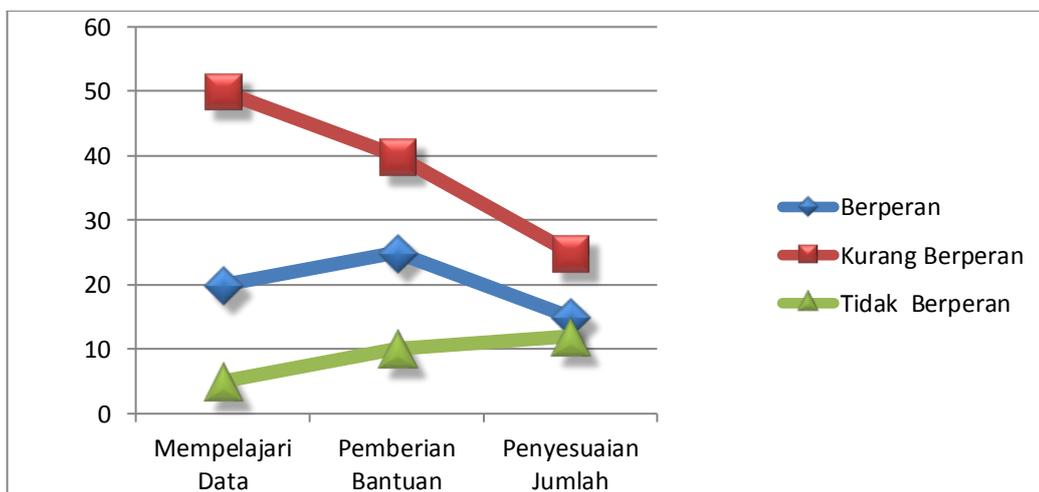


Figure 2. Graph of Providing Assistance to the Poor

3. Reporting Assistance for the Poor

In the case of reporting of aid for the poor, Pekanbaru Municipal Government has not yet played a role, it can be seen from the indicators, namely; the municipal government has

recorded the amount of aid provided, but has not made a report on the activity, so it has not submitted a report on the activities of providing assistance to the poor.

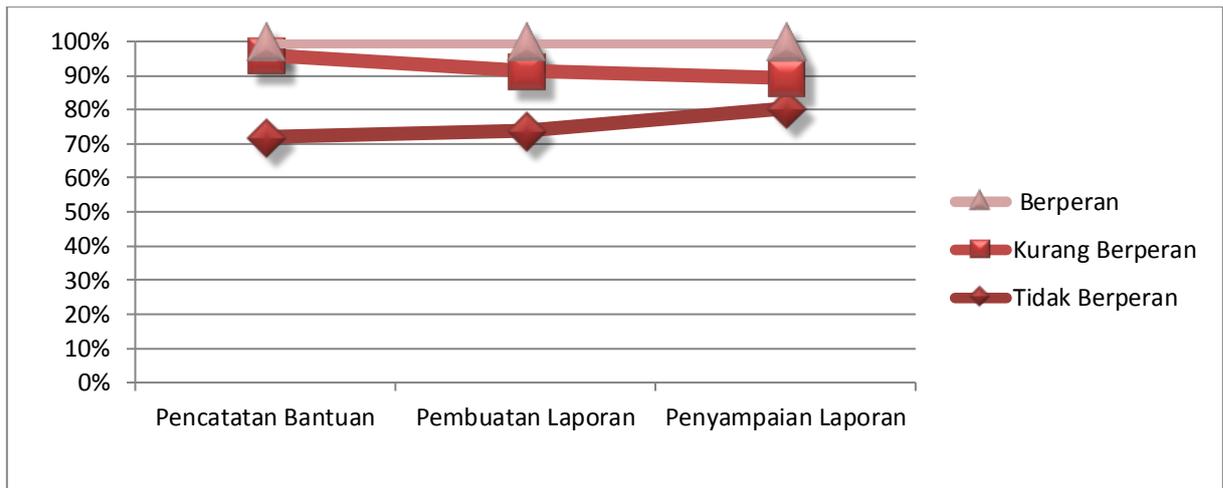


Figure 3. Graphs About Implementation Reporting Aid programs for the poor

Therefore, the role of Pekanbaru city government of Riau Province in the empowerment of the poor has not yet played a role, because of the three indicators of the role of Pekanbaru municipal government in poor empowerment only indicator of the collection of aid for the poor who already play a role, while for the indicators of the implementation of giving aid to the poor and reporting the provision of assistance to the poor has little role.

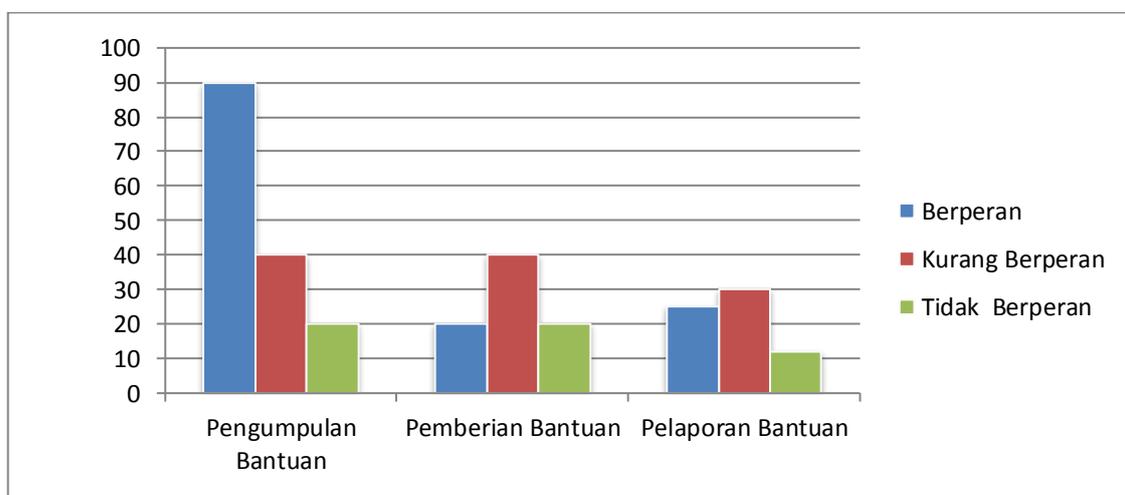


Figure 4. Grafik Tentang Pelaksanaan Program

Pemberdayaan Masyarakat Miskin

5. CONCLUSION

- a. The city government of Pekanbaru has not played a role in the implementation of the empowerment of the poor, through a program of providing assistance to the poor community.
- b. The source of the aid program for the poor comes from the community in the form of fixed donations

6. SUGGESTION

- a. It is suggested to Pekanbaru municipal government to maximize the implementation of socialization of aid programs for the poor, so that many people who are interested in becoming a permanent donor.
- b. It is suggested to the institution of family welfare empowerment to be more pro active in finding the permanent donor.
- c. It is recommended to the beneficiary community for the poor to use the aid more targeted

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DOCUMENTATION

Government Regulation of the Republic of Indonesia Number 38 Year 2007, Concerning the Division of Affairs between the Government, Provincial and Regency / City Governments.

Regulation of Mayor of Pekanbaru Number 37 Year 2009 About Poverty Alleviation.

INDONESIAN LABOR PLACEMENT AND ILLEGAL EMPLOYMENT PROBLEMS IN MALAYSIA

Thamrin s

Faculty of Law Islamic University of Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia
Email: thamrins1954@gmail.com

Abstract

The problem of unemployment can cause various social, political, and security impacts. One of the social impacts of unemployment is poverty. The high rate of poverty in Indonesia, then the Government needs to find various solutions, namely by providing employment opportunities to the workforce to work abroad. The choice to become Indonesian Workers working abroad is still a prima donna. This study aims to analyze the procedures for Operation of Indonesian Overseas Workers Placement. And want to know the factors that cause illegal TKI in Malaysia. This study is a normative legal research using literature review with the intention to obtain secondary data in the form of legislation as legal documents and other references relevant to Indonesian Workers, especially those working abroad. The procedure of working abroad (Malaysia) can be through PPTKIS, Mandiri, G to G and TKI sent to work in the company itself. In order for the domestic workforce to no longer choose to work overseas, the government should open up the widest possible employment opportunities for the labor-seeking workforce, paying wages comparable to the wages overseas.

Keywords: *Work, Basic Rights, Citizens.*

1. INTRODUCTION

The right to work is an inalienable right of a person. Therefore it is obligatory to be high and respected. In accordance with the mandate of the 1945 Constitution of the Republic of Indonesia In Article 27 Paragraph (2) of the Fourth Amendment, which states "Every citizen is entitled to decent work and livelihood for humanity". Likewise Article 28 Paragraph (2) of the 1945 Constitution "Every person shall have the right to work and to receive fair and appropriate remuneration and treatment in the employment relationship" .

A large population (over population), becomes a problem for the provision of jobs, and can result in potential conflicts. Census, 2015 estimated population of Indonesia reached 252.164.800 inhabitants. The large population becomes an issue that can not be avoided by the government of the Republic of Indonesia. In addition, the poverty rate in 2014 reached 28,000,000. soul. And the unemployment rate in February 2015 is estimated to reach 7.4 million people .

Estimated worker population in February 2015 has reached 120.8 million people, or increased by 6.2 million people compared to the situation in August 2014. Meanwhile, when compared to the conditions in February 2014, the number of working population in February 2015 showed an increase of 2.7 million people. Overall in February 2015 the total number

of Indonesian labor force was 128.3 million people, or 6.4 million more increase compared to August 2014. "The amount means an additional 3.0 million people compared to the position of the Indonesian labor force in February 2014. The Level Open Unemployment (TPT), in February 2015 was 5.81 percent, or decreased compared to the Unemployment Rate (TPT) in August 2014 which reached 5.94 percent, and increased compared to the Open Unemployment Rate (TPT) in February 2014 of 5, 70 percent.

The problem of unemployment can cause various social, political, and security impacts. One of the social impacts of unemployment is poverty. Poverty is a tough task to be solved by the Indonesian nation. Poverty has made millions of children unable to get a good education

Given the still high poverty rate in Indonesia, the Government of Indonesia needs to find solutions, and establish various policies and programs in order to realize the fulfillment of basic rights and social welfare for every citizen, in accordance with the mandate of the 1945 Constitution.

One solution to addressing the high rate of domestic unemployment is to provide an opportunity for the workforce to work abroad. The choice to become Indonesian Workers working abroad is still a *prima donna*. This is due to the limited job opportunities in the country. In addition, it is also due to higher wage rates than wages received in the country. During the limited employment and low wage levels in the country, the choice to work abroad as Indonesian Workers remains an option.

The government considered the employment policy, looking at outside employment remained relevant, arguing that the Indonesian nation still faces many labor issues, as the growth of the high labor force with available employment opportunities is limited. This resulted in higher unemployment rates.

From the high interest of Indonesian workers to work abroad, the government should also improve the service and all efforts to protect the interests of Indonesian Workers in order to realize the fulfillment of basic rights of Indonesian Workers, as well as the protection of Human Rights as mandated by Law -No. 39 of 1999, on Human Rights (HAM).

The poverty and inequality of income distribution is due to inequality in the distribution of opportunities and employment between rural and urban areas. This inequality is evident in the development of the workforce that goes much more rapidly than the ability of employment. The vast majority of employment in companies at low organizational levels that do not require specific skills, provides more opportunities for women workers. Poverty, urgent economic demand, and reduced opportunities and incomes in agriculture that do not provide a precise and routine result, and the opportunity to work in industry have provided a strong appeal to the workforce. In fact, many Indonesian women strengthen themselves to work abroad with a relatively larger salary offer.

The large number of Indonesian Workers who work abroad and the large number of Indonesian Workers who are working abroad, on the one hand has a positive side, which can increase the country's foreign exchange and overcome unemployment in the country, but in addition it has a negative side, risk of possible inhumane treatment of Indonesian Workers

Identification of problems

1. What is the procedure of Operation of Overseas Indonesian Workers Placement.
2. What Is The Factor Of Illegal Indonesian Workers In Malaysia

2. METHODOLOGY

Normative Legal Research, ie library research or secondary data research. Legal research conducted by way of researching library materials or secondary data only, can be called normative legal research or legal literature research

Research Approach

Approach (approach) used in this legal research, researchers utilize the results of legal findings by legal experts and other scientists for the purposes of analysis and explanation. So the approach in this research is the statute approach, meaning to examine and review the legislation and regulations related to Indonesian Workers Working in Malaysia illegally. So this research is done by approach on legal aspect of state responsibility to Indonesian Workers (Illegal) abroad

Case approach (case approach), meaning to examine the various cases experienced by Indonesian Migrant Workers abroad through documentation. The cases are studied to gain an overview of the impact of the norm dimension in a rule of law in legal practice. The use of this approach is intended to understand the relationship of cases that occur with the legal aspects of the responsibility of the state to the Indonesian Workers abroad. The results of his analysis can be an input for the government (state), especially in terms of state responsibility to Indonesian citizens abroad who work illegally.

Nature of Research

Judging from its nature, this research is an analytical descriptive research, with a view to obtaining a picture of the state responsibility for illegal Indonesian Workers in Malaysia. This research seeks to find facts by providing an appropriate interpretation of the data, and the theory underlying the purpose of the state is connected with the protection of human rights. On the other hand seek an explanation of the state's responsibility to citizens who work illegally overseas. It is intended to make a description or description and facts about the problems of Illegal Indonesian Workers abroad. This research seeks to find the right solution of state responsibility from the perspective of Human Rights. So that Indonesian Workers who work abroad as citizens should get legal protection seen Human Rights

3. RESULT AND DISCUSSION

1. Procedure for Implementation of Indonesian Overseas Placement Abroad can be implemented through among others:

a. Executing Private Employment Placement Indonesia (PPTKIS).

The placement of Indonesian migrant workers abroad can be done by Indonesian Private Employment Executives (PPTKIS). The Indonesian Private Employment Executor, who is a legal entity and has obtained written permission from the government to organize the overseas Indonesian Worker placement service, which is required to hold a letter from the Minister of Manpower appointing the Head of the National Agency for the Placement of Indonesian Workers Protection to issue the Letter Deployment Permission. The Deployment License (SIP) granted by the government to PPTKIS to recruit prospective migrant workers from certain areas, for certain positions, and to be employed to certain potential users within a certain period of time

b. Individual Indonesian Employment Placement

Indonesian Migrant Workers who work abroad individually should report to the Government agency responsible for manpower affairs and representatives of the Republic of Indonesia. By requiring documents required to work abroad, such as:

1. Identity Card (KTP), latest education certificate, birth certificate, or birth certificate of birth certificate.
2. Certificate of marital status, bai who have married attach copy of marriage book.
3. of husband or wife, parent's permission, or guardian.
4. Certificate of work competence.
5. Health certificate based on the result of medical examination and psychology.
6. Passport issued by the local Immigration Office.
7. Work visa.
8. Indonesian employment placement agreement.
9. Employment agreement.
10. Having a Foreign Worker Identity Card (KTKLN), an identity card for Indonesian Migrant Workers (TKI) that meets the requirements and procedures for working abroad.

Based on the Regulation of the Head of National Agency for Placement and Protection of Indonesian Workers. PER.04 / KA / 2011, concerning the Technical Guidance of Indonesian Workers who work individually (independently). The provisions that must be considered for Indonesian Workers (TKI) who work individually / independently, among others:

- a. Prospective Personnel (TKI) should seek overseas employment opportunities independently and not justified through other parties, but prospective Indonesian Migrant Workers (TKI) should be in direct contact with users in the country.
- b. Prospective Indonesian Migrant Workers (TKI) are not allowed to work on individual users or households but work with legal users.
- c. Prospective individual worker (TKI) can meilih own type of work in accordance with the ability and skills or competence owned.
- d. The costs incurred can be minimized and there is no salary deduction by the other party.

Procedures to be followed by Indonesian Workers (TKI) working individually, namely:

- a. Individual Candidate (TKI) must enroll in the District / City Labor Office.
- b. Individual Candidates (TKI) singles apply to users by attaching a list of resumes and proof of work competence.
- c. If the user receives the candidate of the Indonesian Labor (TKI) concerned, the applicant will submit the Work Agreement to the Indonesian Labor Force (TKI) for approval.
- d. Prior to signing a Work Agreement, Indonesian Workers' Candidates (TKI) must study and understand the contents of the work agreement well before deciding to accept the work being signed and signed the Work Agreement.
- e. Individual Candidates (TKI) apply for the issuance of Foreign Employee Identification Card (KTKLN) to the Indonesian National Placement and Protection Agency (BNP2TKI) or the local Human Settlements and Protection Agency (BP3TKI) by applying, Passport, and Work Agreements that have been signed by the users and Indonesian Workers (TKI) concerned.
- f. Indonesian Workers Placement Through Government to Government (G to G) Government and Government to Private (G to P).
- g. The placement of Indonesian Migrant Workers (TKI) by the government is the placement of Indonesian Migrant Workers (TKI) to the state of the country conducted by the government on the basis of a written agreement between the

Government of the Republic of Indonesia and the Government of the destination country of placement through Government to Government (G to G), or the Government Republic of Indonesia with legal user in destination country of placement through Government to Private (G to P).

- h. The placement of Indonesian Migrant Workers (TKI) by the Government, may only be made on the basis of a written agreement between the government and the Government of the country of the user of the Indonesian Migrant Workers (TKI) of the legal user in the destination country.
- i. The Placement of Indonesian Migrant Workers for Overseas Company Ownership

Placement of overseas migrant workers for the benefit of the company itself must obtain written permission from Menetri Tenaga Kerja, by fulfilling the requirements, namely:

- a. The company concerned must be a legal entity established under Indonesian law.
- b. Indonesian workers (TKI) who are placed are the workers of the company itself.
- c. The Company has evidence of ownership relations or employment agreements known to representatives of Republic Indonesia.
- d. Indonesian Migrant Workers (TKI) already have employment agreements.
- e. Indonesian Migrant Workers (TKI) have been enrolled in social security program of workforce and / or have insurance policy.
- f. Indonesian Migrant Workers (TKI) who are placed must have Overseas Working Identity Card (KTKLN)

The placement of Indonesian Migrant Workers (TKI) for the sake of the company itself can only be done by, State-Owned Enterprises (BUMN), Regional Owned Enterprises (BUMD) and private companies, which have ownership relationships with overseas companies, obtaining employment contracts in the field expanding business in the placement country, and improving the quality of human resources, in addition to obtaining written permission from the Manpower or appointed officials.

In order to obtain a placement permit for Indonesian Migrant Workers abroad, the company must submit a written application by enclosing among others:

- a. A declaration that Indonesian Migrant Workers (TKI) will be placed in their own company domiciled abroad for state-owned companies and private companies not Private Implementing Officers of Private Indonesian Workers (PPTKIS).
- b. Contract of employment between the applicant company and the overseas employer for the company which has a contract of employment in the field of business.
- c. Evidence from an overseas authorized institution indicating the expansion of the enterprise / investment of the company concerned abroad for the enterprise in the placement country.
- d. Employment status document of Indonesian Migrant Workers (TKI) to be placed. Written statement of willingness to be fully responsible for the safety, welfare, repatriation and protection of Indonesian Migrant Workers (TKI).
- e. Indonesian Migrant Workers (TKI) to be placed by the company for their own account must be included in the social security program and / or have insurance insurance

Before the prospective Indonesian Migrant Workers (TKI) departs, the company for its own sake, the company must perform data collection through the on-line system in computerized system of Foreign Workers

2. Illegal Indonesian Workers in Malaysia

Adnan Hamid said there were 2,590,398 Indonesian citizens in Malaysia who were mostly migrant workers. Although there is no exact number of illegal migrant workers but certainly more illegal TKIs are undocumented than legal workers.

