

ISSN: 2620-6137

PROCEEDING

The 3rd
ICEMS 2017

INTERNATIONAL CONFERENCE ON EDUCATION IN MUSLIM SOCIETY

October 25th-26th, 2017

“Education in the 21st Century:
Knowledge, Professionalism, and Values”

Organized by: The Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta,
in partnership with Universiti Putra Malaysia & University of South Australia

Supported by: LP2M UIN Syarif Hidayatullah Jakarta, The Embassy of Canada in Indonesia,
and The Embassy of France in Indonesia



PROCEEDING

INTERNATIONAL CONFERENCE
ON EDUCATION IN MUSLIM SOCIETY



The Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta,
in partnership with Universiti Putra Malaysia & University of South Australia

LP2M UIN Syarif Hidayatullah Jakarta, The Embassy of Canada in Indonesia,
and The Embassy of France in Indonesia



PROCEEDINGS

The 3rd International Conference on Education in Muslim Society (ICEMS) 2017

“Education in the 21st Century: Knowledge, Professionalism, and Values.”

Copyright © 2017

ISSN: 2620 - 6137

Volume 3, Oktober 2017

Chief Editor:

Maila Dinia Husni Rahiem, Ph.D

Editor:

Muhammad Zuhdi, Ph.D

Dr. Sita Ratnaningsih, M.Pd

Dr. Ratna Sari Dewi, M. Pd

Dr. Fahriany, M. Pd

Meiry Fadilah Noor, M.Si

Reviewer :

Dwi Nanto, Ph.D

Dr. Tita Khalis Maryati, M. Kom,

Siti Nurul Azkiyah, Ph.D

Salamah Agung, Ph.D

Munas Priyanto Ramli, Ph.D

Assistant Editor:

Dr. Azkia Muharom Albantani, M.Pd.I

Yazid Hady, S. Pd.I

Fatkhul Arifin, M.Pd

Dewi Listia Apriliyanti, S.Pd

Diterbitkan Oleh:

Fakultas Ilmu Tarbiyah dan Keguruan (FITK)

UIN Syarif Hidayatullah Jakarta

Jl. Ir. H. Juanda no.95 Ciputat Timur, Tangerang Selatan

Telepon/fax. (021) 7443328

Website: www.fitk-uinjkt.ac.id

@2018

WELCOME NOTE
RECTOR UIN SYARIF HIDAYATULLAH JAKARTA
Prof. Dr. Dede Rosyada, MA

Assalamu'alaikum Wr. Wb.

May peace and God's Mercy and blessings be upon you all
Distinguish speakers and participants,



Let us first express our gratitude to God the Almighty for all His blessings which have enabled us to attend the 3rd ICEMS (International Conference on Education in Muslim Society). It is a real pleasure to welcome you all to Syarif Hidayatullah State Islamic University (UIN Syarif Hidayatullah) Jakarta. This year, the conference raises the issue of "Education in the 21st Century: Knowledge, Professionalism, and Values" is the theme, which I think very relevant to be discussed these days.

I am also pleased to learn that in its 60th anniversary, the Faculty of Educational Sciences (Fakultas Ilmu Tarbiyah dan Keguruan), is able to hold such an important event, especially knowing that this event is also supported by a number of our partner institutions. I really appreciate the involvement of the Faculty of Education of the Universiti Putra Malaysia and Centre for Islamic Thought and Education the University of South Australia. I am also thankful to the Embassy of Canada and the Embassy of France. I hope the partnership will continue to flourish in years to come.

Since its transformation from the State Institute of Islamic Studies in 2002, the University continues to nurture various academic activities and expand its partnership to various institutions. In the last couple of years, we enhance our academic activities to involve international partners. We also encourage and facilitate our colleague professors and lecturers to increase their national and international publication. This is important not only to make this University more heard and seen, but more importantly to improve its contribution to knowledge and societies around the world. There are certainly so many things need to be done to make this University more productive and more contributive, but what we see today, is an example of how our academics give their best efforts to improve the University's achievement. I am absolutely thankful and pleased with this achievement.

I would also like to take the opportunity to thank distinguished speakers and participants from many different countries and institutions. Without your participation, this conference will not be as successful as it is today. And please allow me to also to thank and congratulate The Faculty of Educational Sciences, especially the conference committee, that are able to gather scholars from different universities across countries and continents to come to this University, and create a big space to discuss a very important theme for our future generations.

I believe that all of you will take a lot of benefits from this conference, and I also believe that your contributions as speakers and participants will have an impact to the development of education in Muslim societies and societies of different faith and beliefs. I wish you to have an enjoyable and fruitful conference. Thank you.

Wassalamu'alaikum Wr. Wb.

WELCOME NOTE
DIRECTOR OF LP2M (PVC RESEARCH AND COMMUNITY ENGAGEMENT)
UIN SYARIF HIDAYATULLAH JAKARTA
Prof. Dr. Arskal Salim GP, MA

Assalamu'alaikum Wr. Wb.

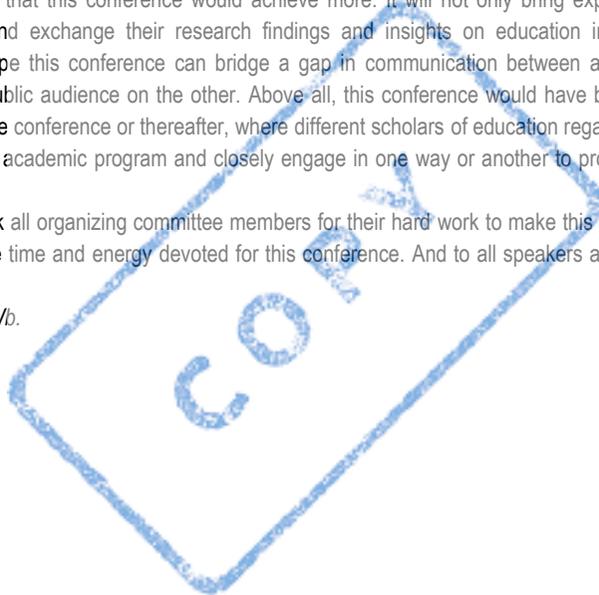


On behalf of the Institute for Research and Community Engagement (LP2M) UIN Syarif Hidayatullah Jakarta, let me convey my warmest welcome to keynote and invited speakers, presenters and all participants of the 3rd International Conference of Education in Muslim Society (ICEMS). LP2M is very delighted to know that the 3rd ICEMS has attracted many scholars and educators from different parts of the world to come to attend this great event in Jakarta this year. This conference is one of the many conferences that UIN Jakarta is organizing in 2017. UIN Jakarta provides support for 12 (twelve) conferences to take place this year. All this is intended not only to boost UIN's world wide networking but most importantly to encourage and promote UIN lecturers' intellectual exposure at the international level. I am so grateful that the Faculty of Tarbiya and Educational Sciences is taking a part to achieve such objectives.

I personally expect that this conference would achieve more. It will not only bring experts and scholars into a forum where they can share and exchange their research findings and insights on education in Muslim society from various perspectives, but I do hope this conference can bridge a gap in communication between academia on the one hand and practitioners as well as public audience on the other. Above all, this conference would have been more successful if it could provide a space, during the conference or thereafter, where different scholars of education regardless of their backgrounds and affiliations can initiate an academic program and closely engage in one way or another to produce knowledge in any kind of formats.

Finally, let me thank all organizing committee members for their hard work to make this conference taking place. I really appreciate your invaluable time and energy devoted for this conference. And to all speakers and paper presenters: thank you and enjoy the conference.

Wassalamu'alaikum Wr. Wb.



WELCOME MESSAGE

DEAN OF THE FACULTY OF EDUCATIONAL SCIENCES
UIN SYARIF HIDAYATULLAH JAKARTA
Prof. Dr. Ahmad Thib Raya, MA

Assalamu'alaikum Wr. Wb.

Dear Conference Speakers and Participants,



The Faculty of Educational Sciences of UIN Syarif Hidayatullah Jakarta is pleased to welcome you to the third International Conference on Education in Muslim Society (ICEMS). The conference aims to get together experts and practitioners of education from various countries to share knowledge and experiences based on their research and insightful experiences.

This year's conference is very special because the Faculty as well as the University is celebrating its 60th anniversary. While it cannot be considered old for an institution, 60 years of existence gives a lot of experiences in managing teacher education. We continue to learn from experts and teachers, especially realizing that the 21st century is bringing a lot of challenges to teacher education. This is one of the reasons why this conference takes place.

We would like to thank our colleagues from Universiti of Putra Malaysia and the University of South Australia who have extended their collaborative endeavor to support this conference. We are looking forward to continue our partnership in managing the conference in the future as well as other initiatives.

We are also very grateful to receive support from the Embassy of Canada and the Embassy of France in Indonesia. The presence of experts from both countries enriches this year's conference, and we believe that the delegates find very much knowledge and experience to learn and enjoy as much as we do.

We feel honored and blessed to welcome participants who come from different institutions and different countries. We hope you to enjoy this conference and your visit to this University.

We are thanking Allah the Almighty for this opportunity and we ask His blessings to make this conference a successful one. Thank you

Wassalamu'alaikum Wr. Wb.



WELCOME REMARKS
CHAIR OF THE 3rd ICEMS
(INTERNATIONAL CONFERENCE ON EDUCATION IN MUSLIM SOCIETY)
UIN SYARIF HIDAYATULLAH JAKARTA
Maila Dinia Husni Rahiem, Ph.D.

Assalamu'alaikum Wr. Wb.

Welcome to all the speakers, presenters, and participants of the 3rd International Conference on Education in Muslim Society (ICEMS).



We have invited sixteen prominent scholars; six from Indonesia, four from Australia, two from Malaysia, one from Canada, one from the UK, one from France, and one from the US to lead us through an exploration of the conference theme: "Education in the 21st Century: Knowledge, Professionalism and Values."

Their abstracts are printed in the conference program books. We hope that you have had an opportunity to read them before their presentations, and so we look forward to a number of lively and interesting discussions that will be the focus of this year's conference.

We also invited you, as conference participants, to write papers related to the theme. Subsequently, we received an amazing set of presentation proposals from all over the Asia Pacific and beyond—Indonesia, Australia, Malaysia, Vietnam, Qatar, Nigeria, Jordan, Iran, the UK, Canada, and the US.

From these efforts, we hope to produce a related set of papers for international publication by Atlantis Press, which are proposed to be indexed in Thompson Reuters; publication in journals, such as in *Tarbiya-Journal of Education in Muslim Society*, *Arabiyat-Arabic Language and Literature Journal*, *Sosio Didaktika-Social Sciences Education Journal*, *Edusains—Science Education Journal*, *Dialektika—Indonesian Language and Literature Journal*, *IJEE-Indonesian Journal of English Education*; as well as in national indexed conference proceedings.

This conference that is hosted by the Faculty of Educational Sciences—UIN Syarif Hidayatullah in partnership with the Faculty of Educational Studies—Universiti Putra Malaysia and Centre for Islamic Thought and Education—University of South Australia, is the beginning of so many opportunities to collaborate and work together with scholars concerning issues of education in Muslim Society. We look forward to engaging with all of you to produce a comprehensive and thoughtful set of work that can guide our endeavors in the years to come.

Thank you for all the committee and student volunteers that have worked very hard and passionately to help prepare this conference over the past year.

Wassalamu'alaikum Wr. Wb.

CONTENT

THE LINEARITY OF MADRASAH DEVELOPMENT IN INDONESIA | 1-8

Dede Rosyada (UIN Syarif Hidayatullah Jakarta)

THE CONSTRUCTION OF EPISTEMOLOGY OF ISLAMIC EDUCATIONAL KNOWLEDGE | 9-17

Abuddin Nata (UIN Syarif Hidayatullah Jakarta)

THE ROLE OF ADMINISTRATIVE MANAGEMENT IN IMPROVING QUALITY OF ADMINISTRATIVE SERVICES AT A ELEMENTARY LEVEL SCHOOL | 18-26

Sita Ratnaningsih, Rizka Zayyana, Ali Nurdin (UIN Syarif Hidayatullah Jakarta)

DIFFERENCE OF STUDENTS ATTITUDES CONCERNING THE ENVIRONMENT IN INDUSTRIAL, RICE FIELDS, COASTAL AND MOUNTAINOUS AREAS: Comparative Study at four Elementary Schools in Karawang Regency, West Java Province, 2017 | 27-41

Sujiyo Miranto¹, Soehardi²

¹UIN Syarif Hidayatullah Jakarta ²University of Bhayangkara Jakarta Raya

LOCAL WISDOM VALUES OF RIMBA PEOPLE IN MAINTAINING THE PRESERVATION OF NATIONAL PARK BUKIT DUA BELAS JAMBI PROVINCE INDONESIA | 42-48

Takiddin^a, Suhendi^b, Wahyono^c, Encep Iman Hadisunarya^d

^aUIN Syarif Hidayatullah Jakarta Indonesia 15412

^bInstitute for Islam Studies of Metro Lampung 34111

^cIslamic High School of Cirebon West Java 45153,

^dCollege of Teacher Training and Education of Sebelas April Sumedang West Java 45621

COGNITIVE THINKING ABILITY ON THE EARLY CHILDHOOD WITH EXTROVERT AND INTROVERT PERSONALITY | 49-54

Aceng Lukmanul Hakim (UIN Syarif Hidayatullah Jakarta)

ERROR ANALYSIS LANGUAGE STUDIES AT USER LANGUAGE IN RESTAURANT | 55-62

Hindun (UIN Syarif Hidayatullah Jakarta)

CHILD ABUSE BY PARENTAL PRODUCED STRESS | 63-67

Lu'luil Maknun (UIN Syarif Hidayatullah Jakarta)

A NEED ANALYSIS IN DEVELOPING ENGLISH MATERIALS FOR VOCATIONAL SCHOOL (A Case Study at Eleventh grade of Computer Network Technic Program of SMK PGRI 1 Kota Serang in Academic Year 2017-2018) | 68-77

Kurnia Prasetyowati (UIN Syarif Hidayatullah, Jakarta)

IMPLEMENTATION OF 2013 CURRICULUM IN MADRASAH at DKI Jakarta (Significance and Evaluation) | 78-83

Yayah Nurmaliyah, Bahris Salim, Farida Hamid (UIN Syarif Hidayatullah, Jakarta)

THE EFFECT OF PROBLEM BASED LEARNING ON STUDENTS METACOGNITIVE AWARENESS ON MATERIAL REACTION RATE | 84-97

Ummu Kalsum Andi Lajeng (UIN Syarif Hidayatullah Jakarta)

MANAGEMENT CURRICULUM FOR BUILDING EDUCATION | 98-107

Saiful Almujab¹, Yeyen Suryani², Rismayanti²

University of Pasundan Bandung¹, University of Kuningan²

INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTUAL LEARNING STYLE, COGNITIVE READING STRATEGY TO NARRATIVE TEXT READING COMPREHENSION | 108-117

Naili Adilah Hamhij, Ratna Sari Dewi, Abdul Muin

UIN Syarif Hidayatullah Jakarta

BEYOND INDOCTRINATION: STUDY OF THE JUXTAPOSITION ON MADRASAH CAPACITY IN EAST JAKARTA AND CHRISTIAN SCHOOL IN NORTH SULAWESI | 118-147

Achmad Syahid¹, Olivia Cherly Wuwung², Solicha³, Jeane Marie Tulung⁴

UIN Syarif Hidayatullah Jakarta^{1,3}, State College for Christian Studies (STAKN) Manado^{2,4}

WAQF-RUN SCHOOL AS A READY SOLUTION TO PROBLEM OF EDUCATIONAL ACCESS FOR POOR MUSLIMS IN INDONESIA | 148-156

Siswanto; Mochammad Helmy Fikri; and Ferry Hidayat

Modern Islamic Boarding School TAZAKKA, Bandar, Central Java

ENHANCING EARLY STUDENTS' NUMERACY EXPERIENCES BY CONNECTING HOME AND SCHOOL | 157-167

Dorsi Desongpa (Monash University, Australia)

CHEMISTRY TEACHER'S PERCEPTION ABOUT INTEGRATION OF ISLAM AND CHEMISTRY | 168-183

Buchori Muslim, Salamah Agung, Ridho Zukhrufian Al Islam

(UIN Syarif Hidayatullah Jakarta)

IMPLEMENTATION OF THE *PROJECT BASED* LEARNING MODEL IN THE *LEARNING* OF CREATIVE THINKING ABILITY OF THE STUDENTS IN THE COURSE OF PUBLIC ECONOMICS | 184-193

Rendra Gumilar, Ihrom Jaelani (University of Siliwangi, Tasikmalaya, Indonesia)

EFFECT OF ENCYCLOPEDIA MEDIA TO STUDENT LEARNING OUTCOMES IN GEOGRAPHY LESSON | 194-201

Rahmatia^a, Masruroh^b (^aUPI, ^bUIN Syarif Hidayatullah Jakarta)

IMPLEMENTATION OF DRTA (DIRECTED READING THINKING ACTIVITY) IN INCREASING STUDENTS' READING ACHIEVEMENT | 202-209

Zakiyah, Flora, Sudirman

**ANALYSIS OF FACTORS AFFECTING BULLYING BEHAVIOR
ON EDUCATE CHILDREN OF MI/SD | 210-217**

Asep Ediana Latip (UIN Syarif Hidayatullah Jakarta)

**OPTIMIZING THE EDUCATION FOR GENERATION Z IN THE ERA OF
DEMOGRAPHY BONUS | 218-226**

Marhamah Saleh¹, Lukmanul Hakim A.Latif²

¹UIN Syarif Hidayatullah

² STAI Imam Syafi'i

**RISK ASSESSMENT AND MANAGEMENT IN MALAYSIAN TEACHER
TRAINING PROGRAMMES | 227-233**

Sharifah Intan Sharina Syed Abdullah, Nurfaradilla Mohd Nasri, Ahmad Fauzi Mohd Ayub

Faculty of Educational Studies, Universiti Putra Malaysia, Serdang, Malaysia

Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Malaysia

**A SOCIETY ACCEPTANCE TOWARDS REHABILITATED DRUG ADDICTS |
234-242**

Norazleen Binti Mohamad Noor, Norlizah Binti Che Hassan, Sarina Binti Zain

University Putra Malaysia, Jalan UPM, 43400 Serdang, Selangor, Malaysia

University Sains Malaysia, 11800 Gelugor, Pulau Pinang, Malaysia

**ENVIRONMENTAL LITERACY BASED ON EDUCATIONAL BACKGROUND |
243-249**

A Agfar, A Munandar, W Surakusumah (Universitas Pendidikan Indonesia)

**THE IMPLEMENTATION OF ISLAMIC SCHOOL CULTURE AT AL MADINAH
ISLAMIC SCHOOL | 250-256**

Zahrudin, Nurdelima Waruwu, Ana Rosdiana (UIN Syarif Hidayatullah Jakarta)

**REALIBILITY OF THE WORD MEANING BETWEEN GOOGLE TRANSLATE
AND ASHRIY DICTIONARY | 257-268**

Wati Susiawati (UIN Syarif Hidayatullah Jakarta)

**MUSTAQILLI ALTERNATIVE LEARNING MODEL IN ARABIC LANGUAGE |
269-277**

Raswan (UIN Syarif Hidayatullah Jakarta)

**THE PORTRAIT OF EDUCATION IN BORDER REGION INDONESIA-
MALAYSIA: ITS POTENTIAL AND CHALLENGES FROM SOCIO-CULTURAL
PERSPECTIVE | 278-288**

Muhammad Rizki (Universitas Gadjah Mada, Indonesia)

PHYSICAL FITNESS LEVEL AMONG GIFTED STUDENTS | 289-295

Muhammad Zaim Esrati, Mohd Fadzil Kamarudin, Mohd Saifun Aznin Mohd Sharif, Mior

Muhamad Saiful Nizan Saali, Mohd Hasrul Kamarulzaman

Pusat PERMATApintar Negara, Universiti Kebangsaan Malaysia

AN ANALYSIS OF NATIONAL EXAMINATION ON CHEMISTRY QUESTION IN SENIOR HIGH SCHOOL BASE ON REVISE BLOOM'S TAXONOMY AND COMPATIBILITY WITH COMPETITION STANDARD | 296-302

Suryanika Ramadani, Burhanudin Milama, Nanda Saridewi

(Universitas Pendidikan Indonesia) (UIN Syarif Hidayatullah Jakarta)

DEVELOP SERIOUS GAME IN LEARNING ENVIRONMENT | 303-310

Ahmad Syaikhu (Jakarta State University, Awardee Budi DN (LPDP))

THE DEVELOPMENT OF MODULE ORIENTING ON LOCAL POTENTIAL PANDEGLANG REGENCY IN THE CONCEPT OF COLLOID | 311-320

Asih Kurniasari, Burhanudin Milama, Nanda Saridewi (UIN Syarif Hidayatullah Jakarta)

ACQUIRING ENGLISH VOCABULARY FROM MOBILE PHONE USE | 321-326

Nurul Afyattena (UIN Syarif Hidayatullah Jakarta)

THE CONCEPT OF NONFORMAL EDUCATION IN ISLAMIC EDUCATION PERSPECTIVE | 327-337

Abdul Gofur, Didin Hafidhuddin, Adian Husaini, Endin Mujahidin

UIN Syarif Hidayatullah Jakarta, Indonesia

UIKA Bogor, Indonesia

DEVELOPING ENGLISH MATERIALS FOR ISLAMIC EDUCATION MANAGEMENT AT IAIN SULTAN AMAI GORONTALO | 338-348

Yuwin R. Saleh, Alvons Habibie (IAIN Sultan Amai Gorontalo)

THE IMPLEMENTATION OF *AL-ARABIYA BAINA YADAIK* BOOK I IN LEARNING SPEAKING SKILL (MAHĀRAH AL-KALĀM) FOR BEGINNER LEARNER | 349-354

Nur Fitri Hidayanti (Universitas Indonesia, Depok, Indonesia)

HUMANIST EDUCATION IN LIBRARY OF STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA | 355-361

Lolytasari (UIN Syarif Hidayatullah Jakarta)

TERRORISM DERADICALIZATION BY THE ISLAMIC APPROACHES | 362-374

Ince Ahmad Zarqan (President University, Cikarang, Bekasi, West Java, Indonesia)

IMPROVING LEARNING OUTCOMES WITH HYPERMEDIA ON NERVOUS SYSTEM CONCEPT | 375-380

Meiry Fadilah Noor, An Nisa Febrianti, Mahmud M. Siregar

(UIN Syarif Hidayatullah Jakarta)

LOGOCENTRISM IN ISLAMIC EDUCATION IN INDONESIA: CRITICAL STUDY THROUGH *MAQĀṢID SHARĪ'AH* OF JASSER AUDA | 381-389

Naupal and Naufal Syahrin Wibowo (Philosophy, University of Indonesia)

MATHEMATICS CRITICAL THINKING SKILL WITH CHALLENGE-BASED LEARNING | 390-397

Anie Dwi Maylani, Tita Khalis Maryati, and Gusni Satriawati
(UIN Syarif Hidayatullah Jakarta)

NARRATIVE APPROACH IN TRAINING PROGRAMME FOR TEACHERS | 398-405

Norzihani Saharuddin, Nur Surayyah Madhubala Abdullah, Suhailah Hussien
(University Putra Malaysia)

HUMANISTIC EDUCATION IN THE LIGHT OF ISLAM CONCEPT AND APPLICATION OF MALIK FADJAR IN INDONESIA | 406-419

Nur'aini Ahmad (UIN Syarif Hidayatullah Jakarta)

THE ANALYSIS NOISE LEVEL REDUCTION FOR PORTABLE GENERATOR USING ENCLOSURE ACOUSTIC | 420-429

Zulkarnain, Solicha, Wawan Darwan, Indah Novianty (Universitas Sriwijaya)

HUMAN RESOURCE DEVELOPMENT IN PESANTREN PROSPECTS AND CHALLENGES | 430-437

Djamaluddin Perawironegoro (UIN Maulana Malik Ibrahim, Malang, Indonesia)

ISLAMIC EDUCATION FOR CHILDREN WITH IMPAIRED HEARING (A CASE STUDY AT SLB BINA INSANI DEPOK) | 438-444

Ajrine Rahmah, Sururin (UIN Syarif Hidayatullah Jakarta)

MANAGEMENT MODEL OF EARLY CHILDHOOD EDUCATION LABORATORY TO IMPROVE THE QUALITY OF EARLY CHILDHOOD EDUCATION GRADUATES | 445-456

Rika Sa'diyah, Lilik Sumarni (Universitas Muhammadiyah Jakarta)
Isti Rusdiyani, Siti Khosiah Rochmah (Universitas Sultan Ageng Tirtayasa)

EXTENSIVE READING, ACADEMIC VOCABULARY MASTERY, AND STUDENTS' ACADEMIC WRITING ABILITY IN ENGLISH | 457-462

Mohamad Syafri, Kadir (UIN Syarif Hidayatullah Jakarta)

SNAKES AND LADDERS GAMES IN THE LEARNING MODEL OF TEAMS GAMES TOURNAMENT | 463-471

Oriza Nurwanti, Devi Solehat (UIN Syarif Hidayatullah Jakarta)

THE INFLUENCE OF SOCIO-ECONOMIC LEVEL OF FAMILY AND LEARNING INDEPENDENCE FOR ECONOMIC LEARNING ACHIEVEMENT (SURVEY AT TANGERANG CITY SENIOR HIGH SCHOOL) | 472-490

Dadang Saepuloh (Universitas Islam Syekh Yusuf)

ANALYSIS OF FACTORS AFFECTING DINAR-DIRHAM AS AN EXCHANGE TOOL | 491-518

Srie Nuning Mulatsih, Aisyah Ratnasari (Universitas Islam Syekh-Yusuf)

HOW TO INTEGRATED ISLAMIC STUDIES TO NATIONAL CURRICULUM IN KINDERGARTEN | 519-527

Nuraida (UIN Syarif Hidayatullah Jakarta)

THE IMPORTANCE OF STRATEGIC MANAGEMENT TO FILL THE REQUIREMENT AND TO THE CHANGE STATE INSTITUTE FOR ISLAMIC STUDIES INTO UNIVERCITY FOR ISLAMIC STUDIES | 528-539

Yusraini, Hindun (UIN Sulthan Thaha Saifuddin Jambi, Indonesia)

GOAL ORIENTATIONS, ACADEMIC BURNOUT AND ITS RELATIONSHIP WITH ACADEMIC ENGAGEMENT AMONG PUBLIC UNIVERSITY STUDENTS IN MALAYSIA | 540-551

Nor Aniza Ahmad, Yoong Lee Fong (Universiti Putra Malaysia)



THE LINEARITY OF MADRASAH DEVELOPMENT IN INDONESIA

Dede Rosyada

UIN Syarif Hidayatullah Jakarta

Abstract. The objective of this study is to elaborate the development of Madrasah, Islamic school, in Indonesia based on its chronological and social order. The chronological order explained about Madrasah development, especially in Sumatra and Java, from the emergence of Islam in Indonesian archipelago until now. This research also explained about how Madrasah plays prominent social role in Indonesian society. This study found that in Indonesia, Madrasahs have faced changes, including system and curriculum. Madrasah became the prominent educational institution in Indonesia. It is shown by the numbers of people who were choosing Madrasah as their option to school. Not only did the schools in which teach Islamic value as they used to be but Madrasahs also did teach an integrated knowledge of Islamic value and general sciences in order to prepare human resources for the future.

Keywords: Madrasah, Islamic School, Education

Introduction

Madrasah education in Indonesia has existed since early of twentieth century, long after arrival of Islam in this archipelago at thirteenth century¹. Actually, the transmission of Islam at early period was done by some Indian Muslim merchants from Gujarat, through direct instances of worships on God, noble behavior, loving others, peaceful dialogue, simultaneously with business works as the transnational traders (Sulistiono, 2005, p.1). However, at the end of fifteenth centuries, the prominent scholars of Aceh developed educational system by organizing *Meunasah*, *Rangkang* and *Dayah* (Solochin, 2015, p.125). '*Meunasah*' was came from from Arabic word 'Madrasah'. It was commonly built by the people of a small town, and was led by Teungku Meunasah -a scholar who taught how to read al-Qur'an, how to do some Muslim obligations, and how to develop noble behavior amongst society. The highest level of education was held in *Dayah* in which all students studied some advance books of Arabic language, Islamic Jurisprudence, Islamic theology, ethics and mysticism (Ibdi, p. 13).

The similar chronologies also happened in Java. Islamic education was begun when

¹Some historians, such as Musyrifah Sunanto proposed that Islam came to Indonesia since seventh century and following Arabian merchants. Islam was being a religion of the people of *Nusantara* at thirteenth century when the Kingdom of Perlak was governed by Maliku al-Shaleh, and developed the country as the most regulated Islamic country. At that era, the kingdom had a strong army and the people of Perlak adhered Islam as their religion and Perlak was the only one Islamic state in Nusantara. Hadi (2010, 15) stated that Islam has influenced the people of Perlak at thirteen century, as he witnessed the people of Perlak implementing Islam, when he dropped on to Aceh year 1292 AC.

Raden Rahmat from Champa arrived in Surabaya, eastern part of Java Island, year 1443 AC., to visit his aunt wife of Prabu Brawijaya V from Majapahit Kingdom and he was the first scholar Muslim came in Java (Wartoyo and Wijiyanto, 2013, p.2). Prabu Brawijaya gave him a marsh area in Ampel Denta, to build a mosque as the place for implementing Islamic ritual and also as the center for Islamic mission and taught the people about Islam. He developed his mission to teach Islamic values for the people in Ampel Denta. He was known as "*Sunan Ampel*" (the prominent Islamic scholar from Ampel). He taught a lot of elite figure from Majapahit, and some of them converted to Islam, such as Raden Fatah son of Prabu Brawijaya V. Later ahead, he was promoted to be the King of Majapahit, but it was moved to Demak and was being the Islamic Kingdom.

Unlike Aceh, the prominent scholars in Java preferred to give the name *Pesantren* instead of *meunasah* for the educational institution. Nevertheless, both of them did the similar programs. Madrasah with the new model just was started at early of twentieth century, whereas the educational program were integrated between learning religious and general science. So, how does madrasah development from one period to another? This is what will be answered in this paper.

The Development of Madrasah in Indonesia

Historically, *madrasah* was not well-known in ancient period of Islam. *Madrasah* as the institution of Islamic education was begun in the period of Nizam al-Mulk from Abbasiyah at eleventh century when Nizam al-Mulk, Sulthan from Khilafah Abbasiyah, organized education from elementary school until university to improve the capacity of young people for understanding religious doctrine as well, and to promote some students to be scientist, or philosopher. In this context, Ahmad Syalaby explained that madrasah was developed to extend the facilities for young people to learn, instead of using the hall of the mosque for teaching and learning process (Syalaby, 1954, p.257). Moving out from the mosque to Madrasah was the transformation process to extend the participation of the students on education and to move on forward from personal into group, and from the mosque to the classroom. By all means, Aceh and Java had the different story in developing religious education institution. Aceh has developed *meunasah* for elementary level of education before entering *rangkang* and *dayah* since the end of fifteenth centuries while the prominent scholars from Java preferred to use mosque as a hall for learning in an individual approach, without leveling and systematic curriculum. Later on, it became a model of *Pesantren* (Islamic boarding school).

Some Islamic boarding schools (*Pesantren*) in Java started to adopt Madrasah as a system of Islamic education at early twentieth centuries in which Dutch-Indies government was implementing *Ethical Politic* (*Ethische Politiek*), or political morality in governing native people as the colonized citizen. One of the agenda was providing educational services for a wide communities in rural areas. They only got elementary education but it implied a great changing of mind amongst the society because they could be accepted as the employees at

Dutch government office and Dutch companies in Indonesia. However, the Islamic scholars from *Pesantren* mostly didn't involve and the students from these Islamic boarding schools weren't participating in this program because of religious fanaticism, nationalism and mutual suspicion between religious local leaders and Dutch government (Faisal, 1995, p.197).

Dutch school had inspired *Pesantren* reformation because school education gave the students some opportunities to get a job in a professional works. Thus, *Pesantren* started to adopt school system by extending curriculum from merely learning religious to comprehensive learning programs that combined religious and secular science (Abdullah, 2013, p.196). The purposes of the reform, as Karl A Steenbrink stated that the Muslim communities are needed to enhance economies, politics and cultures (Steenbrink, 1995, p.36). By the reform, the students from *madrasah* had the equal opportunities with others to get professional works and also they got a great chance to promote their education abroad for being national leaders.

These efforts were done by most Muslim scholars since early of twentieth century until Indonesia got its independence at 1945 AC. After the independence, Indonesia had several big Islamic boarding schools of which each *Pesantren* had *madrasah* and organized a comprehensive education programs for students. Although, it was in limitation educational services, because lack of teachers, libraries, and laboratories. Based on those reasons, A. Wachid Hasyim, one of the most influential struggler from Muslim scholar, involved deeply in the process of independence undertaking, looked that religious affairs will never be well managed as long as it was not on one hand management (The Ministry of Religious Affairs, p.4). Considering those situation, Abu Dardiri, Saleh Suaidy and Sukoso Wirjosaputro from Masjumi, at a national assembly of the Indonesian National Committee, 24-25 of November year 1946, proposed to establish the Ministry of Religious Affairs. By the government decree number I year 1946, President Soekarno decided to establish Ministry of Religious Affairs, for regulating, organizing and facilitating all citizens in implementing religious deeds, worship on God, pilgrimage, fasting Ramadan, and also the rituality activities of all existing religions, maintaining peaceful social relationship, and religious education. Soon after establishing ministry, Minister of the Ministry of Religious Affairs H.M. Rasjidi issued Minister Regulation number I year 1946 that *Madrasah* should teach general science at least 1/3 from all curriculums and learning programs (Kosim, 2007). In year 1952, Ministry of Religious Affairs decided that *Madrasah* were divided into three level; elementary, secondary and high school (Ibid, p.48).

Early 1950 AC., the government admitted *madrasah* as part of national education system, and was promoted to be the formal school, same with the other public school and was asserted in the bill of Education Number 4 year 1950, "for being admitted by Ministry of Religious Affairs, *Madrasah* must allocate at least 6 (six) hours per week to study Islamic religious education, beside general knowledge². Thereby, the structure of curriculum is about

² Bill of Education and learning number 4 year 1950, article number 10, as was cited by Directorate General of Islamic Education, at www.pendis.kemenag.go.id, uploaded at March, 15, 2012.

70 % for general knowledge and skill, while the other 30 % for learning Islamic religious education. This was a smart political decision to accelerate the mobility of Muslim students, and it was reaffirmed by a joint decree number 3 year 1975, between Ministry of Religious Affairs, Home Ministry and Ministry of Education and Culture, that Madrasah education consisted of elementary, secondary and high school, and a certificate of Madrasah was recognized as same as general school certificate, the students of Madrasah could continue on a diagonal vertical mobility between religious and general school, none the less, Madrasah still under the management of the Ministry of Religious Affairs, while general schools were managed by Ministry of Education and Culture (Maksum, 1999).

Entering eighties decade, position of *Madrasah* in national education system was growing up and more importance. Due to the issuance of the bill of national education system number 2 year 1989, it was asserted in the article number II, that religious education was controlled by the government to develop the capacity of the students for undertaking professional works by understanding religious as well³. And finally, entering twenty-first century, Indonesia changed the bill of education, and issued the bill of national education system number 20 year 2003, and stipulated that *madrasah* was being general education as equal as other public schools⁴ but those were mandated to enrich religious education for promoting moral capacity of the students and being the pious professional in the future⁵.

Until recently, Indonesia has a big number of *Pesantren*, a traditional education for studying religious from the ancient books, but commonly are completed by madrasah as a formal school. Therefore, madrasah as the institution of education is always growing up every year. The number of the madrasah until year 2009 were as follow:

Table I. Number of Madrasah under control of Ministry of Religious Affairs until 2009 (Directorate General of Islamic Education, 2009, p. I)

NUMBER	SCHOOL LEVEL	TOTAL
1	<i>Raudhatul Athfal</i> (Preschool Education)	19.762
2	<i>Madrasah Ibtidaiha</i> (Elementary School)	21.529
3	<i>Madrasah Tsanawiyah</i> (Secondary School)	13.292
4	<i>Madrasah Aliyah</i> (High School)	5.648
	Total	60.231

³ Bill of Education number 2 year 1989, about National Education System.

⁴ Bill of National Education System Number 20 Year 2003, article number 17.

⁵ Government regulation number 55 year 2007, about "Religious Education", chapter 2, article number 2.

Meanwhile, the number of the students for all three level of madrasah until year 2009, was about 7.073.370, but mostly they were studying at private madrasah instead of the state own one. The students of state madrasah in all three levels of education, was about 24.1 %, while the other 75.9 %, were the students of the private madrasah. Distribution of the student of madrasah until year 2009 were as follows.

Table 2. Number of the Madrasah Students (Ibid., p 3)

NUMBER	SCHOOL LEVEL	TOTAL
1	<i>Raudhatul Athfal</i> (Preschool Education)	824.047
2	<i>Madrasah Ibtidaiyah</i> (Elementary School)	2.916.227
3	<i>Madrasah Tsanawiyah</i> (Secondary School)	2.437.262
4	<i>Madrasah Aliyah</i> (High School)	895.834
	Total	7.073.370

Ministry of Religious Affairs as government is responsible for three aspects; recruiting human resources for both teacher and administrative staff, providing all school facilities, and then budgeting to finance all direct and non-direct costs for teaching and learning. Designing curriculum, writing textbook, developing learning strategies, assessing learning process and learning result, and deciding school time are the duty of school principals, teachers and staff and supported by school committee. However, Ministry of Religious Affairs through Directorate general of Islamic education always controls school curriculum, school text book, and the capacity of the teacher, because Indonesia still on a serious efforts to develop moral capacity of the students for being a pious professional, plural, inclusive, and behaving as a multicultural society as mandated in the constitution 1945.

The primary missions of *Madrasah* today are developing the quality, market acceptability, satisfactory of clients, and behavior of the students for being the pluralistic and inclusive society, respecting the other people from different ethnic, religion, and culture. Because Indonesia is a big country, big number of citizens and they are coming from different culture, ethnic and religious followers and Indonesia will be able to strengthen the unity as long as they respect each other (Rosyada, 2017, p.345). Thus, education program must be in the front of the line to prepare the future of the nation by educating students for being the openness society, respecting other people from the different sociological background, and

religious education is the most strategic way to develop those glory attitude, for being the most respected country in the world.

The quality of *madrasah* has been developed since year 2000, by improving the capacity of teachers. They have been re-educated by short term training, long term training and even re-educated to get magister or PhD degree for being the master teacher in schools. Then, entering year 2005, Indonesia issued the bill of teacher and lecturer number I4 year 2005 that has been used as the basic rule to regulate distribution of work for all teachers and lecturers, and was being the basic regulation for the government to add remuneration for them based on their productivity in developing teaching and learning process in the school and university. For achieving the expected quality, all teachers should fulfil three requirements; capability, loyalty, and accountability (Rosyada, 2017). The first is capability. It means that all teachers should understand well content of learning, not only learning materials but also the structure of knowledge as a whole, and teaching by controlling learning process, letting them to explore learning material, to discuss and conclude learning result, while the teacher just assisting them to learn and confirm their final conclusion. The second is loyalty. It means that the teachers should teach consistently, has a great spirit to work well, prepare learning program every day, assess learning progress of his students, and pride to be a teacher, as the best choice for his professionally. The last one is accountability. It means that the teacher has a perfect preparation for teaching every day, teaching seriously in the classroom, and dedicate all his times for his students.