The reason is the number of illegal migrant workers in Malaysia, because to make the documents considered difficult and the process is long. In addition, many TKI who do not know how to process documents to be legal. This condition causes the TKI to take shortcuts. "They do not complete the documents and are desperate to work abroad.

In fact, in Malaysia many employers require illegal undocumented labor. "Undocumented workforce can cost 40 percent less employers for employee repayment costs." The large number of illegal Indonesian migrant workers is also encouraged by the high demand for employers for illegal migrant workers.

The Minister of Foreign Affairs of the Republic of Indonesia, Retno Marsudi, said that employers are the factor of many illegal migrant workers in Malaysia. That's what then became the main discussion Retno with Malaysian Foreign Minister Dato 'Sri Anifah Aman in the Ministry of Foreign Affairs of the Republic of Indonesia. According to Retno, the problem of Unlicensed Foreigners (PATI) and illegal immigrant workers in Malaysia is not only focused on the workers but also on every employer who insists on employing immigrants with illegal status. "Indonesia hopes Malaysia will continue to uphold the fair regulation between the roles of workers and employers in the issue of illegal immigrant workers. This hope was expressed by Retno following the raid which was being intensified by Malaysia since early July. In the raid, about three thousand illegal immigrants were arrested by Malaysian police, at least 695 of whom were Indonesian Migrant Workers (TKI).

In addition to the lack of skills to make Indonesian Workers working abroad, especially in Malaysia, are vulnerable to problems. During 2016 alone, 1,334 Indonesian Troubled Workers (TKIB) were repatriated by the Embassy of the Republic of Indonesia (KBRI) Kuala Lumpur. While in 2017, until June 2017, 454 Indonesian Troubled Workers (TKIB) have been repatriated back to Indonesia.

Nonetheless, repatriation is not the right solution in dealing with the Troubled Indonesian Workers (TKIB). For this reason, the Embassy of Kuala Lumpur launched a skills training program "I Want to Succeed" for the Troubled Indonesian Workers (TKIB) which is currently housed in the temporary shelter of the Indonesian Embassy in Kuala Lumpur. "The training program itself has been started since September 6, 2017. Hopefully with this program they do not return so informal workers abroad," said Indonesian Ambassador to Malaysia Rusdi Kirana in Kuala Lumpur, Monday (11/09/17). According Rusdi, not only trained in the Embassy, when returning to Indonesia the Troubled Indonesian Workers (TKIB) will be cultivated in order to become a member of SMEs. The government also plans to provide assistance for the workers to get business credit to open a business in Indonesia.

The reality of cases of undocumented Indonesian labor abroad continue to recur from time to time. While the government has made efforts to reduce, in fact, other similar cases have sprung up almost in the same mode.

The main secretary of BNP2TKI Hermono said that the cause of the number of illegal Indonesian migrant workers abroad can not be separated from the two factors behind it both from within and abroad, because there is an encouragement from within the country that makes people out, such as the difficulty of finding employment. On the other hand there is also a pull factor from outside (the country). Despite similar cases, the two countries with the highest number of illegal migrant workers such as Malaysia and Middle East countries

such as Saudi Arabia, have a slightly different typology. Especially Malaysia, more because there is a traditional migration where people are used to passing by. In addition, ease of access such as transportation, visa-free and even crossing lines make Malaysia a lot of people hunted for a living. But if to the Middle East, purely because of the strong demand that has been dimoratorium since May 2015 so that there prices rise high. This is what encourages traffickers to take advantage of this situation.

Hermono further explained that if the problem of Illegal TKI can be analogy as a tangled thread that is difficult to unravel, Hermono said that this matter should be dissected. Because there is push and pull factor from inside and outside the country why the number of illegal workers abroad is still so much. Why are illegal workers in the Middle East or Malaysia so large, due to high demand. Another factor is the ease of getting a job though undocumented but brave people passing out into the two countries, especially Malaysia. Different for example with Singapore, Taiwan, or Hong Kong. Undocumented is difficult to find employers. If there is, usually escaped from the employer. But when the first entry there is certainly legal, there are blurred and become illegal.

TKI factors become illegal, Minister of Labor Hanif Dhakiri reveal the reasons why the workers can work illegally in the neighboring countries, there is a false agent, there is a company ketipu, there is a willingness of its own, there to the legal there but there is a problem then run blurred. Finally have no documents even the employer's passport and so on, "In addition, there are also other factors that cause it. There are Tenaka Kerja Indonesia (TKI) who enter Malaysia with tourist visa.

Furthermore, Director of Protection of Indonesian Citizens of the Ministry of Foreign Affairs of Indonesia, Lalu Muhammad Iqbal, said that of the estimated 5 million workers in Malaysia, 2.5 million of whom are illegal foreign workers. Of the 2.5 million, 1.25 million of which are from Indonesia. Iqbal added that the largest unlawful entrants (PATI) are in the construction sector with a total of 78,172 people. While other sectors in the service sector (43,415 people), factory or manufacturing industry (approximately 15 thousand people), agriculture (9,500), and the sector of cultivation or oil palm (8,160 people).

The case experienced by Indonesian Workers in Malaysia

1. Suyanti case sticking out on December 21, 2016 at around 12:00 pm. Keduataan Besar Republik Indonesia (KBRI) in Kuala Lumpur obtained information about the discovery of migrant workers in a state of unconsciousness near the sewer at Jalan PJU 3/10 Mutiara Damansara

After receiving the report, the Indonesian Embassy immediately referred the TKI to the Medical Center Hospital of Universiti Malaysia (RS PPUM) to get intensive care. The Embassy has also reported this incident to the Malaysian Police and based on the report, the perpetrators of torture have been detained by Polisi Di Raja Malaysia (PDRM).

From the search results of the Embassy, it is known that the TKI victims of torture named Suyanti binti Sutrino, age 19 years, came from Kisaran, North Sumatra. When taken to the hospital, Suyanti was wounded all over her body and bruised her eyes because of torture. During Suyanti's stay in the hospital, the Indonesian Citizens Protection Task Force (PWNI) of the Embassy of the Republic of Indonesia (KBRI) Kuala Lumpur continues to provide assistance.

Upon awakening, based on information from Suyanti, he entered Malaysia on December 7, 2016 through Tanjung Balai to Port Klang. When he arrived at Port Klang, he was picked up by an agent named Ruby. On December 8, 2016, Suyanti was escorted to the home of an employer, a Malay woman. Just one week Suyanti worked, the employer began to physically torture Suyanti. At its peak on December 21, 2016, Suyanti fled from her employer's house for being threatened with a large knife by her female

employer. Then, on December 25, 2016, Suyanti was allowed to leave the hospital and accommodated at the embassy shelter. For some time to come, Suyanti also still have to undergo ambulatory. Suyanti has also been given communication facilities with his family in Medan via telephone line. However, on the same day, information was obtained that the perpetrator had been released on bail.

The Embassy itself has sent a memorandum to the Malaysian foreign ministry to express protests, as well as a deep concern over the incident and at the same time requested that the perpetrators be given a punishment in accordance with Malaysian law

2. Siti Hajar, a domestic worker from Garut, West Java, was tortured and not paid her salary for 34 months by her employer in Malaysia. According to Siti Hajar, he was always tortured, doused with hot water, beaten with hard objects to suffer serious injuries, "Indonesian Ambassador to Malaysia Da`i Bachtiar told a press conference in Kuala Lumpur on Monday afternoon, -the victim's picture whose body and head are still full of blood

In fact, according to Amirudin, head of Satgas Protection and Service of Indonesian Citizens of the Indonesian Embassy in Kuala Lumpur, Siti Hajar also tortured her body, torn with scissors. Da`i explains the torture to the press after his employer Hau Yuang Tyng or called the familiar "Michelle" was handed over to the Malaysian police for review and prosecution under the law.

After reporting the torture suffered by Siti Hajar to the police station, the victim was then taken to the University of Malaya hospital for a visum. Siti Hajar, West Limbangan villager, Garut, West Java began working as a maid since July 2, 2006. In her first employer only work five days. With her second employer, Michelle, she has been working for 34 months

For 34 months, he never received a salary of 500 ringgit per month so that a total of 17,000 rixdollars, said the former Chief of Police.

"From the very beginning, Siti Hajar was often tortured, but the longer her torture became so severe that the victim was seriously injured Sunday night she finally escaped from the employer's house and then took a taxi to the embassy by the taxi driver, the victim was given 10 ringgit

"We thank the taxi driver for not receiving money from passengers, even passengers given money," said Da`i.

KBRI then advocate to Siti Hajar since Monday at 08.30. After listening to the victim's information, the Embassy then summoned her employer and Michelle came to the Indonesian embassy at 11 am local time. "At the embassy, Michelle admitted all acts of torture as told by Siti Hajar. Her employer also wailed and wailed while apologizing to Siti Hajar.

4. CONCLUSION

1. The social gap, poverty is still a serious country problem that is very difficult to overcome. Large population (over population), a separate problem for the provision of employment in Indonesia. One solution to reduce domestic unemployment, can be done by providing opportunities to work abroad. To work abroad can be done through, Private Indonesian Employment Placement Company (PPTKIS), Placement of Individual Migrant Workers, Government to Government (G to G), and for the Company's own interests overseas. To cope with working out of the country is not a choice of labor force, it is better for the government to open up employment opportunities with better wage payments.

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2. Factors that cause many illegal migrant workers in Malaysia antara other, because of geographical factors that are close between Indonesia and Malaysia, the same cultural factors, factors from employers who can accept Illegal TKI, factor because Malaysian businessmen provide convenience to dapat accepted work without documents and so forth. To overcome the occurrence of Illegal TKI, the government should be able to provide easiness in document management, as well as the relatively low cost to the TKI either going or going to TKI residing in Malaysia

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ANALYSIS OF USE OF ACCOUNTING INFORMATION ON MICRO, SMALL AND MEDIUM ENTERPRISES IN BENGKALIS SUB-DISTRICT BENGKALIS REGENCY OF RIAU

Yusrawati¹, Siska², Nawarti Bustaman³
^{1,2,3} Islamic University of Riau
Email :

Abstract

This research is intended to know the use of accounting information on micro, small and medium enterprises. The object of this research is 89 micro, small and medium enterprises located in Bengkalis Sub-District, Bengkalis Regency, Riau Province. This research uses descriptive analysis method.

The results of this study indicate that: 1) small and medium enterprises more intensively use accounting information than micro enterprise. 2). Enterprises with age above 20 years use more accounting information. 3). Enterprises owners who are educated diplomas and scholars still consider that their efforts do not necessarily require accounting information. 4). Not all of owners or managers who have attended accounting training use accounting information.

Keywords: *Accounting Information, micro, small and medium enterprises*

1. INTRODUCTION

A. Research Background

Micro, Small and Medium Enterprises (MSMEs) mostly create jobs and make important contributions to productivity and economic growth. MSMEs play an important role in all economies and are a key driver of innovation and growth (Ali, Rahman, & Ismail, 2012; Harash, Al-Tamimi, & Al-Timimi, 2014a; Harash, Al-Timimi, & Alsaadi, 2014c & d). According to the Organization for Economic Cooperation and Development (2006) MSMEs are now recognized worldwide to be a major source of dynamism, innovation and flexibility.

MSMEs play a very important role in the Indonesian economy, especially in aspects of employment improvement, income generation, economic development (Tambunan,

2009). In addition, this sector is considered a driving force for the rural economy. But until now there are still many problems that hamper the growth of small enterprises. The facts in the Asia Pacific region reveal that Micro, Small and Medium Enterprises (MSMEs) employ about 60 percent of the workforce. Only 10 percent of the total companies in Asia Pacific are big business, the rest are MSMEs (Basuki, 2009). For Indonesia, according to BPS data in 2008 the number of Micro, Small and Medium Enterprises developed to 51.26 million and able to contribute to the national PDB of 52.7 percent, or about Rp 2,609.4 trillion of the total PDB of Rp 4.954 trillion. The MSME sector is also able to absorb the

labor of 90.9 million people or 94.4 percent of the total national workforce (KSP, 2010). This shows the great potential and role of MSMEs to strengthen the real sector in Indonesia.

MSMEs are expected to be an important vehicle for addressing the challenges of job creation, sustainable economic growth, equal distribution of income and the overall stimulation of economic development (Harash et al., 2014a, c, d). But despite its significance, MSMEs faced with the availability of reliable data in MSMEs are generally difficult, research surveys are needed to obtain data on the use of Accounting Information Systems (AIS) (Amidu, Effah, & Abor, 2011; Ali et al, 2012.; Ismail, 2007; Ismail & King, 2005; Grande, Estébanez, & Colomina, 2011).

Financial accounting standards used as guidance in the preparation of financial statements should be applied consistently. However, because MSMEs has various limitations, such liabilities are expected to incur greater costs for MSMEs compared to the benefits that can result from the existence of the accounting information (cost-effectiveness). In addition, the availability of more accurate information through the accounting information generated is not expected to affect the decision on the issues facing management (relevance).

Initial study conducted with a limited number of respondents, namely to the Public Accountant and Accountant who worked as a credit analyst Bank in West Sumatra proves that the FAS more relevance and more cost-effectiveness for large companies than MSMEs (Suhairi & Wahdini, 2006). The same study has also been conducted in several countries, and concluded that the Accounting Standards used as guidelines in the preparation of financial statements overload (burdensome) for MSMEs (Williams, Chen, & Tearney, 1989; Knutson & Hendry, 1985; Nair & Rittenberg 1983; Wishon 1985). This has prompted the International Accounting Standards (*The International Accounting Standards Board*) to prepare Financial Accounting Standards specifically for MSMEs (Satyo, 2005).

Despite the burden, research on the type of accounting information presented and used by small companies in Australia reveals that the major accounting information that many small companies prepare and use is statutory information, namely Balance Sheet, Income Statement, Equity Change Report, and Cash Flow Statement (Homes, 1986; Homes & Nicholls, 1989). In this research also revealed that most SMEs who become respondents are not able to prepare their own accounting information required, so the company requested the services of Public Accountants (Homes & Nicholls, 1989).

Accounting Information is needed in decision making. But the practice of financial accounting on Micro Small and Medium Enterprises (MSMEs) is still low and has many weaknesses (Suhairi, 2004; Raharjo & Ali, 1993; Benjamin, 1990; Muntoro, 1990). Banks and investors often complain about the incapacity and or weaknesses of MSMEs in preparing financial statements. Benjamin (1990) argues that the weakness of MSMEs in the preparation of the financial statements, among others, due to low education and lack of understanding of Financial Accounting Standards (FAS).

The Indonesian Institute of Accountants (IIA) as a forum for accounting profession in Indonesia in 2009 has issued Financial Accounting Standards Without Public Accountability (FAS-WPA). This FAS-WPA is used for an entity that has no significant public accountability in preparing financial statements for general purposes. FAS-WPA also follow the standards set by IFRS especially the Small and Medium Enterprises field. This FAS-WPA is intended for small and medium enterprises, but not many UMKM entrepreneurs who understand this.

According to FAS-WPA the Financial Statements consist of 1) Balance Sheet, 2) Income Statement, 3) Equity Change Report 4) Cash Flow Statement 5) Financial Statement Notes.

B. Problem Statement

From Research Background and phenomenon above, it can be formulated problem in this research are: How to use accounting information at MSMEs in Bengkalis Sub-District, Bengkalis Regency, Riau.

C. Results Targeted in Research

Results targeted in this research is:

1. To establish a strategy policy in order to apply accounting information for MSMEs in Bengkalis Sub-District, Bengkalis Regency, Riau.
2. Conducting training on implementation of accounting information for MSMEs in Bengkalis Sub-District, Bengkalis Regency, Riau.
3. The results of research are expected to be published in international journals.

2. LITERATURE REVIEW

A. Accounting System Definition

The system is a set of component components that are interconnected with each other that have certain clear boundary constraints, which work together to achieve a certain goal (O' Brien dan Marakas). The definition of accounting according to the American Institute of Certified Public Accounting (AICPA) in Ahmed Riahi Belkaoui (2002: 37) defines accounting as the art of recording, classifying and summarizing transactions and events of a financial nature in a useful way and in the form of units of money and interpreters of such results.

Thus, the definition of Accounting Systems according to Warren, Reeve, Fees (2005: 234): "Accounting systems are methods and procedures for collecting, classifying, summarizing and reporting corporate operations and financial information. Meanwhile, according to Mulyadi (2001: 3) Accounting System is an organization, forms, notes, and loporan coordinated in such a way as to provide information that allows managers facilitate organizational management.

B. Micro, Small and Medium Enterprises (MSMEs) / Small Company Definition

According to Law No. 20 of 2008 on Micro, Small and Medium Enterprises, it is explained that:

1. Micro Enterprise is productive business owned by individual and / or individual business entity fulfilling the criteria of Micro Enterprise as regulated in this Law.
2. Small Enterprise is a stand-alone productive economic enterprise, carried out by an individual or business entity that is not a subsidiary or not a branch of a company owned, controlled, or becomes part of either directly or indirectly from a Medium Enterprise or a Large Enterprise that meets the Small Enterprise criteria as defined in this Law.
3. Medium Enterprise is a stand-alone productive economic enterprise, conducted by an individual or business entity which is not a subsidiary or a branch of a company owned, controlled, or becomes part directly or indirectly with a Small or Large Enterprise with a net worth or annual sales proceeds as provided in this Law.
4. Large Enterprise is a productive economic enterprise undertaken by a business entity with a net worth or a greater annual sale out of the Medium Enterprise, which includes state-owned or private national enterprises, joint ventures, and foreign businesses conducting economic activity in Indonesia.

C. Criteria of Micro, Small and Medium Enterprises

Criteria of small enterprise according to Law no. 20 of 2008 are as follows:

1. The Criteria for Micro Enterprises is as follows:
 - a. Has a net worth of at most Rp50,000,000.00 (fifty million rupiah) excluding land and building of business premises; or
 - b. Has annual sales of at most Rp300,000,000.00 (three hundred million rupiah).

2. Small Enterprise Criteria are as follows:
 - a. Has a net worth of more than Rp50,000,000.00 (fifty million rupiah) up to a maximum of Rp500,000,000.00 (five hundred million rupiah) excluding land and building of business premises; or
 - b. Has annual sales of more than Rp300,000,000.00 (three hundred million rupiah) up to a maximum of Rp2,500,000,000.00 (two billion five hundred million rupiah).

3. Medium Enterprise Criteria are as follows:
 - a. Has a net worth of more than Rp500,000,000.00 (five hundred million rupiah) up to a maximum of Rp10,000,000,000.00 (ten billion rupiah) excluding land and building of business premises; or
 - b. Has annual sales proceeds of more than Rp2,500,000,000.00 (two billion five hundred million rupiah) up to a maximum of Rp50,000,000,000.00 (fifty billion rupiah).

Meanwhile, according to the Central Bureau of Statistics, the scale of business is seen from the number of employees are as follows:

- 1) Micro Enterprise has a workforce of 1-4 people
- 2) Small Enterprise has a workforce of 5-19 people
- 3) Medium Enterprise have a workforce of 20-99 people

D. Accounting Standards For Small Companies

The Indonesian Institute of Accountants (IIA) as a forum for accounting profession in Indonesia in 2009 has issued Financial Accounting Standards Without Public Accountability (FAS-WPA). This FAS-WPA is used for an entity that has no significant public accountability in preparing financial statements for general purposes. FAS-WPA also follows the standards set by IFRS particularly in the Small and Medium Enterprises field. This FAS-WPA is intended for small and medium enterprises, but not many MSMEs entrepreneurs understand this.

According to FAS-WPA the Financial Statement consists of :

- 1) Balance Sheet, the balance sheet presents current assets, non current assets, short-term liabilities and long-term liabilities and equity on a given date. The minimum balance sheet includes the following items: cash and cash equivalents, accounts receivable and other receivables, inventories, investment property, fixed assets, intangible assets, accounts payable and other debts, tax assets and liabilities, estimated liabilities and equity
- 2) The Income Statement, the income statement presents the income and expense of the entities for a period, the information presented in the statement of income, that is, income, financial expenses, share of income or loss on investments using the equity method, tax expense, and net profit or loss.
- 3) The statement of equity changes presents information, profits or losses on periods, income and expenses directly recognized in the entity, for each component of equity (effects of changes in accounting policies and correction of recognized mistakes), for

each component of equity (a reconciliation between the carrying amount from the beginning and end periods disclosed separately from: profit or loss, income and expenses, amount of investment).

- 4) The Statement of Cash Flows, the cash flow statement presents historical change information on the cash and cash equivalents of the entity, which show separately the changes occurring during one period of operating, investing and financing activities.
- 5) Notes to the Financial Statements contain information in addition to the information presented in the financial statements, provide narrative explanations or details of amounts presented in the financial statements, and information on items that do not meet the recognition criteria in the financial statements. Notes to the financial statements are reports of accounting policies adopted by a business organization. These notes are used to provide additional information not presented in the financial statements, but are relevant to understanding financial records.

E. The Role of Accounting Information for Small Companies

Holmes and Nicholls (1989) disclose that accounting information that many prepared and used small and medium enterprises is statutory or statutory information. In addition, the accounting information that should be required by the management of small and medium enterprises in the use of accounting information is very limited.

So far, many micro, small and medium enterprises (MSMEs) that have not recorded their financial statements and presenting their financial statements have little effect on the difficulty of obtaining soft loans from financial institutions. Apart from that, the necessity of preparing financial statements for MSMEs is not only for the ease of obtaining credit from creditors, but for controlling assets, liabilities and capital as well as revenue planning and cost efficiency that occurs in the end as a tool for corporate decision making.

There are still many MSMEs who ignore accounting information on their business. This is influenced by several factors which are:

- 1) The assumption of the business they run is a family business and not so big then no accounting is required.
- 2) Due to lack of knowledge or skills of someone related to accounting.
- 3) The absence of experts in the field of accounting.
- 4) Funds used for business often mixed with own funds, or directly used to buy goods without having time to do accounting calculations first.
- 5) Accounting is too complicated, also because the time is already preoccupied for the job, so it is very difficult to set aside time to develop accounting.
- 6) The activity is still limited so the income is not fixed.

Aspects of the Use of Accounting Information by Holmes and Nicholls (1988) in Fitriyah (2006) are:

a) Knowledge of Accounting.

If the knowledge of the manager or owner is low will cause many small and medium enterprises to use the services of consultants or public accountants in the provision of accounting information

b) Business scale

As business scale increases, the proportion of firms in providing statutory accounting information, budgets and supplementary information also increases.

c) Type of business.

In Holmes and Nicholls (1988) research shows that relatively large additional information is used by other sectors.

d) Business experience

Experience in the operational endeavor or the length of the company operating on the basis of the business already executed will indicate the need for necessary accounting information. The longer the company operates the accounting information will be increasingly needed due to the higher business compilation.

Solovida (2010) adds 3 factors that influence the use and preparation of accounting information such as:

a) The lead time of business

According to Holmes and Nicholls (1989) in Astuti (2007), the longer the tenure of business leaders, the better prepared and used accounting information

b) Educational owner or manager

A low level of formal education (Primary to high school) will result in lower use of information when compared to higher levels of formal education.

c) Accounting training

According to Holmes and Nicholls (1989) in Astuti (2007) Management following the training tends to generate more accounting information than those who lack training

3. METHODOLOGY

A. Research Object: This research was conducted at SMEs in District Bengkalis Bengkalis

B. Variables in this study are the use of Accounting Information, Business Scale, Age of Company, Education owner or manager, lead time, and accounting training.

C. The population in this study is the manager or owner of MSMEs located in Kec Bengkalis. From BPS data Bengkalis obtained Total SMEs in Kec Bengkalis as much as 836 with details as follows:

Micro Business: 833 business

Small Business: 2 business

Medium Business: 1 business

The number of samples was determined using Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Where

n : number of samples

N : number of population

e : limit tolerance error (error tolerance)

By using the formula above it can be calculated the number of samples from this study as follows:

$$n = \frac{836}{1} + 836 \times 0.1^2 = 89$$

The sample of this research is the manager or owner of MSME using Accounting Information. Sampling method used is Accidental Sampling is the method of sampling by choosing whoever encountered or encountered.

D. Types and Data Sources

The data used in this research is primary data that is data obtained directly from the respondent. Sources of data from interviews with respondents are owners or leaders of micro, small and medium enterprises

E. Data Collection Technique used is structured interview

F. Technical analysis used is Technical Analyze descriptive.

4. RESULTS AND ANALYSIS

Questionnaire distributed and processed as many as 89 questionnaires, from the number of samples taken all types of manufacturing business, with the results of research as follows:

A. Sample Description

Table 1. Distribution of sample based on business scale

No	Business scale	Samples
1.	Micro (1-4 employees)	86 Enterprises
2.	Small (5-19 employees)	2 Enterprises
3.	Middle (20-99 employees)	1 Enterprise
	Total	89 Enterprises

Based on table 1 can be seen that of 89 samples researched most of which is 96.93% or as many as 86 businesses is a micro business, ie business with the number of employees 1 to 4 people.

Table 2. Distribution of sample based on company age

No	Age of the company	Samples
1.	≤ 10 years	30 Enterprises
2.	10 – 20 years	30 Enterprises
3.	> 20 years	29 Enterprises
	Total	89 Enterprises

Based on table 2 can be seen from the business age, business age ≤ 10 years with the age of 10 sd 20 years same amounted to 30 businesses or amounted to 33.71%. The rest is as many as 29 business are aged more than 20 years.

Table 3. Sample Distribution based on owner / manager education

No	Management Education	Samples
1.	Elementary School	10 Enterprises
2.	Junior High School	30 Enterprises
3.	Senior High School/Vocational high School	44 Enterprises
4.	Bachelor 1/ Diploma	5 Enterprises
	Total	89 Enterprises

Based on table 3 can be seen most of the business manager educated Senior High School/Vocational high School that is as much as 49.44% or as much effort. 44 business. While the manager with junior high school education is also quite a lot of 33.71% or as many as 30 businesses.

Table 4. Sample Distribution based on accounting training followed

No	Accounting Training	Samples
1.	Attending Accounting training	40 Enterprise
2.	Not taking accounting training	49 Enterprise
	Total	89 Enterprise

Based on table 4 can be known the number of owners or business leaders who have participated in accounting training with those who never follow accounting training is almost balanced. Whereas accounting training is 40 businesses or 44.94% and who have never participated in accounting training as many as 49 businesses or 55.06%.

B. Analysis of Use of Accounting Information

Table 5. Frequency of Answers to Use of Accounting Information

No	Statement	Use of Accounting information				
		SS	S	R	TS	STS
1	When purchasing raw materials or merchandise, I always view the stock statements	33,71%	33,71%	11,23%	21,35%	0%
2	When a sale transaction occurs merchandise / service, I always record it on a note or book sales	33,71%	33,71%	11,23%	21,35%	0%
3	When billing receivables, I always always record it in a receivable book and cash receipts	11,23%	22,47%	44,94%	21,35%	0%
4	When paying employees, me always see notes or reports employee performance	56,18%	11,24%	11,23%	21,35%	0%
5	When payment of debt, I always see the note of debt company	11,23%	11,24%	56,18%	21,35%	0%
6	In determining the selling price of goods merchandise / service, I always see record of production price / purchase price goods plus profit other costs	22,47%	56,18%	11,23%	21,35%	0%

Table 5 shows the processed data relating to the use of accounting information. From the results of the analysis, obtained empirical evidence that the majority of MSMEs in the district Bengkalis have used a record or sales book that contains daily sales results, but many MSMEs do not make additional books receivable or additional books payable, because in general sales and purchases made in cash .

The following will explain the analysis of the use of accounting information based on the scale of business, the age of the company, the education of the owner or manager, and the accounting training.

1. Analysis of Accounting Information Usage at MSMEs from Aspects of Business Scale

Table 6. The Use of Accounting Information is viewed from Aspects of Business Scale

No	Statement	Business scale		
		Micro	Small	Middle
1	When purchasing raw materials or merchandise, I always view the stock statements	66,28%	100%	100%
2	When a sale transaction occurs merchandise / service, I always record it on a note or book sales	66,28%	100%	100%
3	When billing receivables, I always always record it in a receivable book and cash receipts	31,40%	50%	100%
4	When paying employees, me always see notes or reports employee performance	66,28%	100%	100%
5	When payment of debt, I always see the note of debt company	19,77%	50%	100%
6	In determining the selling price of goods merchandise / service, I always see record of production price / purchase price goods plus profit other costs	66,28%	100%	100%

Table IV.6 presents the results of data processing on the use of accounting information viewed from the business scale aspect, which will be explained as follows:

- a. In micro enterprises, most have used accounting information, especially in using notes or sales books to determine the level of sales per day and per month them. Most MSMEs also use the purchase book to find out the needs of the materials needed monthly. And MSMEs also make records or employee performance reports as a basis in payment of salary, which is done every day, weekly or monthly. However, the MSMEs do not create auxiliary books of accounts payable or accounts receivable books, as most of the purchase and sale transactions are made in cash.
- b. In small businesses, the majority use accounting information in managing their operational activities, primarily the use of purchase books, sales books, employee performance reports. Small business owners or managers feel the need to use price records of the purchase price of materials in determining the selling price of their goods, so it is not wrong to set the selling price.
- c. In medium-sized enterprises already use intensive accounting information compared to micro and small enterprises in its operational activities.

2. Analysis of Accounting Information Usage on MSME Business from Aspect of Business Age

Table 7. The Use of Accounting Information is viewed from the Aspect of Business Age

No	Statement	Age of the company		
		≤ 10 Years	11-20 Years	>20 Years
1	When purchasing raw materials or merchandise, I always view the stock statements	66,67%	66,67%	68,97%
2	When a sale transaction occurs merchandise / service, I always record it on a note or book sales	66,67%	66,67%	68.97%
3	When billing receivables, I always record it in a receivable book and cash receipts	33,33%	33,33%	34,48%
4	When paying employees, me always see notes or reports employee performance	66,67%	66,67%	68,97%
5	When payment of debt, I always see the note of debt company	23,33%	23,33%	24,24%
6	In determining the selling price of goods merchandise / service, I always see record of production price / purchase price goods plus profit other costs	80%	80%	79.31%

Table 7 presents the use of accounting information in terms of business life. The analysis of the use of accounting information from the aspect of business life is as follows:

- a. Businesses aged ≤ 10 years old and those aged 11-20 years, have not used accounting information intensively, especially on the recording of accounts payable and accounts receivable because most of their transactions are made in cash. But the majority have used the sales book. This sales book is considered important for their business to see sales transactions every day, week or month. And the majority of their efforts have also made records of employee performance reports used for employee salary payments.
 - b. Businesses aged > 20 years of the majority use more intensive accounting information than businesses less than 20 years old.
3. Analysis of Accounting Information Usage at UMKM is seen from Educational Aspect of Owner or Manager.

Table 8. Use of Accounting Information is viewed from the Educational Aspect of Owner or Manager

No	Statement	Education Owner or Manager			
		Elementary School	Junior High School	Senior High School/Vocational high School	Diploma/Bachelor 1
1	When purchasing raw materials or merchandise, I always view the stock statements	70%	66,67%	68,18%	60,00%
2	When a sale transaction occurs merchandise / service, I always record it on a note or book sales	70%	66,67%	68,18%	60,00%
3	When billing receivables, I always always record it in a receivable book and cash receipts	30%	33,33%	34,09%	40,00%
4	When paying employees, me always see notes or reports employee performance	70%	66,67%	68,18%	60,00%
5	When payment of debt, I always see the note of debt company	20%	23,33%	22,73%	20,00%
6	In determining the selling price of goods merchandise / service, I always see record of production price / purchase price goods plus profit other costs	80%	80,00%	79,54%	80,00%

Table 8 presents the use of accounting information viewed from the educational aspect of the owner or business manager. Analysis of the use of accounting information on MSMEs viewed from the aspect of education of the owner or manager are as follows:

- a. Managers or business owners with an elementary education background, the majority use accounting information contained in records or sales books, but use less information contained in the accounts payable. Owners or managers with an educational background of Elementary School are more concerned with the level of business sales than other records, because they consider that business success is seen from the level of sales, because the owner or business manager is less understood

- about the use of other accounting information. MSMEs with a majority Elementary School background also use accounting information on employee performance records for salary payments. But pay less attention to the note of debt.
- b. Managers or business owners with a background of junior high school and senior high school / vocational high school, the majority also use accounting information contained in records or sales books, but less use of information contained on the note payable. MSMEs with a secondary education background and senior high school / vocational high school majority also use accounting information on employee performance records for salary payments. And the majority also use accounting information on production price notes used for the determination of the selling price of the product.
 - c. Owners or business managers with a diploma / Bachelor 1 education background, the majority use accounting information on record books and production prices, but use less accounting information contained in the accounts payable. As with the owners or managers who have education background of elementary, junior high school and senior high school / vocational high school. Owners or business managers with a Diploma / Bachelor degree of education still consider that their business is micro, small and medium enterprises that do not require intensive accounting information system, besides owner or manager more focus on how to increase sales amount.

4. Analysis of Accounting Information Usage at UMKM seen from Aspects of Accounting Training.

Table 9. The use of Accounting information is seen from Aspects of Accounting Training

No	Statement	Accounting Training	
		Yes	No
1	When purchasing raw materials or merchandise, I always view the stock statements	67,50%	67,35%
2	When a sale transaction occurs merchandise / service, I always record it on a note or book sales	67,50%	67,35%
3	When billing receivables, I always always record it in a receivable book and cash receipts	32,15%	34,69%
4	When paying employees, mealways see notes or reports employee performance	67,50%	67,35%
5	When payment of debt, I always see the note of debt company	22,50%	22,45%
6	In determining the selling price of goods merchandise / service, I always see record of production price / purchase price goods plus profit other costs	77,50%	79,59%

Table 9 presents the use of accounting information viewed from aspects of accounting training. Analysis of the use of accounting information on MSMEs viewed from aspects of accounting training are as follows:

- a. Owners or business managers who receive majority accounting training use accounting information, especially on records or sales books and employee performance reports as a basis for salary payments, Also note on production prices as a basis for determining the selling price. But have not used the debt record intensively. Owners or managers who get accounting training may not necessarily

use accounting information intensively. The owner or business manager still considers his business to be small scale and thus requires less use of more intensive accounting information.

- b. Owners or business managers who are not receiving the majority accounting training have also used accounting information mainly on sales records or books and employee performance reports as a basis for salary payments. However, they have not used the note of debt. This is because accounting knowledge is likely not only derived from accounting training that is followed only, but can also be obtained from formal education pursued or the experience of the owner or manager in business operations.

5. CONCLUSION

A. Conclusion

Based on the results of research and discussion, it can be concluded that the majority of MSMEs in the District Bengkalis, Bengkalis use accounting information. Based on the analysis of the use of accounting information on SMEs that viewed from the aspect of business scale, business age, owner or manager education and accounting training, can be concluded as follows:

1. Small and medium enterprises majority use accounting information more intensively than micro business.
2. Enterprises over 20 years of age use more accounting information more intensively than businesses less than 20 years old.
3. Owners or business managers with a Diploma / Bachelor degree of education still consider that their business is micro, small and medium enterprises that do not require intensive accounting information system, besides owner or manager more focus on how to increase the amount of sales.
4. Owners or managers who receive accounting training may not necessarily use accounting information intensively. The owner or business manager still considers his business to be small scale and thus requires less use of more intensive accounting information.

B. Limitations of the study

The limitation of this research is high subjectivity because this research is descriptive research.

C. Suggestions

- a. Increase awareness of MSME owners or managers about the importance of accounting information in business development, which can be obtained either through training or through formal education.
- b. This study has not considered all the variables that may be an aspect in the use of accounting information systems. And expected for further research can examine other variables that may be aspects in the use of accounting information on MSMEs.

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USE OF MOTION RECORDER TOOL FOR IMPROVED FOREHAND LEARNING COURSE OF STUDENT TENNIS COURT CLASS III.C FACULTY OF TEACHER TRAINING AND EDUCATION ISLAMIC UNIVERSITY OF RIAU PEKANBARU

Zulraffi¹, Turimin²

^{1,2} Faculty of Education, Universitas Islam Riau

Email :

Abstract

This research is a classroom action research conducted in two cycles. Each cycle has 4 steps: Planning, Implementation, Observation, and Reflection. The data source of this research is Student Pengas Kelas III.C FKIP UIR with 38 people. Data collection techniques with observation, performance tests, and quality of forehand movement. Data analysis technique used in this research is descriptive qualitative statistic.

Based on the results of this study it can be concluded that there is an increase of learning process forehand Field Tennis Course by using the instrument recorder. And can improve the quality of student movement in the practice of learning Tennis Field. Learning outcomes in cycle I in the category of completion is 23.68% and on the second cycle there is an increase in student learning outcomes in the category of thoroughness of 94.74%.

Keywords : *Motion recorder, Learning Results forehand Outdoor tennis*

1. INTRODUCTION

Background

Learning as a process of competence development is realized through various learning models using learning approaches that educate and provide space for learners to develop their potential and creativity. One of the lessons given to the FKIP Penjaskes students of the Islamic University of Riau is the subject of the Field Course Tennis Court PORN 23122, with the load of SKS 2 given for a one-time face-to-face 2 hours / week, given in odd semesters in the form of field practice. This course provides learning about basic techniques in the game and is a provision for students Penjaskes to be able to play well and later can apply learning in school.

In the learning process that occurs in this course most of the students can not know the mistakes of the movements made, in addition the students have not been able to analyze the mistakes that have been done. So the results obtained after the learning process is marked by the low learning outcomes of tennis field.

Problems that occur in the field of tennis course one of them is caused by the absence of movement model can be seen by the student directly, so that the mistakes of movement can not be directly known, because the student can not directly correct his mistake or his weakness due to what is done in practice has not looked fault.

To improve the situation and condition of learning problematic. One way to cope with this problem is to use a motion recording device used to record the movements of less skilled students in the form of certain movements or phases of motion errors in tennis

practice lessons. One of the best tools to record student movement in the field tennis course is the motion recorder (handy camp). The use of learning aids is one of the learning process evaluation tools and learning outcomes, especially in analyzing the techniques and movements done by the students, every phase of the movement done in the field tennis lesson recorded and the results of this movement function to know the weaknesses of students in field tennis lessons. The method of analyzing the ability of appearance with the motion recorder can provide more accurate information in the learning process and can improve the quality of student learning.