Some great efforts have been done in the last two decades, and some progresses have been achieved and *madrasah* has been admitted as better school for the society. Not only by regulation but also empirically in the social life that has escalated flowing in students from middle class to *madrasah*. So, the students in *madrasah* now, relatively heterogeneous and the mobility of the alumni is very dynamic.

CONCLUSION

The development of *madrasah* since early twentieth centuries has been growing up linearly from merely religious study to the ideal integration between religious and general science to produce best human resources for the future that can integrate religiosity and professionalism. Previously, before twentieth century, the students of *Pesantren* were only studying religious value in the hall of the mosque without general knowledge and working skill to enter professional market. Early twentieth century, some *Pesantren* started to adopt school curriculum and changed learning approach from merely religion to the integration between religion and science. Along with it, some *Pesantren* developed educational program by establishing *Madrasah*.

Point in time when Indonesia got its independence year 1945, *Madrasah* was recognized as one of the sub-system of national education system with mandatory that *madrasah* was obliged to give religious teaching at least 1/3 from the whole curriculum. Such policy was admitted by the bill number 4 year 1954 about the Basics of Education and

Teaching at School. It was stipulated that Madrasah can be accepted by Ministry of Religious Affairs as long as it gave six hours per week to learn religion. This political decision was strengthened by joint decree between Ministry of Religious Affairs, Home Ministry and Ministry of Education and Culture, that the students from Madrasah could continue studying in diagonal vertical mobility so that the certificate from madrasah were recognized as the other certificate from public school.

Today, by issue of the bill of National Education System 20/2003, the position of Madrasah is equal with other public school. Although it still maintains the mission to prepare the next human resources as the piety and professional citizen. Then, Madrasah still allocate 6 hours per week to learn religious doctrine in all level. Currently, Madrasah is in the phase of promoting quality by fulfilling all standards of education, content of learning, curriculum, learning process, teacher and staff, finance, infrastructure, management, and standard of evaluation.

References

- Abdullah, A. (2013). Perkembangan Pesantren dan Madrasah di Indonesia dari Masa Kolonial sampai Orde Baru. *Jurnal Paramita*, 23-2. Makassar: FKIP Universitas Veteran Makassar.
- Amin, F. Y. (1995). *Reorientasi Pendidikan Islam*. Jakarta: Gema Insani Pers.
- Bill of Education and Teaching number 4 year 1950 about The Basics of Education and Teaching at School.
- Bill of Education number 2, year 1989, about National Education System.
- Bill of National Education System number 20, year 2003, article number 17.
- Directorate General of Islamic Education. (2009). *Deskriptif Statistik Pendidikan Madrasah*. Jakarta: Ministry of Religious Affairs.
- Government regulation number 55 year 2007, about "Religious Education", chapter 2, article number 2
- Hadi, A. (2010). *Aceh, Sejarah, Budaya dan Tradisi*. Jakarta: Pustaka Obor Indonesia.
- Kementrian Agama, *Sejarah Pembentukan Kementrian Agama*, dalam Profile Kementrian Agama RI, e-dokumen.kemenag.go.id.
- Kosim, M. (2017). Madrasah di Indonesia, Pertumbuhan dan Perkembangan. *Jurnal Tadris*, 2:1.

- Maksum. (1999). *Madrasah Sejarah dan Perkembangannya*. Jakarta: Logis Wacana Ilmu.
- Rosyada, D. (2013). *Pendidikan Demokratis, Sebuah Model Pelibatan Masyarakat dalam Penyelenggaraan Pendidikan*. Jakarta: Prenada Media.
- Rosyada, D. (2017). *Madrasah dan Profesionalisme Guru dalam Arus Dinamika Pendidikan Islam di Era otonomi Daerah*. Jakarta: UIN Jakarta Press.
- Solichin, M. (2015). Perkembangan Pendidikan Meunasah dan dayah di Aceh, Dirasat. *Jurnal Manajemen dan Pendidikan Islam*, 1:1. Jombang: Universitas Darul Ulum.
- Steenbrink, K. A. (1995). *Pesantren, Madrasah, Sekolah, Pendidikan Islam dalam Kurikulum Modern*. Jakarta: LP3ES.
- Sulistiono, B. (2005). Sejarah Masuk dan Berkembangnya Islam di Nusantara. *Makalah Puslitbang Aгаа dan Lektur Keagamaan*. Jakarta: Kementerian Agama.
- Sunanto, M. (2010). *Peradaban Islam Indonesia*. Jakarta: Rajagrafindo Persada.
- Syalaby, A. (1954). *History of Muslim Education*. Beirut: Dar al-Kasysyaf.
- Wartoyo, F. X., and Wijiyanto. (2013). Sunan Ampel dan Perannya dalam dalam Perkembangan Islam di Pulau Jawa tahun 1443-1481 AC. *Paper*. Sidoarjo.

THE CONSTRUCTION OF EPISTEMOLOGY OF ISLAMIC EDUCATIONAL KNOWLEDGE

Abuddin Nata

UIN Syarif Hidayatullah Jakarta

Abstract. Usually, every discipline of scientific knowledge has special epistemology. Through this epistemology not only all branches of scientific knowledges could be constructed, but all problems of those scientific knowledge could be solved. Islamic education is one of discipline of Islamic studies that talking about the concept and theory of education based on the basic of Islamic teaching, namely the revelation (The Holly Qur'an), the prophet Muhammad tradition (al-Hadits), and rational exercise. (See: *O yee believe! Obey Allah, and obey the Messenger and those changed with authority among you. If ye differ in anything among yourselves, refer it to Allah and His Messenger, if ye do believe in Allah and the Last Day that is best, and most suitable for final determination. (Q.S. An-Nisa, 4:59)*). Difference with the other branches of Islamic studies, like Qur'anic exegesis, Islamic Jurisprudence, and theology, those has epistemology, that the Islamic education not yet has epistemology. The attention of Moslem scholar to epistemology of Islamic education was reduced by their attention to ethic and attitude for student and teacher in teaching and learning process. Based on this condition, there are many problems of education that not yet could solve. Further this was implicated to the low quality of Islamic education, especially if we compared it with the other quality of education in the world. This paper will explain about the meaning of Islamic education epistemology and its function in developing and solving some problems of Islamic education. Besides that, this paper will explain about the some methodologies in epistemology of Islamic education.

Keywords: Islamic education, epistemology, and methodology

The Meaning and Condition of Islamic Education

Islamic education is effort in according to encourage and develop all human potentials in according to Islamic teaching. Besides that, Islamic education can also defined as system that has some components that has inter-connection between one and others. Those component of Islamic education is vision, mission, goal, target, curriculum, subject, student, teacher, financial, facilities, management, and evaluation. (See PP RI Number 32, 2013). The label of Islam that was related to education refer to four meanings, namely character, mission, ownership, and institution. As the character, that label refer to principles of Islamic teaching that must be basic in constructed all component of Islamic education.

Those characters of Islamic teaching is: (1) concordance with human nature (fithrah-gharizah), namely the tendencies to be goodness, obedient God, and life in right track; (2) balancing between material and spiritual aspect; profane aspect and transcendent aspect, social and individual aspect, intellectual, emotional and vocational aspect and so on; (3) concordance with the period and place; (4) concordance with the human capacities;

(5) concordance with developing of science and technology; (6) Based on Scientific research; (7) oriented to the future time; (8) Egalitarian; (9) Justice; (10) democracy; (11) Friendship, and (12) openness. (See Abuddin Nata, *The Comprehensive of Islamic Studies*, 2011:50). The theories and concept of Islamic education, namely in all its components must stand on those Islamic education principles.

Further, the label of Islam that connected with education in according to Abuddin, in his book *The Comprehensive of Islamic Studies* (2011:50) is refer to mission of Islamic teaching, namely in according to spread peace for all human and universe in the world. Through this mission that the benefit of Islamic education effort is not for the welfare of Moslem people only, but for all human and creature in the world. This mission was conducted and implemented by Islamic world in the classical period (7 sd 13 A.S). Through activities of Islamic education, that the Islamic world was product some Moslem Scholar those not just expert in religious knowledge, like Qur'anic exegesis, Islamic Jurisprudence and other, but in general science, like medicine, pharmacology, mathematic, chemistry, astronomy and so on. Besides that, the Muslim world was constructed about art, architecture, music, tradition, culture, local wisdom, ethics, culinary, cosmetic, perfume, and so on. Allah those of Islamic heritage was translated by the West through Sicilia, Rodesia, Palermo, and so on. (See Q.S. al-Ambiya, 21:107: *We sent thee not, but ad mercy for all creature*)

Meanwhile the label of Islam that was connected with ownership, namely that there are many Islamic education activities belong to the Moslem community, like Muhammadiyah, Nahdlatul Ulama (NU) Persatuan Islam (Persis), Jami'atul Khair and so on. Those Islamic education in under those social religious organization called Islamic education. Because those educational activities conducted in according to transmission or socialization to moslem community in according to their Islamic Teaching perspective.

Further, the label of Islam that was connected with institution. In according to the history information, there many Islamic education, like Traditional Islamic Boarding School (Pesantren) Raudhatul Athfal (Islamic Kinder Garden); Islamic Basic School (Madrasah Ibtidaiyah); Islamic Yunion High School (Madrasah Tsanawiyah), Islamic Senior High School (Madrasah Aliyah), Islamic University, Islamic Institut, Islamic High School. All of those Islamic education institutions belong to Moslem community, because all of those established by Moslem communities.

Based on that explanation, that the Islamic education was covered as the principle, mission, ownership and institution of Islamic education. In all those meanings of education there are components of education like vision, mission, goal, target, curriculum, subject, student, teacher, financial, facilities, management, and evaluation. In according to Syamsul Affandi, S.S., there seventy problems of Islamic education. The First, is the not yet clear of the curriculum orientation; (2) the implementation of Islamic education still use old Islamic heritage; (3) the muslim people still tend to provocative by old Islamic romantic; (4) the model of teaching and learning process still use intellectual and verbalistic approaches without use educative interactive and humanistic communicative between teacher and student; (5) the narrow understanding to the essence of Islamic teaching; (6) the conceptual

theoretic of education still dominated by dichotomic paradigm between religious knowledge and general knowledge; (7) the response of Islamic education to social reality is still lack; (8) the reality of the pattern of Islamic education that use now is tend to up destroyed to creativity of student; (9) the interaction between teacher and student like subject and object; (10) the subject matter that tough by teacher to student was not concordance with development of literature; (11) the method and approaches that use now was dominated by memorizing system and not by the process of logic thinking. (12) the mistaken perspective for more of teacher and moslem community to good student. There assume that the good student is the nice, obey, and smart in adaptation and has strong discipline. Meanwhile the student that was protest or was protest was assume as a bad student. (13) the inharmony between revelation and ratio; (14) the low of intellectual quality and competencies in using technology and professional of teacher; (15) the construction of curriculum is still secular; (16) the was occur of the process of imperialism of West epistemology toward Islamic thinking. (17) The study of Islamic education now was dominated by rational, intellectual, ethic and irfani perspective . (See Syamsul Afandi, 2010:65-69).

In other side, the philosophy, knowledge, theory and practice of Islamic education, is still destroyed by philosophy, knowledge, theory and practice of the west education. According to Abdurrahman Assegaf (2004:1), that the destroyed of the increasing of Islamic education was systematic and complex caused by multi factors. Meanwhile, Abdullah Idi and Toto Sumarto said, why the Moslem Community in the last period (classic period) was success in the field of scholarship or in intellectualism that was be main character for urban moslem, but today Islamic education was stagnacy, and work in the place. (See Abdullah Idi & Toto Sumarto, 2006:xi). Further, Putra Daulay (2004:40), said, that the problem of Islamic education today related to student that has heterogeneity of background on understanding, affection and implementation of Islamic religion, cognitive, and partial approaches in teaching and learning process, the responsible of the success of Islamic education was just belong to the teacher, and the limited of the facilities.

Today part of those problems was can to solve as found in the integrated curriculum, collaborative teaching and learning process, competencies and character of professional teacher. But, the other problems of education that not can to solve is still much that, especially as the implication of advancement of science and high technology in the globalization era. There are some factors that caused increasing those problems. According to Abd, Rachman Assegaf, those problems caused by politic aspect, the closing of the window of rational exercise, the stagnancy of thinking, the taqlid culture, allergy to philosophy, sectarianism and dichotomi of knowledge in Institution of Islamic education. (Abdurrahman Assegaf, 2004:xi). Meanwhile there are some comments, that the factors that caused those problem is the factor of the development of science itself that was move more speed, until construct some branches of disciplines of knowledge until to sub of knowledge, the assumption of Islamic education as the fardlu kifayah (social obligation), and the internal of the institution of Islamic education itself that can to conduct rehabilitation and modernization as the complex problem: economy, politic, law, social, and culture that was faced by moslem community and Islamic state. (See Jasa Ungu Muliawan, 2005:viii-ix)

In according to Iqbal, as quoted by Abdullah Idi and Toto Sumarto, (2006:xi) that in according to solve the problem of Islamic education there are very importance to conduct a construction of Islamic education that based on philosophies and epistemology. Islamic education, especially in Indonesia, today, faced by philosophical and epistemological problem that not yet final. Epistemology or paradigm of Islamic education is the construction of knowledge that possible to us understanding the reality of Islamic educational knowledge as the Islam. Those construction was established by Islamic values with the goal to become we have wisdom that based on this, construct Islamic Educational knowledge in according with the Islamic normative values. In this step, the paradigm or epistemology of Islamic Educational knowledge need a grand design about ontology, epistemology and axiology of Islamic educational knowledge. The function of this paradigm and epistemology basically in according to Abdul Mujib and Jusup Mudzakir, (2006:2), is to construct Islamic perspective in according to understand the reality of Islamic educational knowledge that supported by the construction of knowledge that placed revelation as the main resource, and then it could be transcendental structure as the reference for understanding the reality of education.¹ Islam as paradigm of the knowledge of education also has mean as the construction of the system of education that based on Islamic universal values with based on belief to One God (al-tauhid), the principle of oneness of the rightness and the principle of the oneness the sources of system. For those principles further transformed the element of education as the world view toward education. (See Syamsul Afandi, 2010:65-69)

Epistemology of Education

Epistemology is the theory of knowledge that study about the method of getting knowledge from the object that was studied.(See Ibid, Syamsul Affandi, 2010:70). Beside that, epistemology can to defined as the branches of philosophy that talking about the essence and scope of knowledge and its assumptions. (See Ibid, Syamsul Affandi, 2010:71-72). Through epistemology, beside in according to get the process of construction of knowledge, also in according to has competencies to search and construct that knowledge. Through epistemology expected not only can to develop the wise that anyone to be sure satisfied just with get the knowledge, without with the method or enough source to get the knowledge. Through epistemology, anyone not just be costumers of the passive knowledge, but also will be active, creative, and dynamic producer in developing and constructing of knowledge; and with the epistemology anyone not just be the follower of knowledge but they will be a pioneer, producer, and composer of scientific knowledge. (See, Ibid., 2010:2). Based on the importance of the function of epistemology, Abdul Munir Mulkan said, if the main target of Islamic education is to get the total knowledge by student, the teaching and learning process must use the epistemology as the main approaches and methods. (See Abdul Munir Mulkan, 1993:56).

In according to Mujamil Qomar perspective, there are five methods of epistemology of Islamic education, namely rational method, intuitive, dialog, comparative and critic. (See Mujamil Qomar, 2005:207). The said the dialog (mujadalah), critic and comparative as the method is adequate because it supported by many experts. But the using rational and intuitive as the method, apparently was not realistic. Actually rational is the character of using ratio and its method is critic, analog (Qiyas), and istihsan. Also intuitive as the character that was spiritual or heart, and it's method is *irfani* through what we call *tazkiyah al-nafs* (purification of soul). Meanwhile Mulyadhi Kartanegara, (2005:138) said about the five kinds of knowledge method of knowledge, namely observation, research by ratio (*jadali*), mystical observation (*irfani*), experiment and *bayani*. There are similarity between the Mujamil Qomar and Mulyadhi Kartanegara in divided the method of scientific metode, namely in using rational and intuition. Althou that, in the theory that Mulyadhi Kartanegara description was overlapping and repetition in using mystic, experience of heart with the *irfani* method. Meanwhile in the rational method or rational exercise, Mulyadhi included *sy'i'ri* (poem) method as the low level followed by *khitabi* (rethorik), *mughalithi* (s sofistik), and *al-jadali* (dialectical) and the top one is *al-burhani* (demonstrative). (See Mulyadhi Kartanegara, 2005:138). Meanwhile, Adnin Armas, (2013:178-186) introduce two approaches in understanding of Islamic studies, namely the methodology from al-Hadis Ushul Fiqh and Tafsir.

Based on those theories, at lease, there are five methods that can used to in developing epistemology of Islamic educational knowledge, namely *al-bayani* method, *al-ijbary* method, *al-Burhani* method, *al-Jadali* method, and *al-irfani* method. Al-Bayyani method is refer to explain and explore the content of al-Qur'an and Hadis in any perspective, like Qur'anic exegesis, Jurisprudence, Theology, Mystics, and Moral. In the explanation and explore the content of the Qur'an, there are some methods, like *tajzi'i*, *maudlui*, *muqarin*, and so on. The process of *tajzi'i* method in the Quran.Exegesis as follow: concordance with the structure of the Qur'an, namely starting from the surah al-Fatihah until surat al-Naas, explanation about the background of down of surah, relationship between surah and other surah, the meaning of the word of surah, the tenet of the surah, and conclusion. In according to become expert in this method, there are very importance to anybody that want to use this method the competencies in Arabic Language with the knowledge about it, the method in Qur'anic Exegesis, the knowledge of *asbab al-nuzul* (the background of load of the Qur'anic verses), the knowledge of *munasabat al-ayat*, and other relevant knowledge. Meanwhile the process of *al-maudlu'i* (theme) method in the Qur'anic exegesis as follow: stated theme or topic; seek the Qur'anic verses that concordance with that theme or topic, seek tradition of the prophet that concordance with this theme or topic; to arrange all qur'anic verses systematically in concordance with the *asbab al-nuzul* (cause of descend of verses) and *munasabah ayat* (correlation of verses to other verses), using the disciplines of relevant knowledge and concordance with the surah, and take conclusion. Further, the *muqarin metode* as follow:seek the verses that has similarities redaction, and convergent between those verses. (See M.Quraish Shihab, *Membumikan Al-Qur'an*, 1992:87)

Meanwhile in Islamic Jurisprudence, there are some methods, like, *ijma'* ulama

(consensus of Moslem Expert/Ulama), *al-Qiyas* (analogy), *istihsan*, *mashlahat al-mursalah*, *al-urf*, *syar'un man qablana*, and *saddu al-zari'ah*. The consensus of ulama is the agreement of Moslem Scholar in the solving some problems in Islamic Jurisprudence or in other problem in societies, like the problem of the collecting and compile the Qur'anic verses in one books.

Further, the method *al-Qiyas* (analogy), is the process in decide problem through analog between the case that not has clear argument in the Qur'anic verses or al-hadis with the case that not yet have clear argument in the Qur'anic verses or al-hadis, like analog beer with arrack/wine, because between ber and arah has similar character or illat, namely to make some body that drink alcohol and arak will be drank or intoxicated. And then, *istihsan* is the method in Islamic jurisprudence that use to decide of the status of any thing in Islamic jurisprudence in according to the good implication of any thing for human life. For instance the certificate of marriage linkage is very importance for the couple between boy and girl. Further the *mashlahah mursalah* is the methode in Islamic Jurisprudence that use to decide of the status of any thing in Islamic Jurisprudence according to the good implication of any thing to human people, like the document for economic transaction. Meanwhile, *urf* is the methode that use to decide any think based on local wisdom. Further, *al-'urf* is local wisdom. It can use to decide any thing that hase good implication for human life. And than, *syar'un man qablana*, namely the regulation and teaching from old generation that still relevance for further human life.

Al-ijbary method, is the experiment method. Namely the method for evaluate the hypothesis. For instance, that learning and teaching process in small class more than effective of big class. To evaluate this hipotesis we can make experience for two class, namely class experiment and class control. And than to compare the result of class experiment and the result of class control. If the result said that the result of small class, or control class, namely the score of experiment class was biggest or highest than control class this hipotesis is true.

Al-Burhani method, has two meaning. The first meaning is observation, namely to observe by using five sences supporting by facilities like camera, recording, paper, ruler, guide observation, and so on, like to observe the student activities in the class, garden, library, workshop, mosque and so on. The second meaning is demonstrative method by using rational and logical argumentation.

Al-Jadali method, is the dialectic, reflective and critique method, like compared between *das sollen* (ideality) and *das sein* (reality), and finally draw conclusion. This method usually used in the Philosophy field, like the essence of metaphysics, cosmologies, psychology, sociology, ethic, and so on.

Al-irfani method, is the method that using in according to get special knowledge from God, like *al-irfaniyah*, *al-israqiyah*, *al-mauhubah*, or *al-Laduniyah* knowledge through purification of heart or soul from sin. In according to al-Ghazali in His Book *Ihya' Ulum al-Din*, that the method of purification of heart or soul, like *al-zuhud* (ascetic), *al-taubah* (back to Allah), *al-ikhlash* (tend to God only), *al-tha'at* (patient), *al-riyadlah* (soal exercise), *al-mujahadah* (psychology exercise), and *al-ma'rifah* (deep understand of the knowledge of

God).

In actually and in reality that the Moslem scholar using *al-bayani* and *al-irfani* metode more than using *al-ijbari*, *al-burhani* and *al-jadali* method. This contradiction with the West Scholar that using *al-ijbari* (experiment), *al-burhani* (observation and demonstration), and *al-jadali* (rational exercise). Based on this condition there are very importance if the Moslem Scholar, beside using *al-bayani* and *al-irfani* method also using *al-ijbari* (experiment), *al-burhani* (observation and demonstration), and *al-jadali* (rational exercise. Meanwhile the West Schoolar, beside using *al-ijbari* (experiment), *al-burhani* (observation and demonstration), and *al-jadali* (rational exercise., also using *al-bayani* and *al-irfani* method.

Conclusion

Based on the explanation and illustration as stated in above, we concluded some points as follows:

First, the epistemology of Islamic educational knowledge is the theory of knowledge that studied about method to get knowledge from the object of knowledge (ontology). Besides that, epistemology can to defined as the branches of philosophy that collaborated with the essence and scope of knowledge.

Second, the function of epistemology of Islamic educational knowledge beside as the system for seeking and developing of scientific knowledge, also as the method to solve the problem of Islamic education, like the problem in curricula, learning and teaching method and approach, teacher and student relationship, and so on.

Third, there are five methods of epistemology of Islamic educational knowledge, namely *al-bayani* (explanation method), *al-ijbari* (experiment method), *al-burhani* (demonstrative method or observation), *al-jadali* (rational exercise, like dialectic, reflective and critique method), *al-irfani* (purification of heart method).

Fourth, in generally and reality, the Moslem Scholar using *al-bayani* and *al-irfani* method more than using *al-ijbari* (experiment method), *al-burhani* (demonstrative method or observation), *al-jadali* (rational exercise, like dialectic, reflective and critique method). Meanwhile the West Scholar using *al-ijbari* (experiment method), *al-burhani* (demonstrative method or observation), *al-jadali* (rational exercise, like dialectic, reflective and critique method, more than using *al-bayani* and *al-irfani* method..

References

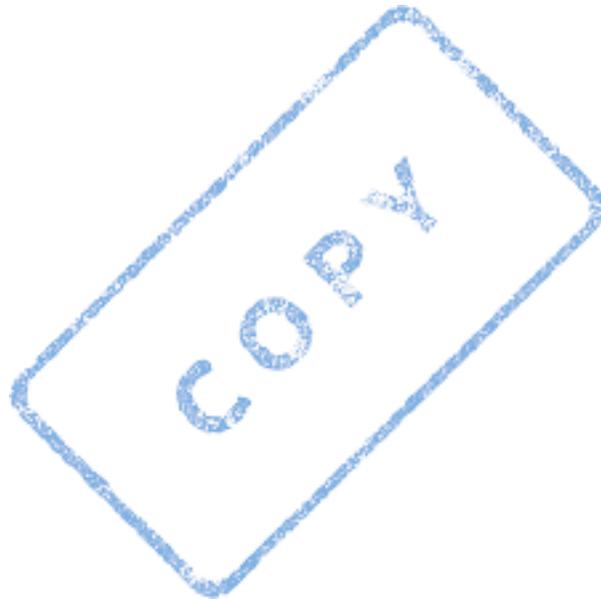
Affandy, Syamsul, "Rekonstruksi Epistimologi Pendidikan Islam (The Reconstruction of Islamic Education" on Ari Dwi Haryono and Qurratul A'yuni, *Islamic Basic Education*, (Malang:Bani Hasyim Press, 2010).

- Armas, Adnin, "Metodologi Ilmiah dalam Islam, (Scientifif Method in Islam)" dalam (in) Adian Husaini, (ed.), *Filsafat Ilmu Perspektif Barat dan Islam, (The Philosophy of Knowledge in the West and Islamic Perspective)*, (Jakarta:Gema Insani, 2013), First Edition.
- Assegaf, Abdurrahman, Aliran Pemikiran Pendidikan IslamL Hadlarah, Keimuan, Tokoh Klasik hingga Modern, (The Mainstreaming of Islamic Educational Thingkingm Civilization, Knowledge, The Classic Expert until to Modern Thingking, (Jakarta: Prenada Media, 2004), First Edition.
- Daulayh, Haidar Putra, Pendidikan Islam dalam Sistem Pendidikan Nasional Indonesia, (Islamic Education in the National Indonesian System of Education),(Jakarta:Prenada Media, 2004), First Edition.
- Echols, John M, and Hassan Shadily, *Kamus Inggris Indonesia*, (Jakarta:Gramedia, 1980), Seventh Edition.
- Idi, Abdullah & Toto Sumarto, *Revitalization of Islamic Education*, (Yogyakarta:Tiara Wacana, 2006), First Edition.
- Mujib, Abdul and Juduf Mudzakir, *Ilmu Pendidikan Islam (The Knowledge of Islamic Education)*, (Jakarta:Prenada Media, 2006), First Edition.
- Muliawan, Jasa Ungu, *Pendidikan Islam Integrated, Upaya Mengintegrasikan Kembali Dikhotomi Ilmu dan Pendidikan Islam*, (Jakarta:Pustaka Pelajar, 2005), First Edition.
- Mulkan, Abdul Munir, Paradigma Intelektual Muslim Pengantar Filsafat Pendidikan Islam dan Dakwah (*Intellectual Muslim Paradigm, Introduction of Philosophy of Islamic Education and Preaching*), (Yogyakarta:Sipress, 1993).
- Nata, Abuddin, *Studi Islam Komprehensif*, (Jakarta:Prenada Media Group, 2011), cet. I.
- Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standard National Pendidikan yang Diperbaharui dengan Peraturan Pemerintah Nomer 32 Tahun 2013 tentang tentang Standard National Pendidikan.*

Kartanegara, Mulyadhi, *Integrasi Ilmu sebuah Rekonstruksi Holistik (The Integration of Knowledge as the Hollistic Reconstruction)*, (Jakarta:UIN Jakarta and BandungLARasy Mizan, 2005).

Shihab, M., "*Membumikan*" *Al-Qur'an, Fungsi dan Peran Wahyu dalam Kehidupan Masyarakat*, (Bandung:Mizan, 1413 H./1992 M.), Second Edition.

Qomar, Mujamil, *Epistemologi Pendidikan Islam, dari Metode Rasionak hingga Metode Kritik*, (Epistimology of Islamic Education from Rational and Critiqwue Method), (Jakarta:Erlangga, 2005), First Edition.



THE ROLE OF ADMINISTRATIVE MANAGEMENT IN IMPROVING QUALITY OF ADMINISTRATIVE SERVICES AT A ELEMENTARY LEVEL SCHOOL

Sita Ratnaningsih^a, Rizka Zayyana^b, Ali Nurdin^c

UIN Syarif Hidayatullah Jakarta

e-mail: sita@uinjkt.ac.id

Abstract. The role of administrative personnel in primary schools is crucial to support successful achievement in school goals. The purpose of this research is to determine how the role of the administrative in improving the quality of administration services. Held in Madrasah Ibtidaiyah (MI) Development State Islamic University (UIN) Jakarta by using Qualitative descriptive method. The data collection techniques in this research using the technique of interview, observation and document studies. According to the research there are 3 sub-section of the administrative personnel, namely: education & pengajaran parts, finance and personnel, and the public. Program activities for the administrative staff has been running quite effectively. It can be seen from the performance of the administrative personnel with the strategy pursued is easier with online tuition payments system that has been implemented since 2006, SIMAK programs which facilitate the teachers enter grades online. The integration program of the administrative staff with daily activities at the school is still running even though there are some obstacles in the implementation. It can be concluded that the role of the administrative staff at State Islamic University (UIN) Jakarta MI Development has been quite effective. This shows that the role of administrative staff strongly support improving the quality of administration services MI Development State Islamic University (UIN) Jakarta. The following recommendations can be given that the quality of administrative services in schools is increasing as well. First, the head of the administrative personnel in order to add a number of administration staff so that administrative services can always be dealt with quickly. Second, the administrative personnel in order to carry out their duties and conduct with the optimal archive storage.

Keywords: Role, Staff of Administration, Quality of Service Administration

Introduction

The function of school administration services, especially in supporting the achievement of school vision and mission, has not yet received equal treatment. Even at the elementary school level and extraordinary education these activities are not handled by special officers but are captured by the principal or teacher. For the high school level, the administrative services of the school have already been handled by the administration department. However, the results of a field survey conducted by the Working Group on the Development of School Administration Quality Standards (2007) found that a number of problems such as school administrative chiefs have not yet all attended the training of school administrative chiefs, and heads of school administrative staff who have attended education

and training can not apply the knowledge acquired because the material provided does not cover the knowledge of school administration but the administration of an integrated office. The problem becomes very important to be discussed since the existence of administrative service is very much needed, in Government Regulation Number 19 Year 2005 about National Standard of Education expressly stated that every educational unit start from Elementary School and Madrasah Ibtidaiyah up to university, including Package A, B, or C, must have administrative personnel. The effectiveness of school administration services is largely determined by the qualifications and performance of the officers handling it.

Meanwhile, the success of the administrative unit in performing its functions is largely determined by the quality and capability of Head of School Administration, which is known as the head of school administration. As stated by Edward (2006) in a quality assurance system stating that Producers demonstrate that quality has a system, commonly called a quality assurance system, which enables production wheels to produce products consistently, in accordance with the standards or specifications. A product is said to be of good quality during the product, consistently in accordance with the manufacturer's demands. Head of School Administration Manpower oversees a number of administrative personnel in charge of providing services to internal and external customers. Internal customers are Principals, teachers and other administrative personnel, while external customers are all parties outside the school who have an interest in the school. (Mulyadi, 2013). In this case, the role of administrative personnel in a school can not be ignored because without the support of good administrative services, it is unlikely that schools will achieve the established vision and mission. Administrative support not only in order to facilitate the implementation of basic activities that are routine but also in the framework of school development for the future. In accordance with the Minister of National Education Regulation No. 13 of 2007, "School Administration Staff is the human resources in schools that are not directly involved in the implementation of teaching and learning activities but the role of supporting the smooth process of learning and school administration." While in carrying out its duties administrative personnel should had management which is good, as Mappaure (2009) argues, which states that administrative personnel perform services for the operation of joint ventures, which include the activities of recording, dispatching and storing of information.

In carrying out its duties the administration of education should pay attention to the quality of services provided, so as to provide full support to the existing teaching and learning process in school. As the opinion of Wursanto (1988), who argue that the administrative work is a function facilitating function (facilitating function). It can also be stated that administrative work is a tool for management in carrying out all its managerial activities which include planning, organizing, actuating, controlling, and decision making. According to Goetsch and Davis in Engkoswara (2011), states quality is a dynamic condition associated with products, services, people, processes, and environments that meet or exceed expectations. Meanwhile, according to Idhoci (2013), states the quality of the educational process shows the subsystem's sustainability in the process system in the schools. Another idea from Carpenter (2017) stated that an exploration of an educator collaborative inquiry in the shared workspace of professional learning communities reveals that the educator

collaborative inquiry enables the leaders to focus on increasing student achievement scores.

That is supported research by Toby (2018), analyses four examples of change and finds that system-wide change is possible, but requires strong and sustained political support and capacity building within a values-based framework that allows for local agency and adaptation.

One of the Islamic elementary schools that have a structure of Administration with administrative personnel who apply administrative services is Madrasah Ibtidaiyah Pembangunan UIN Jakarta. In the school, there are 16 administrative staffs with the following details: (1) education and teaching sub-division is 5 people, (2) sub finance & personnel 6 people, (3) general sub are 5 people. Ministry of National Education (2007). Where the administrative staff of the school uses a system of one unit of four schools, which is meant by one administration. Madrasah Ibtidaiyah (MI) School has a fairly good administrative service, and its governance includes three subsections: Education and Teaching, Finance and Personnel, General Section.

However, in the implementation of administrative personnel in the field of education & teaching often meet the barriers to keep the documents of students in full due to negligence of students or guardians who do not collect data back. Then, in the administrative room education & teaching room there is a filing cabinet that is still lacking in number so that imperfect some of document or file from activities in the school that archiving. Development Madrasah (MP) UIN Jakarta has implemented the ISO 9000: 1 guideline management system but for administrative staff of finance & personnel department does not yet have a comprehensive personnel database system. In the field also experienced obstacles in the preparation of the budget due to the regulation of payment of fees that are not raised. Basically every field of administrative staff in the school has a barrier that often occurs in realizing the quality of administrative services, as in the general field in the school MP UIN Jakarta still feel the lack of administrative personnel who are competent in their field. However, constrained in the efficiency of school expenditure, schools should strive to meet the needs of schools by continuing to maintain existing administrative personnel. Within each member of the administration, there are still some members who are still less motivated to attend some additional activities held from the school, which can improve the quality of the school and increase the role experience among each individual administrative personnel.

Of all the problems experienced by the school are still many advantages that result from all elements of school perceived benefits by users of school education services. Rapid development is done by all elements of the school including administrative staff in improving the quality of administration services in the school. Therefore, it is necessary to conduct further research related to the quality of administrative services that are being run in the school.

Methods

Qualitative research can be undertaken by researchers in the field of social science and behavior, as well as by researchers in fields that highlight issues related to human behavior and role. Strauss (2009). According Nuraida (2009), qualitative research is a research procedure that aims to examine a problem by way of formulating the problem and then investigate in depth that is observation, recording, interview, and involved the research process to find explanations in the form of patterns, descriptions and set up indicators. In qualitative research, according to Sugiyono (2011), the theory used must be investigated, as the basis for formulating hypotheses, and as reference composing instrument. With writing this research in the form of written or oral words from persons or principals that can be observed, it includes a qualitative approach. Therefore, the research method used is qualitative research. Observation techniques, interviews and documentation studies will be used for the collection of research data.

Results and Discussion

Number of Administrative Staff in Development MI Jakarta

MI Development Jakarta has administrative staff with different backgrounds of experience and education, as follows: S2 amounted to 1 person, SI amounted to 15 people, D3 amounted to 2, equivalent high school amounted to 6 people and graduated SD 1 person. Then the age of administrative personnel who average above 30 years and working period over 5 years shows that has been experienced by many administrative personnel in managing administrative activities in Madrasah Ibtidaiyah.

Activities of Administrative Staff MI Development UIN Jakarta

The management of education personnel according to Mustari (2014) is an activity that includes the determination of norms, standards, procedures, appointments, guidance, management, welfare and dismissal of school education personnel in order to perform their duties and functions in achieving school goals. It is known that the educational staff includes the principal, administrative staff, laboratory, librarian, etc. But in this study focuses on the role of administrative personnel. From the results of observation, interview and document studies conducted by the author, it can be obtained data administrative personnel activities as follows:

- a) Administrative staff of education & teaching.

The activity of administrative staff in this section is one form of service provided by administrative personnel to assist the task of teachers in matters relating to learning. The explanation is seen from the results of observations made by the author and the results of interviews with one of the MI Development teachers that:

Based on observations and interviews with the school, it can be seen that the

administrative activities undertaken by Administrative Staff MI Development enough to help teachers in terms of teaching and learning activities so that the work should be done by the teacher has been done by Administrative Staff. In addition, teachers are also assisted in the management of attendance of teachers and students. This is in accordance with the theory that has been described that one of the activities that include educational personnel is management, the activity of administrative staff perceived by one of the teachers has been running optimally and administrative personnel are able to carry out their duties and functions

b) Financial administration personnel & staffing

The activity of administrative staff in this section is one form of service provided by administrative staff to design financial system all matters relating to schools, employees, and students. Development Madrasah has implemented online payment system of SPP since 2006, but until now there is a system error on the bank, which affects the administrative staff less update in recording data of SPP payment. For notification to students who have not paid SPP the administrative staff provide a special notification letter that makes the student bully by his friend. To overcome the bullying the school has done by giving all the letters to all students who are late pay and who have paid, but there are constraints with inconvenience for the parents who have paid but still get a letter, but the contents of the letter is not about warning but only just information about SPP. Development Madrasahs do online payment system because follow technological progress. This is according to the presentation of the head of sub-section finance & personnel in MI Development UIN Jakarta. Online SPP payment system has weaknesses and advantages. The parents who use the financial administration services feel the ease of payment of tuition fees, although sometimes still misunderstanding recording. With the system will prevent the queue of payments made by parents or students and provide a sense of security to parents or students by transacting through a bank that became a partner school.

c) General administrative staff

The activity of administrative staff in this section is one of the forms of service provided by administrative staff to manage in matters relating to school facilities. Development Madrasahs have good facilities and infrastructures that are good enough. Complaints from parents, students, or teachers are not a matter of inconvenience, but there is little damage to the facilities used. The explanation is seen from the results of observations made by the author and the results of interviews with the head of general sub-sector in Madrasah Pembangunan.

The Role of Administrative Staff in Service Quality Improvement

As an administrative officer of the school / madrasah in primary and secondary education or often known as school administrators / madrasah in the learning process is necessary. Based on observations and interviews by the author, education personnel include

the administrative staff, laboratory, librarian, etc. But in this study only focuses on the role of school administrative staff. Most of the work programs of administrative personnel are to assist in the success of school goals. This is reinforced by the opinion of the head of the madrasah on the role of administrative personnel that the role of administrative staff is one thing that is very influential for the school. It takes competence and skills that support in the field of administration. As an administrative staff in primary and secondary education in the learning process is necessary for the creation of a quality school. With regard to the role of administrative personnel is very important to support the smooth and successful administration of the school.