Problem Statement

Based on the background that has been stated earlier, the problem chosen in this research is formulated as follows:

1. How to improve the learning process of Tennis Lapangan Student Penjas by using the motion recorder?
2. How to Improve the Quality of the Student Movement in Field Practice?

Research Purpose

The purpose of this research are:

1. To improve the learning process of the participants of the participants of the Field Tennis Course by using the motion recorder.
2. To improve the quality of student movement in Tennis Field practice

2. LITERATURE REVIEW

Learning outcomes are the behavioral changes that learners gain after learning activities (Anni, 2006: 5). Student learning outcomes are essentially changes that cover the areas of cognitive, affective and psychomotor (Munadi, 2010: 2). Changes as a result of the learning process can be shown in various forms, namely changes in knowledge, skills, and skills of the learning individual.

Learning outcomes in this study are changes that include aspects of cognitive, affective and psychomotor that can be seen from the students' ability in doing game tennis field fiber student behavior during the learning process. One of the communications or as an intermediary used media According to Daryanto (2013: 4) media is one component of communication, namely as a messenger from communicator to communicant. While learning is the basic word of learning which means the process of increasing individual change is relatively permanent and takes place in an active interaction with the environment in understanding, skills and attitudes.

Agreed with that according to Gagne and Brigs (1992: 19) implicitly stated learning media include tools that are physically used to convey the contents of learning materials, among others: books, tape recorders, tapes, video cameras, video recorders, films, slides, photos, images, Bar charts, televisions and computers. Learning media can also be said as materials, tools / media, and methods / techniques used in teaching and learning activities with the intention that the process of interaction of educational communication between teachers and students can take place effectively and efficiently in accordance with the purpose of teaching that has been aspired.

According to Ketut Juliantara, (2009: 1) the selection of instructional media should be adjusted with the material to be taught, because the use of learning media will affect the student activities during the learning process. In this case is a process of learning field tennis, lecturers as trainers and students as athletes. Daryanto (2013: 5), in general can be said media has usability, among others:

- 1). Clarify the message so as not to be too verbalistic
- 2). Overcoming the limitations of space, time, energy, and sense power
- 3). Growing passion for learning, more direct interaction between students with learning resources
- 4). Allows children to learn independently according to their talent and visual, auditory, and kinesthetic abilities
- 5). Giving the same stimulus, likening experience and creating the same perception.
- 6). The learning process contains five communication components, teachers (communicators), learning materials, learning media, students (communicant), and learning objectives.

Classification of types of learning media according to Rudi and Cepi (2008: 13) there are several, namely: 1). Graphics media, print materials and still images 2). Silent projection media a). OHP and OHT media b). Media Opaque Projektor c). Media Slide 3) Filmstrip Media 4). Audio Media a). Media Radio b). Media Magnetic Tape Recorder Tool 5). Silent Audio Visual Media 6). Movie Media (Motion Pictures). According Bahri (2013) there are several kinds of media are: 1). Judging by its type, the media is divided into: a). Auditive media is a medium that only rely on voice capabilities, such as: radio, cassette recorder, phonograph record. b). Visual media is a media that only relies on the sense of sight. c). Audio visual media is a media that has elements of sound and image elements.

Based on the above media used in this study is the media recorder motion (Audio Visual) a kind of Handy Camp. The use of video tutorial media in learning is very useful, because with the use of media learners can provide feedback, comment and also be more memorable material presented. According to Cecep and Bambang (2011: 34), video-shaped learning media can be classified into types of Audio Visual Aids (AVA) or media that can be seen and heard. Furthermore Hujair (2010: 105) explains that audio visual media is a set of tools that can project moving and voiced images. From this media can be a recorder of movement so that visible and illustrated information, describes the process, explains complicated concepts, teaches skills and influence attitude. Tools that include audio-visual are TV, VCD, souldslide, and movies. In the development of this video-shaped media, once the video is finished, the results will be shown via Video Compact Disk (VCD).

The Nature of Forehand Tennis Court

The field tennis is one of the small balls of the sport where it is played by hitting the ball using a racket to cross the net until it reaches the opponent's playing field. According to the ITF Rules of Tennis (2015: 2) the tennis court sports a rectangular square with a length of 23.77 m, a width for a single field of 8.23 m and a double width field of 10.97 m. The field is divided into two equal parts and separated the net which is transverse in the middle with the middle height of 0.914 m and on each of the 1.07 m of the net.

To improve the learning process of field tennis Forehand, required the pattern and system of training and learning is right besides the hard work and high discipline in practicing Lardner R (2003: 5), then what is meant by the pattern of the correct training system is, athletes or students must be trained in a systematic exercise in accordance with the stages of its development. One of the stages and is the earliest stage that athletes get is basic motion. In all games, even all types of sports especially those using tools, the basic skills to play them must be known, understood and learned first Lardner R (2003: 2), the expert's opinion can be a reference for athletes ie, before studying an athlete's sport must have a basic foundation of good and correct technique.

Based on the statement can not be denied again that the basic blow technique skills is one of the foundation that is very important in order to improve performance in playing

tennis field. The basic technique is one of the important keys to an athlete's success in maximizing the sport of tennis. The basic technique must be studied, understood and known correctly so as to avoid the mistake of hitting the ball, because based on the observations of the tennis court experts, that only about 15% of the numbers obtained from the precise and accurate punch, the remaining 85% of the opponent's fault in hitting the ball (USTA, 1996: 3). Based on these statements then the mastery of basic techniques are good and true is needed by field tennis athletes, because it will improve the effectiveness and quality of athletes blow.

According to Paul R (2001: 115) in the field tennis sport known by the existence of three basic techniques are: service, groundstrokes (forehand drive and backhand drive), and hand grip position on the handgrip. In the process of learning the position of the handle is the beginning that was introduced to the students as a beginner in tennis lapangan tennis. Yudoprasetyo (1981: 13) since it was introduced to the public is known that there are three ways to hold a racket that is eastern grip, continental grip and western grip. Further mastery of basic techniques that are good and correct need to be taught to novice students in learning tennis lapangan one of them is forehand

Brown J (2001: 31) states that Groundstroke is a blow that was done on the ball after the ball was punched in the field. This blow has two types of backhand groundstroke and forehand groundstroke. This blow is the earliest taught because in tennis the game is the most widely used because 47% blow technique performed during the tennis game is groundstrokes technique (Hohm and Klavara, 1987: 19).

Groundstroke according to Brown J (2001: 31) is a ball that has bounced in the field. What is meant by forehand groundstrokes is a bouncing ball that has bounced on the field that bounces to the right of the player, while the backhand groundstroke is a bouncing ball that has bounced on the left of the player. But different case if the player is left-handed or using the left hand then the opposite forehand on the left while the backhand on the right. These two blows are taught the earliest for a beginner.

Forehand is a basic punch technique in a tennis court game. the movement of forehand groundstroke can be divided into three stages: the preparation stage, the implementation stage, and the stage during follow-up movement. In the implementation, these three stages are one unity simultaneously.

Furthermore Loman (1997) explains to master basic techniques in tennis there are three basic needs dikuasai namely;

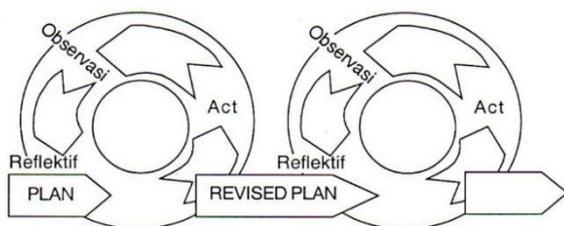
"a) Ball concentration and ball feeling or concentration on the ball and the feeling power for the ball; b) Footwork and body movement is how to set and move the legs and body, and c) Racket control, or master the racket that is adept at swinging a racket to hit the ball, in the right way, direction and speed".

Based on the above theory, for the learning process should be given steps systematically so that it can master the motion skills in tennis field. While qualitative aspek more emphasis on aspects of the process of appearance of one of the movement recorder tool that can provide aspects and phases of the process of appearance. Qualitative analysis techniques based on observations through visual aids provide an assessment of the learning process in qualitative student movement performance.

3. RESEARCH METHODOLOGY

This type of research is a classroom action research. Understanding the research of class action, In other words, PTK is the observation done by teachers in their own class through self-reflection with the aim to improve the profession as a teacher so that students' learning outcomes continue to increase, Suyadi (2012: 4).

Furthermore, Sukardi (2008: 214) explains that this study uses four components of action research (planning, action, observation and reflection). Between step one with the next step that will briefly be described as follows.



Picture 1 Classroom Action Research Cycle

(Sukardi, 2003:215)

This research was conducted in the odd semester of academic year 2016/2017, location of Classroom Action Research at Tennis Court of Faculty of Teacher Training and Education Universitas Islam Riau. The object of this study is the third semester students of IIC grade odd semester of academic year 2016/2017. With 38 students.

4. RESULTS AND DISCUSSION

The study was conducted using a motion recorder to improve the quality of learning field of field tennis students class III.C FKIP Islamic University of Riau with a total of 38 students ..

To get the data done as much as two assessment by using performance test. To find out the level of quality of student learning to the ability of forhand tennis fielda .. The results of the value obtained from the performance test in cycle I. Based on the results of the first cycle test, obtained data that is: the highest value is 70, while the lowest value is 47.

Where the value of student interval in cycle I, between 47 - 50 with the value of frequency 3 and percentage value of 7, 8%, the interval between 51-54 with the value of frequency 3 and the percentage value of 7.8%, while the interval value between 55 - 58 with frequency value 8 and percentage value 21,5%, s interval between 59 - 62 with frequency value 14 and percentage value 38,84%, while interval value between 63 - 66 with frequency value 6 and value percentage 15,79%, and interval between 67 - 70 with a frequency value of 4 and a percentage of 10.53%, for more clearly can be seen table frequency distribution of test cycle I (first) below:

Table 1: Frequency Distribution of Quality Assessment of Classroom Student Tennis Course Class III.C FKIP UIR Cycle I

No	Interval	Frequency	Percentage
1	47-50	3	7,8%
2	51-54	3	7,8%
3	55-58	8	21,5%
4	59-62	9	36,84%
5	63-66	6	15,79%
6	67-70	9	10,53%
TOTAL		38	100%

After the first (first) cycle test and there are still students who have not reached KKM, then the following step is done by studying the process of movement that has been done recordings student performance is analyzed back together mahasiswa and lecturers with the steps of development method the innovations made in these activities follow the Class Action Research (PTK) design.

The step of implementation of this research is cyclical or the recurrent phases are cycles. By having action planning after performance test in cycle I, implementation of action, observation and evaluation together students and lecturers see the errors of movement and appropriate in doing basic movements in accordance with the signs in observation and observation format conducted in the basic tennis movement skills phases. The tenure phases of the tennis court during the lesson are recording movements from the initial phase to the final phase of the movement. Mistakes and inaccuracies of movements and other things that occur in lectures are data that need to be analyzed and discussed. The result of the analysis is the evaluation of the follow-up activities of the Research Team and the students face to face, discussing the evaluation result which is also a reflection of our actions in the framework of the improvement of learning.

After conducting a series of phases in the learning discussion conducted between the lecturers pengampu and partner lecturers with students who do the lectures. From the results of discussion and observation of the movement of students from the recordings of the movement will be seen errors gerakan made, while discussing the right movement From the discussion and observation and evaluation in learning. Then proceed with the next cycle, because still the movements have not been achieved in accordance with the criteria of success in the observations made has not reached the specified success criteria. Based on the reflection made. The performance test on the second cycle of tennis forhand of Class III students. C Penjasan FKIP UIR which aims to make the value of students can reach the target KKM that has been set. Based on second cycle test results (second), the data obtained are: the highest value is 90, while the lowest value is 67.

Table 2: Frequency Distribution of Quality Assessment of Course Subjects Tennis Fields Student Field ClassIII.C FKIP UIR Cycle II

No	Interval	Frequency	Percentage
1	67-70	2	4,5%
2	71-74	10	22,72%
3	75-78	15	34,09%
4	79-82	5	11,36%
5	83-86	4	9,09%
6	87-90	2	4,55%
TOTAL		38	100%

Based on the above table, the student interval value in cycle II, between 67 - 70 with a frequency value of 2 and a percentage value of 4.5%, while the interval value between 71 to 74 with a frequency value of 10 and a value of 22.72% percentage, the value of the interval between 75 - 78 with a frequency value of 15 and a percentage of 34.09%, then an interval value between 79 - 82 with a frequency value of 5 and a percentage value of 11.36%, while the interval value between 83 - 86 with a frequency value of 4 and the percentage value 9.09%, and interval value between 87 - 90 with a frequency value of 2 and a percentage value of 4.55%.

DATA ANALYSIS AND DISCUSSION

Based on the above data descriptions can be analyzed the quality of learning forhand Tennis field student class III.C. From the results of processing data cycle I (first) done in accordance with class action research procedures consisting of planning, action, observation, reflection and evaluation. The results of the analysis showed an increase in the quality process of learning process forhand Student Field Student Game Class III.C FKIP Islamic University of Riau Cycle I (First).

Students who have achieved KKM scores are 4 students from 38 students with 10.52% percentage and 4 students have improved learning from before cycle treatment. Although there has been an increase in learning through the movement recorder by the students as much as 4 students, but still need to be done cycle II (second), in order to improve the performance of forhand performance through recorder of student movement class III.C FKIP Universitas Islam Riau.

Based on the second cycle (second), then obtained the results of learning forhand improvement has increased very significant it is seen that students who reach KKM 36 people or 94.74%. The classical learning process forhand through recorder movement has reached completeness and the next process is a maturation of skills in learning.

Based on the data analysis that has been described above, then we can conclude the discussion results that is at the time of the process before the treatment cycle, students in forhand skills are still below the standards expected. While at the first cycle (first) implemented, students who have reached KKM as many as 9 students or 23.68% of the overall sample, while students who have not reached KKM as many as 28 students or 76.32%. So it is necessary to proceed with cycle II, after the cycle process is continued and held a second performance test or cycle II. From the results of the second cycle test turns out that students who reach the KKM as much as 36 people or 94.74%, while students who do not reach KKM 2 students or 5.26%. For more details can be seen table of distribution of the frequency of graduation below:

Table 3: Student Frequency Distribution Improvement in learning process with using Student Class III.C FKIP movement recorder Islamic University of Riau

NO	INTERVAL	FREQUENCY	PERSENTAGE
1	CYCLE I	> KKM = 9 Students	23,68%
		< KKM = 29 Students	76,32%
2	CYCLE II	> KKM = 36 Students	94,74%
		< KKM = 2 Students	5,26%

Learning by using the forehand movement recorder the teaching and learning process of instruction which is aimed to overcome the student's mistake so that, in the teaching and learning situation, students always show diligence, enthusiasm, and full participation (Usman, 1995: 84). With this method the child is required to be able to perform a form of skill observed in accordance with the guidelines that have been given and mengedoman

process through video media implementation of forehand. Beside Dimiyati and Mudjiono (2013: 151) the application of process skill in learning is not an absolute thing, but it is normal and must be done by every lecturer / teacher in its learning.

This is confirmed by Pate (1984) analyzing observations with reliable tools when done with systematic systematic appeals. Furthermore, Higgins (1977) states that observation of motion skills with tools can: 1) focus on the sequence of motion, 2) direct the attention of skills aspects clearly, 3) systematize relationships between movements and outcomes, 4) recognize aspects of skill emphasis during instruction and 5) assist evaluation in a period of motion moment. The exploration using motion recorder tool is one of the evaluation tools in the learning process which is done biomechanically in the form of measurement test through the motion recorder will give the assessment of both the learning process and the evaluation of the learning result both qualitatively and quantitatively. Then Singer (1980) suggests that skills = speed x fore x form x ability to adapt. The precision of motion is necessary in determining how motion activity is performed successfully. This success is also determined by the productivity of motion performed. Motion productivity is closely related to performance consistency.

Based on the above explanation, we can conclude that with the implementation by using the motion recorder tool can improve the skills of forhand process in the field tennis field student of class III.C FKIP Islamic University

5. CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of research conducted concluded:

There is an increase in the learning process and improving the quality of Classroom Student Tennis field movement Class III.C by using the tape recorder, in cycle I there are 9 people or 23.68% to reach KKM and in Cycle II increased to 36 people or 94.74 % reaches KKM.

B. SUGGESTION

Based on the discussion of the results of research and development using the instrument recorder in the field tennis lesson, then some suggestions are proposed, among others:

1. It is important to develop learning media or exercises tailored to technological developments to be able to assist the exercise process in the field tennis sport, especially in basic motion exercises for elementary school children.
2. Lecturers, trainers and teachers are more innovative in applying methods to deliver learning materials and can use the auxiliary media of one of the movement movement instruments.

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IMPROVING QUALITY OF EDUCATION THROUGH SCHOOL MANAGEMENT

Dunia Siagian

Economic Education STKIP Tapanuli Selatan

Email: duniyasiagian2@gmail.com

Abstract:

School management can be defined as anything to do with the management of the educational process to achieve the objectives, both short-term, medium-term, and long-term goals. The purpose of this study is to know the management of schools in improving the quality of education, by covering: (1) School program planning; (2) Implementation of school programs and (3) Barriers it faces. This research uses qualitative approach with descriptive method, data collection technique is done through interview guide, observation guidance, and documentation study. Research subjects were principal, supervisor and teacher at SD Negeri Dayah Guci Kabupaten Pidie. The results of his research were found: (1) School program planning includes: teaching programs, covering: the needs of teachers for the division of teaching tasks, procurement of textbooks, learning tools and props, procurement or development of school laboratories, procurement or development of school libraries, learning result assessment system, and curricular activities; (2) The implementation of the school program is the strategy applied to achieve the improvement of education quality, including: program socialization, SWOT analysis, problem solving, quality improvement, and monitoring and evaluation of school program implementation; and (3) obstacles in school program planning, such as the lack of community participation and economic difficulties so that their support for school management is low. It is expected that supervisors can direct and supervise the principal in improving the quality of education about school program planning, implementation of the program and obstacles it faces in an effective, effective and efficient manner so that the quality of education in the school can be improved.

Keywords: *School Management and Education Quality*

1. INTRODUCTION

Education in a definition is seen as an effort to educate the life of the nation, developing a faithful and devout Indonesian man, noble character, possessing knowledge and skills. Through the process of education, people will be able to express themselves more fully. In the Law, Law Number 20 Year 2003 on National Education System, formulated the goals of national education namely "Growth the potential of learners to become human beings of faith, devoted to God Almighty, morality, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible ". In the school there are the most important and highly educational staff determine the quality of education ie teachers and principals. School effectiveness refers to the empowerment of all components of the school as an organization of learning based on their main tasks and functions in the structure of the program with the aim that students learn and achieve predetermined results, which have the competence. According to Supardi (2013: 2) "effective school is a school that has the ability to empower every important component of the school, both internally and externally, and has a management system good, transparent and accountable in order to achieve the vision-mission-goal of school effectively and efficiency ".

The principal is a functional force of teachers who are given the task to terselenggarakannya teaching and learning process or where interaction occurs between teachers who provide lessons and students who receive lessons. The success of education in schools is largely determined by the success of school principals in managing education personnel available in schools. The principal is one component of education that influences in improving teacher performance. Management comes from word to manage which means managing. Management is done to utilize the resources owned in an integrated and coordinated to achieve the goals of school / organization. Management is done by the principal with the authority as a school manager through a command or a predetermined decision by directing resources to achieve the goal. Rohiat (2010: 14) states "management is a tool to manage resources owned effectively and efficiently to achieve goals must be fully understood by the principal". The manager's football in managing resources within the school will greatly depend on the principal's own skills.