The role performed by administrative personnel is not only run by the administration department alone, it is disclosed by the Information Systems Documentation and Publication SIDP (SIDP) or commonly known as PR, that: The relationship between SIDP and administrative personnel, in this case Head of Administration, based on the decree of the foundation of Sharif Hidayatullah Jakarta on the organization and governance of Madrasah UIN Jakarta contained in the appendix (the organizational structure of MP Jakarta) are directly responsible to the directors. The next one, both provide services to stakeholders.

From the above exposure, administrative personnel in trying to improve the quality of administrative services to work together or partner with the SIDP. The role of administrative personnel in addition to processing value, administrative staff also seeks to improve services by applying the Academic Management Information System (SIMAK). It was presented by one of the MI Development teachers, that: The first now teachers are facilitated by SIMAK Online application, which is where SIMAK (Academic Information Management System) is useful to input the value so that the value provided by the teacher can be seen by the homeroom, administrative staff and guardians online, and this program just running now.

Based on the above explanation of tasks performed by administrative personnel according to some service users, already have the competence & qualifications are adequate and competent in the field. This is evidenced by the satisfaction felt by the users of his services in various things in academics to finance and employees.

Strategy in Improving the Quality of Administration Service

In improving the quality of administrative services required strategies undertaken to achieve school goals. There are several opinions put forward the strategy of improving the quality of administrative services as follows: According to the Head of Madrasah strategy to motivate the performance of administrative personnel in a way. The motivation for administrative personnel communicates that they are an integral part of the process of education and ensure that all things work well, because the function of administrative personnel is to provide services to the implementation of the educational process.

According to the chief of administration personnel, the strategy to improve the services of the administrative staff that at each work meeting held a resource person from

various circles in order, only (the school) did not issue a certificate. So only engagement. Then one of the administrative staff of the finance & personnel department said that the administrative staff often attend training held from the school.

From the above explanation of the synchronization between the motivation of the head of Madrasah where the head of the administrative department has conducted education and training to the administrative staff, but the training is held in the school along with the work meeting or known as On The Job Training. In addition to the provision of training in the school, according to the homeroom teachers who feel the impact of the performance of administrative personnel that the strategy of administrative personnel is: The strategy is usually inventory the needs of teachers, continue to make customer satisfaction questionnaires through SIDP link, all inputs entered into SIDP and done for 1 year 2x, then has been running SIMAK which allows teachers in input value. One of the teachers of the field of study added that the strategy applied by the current administrative staff is: SIMAK. Which really helps the teacher in the job input value. However, better performance that has been run to be better, more compact and not just focus on relying on the field. Development Madrasah in trying to improve the quality of school services provide facilities that support the learning activities, the effort is one strategy. This is already felt by the user of the education service that is the parents of the students, because most of the parents feel and feel the service from the madrasah is good, because the facilities in the classroom also have AC and learning using LCD / Projector. From some of the above explanation it can be seen that administrative staff apply various strategies to improve administrative services. Which strategy has an impact on every service user in the madrasah. The head of the madrasah routinely does not escape to motivate administrators and other employees. The head of the administrative department seeks regular training in schools, optimizes the payment of online fees, and implements the Educational Academic Management Information System (SIMAK).

Conclusion

Based on the results of research that has been discussed above, it can be explained that the role of administrative personnel in improving the quality of administrative services there are 3 subsections, namely: education & teaching, finance & personnel, and general. Performance of administrative personnel with the strategy undertaken is to facilitate the online payment system SPP has been applied since 2006, the SIMAK program that allows teachers to input the value of students online, and maintain and manage the facilities of school facilities. The integration of programs from administrative staff with day-to-day activities in schools is still running despite some obstacles in the implementation.

Acknowledgement

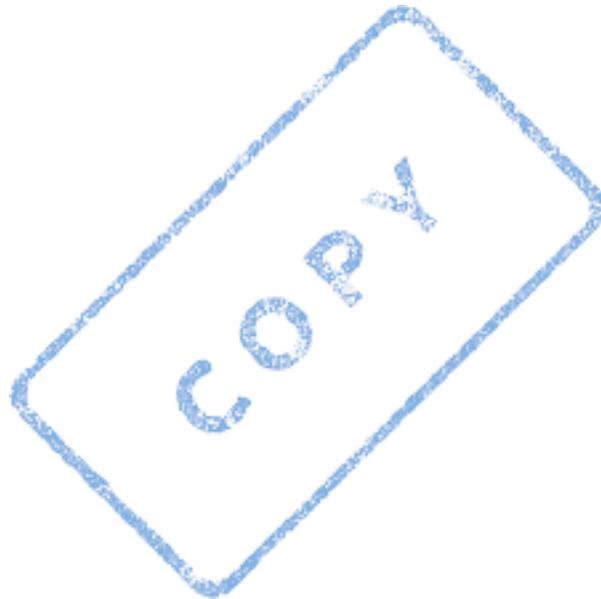
The researchers would like to thank the Headmaster of MI Madrasah Pembangunan Jakarta, the teachers at MI Madrasah Pembangunan, the Head of Administrative Staff of MI UIN Jakarta, Faculty of Educational Sciences of State Islamic University (UIN) Syarif Hidayatullah Jakarta.

References

- Ahmad Mappaurre, *Dasar-Dasar Ilmu Administrasi dan Manajemen*, Makassar: Badan Penerbit Universitas Negeri Makassar, 2009.
- Anselm Strauss, dkk, *Dasar-Dasar Penelitian Kualitatif*, Yogyakarta: Pustaka Belajar, 2009.
- Daniel Carpenter, Collaborative inquiry and the shared workspace of professional learning communities, *International Journal of Educational Management*, Emerald Publishing Limited, 2017, Volume 31, Issue 7.
- Edward Sallis, *Total Quality Management In Education*, Yogyakarta: IRCiSoD, 2006.
- Engkoswara, *Administrasi Pendidikan*, Bandung: Alfabeta, 2011.
- Moch Idochi Anwar, *Administrasi Pendidikan dan Manajemen Biaya Pendidikan edisi revisi*, Jakarta: PT RajaGrafindo Persada, 2013.
- Mohammad Mustari, *Manajemen Pendidikan*, Jakarta: Raja Grafindo Persada, 2014.
- Ministry of National Education, *Pendidikan dan Pelatihan Manajemen Ketatausahaan Sekolah Direktorat Tenaga Kependidikan Peningkatan Mutu Pendidik dan Tenaga Kependidikan*, Jakarta : Departemen Pendidikan Nasional 2007.
- Mulyadi, Kualifikasi dan Kompetensi Tenaga Administrasi Sekolah di Daerah Istimewa Yogyakarta", *Jurnal Tenaga Kependidikan vol 43*, No. I (Mei 2013).
- Mohammad Mustari, *Manajemen Pendidikan*, Jakarta: Raja Grafindo Persada, 2014.
- Nuraida Khalid Alkaf, *Metodologi Penelitian Pendidikan*, Tangerang: Islamic Reserch Publising, 2009.
- Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Jakarta: Alfabeta, 2011.
- Toby Greany, Innovation is possible, it's just not easy, Improvement, innovation and legitimacy in England's autonomous and accountable school system. *Educational*

Management Administration and Leadership, International Journal, Volume 46, Issue I, 2018.

Wursanto, *Dasar Dasar Ilmu Tata Usaha*, Jakarta: Pustaka Dian, 1988.



DIFFERENCE OF STUDENTS ATTITUDES CONCERNING THE ENVIRONMENT IN INDUSTRIAL, RICE FIELDS, COASTAL AND MOUNTAINOUS AREAS:

Comparative Study at four Elementary Schools in Karawang Regency,
West Java Province, 2017

Sujiyo Miranto¹, Soehardi²

UIN Syarif Hidayatullah Jakarta¹

University of Bhayangkara Jakarta Raya²

Abstract. This study aims to determine differences in student attitudes about the environment located in the coastal, industrial areas, rice fields, and mountains areas. The research used descriptive method with comparative study conducted in 4 (four) elementary schools in Karawang Regency, West Java Province from June to August 2017 with number of sample 100 students. Data were collected with an attitude instrument on the environment. Hypothesis testing using Anova one way. The result of the research shows that there are differences of students' attitude toward environment in industrial, coastal, rice field and mountains areas. Further test results (post hoc test) obtained conclusion: (1) Student attitude about environment in industrial area is higher than coastal area; (2) Student's attitude about environment in industrial area is higher than rice field area; (3) Students' attitudes about the environment in industrial areas are higher than mountainous areas; (4) Students' attitudes about the environment in coastal areas are lower than in the rice fields; (5) Students' attitudes about the environment in coastal areas are lower than in mountainous areas; (6) Students' attitude about environment in rice field area is lower than mountain area

Keywords: Attitudes toward environment and school location

Introduction

Humans and the environment always interact and influence each other. The environment forces people to use certain patterns of behavior. Likewise human behavior will affect the environmental order that will ultimately affect human behavior. This mutual influence becomes an unbroken cycle and occurs in every joint of human life including in the world of primary school age children. One of the impacts of interaction between humans and the environment is the declining quality of the environment that will lead to environmental problems.

Veronica (2008) states that all forms of environmental problems that occur today are more caused by attitudes and human behavior towards the environment. Environmental issues that must be addressed immediately include water pollution, air, social conflicts that require conscious efforts from the community, including elementary school students.

The location of the school is a close and influential environment for students. However, the role of the school location is still poorly researched. Much of the environmental research has been focused on the local environment, classroom environment, learning model and learning outcomes (Wiwik Cahyaningrum, Mustafa, Agus Sugiarto: 2014) and Dupri, Bambang Abduljabar (2015).

There is little research focusing on the influence of school sites on students' attitudes about the environment, especially in elementary school students. Therefore, it was decided to examine the role of the school location for the students' attitudes. This research is unique because it will answer important questions about the presence or absence of school location influence on students' attitudes about the environment. School is the closest and most important environment for students because nearly half of the students' lives are done in school. In a school environment situation, there are many opportunities for interactions and experiences that can shape students' attitudes toward things. During their time in the school environment the students get experience either intentionally or not. Experience during departing and coming home from school and encountering a variety of different environmental conditions will certainly increase students' insight.

This study aims to analyze how the attitude patterns of elementary school students about the environment related to the existing environmental settings in this study are primary schools located in industrial areas, coastal areas, rice fields and mountain areas.

Review and Related Literature

Theoretical Study on Environmental Psychology

There are three major traditions of psychological theory orientation in explaining and predicting human behavior. First behavior is caused by factors from within (deterministic), both behavior caused by environmental factors or learning process and the third behavior caused by human interaction with environment.

Deterministic-oriented theories are more widely used to explain the phenomenon of environmental cognition. The corresponding theory is Gestalt's theory which states that the process of human perception and cognition is more important than the study of overt behaviour.

Based on this theory, human behavior is more caused by processes of perception. Therefore, environmental perception is one application of Gestalt theory. While the theories of environmental psychology are influenced by the great theoretical tradition that develops in the discipline of psychology as well as outside the psychology of cognitive, behavioristic, and field theory. Ormrod (2009) states that cognitive psychology is a theoretical perspective that

focuses on the mental processes that underlie learning and behavior. According to behavioristic theory, a person is considered to have learned something if he can show changes in his behavior. According to this theory in learning is important is the input in the form of stimulus and output in the form of response. Field theory (field theory) was developed by Kurt Lewin which states that as long as humans interact with the environment, there are forces that occur. These components move the forces in the form of attractiveness and repulsive force or power and distance away. This interaction occurs in individual psychological studies that will reflect the individual's behavior. Simply put, this theory can be described as follows:

$$TL = f(P, I)$$

Remarks:

TL = B = Behavior

f = Fungsi = function

P = Pribadi = Private

If compiled in simple sentences the above theory states that behavior is a personal function with the environment. It can also be synthesized that person and environment are independent variables, whereas behavior is a dependent variable. Human relationships with the environment are dynamic and not direct. Therefore, efforts to understand human behavior in the context of the environment. The following is presented a general model of human-behavior relationships composed by Vitch & Arkkelin (1995) as in the following figure:

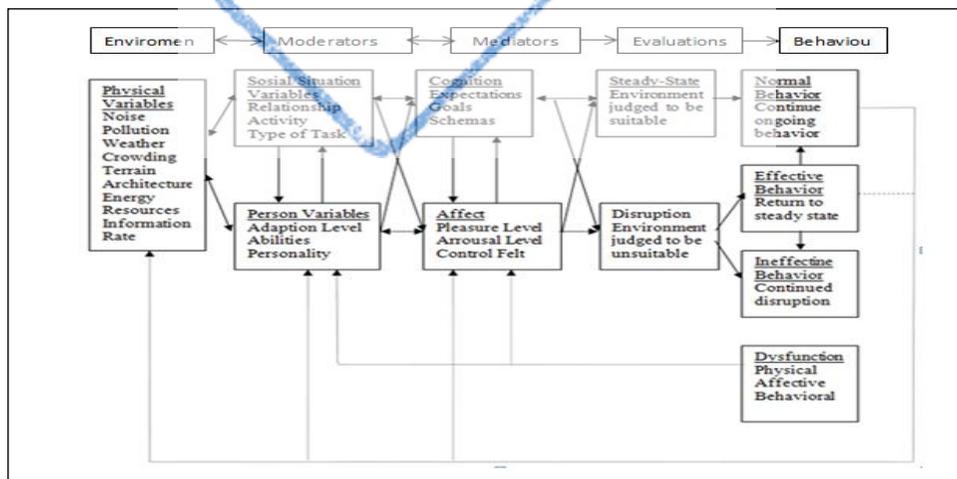


Figure 1. Environmental and Behaviour Interaction Model by Veitch and Arkkelin, 1995

The model shows that the environment has an effect on behavior not directly but through moderator variables, mediator variables and evaluation variables. Including moderator variables are environmental conditions, social conditions, and individual variables that can increase or decrease according to activity, type of task and personality. Mediator variables are internal processes, both effectively, perceptually, and cognitive processes that affect the response of environmental conditions. While the evaluation variable is the result of the assessment process of the mediator variable whether the environment is assessed as pleasant or unpleasant. Assessment of students in the surrounding environment including the location of the school is also influenced by the moderator variable, the mediator variable and the evaluation variable.

Student Psychological Environment

Psychological environment is everything that is around the students that can affect his attitude towards the environment. This psychological environment affects the condition of students in the activity. Good environmental conditions will certainly affect his positive attitude, while uncomfortable environmental conditions will cause various kinds of psychological problems in these students.

Students' perceptions of the psychological environment differ from one student to another. This difference makes the perception individualized depending on the condition of the perceived student. Therefore, each student will give a different assessment to the psychological environment. Students who have a positive impact on their surroundings mean that the student sees everything appropriate to the environment in a positive way and not as something stressful. Instead students who have a negative assessment of the surrounding environment and view the surrounding environment as *sebagai* something oppressive, unpleasant and threatening.

According Muhibbin Syah (2005) school environment consists of two kinds, namely social and environmental environment nonsosial. School social environments such as teachers, education personnel, and classmates. The school's nonsocial environment includes school buildings, learning tools, weather, and so on. Meanwhile Nana Syaodih (2009) states that the school environment includes: (1) Physical environment such as learning facilities and infrastructure, learning resources and learning media; (2) The social environment concerns the relationship of students with their friends, teachers and other staff; (3) The academic environment is the school atmosphere, the implementation of teaching and learning activities and extra-curricular activities. The whole environment is in daily life experienced by students

and affect the students' environmental insight.

Industrial Environment

Industrial zones are selected areas based on the planning, control and evaluation of integrated development programs with due regard to the conditions and potential and utilization of space in accordance with the authority of local government (Permen No.72 Tahun 2013).

Industrial area means an area due to location, allocation, availability and ease of transportation can be developed for industrialization. Industrial area is the area where the concentration of processing industry activities are equipped with facilities and other supporting facilities and managed by the company industrial area. The existence of an industrial estate has resulted in rapidly growing, more densely populated settlements as well as the growth of housing and settlements that tend to be less controllable. If this condition is seen and experienced by the student, it will affect his attitude about the environment.

Alfian in Syaifullah (2009) provides a description of the various excesses or industrialization impacts that occur in society such as: first viewed from an economic point of view, success will certainly cause a very significant change in the economic structure of society. Second in the social field, it is expected that industrialization will lead to social structures where most of the members of society will depend their livelihood on the industrial sector. Third in terms of culture, industrialization is expected to lead to changes in values and lifestyle patterns (life style pattern) of society is very meaningful as well.

Environment of Rice Field

The existence of rice fields has many functions, both for human life and the environment. The function of wetland for human life other than as a producer of food, is also one source of income, place to work, places of recreation, where to seek knowledge, and so forth. The function of wetland for the environment can be seen from the function of rice fields as a place of life of various plants, breeding various living organisms such as worms, various insects, birds, eels, snakes, and other organisms, play a role in preventing the occurrence of floods, erosion, Avalanche. However, if not managed properly, rice fields can also have negative impacts on people and the environment, such as water, soil, and air pollution due to chemical use and agricultural mechanization.

Coastal Environment

In general, coastal areas can be defined as meeting areas between terrestrial ecosystems, marine ecosystems and air ecosystems that meet each other in a vulnerable balance (Beatly et al 2002). The coastal area is a land and sea transition region that has a unique ecosystem, the world has a concern for this region, especially in the field of environment in the context of sustainable development (sustainable development).

The utilization and management of coastal areas undertaken by communities and regions has not fulfilled the provisions on sustainable and sustainable use of natural resources. This will affect the condition and sustainability of coastal and environment. Causes of coastal area degradation indirectly also caused by the upstream natural resources management that affect the estuary on the coast. Utilization of coastal areas has consequences for the provision of space or land for various activities that arise. Coastal areas with low environmental quality are an alternative to land for a range of emerging economic, social and cultural activities.

Mountain Surroundings

Generally the inhabitants of the mountains rely on agriculture and plantations. people around the forest are many who seek to search for forest products, such as firewood, wood, rattan, and sap for sale to the city. Villagers in the mountains usually wear thick clothing because the temperature is cold. The house in the cold mountains is made covered to warm and built in clusters on a rather flat area. This grouped house forms a close, harmonious, and peaceful family bond. The variety of life in the mountains is different from the variety of life in the lowlands.

Environmental Impact on Behavior

The formation and change of a person's attitude can be determined by two factors, namely factors that come from within the individual (intern) in the form of selective to receive and process the influences that come from outside, and factors from outside (external) in the form of conditions or conditions that come from outside the individual results from the interaction of individuals with individuals, as well as individuals with groups. Relationships of individual attitudes toward the environment can include: (1) Individuals reject the environment; (2) Individuals accept the environment and (3) Individuals are neutral.

Student Attitudes Concerning the Environment

Saifuddin Azwar (2002: 7) classifies attitude responses into three types: cognitive responses (perceptual responses and assertions about what is believed), affective responses (sympathetic nerve responses and affection statements), as well as behavioral or conative responses about behavior). By looking at just one of the three forms of response, one's attitude can already be known.

Continuous attitudes can shape behavioral patterns. Continuous behavior patterns will shape the personality. The relationship between values, attitudes, behavior, and personality is described by Yvon Ambrose (Saifuddin Azwar, 2002: 69) as follows:

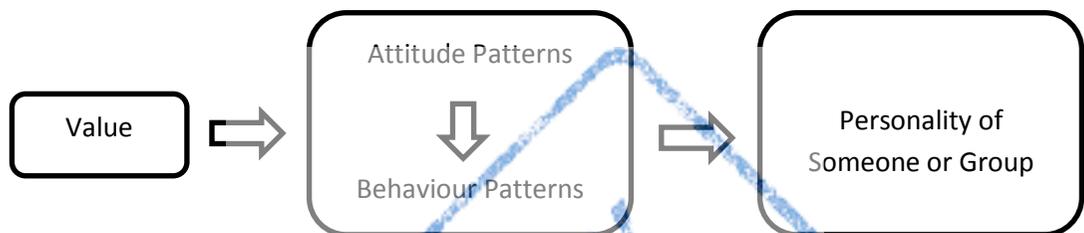


Figure 2. Relationship Between Values, Attitude Patterns, Patterns of Behavior and Personality of Someone or Group

Environmental stance according to Sri Narwanti (2011: 30) is an attitude and action that seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the already existing natural damage. These efforts should start from the self and be done from simple things like throwing garbage in its place, planting trees, saving on electricity and fuel use. Based on the above description of the theory, the research hypothesis can be formulated as follows:

Ho: There is no difference in attitudes toward the environment between students whose school location is located in industrial areas, rice fields, coastal areas and mountainous terrain.

Ha: There are differences in attitudes toward the environment between students whose school location is located in industrial areas, paddy fields, coastal areas and mountain areas.

Methodology of Research

The research design used was a comparative survey, in which no treatment or intervention was made to the sample population and data collection was performed at a certain time unit. The research was conducted in 4 (four) elementary schools in Karawang regency from June to August 2017. Sampling using purposive sampling, with consideration adjusted to the purpose of research. The data collected and the research location are presented in the table below.

Table I. Research Sites

Name of Schools	Location of Schools	Number of Students
SDN Pasirsari V Kampung Tegalgede	Industrial Area	33
SDN Jayalaksana III Kampung Cakring	Rice Field Area	27
SDN Karya Bhakti II Kp. Kobak Cork	Coastal Area	23
SDN Mekar Buana II Kp. Sirnaruju	Mountainous Area	17

The data were collected using an instrument of environmental attitudes conducted by filling in the instruments given to grade IV primary school students in each school. Hypothesis testing using Anova one way developed by Ronald Fisher. The principle of testing is to analyze the variability or diversity of data into two sources of variation, namely variations within the group (within) and the variation between groups (between). Criteria testing when variations within and between the same then the resulting average there is no difference, on the contrary if the results of the comparison of these two variants yield value more than 1, then the average compared to show the difference. Data before analyzed have fulfilled the basic assumption that is: the sample data is normally distributed, the population variance has homogeneous and the sample is independent. The independent variable is the location of the school while the dependent variable is the student's attitude about the environment. Before being used for data retrieval, environmental attitude instruments have been through instrument calibration test through validity and reliability test.

Result of the Research

Respondent's Background Data

Respondent background data by sex shows that in industrial area most respondents (57.6%) male, in coastal areas as large students (55.6%) are men. In the rice field there are 13 people (56.5%) are women. In mountainous areas there are 58.8% male sex. Overall comparison of men and women is comparable. The overall background data of respondents by sex in each school location is presented in table 2 below.

Table 2. Sex of Respondent

No.	Location of Schools	Male	Female	Total
1.	Industrial Area	14	19	36
2.	Rice Field Area	15	12	27
3.	Coastal Area	10	13	23
4.	Mountainous Area	10	7	17

Respondent background data based on parent education can be seen that most parents (67%) did not finish primary school. In mountainous areas even 100% of parents do not finish primary school. More data on the background of respondents presented in table 3 below.

Table 3. Background of Respondent's Parents Education

No.	Location of Schools	Unfinished Elementary School	Elementary School	Primary High School	Secondary High School	Total
1.	Industrial Area	22	3	4	4	33
2.	Rice Field Area	15	5	4	3	27
3.	Coastal Area	13	4	1	5	23
4.	Mountainous Area	17	0	0	0	17

With respect to the distance where they are living with the school obtained data that as many as 33% of respondents have shelter less than 100 meters from school. While the

respondents who distance the residence with the school between 100 meters up to 400 meters by 55%. If this data is combined it will be obtained at 88% of respondents spaced less than 400 meters from school. This data is important to ensure that respondent interactions with the school environment are common. This is in line with the research objectives that will analyze the students' attitudes toward the environment with 4 different locations. This data is also to ensure that there are environmental influences on the student's learning experience including with regard to his knowledge and attitudes about the environment. Respondent distance data with school location presented in table 4 below:

Table. 4 Data Background Distance of Respondent to School

No.	Location of Schools	< 100 m	100 – 400 m	> 400 m	Total
1.	Industrial Area	9	20	4	33
2.	Rice Field Area	6	15	6	27
3.	Coastal Area	6	16	1	23
4.	Mountainous Area	12	4	1	17

The means of transportation used by students to go to school tend to be uniform. Most of the respondents or 68% walked us to school. This is in line with behavior as large as other elementary school students. Another reason the respondents went to school on foot because the distance between the residence and the location of the school is relatively close ie less than 400 meters. The data of transportation used by respondent to school is presented in table 5 below.

Table. 5 Transportation Used by Respondents to School

No.	Location of Schools	Motorcycle	Bike Cycle	Walking	Total
1.	Industrial Area	12	3	18	33
2.	Rice Field Area	3	8	16	27
3.	Coastal Area	1	2	20	23
4.	Mountainous Area	1	1	15	17

Hypothesis Testing

For Anova one-way testing, data on the number of samples in each group, the number of samples in each group, the average data in each group and the data of the sum of squares per data in each group. The overall data is presented in table 6 below.

Table 6. Preparing for Anova Test

Statistics	Industrial	Rice Field	Coastal	Mountainous	Total
n	33	27	23	17	100
ΣY	2276	1642	1403	1089	6410
ΣY ²	158572	104680	90197	74339	427788
Ȳ	68,97	64,06	61	64,06	258,09

Hypothesis testing obtained the value of F arithmetic of 100, greater than F table 2. 70 then Ho stating that there is no difference in student attitudes about the environment between students whose school location in the area industrial, coastal areas, rice fields and mountain areas rejected. Thus there are differences in the attitude of elementary school students about the environment between students whose school location in industrial areas, coastal areas, rice fields and mountainous areas. Anova One-way results are presented in Table 7 below.

Table 7. Anova Table

Source of Variants	JK	Db	RJK	F value	F tabel
Between	1295	3	431,66		
In	302	96	3,145	100	2,7
Total	16907	99			

Furthermore, to determine the effect of school location on the students' attitude about the living environment is calculated using the formula coefficient of determination

$$R^2 = \frac{JK(A)}{JK(T)} = \frac{1295}{16907} = 0.076$$

This means that school location factors can explain 7.60% of the variance of the

attitudes of elementary school students about the environment, while the rest of 92.40% is influenced by other factors such as environmental knowledge, ecosystem knowledge, learning outcomes, peer factors influence, student literacy on environment and so on

Advanced Test ((Pos Hoc Test)

Further test results ((Pos Hoc Test) show that there is a difference in the students' attitudes toward the environment and the differences in students' attitudes about the environment Comparison between industrial areas and rice field areas there are differences in students' attitudes about the environment Comparison between industrial and mountainous areas there are differences in students' attitudes about the environment Comparison between coastal areas and rice field areas there is no difference in students' attitudes about the environment Comparison between coastal and mountainous areas proves no difference in students' attitudes about the environment Comparison between paddy field and mountainous areas proves no differences in student attitudes about the environment The results of further test calculations (Pos Hoc Test) presented in table 8 below:

Table 8. Advanced Test Table (Pos Hoc Test)

Location of schools	t-value	t-table	Conclusion
Industrial with Coastal	17,60	1,65	Students' attitudes about the environment in industrial areas are higher than in coastal areas
Industrial with Rice Fields	16,54	1,65	Students' attitudes about the environment in industrial areas are higher than in the rice fields
Industrial with Mountainous	10,66	1,65	Students' attitude about the environment in industrial areas is better than mountainous areas
Coastal with Rice Fields	-0,37	1,65	Students' attitudes about the environment in coastal areas are lower than in the rice fields
Coastal with Mountainous	-5,91	1,65	Students' attitudes about the environment in coastal areas are lower than in mountain areas
Rice Fields with Mountainous	-0,33	1,65	Students' attitudes about the environment in the peripheral areas are lower than in mountain areas

Discussion

The result of hypothesis testing shows that there are differences of students attitude about environment in four research locations is indicated by the value of F-count 100 which is bigger than F value of table 2. 70. This means that students' attitude about environment is influenced by their school location. This is also shown by the magnitude of the influence of the school location on the students' attitudes about the environment by 7.60%. Although this contribution is very small but should also get attention. The results of this study are consistent with the research conducted by Kurniawan (2015) which examines the influence of family environment and school environment on high-order thinking of learners. Where both the school environment and the positive family environment to the high-level thinking skills of learners.

Further test results prove that students' attitudes about the environment in schools located in industrial areas are higher than coastal areas, rice fields and mountainous areas. When viewed from the average score of his attitude, then the industrial area has an average of 68.97 which is greater than the attitude score about the coastal environment 64.06, the rice field area 61 and the mountain area 64.06. If further observed then the average attitudes of students about the lowest environment is the area of paddy fields with an average of 61. This result also shows that the mean (mean) attitude of students whose schools are located in industrial areas is higher than the three research sites others.

The research was also in harmony with the opinion of Muhibbin Syah (2005) which states that the school environment consisting of social and environmental environment nonsosial effect on learning outcomes. In addition, this study also supports the opinion of Syaodih (2009) which states that the school environment consists of physical environment, social environment and academic environment also influence students' attitudes toward the environment.

Conclusion

The conclusion of the research is that there are differences of students' attitude about environment in four research locations is indicated by the value of F-count 100 which is bigger than F value of table 2. 70. The result of Hoc Test get conclusion: (1) Student attitude about environment living in industrial estates is higher than coastal areas; (2) Student's attitude about environment in industrial area is higher than rice field area; (3) Students' attitude about the environment in industrial areas is better than mountainous areas; (4) Students' attitudes about the environment in coastal areas are lower than in the rice fields; (5) Students' attitudes about the environment in coastal areas are lower than in mountainous areas; (6) Students' attitudes about the environment in the peripheral areas are lower than in mountain areas

References

- Allport, G.W. 1954. *Hand Book of Social Psychology*. Cambridge: Addison-Wesley Publishing Company. Inc
- Azhar, M. Djahir Basyir, Alfitr. 2015. *Jurnal Ilmu Lingkungan: Hubungan Pengetahuan dan Etika Lingkungan dengan Sikap dan Perilaku Menjaga Kelestarian Lingkungan*, Volume 13 Issue 1: 36-41 ISSN 1829-8907
- Azwar, S. 2002. *Sikap Manusia: Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar.
- Dupri, Bambang Abduljabar. 2015. *Edusentris Jurnal Ilmu Pendidikan dan Pengajaran, Pengaruh Model Pembelajaran dan Gender terhadap Kepedulian Sosial Siswa Pada Pembelajaran Jasmani*, Vol. 2 No. 1.
- Fisher, A., Bell, P.A., & Baum, A., 1984. *Environmental Psychology*. New York: Holt, Rinehart, dan Wiston.
- Gifford, R. 1987. *Environmental Psychology : Principle and Practice*. Boston: Allyn and Bacon, Inc.
- Helmi, A.F., 1994. *Hidup di Kota Semakin Sulit. Bagaimana Strategi Adaptasi yang Efektif dalam Situasi Kepadatan Sosial?* Buletin Psikologi, II (2) 1-5.
- Mar'at. 1992. *Sikap Manusia Perubahan serta Pengukuran*. Jakarta: Ghalia Indonesia.
- Ormrod, Jeanne Ellis. 2009. *Psikologi Pendidikan: Membantu Siswa Tumbuh dan Berkembang. Edisi Keenam*. Alih Bahasa: Wahyu Indianti, dkk. Jakarta: Penerbit Erlangga.
- Muhibbin. 2005. *Psikologi Belajar*. Jakarta: Erlangga
- Otto Soemarwoto. 2008. *Ekologi, Lingkungan Hidup dan Pembangunan*. Jakarta: Djambatan.
- Sarlito Wirawan Sarwono. 1992. *Psikologi Lingkungan*. Jakarta: PT. Gramedia Widiasarana Indonesia.
- Sri Narwanti. 2011. *Pendidikan Karakter Pengintegrasian 18 Nilai Peembentuk Karakter dalam Mata Pelajaran*. Yogyakarta: Familia.

- Syaifullah. 2009. *Industrialisasi, Manusia Industri dan Perubahan Sosial*. Jurnal Geografi GEA. 9. (1), hlm. 39-50.
- Syahrial Bakhtiar. 2014. Jurnal Ilmu Pendidikan Universitas Negeri Padang. *Strategi Pembelajaran, Lokasi Sekolah dan kemampuan gerak Dasar Siswa*, Volume 20 Nomor: 2 , ISSN 02156-9643 dan E-ISSN: 2442-8655.
- Syaodih. 2009. *Landasan Psikologi Proses Pendidikan* , Bandung: Remaja Rosdakarya.
- Toni Kurniawan, Enok Maryani. *Jurnal Pendidikan Ilmu Sosial: Pengaruh Lingkungan Keluarga dan Lingkungan Sekolah terhadap Ketrampilan Berpikir Tingkat Tinggi Peserta Didik Dalam Pembelajaran IPS*, Vol. 24 Nomor: 2 Tahun 2015.
- Veitch, R. & Arkkelin, D. 1995. *Environmental Psychology: An Interdisciplinary Perspective*. New Jersey: Prentices Hall.
- Veronica A. Kumurur, Jurnal Ekoton Vol. 8, No.2: 1-24 Oktober 2008. ISSN 1412-3487 Pusat Penelitian Lingkungan Hidup & Sumberdaya Alam (PPLH-SDA), Lembaga Penelitian, Universitas Sam Ratulangi, Manado, Indonesia.

LOCAL WISDOM VALUES OF RIMBA PEOPLE IN MAINTAINING THE PRESERVATION OF NATIONAL PARK BUKIT DUA BELAS JAMBI PROVINCE INDONESIA

Takiddin^a, Suhendi^b, Wahyono^c, Encep Iman Hadisunarya^d

^a UIN Syarif Hidayatullah Jakarta Indonesia 15412

^bInstitute for Islam Studies of Metro Lampung 34111

^cIslamic High School of Cirebon West Java 45153,

^dCollege of Teacher Training and Education of Sebelas April Sumedang West Java 45621

e-mail : ^atakiddin@uinjkt.ac.id, ^bhends9000@gmail.com, ^cannajiwahyono@gmail.com,

^dcepziman@gmail.com

Abstract. Today there is often a disaster of forest fires, floods and landslides that hit several regions in Indonesia. The losses caused by the disaster are enormous. Starting from the loss of the material to cause loss of casualties. The disasters basically happen also because of the lack of human intervention in managing the existing forest. Many parties deliberately cut down trees and burn forests for agricultural purposes, especially for oil palm. Therefore, there needs to be serious efforts in dealing with the existence of forests as an important part of the human environment. The efforts undertaken certainly not necessarily through the means of law and written rules, but will be more complete if included with ways that are local wisdom in maintaining and taking care of the forest. One of the local wisdom that can be adopted is the local wisdom of Orang Rimba in Kecamatan Air Hitam Sarolangun Jambi in preserving the Forest in Bukit Dua Belas National Park Area (TNBD).

Keywords: Orang Rimba, TNBD Protection Forest, Local Wisdom.

Introduction

The issue of forest fires, smoke haze, floods and landslides as it has become a routine activity that always happens throughout the year. The negative impacts of the forest fires are very large, such as those conveyed by the Indonesian Forum for Environment (Walhi) Jambi Province estimates that forest and land fires in Jambi are causing huge losses. The fire that devoured 33,000 hectares of land, the loss value is estimated to reach Rp 7 Trillion (Tempo, 2015). This incident is certainly not expected by this nation. Therefore, there needs to be serious efforts in dealing with the existence of forests as an important part of the human environment. The efforts undertaken certainly not necessarily through the means of law and written rules, but will be more complete if included with ways that are local wisdom in maintaining and taking care of the forest. Sometimes, these ways are seen as more effective than through legal channels and government regulations. One of the local wisdom that the researchers need to learn and understand for further implementation is the local wisdom values of the jungle (Orang Rimba) in the vicinity of Bukit Dua Belas National Park in

maintaining the forest.

The Orang Rimba are very good for the forest. The forest is their home and residence. There is even a view that the community of the Jungle itself is an inseparable part of the forest. Therefore, the community of Rimba itself is more popularly known as Orang Rimba. Because it is already part of the forest itself, the jungle people take good care of the forest, preserve its sustainability, including trying to prevent the destruction of forests by the people of the jungle themselves or from outside the community. The efforts of the Orang Rimba in preserving nature should be emulated, although not all of them are relevant to the rules and teachings of Islamic values.

In addition to the reasons described above, for the sake of education, a broad understanding and knowledge on various ways of preserving the forest is one of the competencies that should also be taught to learners ranging from primary school / madrasah ibitidaiyah. So far, the lessons learned to learners about forest preservation are still limited to theoretical and preventive measures when a forest fire has occurred for example. We recommend that schools, from primary school to university, always promote environmental education, especially on forest maintenance. Knowledge including knowledge of forest maintenance methods should be studied from anyone as long as it is educative and beneficial including to the Orang Rimba which is educationally, is certainly far behind from other communities.

Research Methodology

To reveal the values of local wisdom of the jungle community in preserving the forest in the Protected Forest area of Bukit Dua Belas National Park, the researcher uses qualitative descriptive research method because this method is an effort to understand the various concepts found in the research process. The qualitative research is a research method based on postpositivism philosophy, used to examine natural object conditions (as opposed to experiments) in which the researcher is a key instrument, the sampling of data sources is done purposively and snowball, collecting techniques with triangulation, Data analysis is inductive / qualitative, and qualitative research results emphasize the meaning of generalization (Sugiyono, 2009).

Research Results and Discussion

Culture of Nature Conservation

Orang Rimba generally live deep in the forest for which they are a village, a source of life, as well as a place of activity. Orang Rimba is one of the people whose life depends on natural resources in the forest. Their lives move in the forest. The Orang Rimba are so

avoiding the outsiders that their lives are so closed to technology that they live in the forest. They do not need to look for food outside the forest, because in the forest already available various sources of life. In the forest they can get the forest fruits they can eat, such as forest duku, durian forest, bedaro fruit and others. In addition to fruits there are many game animals that they easily get like wild boar, deer, mouse deer and so on that they can eat. Forests that serve as a source of life also serves as a place of activity such as farming, hunting, a place to worship a God and so forth.

In the management of natural resources, Orang Rimba know the designation area such as the existence of hompongan, Tanah Peranakon, jungle, fields, sesap, belukor and benuaron. Regional designation is a sequential rotation of land use and can be regarded as a system of succession of their forest resources. The forest, called the jungle by them, is processed as a field for the supply of staple food (cassava, field rice, sweet potato), then after being abandoned it becomes sesap.

Hompongan

Hompongan in Orang Rimba means 'dam/limit'. This hompongan is in the form of a continuous field connecting between one and the other in the border area of Bukit I2 to inhibit the process of forest encroachment done by the Malay community. Hompongan is a land that is elongated and planted with rubber and other plants. Making this hompongan be the border as well as buffer forest TNBD. Outsiders or companies are strictly forbidden to clear the forest through the hatch.

In addition to the main objective of the hongkong to preserve the existence of forests, it turns out that the concept of local wisdom is in line with the Reducing Emissions from Deforestation and Forest Degradation (REDD) program, which the Orang Rimba considerably prior to the issue of deforestation in UNFCCC negotiations at COP-II in Montreal in 2005 under the agenda Reduction of emissions from deforestation in developing countries (RED) which then continues at the conference of the parties to the 13th Climate Change Convention (COP 13) in Bali in 2007 which resulted in the Bali Action Plan. It is a global strategy negotiation plan or road map, which recognizes the importance of forests in tackling climate change.

One of the plants grown in the hompongan is a excellent rubber tree. Indigenous People Rimba abstinence planted trees grown by villagers. Even if planted with rubber trees, should be natural rubber that grows in the forest. Hompongan itself is spread in several areas of the park, and every place is wide ranging from 4 hectares to 20 hectares. Currently, some of these honeycomb have made money from rubber trees that can be tapped.

This Hompongan was made by Pak Tarib's group to guard the area of Bukit Dua Belas National Park by making rubber fields connected to each other used as a barrier between the Malay community and the Bukit Dua Belas National Park area. Hompongan serves to hamper the process of forest encroachment conducted by the Malay community. The condition of hompongan is now still used by Orang Rimba because the village people feel reluctant and embarrassed to take the land that has been made hompongan.

Peranakan Land

The Peranakan Land is a land that has been chosen by a healer in Orang Rimba, a land that has been freed from the disturbance of evil spirits who want to interfere. This land is for women who want to give birth. So the mothers of the Jungle are required to give birth on the land. This peranakan land should not be used to open farms much less destroyed. Peranakan land is considered a land that can bring good luck or commonly called lucky in the language of Orang Rimba, either for mothers who give birth and for children who are born. Until now the peranakan land is still well maintained by the Jungle people.

Badewa-dewa Land

Badewa-dewa land means that land is believed by Orang Rimba that in it is inhabited by their Gods. This land must be maintained and should not be damaged. Usefulness is for the shrine so that they are always given help, sustenance and expelled from all kinds of problems. The Jungle people take great care of the wholeness of the land. Until now the land badewa-badewa still exist because they always keep it.

Bento Benuaran Land

Bento Benuaran is the legacy of ancestral heritage. This heritage land contains trees that bear fruit such as durian trees, kemang trees, rambutan trees, and others that are in the jungle. The Orang Rimba share duties to guard it. If the Bento Benuaran land is destroyed, then the perpetrator of the destruction must deal with Tamengging and will be subject to appropriate penalties. The land of Bento Benuaran is not an individual property, but a common property. So anyone can use it by taking the fruit just enough.

Sialang Tree

What is meant by Sialang Tree is a tree that is usually infested by honey-producing bees. Usually this tree only grows in the jungle, because the bees prefer to be in a quiet place and in a big tree. The tree is usually honey bees are rengas and aro trees. Nowadays, forest honey is very difficult to obtain, because rengas and aro trees have been cut down by the community. The Orang Rimba strongly criticize the logging and destruction of the forest

because the losses suffered by the destruction of the forest are numerous, one of which is the difficulty of finding forest honey.

Setubung Tree

Setubung tree is a tree that is usually used for Orang Rimba useful to make a newborn placenta fence. The newborn's placenta is planted, then plugged in on it three pieces of stem around the baby's placenta, shaped like a stove for cooking rice. This tree is very maintained by Orang Rimba. If anyone cuts and destroys this tree then they will be fined with 60 strands of cloth.

Tenggeris Tree

Tenggeris tree serves as a tool in the ritual of naming the newly born Orang Rimba's children. How to use it is the tenggeris tree bark taken as needed knee-sized men in general. Then the bark was smoothed, then taped to the baby's forehead while mentioning the baby's name. For example, his parents said, "I am saving your name now Basiring". So from that moment the baby was legally named Basiring. The purpose is that the child will be a good child and devoted to both parents and useful for his family.

Indeed in principle not all cultures of Orang Rimba in accordance with the values adopted by the people of Indonesia in general. However, there are some values of local wisdom that should be imitated by all elements, especially the tradition in preserving nature. The Orang Rimba should not cut down forests indiscriminately because they have restrictions in the forest. The prohibition, among others, is due to the existence of land hompongan, peranakan land and land badewa-dewa which is a forest area that can not be encroached and cut down let alone destroyed. Because Orang Rimba think that the area has sacred value and has a very high function so that should not be destroyed. Then there is a sialang tree, a veil, and a tenggeris tree that can not be felled in the forest because the tree has enormous benefits for the Orang Rimba. Suppose the sialang tree has a function as a honey-producing bees to nest.

CONCLUSION

The Orang Rimba rely heavily on the forest. In fact they are themselves part of the forest in Bukit Dua Belas National Park (TNBD) of Sarolangun Regency of Jambi Province.

The values of local wisdom in Orang Rimba's culture include their persistence and consistency in preserving and preserving the forest. In preserving the forest they are familiar with the terms of making hompongan land, Peranakan Land, Badewa-dewa Land, Bento

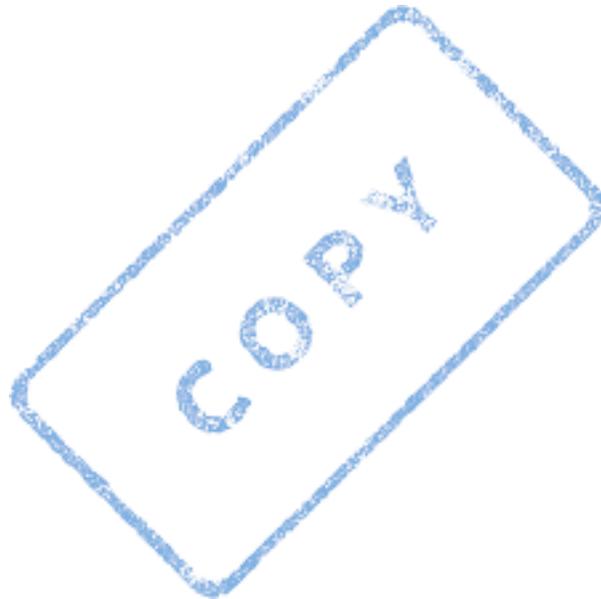
Benuaran Land, keeping the tree of sialang, tenggeris tree, and setubung tree.

The values of life that can be taken is the forest is our friend, then we should maintain, take care of the existence of the forest and not wrong if we learn to Orang Rimba how they do forest conservation in the area of Bukit Dua Belas National Park Sarolangun Jambi.

References

- Daryono, et al. (2008). Introduction to Pancasila and Citizenship Education. Jakarta: Rineka Cipta.
- Darmadi, Hamid. (2009). Basic Concepts of Moral Education. Bandung: Alfabeta.
- Gery, Rocky, Local Wisdom Sources of Women's Strength, Women's Journal, No. 57 First Printing, Jakarta.
- Ibrahim, Tribal Life in the Subdistrict of Air Hitam Sarolangun District, Journal of Geological Geography Department of Geography Education University of Indonesia Education, Volume I, Number 3, Edition December 2013.
- Johan, Social and Cultural Organization of Indonesia Minority Group, Papers, 2003.
- Kholis, Hompongan Local Wisdom For Global Wisdom, can be viewed online at <http://www.metrojambi.com/v1/daerah/3880-hompongan-kearifan-lokal-untuk-kearifan-global.html>, 2012.
- Nasruddin, et al, Local Wisdom in the Middle of Modernization, Jakarta, Center for Research and Development of Culture Agency for Cultural and Tourism Resources Development Ministry of Culture and Tourism of the Republic of Indonesia, 2011.
- Prasetijo, Adi, Serah Jajah and the Remaining Resistance: Ethnography of the Orang Rimba in Jambi, Jakarta, Wedatama Widya Sastra. 2011
- Sandbukt, Warsi, Orang Rimba; Needs Assessment for Resource Development and Safety, Reports for World Bank, Jambi, Warsi.
- Suaedy, Ahmad, Local Wisdom Sources of Women's Strength, Women's Journal, No. 57 First Printing, Jakarta.
- Sugiyono, Educational Research Methods, Alfabeta, Bandung, 2009.
- Susanti Hendarso, Qualitative Research; An Introduction, Jakarta, 2010.
- Wikipedia, Kubu Tribe, can be viewed online at http://id.wikipedia.org/wiki/Suku_Kubu, 2014
- Law of the Republic of Indonesia no. 32 of 2009 on the Protection and Management of the Environment.
- Law No. 41 of 1999 on Forestry.
- Government Regulation no. 44 of 2004 on Forestry Planning.

<https://m.tempo.co/read/news/2015/11/02/206715147/kerugian-kebakaran-hutan-di-jambi-capai-rp-7-triliun>



COGNITIVE THINKING ABILITY ON THE EARLY CHILDHOOD WITH EXTROVERT AND INTROVERT PERSONALITY

Aceng Lukmanul Hakim
UIN Syarif Hidayatullah Jakarta

Introduction

Personality theory explains, each individual must be different and has unique characteristics that can not be changed.¹ Personality develops based on heredity and environmental factors in which interaction. One of the interaction results is thinking. The thinking process generally emphasizes on one type of cognitive that is remembering. Less attention to other cognitive types. As a result the child can not understand the concept and does not get clear information from the concept that has been formed.

The first years of the child's life are the most important period of physical, mental and social growth. Mental stimulation is very important at the age of the first 5 years.² Montessori believes that education begins when a child is born. The child has a growth-sensitive period called golden age.³

Cognitive Thinking

Thinking is manipulating or managing and transforming information in memory.⁴ Every child has a different thinking process. The teacher does not need to force the child to understand the subject matter or how to solve the problem, but needs to appreciate the child thought process.⁵

Cognitive is a process that occurs internally within the central nervous system at the time the child thinks.⁶ Cognitive ability / intelligence is adaptive behavior of the problem solving and directed by cognitive process and operations.⁷ Piaget notes, cognitive development is a genetic process based on the biological mechanisms of nervous system

¹ Messick dalam Irene Debora, Kepribadian Extrovert dan Introvert dalam Pembelajaran Bahasa Inggris. *Makalah*. UI: Pascasarjana Linguistik-Pengajaran Bahasa, (tt).

² Ella Sulhah Saidah, Pentingnya Stimulasi Mental Dini. *Buletin PADU* (Jakarta: Vol. 2, no. 1, April 2003), h. 50-53.

³ Hainstock, Elyzabeth G / Hermes, penterj., *Montessori Untuk Prasekolah* (Jakarta: Dela Pratasa Publishing, 2002), h. 10.

⁴ John W. Santrock / Tri Wibowo BS, *Psikologi Pendidikan*. Edisi kedua (Jakarta: Kencana, 2008), h. 357.

⁵ Dewiyani, Profil Proses Berpikir Mahasiswa dalam Memecahkan Masalah Matematika Berdasar Penggolongan Tipe Kepribadian dan Gender, *Disertasi*. Program S3 Pendidikan Matematika (Surabaya: Universitas Negeri Surabaya, 2010).

⁶ <http://online.ed.asv.edu/eppa/>.

⁷ Robert J. Sternberg, *Handbook of human intelligence* (Cambridge university press, 1982), p. 171.

development. Increasingly the age of the child, the more complex the nervous system, and also the ability will increase. Therefore, the children thinking ability of different ages, will differ also qualitatively.⁸

Cognitive development is a change from a balanced state to a new equilibrium state. Each stage has its own equilibrium form as a function of ability. Hilda Taba explains, cognitive thinking is developed based on inductive thinking in order to draw conclusions from a problem or data obtained. Cognitive develops gradually in line with the physical development and nerves that are at the center of the nervous system.⁹

Piaget divides the stages of development into cognitive thinking 4 phases:¹⁰ (1) the sensorimotor stage (0-2 years), the child interacts with the surrounding world through sensory activity, while the response is through physical movement. Coordination between a both is called sensorimotor; (2) the preoperational stage (2-7 years), the child performs the thinking process through the internalization of the activity and relates it to the previous activity. This phase is the beginning of mind-building ability: (a) pre-conceptual (2-4 years) or thinking symbolically, (b) egocentric thinking (4 year), c) intuitive thinking (4-7 years); (3) the concrete-operations stage (7-11 years), the child's logical thinking begins to develop through a concrete object; (4) the formal-operational stage (beyond the 11th years), characterized by the transfer of concrete ways of thinking to logical abstract operational thinking, the ability of scientific thinking: to propose hypotheses and determine how to prove the truth of the hypothesis,¹¹ the ability to make analogies and evaluate the way of thinking (metacognition).¹²

Bloom states, the development of intelligence, personality and social behaviour is very rapidly occur when children aged early. 50% at age up to 4 years, 30% at age 8 years, and 20% before adult. At the age of 4 years the child is very sensitive to the rich / poor stimulus environment. A child with a rich stimulus environment will differ 10 units of IQ compared

⁸ Asri Budiningsih, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2004), h. 36.

⁹ B. Joyce, Marsha W dan Emily C, *Model of Teaching* (Yogyakarta: Pustaka Pelajar, 2009), h. 115.

¹⁰ Jean Piaget, Barbel Inhelder / Miftahul Jannah, penterj., *Psikologi Anak, The Psychology of the Child* (Yogyakarta: Pustaka Pelajar, 2000); George E. Forman and David S. Kushner, *The Child's Construction of Knowledge, Piaget for Teaching Children* (Washington DC: National Association for the Education of Young Children, 1993), p. 69-78;

¹¹ Slamet Suyanto, *Konsep Dasar Pendidikan Anak Usia Dini* (Jakarta: Departemen Pendidikan Nasional, 2005), h. 66-67.

¹² Bruce, Tina and Carolyn Maggit, *Child Care & Education*, Second Edition (Hodder & Stoughton, 1999), p. 175-177; Anita Woolfolk, *Educational Psychology*. Ninth Edition (USA: Pearson, 2004), p. 31-32; Stephen N. Elliott, et.al, *Educational Psychology: Effective Teaching, Effective Learning*. Third Edition (USA: McGrawHill, 2000), p. 35-46; Rosss Vasta, et. al., *Child Psychology* (New York: John Wiley & Sons, Inc., 1999), p. 243-254.

to a poor environment.¹³

The levels of Bloom's cognitive thinking process revised by Kratwohl and Anderson: (1) remembering, (2) understanding, (3) applying, (4) analyzing, (5) evaluating, and (6) creating.¹⁴

Personality

Personality is a set of stable traits, determining the generalization and differences in psychological behavior (thinking, feeling and movement) of a person over a long period of time and can not be understood simply as a result of social pressure and biological pressure at the time.¹⁵ Personality¹⁶ is the dynamic organization within the individual of those psychological systems that determines its unique adjustments to his environment. Personality represents individual characteristics consisting of consistent patterns of thoughts, feelings, and behaviors.¹⁷ Eysenck developed this personality theory through four functional interactions, namely: character, intelligence, temperament and physical.¹⁸ This combination of internal and external factors creates a unique, dynamic and non-static, psychophysical and integrative picture.¹⁹

Jung,²⁰ divides the orientation of personality type into 2, namely: extrovert and introvert. An extrovert is a child whose concern is more directed outside him, to others, to society; while the introvert is a child whose attention is more directed to him, to his "I", tend to withdraw from social contact, has a tendency to reject everything that comes from outside. Just believe in it self, experience and self-assumptions, and tend to get bored quickly. Because it looks decisive and insistent nature.²¹ Eysenck combines a both Jungian personality types with four other psychological functions: thinkers, feelings, sensations/senses and intuition.

¹³ Siskandar, Kurikulum Berbasis Kompetensi Untuk Anak Usia Dini. *Buletin PADU*, Vol. 2, no. 1 (Jakarta: Depdikbud, 2003), h. 53.

¹⁴ Winahyu Arif Wicaksono, Moh Salimi, Imam Suyanto, Model Berpikir Induktif: Analisis Proses Kognitif Dalam Model Berpikir Induktif. Universitas Sebelas Maret. *Prosiding Seminar Nasional Inovasi Pendidikan. Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN*, h. 194-197.

¹⁵ Alwisol, *Psikologi Kepribadian, Edisi Revisi* (Malang: Umm Press, 2004), h. 8.

¹⁶ GW. Allport dalam Bert R. Sappenfield, *Persobality Dynamics* (New York: Alfred A. Knopf, 1959), p. 57-58; dan H. Syamsu Yusuf, *Psikologi Perkembangan Anak & Remaja* (Bandung: Remaja Rosdakarya, 2009), h. 126.

¹⁷ Lawrence A. Pervin, Daniel Cervone dan Oliver P. John / terj. AK. Anwar. *Psikologi Kepribadian, Teori dan Penelitian*. Ed. Kesembilan (Jakarta: Prenada Media Group, 2010), h. 6.

¹⁸ Ledford J. Bischof, *Interpreting Personality Theories*. Second Edition (New York Evanston and London: Harper & Row Publisher, 1970), p. 492.

¹⁹ M. Ngalim Purwanto, *Psikologi Pendidikan* (Bandung, Remaja Rosdakarya, 2010), h. 156.

²⁰ Baharuddin, *Psikologi Pendidikan, Refleksi Teoritis terhadap Fenomena* (Yogyakarta: Ar-Ruzz Media, 2007), h. 203-204.

²¹ Baharuddin, *ibid*.

Because of that personality type to 8, namely: 1) extrovert-thinking, 2) extrovert-feeling, 3) extrovert-intuition, 4) extrovert-sensing, 5) introvert-thinking, 6) introvert-feeling, 7) introvert-intuition, 8) introvert-sensing.²² Beside, the extrovert and introvert personality there is individu that has both called ambivert.²³ Cloninger divides this Jung personality into 3, namely: introvert versus extrovert, thinking versus feeling, and sensing versus intuition.²⁴

Early Childhood and Early Childhood Education

Early Childhood is a child from birth up to the age of 8 years.²⁵ Early childhood is essentially an individual figure of a sociocultural being who is undergoing a very fundamental developmental process for subsequent life by possessing certain potentialities and characters.²⁶ Early childhood education is a coaching effort aimed at children from birth to age 6, which is done through the provision of stimuli to assist growth and physical and spiritual development in order to have readiness in entering further education.²⁷ This education is held before the level of basic education.²⁸

The path: the formal form: Kindergarten and/or Raudlatul Athfal (RA) or other equivalent form and primary school of the early grades (class 1st, 2nd, 3rd); nonformal, such as: Play Group, Nursery, Quran Education Park, Qiraatul Qur'an lil Aulad Park, Kindegarten Family Guidance, Integrated Service Post; and informal: family, and neighborhood.²⁹

In general the process of education and guidance of early childhood in the family includes 5 aspects, namely: education, nurturing, protection, health and nutrition referring to the card guide to health and early detection of child development consistently through habituation. Other sources mention 6 holistic aspects,³⁰ namely: education, nurture, protection, health, nutrition and care, and carried out in a conducive environment called The

²² Purwanto, *op. cit.*, h. 151-152.

²³ Baharuddin, *op. cit.*, h. 205.

²⁴ P. Tommy YS, dkk, Perbedaan Minat dalam Penggunaan Fungsi Internet Berdasarkan Tipe Kepribadian. *Jurnal Psikologi Vol. 3 No. 2, Desember 2005*, h. 93.

²⁵ Siskandar, 2003, *op. cit.*, h. 21-22.

²⁶ Ishak Abdullah, Konseptualisasi dan Pemetaan Tatanan Kebijakan serta Sistem dan Program Pendidikan Anak Usia Dini di Indonesia. Perumusan Hasil Semiloka Nasional di UPI Bandung, 10-12 Desember 2003. *Buletin PADU, Jurnal Ilmiah Anak Dini Usia*. Edisi Khusus (Jakarta: Diklusepa Depdiknas, 2003), h. 23-24.

²⁷ UU no. 20/2003 tentang sistem pendidikan nasional, pasal 1 ayat 14 (Jakarta: Mini Jaya Abadi).

²⁸ UU no. 20/2003, *ibid.*, pasal 28, ayat 1.

²⁹ Siskandar, 2003, *ibid.*, h. 25.

³⁰ Nulhakim, Aceng Lukman, Pengaruh Pola Asuh, Kepribadian dan Kecemasan terhadap Agresivitas Anak Usia Dini. *Disertasi*. Tidak diterbitkan (Jakarta: UNJ, 2012), h. 9.

World Fit for Children.³¹

DAFTAR PUSTAKA

- Abdullah, Ishak. Konseptualisasi dan Pemetaan Tatanan Kebijakan serta Sistem dan Program Pendidikan Anak Usia Dini di Indonesia. Perumusan Hasil Semiloka Nasional di UPI Bandung, 10-12 Desember 2003. *Buletin PADU. Jurnal Ilmiah Anak Dini Usia*. Diklusepa, Depdiknas, Edisi Khusus, 2003.
- Alwisol Alwisol. *Psikologi Kepribadian. Edisi Revisi*. Malang: Umm Press, 2004.
- Baharuddin. *Psikologi Pendidikan, Refleksi Teoritis terhadap Fenomena*. Yogyakarta: Ar-Ruzz Media, 2007.
- Bischof, Ledford J. *Interpreting Personality Theories*. Second Edition. New York Evanston and London: Harper & Row Publisher, 1970.
- Budiningsih, Asri. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta, 2004.
- Departemen Pendidikan Nasional, Direktorat PAUD. *Perkembangan dan Belajar Anak Didik*. Pekanbaru: Cendikia Insan, 2005.
- Dewiyani. Profil Proses Berpikir Mahasiswa dalam Memecahkan Masalah Matematika berdasar Penggolongan Tipe Kepribadian dan Gender. *Disertasi*. Program S3 Pendidikan Matematika Universitas Negeri Surabaya, 2010.
- Elliott, Stephen N. *et. al. Educational Psychology: Effective Teaching, Effective Learning*. Third Edition. USA: McGrawHill, 2000.
- Forman, George E dan David S. Kuschner. *The Child's Construction of Knowledge, Piaget for Teaching Children*. Washington DC: National Association for the Education of Young Children, 1993.
- Hainstock, Elyzabeth G / Hermes, penterj. *Montessori Untuk Prasekolah*. Jakarta: Dela Pratasa Publishing, 2002.
- Joyce B., Marsha W dan Emily C. *Model of Teaching*. Yogyakarta: Pustaka Pelajar, 2009.
- Nulhakim, Aceng Lukman. Pengaruh Pola Asuh, Kepribadian dan Kecemasan terhadap Agresivitas Anak Usia Dini. *Disertasi*. Tidak diterbitkan. Jakarta: UNJ, 2012.
- Pervin, A. Lawrence, Daniel Cervone dan Oliver P. John / AK. Anwar, penterj. *Psikologi Kepribadian, Teori dan Penelitian*. Ed. Kesembilan. Jakarta: Prenada Media Group, 2010.
- Piaget, Jean, and Barbel Inhelder / Miftahul Jannah, penterj. *Psikologi Anak, The Psychology of the Child*. Yogyakarta: Pustaka Pelajar, 2000.
- Purwanto, M. Ngalm, *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya, 2010.

³¹ Rilantono, Lily I, Konsep Pengasuhan dan Pengembangan Anak Dini Usia. *Buletin PADU* (Jakarta: Edisi Perdana, April 2002), h. 34-35.

- Rilantono, Lily I. Konsep Pengasuhan Dan Pengembangan Anak Dini Usia. *Buletin PADU*. Jakarta: Edisi Perdana, April 2002.
- Saidah, Ella Sulhah. Pentingnya Stimulasi Mental Dini. *Buletin PADU*. Jakarta: Vol. 2, no. 1, April 2003.
- Santrock, John W. *Life-Span Development*, sixth edition. Toronto: Brown & Benchmark, 1997.
- Sappenfield, Bert R. *Persobality Dinamics*. New York: Alfred A. Knopf, 1959.
- Siskandar. Kurikulum Berbasis Kompetensi Untuk Anak Usia Dini. *Buletin PADU*. Jakarta: Vol. 2, no. 1, April 2003.
- Sternberg, Robert J. *Handbook of human intelligence*. Cambridge university press, 1982.
- Tina, Bruce, and Carolyn Maggit. *Child Care & Education*, Second Edition. Hodder & Stoughton, 1999.
- Undang-undang no. 20 tahun 2003 tentang *Pendidikan Nasional*. Jakarta: Mini Jaya Abadi.
- Vasta, Ross; Marshall M. Haith and Scott A. Miller. *Child Psychology, The Modern Science*. Third Edition. New York: Chichester Brisbane Singapore Totonto, 1999.
- Wicaksono, Winahyu Arif, Moh Salimi, Imam Suyanto. Model Berpikir Induktif: Analisis Proses Kognitif Dalam Model Berpikir Induktif. Universitas Sebelas Maret. *Prosiding Seminar Nasional Inovasi Pendidikan*. Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN.
- Woolfolk, Anita. *Educational Psychology*. Ninth Edition. USA: Pearson, 2004.
- YS, P. Tommy, dkk. Perbedaan Minat dalam Penggunaan Fungsi Internet Berdasarkan Tipe Kepribadian. *Jurnal Psikologi Vol. 3 No. 2*, Desember 2005.
- Yusuf, Syamsul H. *Psikologi Perkembangan Anak dan Remaja*. Bandung: Remaja Rosdakarya, 2009.
- [http://online ed.Asv.Edu/eppa/](http://online.ed.Asv.Edu/eppa/),

ERROR ANALYSIS LANGUAGE STUDIES AT USER LANGUAGE IN RESTAURANT

Hindun

UIN Syarif Hidayatullah Jakarta

e-mail: hindun@uinjkt.ac.id/hindun.smart@gmail.com

Abstract. Speaking in Indonesia that is good and right become a must for Indonesia citizens who upholding the sound of the third from the sumpah pemuda. Systematic language reflects the way a person thinks coherently. Know the use of the languages spoken in the capital of culinary connoisseurs into interesting things that can be researched. Through qualitative methods, the use of the language in three houses packed with a diverse range of speakers can be classified a level is cleared. The theory of error analysis language used (Selinker, L.;1975 dan W. Nelson Francis; 1958) will peel away a variety of findings about the use of language errors. The results of this study describes the use of the language of culinary connoisseurs with an error rate of different language. Errors in the morfofonemik process (the process of change, the addition of phonemes, and removal of phonemes) became the most findings in the study.

Keywords: lovers of culinary, restaurants, study anakes, morfofonemik

Introduction

Metropolitan cities held by the capital Jakarta is filled with diverse language speakers. The use of language in society are different B-I (mother tongue) will make its own color in speak a sentence or choose diction for use.

Use the language in a variety of situations and conditions with partners said that is not the same can be a problem when the user language is wearing the diction is not understood by the partners said, even that feels awkward sentence will make partners said 'mengkerenyitkan' forehead to understand the intent of the speech is delivered. The study of anakes (error analysis language) touching the researcher to uncover and review them so the imaged classification error speak on culinary connoisseurs.

Theory

The Process of Language Errors

Opinion Selinker, L. (1975) in the book "Interlanguage" in Richards, Jack. (ed.) "Error Analysis: Perspective on Second Language Acquisition". (London: Longman Group Limited) revealed that "the process of occurrence of language errors can be: (1) transfer process language, (2.) the Transfer of the training process, (3.) the second language learning Strategy, (4.) the second language communication strategy".

The process of language mistakes will put more emphasis on how the changes for the event in error speak. As for the definition of language transfer process i.e. the existence of a tendency of students moving elements of the sound, form, meaning, and even the culture of the language has been mastered into the target language or language he had learned.

So, there is that such transfers are positive and some are negative in nature. Example: students speak, in the elementary school level six with BI= the language Java

- Perahu itu isinya orang dua (the boat was two people contents)
- Anak yang duduk di belakang sendiri itu namanya Amin (children sitting in the back of his own that name's Amin)

The speech example illustrates that students use a language of Indonesia with the structure of the Java language. On speech it seems speech is the Java language of the students including: -Isine wong loro, and -Ing buri dhewe. Then the knowledge of language structure owned language it is translated directly into Indonesia and immediately use. There was a great speech or sentences that are generated by the students including: -two people, and its contents – behind himself. Whereas the correct grammar in Indonesia, should that sentence reads: -contains two people, and – Most behind.

Furthermore, the communication strategy of second language which is the most in touch with this research. In this theory to be able to communicate in the target language, the speaker should be included in the overall context of communication, understanding the cognitive, affective, devices and linguistic aspects of the listener. Individually, the speaker's intended meaning of organizing, then pulls the structure it has to influence communication. Example: (should be) cautiously, pronounced "ati-ati". (should be) depleted pronounced "abis".

Sources of Errors-speaking & Morfofonemik

There are four sources of language errors, namely: (1) the idiosyncratic dialect; (2) the over generalization (possible exaggeration); (3) the application of the rule that is not perfect; (4) incorrect hypothesised concept.

Morfofonemik process is a process that occurs in a given morpheme morpheme by morpheme meetings due to the other. There was also a recall as a symptom of changing as a result of the merger of several phonemes morpheme (morpheme and affix typically Basic). Many of the definitions advanced by linguists, such is the opinion of w. Nelson Francis (1958), "morfofonemik learn variations that looks at the structure of the fonemik an

allomorph-an allomorph as a result grouping into words." Similar with the opinion that "morfofonemik is the study of the changes of relationship caused two phonemes morpheme or more as well as the granting of the symbols," Samsuri (1982:28).

Methodology

Qualitative research is used by researchers to see the research focus of the user language by speakers who are in the culinary area i.e. stalls stalls meatballs, Mie Aceh and Betawi Bu Een. A proliferation of effort is a hero ventures from the community is certainly limited by the researcher and just a sample of only those options so that the research results are more specific and can describe the intent of the research objectives. Through "rekam, simak, catat" (the recording technique, watch & listen, record the data) the users language collected.

Option on the stall the meatballs into the interesting part, because "sebagai cemilan yang mengenyangkan" (the glut of snacks), the meatballs into the favored by many great circles. Old and young like the meatballs, even older children love to gobble meatballs, soups or fried or processed in various variants with Cook. Furthermore, Mie Aceh food stalls became the target of this research because many students or lecturers who often went to the stall this for lunch or dinner, then the speakers or the user language became the spotlight in the study in this culinary area. As for the third one namely Restaurant Betawi Bu Een became the target of the tongue of the people of Jakarta who wants to dine on specialties Betawi as a proliferation of restaurants-restaurants business in other regions as people in this modern era.

Discussion

Based on the collection of data on food stall warung Mie Aceh, meatballs, and at Betawi restaurant Bu Een, then his analysis is as follows:

The local error of the user data that is found in the meatball stalls of the eleventh conversation, twenty-eighth, and thirty-six. As the opinion of Burt and Kiparsky, "local errors are errors that affect an element in a sentence that does not usually interfere with communication significantly, because it is limited to a part of the sentence."

- conversation eleventh (11th): "Sama gue juga." ("I'm the same too").

The sentence uses two words that have similar meanings of ' same ' and ' also ', and so belong to the local error. Should be: "me too."

- Twenty-eight sequence Conversation (28): "Ama bubur tuh gue juga." ("Ama tuh gue porridge also.").

The use of the word "ama" and "also" inappropriate simultaneously. Should be: "I also don't like porridge." The word ' tuh ' as a complementary range of oral which becomes the actual sentence referring to the word "it".

- Thirty-six sequence of Conversations (36): "Jadi, akhirnya gue cuma dari infusan doang."

("so, finally I'm just from infusan only.")

The use of the word "so" and "finally" inappropriate simultaneously. Similar to the use of the word "free" and "together" by doang also less precise.

Should be: "so, I just got the nutrients or food for the physical energy of the infusan."

Classification error analysis of language users Speak at a warung Mie Aceh

NO	ANAKES CLASSIFICATION	DATA FINDINGS	SHOULD BE	DESCRIPTION	TOTAL NUMBER
1.	F O N O L O	Mih	mie	Speakers pronounce the word 'mih' with the addition of/h/consonant pronunciation, speakers should be pronounced /iə/ in the end pronounce the word 'noodle'.	3 X
2.		Jaman	Zaman	Speakers pronounce consonants /j/ at the beginning of the word, should likely consonants as the initial consonant in the utter the word 'times'.	1 X
3.		Paktor	Faktor	Speakers pronounce 'Paktor' consonants/p/in the beginning of the word, should speakers pronounce consonant/f/as initial consonant in say the word 'factor'	1 X
4.		Laen	Lain	In other words 'Laen' pronounced by speakers with /e/ vowel letters in the middle of the word, should speakers pronounce vowels /i/	1 X
5.		Belom	Belum	the pronunciation of the word 'belom'	3 X

	G			"yet" is pronounced with the vowel /o/ in the middle of the word, should speakers pronounce vowels with /u/	
6.	I	Dalem	Dalam	Servant In Speakers pronounce vowels /ə/ in the middle of the word, should speakers pronounce vowels with 'dalem' as vowels in the Middle say the word 'dalam' ("in")	I X
7.		Pengen	ingin	Speakers pronounce vowels /e/ in mid Word, should speakers pronounce vowels /i/ and did not add the consonants /p/ in the beginning of the word 'ingin' ("want")	I X
8.		Jatoh	jatuh	Speakers pronounce "fall" 'Jatoh' with vowel /o/ in the middle of the word, should speakers pronounce vowels with /u/ as vowels in the Middle say the word 'jatuh'= "fall".	I X
9.		adek	adik	the brothers 'adek' pronunciation of the word wear /e /vowel letters in the middle of the word, should speakers pronounce with the vowel /i/	I X
10.		Aer putih	Air putih	"White water" ('aer putih') Speakers pronounce vowels /e/ in middle of the Word, should speakers pronounce vowels /i/ as the vowels uttered in the middle of 'air'= "water"	I X
11.		Praktek	Praktik	The word "practice"= 'praktik' is in accordance with the rules of grammar of the Indonesia raw. Speakers often pronounce the 'praktek' with /e/	I X
12.		Gue	saya	Spectrum oral is very often used by speakers, so that ruled out the pronunciation of the word 'gue'= 'saya' or the pronoun 'I' and replace it with the word 'gue'/ 'guwe'.	I X
Copyright © 2017 Faculty of Educational Sciences Syarif Hidayatullah State Islamic University of Jakarta					
I.		Udah	Sudah	Errors in the morfofonemik process (the process of removal of phonemes). Speakers	4 X

	M			should pronounce it by not eliminating one of the phoneme /s/= 'udah' at the beginning of the word.	
2.	O R	Liat	Lihat	Error in the morfofonemik process (the process of removal of phonemes). Speakers should pronounce it by not eliminating one phoneme /h/ = 'liat' in the middle of words.	I X
3.	F O	Anget	Hangat	Errors in the morfofonemik process (the process of removal of phonemes). Speakers should pronounce it by not eliminating one phoneme /h/= 'hangat' in initial word does not change the phonemes /a/ & into phonemes /ə/ becomes [angət].	I X
4.	L O G I	Banyak Banget	Sangat banyak atau banyak sekali	The phrase that indicates the number of numeria, replaced by the word 'banyak banget'. 'Banget'= "loads" or "more very much". (range of oral Language B-I speakers Betawi)	I X

Next, the discussion of the analysis of data from the user language at home Eating Betawi Bu Een as follows. The word that is tilted "mantep can really" supposed steady once or very good. Speakers pronounce phonemes/a/phoneme/ə/be so steady words pronounced mantep can. Furthermore the word "really" that the meaning is very meaningful, it becomes very tasty (refer to food 'dilahapnya').

The next "sambelnya where sambelnya?" which should be pronounced "sambal" (wearing the/a/phoneme), rather than a phoneme/ə/. Similarly the word "messages" which is pronounced "pesen".

On the pronunciation of (".....tapi saya nanya tadi ama si pelayannya, tau gak apa aja bumbunya. Dia bilang gak tau."). (.... but I "nanya" with /n/ should be "/t/", "ama" should be "kepada") last 'ama' the servants, 'tau gak apa aja bumbunya'. He said do not

know. "speakers pronounce" nanya "that should "ask", "ama" should "to", "tau gak" should "know or not", "apa aja" should have "anything", "do not know" supposedly "don't know". Here looks all speakers wear basic word so short-short once diction. In anakes called "zeroisasi (contraction) is removal of phonemic sounds as a result of the austerity efforts of pronunciation. It is used in situations that are not officially so often abbreviate the speakers or shorten ujarannya. "

The next speech is "liat rasanya" ("clay it feels") should "look" (phoneme/h/is omitted by the speakers). The words that accompany the "see" more precise if used the word "display his soup" or "scent feels" because the word "view" related to something that is seen, not weaker, making it more coherent or fused in stringing the word group when replaced with more appropriate, for example "cicipi rasanya" ("try a taste" or "tastes").

The findings further rainfall was "this" supposed "rain like this" and "anget-anget" supposed to be "lukewarm", speakers eliminate the phonemes/h/in the beginning of words. Then the word "pedes" supposed "spicy" (the phoneme/a/become phonemes/ə /). As for the word "nyos" describes an expression from speakers who give meaning that she is very happy or very happy with the flavor of the dish was presented by this diner. Therefore, the word is pronounced speakers in addition to delicious words "scrumptious" 'nyos'. But when the speaker wears the word "delicious" already represents the expression.

The last of which is 'gak ada' ("not there") should be "no", "Tuh, udah abis saya" should have been "I've exhausted" or "I already spend his sop" (pointing the soup bowl). Speakers pronounce him by putting the word "I" at the end of the otherwise misplaced in putting together the elements – elements of a sentence.

Results

Errors in the morfofonemik process (the process of change, the addition of phoneme phonemes, and removal of phonemes) became the most findings in the study. For example ("hujan" menjadi 'ujan') "rain" became "rainfall", ("hangat" menjadi 'anget') "warm" to "anget", ("habis" menjadi 'abis') "run out" into "abis", ("lihat" menjadi 'liat') "view" becomes "clay", ("sudah" menjadi 'udah') "it" being "already", etc.

References

- Burt, M. and C. Kiparsky. *The Gooficon: A Repair Manual for English Rowley*, Newbury house, 1972.
- Chaer, Abdul. *Linguistik Umum*, Jakarta: Rineka Cipta, 2012

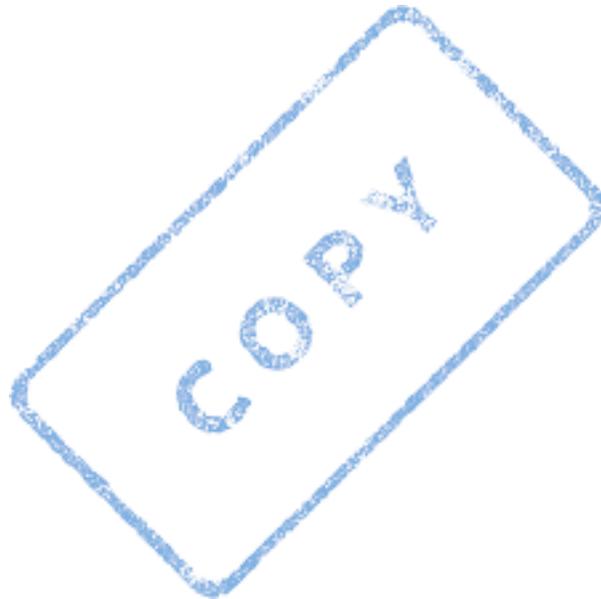
Francis, W. Nelson. *The Structure of American English* (with a chapter on American English dialects by Raven I. McDavid, Jr). New York: Ronald Press, 1958.

Marsono. *Fonetik*. Gadjah Mada University Press, 1986.