Management education is the process of management in the implementation of educational tasks by utilizing all resources efficiently to achieve the goal effectively. School management means the optimization of resources or management and control. The optimization of resources with regard to school empowerment is the most appropriate alternative to realize an independent school and has a high advantage. The initial findings of SD Negeri Dayah Guci, the school management that must be passed by a teacher, among others; planning, execution, and performance evaluation. In improving the quality of education in schools, need a quality school management system and able to do development and improvement continuously and can give satisfaction to all customers. At the planning stage, a teacher formulating a syllabus should take into account the condition of the students, especially those concerning in the cognitive, effective, psychomotor, appropriate methods for learning, as well as targets that must be completed within a certain timeframe.

Factors causing low quality of education in schools include: effectiveness, efficiency, and standardization of teaching. In addition, special problems in education are the low competence of educators and education personnel, facilities and infrastructure, teacher welfare, student achievement, educational equity opportunities, educational relevance and high education costs.

The Study Of Library

School Management Concepts

Management in the broad sense is the planning, implementation, and supervision of organizational resources to achieve the objectives effectively and efficiently. Meanwhile, management in the narrow sense is the management of schools / madrasah which includes: planning of school / madrasah program, the implementation of school / madrasah program leadership principal / madrasah, supervisor / evaluation, and school / madrasah information system. School as a formal education should be able to develop all the potential owned by pesertta students. These potentials include the cognitive, affective and psychomotor aspects.

School management is the process of managing schools through the planning, organizing, directing and supervision of schools in order to achieve predetermined educational goals. The principal as a school manager occupies a predetermined position within the school organization. One priority of the principal in the school school management is the management of learning.

School Management Functions

In general there are four management functions that are widely known to the public are the functions of planning (planning), organizing functions (organizing), control functions (controlling). For organizing function there is also staffing function (staffing). In the management process involved the main functions that are displayed by a leader, according to Yamin and Maisah (2009: 2), namely planning, organizing, leadership (leading), and controlling.

Arable Management School

Management education is part of the school management process, because it refers to the arrangement of human resources, curriculum, facilities, learning resources and funds as well as efforts to achieve the goals of the school institution dynamically management education is a system of management and structuring of educational resources such as education personnel, curriculum of funding (finance), suggestions and infrastructure of education governance and education environment Soepardi (Mulyasa, 2011: 11) revealed that "Education management field; curriculum organizations, educational media education equipment, educational personnel, humanitarian relations, and financial or financial funds".

The role of the Principal in Management

The principal is a career position he has obtained after a long time as a teacher. Someone appointed and trusted to occupy the position of principal must meet the criteria required for the position referred to Wahjosumidjo (2011: 83) explains "in a simple way the principal can be defined as a functional force of teachers who are given the additional task to lead an institution or school where organized learning process teach, or place where there is an interaction between the teacher giving the lesson and the student receiving the lesson".

Successful school principals if they understand the existence of the school as a complex and unique organization, and able to perform the role of the head as someone who is responsible for leading the school. In accordance with the characteristics of the school as an organization that is complex and unique, the role of principal should be viewed from different points of view. In general, principals have responsibilities as leaders in the field of teaching, curriculum development of student affairs and staffing personnel, public relations, school plant administration, and school equipment and organizations. The principal is obliged to create the best possible relationship with teachers, staff, and students, because the essence of leadership is discipline. There are three kinds of leadership roles seen from the authority and formal status of a leader. In performing its function, the performance of a principal is often formulated as EMASLIM, short for Educator, Manager, Administrator, Supervisor, leader, innovator and motivator.

Quality of Education

Quality is related to the good of an object, a degree or a degree. The desired quality of education does not just happen but the quality needs to be planned. Mature planning is one part in the effort to improve the quality. Depdiknas (Mulyasa, 2013: 157), In general the quality is defined as a picture and the overall characteristics of the goods or services which indicates its ability to satisfy the expected or implied needs. In the context of education, the definition of quality includes inputs, processes and outputs of education ". Input education is everything that should be available because it is needed for the process. Inputs include human resources (principals, teachers including BP teachers, employees, students) and the rest of the resources (equipment, equipment, money, materials and so on). The process of education is the transformation of something into something else. Something that affects the ongoing process is called input, while something of the result of the process is called output. Output education is a school performance. School performance is a school achievement that results from school processes / behaviors. School performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and morale.

Quality education process if all components of education are involved in the educational process itself. Kamisa (Karwati and Priansa, 2013: 15) mentions "the quality referred to in the educational perspective is the quality in the relative concept, especially related to the satisfaction of internal and external customers". Quality education when internal customers (principals, teachers and school employees) develops both physically and physically while external customers are: (1) primary external (learners), (2) external secondary (parents, government and corporate leaders) and (3) external tertiary (labor market and the wider community).

2. METHODOLOGY

The approach used is qualitative approach with descriptive method. Descriptive research, not just can describe a situation only, but it can also describe the state in the stage of development of sukmadinata (2012: 54) states "descriptive research is a research method that is intended to describe the existing phenomena that take place at this moment or when the lamps used quality methods past ". Qualitative method is used to get data that mendalan

and contain the actual meaning. In qualitative research it does not emphasize generalization, but it is more pressing on meaning.

This research has been carried out on SD Negeri Dayah Guci Pidie District, with observation and collaboration by supervisors and principals, and peers. While the research has been conducted for 3 (three) months, in April, May and June 2014. The subjects of this study are the people in the school organization, among others: principals, teachers, and other employees. The subject of this research is principal, teacher and school supervisor at SD Negeri Dayah Guci Kabupaten Pidie. In qualitative research the instrument is the researcher himself. Researchers as an instrument are also "validated" as far as qualitative researchers are ready to go into the field. The research instrument is expected to complement the data and compare with those that have been found through interview guidelines for observational guidance and documentation studies. The credibility test is performed to ensure that the data is displayed really credible and valid so no doubt the level of truth. Sugiyono (2013: 121) stated that the data credibility test or trust on qualitative research result data is done with extension of observation, improvement of perseverance in triangulation research, discussion with peers, negative case analysis, and membercheck.

Data collection can be done in various settings, various sources, and various ways. When viewed from its settings, data can be collected in natural settings (natural settings) such as laboratory with experimental method. Furthermore, when viewed in terms of ways or techniques of data collection, it can be done with interviews, observation, and documentation.

After the data collection process is done, then do the data analysis. The data and information that have been obtained will be analyzed with qualitative pattern and interpreted continuously from the beginning of the research until the end of the research. The process of analyzing carried out aims to help researchers facilitate and organize data piles.

3. RESULT AND DISCUSSION

Planning is inseparable from the elements of pelaksanaan and pengasan including monitoring assessment and reporting. Supervision in the planning can be done in a preventive and repressive. Preventive supervision is an inherent supervision with its planning while repressive control is a functional oversight of the execution of the plan, whether done as well as internally as well as externally by the assigned supervisory apparatus.

School program planning has at least two functions: planning is a systematic effort that describes the preparation of a series of organizational or institutional goals in consideration with the resources available or provided; and planning is an activity to mobilize or use limited resources efficiently and effectively to achieve the intended purpose. School management will directly affect and determine the effectiveness of the curriculum, the various learning tools, the learning time and the learning process

The last school program of equipment includes the repair or rehabilitation of the school building, the addition of a repair classroom or schoolyard, the repair or construction of a sports field fence, repair or procurement of the student bench. In the implementation of school management programs, the strategies applied for the achievement of improving the

quality of education include: program socialization, SWOT analysis, problem solving of quality improvement, and monitoring and evaluation of school program implementation.

The last stage is the evolution of school program implementation. Evaluation is an action taken to determine the success rate of programs that have been implemented. Evaluation of the implementation of the school program needs to be made a report consisting of financial reports and technical reports. The financial statements concerning the use of money and accountability, while technical reports concerning the implementation program and the results of school program implementation. The role of school principals in relation to school management is to hold books together with teacher manuals; teachers understand and describe educational goals that include general instructional, curricular, and quality objectives, and monitoring and evaluation of school program implementation. Gaffan (Sagala 2011: 137) states "strategy is a plan that contains a comprehensive and integrative way that can be used to work, struggle and do to win the competition". SWOT analysis is one of the stages in strategic management which is an environmental analysis approach. The process of assessing the strengths of weaknesses, opportunities, and constraints generally refers to the business world as a SWOT analysis.

Obstacles in school program planning, such as the lack of community participation and economic difficulties so that their support for school management is also low. In Law Number 20 Year 2003, Article 8 reads "the public is entitled to participate in the planning, implementation, monitoring and evaluation of educational programs. Furthermore, Article 9 reads" the community is obliged to provide resources support in the provision of education. This means that the community will provide Next, Article 9 reads "the community is obliged to provide support resources in the implementation of education. Headmaster constraints faced by the principal in the implementation of the school program is the relevance of education which is one of the educational problems that need adjustment and improvement of educational program materials so that flexibly move quickly in accordance with the demands of the world of work and the life guidance of society that changes constantly. One form of relevance of education is the relevance of curricula reform which is the achievement of harmony between the curriculum with the policy in the field of education.

4. CONCLUSION

School program planning has two functions, namely planning is a systematic effort that describes the preparation of a series of actions that will be done to achieve the goals of the organization or institution to consider the resources available or provided; and planning is an activity to mobilize or use limited resources efficiently and effectively to achieve the intended purpose. The school's annual plan includes: the teaching program consists of: the need for teachers to share teaching tasks, procurement of textbooks, learning aids and props, procurement or development of school laboratories, and school libraries, learning outcomes assessment systems, and curricular activities.

In implementing the strategic school management program that is applied is the achievement of the improvement of education quality, covering: program socialization, SWOT analysis, problem solving of quality improvement and monitoring and evaluation of school program implementation Evaluation is action done to know success rate of a program

that has been implemented. Evaluation of school program implementation needs to be made report consisting of financial report and technical report.

Obstacles in school program planning, namely community participation and economic difficulties so that their support for school management is low. The principal's effort is to invite parents and the community to provide non-financial support to schools, even though they are not able to contribute in contributing education funds.

Another obstacle facing the principal in the implementation of school programs is the relevance of education which is one of the educational issues that need adjustment and improvement of educational program materials. The effort taken by the school principal in overcoming the problem is to ensure education through compulsory education program 9 years of quality and more functional, both for individuals and community required the involvement of community leaders, designing the contents of the curriculum, and the type of learning.

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MEDIATION EFFECTIVENESS IN CUSTOM ADJUSTMENT IN THE COUNTRY OF PEKANBARU

S. Marbun¹, Wika Rebina²

¹²Faculty of Law, Universitas Islam Riau, Indonesia

Abstract:

The Supreme Court as the highest judicial institution has issued a regulation that specifically regulates the existence of mediation that is expected to overcome the problem of slow process of examination of civil cases in court and to minimize the accumulation of cases at the Supreme Court level. Efforts of the Supreme Court to resolve the case quickly by issuing Supreme Court Regulation No. 1 of 2008 on Mediation Procedures in the Court. The PERMA requires the judge to follow the dispute resolution procedure through mediation. The Pekanbaru District Court as one of the judicial authorities has implemented mediation in the settlement of civil disputes in accordance with PERMA No. 1 of 2008 on Mediation Procedures in the Court. Total civil disputes in the District Court Pekanbaru Year 2015 amounted to 256 cases which is a combination of general civil cases and special civil cases. Based on the above, the problem formulation is, how is the effectiveness of mediation in the settlement of civil case in Pekanbaru District Court? what are the obstacles to the application of mediation in the settlement of civil cases in the Pekanbaru District Court?

This research use observational research method by survey, that is research which is done directly to research location to get information and data related to research, data collecting tool in the form of interview. This research is descriptive that provides a description of a complete, detailed and clear facts about the Effectiveness of Mediation in Civil Settlement in Pekanbaru District Court of 2015, and deductive deduction. After doing research and describing two problems in this research, it can be concluded. First, the mediation in the settlement of civil cases in the Pekanbaru District Court was ineffective, from 256 civil cases only 4 cases were successfully mediated. Second, the obstacles of mediation application in the settlement of civil cases in the Pekanbaru District Court that is, when the mediation of the parties is often absent / complete so that the parties' wishes can not be accommodated well by the mediator. In the absence of the good faith of the parties to finish the case by way of mediation. The anger, ego and prestige of the parties in mediation lead to deadlocks. One party who does not want to succumb and insist on his will so that a win-win solution is not achieved. Object case that has been transferred to a third party and the inability of either party if the object of the case is paid or replaced with a sum of money (kusus case of PMH).

Keywords: *Improving Quality , School Management and Education Quality.*

1. INTRODUCTION

Human beings in their particular interaction of rights and duties may give rise to the right of disputes. Civil disputes can be settled either by litigation or by non-litigation. The settlement of disputes with non-litigation is due to the weaknesses in the settlement of litigation disputes such as the amount of the case costs incurred and the length of time spent solving the case, plus the absence of a win-win solution provided by the judge's decision to the parties the litigant.

Litigation is the settlement of disputes through the assistance of the judiciary. Judicial bodies in Indonesia are regulated in the 1945 Constitution of the State of the Republic of Indonesia which is mandated in Article 24 paragraph (2) and Article 18 of Law Number 48 Year 2009, affirms: judicial power is exercised by a Supreme Court and a judicial body which under it within the general judicature, Religious court environment, Military court environment, State Administrative court environment and by a Constitutional Court.

The judicial bodies authorized to resolve civil disputes are only the general judiciary, the religious judiciary and the state administrative court. The settlement of civil interests may be through court or peace. The settlement of civil disputes is further stipulated in the civil procedure law.

There are three general types of public justice, namely:

1. District Court
To examine and adjudicate civil cases and criminal cases at the first instance.
2. Court of Appeal
To examine and adjudicate civil cases and criminal cases at the second (appeal) and highest level.
3. Supreme Court
To examine and decide upon the appeal of all court decisions under it.

Settlement of disputes with non-litigation provides several options for settlement of cases, namely through negotiation, mediation, conciliation and arbitration. Mediation other than known in the settlement of disputes through non-litigation is also known in the settlement of disputes through litigation.

In a court hearing, the presiding judge is authorized to offer peace to the litigants. Peace offers can be attempted throughout the examination of the case before the judges hand over the verdict.

The role of the judge in trying to settle the matter peacefully is very important. Peace decisions have a very good meaning for society in general and especially for people seeking justice (*justitiabelen*). The dispute is complete. The settlement is quick and the cost is mild, apart from that the hostilities between the two litigants are reduced.

Circular Letter of the Supreme Court Number 3 of 1998 dated September 10, 1998, that court proceedings are broken off within 6 (six) months, while Circular Letter Number 2 Year 2014 dated March 13, 2014 declared the settlement of the case at the first level court at the latest in time of 5 (five) months. Although the Supreme Court has repeatedly issued a circular to the judge to be able to complete the civil proceedings quickly, the fact that the contents of the Supreme Court Circular has never materialized. Efforts of the Supreme Court to resolve the case quickly by issuing Supreme Court regulations such as:

1. PERMA Number 2 Year 2003 on Mediation Process in Court.
2. PERMA Number 1 Year 2008 on Mediation Process in Court.
3. PERMA Number 1 Year 2016 on Mediation Process in Court.

The PERMA still requires judges to follow dispute resolution procedures through mediation. PERMA Number 1 Year 2008 time of mediation is 40 days, and in PERMA Number 1 Year 2016 time faster mediation is 30 days. The Supreme Court philosophically

assumed that by accelerating the time of mediation it gave the litigant not too long to litigation. Law Number 30 Year 1999 determines the settlement of civil cases alternately.

The Pekanbaru District Court as one of the judicial authorities has implemented mediation in the settlement of civil disputes in accordance with PERMA No. 1 of 2008 on Mediation Procedures in the Court. Total civil disputes in the District Court Pekanbaru Year 2015 amounted to 256 cases which is a combination of general civil cases and special civil cases.

Judging from the quantity of settlement of civil cases through mediation in Pekanbaru District Court needs to be investigated, and therefore the researcher is interested in further research in a study titled: "The Effectiveness of Mediation in Civil Settlement in Pekanbaru District Court".

The study conducted in the limit on civil cases in 2015, because according to the authors of cases in 2015 has broken up at the District Court of Pekanbaru.

Theoretical Framework

Theory is defined as a system containing the prepositions that have been tested for truth. When the theory is based on a scientist will be able to explain the various kinds of social symptoms that he faced although this does not always mean there is a solution to the problems encountered.

1. Theory Effectiveness

Factors affecting general law obedience are as follows:

- a. The relevance of the rule of law in general, to the legal needs of persons subject to the rule of law in general. If such legislation is in the form of law, lawmakers are required to be able to understand the legal needs of the target of enactment of the law.
- b. The clarity of the formula of the substance of the rule of law so that it is easily understood by the target of the enactment of the rule of law, so that the substance of the rule of law must be well designed, if written rules must be written clearly and can be understood with certainty. Although it will still require interpretation from law enforcement who will apply it.
- c. Optimal socialization of the rule of law to the general public in order to be able to know and memorize the substance of the rules themselves.
- d. The rule of law in the form of Legislation then the rules are prohibited, and not necessarily, because the law that is prohibited (prohibitur) easier to implement than the law that requires (mandatur).
- e. The sanctions promulgated by law must be matched by the nature of the violated rule of law. An appropriate sanction for a particular purpose is not necessarily appropriate for another purpose.
- f. Sanctions threatened in the rule of law must be proportional and possible to be implemented.
- g. The possibility for law enforcement to proceed in the event of a violation of the rule of law is indeed possible because the actions governed and threatened by sanctions are concrete, visible, observable, and therefore permissible actions to be processed at every stage (investigation, investigation, prosecution and punishment).
- h. The rule of law that contains the moral norms of a prohibition, is relatively much more effective than the rule of law that is contrary to the moral values adopted by those who are subjected to the enactment of the rule.
- i. The effectiveness or absence of the rule of law in general, also depends on the optimal and professional whether or not law enforcement officers to enforce the rule of law.

The effectiveness of a legislation depends on several factors, among others:

- b. Knowledge of substance (content) of legislation;
- c. Ways to acquire such knowledge;
- d. Institutions related to the scope of legislation within the community;
- e. How the birth of a legislation, which should not be born in a hurry for instant (instantaneous) interests, which Gunnar Myrdall termed sweep legislation has poor quality and does not fit the needs of the community.

In general it can be concluded that many factors affecting the effectiveness of a Legislation are professional and optimal in the implementation of the roles, authorities and functions of law enforcers, both in carrying out the duties imposed on themselves and in enforcing the legislation.

The effectiveness of legislation can be reviewed from two perspectives:

- a. The organizational perspective, which sees legislation as an "institution" in terms of its characteristics.
- b. Individual perspective or obedience, which focuses more on the aspect of the individual or the person, in which his or her social life is governed by the Legislation.

2. Mediation Theory

Mediation as one of the alternative dispute resolution mechanisms out of court has long been used in a variety of business, environmental, labor, land, housing, consumer disputes and so on which embody the public demand for fast, effective and efficient dispute resolution.