Nur, Salmiani. <http://waodesalmaninur.blogspot.co.id/2013/10/proses-morfofonemik.html> (diakses 20 Agustus 2017)

Selinker, L. dalam buku "Interlanguage" dalam Richards, Jack. (ed.) "*Error Analysis: Perspective on Second Language Acquisition*". London: Longman Group Limited, 1975.

Setyawati, Nanik. *Analisis Kesalahan Berbahasa Indonesia*. Surakarta: Yuma Pustaka. 2010



CHILD ABUSE BY PARENTAL PRODUCED STRESS

Lu'luil Maknun

UIN Syarif Hidayatullah Jakarta

e-mail: hindun.smart@gmail.com

Abstract. Child abuse (child abuse) is unwittingly done by parents. Freelance parents take on the task of protecting and developing children's development. More than one survey of women's parents is 60% more likely to abuse children than male parents (dads). There are several factors that underlie parents, especially mothers who commit acts of violence against children, labored; stress factors, past traumas etc. The consequences of such acts of violence can be physical or psychic even death. The most dangerous consequences are long-term trauma, which is feared to repeat a small presentation for their child after parenthood. Legislation takes firm action against violence proven guilty, even if it is the birth parents themselves. Some recommendations are raised to violence against children.

Key Words : child abuse, parental produced stress

Introduction

Overview of Child Abuse and typology

Arisandy (2009) suggests that the US Department of Health, Education and Welfare provides Child abuse as a definition of physical or mental violence, sexual violence and neglect of children under the age of 18 committed by persons who should be responsible for the welfare of children, child welfare is threatened.

Meanwhile, according to Fakhri M (2003) cited by Widiastuti, the definition of child abuse is all forms of physical or emotional abuse, sexual abuse, negligence, commercial exploitation or other exploitation, resulting in real or potential injury / loss to child health, child survival, child development, or the dignity of the child, conducted within the context of a relationship of responsibility, trust, or power.

Thus, child abuse is an act of violence committed by an adult who is supposed to be responsible for his or her safety and well-being, be it physical or mental violence that results in damage / loss of birth and mind, and is feared will have an effect on the child's future growth.

More specifically, Lufita (2012) suggests the theory of child abuse typology based on UNICEF, Domestic Violence Against Women and Girl, as follows

I. Physical Abuse

Physical violence is any action that causes or may result in damage or physical pain such as slapping, punching, twisting arms, poking, choking, burning, kicking, threats with objects or weapons, and murder (Unicef 2000: 2)

2. Psychological Abuse

Psychological violence includes behaviors that are intended to intimidate and persecute, threaten or abuse authority, restrict outgoing, supervise, take custody of children, damage child objects, isolate, verbal aggression and constant humiliation (Unicef 2000: 2).

3. Sexual Violence

Sexual violence such as sexual activity that is forced through threats, intimidation or physical force, forcing unwanted sexual conduct or forcing sex with others (Unicef 2000: 2)

4. Economic Violence

Economic violence includes measures such as fund rejection, refusal to contribute financially, food rejection and basic needs, and control access to health care and employment (Unicef 2000: 2).

A glimpse of Parental produced stress and the underlying factors

What is meant by parental produced stress are parents who have mental disorders or mental distress, can be due to the violence experienced in the past, have a high level of anxiety, perfectionist, experienced babyblues or postpartum syndrome, trauma due to divorce, loss, economic factors, failure to socialize, victims of domestic violence and so forth.

Some of the factors that cause parents to produce stress will be described as follows:

1. Early marriage; married too young to make married couples do not have stability in the wedding biduk. Usually because of promiscuity and pregnancy outside of marriage, they are forced to become immature parents. Especially if the community stigma already label bad for parents and children themselves. immature parents still want to feel the freedom, so it can not be responsible for the welfare of children.
2. Lack of parenting science; parents who are not ready to be 'parents' are those who do not understand the child's developmental phase, the child's needs, the behavioral patterns of the child and can not control the emotions when the child is angry. false parenting, enabling enforcement of discipline and internalization of values done regardless of the psychological child.

3. Economic problems, parents who have economic burden tend to ignore the needs of children, even many parents who exploit children to meet family needs.
4. Family conflict; family conflict leaves a separate mental burden for parents, usually because there is a conflict in the family of a wife or husband feels burdened psychologically so it can not control emotions, including when facing children.
5. Domestic violence, violence will bear fruit violence, wife who persecuted by the husband will be difficult to feel happy, and also will be difficult to give happiness for their children.
6. Trauma / inner wound, if one of the parents experiencing calamity or loss, can not be reconciled with reality, then the chances of the parents will be more emotional and irrational. So it will be difficult to distinguish where the right action and where the excessive action.
7. Divorce, divorce is hell for children. Separating one parent from their life is a torture. Parent single parent has the responsibility as well as a very big inner wound. A broken home child usually seeks self-identity through intercourse, alcoholism and drugs.
8. Failure to socialize, failure to communicate with the environment to inhibit socialization with around to make parents feel isolated. Children become victims by not be friends, play, out of the house and so forth.
9. Physical pain, physical pain sometimes makes the parents irritable. Especially if the disease has been experienced for quite a while.
10. Psychic illness, such as baby blues syndrome, post partum depression, bipolar and so forth makes parents unable to love children completely. So many also reported that a mother could kill her children.

Legal Trap for Child Abuse Actors in Indonesia

Article 13 Paragraph (1) of Law Number 23 Year 2002 regarding Child Protection ("Child Protection Act") as amended by Law Number 35 of 2014 on Amendment to Law Number 23 Year 2002 regarding Child Protection (" Law 35/2014 ") which states that every child in the care of a parent, guardian or any other party responsible for care shall be entitled to protection from treatment:

- a. discrimination;
- b. exploitation, both economic and sexual;

- c. neglect;
- d. cruelty, violence and abuse;
- e. injustice; and
- f. other misconduct.

Article Catching Child Abuse Actors

This article on child abuse is specified in Article 76C of Law 35/2014 which reads:

Everyone is prohibited from placing, letting, doing, ordering, or participating in Violence against Children.

Meanwhile, sanctions for persons violating the above article (perpetrators of violence/abuse) are defined in Article 80 of Law 35/2014:

- (1) Anyone violating the provisions referred to in Article 76C shall be subject to imprisonment for a maximum of 3 (three) years 6 (six) months and / or a maximum fine of Rp72,000,000.00 (seventy two million rupiah).
- (2) If the child as referred to in paragraph (1) is seriously injured, the offender shall be punished with a maximum imprisonment of 5 (five) years and / or a maximum fine of Rp100,000,000.00 (one hundred million rupiah).
- (3) If the child as referred to in paragraph (2) is dead, the offender shall be punished with a maximum imprisonment of 15 (fifteen) years and / or a maximum fine of Rp3,000,000,000.00 (three billion rupiah).
- (4) Criminal plus one-third of the provisions referred to in paragraph (1), paragraph (2), and paragraph (3) if the perpetrators are the Parents.

The laws and clauses explaining the violence in children end with a very clear explanation namely; punishment plus one-third of the provisions if the perpetrators of violence are their own parents.

Recommendation

1. Parents should always learn and update the science of parenting.
2. Parents must learn to accept taqdir / the reality of life, forgiving the past and optimistic in the future

3. Create a community-link to continue to explore and deepen good parenting
4. Participate actively in national movements to defend children's rights
5. Loving children fully, supporting, protecting, becoming friends for children.

Conclusion

Based on the above exposure, parents who have realized mistakes immediately stop all forms of violence. First by trying to change himself from parental produced stress to be a good parent by continuing to deepen the science of parenting, self healing and so forth. Second, accept, protect and love the child unconditionally.

References

- Arisandy, Takesi, et al, Child Care Nursing With Child Abuse, Department of Health r. Ipoltekkes health department dept of nursing 2009 in
<https://www.scribd.com/doc/175485413/Askep-Anak-Dengan-Child-Abuse>
downloaded on August 12, 2016
- Fakih M, editor. Early detection training manuals and management of child abuse and neglect victims. Jakarta: IDI-UNICEF, 2003. h. 1-77
<http://www.smallcrab.com/anak-anak/550-some-types-harmacy-on-children>
<http://www.hukumonline.com/klinik/detail/lt4f12a3f7630d1/pasal-to-to-racking-money-child>
<https://core.ac.uk/download/files/379/11717598.pdf>
http://islandia.law.yale.edu/representingchildren/rcw/jurisdictions/asse/indonesia/Indon_Child_Prot.htm
<https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/98588/117398/F1211362854/IDN98588%20Idn.pdf>
<http://www.kpai.go.id/hukum/undang-undang-republik-indonesia-nomor-35-tahun-2014-about-change-atas-undang-undang-nomor-23-tahun-2002-about-protection-child/>

A NEED ANALYSIS IN DEVELOPING ENGLISH MATERIALS FOR VOCATIONAL SCHOOL

(A Case Study at Eleventh grade of Computer Network Technic Program
of SMK PGRI 1 Kota Serang in Academic Year 2017-2018)

Kurnia Prasetyowati
UIN Syarif Hidayatullah, Jakarta

Abstract. The objective of the study is to gather information about the students' need at Eleventh grade of Computer Network Technic Program of SMK PGRI 1 Kota Serang, Banten in academic year 2017-2018. The method of this study is qualitative descriptive method by using case study as the research design. It used four instruments of data collection technique, namely classroom observation, interview, questionnaire and field note. The data analysis show that the English teaching process and the material used in this school is still have not aligned with the students' needs. The result of the study is developing the material appropriate with students' need.

Keywords: *Need Analysis, English Materials Development, Vocational High School.*

Introduction

English teaching at vocational schools is different with general schools in which the main goal of students' learning are connected with their job orientation. The education system which vocationally oriented should direct students to have English communicative skills for their future, as stated by Kindzhakova (2010) that the main purpose of teaching English at vocational school is to acquire a system of knowledge for reading, receiving and sending information in English language, that is connected with the main activities in studied specialty and suitable developing communicative skills. The English teaching in this school is considered as the tangible results from the learning experiences which they achieved too, as proposed by Finch and Crunkilton (1999) that "the vocational and technical curriculum focuses not only on educational process but also on the tangible results of that process". The tangible process requires the English vocational teachers should take in charge in selecting and developing the teaching materials, choosing the methods and approaches, and providing the tools which are appropriate for the students. Besides that, the implementation of English 2013 curriculum also gives several impacts for teachers in executing their teaching include preparation, presentation and evaluation. One of them is about the English textbook published by the government which is used as main teaching resources material. Actually, the teachers are given authority to select and develop teaching materials not only main resources but also supplementary materials, and do not depends on only one source. In selecting and developing materials, the teachers should conduct needs analysis procedure as the first basic step to gather information about students' needs, lacks

and wants so that the materials will be developed is aligned with the needs of students. This study is focused to needs analysis procedures which is carried out at Eleventh grade of Computer Network Technic Program of SMK PGRI I Kota Serang.

Material Development

Teaching material is one of the important factors in language teaching learning process. Nunan (1992) stated that teaching materials are often the most substantial and observable component of pedagogy. Materials can be defined as anything or any source that can be used to assist the students in the process of language learning. It can be textbooks, workbooks, Audio video, photocopied hand outs, paper cutting or anything that informs the language being learned (Tomlinson, 2008). Materials too can also be in the form of instructional, experiential, elicitive or exploratory (Tomlinson, 2001).

Materials development is very crucial and it shows the effort and creativity of the course designers as well as the teachers. In English teaching, the material should attract students in learning English and minimize their problems especially due to lack of vocabulary and confidence. Therefore, the materials which are developed by the teachers should be attractive and suitable with the students' needs and ability. Teachers should be aware of the needs of many students and think the best materials that can suit their students in this growing world today. The materials designers or teachers should consider the language knowledge that the students' require for their proficiency development, the language and content knowledge that needs to be added to the students' knowledge and not forgetting the students' desire of language and content.

Three main characteristics or factors that need to be considered or look into seriously when designing materials are, first, criteria of implementing or modifying materials, subjective criteria on what teachers and students want from that material and lastly objective criteria, which is what the material really offers (Hutchinson & Waters, 1987). This is really important because then only the author would be able to produce a good set of materials that will make the learners as well as the teachers teaching the specific course at ease throughout the whole process of language and knowledge learning. In the process of designing materials, there are also many suggestions on the factors that shaped a good set of materials. Among them, are for authors to look at topics. Learners' situation, general and specific proficiency of the language at entry and exit levels, students previous educational and cultural experience. Authors should also look at types of skills to be developed and expected outcomes of the learning goals.

Needs Analysis

According to Saieed (2012: p.1), need analysis is the process of establishing the "what" and "how" of a course. It is an information gathering process that carried out to make more focused course. In more specification, needs analysis is important tools in conducting research related to designing and evaluating lessons/materials/syllabus and it helps in determining the needs for which students require English. The analysis of students' needs, lacks and wants is important for any teaching and learning process. Hutchinson & Waters (1987, as cited in Adhabiyyah, et.al, 2014: 109) state that learners' wants are the most important input in the Needs Analysis and cannot be ignored in any courses.

If needs are clear, the learning aims can be expressed more easily and the language course can become motivating. If the learners' needs are not taken into account, the course will be based on unstable or irrelevant material, will disillusion the students with the value of instruction or their capacity to learn the language, and will lead to low motivation (Albakrawi, 2013). Needs analysis is usually performed first; then data analysis is used to provide the particular language skills that students will use and the activities of the students will eventually complete.

From those problems and literature review, the research questions of this study are :
1) How did the English teaching learning process the classroom? 2) How were the teacher's belief towards the English teaching and materials? 3) How were the students' responses towards the English teaching and materials?

Method

Research Design

The study was qualitative research with case study research design which is aimed to investigate the needs of vocational high school students in learning English by conducting needs analysis procedure. It is held as starting point in developing English materials will be applied in English teaching especially at the eleventh grade of vocational high students. The study was conducted from August 14 to August 17, 2017 at Eleventh Grade of Network Computer Technology Program Academic Year 2017-2018 at SMK PGRI I Kota Serang, Banten.

Participants

Participants of this study were students and teacher of SMK PGRI I Kota Serang. Forty five (45) students of Eleventh Grade of Network Computer Technology Program were chosen randomly to answer the questionnaire about students' needs in learning English

and students' response toward English textbook as main teaching source used in this school. One English teacher who teaches at this grade was also invited to participate in the study. She was interviewed by answering thirteen (13) questions related to English teaching and materials.

Measure

The data collection instruments were observation sheet used as guideline in observing the process of English teaching and learning at the classroom, interview guide for asking the English teacher, questionnaire which was administered to 45 students, document analysis to investigate the documents related to this study, and field notes in getting detailed information.

Classroom observation was conducted to investigate the English teaching and learning process by observing five aspects, namely preparation, presentation, execution or methods, personal characteristics and teacher-students interaction.

Interview process was held to one English teacher by asking 13 questions related to English teaching: 1) The suitability of English learning with job or academic needs 2) Institutional goals in encouraging ESP 3) The reason of students in requiring English 4) Time allotted of English lesson in a week 5) Time allotted of English lesson in one year 6) The ignorance of four English skill 7) The use of published English textbook 8) Teaching materials prepared by institution 9) The suitability of teaching materials prepared by institution with students' needs 10) The existence of supplementary materials 11) ESP materials projects 12) The evaluation method and 13) The suitability of assessment with the teaching objective

The students' questionnaire aimed at gathering information related to the following areas: 1) Background information include students' name, age, school, sex, English last score, the important of English and their preference in learning English, 2) Learning needs consist of practicing English skill, their feeling in listening, speaking, reading and writing skill, and their response in English learning activity in the classroom, and 3) English textbook include students' response to the lay out, instruction, content framework, keywords, language use, picture use, examples, summary, exercises and supporting sources attached in the textbook.

Data Analysis

Data Analysis in this study was on the result of classroom observation, interview and students' questionnaire which were analyzed descriptively to know the students' needs in learning English in relation with English material development.

Findings and Discussions

Findings

English Teaching and Learning Process

The result of classroom observation showed that the teacher has good preparation as shown by well-organized class, review material and apparent goals. She also good in explaining material, creating logical and well-placed class, conveying clear direction, presenting material, answering questions, using methods and encouraging students' interest. But she has fair ability in facilitating students' language production and trouble understanding. In implementing teaching methods, she was good in balancing classroom activities, reinforcing material, moving around the class, knowing students' name, reinforcing students, eliciting students' response, using examples and applying real context. Her fair abilities were shown in adapting unanticipated situations, using instructional aids/materials, understanding error correction and appropriating error connection. The teacher is good in patience, clarity, personal appearance, creativity, and using English language. In the aspects of teacher-students interaction, she has good ability in controlling the class and relaxed in voice, but still fair in encouraging students' participation, freedom feeling, involvement, conformity, and needs.

Teacher's belief towards the English Teaching and Materials

From the result of interview, it can be concluded that the teacher thought that the need of English learning is important not only for job needs but also for academic needs because some of students will continue their study to university. According to her opinion, most of students require English because there are many written or printed materials connected to the job, are in English. In relation with English teaching, she considered that ESP is very important for English teaching at vocational schools but there was no program from school in applying ESP. Besides that, the limited lesson time, as allotted for vocational school is 2 hours in a week or 30 weeks in a year, was not sufficient for successful English learning. Although it was very limited, she did not ignore any skills because all English skills are relevant with students' needs. In using teaching resource materials, she only used English textbook provided by the school which was published by the government. No special teaching materials and supplementary materials prepared in this school. While in assessing students' competency, the teacher applied authentic assessment as stated in 2013 curriculum and it was good enough to cover the goal of teaching objectives.

Students' Response in Learning Needs and English Textbook

Based on the questionnaire was selected to 45 students, which consist of 39 questions divided into three parts; Background Information (7 questions), Learning Needs (22 questions) and English Textbook (10 questions), the result shown as follows:

1. Students' preference in learning English and the important of learning English

All students (100%) like to learn English and thought that English is important to be known or learned.

2. Practicing English four skills

a. Listening skill : 24 students (53,33%) are often, 12 (26,67%) are always, 8 (17,78%) are sometimes, and 1 (2,22%) is no response.

b. Speaking skill : 38 students (84,44%) are sometimes, 4 (8,89%) are often, 1 (2,22%) is always, and 2 (4,44%) are no response.

c. Reading skill : 29 students (84,44%) are sometimes, 9 (20%) are often, 6 (13,33%) are always, and 1 (2,22%) is no response.

d. Writing skill : 21 students (46,67%) are sometimes, 12 (26,67%) are often, 10 (22,22%) are always, and 2 (4,44%) are no response.

To sum up, most students are likely to practice speaking and reading.

3. Students' feeling in practicing Listening skill

There are 38 students (84,44%) are sometimes difficult to understand English pronunciation, 26 students (62,22%) are sometimes difficult to understand English learning, 36 students (80%) are sometimes difficult to work together in discussion, and 27 students (60%) are sometimes consider that the teacher and their friends are too fast in speaking English.

4. Students' feeling in practicing Speaking skill

There are 18 students (40%) are sometimes feeling anxiety in speaking English, 24 students (53,33%) are sometimes don't know what to say in English, 25 students (55,56%) are sometimes difficult in pronouncing English speaking, and 15 students (33,33%) are sometimes afraid to convey English presentation.

5. Students' feeling in practicing reading skill

There are 36 students (80%) are sometimes able to understand the main idea of a text, 19 students (42,22%) are sometimes likely to read slowly, 22 students

(48,89%) are sometimes able to guess the meaning of new vocabularies, and 25 students (55,56%) are sometimes able to read English text fluently.

6. Students' feeling in practicing listening skill

There are 30 students (66,67%) are sometimes able to write English with good spelling, 36 students (80%) are sometimes able to use correct English vocabularies in writing, 24 students (53,33%) are sometimes able to follow teacher's instruction, and 23 students (51,11%) are sometimes are able to write English paragraph systematically.

7. English learning activities

There are 15 students (33,33 %) who thought that the material of English in Network Computer Technic program are sometimes suitable with their competencies. And 20 students (44,44%) assumed that the teacher explained the learning materials are sometimes clearly and understandable.

8. Students' response towards English textbook

There are 29 students (64,44%) thought that the textbook is interesting in its layout, the instructions are quite easy to be understood (20 students or 44,44%), the framework content is quite helpful in understanding (23 students or 51,11%), the keywords are quite helpful in understanding (18 students or 40%), the use of language is quite easy to be understood (29 students or 64,44%), the pictures are helpful in understanding (18 students or 40%), the examples given are helpful in understanding (23 students or 51,11%), the summaries given are very helpful in understanding (16 students or 35,56%), the exercises given are quite helpful in understanding (23 students or 51,11%) and the supporting materials are quite helpful in understanding (20 students or 44,44%).

Discussion

Interpreting the result of the classroom observation, the interview and the questionnaire, it can be inferred as follows:

English teaching learning process in the classroom

The result of classroom observation shown that the teacher attempted to create a learning condition with good atmosphere, joyful and interesting. For overall, the complete preparation, well-organized presentation, appropriate methods, good personality, and able to direct the English class were shown by the teacher could develop communicative skills of

vocational students and suitable with the purpose of English teaching at vocational school, as stated by Kindzhakova (2010) that the main purpose of teaching English at vocational school is to acquire a system of knowledge for reading, receiving and sending information in English language, that is connected with the main activities in studied specialty and suitable developing communicative skills. However, there are still low abilities of the teacher especially in reinforcing the interaction with the students. It is not strange because secondary vocational students are characterized by the awkward fact "congenital malnutrition" and "acquired development deficiency". It is necessary to teach the vocational students suitable with their ideas and needs which are vocationally oriented learning and provide appropriate English resource materials.

Teacher's belief towards English teaching

Teachers and their belief play a crucial role in determining the implementation of any approach (Karavas-Doukas, 1996). Teachers have authority to select many educational approaches would be applied in their teaching. The response of the teacher interviewed about English teaching shown that the teaching approach that appropriate for vocational high school is applying ESP (English for Specific Purpose) in which the teaching of English is based on the competency program taken by students. In other words, the materials would be taught at vocational high school should accommodate ESP principles.

Students' response in Learning Needs

Learners' wants are the most important input in the Needs Analysis and cannot be ignored in any courses (Hutchinson & Waters, 1987, as cited in Adhabiyyah, et.al, 2014: 109). Based on the result of questionnaire, the students need to learn all the four skills of language as compared to grammar and vocabulary. Speaking is more preferred as compared to the skills of reading, listening and writing. Students need a classroom environment which is supportive to their active participation by introducing pair and group work, and activities like games, role play, and projects. They need a class where they are at the center and the role of the teacher is that of a facilitator and guide. Students attach great importance to the study of English.

In connection with the use of English textbook, the source is only the textbook from the government, and the students just asked to read and do the task. It is very conventional and boring, furthermore teaching language must be creative to stimulate the students in speaking. If the material cannot be developed it will increase the scary of students in using English. The students do not have many vocabularies because they do not ask to think critical when they read the text. It makes them low in speaking. As general, they assumed that the current English textbook has quite good to help them in understanding the learning

materials. It means that, it is necessary to provide English course materials which facilitate students in improving their English skills especially in speaking as they preferred, and reading as a way to enrich their vocabularies that support speaking ability.

Conclusion and Suggestion

In this study, the researchers held some procedures to gather information about students' needs by conducting classroom observation to describe the English teaching and learning process, the interview to know the teacher's response towards English teaching and materials, and the questionnaire to describe students' response towards learning needs and English textbook. The result of data analysis indicated that the English teaching process and materials at this school are still not appropriate with the students' needs. They needed to be more active in English learning and preferred to improve their speaking and reading skill. Therefore, the English materials would be developed for vocational students should be vocationally oriented, ESP based-approach, contains of complete speaking practices and intensive reading exercises.

References

- Adhabiyyah, et.al. *Needs analysis and material development in English for specific Purposes in relation to English for Islamic studies*. E-proceedings of the Conference on Management and Muamalah (CoMM 2014), 26-27 May 2014.
- Albkrawi, Husein Theeb. *A Needs Analysis of the English Secondary Hotel Students in Jordan*.
- Atefi, B.S; Moradien, F.F. 2013. *A Need Analysis of English for English Specific Purpose Course for Adoption of Communicative Language Teaching: (A Case of Iranian First Year Students of Educational Administration)*. International Journal of Humanities and Social Science of Invention vol 2
- Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks: SAGE Publications, Inc.
- Indriyati, Sa'jiun. 2009. *Material Development*. Jakarta. Ministry of National Education.

International Journal of English Language Teaching Vol.I, No. 1, pp. 13-23, September 2013

Nation, I.SP and John Macalister. 2010. *Language Curriculum Design*. Newyork : Taylor & Francis.

Nunan, D. (1992). *Language Teaching Methodology: A Text Book for Teachers*. New York: Prentice Hall.

Palacios. (2003). Developing Comprehensive Need Assessment for Implementation in Continouing Education. *Education* , 7.

Richard, & Rogers. 2001. *Approches and Method in language Teaching*. New York. Cambridge University Press Richards, J. C., J. Platt & H. Platt (1992) *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

Richterich, R. & J. L. Chancerel (1977/80). *Identifying the Needs of Adults Learning a Foreign Language*. Oxford: Pergamon Press.

Saeid, M, N. 2012. *English for Specific Purpose*. Chababar International campus. University of Sistan and Baluchestan

Tomlinson, B. (2001). *Materials development*. Cambridge: Cambridge University Press.

Tomlinson, B. (2008). *English Language Teaching Materials*. London: Continuum.

West, R. (1994). Needs Analysis on Language Teaching. *Language Teaching*, 27(1).

IMPLEMENTATION OF 2013 CURRICULUM IN MADRASAH at DKI Jakarta (Significance and Evaluation)

Yayah Nurmaliyah, Bahril Salim, Farida Hamid
Syarif Hidayatullah State Islamic University

Abstract. This research is a descriptive research employing qualitative approach. Data collection techniques were interview and observation. The purposes of this research were as follows: 1) Compliance between the implementation of the 2013 curriculum implementation with the planning and instrument flow, defined in the 2013 curriculum 2) Disadvantages that exist during the implementation of the 2013 curriculum in madrasah at Jakarta Policies and 3) regulations that encourage the implementation of the 2013 curriculum in madrasah at Jakarta 4) Further action plan as the result of research recommendation. The Result of this research could be concluded that : 1) The process of policy formulation of curriculum changes is unplanned and hasty 2) The curriculum change mechanism does not refer to the National Education Standards (SNP) 3) The Government is suspected to have not conducted an evaluation on the School Based Curriculum (KTSP) which has been implemented since 2006 4) The 2013 curriculum tends to disempower teachers' creativity and does not consider the local cultural context 5) The target of the master teacher training is too ambitious, while the book for the teacher has not yet been printed 6) The 2013 curriculum budget reaches a fantastic number of Rp 2.49 trillion, and half of which is used for potentially corrupt book procurement projects 7) Not established yet the official 2013 curriculum documents that led to the preparation of books that did not work well 8) The procurement of books for the 2013 curriculum is seen as a wasteful project, since every year start from 2008, the government is actively buying copyright books to support the provision of books with electronic school books (BSE)

Keywords: Madrasah, the 2013 curriculum, Saintifik Approach

Introduction

If we are talking about *Madrasah* (Islamic School), then what comes to our mind is simply a school in a rural area with lower to average quality children as the students and poorly maintained infrastructure. *Madrasah* have been considered as second-class educational institutions for many years, and there are many reasons why these paradigms are formed. Mastuhu (2004) in the *Dynamics of Pesantren Education System* states that madrasah is considered weak in almost all components, seen from its ambiguity of its vision,

mission, goals, curriculum, human resources, funding, infrastructure, teaching methods, library, laboratory and evaluation system.

The weakness of madrasah is worried by many people especially when it comes to the process of applying Curriculum 2013. Curriculum 2013 initiated by the government at the end of 2013, requires different efforts. If the KTSP (curriculum 2006) paradigm is based on the trust of the Government to the level of educational unit, especially in its development of curriculum implementation that is limited through the Competency Standards (SK) and Basic Competencies (KD), the curriculum 2013 is based on the government's uncertainty on the level of the education unit, mainly because of the teacher certification process. It is found that there are many facts showing Indonesian teachers did not make the Lesson Plan (RPP) and also did not conduct Classroom Action Research (PTK), and at the same time Madrasah Principle/ Madrasah Supervisor is considered less competent in supervising activities in madrasah.

The Curriculum 2013 formed out of anxiety among education practitioners on the quality of Indonesian education which from time to time showed a significant downward trend. Progress in International Reading Literacy Study (PIRLS), Indonesian students' basic literacy skills are under Qatar, Kuwait, Morocco and North Africa. The Program for International Student Assessment (PISA) also pointed out that the students of high school (SMP and SMA) in Indonesia in reading literacy, mathematics literacy and scientific literacy are in the lower group, and Trends in International Mathematics and Science Study (TIMSS) states that only 95% students able only to reach middle level, and yet can not reach high level and advance one.

Meanwhile, the challenges and demands of globalization to human resource capability are very high, and this requires a more integrative and competitive education approach. Azyumardi (1999) in *Islamic Education; Tradition and Modernization toward the New Millenium* mentions that the challenges and internal problems of madrasah post modernization and the challenges of globalization today and the future in general are linked together to three things; (1) the type of education selected and implemented; (2) issues of institutional identity; And (3) institutional strengthening and management.

The curriculum 2013 seeks to address the challenges of globalization and the internal problems that occur in the national education system, which in turn, can also address the challenges that exist in madrasah. Nevertheless, the curriculum 2013 makes commitment and consistency quite "expensive". The implementation of the curriculum 2013 is like to make a complete change (revolution) on the mental education stakeholders of Indonesia. There are many demands to be fulfilled in the implementation of this curriculum.

Methods

This research is a descriptive research employing qualitative approach. Meanwhile, according to Nawawi (1983, 64), descriptive research method has two basic characteristics; (1) focusing on the problem at the time of the research or actual problems. (2) Describing the facts about the problem investigated as it is accompanied by a rational interpretation.

Research on the implementation of the 2013 curriculum will use the *Sense-Making* approach. Spurgin (2006: 102) mentions the Sense-Making approach is a set of meta-theory assumptions that lead explicitly to an overall approach to using methodologies that suggest appropriate methods for framing questions, collecting data and conducting analyzes to arrive at substantive theory. To obtain research data that is descriptive and using Sense-Making approach, it requires research instruments in accordance with the framing to be formed and made.

Result and Discussion

Visiting madrasah and facing and communicating with people in madrassah, we will always find problems that repeatedly look the same and actually have the similar culture as our own. Some of the most basic issues, including:

1. Madrasah management: the core of madrasah issues is essentially in the administrative management of madrasah. Most madrassas are established without prior management analysis. Individually established Madrasahs are ultimately trapped in less professional family management. As a result, many madrassas are unable to cadre.
2. Non-Conformity Teacher Competency: The madrasah curriculum that should mix together with the science of religion and general science has become a separate issue in madrasah, especially private madrasahs. There are so many subjects taught by teachers who do not fit their fields. This is not due to the lack of teachers with appropriate competency qualities, but rather due to the income that madrasahs give to these teachers under the UMR.
3. Utilization of infrastructure: the biggest problem of private madrasah is cost. For state madrasah, some of the costs are supported by the State. However, for private madrasahs established with personal costs and donations, financing is a problem in itself.
4. Implementation of the curriculum: to be recognized or not the Indonesian curriculum is too rapidly changing, although the change is in some ways indeed to be done because

Indonesia's needs for its students also change. However, curriculum change without clear socialization, has made it difficult for madrasahs to adapt.

5. Burden of field of study: as an educational institution that should integrate two concentrations of education; Religion and science. Madrasahs have to deal directly with the burden of study, especially when religious education adopted by madrasah is a religious education that previously existed in the pesantren. If the pesantren of religious education material can be delivered in one full day, then in the madrasah, the materials must be completed in less than 8 hours, and still must be added with the general materials. As a result, teachers in madrasahs focus only on the giving of materials, without considering the aspects of cognition, affective and psychomotor
6. Political Will of MORA: The government's political will to education is the key to the advancement of the nation's education. As Anita Lie writes in her article "Education in Dynamics of Globalization" which states the advancement of the world of education requires a strong commitment and willingness from the government concerned. The management of madrasah in the scope of the Ministry of Religious Affairs is handled by a sub-field, which is very limited in authority.
7. Budget allocation for madrasah development: to be recognized or not, the budget given to madrasah is not balanced compared with the budget allocated to madrasahs within MoNE's aegis. This difference in budget allocation, which ultimately led to the image of a madrasah as a second-class educational institution, is level under the general education institution. This image has a bad effect on madrasah confidence, and sometimes becomes a "kind of" joint grievance between the Ministry of Religious Affairs as the authorities with the madrasah itself. Not infrequently, the "second class" complaint becomes "justification" for the chaotic management of the madrasah.
8. Motivation of teachers: in the midst of low motivation of students and their parents in learning, then the hope is only stacked to the teacher. The teachers are confused with madrasah technical matters, such as management that is not based on professionalism, changing curriculum and earnings far below UMR workers. Naturally, if then the teacher's motivation becomes very low. Before generating the motivation of learners, madrasahs need to generate teacher motivation first

These 8 issues have a significant effect on the implementation of any regulation, including in the implementation of the 2013 curriculum. Our interviews and observations show the same issues, madrasah management, teacher competency incompatibility, lack of teachers' skills, inadequate infrastructure, Budget allocations and the political will of the

ministries of Religion are less productive of blunder situations, where the implementation of the 2013 curriculum appears to be something of a mere formality.

Conclusion

Based on the results of research, it can be concluded as follows:

1. The 2013 curriculum initiated by the government in late 2013, requires different efforts. If the KTSP (curriculum 2006) the curriculum paradigm is based on the trust of the State to the level of educational unit, especially in the development of curriculum implementation that is limited through the Competency Standards (SK) and Basic Competency (KD). But the 2013 curriculum is based on the state's uncertainty on the level of the education unit, mainly because of the teacher certification process, it is found that there are many facts that Indonesian teachers did not make the Lesson Plan (RPP) and also did not conduct Classroom Action Research (PTK), at the time The heads of Madrasahs and Madrasah Supervisors are less competent in supervising activities in madrasah
2. Provisions on curriculum in Indonesia shall be governed by Law No. 20 of 2003 on National Education System, which states in Article 38 concerning KTSP as follows: (1) The basic and secondary education curriculum framework is established by the Government, and (2) The curriculum of elementary and secondary education is developed in accordance with the relevance of each education group or committee and the madrasah committee under the coordination and supervision of the education office or district religious office for primary and secondary education
3. Supervision that has not been implemented and works well in madrasahs. Whereas the internal evaluation of the implementation of the 2013 curriculum will be able to know well the stages and procedures if the supervision is done. When supervision is not implemented, it is difficult to determine whether the 2013 curriculum paradigm has been done. Thus, learning becomes unknown clearly and surely.
4. Training on the 2013 curriculum is rightly needed by designated madrasahs, but the training is only one of a series of processes, which take place in the current madrasahs, training into a whole set of processes. As a result training becomes a kind of less effective activity.
5. Nearly 70% of the students we interviewed, saying teachers also still dominate the class by lecturing and informing all learning activities. The assessment only occurs

in the test period, and there is no information on any assessment, unless there are remedial activities for students who do not reach the minimum mastery.

6. This information indicates that the 2013 curriculum has not been implemented properly and sincerely. Training that has been done becomes difficult to practice because the supervision activities are not planned and done perfectly.

References

- Ahmadi, If Khoiru dkk. 2011. Strategi Pembelajaran Berorientasi KTSP. Jakarta: PT Prestasi Pustakarya.
- Ali, Mohammad. 1993. Strategi Penelitian Pendidikan. Bandung: Angkasa. .
- Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi VI, Jakarta: PT. Rineka Cipta. 1993.
- Kurikulum Tingkat Satuan Pendidikan; Konsep dan Implementasi di Madrasah. Semarang: Madrasah Development Center (MDC) Jateng.
- Hamalik, Oemar. 2008. Kurikulum dan Pembelajaran. Jakarta: PT Bumi Aksara.



THE EFFECT OF PROBLEM BASED LEARNING ON STUDENTS' METACOGNITIVE AWARENESS ON MATERIAL REACTION RATE

Ummu Kalsum Andi Lajeng

UIN Syarif Hidayatullah Jakarta

e-mail: ummukalsumandilajeng@gmail.com

Abstract. Students' metacognitive awareness is founded low due to the implementation of conventional learning models at school. Most implemented strategies has less concerned on the development of student' problem solving skill. In fact, problem solving plays important role to student used their metacognitive awareness. This study aims to reveal the effect of problem based learning towards increasing students' metacognitive awareness on chemical reaction rate. Quasi experimental with pretest-posttest control grup design was used to reveal the evidence of the study. During the experiment, there were 60 high school students as control group was coming from XI MIA I as eksperimen group while the students as control group was coming XI MIA 2. To eximine the research evidence, researcher used Metacognitive Awareness Inventori (MAI) was adapted from Schraw and Dannison (1994) was used as the firs instrument. The result of this studi that there is an effect of problem based learning on students' metacognitive awareness on material reaction rate. One of the finest reason is the characteristics of PBL itself which enables students to develop their metacognitive awareness through problem solving in the learning proces.

Keywords: Material Reaction Rate, Metacognitive Awareness, Problem Based Learning.

Introduction

National education system states that education is a conscious and planned effort to create an atmosphere of learning and learning process to actively learners develop their potential (Law RI No. 20 of 2003). Thus education in schools does not mean just a process that only teachers but conscious efforts are planned and directed in achieving goals.

Achievement of educational goals in indonesia is closely related to the curriculum as a tool for planning educational institutions to realize educational goals. Curriculum applied in indonesia at this time is the 2013 curriculum. One of the intelligences discussed in the curriculum of 2013 is the metacognitive of students found in competence core number 3 class xi high school which reads "understanding, applying, and explaining factual, conceptual, procedural , and metacognitive in science, technology, art, culture, and humanities with humanitarian insight, nationality according to their talents and interests to solve problems." (kemendikbud, 2013).

The term metacognition was first introduced by Flavell (1979 in Livingston 2003). Flavell mentions that metacognition is "Thinking about thinking" which means thinking about the thought process itself. Flavell (1979 in Perfect and Schwartz 2004) makes the

distinction between metacognitive knowledge and metacognitive awareness. Metacognitive knowledge refers to knowledge of cognitive strengths and weaknesses, whereas metacognitive awareness refers to the feelings and experiences we have when we engage in cognitive processes, such as in problem solving. According to Schraw (1998) metacognition awareness is divided into two, namely knowledge of cognition and cognition regulation. In knowledge of cognition there are three differences of metacognitive awareness that is: (1) declarative knowledge that is knowing "about" a thing. (2) the procedural knowledge of knowing "how" to do something. (3) conditional knowledge of knowing "why" and when in the aspect of cognition. Then cognitive regulation refers to a series of activities that help control students in their learning process.

Research conducted by Danial (2014), Heswandi (2013), Muhali (2013), Wicaksono (2013), states that students' metacognitive awareness is still low among learners, this is due to lessons that have not paid attention to the process of solving student problems. One important aspect of the problem-solving process is metacognitive awareness. As Rempoyam (2010) points out, a number of studies show that mathematics is important for student learning because it affects how students apply what they have learned to solve problems. Research conducted by metacognitive experts shows that students with good metacognitive awareness have better strategies and learning outcomes than students with low metacognitive awareness (Garner and Alexander, 1989; Pressley and Ghatala 1990 in Schraw and Dennison 1994). Thus the findings of these experts show that metacognitive awareness has an important role in improving students' cognitive learning outcomes by improving the quality of use of learning strategies.

Learning strategies in metacognitive awareness are closely related in everyday life (Anggo, 2011). Therefore, it is needed a learning model that can pay attention to students' metacognitive awareness. Learning models that address metacognitive awareness and discovery activities in students are problem-based learning models or problem-based approaches (Adhitama, 2014). Problem-based learning model (PBL) is a learning model based on a problem. According to Riyanto (2009) This problem-based learning model focuses on students by directing students to become independent learners and actively involved in group learning, the PBL model also helps students to develop students' thinking in finding problem solving through data search to obtain solutions for a problems with rational and authentic. Therefore, PBL learning model is very important in a learning process. Where PBL has a goal in learning that students can master the content of learning from the discipline of heuristics and the development of problem-solving skills, students also can connect their knowledge with learning with a wider life, students can have

information memaknai skills, collaborative and team learning, and reflective thinking skills and evaluative (Rusman, 2013).

PBL is a learning model that uses problems or phenomena in everyday life that have or will be experienced by students as a stimulant in the learning process (Arends, 2012). Therefore the selection of reaction rate material is related in daily life. Examples of easy-to-find reaction rates are the addition of chlorine to a clean pool, making bits of firewood, using a large fire to speed up cooking and pass through the tunnel to quickly reach the destination. Based on this, the material of the reaction rate has a close relationship with daily life, so the material of the reaction rate is suitable to be taught by PBL. Thus, the designed PBL model can help students develop their metacognitive awareness in the learning process and develop skills in problem-based learning.

Method

The method used in this research is quasi experimental method with research design of Pretest-Posttest Control Group Design. The population in this study were all students of class XI IPA Madrasah Aliyah Negeri 5 Jakarta, while the sample used was the students of class XI MIA 1 as the experimental class and class XI MIA 2 as the control class with the number of students 60. The study was conducted from November until December.

The data source of this research was obtained using Metacognitive Awareness Inventory (MCA-I) instrument adapted from Schraw and Dennison (1994). The sampling technique used in this study is purposive sampling.

Data analyzed using SPSS for window version 22. In this research data analysis technique using t test where before calculation phase done data processing, data presentation and description of data. Result of student test is analyzed based on student answer criteria. The answers obtained from the questionnaire in the form of Likert scale data (Riduwan, 2015, pp. 87), as for the conversion can be seen in Table I below:

Table I. score of alternative answers

No	Alternative answers	Scor
1	strongly agree	4
2	agree	3
3	Les Agree	2
4	Not agree	1

After calculating the total questionnaire score for each item of statement, then determine the percentage value of each statement item with the following formula (Purwanto, 2002, pp. 102):

$$NP = R / SM \times 100\%$$

Description:

NP = Percentage value

R = The raw score the teacher receives

SM = The ideal maximum score

Convert scores perindicator gained into percentages and categorize metacognitive awareness indicators as shown in table 2 (Riduwan, 2015, pp. 89).

Tabel 2. Interpretation Scor

Interval Valeu (%)	Interpretation
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Less
0 – 20	Very Less

Results And Discussion

The data of pretest and posttest research result based on metacognitive awareness indicator of students in control and experiment class, can be seen in table 3 below:

Table 3. Percentage of Achievement of Pretest Metacognitive Awareness Indicators in Classroom Control and Experiment Class

No	Metacognitive Awareness Indicators	Class			
		Control		Experimen	
		%	Category	%	Category
1	Deklaratif knowledge	57.57	Enough	53.59	Enough
2	Prosedural Knowledge	60.83	Enough	58.11	Enough
3	Kondisional Knowledge	62.09	good	59.21	Enough

No	Metacognitive Awareness Indicators	Class			
		Control		Experimen	
		%	Category	%	Category
4	Planing	64.17	good	59.44	Enough
5	Information management	62.77	good	60.08	Enough
6	Monitoring	59.58	Enough	64.41	Good
7	Debugging	62.55	good	64.06	Good
8	Evaluating	61.07	Cukup	62.91	Good
	Average	61.71	Enough	60.23	Enough

Based on table 3 above shows that the average pretest of metacognitive awareness on the control class is included enough category with percentage of 61.71% while in the experimental class also included enough category with 60.23% percentage. In the control class on the declarative, procedural and conditional indicators the average presentation is greater than the experimental class, indicating that in the control class the students have better cognitive knowledge than the experimental class. then in the experimental class on indicators of monitoring of understanding, improvement strategies, and evaluation of the average presentation is greater.

The data of posttest result based on metacognitive awareness indicator on control class and experiment class can be seen in table 4 below:

Table 4. Percentage of Achievement of Posttest Metacognitive Metacognitive Indicators in Classroom Control and Experiment Class

No	Metacognitive Awareness Indicators	class			
		Kontrol		Eksperimen	
		%	Category	%	Category
1	Deklaratif knowledge	67.99	Good	77.08	Good
2	Prosedural Knowledge	71.67	Good	78.88	Good
3	Kondisional Knowledge	70.24	Good	80.76	Very Good
4	Planing	71.81	Good	84.16	Very Good
5	Information management	63.13	Good	78.96	Very Good

No	Metacognitive Awareness Indicators	class			
		Kontrol		Eksperimen	
		%	Category	%	Category
6	Monitoring	68.61	Good	81.25	Very Good
7	Debugging	77.08	Good	80.17	Very Good
8	Evaluating	72.08	Good	83.19	Very Good
	Average	70.33	good	80.55	Very Good

Table 4 shows that the posttest average of metacognitive awareness tests in the control class is categorized well with 70.33% percentage while in the experimental class included into the very good category with the percentage of 80.55%. the highest metacognitive awareness indicator in the control class lies in the improvement strategy indicator with the percentage of 77.08% (good) and the lowest metacognitive awareness indicator in the control class lies in the indicator of information management strategy with a percentage of (63.13), while the highest metacognitive awareness indicator in the experimental class lies in perencanaan indicators with a percentage of 84.16 (very good) This is because in the student's planning very well can solve the problem by planning the allocation of time and source reverensi needed in solving the problem. Schraw (1998) explains that students should be involved in making hypotheses, choosing strategies, finding reference sources and planning the time needed to answer questions.

The lowest metacognitive awareness indicator in the experimental class lies in the procedural knowledge indicator. The lowest indicator lies in the procedural indicator of 77.08%. This is because in procedural indicators students are required to use strategies to solve existing problems. In fact in the process of problem solving students are not used to using the strategies they have. In accordance with research conducted by Tosun (2013) that PBL has no effect on procedural knowledge, this is because students do not learn how to perform or successfully complete the task well.

The effect of PBL on metacognition awareness is seen in the percentage difference of each indicator. There are two components in the metacognitive awareness indicator that is knowledge of cognition and cognition regulation. In the knowledge aspect of cognition there are 3 indicators of metacognitive awareness. The first indicator measured in metacognitive awareness in solving the problem is a declarative knowledge indicator with a pretest value of 53.59% (enough) and posttest 78.88% (good). This shows the average value of posttest percentage is greater than pretest. This achievement indicates that the ability of students in knowing what should be mastered quite well and students are required

to know the strengths and weaknesses themselves in learning and knowing what should be mastered. In accordance with the theory expressed by Marzano (1998) and Sawhney (2015) which states that the declarative knowledge is the factual knowledge of learners necessary to know what, who, when, and where knowledge is used to achieve the learning objectives. In accordance with research conducted Tosun (2013) that on declarative knowledge have a significant effect after the implementation of PBL model. The increasing of declarative indicator after given PBL model because at the beginning of student learning given a problem in the form of discourse in everyday life which then student identify the problem, hence from that student can know its strength and weakness and know what must be mastered. In accordance with the theory by Livingston (2003) that a person has knowledge of his cognitive strengths or weaknesses.

The second indicator is the procedural knowledge indicator, obtained pretest value of 58.11% (enough) and posttest 77.08% (good). This shows that metacognitive awareness of procedural knowledge indicator shows that the mean posttest percentage is greater than pretest. This is because *padapengetahuan* procedural students are required to use the strategy in learning to solve a problem. Increased procedural knowledge because students are required to know the steps in answering questions and students are required to use strategies in solving existing problems. In accordance with the theory by Sawhney (2015) that in the knowledge of procedural knowledge about how to apply learning procedures such as students are required to use a strategy to know the learning process and when to apply the process in various situations students can also gain knowledge through discovery, cooperative learning, and problem solving .

The next indicator is the conditional knowledge indicator, obtained data on pretest value of 59.21% (enough) and posttest 80.76%. This suggests that metacognitive awareness of conditional knowledge indicators has increased, indicating that the mean posttest percentage is greater than pretest. In conditional knowledge students are required to know and use learning strategies according to each condition. In accordance with the theory outlined by Rompayom (2010) and Rozen (2014) that conditional knowledge refers to the knowledge of when and why to use strategies to solve problems. Increased conditional knowledge of students because students can use their ability in determining methods and learning techniques, so learners choose the appropriate knowledge and strategies to use (Jagals 2016). Students also need to know the facts and concepts needed to complete the task, so the students control the metacognitive of the learning process using the strategy or procedure according to the conditions. For example, if students write reports, they will consider relevant concepts and data to use, but they will also think about acquiring, processing and presenting for specific knowledge (Marzano, 1998, p. 14).

The three indicators of knowledge about cognition such as declarative, procedural and conditional knowledge in metacognitive awareness are essential to students. As Marzano and Robert (1998) argue that the three types of declarative, procedural, and conditional knowledge are important aspects of metacognition. Ideally, before teacher learning should identify these three components in assigning tasks to strengthen students' knowledge. Teachers should be able to identify these components for tasks presented to students and systematically teach and strengthen them. Schraw & Moshman (1995, 352) also pointed out that knowledge of cognition refers to what one's knowledge of their own cognition involves three types of metacognitive awareness of declarative, procedural, and conditional knowledge.

The second aspect in metacognition awareness is cognitive regulation or regulation of cognition. The cognition setting refers to a series of activities that help students to plan, monitor, and evaluate their own work (Rozen, 2014). The first indicator is the planning indicator. In the pretest data obtained of 59.44% (enough) and the posttest obtained data of 84.16% (good), it shows that metacognitive awareness on conditional knowledge indicators have increased. This indicates that the students use the planning very well in solving the problem so that the metacognitive awareness of students has increased. Increased metacognitive awareness of the indicators of planning due to PBL in the student demanded actively in solving problems, therefore the indicators of student planning to increase as said by Celiker (2015) mentions that in the process of solving problems students use metakognisinya awareness by making students become active in solving problems, finding concepts, and evaluating problems.

Based on the above explanation in the indicators of planning students are required to plan the reference resources needed to achieve the learning objectives and plan the use of time to achieve learning objectives. Jagals (2016, p.156) explains that planning is concerned with predictions that are known to occur before the start of problem-solving by selecting the tasks and knowledge strategies to be used. Schraw (1998) explains that students should be involved in making hypotheses, choosing strategies, finding reference sources and planning the time needed to answer questions.

The second indicator is the strategy Information management. In pretest, the data obtained is 60.08% (enough) and the posttest obtained data is 78.96% (good), based on these results indicate that metacognitive awareness in indicator of information management strategy has increased. In this indicator students are required to use a strategy to be able to understand the information obtained and students can set learning strategies. This indicates that students are required to participate in the learning process using strategies such as identifying the problems contained in the discourse to be able to understand an information.

In accordance with research conducted by Schraw & Graham (1997) effective strategies in managing information is to identify the main idea, repeat, and summarize the learning. Indicator strategy of managing information can be increased because according to Turan (2009) PBL can make students independent in managing the learning process .

in the third indicator of monitoring the obtained pretest percentage obtained data of 64.41% (good) and at posttest 81.25% (very good), so there is a difference between pretest and posttest results of 13.19%. This suggests that metacognitive awareness of monitoring indicators of understanding is increasing. in monitoring indicators students are required to monitor their understanding and learning process. In accordance with the theory Schraw (1998) said that monitoring refers to one of the consciousness in completing the task. Anggo (2011) indicating that in the process of solving problems the students also monitor their knowledge in order to solve the problem solved strategy. Another research conducted by Delclos & Harrington (in Schraw & Graham, 2015) also indicates that monitoring ability increases with the presence training and practice. Increased awareness in the learning process requires students to be able to represent their minds by designing, monitoring and assessing what they should learn, so that students' learning and thinking are more effective and efficient (David, 2010).

Indicator debugging on pretest of 64.06% (good) increase reach 80.17% (very good), with the difference of 18.75%. this suggests that metacognitive awareness of improvement strategy indicators has increased. In the indicator of the strategy of the students are required to define improvement strategies in learning to improve understanding. An improvement strategy is a strategy used to improve understanding and error (Schraw 1994). Improved improvement strategies in students 'metacognitive awareness are addressed in the students' repro- gram strategies in order to represent their thoughts by designing, monitoring and assessing what they should learn, so that learning and thinking by the students becomes more effective and efficient. In class XI students have been able to correct mistakes done in learning, are able to think about the strategies used in learning, be it at school, but learning strategies have been categorized well developed (Daud, 2010). In metacognitive awareness, students are trained to always design a strategy, remembering, organizing the information it faces in solving the problem. Finished to monitor the learning process students are required to be able to improve the improvement strategy. Improvement strategies are done through reflection of learners can correct errors in a certain time through their own consciousness. According Jagals (2016) learners can develop reflective by citing problems and asking different questions.

The last indicator is an evaluation indicator, on evaluation indicator there is pretest value of 62.91% (good) and on posttest there is value 83.19% (very good). This shows the

metacognitive awareness of the students on the evaluation indicators increased significantly. In the evaluation indicators students are required to determine the extent to which the truth about understanding knowledge. This is as Schraw (1998) argues that in evaluating refers to the outcome of one's learning as evaluating or recalling goals and conclusions efficiently. Increased awareness of students' metacognition in evaluating the learning process because students can ask themselves whether the learning process they understand it entirely or not. This is in accordance with research conducted by Schraw and Graham (2015) who found that students talked to themselves or asked themselves about the learning difficulties they experienced. As well as in evaluating the planning, students are asked to use checklists to evaluate the strategies they find and monitor their understanding of problem solving. Research conducted by Jagals (2016) evaluation is used to assess whether a strategy is applied in accordance with metacognitive knowledge or metacognitive awareness of students.

Based on the above explanation can be seen differences in the achievement of each indicator of metacognitive awareness is quite significant at the posterior and posttest experimental class. This is caused by the influence of PBL model applied in learning. PBL model can facilitate the development of awareness of metacognition of students during learning. This is supported by the results of hypothesis test following hypothesis test results data in table 5:

Table 5. Data Test Result t Posttest on Control and Experiment Class

SPSS Statistic	<i>Pretest</i>	<i>Posttest</i>
α	0.05	
Sig. (2-tiled)	0.174	0.000
t_{count}	1.375	5.278
t_{table}	2.042	
df	59	

Based on the data table 5 on the results of the hypothesis test Pretest shows the calculation of t_{count} of 1.375 with t_{table} of 2.042, it can be concluded that $-t_{table} \leq t_{count} \leq + t_{table}$ ($-2.042 \leq 1.375 \leq 2.042$) at significance level 5%,%, thitung value lies at the receiving area H_0 means that there is no difference in the average of pretest result between the experimental class students and the control class students, whereas in the postt is obtained $t_{table} \leq t_{count} > + t_{table}$ ($-2.042 < 5.278 > 2.042$) at the significance level of 5% reject H_0 and thank H_a . Artinya average metacognitive awareness of students in the experimental class with the model of learning Problem Based Learning is higher than the control class with conventional learning model. This is in line with research conducted by Khery (2013) that

"the average metacognitive awareness of students in the PBL class is higher than for students in the conventional class". According to research conducted by Tosun (2013) also explains that learning-based learning problems affect the metacognitive and behavioral awareness of prospective chemistry teachers with different backgrounds. Based on the above results, it can be said that the Problem Based Learning model has an influence on students' metacognitive awareness. This is due to the PBL model. Students can actively solve problems by gathering information, planning, monitoring and evaluating their learning process in solving a problem. In line with the theory described by Arends (2012, p.396) that the PBL model can stimulate students to be responsible for formulating problems, gathering information, planning solutions, monitoring processes and evaluating processes and outcomes.

Based on the above description, the learning in the experimental class after the posttest is higher than the control class. This is because in the experimental class students apply the PBL model that requires students to be more active in learning, so that students in the experimental class have higher metacognitive awareness than the control class. This is supported also by the observation data. The researcher uses observation sheet of teacher teaching and student activities as supporting data related to the problem based learning model that is used. Results Observation of teacher teaching and student activities in this study conducted during 2 meetings obtained an average percentage of 100% *komlaksan* model it means that all student learning activities have been implemented well by all students.

Conclusion

Based on the results of data analysis and discussion can be concluded that the problem-based learning model affect the students' metacognition awareness of the material reaction rate. This is supported by the results of the hopotesis test, it is obtained that the data $t_{table} \leq t_{itung} < + t_{tabel} (-2.042 < 5.278 > 2.042)$ and on sig $2_{tiled} < \alpha$ which means reject H_0 or accept H_1 . The influence of PBL on the students' metacognitive awareness on the material rate reaction, based on active learning steps involving students to solve the problems faced. to solve the problems encountered. As problem-solving, problem-solving drives, and collaborative interactions raised during learning between students and students with teachers, will facilitate students to develop their metacognitive awareness.

Suggestion

Chemical teachers are expected to apply the PBL model as a variation of the learning model on subjects whose concepts relate to daily life and can increase students' metacognition awareness using the PBL model. The superiority of PBL is that it can use problems in everyday life. Better yet, experiments in the LKS should be in accordance with the discourse given in solving a problem.

References

- Adhitama, R. Kesadaran Metakognitif Siswa Dalam Pembelajaran Berbasis Proyek Pada Pokok Bahasan Pencemaran Lingkungan. (Bandung: Skripsi Universitas Pendidikan Indonesia, 2014).
- Anggo, M. (2011). Pemecahan Masalah Matematika Kontekstual untuk Meningkatkan Kemampuan Metakognisi Siswa. *Edumatica*, 01 (02), 2088-2157
- Arends, R.I. (2012). *Learning in teach* (9thed). New York: The Mc Graw Hill Componen. Inc
- Celiker, H. D. (2015). Development of metacognitive skills: designing problem-based experiment with prospective science teachers in biology laboratory. *Academic Journal*, 10(11), 147-1495.
- Danial, M.(2012). Menumbuhkembangkan Kesadaran Dan Keterampilan Metakognisi Mahasiswa Jurusan Biologi Melalui Penerapan Strategi Pbl Dan Kooperatif Gi
- Daud, F &Hafsari, A. 2015.The Contribution of Critical Thinking Skills and Metacognitive Awareness on Students' Learning: Teaching Biology at Senior High School. *Modern Applied Science*, 9 (12), 1913-1844
- Heswandi, Muhali, & Raehanah. (2013). Pengaruh Model Contextual Teaching And Learning Terhadap Kesadaran Metakognisi Dan Hasil Belajar Siswa Pada Materi Larutan Penyangga. *Jurnal Ilmiah Pendidikan Kimia Hidrogen*, 3 (1), 2338-6480.
- Jagals,D., Walt, M., (2016). Enabling Metacognitive Skills for Mathematics Problem Solving: A Collective Case Study of Metacognitive Reflection and Awareness.*African Journal of Research in Mathematics, Science and Technology Education*. 1811-7295.
- Kementrian pendidikan dan kebudayaan. 2012. Kurikulum 2013. <http://www.kemdikbud.go.id>. Diakses pada 25 Desember 2015 pukul 14:50 WIB.

- Khery, Y. (2013). Kesadaran Metakognitif, Proses Sains, dan Hasil Belajar Kimia Mahasiswa Divergen dan Konvergen dalam PBL. Pendidikan Kimia-Pascasarjana Universitas Negeri Malang. Pendidikan Kimia-FPMIPA IKIP Mataram.
- Livingston, J. A. (1997). Metacognition an overview. Washington DC: Eric
- Livingston, J. A. (2003). Metacognition an overview. Washington DC: Eric
- Marzano, R. J., Brandt, R. S., Hughes, C. S., Jones, B. F., Presseisen, B. Z., Rankin, S. C., & Suhor, C. (1987). Dimensions of thinking: a framework for curriculum and instruction. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD).
- Muhali. (2013). Analisis Kemampuan Metakognisi Siswa Dalam Pembelajaran Kimia Sma. Jurnal Kependidikan Kimia Hydrogen. 1 (1), 2338-6480.
- Perfect, T.J. & Schwartz, B. L. (2004). Applied Metacognition. Cambridge, United Kingdom: Cambridge University Press.
- Purwanto., N. (2002). Prinsip-prinsip dan Teknik Evauasi Pengajaran. Bandung: Remaja Rosdakarya
- Riduwan. (2015). Belajar Mudah Penelitian untuk Guru- Karyawan dan Peneliti Pemula. Bandung: Alfabeta.
- Riyanto, Y. (2009). Paradigma baru pembelajaran- sebagai referensi bagi pendidikan dalam implementasi Pembelajaran yang efektif dan berkualitas. Jakarta: Kencana Prenada Media Grup.
- Rompayom., Tambunchong., Wongyounoi., Dechsri. (2010). The Development of Metacognitive Inventory to Measure Students' Metacognitive Knowledge Related to Chemical Bonding Conceptions. Paper presented at International Association for Educational Assessment (IAEA 2010).
- Rozen, M., (2014). Metacognition, Motivation, and Emotions: Contribution of Self-Regulated Fisika Melalui Model Pembelajaran Problem Based Learning Pada SMK Pancasila I Kutoarjo. Program Studi Pendidikan Fisika Universitas Muhammadiyah Purworejo. Jurnal Radiasi, 3 (1)
- Rusman. (2013). Model-model pembelajaran. Depok: PT. Raja Grafindo Persada
- Sawhney, N., Bansal, S. (2015). Metacognitive Awareness of Undergraduate Students in Relation to their Academic Achievement. Internasional Journal Of Indian, 3 (8).

- Schraw, G & Dennison, R.S (1994). Assesing metacognitive awareness. *Contempory Educational Psychology*,19 (1),460-475.
- Schraw, G. (1998). Promoting general metacognitive awareness. Department of Educational Psychology, 1313 Seaton Hall, (U.S.A: The University of Nebraska-Lincoln) 68588.
- Schraw, G. Graham (2015) Helping Gifted Students Develop Metacognitive Awareness. University of Nebraska-Lincoln. *Educational Psychology*, 20 (1).
- Schraw, G., Moshman, D. (1995).Metacognitive Theories.in *Educational Psychology Review* 7:4. University of Nebraska–Lincoln.
- Tosun, C. (2013) The Effects of Problem-Based Learning on Metacognitive Awareness and Attitudes toward Chemistry of Prospective Teachers with Different Academic Backgrounds. Vol 38Australia : Bartin University.
- Turan, S., Elcin, M., Odabasi, O., Ward, K., and Sayek, I. (2009). Evaluating the role of tutors in prolem-based learning sessions. *Procedia Science Direct*, I (005).
- Undang-Undang Republik Indonesia No. 20 tahun 2003 Pasal I Tentang Sistem Pendidikan Nasional. Diakses di <http://www.kemenag.go.id> pada 25 desember 2015 pukul 13.43 WIB.
- Wicaksono,B., Akhdinirwanto, W., Ashari. (2013) Peningkatan Kemampuan Metakognitif Fisika Melalui Model Pembelajaran Problem Based Learning Pada SMK Pancasila I Kutoarjo. Program Studi Pendidikan FisikaUniversitas Muhammadiyah Purworejo. *Jurnal Radiasi*, 3 (1).

MANAGEMENT CURRICULUM FOR BUILDING EDUCATION

Saiful Almujab¹, Yeyen Suryani², Rismayanti³

University of Pasundan Bandung¹, University of Kuningan^{2,3}

e-mail: saifulalmujab@unpas.ac.id¹, yeyensuryani1982@yahoo.co.id²

Abstract. From the beginning of the old order government, Currently the education curriculum in Indonesia has experienced 10 times the curriculum changes. The curriculum changes are certainly expecting development towards better education management. However, the translation of the UNDP (United National Development Program) 2015 Indonesia is still in the order of 113 from 188 countries far from neighboring countries, especially Malaysia and Singapore. In this case, curriculum management becomes very important, comprehensive, systemic, and systematic can of course accelerate the achievement of educational goals. This article is intended to provide an overview of the impact of improving the quality of education in Indonesia. The method used in this research is descriptive analysis research. The analysis is done by examining the theories of curriculum management and how to apply it in the world of education, especially education in Indonesia. Once events in Indonesia are rarely done through research and full of political elements

Keywords: Curriculum Management, Education in Indonesia

Introduction

In curriculum education is one of the most decisive components in an education system (Widyaiswara, 2016). The changing and evolving curriculum shows that the education system is dynamic, the spirit of change needs to be continued if the education system does not want to be stuck in stagnation. The curriculum is structured to serve as a guide or reference for teachers, principals, parents and society in general. As an institution, schools certainly have specific rights and responsibilities. Schools are required to teach the knowledge and skills considered important to the community. Schools should have clear objectives and criteria to judge that students have achieved goals. Each school differs in preparing students as experts, workers, consumers, or perhaps the dominant societal institutions - military, corporate, government, and civilian life. Schwebel (2003) places schools into three categories: the elite of private and public schools that provide leaders for all fields; schools that prepare many middle-level workers; and work schools for marginal populations where they will learn how to act in common situations, to comply with the rules and fulfill the task. This depends on how teachers can manage the learning system in the classroom. For that the teacher is a mediator between the beliefs and intentions of the students and the norms and standards represented by the Reid curriculum (2003) have shown how the curriculum has historically been an institutionalized learning medium.

Theodore R. Sizer in McCann (2013) believes restructuring the school must meet the following principles:

- 1) Focus on helping students learn to use their thinking well.
- 2) Students master the essential skills and knowledge in limited quantities; "more or less."
- 3) Objectives school apply to all students.
- 4) Teaching and learning are personalized.
- 5) Practical metaphor of the school where students as workers and teachers as a coach.
- 6) Graduation is given at the end of the success of the demonstration of mastery, exhibitions.
- 7) Expenses do not exceed 80 students per teacher (high school) and the cost does not exceed 19% of the more traditional school.
- 8) Students have the opportunity to discover and build meaning from their own experiences.
- 9) Primary schools have no age grouping, and families are important members of the school community.

To that end the discussion focus is the extent to which the stem curriculum in Indonesia to meet the principles of the reconstruction. as we all know the current system run in Indonesian curriculum is the curriculum in 2013. Conceptually draft curriculum in 2013 aspired to deliver the next generation of comprehensive intelligent smart by not only intellectual, but also emotionally intelligent, social and spiritual. In this case the curriculum in 2013 became one of the solutions to face the changing times that will be put competencies synergized with character and values will be better than the previous curriculum. But in Muryani and Sulistari (2015) suggested that, that happened just lack unfamiliarity of teachers to the urgency of curriculum development has been adversely affects the ability of teachers to develop learning process in accordance with the purpose of curriculum development. Not to mention the rapid changes in the curriculum and socialized less well lead teachers in designing learning confused right (Mayasari, 2014).

From old order government to the current curriculum in Indonesia has undergone 10 changes in the curriculum. The curriculum changes are certainly looking forward to better education management. However, the changes that have been made have not shown significant results, from the report of UNDP (United National Development Program) 2015 Indonesia is still in the order of 113 out of 188 countries far behind from neighboring countries, especially Malaysia and Singapore. Therefore, it is important to see how the curriculum management in Indonesia is in developing the curriculum.

Method

This research is non-interactive (non-interactive inquiry), that is in the form of assessment based on document analysis. The research collects, identifies, analyzes, and held a synthesis of data, to then provide an interpretation of the concepts, policies, events that are directly or indirectly observable. In accordance with research objectives, then the method used in research is literature study. Study library is an examination of all books, essays, and writings on a field of science, topics, symptoms, or events. Thus the literature study is every effort conducted by researchers to gather information relevant to the topic or issue that will be or are being studied. According Pohan Prastowo (2012) of these activities (preparation of literature review) aims to collect scientific data and information, in the form of theories, methods, or approaches that once flourished and has been documented in the form of books, journals, manuscripts, records, historical records, documents -docs, and others contained in the library. This study was conducted with the aim of avoiding the occurrence of repetition, imitation and plagiarism.

Moreover, Nazir (2009) says that the study of literature is a step that important. After a researcher sets the research topic, then proceed with conducting studies related to theory related to the research topic. In searching theory, researchers collect as much information from various sources of literature related. Sources of literature can be obtained from books, journals, magazines, research results (theses and dissertations), and other appropriate sources (Internet, newspapers, and so on).

Related methods used in research, after the researchers obtained the material the relevant literature, then the next step is to arrange the material on a regular basis and classify them for use in research. Researchers also follow the rule of principle which applies in a literary study that includes general processes such as systematic identification of theories, literature discovery, and document analysis information related to the research topic.

Results

Role In Curriculum Restructuring

Technology systems lay headmaster at the forefront of designing a curriculum plan that is consistent with state goals. When they make a curriculum plan to offer school principals are encouraged to look for ways to expand what teachers already do in the classroom with the idea to see how teachers can organize and manage classes. The headmaster form a mental picture of what will be achieved by the students and how they

might look in a variety of fields, including setting the size of the particular student's performance according with the intention of reformers (McNeil, 2005)

Principals and teachers who will decide to take and translate their curriculum plan into practice. As plans are implemented, principals provide support as teachers to experiment with new ways to transform classroom practice and arranged for a group of teachers to meet regularly to compare notes and devise new strategy (McNeil, 2005)

Under Emancipation, principals and teachers have the freedom to generate their own curriculum vision from how to create a moral to achieve goals set by others. Teachers and principals to explore the regularity of school (the policy level, scheduling, books, field trips, assemblies, and the like) to see their consistency (McNeil, 2005).

Teachers are an important curriculum policy makers. Even in the subject it seems clear as basic arithmetic, this teacher is not just implementing the policy. Teachers have a lot of freedom to use their own ideas about how the school should even when subjected to external pressure and an example of the state standards and curriculum guide books. In deciding what type of curriculum content will students get, the teacher took a political role.

In this approach, the school held a meeting to describe the practices or policies, interpret it, and give the possible consequences. Typically, the alternative was introduced in accordance with what The ideal. Under the joint leadership, the leadership role is to accommodate creativity school device, not control it. Rational decisions by consensus and not in a leadership position or popularity of a particular teacher (McNeil, 2005).

Unlike the curriculum developed in Indonesia. In Indonesia curriculum development begins with government policy on the need for curriculum change. In other words, the development of curriculum in Indonesia is carried out with *a top down approach*. B el u m more changes in Indonesia is very Identic with a political system that emerged in the public vituperation "minister dressing change curricula have". this is certainly not good for the development of education in Indonesia. One of the requirements of curriculum development should be the continuity of the previous curriculum (Sinambela,2010).

Curriculum development in 2013 which is currently used is a refinement of the previous curriculum. But this curriculum p Changes tend to chase the target implementation of the National Medium Term Development Plan (RPJMN 2010-2014) in the education sector. Curriculum SBC eliminated as the previous curriculum because votes have failed to bring about a better state. Cases such as overcrowded material, uniform textbooks, weak teacher skills, moral issues, and aberrant education management systems. and overwritten curriculum (Alawiyah, 2013).

Administrative Settings

In organizing the curriculum, school administrators and staff at decided how students are grouped, how much time is devoted to each subject, and how it will be taught. Due to changes in school functions, each of these factors require frequent changes.

a. stratification of students

Some schools in Indonesia still preserve the efforts of discrimination against minority students and poor families by directing them towards the path of education is lower. Oakes (1985) recommend measures set curriculum to accommodate individual differences and ensure the same quality are as follows:

- 1) M arouses core curriculum in which all students will experience different even if the student takes a different approach to the same material.
- 2) Eliminate common pathway that *faulted* for lack of challenge and replace it with a core curriculum for tat that will prepare students for college or technical training.
- 3) Push with instruction in the classroom to implement learn in small groups with students at different levels of learning together and help each other.

b. Pattern of staffing and scheduling

In an effort to improve interdisciplinary student, can be done by *team teaching*. where a team of four specialists from the fields specialization depending eg languages, mathematics, social studies, and science. Each specialist serves as a resource for her subject area, then do the planning and teaching materials. The advantage of this arrangement is that the correlation of subject areas is easier and more teachers were able to attend to each student (McNeil, 2005).

c. Additional personnel

Peer tutoring students, adult volunteers, and professionals allows teachers to serve s ISWA more effectively and efficiently. The cross-age learning guidance, where older students are a younger tutor, is beneficial to both and has become very popular throughout the country. Sixth graders, for example, may teach fourth grade six classes if teachers believe the tutors need to learn and practice and classroom four teacher want her students to learn (McNeil, 2005).

d. Nongrading

Nongrading occurs when content and experiences offered based on student interests and abilities and are not restricted to a particular grade level. The lack of grade level allows students to progress at different levels and allow them taken advanced courses or additional I (McNeil, 2005).

e. Amenities

Ideally, buildings, parks, equipment and equipment are appropriate for educational purposes and the means by which teachers and students achieve this goal. The facility for self-study means students have a place to work and a place to use the specific materials of the subject matter they are learning. There may be a need for space in which to view movies, read, practice music, and work with metal and clay. So d inding class need not be defined as the limits of the learning environment (McNeil, 2005).

Evaluate Curriculum

In a general sense, curriculum evaluation is an attempt to answer two questions: (1) Are learning opportunities, programs, lessons and activities planned when developed and developed produce the desired outcomes? (2) How can the curriculum achievement be best improved? Common questions and ways of responding give slightly different meanings at the macro level (for example, evaluating city-wide results from some alternative reading programs) than the micro level (evaluating the effect of teachers' teaching plans to achieve the goals of a lesson). Classroom teachers often have an additional set of evaluation questions to guide them in making informed decisions about individuals:

- a) Placement. At the level of student learning opportunities Which should be placed with the intent to spur not frustrating?
- b) Mastery. Has the student gained enough ability to succeed in the next level planned?
- c) Diagnosis. What particular hardship is the learner experiencing?

Evaluations should provide useful information for decision makers, and evaluation models should be selected with the help provided by the type of decision made. Evaluators should not allow the idea of what should happen in an evaluation without error to try to avoid it; they should remember that there is no evaluation without error. In times of frustrations such as student absences or failure to provide tests, they should remember that curriculum evaluators are only responsible for completing the best possible information based on the situation.

a. **Consensus Model (Evaluation Techniques and Traditional)**

In a general sense, a curriculum evaluation for a systematic expert is an attempt to further highlight the following two questions.

- Do plans, opportunities, lessons, programs, lessons, and activities as development and development can achieve the desired results?
- How can the curriculum provide the best upgrading ability?

1) Decision and Evaluation Techniques

Formative evaluation does not require all students to answer the same questions, because assessment on formative evaluation is done to improve an existing program. Therefore, assessments are often provided in detail that provide specific information to guide curriculum developers. So, no matter how many possible questions to ask to be given, it should be different. Summative assessment is conducted to assess the effect of the overall program. Below are some of the most important tips are as follows.

- a) Look for data on student changes as a result of learning.
- b) Look at the results of different grades and plan the learning effects as long as they are separate.
- c) Identify which aspects of learning of a desired revision.
- d) A collection of evidence in the development of the curriculum, while learning is still changing.
- e) Try to discover how learning can produce the student's own effects and what factors influence their effectiveness.
- f) During the experimental level, formal teacher reports are used to examine students' attitudes in considering their lesson aspects.
- g) Create more systematic research.
- h) Create a learning event that takes place in the classroom, use also the size of the skills and attitudes to state the changes to the student.
- i) Observe some of the consequences of the size of the new program that far exceeds the content of the curriculum itself (attitude, general knowledge, talent defenders farther distance)(McNeil, 2005)

2) Objectives of Traditional Evaluation

One of the objectives of the evaluation is to decide the value of curriculum intervention in a learning activity. In this design, a series is taken in both, before and after the introduction of intervention.

A significant difference in the students and after intervention actions that may be taken as evidence that the intervention has an effect positive. Other important evaluation is to decide value Curriculum Planning

Systematicists assess a curriculum design by evaluating: 1. Benefits of the curriculum design objectives; 2. Quality of curriculum design plans; 3. The level of plan that can be brought; and 4. Value results. According to Dan Stufflebeam and others, the description of each model is CIPP (context, input, process, product), that is, in the context assessment stage, the assessment focuses on the definition of the environment, describes the real wants and circumstances, and identifies the problem. Finally, an evaluation is done to show the effect of selected strategies on the curriculum (McNeil, 2005).

b. Pluralistic Model (Humanistic and Social Reconstruction Evaluation)

In a pluralistic evaluation models focus on human and social development which has had a strong influence. The pluralistic model of assessment by cultural and social reconstruction experts is a permanently limited, permanent influence. Plural procedures are often also used in applied technology research and procedures.

1) Responsive Evaluation

Robert E. Stake is one of the first assessors to propose to the plural experts' opinion that the assessor should know the criteria of the standard and who holds the criteria. As a pluralist, stakeholders believe that it takes a sensitivity to feel this attention with the most basic research. According to him, the assessment is to find the client and what participation is obviously desired from the assessment program (McNeil, 2005).

Stake puts the emphasis of a particular object precisely in comparison with a systematic expert, because the stake hopes to portray the whole purpose, even those not described in terms of student learning (McNeil, 2005).

2) Connoisseurship model Elliot W. Eisner proposed evaluation model through one of the procedures of ownership, that criticism is education in which an appraiser asks you for sure about his key to the question: What has happened during the school year in a school? What is the key to the incident? How did

they come? How is participation between teacher and student? What is the result of all that? How can an event be strengthened? What incidents might the children learn to learn? Another means to show the richness of a program, according to Eisner, is through film, video-tape, photography, and recording of questions and answers between teachers and students.

3) Evaluation as a critical Inquiry

Kenneth Sirotnik is an expert pluralists believe that the vote on the constitution requires a quantity perspective knowledge with people in the school. According to him, assessment is a thorough self-examination, a process of investigation that is critical. A critical inquiry is a dialect that uses the following example questions:

- What does X mean? (in any curriculum use)
- How did it happen?
- Whose desire is fulfilled and not in that way?
- What information and knowledge do we need and need?
- After getting the information needed, is this what we want?
- What are we going to do with all these things? (what actions do we need?)

In evaluations made through critical inquiry, moral questions are enhanced primarily about the objectives provided by governments and local governments and the efforts humans need to achieve them, to the exclusion of why they are accomplished at a high or low level.