Etymologically the term mediation comes from the Latin word "mediare" meaning "to be in the middle" meaning this refers to the role that the third party performs as a mediator in carrying out its task of mediating and settling disputes between the parties. "Being in the center" also means that the mediator must be in a neutral and impartial position in resolving the dispute the mediator must be able to safeguard the interests of the disputing parties fairly and equally, thereby fostering the trust of the disputing party.

In the literature a number of mediating principles are proposed. The basic principles are the philosophical foundations of the holding of mediation activities. This principle or philosophy is a framework that must be known by the mediator, so that in carrying out the mediation is not out of the direction of philosophy behind the birth of mediation institutions. The five principles of mediation are:

1. Mediation is secrecy or confidentiality. The secrecy referred to here is that everything that occurs in meetings held by mediators and parties to the dispute shall not be publicly or publicly broadcasted by either party.
2. Volunteer (voluntary). Each conflicting party comes to the mediation of their own volition and will voluntarily and there is no compulsion and pressure from other parties or outsiders.
3. Empowerment or empowerment. This principle is based on the assumption that people who want to come to mediation actually have the ability to negotiate their own problems and can reach the agreement they want. Their abilities in this respect must be recognized and respected, and therefore any solution or settlement path should not be imposed from the outside.
4. Neutrality (neutrality), in mediation, the role of a mediator only facilitates the process, and the content remains the property of the disputing parties. The mediator is only authorized to control whether or not mediation proceeds.
5. A unique solution (a unique solution). That the solution resulting from the mediation process does not have to comply with legal standards, but can result from the process of

creativity. Therefore, the results of mediation will probably follow the wishes of both parties, which is closely related to the concept of empowerment of each party.

From the description above can be understood that the mediation has characteristics that are the main characteristics that menyedakan with other dispute resolution. These characteristics can be formulated as follows:

- a. In every mediation process there is a method, in which the parties and / or their representatives, assisted by a third party as mediators, endeavor to hold discussions and negotiations for a decision that can be agreed upon by the parties.
- b. Briefly mediation can be considered as a decision-making process with the help of a particular party (facilitated decision-making or facilitated negotiation).
- c. Mediation can also be described as a system in which the mediator governs the negotiation process and the parties control the outcome, although this seems to overly simplify mediation.

To discuss this research, the authors use the effectiveness of regulation in terms of organizational aspects with institutions, referring to the judiciary in resolving civil disputes. Researchers will be more focused on the aspect of mediation in terms of the effectiveness of law and legislation that became the basis of Mediation in solving civil cases in the District Court Pekanbaru.

3. METHODOLOGY

1. Types and Nature of Research

The research that the authors do is included in the type of research observational research by way of survey, ie research conducted by the author directly to the location of research to obtain information and data related to this author's research. To obtain the data the author using data collection tool in the form of interviews.

Judging from the nature of research, this research is descriptive research that aims to describe something in a particular area and at a certain time. Usually in this research, researchers have got / have a picture in the form of initial data about the problems to be studied.

This means that the authors will provide an overview of a complete, detailed and clear facts about the Effectiveness of Mediation in the Settlement of Civil Cases in Pekanbaru District Court of 2015.

2. Research Location

In accordance with the title of this study, the authors take the location of research in the District Court Pekanbaru address at Jalan Teratai No. 85, Sukajadi Pekanbaru-Riau. The author chose the location because the Pekanbaru District Court is a Class IA Court based in the Capital of Riau Province.

3. Population and Respondents

Population and respondents in this study are as follows:

- a. Civil cases at the Pekanbaru District Court of 256 cases, which includes general civil cases and special civil cases.
- b. Judge mediator who served in the jurisdiction of the District Court Pekanbaru as many as 9 people.

4. Data and Data Source

In this research, writer use two data source that is:

- a. Primary data
Primary data is data that is directly obtained from the Registrar Young Civil to know the number of civil cases. A mediator's judge who has a mediator certificate.

b. Secondary Data

Secondary data is data obtained directly by the author to support the primary data obtained from the documents, literature, and legislation related to this research.

5. Data Collection Tool

In this study, the authors use data collection tools in the form of interviews, this is done directly to the judge mediator and other mediators. This writer do remember the relatively small number of mediators, the authors conduct research by using interviews and for all things related to the mechanism of mediation can be known thoroughly.

6. Data Analysis And Conclusion

Information collected by the authors obtained in the interview is presented in the sentence (qualitative) descriptively. After presented then the authors conducted an analysis by connecting to the theory and opinions of experts. From the discussion the authors draw the conclusions of this research deductively, the authors draw conclusions from things that are general then lead to things that are special.

4. RESULTS AND DISCUSSION

1. The effectiveness of mediation in the settlement of civil cases in the Pekanbaru District Court

In 2015 the Pekanbaru District Court received 256 civil cases comprising of 238 common civil cases and 18 special civil cases. The principal cases in court consist of:

- a. Unlawful as many as 89 cases
- b. Divorce of 85 cases
- c. Default of 53 cases
- d. BPSK case as many as 17 cases

The case in the civil law procedure as follows, the process begins with the registration of the lawsuit by the plaintiff at the District Court authorized by paying the advance of the court fee, then by the court clerk shall be given the register number of the case.

The filed suit is subsequently delegated to the Chair of the relevant District Court. The President of the District Court will appoint a panel of judges to hear the case. The appointed panel of judges shall determine the date and date of session I and order the calling of the parties in session I.

At the time of the first hearing, if the parties (the plaintiff and the defendant) are present, the panel of judges shall order the parties to the mediation process. The litigants take the mediation process by facilitated by a mediator registered in the relevant district court within a certain period of time (maximum of 40 days).

If within a period of time determined by the parties not reaching agreement in mediation, then the parties re-enter the trial and begins the jinawab answer process. Answer jinawab begins with the reading of the lawsuit by the plaintiff, then proceed with the answer of the defendant. The defendant's answer will be disputed with the reply of the plaintiff, who was later denied with a duplicate of the defendant.

The next stage is proof. At this stage the parties are given the opportunity to file their respective evidence to substantiate their arguments, both written evidence and witness statements. After no more evidence is presented and examined, the judge will close the proof process and allow the parties to draw conclusions. This conclusion is the opinion of the parties that strengthen their arguments based on the results of proof.

After the parties have reached their conclusion, the judges will decide on the verdict. If there are any parties who object to the judgment imposed by the judges, within the stipulated time period, the party may object to a legal action (appeal, cassation, review).

If the decision has a permanent legal force (inkracht van gewijsde), the party won by the decision may request the execution of the decision (execution).

In the case examination at the District Court hearing, the judge is authorized to offer peace to the litigants. The peace offer can be attempted during the hearing before the judge handed down his verdict. The peace is offered not only at the beginning of the hearing, but also at every trial. This is in accordance with the nature of civil cases that the litigation initiative came from the parties, therefore the parties also can end it through peace with the intermediate judges in the hearing. According to the provision of Article 16 paragraph (2) of Law no. 4 of 2004 on Judicial Power stated that the court did not rule out the possibility of a peaceful civil settlement. In the applicable civil procedure law, the peace effort is governed in Article 130 HIR or Article 154 RBG.

Based on the research that has been done is known that from 256 civil cases only 4 cases that succeed in mediation. The four types of cases include the category of breach of wanprestasi.

From the types of cases that become the object of civil cases such as unlawful acts, wanprestasi and divorce, it is easier to reconcile the cases of default. The case of default is easier in mediation because the object has a definite value on the nominal loss and compensation can be directly discussed to get a win-win solution.

The types of dispute submitted to the court generally are:

1. Disputes concerning unlawful acts;
2. Disputes concerning default;
3. Disputes concerning the cancellation of the agreement;
4. Divorce dispute;
5. Inheritance dispute, and so on.

Of the several types of civil disputes mentioned above. A breach of default is the easiest to be reconciled. This is in line with what was conveyed by one of the mediator judges who handled the type of wanprestasi case in the District Court of Pekanbaru namely the judge mediator Abdul Azis, SH., MH., age 43 years has been a judge since 2002 until now. the rank / group IVB, has a mediator certificate from the Supreme Court, and becomes a mediator judge in the Pekanbaru District Court based on the Decree of the District Court of Pekanbaru. Alumni from UNDIP Semarang for undergraduate education, alumni of S2 from USU Medan, and is currently continuing Doctorate in UNSYIAH Kota Banda Aceh. Started in Pekanbaru District Court since 2015 until now.

This type of breach of wanprestasi is easier in the mediation because in the case of default the mediator immediately opens the bidding room in the form of definite values based on the resume that has been given by the parties. This is because the number of achievements usually has been determined in the agreement clause.

While the most difficult mediated case is the type of divorce case, it is raised by the judge mediator Sorta Ria Neva, SH., M. Hum, age 49 years. Has been a judge since 1996 until now. rank IVC group, has a mediator certificate from the Supreme Court, and becomes a mediator judge in the Pekanbaru District Court based on the decree of the Pekanbaru District Court. Alumni from UNTAG Semarang for education S1, alumni S2 from Narotama University Surabaya. Started in Pekanbaru District Court since 2015 until now.

Divorce cases are the most difficult in mediation, because the problem is very complex. Divorce not only deals with the parties also involves the child of the marriage and the family of both parties. The buildup of problems from the beginning of marriage takes place until a decision by either party to file a lawsuit or divorce petition incites anger, resentment, disrespect, and noncommittal communication leads to misunderstanding. Factors that dominate the most domestic problems are infidelity, economic factors, no offspring and poor communication.

Judge mediator Juli Handayani SH., MH., Who handles divorce cases also has the same opinion with the judge mediator Sorta Ria Neva SH., M. Hum., Although there are

differences in the factors causing divorce to occur. According to mediator judge Juli Handayani SH., MH., The first cause of divorce is a continuous dispute that parties can not resolve, poor communication factors, economic factors, lack of religious education in the household and also the technological factors that cause too busy parties with technological sophistication and cyberspace.

The type of case against the Law may be mediated if the object of the case is controlled by one party or the right of title has not transferred to other parties outside the parties to the dispute in court. If the object of the case has switched its ownership or control, it is this that often triggers the failure of mediation in the case of the Unlawful Act.

The above explanation is outlined by the mediating judge Toni Irfan, SH., MH. The 46-year-old has been a judge since 2000 until now. the rank / group IVB, has a mediator certificate from the Supreme Court, and becomes a mediator judge in the Pekanbaru District Court based on the Decree of the District Court of Pekanbaru. Alumni from UNSYIAH Banda Aceh for undergraduate education and continuing postgraduate program at Islamic University of Riau. Started in Pekanbaru District Court since 2015 until now.

Of the 256 civil cases constituting a combination of 238 common civil cases and 18 special civil cases which are being tried by the Pekanbaru District Court in 2015, only 4 civil cases are successfully mediated. 4 successful civil cases in the mediation the whole subject matter is about default. If the comparison is compared then the ratio of success in mediating cases is 1: 64 and the percentage of success is only 1.6%.

Whether the mediation is effective or not based on the success of a mediated mediated civil case, the researcher gives an assumption of > 30% achievement, from the number of civil cases held in the Pekanbaru District Court. It is considered that mediation is effective in the settlement of civil cases and minimizes the number of cases appealing to the Court of Appeal. In fact the success of mediation in court is <30% or only 1.6%.

Given the small value of successful mediation, the researchers concluded that mediation in the settlement of civil cases in the Pekanbaru District Court in 2015 was ineffective.

Effectiveness is the achievement of objectives precisely or choosing the right goals of a series of alternatives or choice of ways and making choices from several other options.

The achievement of objectives accurately from a range of alternative alternatives that is to be reconciled with an alternative mediation in court or proceeding to the next trial proceedings in fact the parties have chosen to continue the case by seeking a judge's verdict. This resulted in the failure of one of the effective institutions the Supreme Court expects to address in the courts and strengthen and maximize the functioning of the judiciary in the settlement of disputes in addition to the adjudicating (adjudicative) court proceedings.

Judging from the effectiveness of regulation used in solving civil disputes in Pekanbaru District Court that is using PERMA no. 1 Year 2008. Can be seen from the rules in the Article-Section allows the weaknesses that result in ineffective mediation by mediator judges. Article 14 Paragraph (1) states: "The mediator is obliged to declare that the mediation has failed if either party or the parties or their lawyers have twice consecutively not attended the mediation meeting as per the agreed or twice consecutive mediation meeting meeting not attending mediation meetings for no reason after being properly summoned".

It can be seen from the sound of Article 14 Paragraph (1) PERMA No. 1 of 2008 does not require the parties to the dispute to be present directly in the mediation. The parties may be represented by their legal counsel only, and the attorney should only encourage the parties to play a direct and active role so that if the parties object to present in the mediation it does not have any effect in the matter of the matter. And if two consecutive times are not present in mediation, the mediator's judges declare the mediation has failed.

Lawyers as representatives of power that have been entrusted by the principal may be a representative in mediation but should the principals present in the mediation, because the principal is more subject matter and what is desired. It is expected that by meeting the principals and the neutral parties, the mediator judges can cool the mind so that they can find a good solution in mediation so they do not continue the next trial process.

Ineffective regulation in PERMA No. 1 Year 2008 on Mediation Procedures in the Court, has been recognized by the Supreme Court as an institution that issued PERMA No. 1 Year 2008. In the Year 2016 Supreme Court Revokes PERMA No. 1 of 2008 and replacing it with PERMA No. 1 of 2016 on Court Mediation Procedures. The second difference is PERMA, that is:

1. The time limit of the mediation is shorter than 40 days to 30 days from the commencement of the order of Mediation.
2. PERMA No. 1 Year 2008 does not require principal to attend directly but may be represented by legal counsel while PERMA NO. 1 of 2016 obliges parties to attend directly to Mediation meetings with or without legal representation, unless there are valid reasons such as health conditions that do not permit attendance at Mediation meetings based on:
 - a. medical certificate
 - b. Under capability
 - c. Have a residence, residence or overseas position
 - d. Perform state tasks, professions or jobs that can not be abandoned.
3. PERMA No. 1 of 2016 requires the existence of a Good Iktikad in the mediation process and the legal consequences of the parties that do not have good intentions in the mediation process. Either party or its Parties and / or its attorney may be declared unlawful by the Mediator in respect of:
 - a. Not present after 2 (two) consecutive summons in Mediation meetings without valid reason;
 - b. Attend the first mediation meeting, but never attend the next meeting even though it has been summoned twice consecutively for no valid reason;
 - c. Repeated absences that disrupt the Mediation meeting schedule without valid reasons;
 - d. Attending Mediation meetings, but not filing and / or not responding to the Resume of the Case of the other party; and / or
 - e. Do not sign the agreed concept of Peace Agreement without a valid reason.

If the plaintiff is declared not beriktikad either in the Mediation process as referred to in Article 7 paragraph (2) PERMA No. 1 Year 2016, then pursuant to Article 22 Paragraph (1) PERMA No. 1 Year 2016, the lawsuit is declared unacceptable by the Court Judge. This is affirmed in Article 23 of PERMA No.1 of 2016 which contains the consequences of the law of non-right parties.

Plaintiffs declared not beriktikad as intended in Article 23 paragraph (1) shall also be subject to payment of Mediation Fee. The mediator submits the report of the plaintiff in good faith to the Examining Judge of the Case accompanied by the recommendations of the Mediation Fee and the calculation of the amount in the report of non-performance or non-performance of Mediation.

Based on the report of Mediator as intended in Article 23 paragraph (3) PERMA No. 1 Year 2016, the Court's Examining Judge issues a decision constituting a final verdict stating the lawsuit is unacceptable along with the penalty of payment of Mediation Fee and the cost of the case.

Mediation costs as a penalty to the plaintiff may be taken from the down payment of a court fee or individual payment by the plaintiff and submitted to the defendant through the

Court's Court. If the Defendant declared not beriktikad as referred to in Article 7 paragraph (2), shall be obligated to pay the Mediation Fee. The mediator submits the report of the defendant's disrespect to the Examining Judge of the Case accompanied by the recommendations of the Mediation Fee and the calculation of the amount in the report of non-performance or unenforceable Mediation.

This sanction complements PERMA No. 1 Year 2016 in an effort to motivate the parties to the dispute to take an active role by having good faith to attend the mediation process with or without the power of attorney during mediation.

Basically mediation is done volunteer (volunteer) but if there is no good faith from the principal then PERMA No. 1 Year 2016 becomes a rule that forces the principal to conduct mediation directly present and actively convey the wishes to reach the settlement of dispute in the mediation stage without having to go through the next trial procedure.

PERMA NO. 1 Year 2008 is no longer valid since PERMA no. 1 of 2016 on Court Mediation Procedures. This proves that the existing deficiencies in PERMA no. 1 Year 2008 opened the gap of ineffective mediation in Pekanbaru District Court in the Year 2015 which from 256 civil cases that can be edited only 4 cases only with a success percentage of 1.6%.

2. Constraints to mediation in the settlement of civil cases in the Pekanbaru District Court

Mediation is an alternative form of dispute resolution whereby there is a third party whose position is neutral and impartial to one party, entering and involving themselves in an ongoing dispute to assist and facilitate the parties in resolving the dispute amicably, such third party is called with the term mediator.

PERMA mediation provides that the mediator who performs the mediation function in principle must have a mediator certificate obtained after attending training held by an accredited institution from the Supreme Court of the Republic of Indonesia (ex: Article 5 Paragraph 1 PERMA mediasi). Excluded from the above provisions, if within the jurisdiction of the court concerned there are no judges, advocates, legal academics or other non-legal professors who have mediator certificates, then the judges within the Court concerned shall exercise the function of the mediator (ex: Article 5 Paragraph 2 PERMA Mediation).

It is mentioned in the next paragraph that an institution that can provide mediator training is an institution or body that has accreditation from the Supreme Court and to be able to obtain the Accreditation, an agency or entity shall meet the following conditions:

- a. Apply to the Chief Justice of the Supreme Court of the Republic of Indonesia;
- b. Have a certified instructor or trainer attending mediation and education or training or training as an instructor for education or mediation training;
- c. At least two mediation trainings have not been conducted for a certified mediator in court;
- d. Have an educational curriculum or mediation training in a court ratified by the Supreme Court of the Republic of Indonesia.

The mediator must position itself as a booster of spirit, controlling circumstances and tactics to lead the spirit of the parties toward the process of mutual interaction in building an agreement. When the parties have found the formation in accordance with their will, then the mediator must release his control and provide a wider roar for the parties to exploit their own interests. In the process of bargaining and conceptualizing each other, the mediator can act as a rule of the game as a referee in a match.

The pre-mediation stage begins with sufficient explanations from the panel of judges examining the case, this is an embodiment of the will of the law as outlined in Article 130 HIR / 154 RBg which is then translated more explicitly in the provisions of PERMA mediation, in the next stage the panel of judges will provide an opportunity for the parties to

choose a mediator from the list posted in the courtroom's lobby space. Mediators to be elected by the parties include:

- a. Judge is not a court examiner of the court in question;
- b. Advocate or legal academics;
- c. Non-legal professions deemed to be parties to master or experience in the subject matter of the dispute;
- d. Judge of the examiner of the case;
- e. The combination of mediators referred to in items a and d, or combination of items b and d, or combination of items c and d (ex: Article 8 Paragraph 1).

In principle, the list of mediators displayed in the courtroom's courtroom will contain several mediator names that can be broadly grouped into two groups:

1. Mediators who come from within the court of the judge, not the case examiner or the judge of the case investigator;
2. Mediators who come from outside the court either from advocates, academics or other professionals who have been certified mediators.