Conclusion

The changing and evolving curriculum shows that the education system is dynamic, the spirit of change needs to be continued if the education system does not want to be stuck in stagnation. In curriculum development efforts, development implementation should involve the frontline school components to design curriculum plans that are consistent with the country's objectives. Schools form a mental picture of what students will achieve and how they may look in many areas, including setting specific student performance measures in accordance with the reformer's intent. This is different from what is done in Indonesia. Curriculum development in Indonesia begins with an analysis of the needs of the education world that leads to the emergence of government policy on the need for curriculum change. In other words, curriculum development in Indonesia is done with top down approach. Not

to mention the change in Indonesia is very synonymous with the political system so that there is a swearing in the community "instead of changing curriculum". The results show that the management of curriculum in Indonesia is rarely done through research and tend to be full of political elements.

References

- Alawiyah, F. (2013). Peran Guru Dalam Kurikulum 2013. *Jurnal Ekonomi dan Kebijakan Publik*, 65-74.
- Mayasari, N. C. (2014). *Evaluasi Pelaksanaan Kurikulum 2013 Mata Pelajaran Ekonomi Pada Sma Negeri Di Kabupaten Sleman*. Universitas Negeri Yogyakarta.
- McCann, K. (2013). Horace's School: Redesigning the American High School. *Catholic Education: A Journal of Inquiry and Practice*, 8(2), 258-262.
- McNeil, J. D. (2005). *Contemporary Curriculum*. USA: John Wiley & Sons, inc.
- Mida, L. M. (2013). *Kupas Tuntas Kurikulum 2013: Kelebihan dan Kekurangan Kurikulum 2013*. Jakarta: Kata Pena.
- Nazir, M. (2009). *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- Oakes, J. (1985). *how schools structure inequality*. New Haven: Yale University Press.
- Prastowo, A. (2012). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Dive Press.
- Reid, W. (2003). Curriculum as Institutionalized Learning: Implications for Theory and Research. *Journal of Curriculum and Supervision*, 19, 29-43.
- Rosa, R., & Firdaus. (1997). *Telaah Kurikulum bahasa Indonesia SMA*. Jakarta: Karuna Jakarta.
- Schwebel, M. (2003). *Remaking America's Three School Systems: Now Separate and Unequal*. New York: R & L Education.
- Sinambela, P. N. (2010). KURIKULUM TINGKAT SATUAN PENDIDIKAN (Kajian Teoritis Tentang Evaluasi Kurikulum Dalam Pembelajaran). *GENERASI KAMPUS*, 3(1), 18-42.
- Soetopo, H., & Soemanto, W. (1993). *Pembinaan dan Pengembangan Kurikulum*. Jakarta: Bumi Aksara.
- Widyaiswara. (2016, Agustus 12). *Implementasi Kurikulum 2013 Dan Probelemnya Bagi Guru*. Dipetik Oktober 9, 2017, dari Balai Pendidikan dan Pelatihan Keagamaan Padang:
https://bdkpadang.kemenag.go.id/index.php?option=com_content&view=article&id=622:purnamawati&catid=41:top-headlines&Itemid=158

INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTUAL LEARNING STYLE, COGNITIVE READING STRATEGY TO NARRATIVE TEXT READING COMPREHENSION

Naili Adilah Hamhij, Ratna Sari Dewi, Abdul Muin

UIN Syarif Hidayatullah Jakarta

Abstract. The objectives of the study were to see the association relationship between students' perceptual learning style to narrative text reading comprehension, to see the association relationship between students' cognitive reading strategy and narrative text reading comprehension and to find out co-relationship among students' perceptual learning style and cognitive reading strategy to their narrative text reading comprehension. The participants were the ninth grade of Junior High School in Ciputat Timur. This research was quantitative research based on correlation associative crosstab analysis and anava analysis. This study was conducted at Students of Junior High School 2, 3, 10 and 13 Ciputat Timur with the population was 240, the sample was 120 students and the technique was used simple random sampling. The data were gained by administering questionnaire and test narrative text reading comprehension. The findings show that based on data analysis result (1) It was found there was no significant relationship between students' learning style to narrative text reading comprehension because sig learning style .539. (2) It was found that there was significant relationship between students' cognitive reading strategy and students' narrative text reading comprehension because the value of *Sig* for Cognitive Reading Strategy was .000. (3) It was found that there were no co-relationship among learning style and cognitive reading strategy to narrative text reading comprehension because *t*-observed .820. As the discussion result, cognitive reading strategy as seen as the directly mental process related to information processing, namely acquiring, saving, searching or using the information. It means that cognitive reading strategy extend the function for the learner to create the best learning in order to absorb and understand the L1 and L2 context using bottom-up and top-down strategy.

Keywords: Perceptual Learning Style, Cognitive Reading Strategy, Narrative Text Reading Comprehension.

Introduction

One of the efforts to solve those problems is upgrading the quality of students' language through reading. Reading can be defined as the process of simultaneously extracting and constructing meaning through interaction between text and thought, it also called as complex activity. This statement proved by the data from (Statistics Alliance for Excellent Education, 2007, Daggett 2007, Kutner, Greenberg, Jin, Hsu, & Dunleay, 2007) the lower reading capabilities make students dropping out of school, having lower paying jobs, and creating the cycle of illiteracy in the future generation. Reading skill can assist people in understanding various concepts easily. Without ability to read well, people will lose opportunities for individual fulfillment because reading comprehension also can

develop critical thinking. Understanding concept and critical thinking are two of essential qualities individual to be succeeded. Furthermore, reading also can increase vocabulary, understanding language, communication skill as stated by (Diane, 2000, p. 159) good language learners are who have strong desire to communicate. On the other hand, reading is the main factor to upgrade language and brain better.

To upgrading language in Junior High School students especially in reading comprehension, it should be adjusted to school based curriculum. There are several text which are ought to be learnt in junior high school students. According to basic competence and standard competence in the curriculum of KTSP 2006 those some texts are procedure, descriptive, argumentative and narrative text.

In reading activity, language learners attempt to comprehend information and knowledge from the text with their different personality, learning style, strategy, method, belief, attitude, aptitude and etc. Personality traits can suggest the best characteristics to be successful in learning second language (Liu, 2012, p. 46). Besides, language learners have differed in cognitive ability and language aptitude, so some language learners learn more easily and quickly than other language learners. In other words, difference learner's comprehension is related to their English acquisition in learning process. In addition, different ways in learning are used to understand and acquire more information clearly. Therefore, learning style relates to English skill comprehension.

Learning style is considered important in reading comprehension (Rebecca L Oxford, 2003, p. 1) one of main factors that assists to determine how and how well students learn in a second/foreign language which can influence their comprehension in listening, speaking, reading and writing is learning style. (Cassidy, 2004, p. 3) there are many individual differences as learning style, they are; cognitive learning style dependent-independent, sensory/perceptual learning style visual-audio-kinesthetic and personality learning style extrovert-introvert. This theory describes the various ways that people learn using different aspect of psychological principles. For this research, researcher chose to use (Barbe and Swassi and Dunn and Dunn's, 2006, p. 43) learning style theory (perceptual/sensory learning style; visual-auditory-kinesthetic) to complete this research.

All the learning style theories described the idea that students will learn best when they are taught using strategies that fit well with their learning style. Perceptual learning style can be broken down into three main areas; visual, auditory and kinesthetic.(Reid, 2005, p. 165) English Second Language students varied significantly in their perceptual learning style, with people from certain culture differently favoring the three sensory/perceptual. For the instance, students from Asia culture were often highly visual,

Japanese students are very non auditory.ESL students from a variety of cultures were used kinesthetic in their sensory preferences.

A person who has perceptual learning style creates way of thinking and representing the information (Ouelette, 2000, p. 23). It means that, a person acts differently from the other, because their behavior is an external reflection of what that people understand the situation. Besides perceptual learning style, cognitive reading strategy is also important to make learning easier especially in reading comprehension. Strategy becomes an important one to help students to understand English teaching learning. (Hood at al, 2005, 78) said that the ability to read will in English will affect learning potential in all other areas. This can be fulfilled by the use of learning strategies which can also be implemented in reading.

There are two kinds of cognitive reading strategy as bottom-up and top-down (Birch, 2007). In bottom up reading strategy students should recognize a multiple linguistic signal (Brown 2001, p. 299). The linguistic signals are; letters, morphemes, syllables, phrases, etc. It means that bottom up reading strategy students start with the smallest units of language; letters, words, clauses, phrases, sentences and try to understand what they mean before fitting into the larger text. In other words bottom up reading strategy also called as scanning strategy that can help students locate and clarify ideas of the text.

Since the number of research on cognitive reading strategy is still rare in Indonesia, this study is important to do. Therefore to investigate Junior High Students reading strategy has raised the researcher's interest. In addition, this study also attempts to see cognitive reading strategy, students' perceptual learning style and reading comprehension in ninth grade of Junior High School in Ciputat Timur.

Identification of Problem

Based on the background of the study, the problems were identified as follows:

1. Narrative text reading comprehension may be affected by many factors including perceptual learning style and cognitive reading strategy. Students and teachers may not be aware of their own perceptual learning style.
2. Not all research findings agree that perceptual learning style has a significant relationship with narrative text reading comprehension.
3. Not all research findings agree that cognitive reading strategy has a significant relationship with narrative text reading comprehension.

4. Many students still get difficulties in comprehending reading materials.
5. Students and teachers may not be aware of their own perceptual learning style and cognitive readings strategy .

Formulation of Problem

Based on the problems which were identified, the problems of the study can be formulated as follow:

- a. is there any relationship between students' perceptual learning style and their narrative text reading comprehension?
- b. is there any relationship between students' cognitive reading strategy and their narrative text reading comprehension?
- c. is there any co-relationship among students' perceptual learning style, cognitive reading strategy and students' narrative text reading comprehension?

Objectives of the Study

Based on the formulation of the problem above, the objectives of the study were:

1. to investigate the relationship between students' perceptual learning style and their narrative text reading comprehension.
2. to investigate see the relationship between students' cognitive reading strategy and their narrative text reading comprehension.
3. to investigate co-relationship among students' perceptual learning style, cognitive reading strategy and their narrative text reading comprehension.

Significance of the Study

The results of the study are expected to give some significance not only theoretically but also practically. Those significances are:

I. Theoretical significance

The current research is expected to give the theoretical significance namely; the teachers, students, other researchers.

- a. For the teacher it can give several factors that may affect students' reading comprehension.
 - b. For the students it will give the concept of perceptual learning style, reading strategy in reading comprehension.
 - c. For the researcher, this research will give the knowledge or it can be as the next research related to learning style, reading strategy in reading comprehension.
2. Practical significance

Current research is expected to give practical significance for teachers, students, institution and other researchers.

- a. For teachers, the finding of this research could provide teachers with a comprehensive data about the relationship among perceptual learning style, cognitive reading strategy and reading comprehension.
- b. For the students, this research finding will help them to solve their problem in comprehending reading passages through maintaining their learning style and their reading strategy.
- c. For the institution of Junior High School in Ciputat Timur, Tangerang Selatan, this research will be beneficial regarding to improve the quality of English education especially in reading skill. For the researchers, this research provide information about the correlation between perceptual learning style, cognitive reading strategy with student' reading comprehension.

Theoretical Hypothesis

Based on the conceptual framework above, the theoretical hypothesis can be formulated as follows:

1. There is a relationship between students' perceptual learning style and their reading comprehension.
2. There is a relationship between students' cognitive reading strategy and their reading comprehension.
3. There is co-relationship among students' perceptual learning style, cognitive reading strategy and their reading comprehension.

Methodology

This research was quantitative associative method. This research determines whether or to what degree a relationship exists between two or more variables used associative analysis (crosstab contingency coefficient) and anova analysis. Firstly, the researcher wants to find out the relationship between students' perceptual learning style (X1) and students' reading comprehension (Y). Secondly, the researcher wants to find out the relationship between reading strategy (X2) and students' reading comprehension (Y). Thirdly, the researcher wants to find out the relationship among students' perceptual learning style (X1), students' cognitive reading strategy (X2) and students' reading comprehension (Y). The place of research was Junior High School 2,3,10 and 13 Ciputat Timur Tangerang Selatan. The respondents were 120 students from the Ninth grade of JHS in Ciputat Timur.

Finding And Discussion

Discussion of Perceptual Learning Style and Narrative Text Reading Comprehension

Based on findings and supported by statistical analysis for the research about the students' reading comprehension, it was proven that data comes from the population which was distributed normally but came from homogenous variances. Then the data was processed to test about the hypotheses. From the testing of hypotheses, it was gained that:

Based on analysis result was used associative analysis (crosstab contingency coefficient). The result showed that the sign of pearson chi square and contingency coefficient was .101. It can be assumed that there was no significant relationship between perceptual learning style and narrative text reading comprehension. Phi and Cramer value was the same significance .539 and also the same contingency coefficient was .539 with the same value was .102. It can be concluded that there was no significant correlation between perceptual learning style and narrative text reading comprehension.

This finding was not relevant with study were done by Chavonsh and Davoudi (2016, p. 61), William (2010), Buttler (2001), Gardner (2000), Harb (2005) Smith (2007). However, this result finding support by MajedAlharbi (2015) who state that there was significant correlation between perceptual learning style and narrative text reading comprehension and Rachma's study (2014) with the title The Effect of Learning Style on Students' Reading Comprehension Achievement the result showed that F-table score of learning style on students' reading comprehension is 1.067 and the significant value is .380. It assumed that there is no effect of learning style on students' reading comprehension. Therefore this study showed that there was no contribution perceptual learning style to

narrative text reading comprehension prove by value of *Sig* for learning style (LS) was .125 > 0.05. It can be concluded that there was no correlation between students' learning style and students' narrative text reading comprehension.

Operationally, reading comprehension is measured through an objective test (multiple choice tests) and through the test, students had to answer the questions based on the level of comprehension they have. Refer to the theoretical review mentioned above; the students' narrative text reading comprehension is influenced by perceptual learning style (visual, auditory and kinesthetic). Based on statistical data obtained, it can be concluded that perceptual learning style no brings correlation narrative text reading comprehension

Discussion of Reading Strategy and Reading Comprehension

This finding was relevant with the study done by Haradasht and Baradaran (2013) Zare and Othman (2013), Alberto Angosto, et al (2013, p85) Fatema, et al (2014), and Bachore (2014), (Fatemi, Vahedi and Sayyed, 2014). The results of the study revealed that the cognitive reading strategy has a positive impact on developing the students' reading comprehension skills. Based on statistical analysis result, it was obtained the value of *Sig* > 0.05, it means that H₀ is accepted and H₁ is automatically rejected. On the other hand, if the value of *Sig* < 0.05 it means that H₀ is accepted and H₁ is automatically rejected. It was found that the value of *Sig* for Cognitive Reading Strategy (CRS) was .000 < 0.05. It can be concluded that there was correlation students' cognitive reading strategy to students' narrative text reading comprehension. Implicitly, this research findings argue Carrel and Eisterholds' theory stated that top-down processing is not possible for language learners at elementary levels because they only knowledge of a minimum of 5000 words is essential to make top-down processing. In contrast, bottom-up models cannot be useful at the advanced language learners because students have the capability to decode graphical input automatically.

Operationally, cognitive strategies are seen as mental processes directly concerned the processing of information in order to learn, that is for obtaining, storage, retrieval or use the information. It means that cognitive reading strategy as a mental process used by an individual learner function to make better absorb and understand included in L1 and L2 context. In general, studies in both L1 and L2 reading provide cognitive reading strategy as bottom-up and top-down processing. Based on statistical data obtained, it can be concluded that cognitive reading strategy and narrative text reading comprehension have relationship.

Discussion among Perceptual Learning Style, Cognitive Reading Strategy and Reading Comprehension

Based on anava analysis result, it was found that the value of *Sig* for learning style, cognitive reading strategy and narrative text reading comprehension was $.820 > 0.05$. It can be concluded that there were no co-relationship among learning style, cognitive reading strategy and narrative text reading comprehension.

In this chapter, the research finding and discussion which are elucidated in the previous research will be concluded. Further, some suggestions related to the findings of the research will be listed which can be used for advance research or study. Therefore, this chapter encompasses two subtitles namely conclusion and suggestion.

Conclusion

Based on discussion of the result, here it comes to the conclusion of the study. The conclusion reveals the answer of the research questions and the hypothesis that the researcher made in the first and fourth chapter, it can be summed up as follows:

First, relationship between students' perceptual learning style and reading comprehension in Junior High School Ciputat Timur has been proved that there was no significant relationship. The reason why the three learning style do not significantly affect students' reading comprehension might be caused by different age, personality, style, area of study, perception and so on. In short, the success of students' reading comprehension may come from the internal factor such as the students themselves and the external factor like the role of instructor and reading level.

The second, there was significant relationship between cognitive reading strategy and narrative text reading comprehension. In other words, the students' narrative text reading comprehension was contributed by the use of cognitive reading strategy. Models of reading process bottom-up and top-down can be used as the strategy to understand reading better. It means that in this finding, cognitive reading strategy extend the function for the learner to create the best learning in order to absorb and understand the L1 and L2 context using bottom-up and top-down strategy.

The third, there were no co-relationship among perceptual learning style, cognitive reading strategy and narrative text reading comprehension. It can be concluded that although there was relationship between cognitive reading strategy and narrative text reading comprehension nevertheless, it was no co-relationship among the variable (perceptual learning style, cognitive reading strategy and narrative text reading comprehension).

References

- Alberto, A., and Patricia, S. (2013). *Evidence For Top-Down Processing in Reading Comprehension of Children*. *Psicologia Educative Journal*. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1135755X13700149>.
- Alliance for Excellent Education, (2007); Daggett, 2003; Kutner, Greenberg, Jin,Boyle, Hsu,& Dunleavy.
- Amiryousefi, M., Dasterji, H. V., Travakoli, M., (2012).*Iranian EAP Students' Reading Strategy Use and Their Beliefs about Reading Comprehension Components: IDOSI Publication. Toward an EAP Reading Model*. Retrieved from [https://www.idosi.org/wasj/wasj18\(8\)12/21.pdf](https://www.idosi.org/wasj/wasj18(8)12/21.pdf).(2014).
- BNSP.(2006). *PermendiknasRI No. 22 Tahun 2006 TentangStandar Isi Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta.
- Boardman, A., Klinger., J.K., and Vaughn, S. (2007). *Teaching Reading Comprehension to Srudents with Learning Difficulties*. New York: The Gullford Press.
- Buttler.(2001). *A Review of The current Research on Comprehension Instruction*.
- Chavonsh, Milad.,&Davoudi, M. (2016). *The Relationship between Perceptual Learning Styles and Reading Comprehension Performance of Iranian EFL Learners*.<http://www.ccsenet.org/journal/index.php/ijel/article/view/60141/32265>.
- Daggett, W. R., &Hasselbring, T. S. (2007). *What We Know about Adolescent Reading*. International Center for Leadership in education.
- Dunn, R. (2006). *What If Young Children Were Grouped for Reading with Learning-Style Responsive Approaches? Reading Improvement*, pp. 70—76.
- Fatemi, Vahedi&Sayyed (2014). *Contemporary Understanding of the Reading Process and Reading Strategies Used by ESOL Learners While Reading a Written Discourse*.*Humanising Language Teaching*, 4, 145—159.
- Goodman and Hudson. (2007).*Teaching Second Language Reading*. New York: Oxford. University Press.Inc.
- Joy M. Reid, Deborah (2005). *Understanding Learning Styles in the Second Language Classroom*, (New Jersey: Prentice Hall Regents, p. 162.
- Kendeou, P., & van den Broek, P. (2005).The effects of readers' misconceptions on comprehension of scientific text.*Journal of Educational Psychology*, 97, 235—245.

- Klingner, K. J, Vaughn, S., Boardman, Alison. (2007). Pang, Elizabeth.S, et al. 2003. *Teaching Reading*. Geneva: International Bureau of Education.
- Liu, Meihua, (2012). *Predicting Effects of Personality Traits, Self-esteem, Language Class Risk-taking and Sociability on Chinese University EFL Learners' Performance in English*. Journal of Second Language Teaching and Research, 1 (1): pp. 30—57
- MajedAlharbi. (2015). *Reading Strategies, learning Styles and Reading Comprehension*. <http://www.academypublication.com/ojs/index.php/jltr/article/viewFile/jltr060612571268/452>.
- Ming Xu, Liu. (2007). *A Comparative Study of Reading Strategies among College Students*. Jinan University Zhuhai. Campus.
Retrieved from <http://www.celea.org.cn/pastversion/pdf/liumingxu.pdf>.
- Pang, S. et al. (2007). *Teaching Reading. Brussels: International Academy of Publication Ltd. Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.
- Reid, J., (2005). *The Learning Style Preferences of ESL Students*. TESOL Quarterly, pp. 87—111.
- Zare& Othman. (2013). *The Relationship between reading Comprehension and Reading Strategy Use Among Malaysian ESL Learners*. <http://www.ijhssnet.com/journal/index/I944>.

BEYOND INDOCTRINATION: STUDY OF THE JUXTAPOSITION ON MADRASAH CAPACITY IN EAST JAKARTA AND CHRISTIAN SCHOOL IN NORTH SULAWESI

Achmad Syahid ¹, Olivia Cherly Wuwung ², Solicha ³, Jeane Marie Tulung ⁴

UIN Syarif Hidayatullah Jakarta ^{1,3},

State College for Christian Studies (STAKN) Manado ^{2,4}

e-mail: achmad_syahid@uinjkt.ac.id ¹, olivia.wuwung@stakn-manado.ac.id ²,

solicha@uinjkt.ac.id ³, jeane.tulung@stakn-manado.ac.id ⁴

Abstract. This study would like to further elaborate on how the character of religious education as a sub system in the Indonesian national education system. Within the sub-system of religious education, two of them are madrasah as an Islamic educational institution and Christian schools. Both are presumably more emphasize on indoctrination in their teaching and learning than religious pluralism, strengthening rationality, and strong autonomy in managing their educational environment. It is important to see whether in both institutions provide a learning environment that enables students to study intense, stimulated, connected and cheerful. Sources of data in this study are a curriculum management, supervision of learning and ecosystem development in madrasah and Christian schools. The profiles of the two comparable institutions on the implementation of current government policy issues, such as: 21st century education, Indonesia National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia* [KKNI]), duration of school (full day school or not), Character Education Strengthening (*Penguatan Pendidikan Karakter* [PPK]) and literacy will be highlighted, too. This study compares the capacity of two religious education institutions - in Madrasah Tsanawiyah (MTs) under the Foundation of Pondok Karya Pembangunan in East Jakarta with Christian Junior High School under the Foundation of Eben Haezer, Manado, North Sulawesi. This ethnographic study used mixed methods: qualitative approach, with the support of quantitative approach. The data collection method was done by fieldwork in both of schools. The data were also supplemented through semi-structured interviews with teachers, employees and principals; content analysis of the profile of each school, as well as the textbooks used by teachers and students. Accreditation status in both schools is also important to see the quality of comparable religious education institutions and to determine the factors that influence the quality of *madrasah* and Christian schools on the successful cultivation of student competencies. The results of this study will be discussed later

Key word: juxtaposition, indoctrination, madrasah, Christian School

Introduction

Religion Education and Religious Education are regulated in Article 12 paragraph (4), Article 30 paragraph (5), and Article 37 paragraph (3) of Law Number 20 Year 2003 on National Education System. Religious education and religious education conducted by Muslims, Christians, Catholics, Hindus, Buddhists and Confucians is a national education subsystem. Government Regulation No. 55/2007 on Religious Education and Religious Education regulates various matters concerning its implementation. In this last rule it is explained that religious education is aimed at giving knowledge and shaping the attitude, personality, and skill of learners in practicing their religious teachings, carried out at least through the subjects / lectures on all paths, levels, and types of education. While the meaning of religious education is education that prepares students to be able to run a role that requires mastery of knowledge about religious teachings and / or become a religious scholar and practice the teachings of his religion. In Islam, there is diniyah education and pesantren, in addition to madrasah which is called a religious public school (Peraturan Menteri Agama RI No. 90/2013). While in Christianity, there are Christian Elementary Theology School (SDTK) and Junior High School Christian Theology (SMPTK) at the level of primary education, while for secondary education there are Christian Secondary School (SMAK) and Christian Secondary Theological School (SMTK) or equal (Article 29 paragraf (1) and (2) Peraturan Pemerintah Nomor 55 / 2007). As a sub-sub-system, some religious educational institutions, especially madrassas, are called Tan more emphasis on indoctrination (Tan, 2011). Similarly, the alleged religion and religious education at a Christian school called Thiessen has an interesting tug-of-war between liberal education, indoctrination and Christian nature (Tiesen, 1993).

Religious education that is indoctrination and tend to jihad that can take place on formal education and non-formal or informal education. The first case called Tan took place at Al Mukmin Islamic Boarding School, Ngruki, while the second case was a case in Jema'ah Islamiyyah (Tan, 2011). In the two types of educational institutions which is used as Tan in the cases above, the country is still trying to control against both. The second characteristic is different from the educational institutions of religious education in Indonesia in general, which teach moderate Islam and presents a friendly Islam. If calling Islam, madrassas, types and levels of Islamic educational institutions in Indonesia, Tan mentioned in other writings, means talking about about 200 million more Muslim population in Indonesia, and the largest in the world, also concerning more than 50 thousand educational institutions in this country that is moderate. Pela religious education and religious distance in madrassas, schools and schools in this country have an immediate impact and long the length and orientation of the specific characteristics of Islam, too on the lives of Muslims in this country and

the dynamics elsewhere in the world (Tan, 2014). In Indonesia, according to Zakaria, Islamic education plays a social, historical, and political role which was important for centuries and became the main face of Islam in the region (Zakaria, 2008). The negotiation between tradition, modernization, and identity, among others, that goes through this educational instrument is called Lukens-Bull as a peaceful jihad, successfully delivering Javanese Muslims (Lukens-Bull, 2005), also in Indonesia as a whole, in the transition towards modernization. The management of Islamic educational institutions in Indonesia are interconnected in the network of teacher-students, kinship and various organizations. It makes the negotiation process also take place in various forums that discuss about many things involving many kyai (*Islamic priest*) and teachers in pesantren. The scholarship agreements and understandings formed between them go beyond the education itself. Indonesia's moderate Islam which became the dominant face of Indonesian Islam was launched through a mechanism with this high-level scholarly dialogue.

Over time, religious education is organized more educated, not indoctrination. Salim said, Islamic education (PAI) in madrassas and in schools developed to build a pluralistic attitude (Salim, 2013). Janet studies at Christian High School Urimessing Ambon concluded that a religion held in a democratic school culture can be used as a grounding of de-radicalization strategy of religion in schools (Janet, 2015). In Sunday School as a Christian non-formal education, teaching materials can be used to cultivate students gentleness. Using models with Dick, Carey & Carey (2009), the development of teaching materials obtained information that the value of his eligibility above 80% to be implemented. In the school week, the implementation of these materials can be used as an instrument to foster character meekness (Manubey, Degeng, Kuswandi, 2016)

In order to guarantee and improve the quality of madrasah, since 1975, madrasah under the Ministry of Religious Affairs synchronized with the school. Madrassah students can move and / or continue up to the level of non-religious universities that are now fostered by the Ministry of research, Technology and Higher Education, and vice versa. used on the Joint Decree of Three Ministers - Minister of Religious Affairs, H. A Mukti Ali; Minister of Education and Cultural of RI, Lieutenant General TNI Dr. Teuku Syarif Thayeb; and the Minister of Home Affairs of the Republic of Indonesia, Lieutenant General of the Retiree. Amir Machmud - No. 6 of 1975 and No. 037 /U/1975 dated 24 March 1975 on the Improvement of the Quality of Education in Madrasah stated that every Indonesian citizen has equal rights in obtaining employment and decent living for humanity. he key is that madrassas are transformed from traditional institutions into modern ones. Entering the modern world, it must be ensured that all citizens receive the

same teaching, regardless of the type of educational institution concerned. Through this Joint Decree the dichotomy of the national education system, between religion and the public, becomes melting in favor of and for the benefit of protecting citizens without discrimination. The diploma of madrasah graduates is recognized as equal to the school and vice versa. Graduates of madrasah who wish to move or continue further studies to the next level up to university, as well as to enter public schools on the level above. The diploma of madrasah graduates is recognized as equal to the school. Vice versa. Graduates of madrasah who wish to move or continue further study to the next level into university, as well as to enter public schools on the level above. The composition of general subjects in the madrasa curriculum is the same as the school (Subhan, 2009). Students of Elementary School (SD) six (6) years and Junior High School (SMP) equals three (3) years of exposure to the policy Compulsory Basic Education (compulsory basic education) 9 (nine) years. It has been pioneered since 2012 the plan of compulsory basic education 13 (thirteen) years from 1st grade of elementary school into 16th grade in Senior High School (SMU) Islamic Senior High School (MA), and Vocational Senior High School (SMK), since July of 2016 (<https://news.detik.com/berita/d-2109092/mendikbud-2013>).

The state control of madrasah in Indonesia other than those mentioned above also deepens, unto the extent of the curriculum. The composition of the madrasah curriculum is 70% of general subjects and 30% of religious subjects. Among the 30% of religious subjects there are al-Qur'an and Hadith, Aqidah Akhlaq, Fiqh, History of Islamic Culture, and Arabic. Meanwhile, for high school and vocational students, religious subjects are made into one subject. The total number of MA, MAK, and MAPK subjects is the same and applies to the Education Unit Level Curriculum (KTSP) 2006 or the 2013 curriculum (K-13) in accordance with The Regulation of Indonesia Ministry of Education and Culture, No. 20 of 2016 which includes knowledge, skills, attitude, and behavior/psychomotoric. In the Supreme Court, applicable K-13 is based on the Decree of the Minister of Religious Affairs (KMA) No. 165 of 2014. Adjusting to the application of K-13 in schools under the Ministry of Education and Culture, issued KMA Number 207 of 2014, thus all madrasahs are required to use KTSP (K- 2006) starting from the second semester of the academic year of 2014/2015 except for madrasah determined by the Decree of the Directorate General of Islamic Education Number 481 and Number 5114 of Year 2015 can use K-13.

The dualism of the Indonesian education system differs from the education system in countries where the majority of the population are non-Muslims such as Germany, Australia, US, and Japan. It is also different from education systems in Muslim-majority countries such as Malaysia, Brunei, Egypt, Pakistan, and Morocco, and the Gulf countries, no dualism of its education system. Publicly-owned Madrasahs in Indonesia do not make

this institution separate and can not be controlled by the state. Madrasah in Indonesia in addition to supervision from the state, also has diversification. In 2015, the Directorate of Madrasah Education, the Ministry of Religious Affairs divides madrasah into various categories which it calls madrasah diversification: (1) Scholar of Insan Cendekia; (2) madrasah models; (3) pesantren-based madrasah; (4) private madrasah under the foundation (eg, MA Tarbiyatut Tholabah); (5) research-based madrasah; (6) independent madrasah (entrepreneurship); vocational madrasah; (7) affiliated madrasah; and (8) madrasahs of MEDB-ADB and AIBEB-partnership. Although most madrasahs in Indonesia are under state supervision through national standards of education, there are some "outside the State" madrasahs. Those types of madrasah, also occurs in various other places. Madrasahs in Pakistan that have grown since 1947 - especially private ones are more likely to be a religious education institution an sich - regulated and supervised by religious authorities outside of the country, without systematic control and supervision of the state. The efforts of madrasah reform pursued by Ayub Khan, Zulfikar Ali Bhutto, and the harsh policies of Zia ul-Haq between 1947-1999, precisely triggered the resistance of the ulamas, and actually made them radical. Pakistan madrasah reform in state-sponsored since 2000 by Pervez Musharraf, among other things, by making Madrasah Reform Project (MRP) involving NGOs and the Education Commission of Islam in the country, also led to the revolt against the state power (Malik, 2008). Affiliated to the Deobandi madrasahs, Barelwi, Shia, Jama'at Islami and Ahl al-Hadith also *reluctant* on reformation efforts over the madrasahs by state-sponsored reform in PT, arguing that PT they established specifically to create a cadre of scholars (Ahmad, 2009). Among the ideologies that became the affiliates of the madrasah above, only Deobandi, who since the 1970s can serve as an alternative model of madrasah in the modern era of India (Metcalf, 1878). In Asia, madrasahs are generally affiliating and establishing international networks with the same ideology. As in Malaysia, madrasahs are affiliated with PAS (Pan-Malaysian Islamic Party) and in Indonesia there are madrasahs affiliated with salafi (Noor, 2008). In Turkey, madrasahs mean religious educational institutions, where Sufis and scripturalism are the main colors. In India, the men's and women's madrasahs were also introduced by Tabligh's Jama'ah, but access to state-run madrasahs and service standards was not the same as that of the Indonesian government do on madrasahs. Their output becomes "being personally present (in terms of piety, noted) but socially absent". The Milligan study which looked at the relationship between policy variables of education and Islamic identity in the post-colonial era mentions that the school system in the southern Philippines triggered and produced ethnic-ethnic conflict (Milligan, 2005).

Madrasahs and schools in Indonesia that have state control and supervision, not without homework. Supardi and Sumarno's study of prejudice and stereotypes towards

ethnicity and religion in ethno-religious segregation (E-RS) students in Pontianak such as Sultan Syarif Abdurrahman (Malay-Muslim) SMA, SMA Yayasan Pendidikan Kristen (YPK), Christian Immanuel High School (Chinese-Christian, Confucian, Buddhist), and MA Al-Anwar (Madura-Islam) produce interesting findings. The results show that E-RS schools display patterns of ethnic-religious relationships typical, such as ethno-centrism, approach-avoidance and aversion-avoidance, avoidance-avoidance, or conflicting (conflicting pair), and love or come up (approach-approach) or honeymoon couple. Ethnic Madurese tend to be placed as target groups of conflict, while the Chinese as ethnic groups flattery. The friendly multicultural education model has proven to be appropriate for the education program at E-RS schools to build a positive image in each group so that prejudice and stereotypical bias can be loosened (Supardi & Sumarno, 2014).

In non-religious schools has actually been good in establishing religious pluralism, the strengthening of rationality teaching and learning, and have a strong autonomy in managing the educational environment. The drawback, according to Lewis, this educational institution runs without a soul (Lewis, 2007). Research Center for Islamic Studies and Society (PPIM) UIN Jakarta (2016) deepens how far the Islamic Religious Education in public schools strengthens civic values and nation-states based on Pancasila and the 1945 Constitution. With research subjects in Islamic religious teachers of public schools, not madrasahs or pesantren, this research found that Muslim followers of Ahl al-sunnah wa al-jama'ah (Aswaja) such as Nahdlatul Ulama (NU) and Nahdlatul Wathan (NW) disturbed by the attitudes and behaviors of other Islamic groups who often blame, proclaim, even, disbelieve the practices and traditions of Islam they do; that teachers from the study sites tend to reject the existence of Ahmadiyah and Shi'a as part of Islam; there is a tendency to strengthen aspirations for the implementation of Islamic law among religious teachers; and many religious teachers have the aspiration that Indonesia should apply stoning (Tim peneliti PPIM UIN Jakarta, 2016), cutting hands, and hudud laws. Ideally, as a religious education institution, madrasah and a Christian school (Haji & Hall, 2014)

Research on Islamic Religious Education in schools, as well as in madrasahs and Christian schools as religious educational institutions finds crucial issues. That is, first, the emergence of intolerance and second, there are some educational institutions which are still struggling to meet the National Standard of Education (SNP) in terms of quality. In Malaysia and Brunei Darussalam also face a small number of educational institutions that have not been integrated with SNPs in both countries. As the principal learner (Fauzi & Arnudin, 2017) in addition to being charged for the fulfillment of the SNP as a quality criterion, educational institutions have also begun to be prosecuted to implement various government policies such as adopting the Indonesian National Qualification Framework

(KKNI) (See Peraturan Menteri Pendidikan dan Kebudayaan RI No. 23/ 2017) Character Education (PPK) (See Agenda *Nawacita* No. 8) , School Literacy Movement (GLS) (Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 23/ 2015), Continuous Professional Development (PKB) for School Principals, Teachers and Supervisors, in order to establish a school as a learning community so that the community learns for principals and teachers actively in the principal/madrasah working group (KKS/M), subject teachers' deliberations (MGMP), etc (Muhammadi, Charil, & Yahya, 2015). After all the above Indonesian government policies have been pursued, then whether alumni of madrasah is the same as Al-Azhar alumni, Egypt, and whether the alumni of Christian schools are similar to similar school alumni in Western Europe, in terms of quality, relevance, and competitiveness. Issues like this also appear in Malaysia and Brunei, which is a challenge for managers of educational institutions, principals, teachers, supervisors, etc. For these schools, the standard curriculum is the key, not the teacher, educational staff, learning environment, co-curriculum or other process factors (Umar, Jamsari, Kasan, Wan Zulkifli, Basir & Azwira, 2012).

It is also important to see whether both institutions provide a learning environment that enables their students to study intensely, stimulated, connected and cheerful. Sources of data in this study are curriculum management, learning supervision and ecosystem development in madrasahs and Christian schools. Also the profiles of the two comparable institutions on the implementation of current government policy issues, such as: *First*, the 21st century education. Pethtel called the readiness of the Christian School facing the 21st century can be seen in two important things. That is, to understand the philosophy of Christian education formulated and used as the basic foundation for formulating and updating its vision, mission and objectives to be communicated to all stakeholders, foundations, school committees, donors, principals, teachers, students. *Second*, create a formula by integrating the message of Bible, history, theology, philosophy and technology so that it can be applied effectively to meet students' needs for knowledge and skills in the modern era (Pethtel, 2011).

Facing the 21st century, Tan found evidence that madrasahs have implemented student-centered approach (*student-centered learning*) combined with a variety of learning strategies, such as *active learning*, *cooperative learning*, discussion, experimentation, inquiry, explanatory, etc. Teachers have also acted as facilitators to enable students to learn actively in the classroom. Madrasahs have served as holistic education, in which the above approaches and learning strategies are combined with the 21st Century skills development programs such as computer, research and integration with extra-curricular activities such as sports, arts, scouting and skill programs. Students' learning needs in schools have been

supported by adequate computer laboratories, sports equipment, vast hall spaces and library collections of thousands of titles. Has been listed on the vision and mission, this educational institution would prepare future leaders by improving learning in the field of science and technology and equipped with high morale, creative, innovative, but also with the foundations of faith and piety that stand out (Tan, 2011). According to LeBlanc and Slaughter's studies (2012) at the college level, private or state dichotomies, have an effect on academic achievement, as well as on their spiritual formation. In the context of Islamic higher education in Indonesia, several reforms into the State Islamic High School (STAIN) became the State Islamic Institute (IAIN), and IAIN became State Islamic University (UIN), although in some cases lacked the criteria of transformation (Moulton, et.al. 2015), however, referred to Saeed said as part of efforts to build religious tolerance (Saeed, 1999).