The provision of Article 5 Paragraph (1) PERMA No. 1 Article 2008 Paragraph (3) and Article 11 Paragraph (6), every person performing the function of mediator on principle shall have a mediator certificate obtained after attending training held by an accredited institution of the Supreme Court of the Republic of Indonesia ".

A mediator must have special qualifications in the field of dispute resolution as evidenced by a mediator certificate. It is intended that the person who becomes mediator is a person who really has the communication skills and techniques of adequate negotiation, in addition a mediator must also be equipped with good communication skills and mamu motivate others who are in dispute. The mediator certification is conducted by the Supreme Court or a professional institution that has been accredited by the Supreme Court.

The provision of Article 5 Paragraph (2) PERMA Mediation shall be an exclusionary rule from the provision of Article 5 Paragraph (1) in the case of certain circumstances as provided for in Article 9 Paragraph (3) PERMA Mediasi that if there is no judge, advocate, and the legal profession has a mediation certificate, then all judges in question in the respective court can perform the mediator function. Whereas Article 11 Paragraph (6) PERMA Mediation states that if outside the case examiner there is no judge who has a certificate, then the case investigating judge may act as a mediator.

Mediators who come from non-judges must have certificates from institutions that have been accredited by the Supreme Court of the Republic of Indonesia, there are three classes mentioned in PERMA no. 1 Year 2008, among others:

1. Advocate;
2. Law academician;
3. Non-legal professions deemed to dominate the subject of the dispute.

The main principle that must be held by a mediator is "neutrality" so that if the mediator comes from advocates, then it should be an advocate outside the legal counsel of the parties or not in one associate / partner with one of the legal advisors of either party. It is intended to maintain the neutrality of a mediator while facilitating the parties in the negotiations. As for mediators who come from the academic circles of law and the profession of non-law, in addition must also have independence with the dispute of the parties, also at least have to understand about legal issues, mediator may come from the class of non-legal profession understand about the material disputed by the parties, but if they have no knowledge of the law, are doomed to have difficulties in formulating the points of the peace agreement into a treaty. This will relate to techniques in the preparation of agreement documents under applicable law.

The Court will provide a mediator list of at least 5 (five) names of the following mediators with educational background and experience. The names of the mediators will be displayed in the courtroom's lobby, so that everyone can see them. The mediators listed on the list are those who have good mediator certificates from judges, advisers, legal academics as well as from other non-legal professions. However, if in a court of law there is not one mediator who has a mediator certificate, then all judges in the court may be placed on the mediator's judges list.

In principle, the parties remain free to choose a mediator. This means that the parties are not required to choose the mediator on the mediator list at the court office. If the parties have their own mediators outside of the list of names listed on the mediator list, as long as the mediator has a certificate, then he or she is eligible to be elected by the litigants. List of mediators is made just to facilitate the litigants in choosing a mediator.

Government Regulation No. 54/2000 on the Service Providers of Environmental Dispute Settlement Services Outside the Court provides criteria for being a moderator of environmental disputes such as:

1. Proficient in taking legal action;
2. Minimum age of 30 (thirty) years;
3. Have experience and actively control the environmental field for at least 5 (five) years;
4. There is no objection from the public after it is announced within one month; and
5. Have the skills to negotiate or mediate.

In addition to the above criteria, the mediator must also meet the following requirements:

1. Approved by the parties to the dispute;
2. Not having a family relationship of blood or felism up to the second degree with one of the parties to the dispute;
3. Not having a working relationship with one of the parties to the dispute;
4. Not having any financial or other importance to the agreement of the parties; and
5. Has no interest in the negotiation process or the outcome.

PERMA Mediation does not set the terms and criteria personally to be a mediator, but with the terms according to PERMA Mediation that people who act as a mediaior in the process of beperkara in court are those who already have a certificate of mediator, then by itself the terms and criteria of the personality will be fulfilled on its own because someone can get a mediator certificate because it has fulfilled certain requirements including among the criteria as mentioned in Government Regulation No. 54 of 2000 above.

The obstacles to the application of mediation in the settlement of civil cases in the Pekanbaru District Court are the lack of awareness of the parties to attend mediation due to irritation and anger that resulted in no longer wanting to negotiate with the opposing party. This is said by the judge mediator Sulhanuddin, SH., MH., Age 50 years has been a judge since 2001 until now. the rank / group IVB, does not have a mediator certificate from the Supreme Court, but becomes a mediator judge in the Pekanbaru District Court based on the Decree of the District Court of Pekanbaru. Alumni from UISU field for S1 and S2 alumni from UNAND Padang. Started in Pekanbaru District Court since 2015 until now. Constraints on the application of mediation in the settlement of civil cases in the District Court of Pekanbaru according to.

From the interviews that have been done with the mediator's judges, it is known that there are obstacles to the application of mediation in the settlement of civil cases in the Pekanbaru District Court. The most common constraint faced by mediator judges is when the mediation of the parties is often absent / complete so that the parties' wishes can not be accommodated well by the mediator. The absence of either party impedes the mediator's work in providing an understanding of the objectives and mediation mechanisms, the parties often argue that they do not have the time to attend the mediation process due to busy work

or domicile away from the District Court, so the principal tends entrusting the whole mediation mechanism to the power of attorney.

The lack of good will of the parties to settle the matter by way of mediation caused by anger, ego and prestige from the parties in mediation resulted in deadlock. One party who does not want to succumb and insist with his will so that win-win solution is not achieved.

Another obstacle that affects the success of mediation is the object of the case which has been transferred to a third party and the inability of either party if the object of the case is paid or replaced with a sum of money (specially the case of the PMH).

Mediation can succeed if the parties are well-intentioned and willing to dampen their respective ego and the role of lawyers who encourage the parties to settle their case in the mediation process. The mediating judge must also play an active role in explaining the procedure to be taken if the mediation fails so that the parties have a future picture of the case.

In addition to the active role of the parties and the power of attorney, the mediator's judges also have a very important role to provide legal counseling on the importance of peaceful dispute resolution that can shorten the time of the case resulting in the costs to be spent by the parties to attend the creation of a simple justice.

In line with the opinion of Rahadi Wasi Bintoro in his journal which states legal counseling is needed to remind the community of the importance of peaceful dispute resolution and open insight into the advantages and disadvantages of dispute resolution in the Court. It is expected to restore the culture of society which incidentally is the wisdom of Indonesian society in general.

5. Conclusion and Suggestion

As the end of this study, the author can draw some conclusions as follows:

1. Of the 256 civil cases constituting a combination of 238 general civil cases and 18 special civil cases being tried by the Pekanbaru District Court in 2015, only 4 civil cases are successfully mediated. 4 successful civil cases in the mediation the whole subject matter is about default. If the comparison is compared then the ratio of success in mediating the case is 1: 64 and the percentage of success is only 1.6%. Given the small value of successful mediation, the researchers concluded that mediation in the settlement of civil cases in the Pekanbaru District Court in 2015 was ineffective. Judging from the effectiveness of regulation used in solving civil disputes in Pekanbaru District Court that is using PERMA no. 1 Year 2008. It can be seen from the rules in Article 14 Paragraph (1) that the weaknesses of the parties may be represented by their legal counsel only, and the legal counsel is only obliged to encourage the parties to play directly and actively so that if the parties object to present in the mediation does not have any impact in the principal case. And if two consecutive times are not present in mediation, the mediator's judges declare the mediation has failed. Lawyers as representatives of power that have been entrusted by the principal may be a representative in mediation but should the principals present in the mediation, because the principal is more subject matter and what is desired. It is expected that by meeting the principals and the neutral parties, the mediator judges can cool the mind so that they can find a good solution in the mediation so they do not continue the next trial process. PERMA NO. 1 Year 2008 is no longer valid since PERMA no. 1 of 2016 on Court Mediation Procedures. This proves that the existing deficiencies in PERMA no. 1 Year 2008 opened the gap of ineffective mediation in Pekanbaru District Court in the Year 2015 which from 256 civil cases that can be edited only 4 cases only with a success percentage of 1.6%.

2. From interviews that have been conducted with the judges of the researcher mediator can conclude that the obstacles of mediation application in the settlement of civil case in Pekanbaru District Court are:
 - a. When mediation parties are often absent / complete so the parties' wishes can not be accommodated well by the mediator.
 - b. The lack of good faith of the parties to solve the case by way of mediation.
 - c. The anger, ego and prestige of the parties in mediation lead to deadlocks.
 - d. One party who does not want to succumb and insist with his will so that win-win solution is not achieved.
 - e. The object of the case has been transferred to a third party and the inability of either party if the object of the case is paid or replaced with a sum of money (specially a case of a PMH).

Starting from the analysis and conclusions that have been described previously, the authors provide suggestions with hope useful for all parties:

1. In the drafting of the rules of the Supreme Court, it should pay attention to all aspects that may occur in the application of the rules so as to provide effective and applicable rules in practice.
2. The parties to the dispute must have goodwill in the mediation process of not prioritizing each other's will but actually seeking a win-win solution. Lawyers who understand the proceedings should also provide good encouragement and understanding of the length and complexity of litigation if mediation is unsuccessful. Mediators who handle mediation are also required to always maintain the neutrality and professionalism as mediator judges so that cases can be solved in the mediation process alone so that the accumulation of cases can be minimized.

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PREPARATION of PALM OIL FARMERS IN ISPO APPLICATION IN REGENCY INDRAGIRI HILIR-RIAU

Asrol^{1,2}, Heriyanto², Detri Karya³

¹. Faculty of Business and Accountancy, University of Selangor, Selangor, Malaysia

². Agribusiness Department, Faculty of Agriculture, Universitas Islam Riau

³. Management Department, Faculty of Economic, Universitas Islam Riau

Email: asrol@agr.uir.ac.id; heriyanto@agr.uir.ac.id and detri.k@eco.uir.ac.id

Abstract:

This study aims to identify and analyze the readiness of Inhil district self-help farmers in the implementation of ISPO. Data analysis is conducted by quantitative descriptive analysis by comparing the implementation of legality, organization and management, management and monitoring of environment applied by self-help farmers, whether it is in accordance with the principles, criteria and indikator ISPO. Readiness of ISPO implementation on peasant farmers by assessing four principles, 20 criteria and 47 indicators. Of the 47 indicators set on the ISPO self-help pattern, as many as 48.94% indicator ISPO has never run self-help farmers and 51.06% indicator ISPO existing farmers who run it. From the ISPO indicator that has been run by self-help farmers, it is run by only a small number of self-help farmers, of which all indicators are run only by 10% to 19.15%.

Keywords: *ISPO, Palm Oil, People.*

1. INTRODUCTION

Palm oil is one of the leading commodities in Indonesia, where oil palm has a dual function, in addition to having a relatively high economic function, is also able to improve social and ecological functions. The double function of oil palm, which makes Indonesia dominate the world palm oil market, less accompanied by good management of oil palm plantation management or management of Indonesian palm oil plantation has not been ideal, resulting in many allegations, especially foreign institutions to the Indonesian oil palm plantation sector. This accusation can be said or back grounded, because Indonesia is currently the main country producing palm oil commodity, the success of Indonesia became the main producer of palm oil, a natural thing if faced with challenges, where various negative issues raised non- , to Indonesian palm oil (Sucipto, 2011).

The Government of Indonesia through the Ministry of Agriculture, mitigating these negative allegations by granting certificates of Indonesia Sustainable Palm Oil (ISPO) to the palm oil business / actors in Indonesia, ISPO is expected to avoid and reduce the impact of environmental destruction, greenhouse gas emissions, to drivers of deforestation convey foreign institutions). Although internationally renewed, there are already Roundtable Sustainable Palm Oil (RSPO), but Indonesia establishes ISPO, because RSPO international certification is voluntary, to meet market demand. ISPO is mandatory or mandatory and there will be sanctions for companies that do not / have ISPO certification.

In Indonesia there are three patterns of oil palm plantation management namely companies, plasma and self-help. People is a pattern of oil palm plantation development conducted by farmers themselves, ranging from land clearing, planting, maintenance, harvest marketing results without going through a business partnership. The self-management scheme is the most extensive land area of the three existing oil palm plantations in Indonesia, and the self-help garden is experiencing continuous improvement. Increased land area of self-supporting pattern is not balanced with productivity improvement, where productivity of self-help pattern is lower than big company, productivity of self-supporting pattern is only about 2.5 to 3 tons per hectare, while private plantation is about 3.5 to 4 tons per hectare (Komisi ISPO, 2014).

Indragiri Hilir Regency is similar to the conditions in Indonesia generally, where there are also three patterns of palm oil plantation management. The width of the land management pattern of the people, is also the widest of the two other patterns. Indragiri Hilir downstream geographical condition consisting of regions with mainland typology, tidal and coastal areas, where large areas of land are bertipologi swamp (tides) and coastal areas. This Inhil area typology condition leads to low productivity, low fruit quality, the location of scattered gardens with damaged road facilities and high transport costs and long marketing chains make the selling price of FFB received by smallholders is much lower than that of PIR farmers. The results of Hadi's study, ddk (2008 and 2010) found that the average gross income of smallholder farmers was only Rp 550,000 / ha, much lower than that of plasma farmers of Rp 1,265,000 / hectare.

On the other hand, international pressure continues to hit palm oil exports that are always linked to land fires, deforestation and global warming as a result of peatland clearance. Production of palm oil in accordance with the RSPO and ISPO is getting stronger. Therefore, before the issue of oil palm plantation development, people's pattern continues to grow, it is necessary to analyze the readiness of smallholders in the implementation of ISPO. Based on the description above research aims to identify and analyze the application of ISPO at the level of smallholder farmers in Indragiri Hilir.

Theoretical Framework

The implementation of ISPO is an implementation of Regulation of the Minister of Agriculture (Permentan) Number 19 / Permentan / OT.140 / 3/2011, on Indonesia Sustainable Palm Oil (ISPO). The implementation of ISPO is at the same time an effort to increase CPO bargaining position (crude palm oil / crude palm) Indonesia in the international market. The application of ISPO to the plantation business is one of the prerequisites for realizing sustainable plantations that synergize the economic, socio-cultural and ecological aspects. The successful implementation of ISPO requires the support of all components and stakeholders (stakeholders), related to the development of oil palm plantations.

ISPO certification can not be separated from the valuation of plantation business conducted by the government (In accordance with Permentan No. 07 / Permentan / OT.140 / 2/2009 on the guidelines of the assessment of plantation business). Where the results of the assessment are: Class I (very good), Class II (good), Class III (enough), Class IV (less) and Class V (less once). Only Class I, II and III can apply for ISPO certificates. The implementation of ISPO aims to (1) improve the compliance of plantation business actors in implementing applicable legislation, (2) protect and promote Indonesia's sustainable palm oil to be acceptable to the market international, (3) support Indonesia's commitment to conservation of natural resources and environmental functions.

According to Rosediana (2013), the Secretariat of the Commission on Sustainable Palm Oil in Indonesia during a presentation in the National Journalists Workshop "Building Sustainable Palm Oil Industry 2013" held by GAPKI. There are at least three main objectives of ISPO, (1), raising awareness of Indonesian palm oil businessmen / actors to improve the environment. (2), increasing the competitiveness of Indonesian palm oil abroad. (3), supports greenhouse gas reduction programs and is a key requirement of buyer countries for biodiesel palm oil.

Oil palm plantation regulations in Indonesia have basically applied the principles of sustainable plantation development based on three aspects: environment, economy and social or also known as 3P (People, Planet and Profit). Meeting the demands of sustainable development and responding to global market demands, the Indonesian government prepares the Indonesian Sustainable Palm Oil (ISPO) Guidelines. ISPO is a reference for the development of sustainable palm oil Indonesia, which is a summary of all legislation related to oil palm prevailing in Indonesia, so the provisions of ISPO is a requirement that must be obeyed by the plantation business in Indonesia. The implementation of ISPO is also evidence of compliance of plantation business actors, in complying with the prevailing laws and regulations in Indonesia and applying the principles of sustainable palm oil plantation management.

2. METHODOLOGY

This research uses survey method, whereas analysis unit in this research is peasant palm farmers. Sample of people's palm oil is taken proportionally based on the development of oil palm area by category (high, medium, low). Subdistricts with high category of development are Keritang, Kemuning and Kempas covering 74,172 hectares or 69.08% of the total palm oil plantations in Indragiri Hilir with 206,032 farmers or 69.08%. Subdistricts with medium category are Gaung, Reteh and Tempuling with a total area of 14,979 hectares or 13.95% of the total area of palm oil plantation in Indragiri Hilir with a total of 86.306 farmers or 28.94%. Subdistricts with low-growth areas represented by Pelangiran, Batang Tuaka and Concong of 18,222 hectares or 16.97% of the total palm oil plantations in Indragiri Hilir with 5,919 farmers or 1.98% of total farmers. Number of Farmers in Primary Area (Subdistrict) as much as 79,290 households. The number of samples that counted population from 3 categories in 9 sub-district primary areas, as many as 100 farmers, using Slovin formula (Prasetyo and Jannah, 2011) as follows:

$$n = \frac{N}{1 + N e^2}$$

Where:

n = Sample size

N = Population Size

E = error tolerance (0.1)

The analysis of data to answer the objective of identifying the readiness of ISPO implementation at farmer level in Indragiri Hilir is done by quantitative descriptive analysis, by comparing the implementation of legality, organization and management, and management of environment applied by smallholder farmers, whether it is in accordance with principle, criterion and indicator of ISPO . Readiness of ISPO implementation on peasant farmers by assessing four principles, 20 criteria and 47 indicators.

3. RESULTS AND DISCUSSION

To see the readiness of farmers in the pattern of the people face the implementation of ISPO, by analyzing the condition of farmers pattern of the people based on principles, criteria and indicators that have been established nationally.

4.1. Principle of Legality of Smallholder Farm

The principle of legality of smallholders' garden consists of (a) the criteria of the legality of the garden, (b) the criteria of the location of the smallholder farm. Criteria for legality of the garden consists of four indicators and the criteria for the location of the garden are two indicators. For more details the value of each indicator on the principle of garden legality can be seen in the following figure.

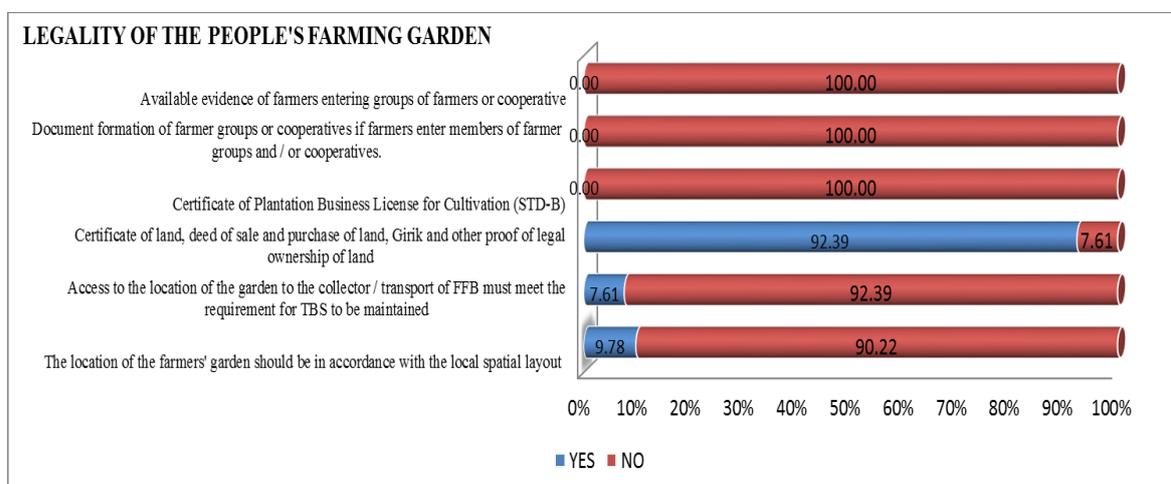


Figure 1. The Farmers Farmers Legality Principles

In the picture above can be seen that, of all the indicators that are in the group of legality principle of smallholder farmers, only indicator of legal letter of land owned sebahagian (92.39%) farmers, while the indicator of access to the location of the garden where the collector / transport TBS must meet the requirements for TBS to be maintained in quality and the location of the farmer's garden location in accordance with the local spatial planning is only owned by a small number of farmers or less than 10%. Other indicators on this principle are not owned or no peasant farmers apply them. This means that of all indicators on the principle of legality of people's patani, only one (16.67%) indicator applied by 92.39% and two (33.33%) indicator is applied a small (less than 10%) sample, while three (50%) indicator no smallholder farmers apply it.

4.2. Principles of Farmers 'Organizations and Farmers' Farm Management

Principles of farmers' organization and management of the garden consist of criteria: (a) the people, (b) application of technical guidance of cultivation and palm oil, which of these two criteria consists of 36 indicators. The criteria of the people consist of four sub criteria and ten indicators, sub criterion of institutional organization of smallholder farmer's garden, all indicators in this sub-criteria are only 2.17% of the peasants who have document of formation and composition of cooperative management, while for other indicators all farmers pattern of people does not have it, meaning that cooperatives and administrators

formed by approximately 2.17% of smallholders just forming a board and no activities and work plans. Three other criteria / sub criteria on this principle are only 1.09% of the farmers available for dispute resolution status records and location maps are available to dispute, while for criteria / sub and other indicators on this principle, all sample farmers do not have. This means that the farmer does not have documents on (a) land overlap with other activities (b) land and compensation, (c) giving information to stakeholders and other related institutions. More detail the application of indicators of sustainable palm oil farmers on the criteria of the people's principles of farmers' organization and management of the garden can be seen in the following figure.

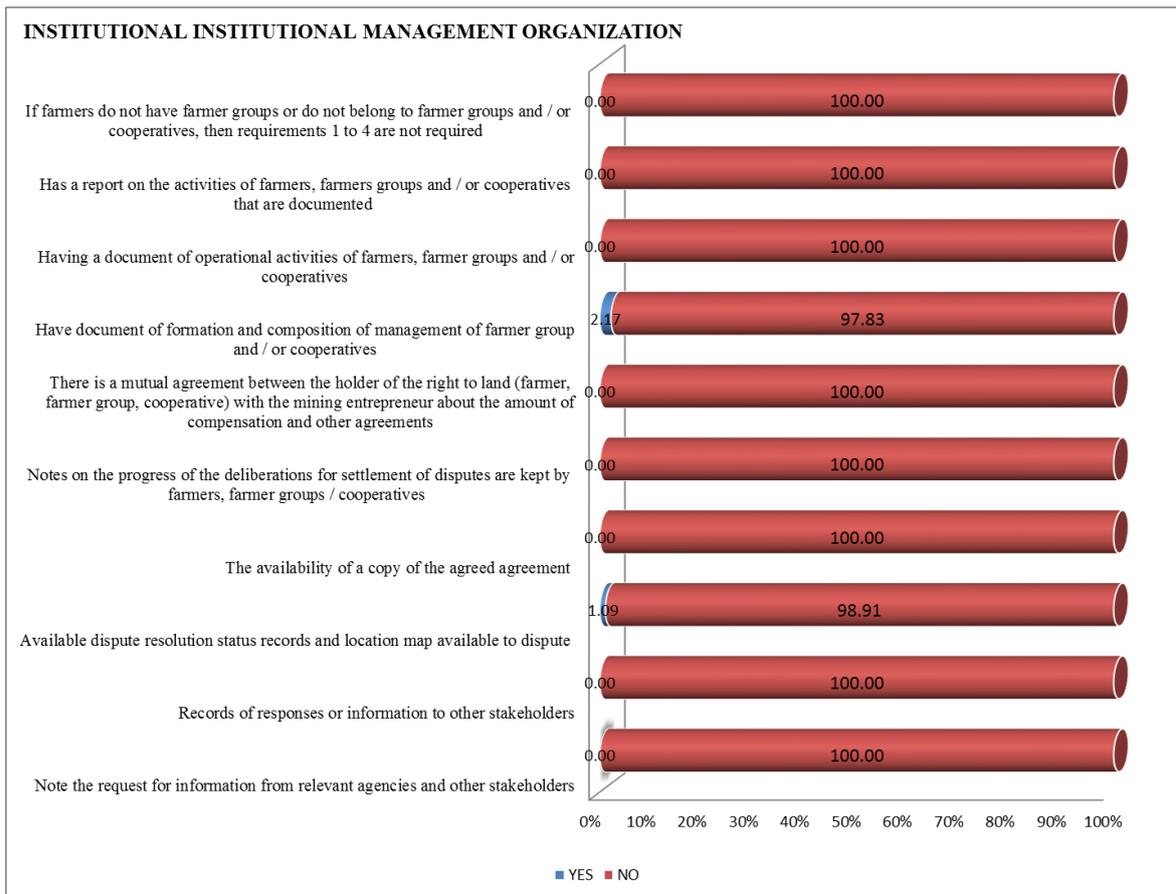


Figure 2. Farmers Organization Principles and Farmers' Farm Management

Criteria for application of technical guidance on oil palm cultivation and transport, which is also a group on the principle of farmer organization and farmers' garden management, consist of ten sub criteria and 25 indicators. For more details the number or percentage of sample farmers who are appropriate and that are not in accordance with the indicators in each criterion can be seen in the picture below.

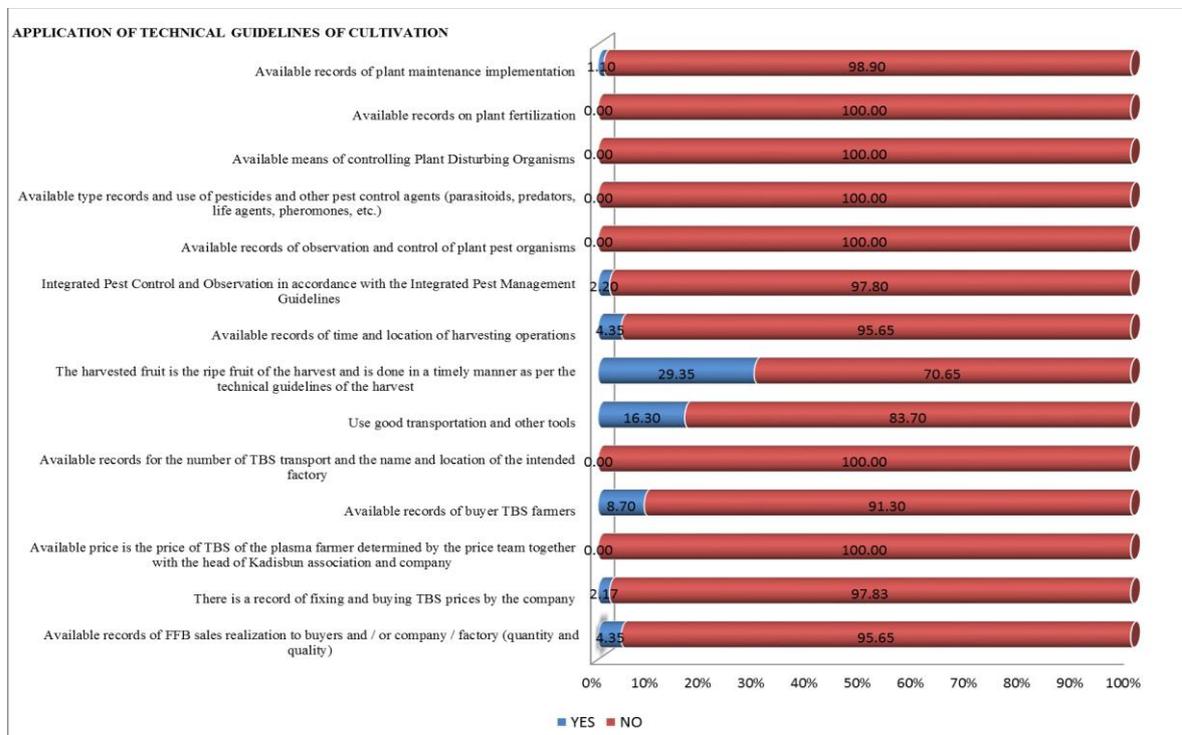
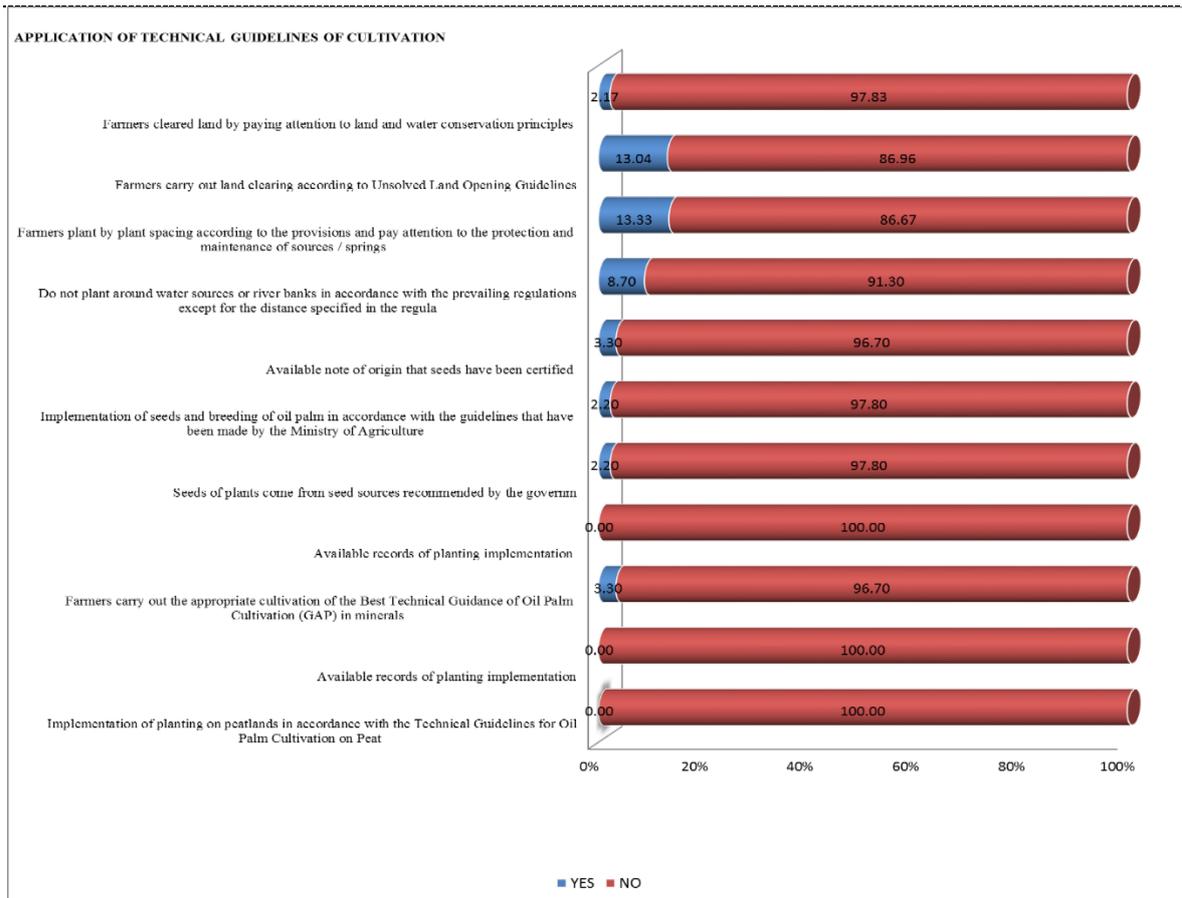


Figure 3. Application of Cultivation Technical Guidelines

The Figure 3. above shows that from 25 indicators on the criteria of technical application of cultivation and transport of oil palm, the best indicator of the farmers is the

indicator of harvested fruit is ripe fruit harvest and done at the right time and way, where only 29.35% of farmers do . Three indicators are farmers clearing land according to land clearing guidelines, farmers planting with the appropriate distance according to the stipulation and using good means of transportation in the pengangkutannya, only done by 13% to 16.30% of the sample. Eleven indicators only run or owned by 2.17% to 8.7% of smallholder farmers, while the other eight indicators have no farmers running / owning them. This condition indicates that from all indicators on the criteria of application of technical guidelines for the cultivation and transport of oil palm, if averaged very few farmers who already do or have it, this shows very limited knowledge and ability of smallholders in Inhil district as well as facilities and infrastructure in implementing oil palm plantations, in accordance with the required provisions or sustainable palm oil plantations. This condition indicates that the peasants are not ready for the implementation of ISPO, if not quickly responded, the farmers will experience disappointment because they receive smaller income than expected, meaning that the farmer's dream does not become reality and the coconut land has been turned into palm plantation, condition like this if the future of all existing PKS in Indragiri downstream already apply ISPO no adalagi PKS who want to buy TBS farmers.

4.3. Principles of Environmental Management and Monitoring

The environmental management and monitoring principles have three criteria: (a) environmental obligations, (b) fire prevention and prevention, (c) biodeversity preservation and 5 indicators. All indicators of these three criteria are only indicators of fire prevention and combating together with nearby villagers and village offices according to guidelines only 11.96% of the people are involved. Indicators know the existence of flora and fauna in the area of the garden and around the garden, before and after the start of the business, which is known by 27.17% of farmers. Farmers who carry out fire prevention and combating together with nearby villagers and village offices according to the guidelines, where in this village on community initiative and togetherness, they are aware of fire hazards and they support government programs on forest fire police and cooperate with officers . A total of 27.17% who know the flora of fauna in the garden and surrounding areas had not opened the gardens and now, the farmers only know and there is no rescue effort, where the flora and fauna there are dead and some are moving to another location, this happens to farmers which opened new land, but not so for farmers who only transfer land from other plants to oil palm. The other three indicators all farmers do not own, make and record about environmental management in palm oil plantations.

4.4. Principles of continuous improvement of busi

The principle of continuous improvement of business, consisting of one sustainable business criterion, which means sustainable enterprises are farmers, farmer groups, cooperatives with the guidance of other related institutions continuously improving social, economic and environmental performance by developing and implementing action plans that support the improvement sustainable palm oil production. One indicator of this criterion, namely the availability of records of the application of corrective action and improvement of quality, of all sample farmers no one to do the recording. For more details the percentage of smallholder farmers who do, know and record the indicators on the principles of management, environmental monitoring and sustainable business improvement principles can be seen in the following figure.

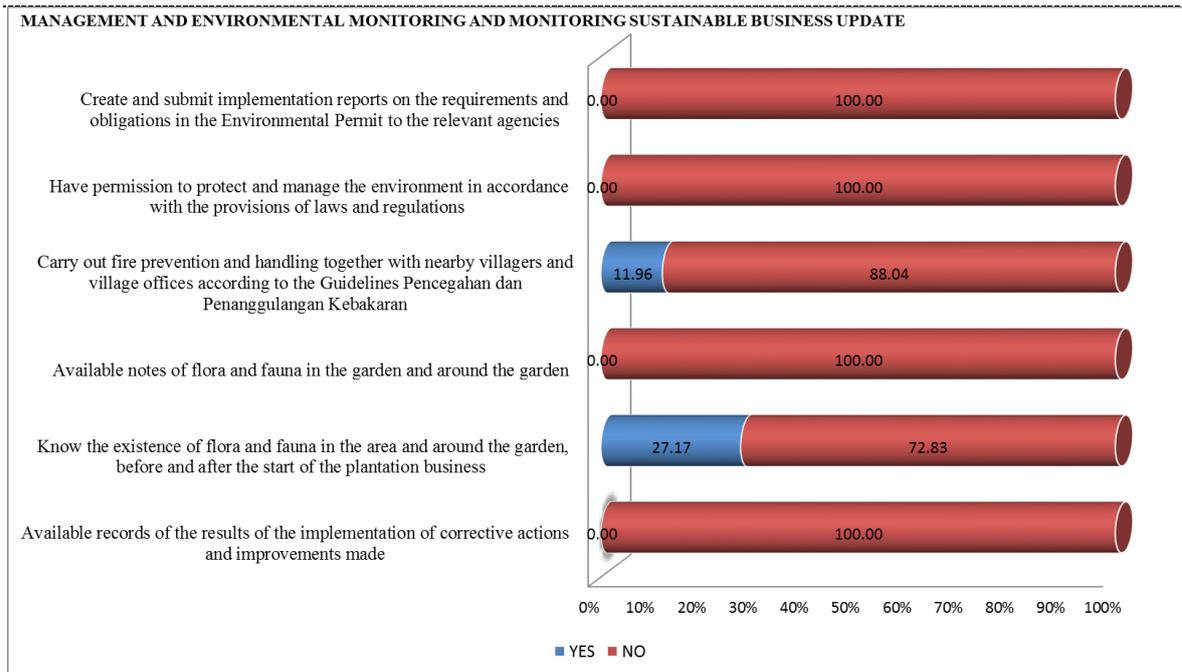


Figure 4. Principles of continuous improvement of business

In the figure above can be seen only 11.96% of samples that apply two (33.33%) indicator / ISPO requirements in the group of environmental management and sustainable business improvement, while 15.21% of samples only apply 16.67% criteria. This means that most (72.21%) of the sample of smallholder farmers have not applied at all ISPO requirements. On this criterion. Based on the results of analysis of all principles, criteria and indicators that have been determined to be done, owned and recorded by Indragiri Hilir community farmers in fulfilling the requirements of Indonesia's sustainable palm oil plantations ISPO (Indonesia Sustainable Palm Oil), new or equal to 51.06 indicators or the ISPO requirement is implemented / applied by a small number of smallholder peasants, that is 10% to 19.15% of new peasants who are running or applying. This indicates that the smallholders of Indragiri downstream with the limitations of knowledge, limited capacity, limited facilities and infrastructure, topographic condition of the area and community culture, are not ready in the near future to implement ISPO cystin in palm oil plantation management. Farmers who have planted palm with non-superior seedlings, planted riverside gardens with irregular plant spacing and so forth something that is difficult to repair or continue the plant to continue to be treated, because the basic investment / raw material that is not the right (seed non superior). Implementation of ISPO in Inhil District for companies and farmers, then most of the inhil district farmers will be threatened with loss of income and loss of investment that has been wrong step at the beginning of the business, done with all the limitations. Implementation of ISPO may be done for the garden business that will be made by first socializing ISPO to the public, for most of the farmers' farms that have been cultivated in policy that can help farmers.

4. CONCLUSION

Smallholder oil palm farmers in Indragiri Hilir district are not ready for ISPO implementation, because four principles and 20 criteria and 47 indicators are defined as ISPO requirements, from 47 indicators set in the ISPO requirement of the people pattern, only 51.06% (24) indicator ISPO run by smallholders. From the ISPO indicator that has been run by smallholder farmers, it is run by only a small number of smallholder farmers, of which all indicators are run only by 10% to 19.15%.

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