In the United States, Jeynes mentioned, public schools and private religious schools can learn from each other. The schools are not only busy taking care of the continuity of their own educational institutions. Both of them have advantages and good practices that can be mutually transmitted (Jeynes, 2012). For example, learning about the choice and direction of school development orientation; emphasize meritocracy; how contacts, competitions and cooperation are held; suggestions and mentoring; evaluation; financing from and for students; and how to manage the school independently, responsibly and neatly. The alignment of public schools with private religious schools, according to Jeynes (2012a), is great for learning how to achieve good academic achievement, tacking ethnic, religious, and socioeconomic backgrounds, and having better behavior. Children who enter religious schools have fewer problems with behavioral disorders, especially in terms of adjustment due to gender differences, race, and socioeconomic background (Jeynes & Beuttler, 2012).

The meta-analysis of more than 90 Jeynes study aims to find the influence of public schools, *public charter school* and the religious school of the student's academic ability to prove that the entry of private religious schools is more advantageous because it affects the student's level of academic achievement in comparison with all three types of schools above (Jeynes, 2012).

Even when socioeconomic status variables are included, public charter school students do not perform better than their counterparts in public schools. This is another way for educators of religious schools and public schools to learn from one another (Jeynes, 2012). Holcomb (2013) makes a summary of the reasons why parents put their sons and daughters into a Christian elementary school. It found that basic education is very important for children in terms of academic, social, and their growth. In a multicultural society, Ali and Bagley 's studies on private Islamic schools are well known and advanced in quality in Canada. It comes to the conclusion that positive Islamic education helps students negotiate

their roles and functions in an integrated society, socially integral, and multicultural nature (Ali & Bagley, 2015). Throughout history, Zuhdi's research proves that religious education has a strong influence in Indonesia, both socially and socially-religious. Indonesia is not only the country with the largest Muslim population in the world, but also as a country with a religious majority (Zuhdi, 2006). Christians, Catholics, Hindus, Buddhists, Confucians, and other faith religions have a good place to do articulation in this country, although still appears misperceptions among them. Under the ideology of Pancasila, Islamic ideology is given limited space - especially in political life - and tends to be a recipe; however, the state does not interfere in the basic faith that is embraced and acknowledged some rules of Islamic law (*shari'a*) to set Muslims (Steendrink, 1999). In addition to the social sphere, the open interaction and negotiation opportunities is to use the instruments of religious education in madrasah and Christian schools to influence each other. The interfaces of both religions are called Peters, Iqbal, and Haq (2002) built naturally and scientifically sharing with perspective through centuries-old discussions exploring many things within the borders of religion-science, especially about God, human life, and the cosmos. And that is the legacy of Islam and Christianity that is inherited in modern civilization.

Methodology

This study is a juxtaposition of the capacity of two institutions of religious education - between MTs (MTs) under the Foundation of Pondok Karya Pembangunan Jakarta Islamic School (PKP-JIC) in East Jakarta with Christian Junior High School under the Eben Haezer Foundation, Manado, North Sulawesi. This ethnographic study used with qualitative approach.

The method of data collection was done by fieldwork in MTs under the Foundation of PKP-JIC in East Jakarta, Jakarta as well as in Christian Junior High School under the Eben Haezer Foundation, Manado, North Sulawesi. The data were also supplemented through semi-structured interviews with teachers, employees and principals; Content analysis of the profile of the schools, as well as the textbooks used by teachers and students, accreditation decree, semester and year principle and school plan, principle decree, school committee decree, foundation decree, lesson plans, curriculum design and architecture, supervision form, enrichment programs, evaluation forms, school report cards, student report cards. Accreditation status in both schools is also important to see the quality of comparable institutions of religious education and to determine the factors that influence the quality of *the madrasah* and Christian schools on the successful

cultivation of student competencies. The data analysis was conducted through developing categories, verification, data reduction, presentation of data, and making conclusions.

Results and Discussions:

Schooling System and Policy of Religious Education in Madrasahs and Christian Schools

Education, according to Webster, "comprehends all that series of instruction and discipline, the which is intended to enlighten the understanding, correct the temper, form the manners and habits of youth, and fit them for usefulness in their future stations" (New Webster, 2013). In all types and levels, all educational institutions have to meet national education standards, in addition to various efforts to improve quality standards. The high variation of ethno-religious identity in the Philippines, Milligan's study (2005) found that the policy of the school system triggered the emergence of violence and conflict, can also occur in Indonesia. Based on the spirit of Trisakti and the program of the Nawacita of President Joko Widodo (2014-2019) related to the character education and literacy aspects in Indonesia, in the last three governments have issued priority policies such as KDP, GLS, PKB, and community-based MGMP, KKG, and the last LHS.

Religious education to be one of UNESCO's attention endorsed, not only to occur "behavior change" but encouraged *ability to learn and capability to learn* learners (Joyce & Weil, 2003). In the context of *sustainable development* education is expected as an instrument for individuals to be able to negotiate a position and place in a multicultural society. Required personal *self-esteem, hardiness, grit, adjustment, coping, resiliency, social support*, and others, so that they are "recognizing that economic values, religious values, and societal values compete for importance as people with different interests and backgrounds interact" (UNESCO, 2012).

Education in Islam

Islamic religion is often known as the "religion of the book," the Koran also calls itself a book (*the book*). Literacy is emphasized, the first word spoken by the Angel Gabriel in about 610 AD the Prophet Muhammad is "*Iqra*" (meaning "Recite" or "read"), as the first word, *iqra*, before followed by a series of revelations that down later. Muslims also follow the call of the Prophet Muhammad, "seek knowledge even unto China," thus, the trip studying sacred, Often Perilous, undertaken to supplement and complete one's education, which in Islam is called *Rihlah talab al-'ilm* ("Journey in the search for knowledge") (Afsaruddin, 2005). Attas writes that Islamic education is based on an

ontological basis that the world itself is devoid of value (valueless), full of Satanic temptations, the growth of students requires education, training, and habituation; demanding knowledge is a duty of all human beings, regardless of age, therefore, religious learning contents are more important than approaches, strategies and methods of learning (Attas, 1979).

The challenge facing Islamic education is not only the modern world and the face of secular science, but also in the modern age itself is how to produce alumni equivalent to the quality of East alumni - as well as alumni of Christian schools such as in Europe (Lubis, 2015), how to transform the intellectual tradition of Islam (Rahman, 1982), High-quality Islam, pioneering Islamic education integrated with national education systems (Stanton, 1990) - such as the case in Malaysia and Brunei (Lubis, 2015), which in turn reaches what is called De Bellaigue "the Islamic Enlightenment" (2017). Rahman more emphasizes the transmission of Islamic literature in this modern age, which is the intention of meeting the science of religion with the science of non-religion, mean while it is taught, researched and developed through Islamic educational institutions called Stanton reflects the high level of Islamic learning. In this modern age, the struggle that must be won by Islam and reflected in Islamic educational institutions is how to distinguish between the dimension of faith with reason. De Bellaigue mentions that "the Islamic Enlightenment" must be in its own form and formula, though it is nothing in the shadow of Western modernism. Islam has contributed to modern science and civilization (in Watt, 1994; Eshkevari, 2014; Poeradisastra, 2008; Raghil al-Sirjani, 2009). The juxtaposition of the Islamic world with the West may seem strange, however looking at the paper documenting how Europe reached the 18th century enlightenment and the United States making rapid advances in science and technology is an opportunity for the Islamic world to read and find its own form of modernity with a glance in Europe and the United States. De Bellaigue's modernization can happen everywhere, but he calls the "Islamic world" - although not representing "the Islamic Enlightenment" yet - just took place in three areas in the Middle East: Egypt, Turkey and Iran (De Bellaigue, 2017).

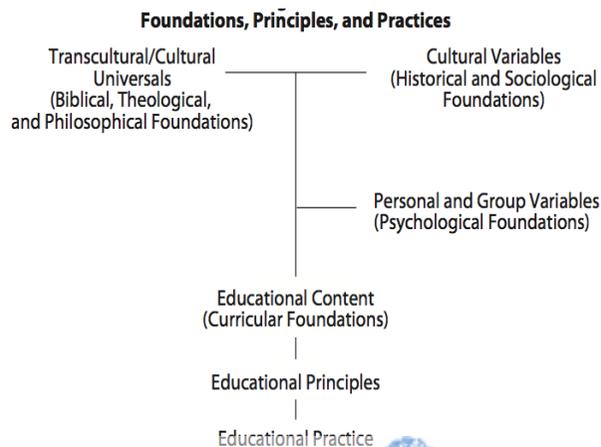
In despite of accordance with Zittrain and Palfrey, Jr. (2008), Iran including the 40 countries that filter the information in the modern era, such as China, India and Saudi Arabia, but this country along with Egypt and Turkey, called De Bellaigue, reflect and represent the Islamic world. These countries hold Islamic orthodoxy; have a rich intellectual history of the past as a reference to how to build the future with its own form and formula; offer the modernism of religious thought; integration of non-religious religions through educational institutions; development of science and technology; and succeed in peaceful socio-political transformation (Bellaigue, 2017). The literacy movement of Arabic reading,

al-Qur'an, and arithmetic was encouraged in the mushrooming kuttabs throughout the cities of the Muslim world from the 13th century to the 18th century (Hanna, 2007). In subsequent developments, the so-called "rational sciences" (*al-'ulum al-'aqliyya*) or "the sciences of the ancient" (*al-'ulum al-awa'il* or *al-'ulum al-qadimiyyah*) are also taught in the madrasah. This science consists of seven important lessons: 1) logic (*al-mantiq*) which is the basis of all knowledge; 2) arithmetic (*al-arithmatiqi*) in which is contained accounting (*hisab*); 3) geometry (*al-handasa*); 4) astronomy (*al-hay'a*); 5) music (*al-musici*) discussing the tone, intonation and definition of numbers, etc.; 6) "the natural sciences" (*al-tabi'iyyat*) which is concerned with the theory of bodies at rest and in motion - human, animal, plant, mineral and heavenly, important subdivisions of which were medicine (*al-tibb*) agriculture (*al-falaha*); and 7) metaphysic (*'ilm al-ilahiyyat*) (Afsarudin, 2005). Although the variation of religious education in Indonesia is high, generally madrasah (diniyah, as a public school with religious character) in addition to teaching the science of religion also teaches general sciences such as natural and social sciences.

Christian Religious Education in Schools

In an evangelical perspective, Pazmino (2008) writes, there are seven PAK foundations consisting of: al-kitabiyah, theological, philosophical, historical, sociological, psychological, and curriculum. YauTung (2013), Groome (1980), Simanjuntak (2013), Berkhof and van Til (1990), called the philosophy of Christian education to be a referral and reference to the theory, concepts and backbone for the implementation of Christian education. In institutional school of Christian, Pechtel mention, characteristic of Christian Religion Education (PAK) starting from formulation of vision and mission. In Indonesia, the vision of the mission is then used as the main PAK founder in school (Sairin, 2011). Seymour formulated the following PAK model: Homrighausen and Enklaar (2013), also Seymour (1997) wrote that he PAK essentially refers to the pattern of PAK in al-Kitab, which is in their implementation requires driving forces, objects, teachers, methods, lesson plans, designs, attentions to the development of the psyche of children and youth, and held in families and schools. Especially in schools, PAK has long history and practice from Plato to Ignatius Loyola (Boehike, 2015), or Yohannes Amos Comenius (1592-1670) who is called the father of modern education to PAK pioneers in Indonesia since 1955 (Boehike, 2011). PAK helps parents and students meet criteria as the Bible mandates to be implemented at home and in the church. The Christian School is designed to educate students every day, according to a particular academic year, in which presented an academic context menu that recognizes Jesus Christ as God, and recognizes the Bible as being perfect, authoritative, inspiring, and objective truth

(Pethtel, 2011)



Christian school should be separated from non-Christian school. Students' needs must be met and is not overlooked in any way that allows the school's mission to befall mankind. Because of physically separate with other schools, then the technology must be integrated properly into the curriculum. Furthermore, lifting the experienced teachers and train them as a professional, mature spiritually, and relational oriented. Parents must be sincere and honest in partnering and being taught about the distinctiveness of the Christian school. Christian school must try to figure out how to change the hearts and individual cultural norms through the ministry that is now taking care of student, teacher, staff, and alumni to reflect the Christian school's mission and vision.

The transformation of Christian schools to meet the needs of students and parents in the 21st century is a topic that must be continuously researched and developed in the coming years. The articles and books that address the peculiarities of Christian schools in the 20th century. Some personal interviews with current Christian school leaders, will make it possible to clearly explain the articulation of mission and vision of a Christian school fit for the 21st century. As is the case with business ventures, the movement of good Christian schools must devise a plan to move from just as Christian school as it is or is better to transform themselves into great Christian schools. It is not only reinforcing Christian's "C" capital as their religion, but also continuing to innovate to strengthen the "S" capital for their school. In the 21st century, Christian schools must adhere to the traditions of the past and continue to renew themselves by choosing a student-centered and student-centered approach to learning, dynamic education methodologies for the present and the future as they bear transformational vision.

The affirmation of religious positions in the schooling system, according to Pethtel (2011), is important because he sees today's society as secular, therefore, there must be a

difference between a Christian teacher and a PAK teacher. The invitation to organize the PAK, according to Burgess (1975), is aimed at solving the underlying problems of the secular society above, so that the approach used in schools will be better because it combines traditional theological, socio-cultural, contemporary theology and social-science aspects. The combination between the various approaches can be used as a tool in preparing future prospects. A Christian teacher who teaches the PAK, especially in Christian schools, is expected to integrate the substance of the material -with what Pethtel as the mandate and substance of the Bible message- associated with aspects of history, theology, philosophy and technology. In Indonesian context, He/she does not only instills the dimension of religiousiy to the alumni, He/She also ensures that the PAK is to establish an Indonesian citizen with the ideology of Pancasila who understand the problems of children, families, communities and the position of Christianity with other religions (Hadinoto, 2012), contextually in a pluralistic society and the diversity of understanding (Antone, 2015).

Madrasah and Christian School in Indonesia: A juxtaposition

PKP-JIC was established on 18 April 1973 by community leaders, religious and military retired after holding Musabaqah Tilawatil Qur'an (MTQ) of the fifth in 1972 in Jakarta with the joint sponsorship of the Directorate General of Islamic Guidance Ministry of Religious Affairs, Islamic Dakwah Center, Coordinator Islamic Propagation (KODI) Jakarta, Islamic Dakwah Foundation of Higher Education (PT DI) and the National Committee of the organizers of National MTQ-V in 1972 and supported H. Ali Sadikin, as the Governor of DKI Jakarta (1966-1977). The Institute is the education and skills that breathe of Islam, within the scope of the madrasah and pesantren. Support for the establishment of the education started from their concerns in the decade of the 1960s witnessing the implementation of madrasah as an Islamic school in Jakarta is apprehensive, ranging from building buildings, learning facilities and infrastructure, the quality of teachers and learning materials. This foundation was first set up MTs, now organizes education from kindergarten Islam, SD Islam / Islamic, Islamic SMP / MTs, SMA, SMK, PGTK Islam and STIKes with 2,200 students in total. At the age of 31, PKP has a new identity with PKP-JIC. It hopes of increasing the weight of the existence of the institution in the public view.

Information from the website, both MI and MTs under the Foundation of PKP-JIC in East Jakarta have a vision of "becoming an Islamic educational institution, looking forward, global-minded and without losing identity as a nation". While the missions of PKP-JIC foundation are: (1) pioneering the implementation of integrated training and skill education from preschool to university level; and (2) creating an atmosphere of Islamic education, Indonesian culture and a beautiful environment. Meanwhile the goal is "to

prepare the nation's generation of Islamic morals, Indonesia cultured, global vision, skilled and professional in entering the life of society and state". The governance of the foundation and all educational institutions under the PKP-JIC, have implemented the quality management system (SMM) ISO 9001: 2008 and ISO 9000: 2005.

MI PKP-JIC was established on 17 April 1978 and confirmed by a permit from the Ministry of Religious Affairs number Wc/6/B/2904/1987. Currently MI PKP-JIC has accredited BAN S/M with grade A with certificate number Dd.027040. The vision of MI is "to become a madrasah for the people who care about the environment, and to produce Islamic character graduates who are intelligent, taqwa and cultured". While the mission formulation is: (1) to build and maintain the awareness of school people to care for the environment; (2) to develop Islamic character based on the role given by Prophet Muhammad, through the process of learning, habituation, and religious practice; (3) to develop the full potential of intelligence, and the ability of learners with a child-centered learning approach; (4) to build the love of the homeland through extracurricular activities and self-development.

As an institution which first established, MTs have been accredited (score 91) by Decree of BAN S/M DKI Jakarta No. 417 / BAP-S / M / DKI / 2016. Vision of MTs, adopted from the website and revisions to the Strategic Plan is "the creation of Madrasah with excellent in performance, implementing of Islamic teaching and caring environment". While the mission is: (1) implement active learning, innovative, creative, effective, fun and have-weighted (PAIKEM BERBOBOT) (Trilling & Fadhel, 2012); (2) increase the attainment of the Exam score; (3) performing the Qur'an tadarus, dhuha prayer, dhuhur prayer, and ashar prayer programmatically; (4) maintaining the 5S culture (smile, greetings, say hello, polite and courteous) and 2T (in order and regular); and (5) building awareness of madrasahs in creating a healthy madrasah environment, by cleaning up the school environment every Friday morning.

Islamic variables in the form of character and noble, excel in the development of science-technology, homeland love and nationality value, bound in the document Strategic Plan MTs period 2014-2019. The plan is structured as part of a pro-active effort to respond to rapid changes in the world by focusing on improving the quality of education. Placing the SNP as a policy and strategic policy, the targets to be achieved by MTs with more emphasize on academic aspect, fulfillment of pre-facility means, target value, creation of Islamic and conducive environment and accustomed to discipline. MTs has a high commitment to create a school environment to organize and internalize the caring attitude of the entire school community, school children with Islamic character, reflected in the nature of *siddiq* (sided with truth), *tabligh* (telling the truth), *amanah* (trustworthy) and

fathonah (intelligent). Growing and developing the potential of learners and able to be excellent, in the academic and non-academic and building the love of the country.

Development of MTs ecosystem strived by the head of madrasah with various things: first, the arrangement of the physical environment so that it becomes clean, neat, orderly and healthy. Second, maintain discipline and harmony of good relationships between teacher-students, teachers, teachers-school leaders, and school residents with local community leaders. Third, by establishing MoU, among other things, cooperation with psychology institute for IQ test and psychological welfare of new learners; with learning guidance for the deepening of materials, with puskesmas and STIKes for the physical health of learners; with Community Guidance Unit of local government; police and Indonesian National Army (TNI) for giving counseling and monitoring of students in order to have an orderly culture; with PT. Indomilk for the utilization of corporate social responsibility (CSR); and with publishers for the provision of books for teachers and students.

The process of acquisition of reading and writing the Qur'an (BTQ) is reminiscent of the institution *kuttab*. Smoothness reading the Koran until completion (*tadarus khatm Qur'an*) are routinely conducted every Duha and after dhuhur or Friday prayers in congregation, followed by reading *the wird* (reading or lafaz-lafaz mention of God in a certain amount) and *dhikr* (recitation or mention lafaz-lafaz as a reminder of God), *muhasabah* (reflection), night coaching of faith and taqwa (*mabit*), while the writing skills of the Qur'an and hadith by the method of *dictation*. More than *kuttab*, MTs, to hone a skill *Tahfidz* (memorize), *tahsin* (beautify or embellish reading al-Qur'an), and *recitations* (reading) of students with methods *one day one verse* through the guidance of extracurricular activities at school are scheduled, executed prior learning activities and reading al-Qur'an at home monitored by the book *monitoring*. Although the understanding of the text of the Qur'an carried out is part of learning, but this extracurricular activity is enriched with calligraphy, marawis, Adhan exercise, speech (*khitabiyah*) as part of improving achievement, and exams among others through the race in schools, foundations, sub, municipal, provincial and national levels. It is an effort to design environmentally madrasahs such a way with the anniversary of Islamic holidays (PHBI), as space development and behavior of Islamic students as well as the identity and identity *Muttaqin* (taqwa) intelligent, noble and beneficial for the people to take their cue (*Ittiba* [↑]) Rasulullah SAW in everyday life.

Self-evaluation document states, MTS is in compliance with national education standards (SNP). Relatively easily met the character education development efforts (KDP) of students formed by designing the curriculum in 2013 (K-13) were enriched by training and habituation character derived from Islamic teachings and culture of the

nation. Leadership, entrepreneurship and creative economy introduced by forming Students' Union (OSIS), scouts, troop flag raisers, marawis, photography club, bulletins and madding and organize students in extracurricular work scheduled to produce some goods/things that have economic value. The Achievements of the program, can be grouped into four (4) categories. Group art achievement culture that includes angklung and rumba (this is a flagship activity), marawis, photography and multimedia, and arumba; group sports such as soccer, martial arts (sacred site), basketball and some competitions; academic achievement group which includes mathematics olympiad, science olympiad, robotics, speech, poetry, debates, story- telling, and spelling; women students activity category consists of womanhood, creative work, and self-development training on the position and role of women.

Learning process in the schools implemented with good planning. It rests on three dimensions: education, training and habituation. The process of acquisition of attitudes, knowledge, and skills based on National Qualifications Framework Indonesia (KKNI) designed by first setting a minimum completeness criteria (KKM) based SBC (2006), K-13, and declared a target of an average of the National Examination (UN), National Standard Final exam Madrasah (UAMBN) and madrasa exams. Based on these standards, the school launched a 21st century model of learning that reflects four things: *critical thinking skills, creativity, communication, and collaboration* (Kilbane & Milman, 2013). In the 21st century, the philosophical dimension of educational paradigm is to humanize humans, especially in the face of the challenges of the age of globalization characterized by speed, openness, irregularity, diversity and uncontrollable. While the practical dimension is how education create human independent and responsible, which was in line with the development of human life anytime, anywhere, either in the present or future. Based on the consideration that the teachers implement active learning, innovative, creative, effective, fun, happy and have-weighted (PAIKEM BERBOBOT) as a strategy to compensate for the learning targets and set design. The measures of achievement by implementing the remedial activities, peer tutoring, manufacture question bank, about the surgical activities, and implement cost-quality education. The annual and semi-annual program designed to prepare programs of learning outcomes. The process of achieving competence of students at this school is achieved firstly by setting core competencies (KI) and basic competence (KD), and based on that individual subjects will be discussed in detail in accordance with the meeting lasted for one semester.

Pursuant to Article 9 PMA No. 29 of 2014 concerning Principals, stated that the headmaster should have personal competence, managerial, entrepreneurial, supervision, and social. Head of the Work Program in the school year 2016/2017 MTs broken down by

categorization of competences at the top, and one of its supervise instructional program. MTs PKP Work Program in the school year 2016/2017 was designed based on the success of programs to support and work of the Head of MTs. Guided by the judicial referral, according to documents in MI and MTs learning supervision carried out by the principal, or principal may assign a team of senior teachers, supervisors also madrasah. Supervision in MTs not only do the learning, but also the administration. Therefore, the scope ranging from preparatory documents of learning, the learning process and closing activities. In the preliminary activity observed how teachers organize students, appreciate, or explain the basic competencies and learning objectives, scope and readiness materials teaching materials, and is also important, the appearance of the teacher. Supervision on learning core activities emphasized on how teachers engage students to explore, elaborate and confirm on the content of subject matter taught at each meeting. While the closing activity of teachers make conclusions and reflections to-face activities at the time. Methods of supervision carried out by the study of documents, observation and interviews. Supervision of learning intended to ensure that the learning activities carried out in accordance with the teaching, consistent and quality. Supervision learning is done twice a year, and the results were processed and analyzed instructional supervision for improvement of the quality of learning in the semester and the next academic year. This activity is called the continuous professional development (PKB) for principals, teachers and supervisors. Seeing instructional supervision document of the academic year 2016/2017, it appears that the activities of literacy (GLS), among others, by reading 15 minutes or watching a video or movie before the subjects started does not documented in it yet, eventhough it has been listed activities "involving students seeking information from various sources in accordance with the matter".

Instrument to determine the final result of acquisition of attitudes, knowledge and skills of students recorded in student report cards. Analysis of the student report card document shows that the achievement of competence VII.A class of MTs students mentioned that there are three types of student competence: attitude, knowledge and skills. Attitude Competence consists of spiritual attitudes and social attitudes. What is meant by the spiritual attitude of the student's ability competence prayer before the start and after conducting an activity, give and answer greetings, dzuha and dzuhur prayer in congregation, show gratitude, the ability of reading the Koran with tartil (*recitations*) and a good melodious voice (*tahsin*), meanwhile social attitudes are reflected in the form of honesty, discipline, responsibility, manners, caring, tolerance, mutual cooperation, confidence, etc.

Competence knowledge and skills supported by a number of subjects that can be divided into two major groups. Group "A" composed of a number of religious education subjects like Qur'an Hadith, moral theology, jurisprudence, and history of Islamic culture, while subjects include education Pancasila character and citizenship, Indonesian, Arabic, mathematics, science, social science, and English. While group "B" consists of subjects Monday culture, physical education, sports and health, crafts, and local content - which consists of local content: the form of memorization of the Koran and ordinances (*kaifiyat*) worship. Overall subjects in groups and clumps above, each has its own chief engineer, and the achievement of each subject measured in dimensions of knowledge (*factual, conceptual* and *procedural*) and skills. Skills not formed through certain subjects, however, in the construction of K-I3 is the dimension advanced skills are always associated with each of the subjects taken by students.

In curriculum construction and arrangement of subjects in MTs, indoctrination did not last. That the whole learning through a series of subjects that are given to students in order to build and enhance the commitment. However, MTs in contrast to public schools under the Ministry of Education and Culture (Kemendikbud), Christian schools or in the schools of liberal others, about ways and how instill national commitments and maintain religious spirit as Thiessen called it (1993). he indoctrination of an educational institution is not only determined by how "curriculum content and subjects are taught" but also how religious, science and lesson content is shaped in the curriculum and presented in a learning environment that enlightens the students' reasoning and awareness. Teachers' learning methods and teacher-student relations are encouraged by efforts to sharpen reason for pithy and cultivate intellectual virtues. The learning atmosphere at school is independent and autonomous in order to grow a critical self-evaluation attitude, examine every finding, and even be skeptical of one's own thoughts. The learning environment is designed for the sake of seeking the truth based philosophy, systems thinking and the principles of science, thus, presenting scientific evidence and avoid indoctrination methods. Methods of indoctrination in question here is what is alluded to by Snook (1972) that hat indoctrination is only harmony with religion, doctrine and system of belief, but ignores the role of rationality, lack of respect for human beings who are given grace by having diverse thoughts, contrary to the morality of education, not using democratic methods, limiting freedom of opinion and thinking, less intentions, and less heed the moral responsibility of education that should not just swallow the information it receives in such a way. Therefore, indoctrination is called mis-education.

Juxtaposed with Eben Haezer Christian High School, both of schools approximately equivalent quality features. They are equally obtain A accreditation from BANS / M.

In Strategic Plan (Renstra) 2016/2017 until 2019/2020, there is information that this school since 2008/2009 has been established as the pioneer of National Standard School (SNN) implementation of education independently. The availability of S2-educated teachers (11%), SI (84%) and D3 (5%), can support that they are creative and innovative in developing learning process. Applying an assessment of student learning progress and convey information with information technology based is always done. Thus, almost a decade later this school has pegged a rigorous and standardized new admissions system.

The vision of SMP is "to be a leading Christian educational institution capable of embodied the Great Commission of Jesus Christ". The indicator of superior in the vision mentioned above is the alumnus get the average National Examination (UN), get the first rank of UN, absorbed in the best public and private SMA, both in the city of Manado, North Sulawesi and National. These advantages are achieved by applying KTSP; reliable and accurate assessment; creating a religious, democratic, active, innovative, creative, effective, and fun learning environment based on Christian values by professional teachers; in an adequate learning facility that is neat, ethical, aesthetic to enhance the spirit of learning in a comfortable situation; with a comfortable and orderly ecosystem environment; school management works independently, transparently, accountably, and supported by stakeholders.

The professional teacher is that develop pedagogical competence, personality competence, professional competence, and social competence by possessing, mastering and applying consistently various methods, assessment strategies in the learning process. They are expected to be able to apply interactive, inspirational, fun, and challenging learning process to encourage students' independence to learn cooperate, develop initiative and creativity, according to talents, interests, ethics, logic, aesthetics and kinesthetics, to grow an accomplished, disciplined, and patriotic. To the teachers rely on the achievement of the minimum completeness of all subjects reached 80%, too, so that all students can achieve mastery learning up to 95% and can win various competitions, especially in the field of academic and non academic.

On the other hand, school management works to create a culture of democracy, transparency, and accountability by collaborating more harmoniously between learners, parents, teachers, foundations and members of the surrounding community in an effort to optimize education programs. Through the guidance and counseling section, school

management also works if there are among the students experiencing learning difficulties and barriers, both biologically, psychologically, socially and economically. The school has a mechanism to cope with students who have high intelligence and achievement but they come from economically disadvantaged families, by cross-subsidizing. Schools utilize the fabric of cooperation with funders, both from the business world or other stakeholders. This is sought for the obstruction of public funds so that schools can create efforts in order to develop internal and external potentials to meet financing standards and to help students and less-viable sectors through cross-subsidies.

In the School Budget (APBS) plan every year, the composition assumption is always about 90% of students are able to cope with about 10% of economically disadvantaged students. The principals implement the policy consistently.

The profile as a teacher leads to Continuing Capacity Building (PKB) is sharpened in a sustainable manner, in cooperation with the Education Quality Assurance Agency (LPMP) of North Sulawesi Province, also with Universitas Pelita Harapan (UPH) Jakarta. In house training is held by schools to hone and update the skills of methods, strategies, models, media, reference and assessment of learning, whether face to face or e-learning. The most decisive, to differentiate indoctrination or vice versa take place in a school, is determined by how the method of learning. The learning methods applicable to all subjects are collaborative learning in each and inter subject matter, integrated learning between religious and non-religious lessons, team teaching development, benchmarking between subject matter, portfolio-based teaching, CTL development (center for teaching and learning), and application to develop PTBK (classroom action research) continuously. The core activities of each subject consist of exploration, elaboration and confirmation activities, in terms of nature and character anti-indoctrination. With an assessment sheet of teacher learning implementation, the principal supervises the teacher in the classroom on a scheduled basis, involving the vice principal or senior teacher. There is a Check list with scale 1-5 in the assessment sheet to know the level of teacher compliance in teaching to Learning Implementation Plan or RPP. The evaluation system is arranged in stages, starting daily test, midterm repetition, semester final repetition and class grade repetition. The objectives of it to see the progress of student learning, Every 30 students are grouped into one class, and each class is to be coordinated by a homeroom teacher. This is so that teachers, as well as homeroom teachers, can not only learn the students' progress in spiritual attitudes, social attitudes, knowledge and skills, but detect their ability and capability to learn systematically and controlled.

The classroom learning environment is designed by developing learning tools: started from mapping SKL, KI, KD as a reference in preparing syllabus and Learning

Implementation Plan (RPP) to run optimally in accordance with the curriculum 2013. Each subject is designed in a semester program. It describes the basic competencies with the time allocation provided by the curriculum according to the lesson. The average total accumulated time on the subject is 60 hours. Activities in the teacher's semester teaching program are tabulated in the annual program, whose activities include RPPs, portfolios, teaching preparations, completion of study materials, replication of the block and backup exams for students who attend remedial for enrichment or for repetition. It is not only teachers who compose semester programs and annual programs, but also administrative sections. Then the entire section within the school is accumulated into a semester program and the principal's annual program.

In addition to having the vice principals, the Headmaster sets up a School Development Team (TPS), headed directly by the principal, and forms a Curriculum Development Team (TPK) led by the vice principal of the curriculum field. One of the tasks of TPS is to prioritize the school work plan and principal program every year. While TPK's task is to set priority scale in curriculum field, learning and continuous profession improvement for teachers. One of the documents used as the basis for TPS and TPK is the self-evaluation of schools, school profiles, and school report cards. It is prepared by TPS. All TPS and TPK products are authorized by the principal and known by the foundation to be implemented. information sharing activities and understanding of all teachers in the application of learning based on contextual teaching and learning (CTL) and PAIKEM goes through TPK. Materials and learning resources are not only in the form of learning materials, references, tools, and media, but also in the form of laboratories in schools such as multimedia, computer, laboratory of Natural Sciences, Language Laboratory, hydroponic park, or cooperation with other institutions such as museums, banks, sports, swimming pool. All resources and learning facilities in intra curricular are synergized with intra-curricular and extra-curricular activities to shape student attitudes developed together with KDP, GLS, etc. Therefore, as a learning environment, all school residents, principals, teachers, administrators, hygienists and security personnel, perform their duties responsibly, competently, measurably and tested in order to demonstrate professional performance. All of them is done in order to fulfill an excellent service to the educational community in the school.

As a Christian school, student character education is characterized by continuous and sustainable Christian values reinforced by three forms of activity. That is the activity of Read Dig of the Bible (BGA) to explore the teachings and wisdom that is in it; Evangelical Explosion (EE) Training as an evangelistic method where the guardian's way of telling the gospel to the children then they tell the gospel to their parents and friends. To ensure

teachers are able to implement the EE, Eben Haezer Foundation conducts EE training for each teacher for 3 days. A special EE team is formed from the church to ensure the implementation of the EE in accordance with the teachings outlined. Teachers up grading is done every three months. While the Prayer Program for students is conducted in a way in which the Principal wishes the teachers, then through the teachers and the homeroom teachers, to pray for the students. Every morning there is a prayer and prayer items are offered in the series of worship.

To support the BGA activities, it is technically in order that each student gets a "SMART" reading book as a reference for carrying out BGA daily at home. Each student has a BGA record every day and is checked by the homeroom. Each student has the same responsibility in leading classroom worship in the classroom in the form of BGA. Each teacher has a BGA schedule at home by referring to the reading in the book "Daily Devotional". Each teacher has the same responsibility to supervise worship in the teacher's room every day in the form of BGA. One of the strengths of this school is the diverse extracurricular activities held by professional trainers. Complete this extracurricular activity, held various competitions both academic and non-academic such as the development of science studio, language, art, and sports; English and Mandarin club, and scouting activities

Student competence is seen by developing a scoring strategy in writing, practice, assignment, observation, and performance, including an assessment of noble character, citizenship and personality, science and technology, aesthetics and physical, sports, and overall health based on standards issued by the National Education Standards Agency (BSNP). Being a qualified and competitive private religious school, foundations, churches as owners, and schools identify the determinants of educational success under foundations and churches. Like actively involving collaborative parents of students who are critical, among others in the form of school committees, especially to meet the needs of facilities and infrastructure. Completeness of facilities and infrastructure used for the development of arts, sports and learning media with high-tech, such as interactive compact disk, internet, classroom audio, the addition of in-focus, and digital measuring tools.

In the website of this educational institution, the foundation monitors by setting vision, mission, goals and 7 core values that must be obeyed by all schools under it, including junior high. Namely, love, humble, love peace, discipline, honest, responsible, and long life learner. All the residents of the school also practiced the lifelihood of Eben Haezer citizens, smile, greet, mannered and courage among others. Observation on school activities, private and group prayers and BGA routinely chants prayers for all school children and shows a 4S attitude (smile, greeting, courtesy, and spirit) as a lifestyle at school and able to implement 7 (seven) core values at top as a student's spiritual competence. Strategic plan

(Renstra) 2015-2020 also mentions that foundations and operational sections to enhance their roles and functions as school partners and support, advisory, control and mediate between the parties. With that role, the school can implement the program effectively, efficiently, and productively.

With a strong foundation, the school has a solid and standardized organizational structure, clear job descriptions, school performance evaluation instruments in developing a good management model, and achieving minimum service standards (SPM) in conducive working situations. There is a network for school information system (SIS) internally for the creation of harmony of relationships among school people under the foundation, either vertically or horizontally. SIS is what helps provide accurate data and information on a regular basis, so that the network of internal and external school work well. The principal is a member of the Principal Working Group (KKS) as well as the subject teachers in the Subject Teacher Consultative (MGMP), part of which is to make the school a learning center connected with principals and teachers in other schools. The advanced graduates then succeeded in vertical mobility and have been scattered in various field devotions to organize regular meetings under the Eben Haizer alumni (Ikabenzar) alumni organization, which resulted in, among other things, providing inputs for improving the quality and development of their schools.

Junior high schools and all schools under the foundation apply various management control models. Schools implement planning, organizing, actuating, and controlling (POAC) based on total quality management (TQM). For the management control system, the school uses a plan, do, check, and action (PDCA), so that all evaluated activities and evaluation results are used as a basis for improving internal quality. Through the principles and systems of management control, the development of management aspects is not only for the development of standards, but it is also to be implemented, oversees their implementation, and uses the data and information of the evaluation results to improve the quality in a synergistic, collegial, and sustainable manner. Implementation of all principles and management control system is in addition to analyze the school performance periodically as well as to streamline all aspects of managerial. School managerial performance is measured from various indicators, ranging from inputs, outputs, outcomes, benefits to the impact it has on school. Serially, the weight scale for the input is the smallest, while the impact weight is the largest.

New rules on school committees have been implemented shortly after Ministerial Decree 75 of 2016 is issued, so school committees are involved in school assistance to improve the quality. So that, the composition of committee members, their main duties and functions at this school have been revitalized according to the rules. One of the functions

and roles of the committees in this school is to provide a pathway for increasing community participation, the business world, and the industrial world to meet education financing standards.

States are involved in the granting of licenses, standards setting, accreditation, and serve as "as legal guidance and direction to implement and develop education in this school". Implementation of school-based management (SBM) as an effort to decentralize the management of education in accordance with regional autonomy (Law 9 of 2015) and education unit level curriculum (KTSP) based on curriculum 2006 and 2013 by this school because it follows government regulations. Including, in this case when the school implements the standards set by BSNP.

Conclusion

Religious-based schools have their own expertise in formulating education by mixing menus with a complementary composition between education, religious and Indonesian aspects. These two schools have balanced four important aspects of education: access, quality, relevance and competitiveness of alumni of education. A thing that does not always grow parallel in all types and levels of education in Indonesia. The subjects of research, both MTs PKP JIC and Christian Junior Eben Haezer are equally advanced and qualified religious private schools that are within the state control. Both have applied modern leadership and management in the management of their educational institutions. Principles of leadership and management in education, among others, use school-based management, adopt the POAC principle and the PDCA control system at the TQM level. The quality of this school is not only reflected in the aspects of governance management above, but also in SKL and KI and KD, the process and evaluation of learning, teachers and education personnel, facilities and infrastructure, financing, plus a good cooperation. The accreditation status of BAN S / M has become a measure of the quality of these two schools, in addition both of these schools have become reference schools and model schools for the implementation of national standards of education by BSNP or BNSP.

To sharpen students' skills, especially in their attitude, spiritual and knowledge dimensions in order to meet the quality, relevance, and competitiveness of each school so that their alumni can successfully enter higher education at the best schools. These two schools regularly hold various competition in stages, from class level, level, to under the foundation to be prepared for the competition at the district / city, provincial, and national level. As a religious-based private school, the implementation of school-based management is indeed both independent and autonomous in managing the household and its

management. But the independence is still running proportionally and running within the corridors of state control and supervision. It is not harmful, if it refuses to control the State.

As a religious school, MTs PKP is certainly loaded with Islamic referrals and enthusiasm, as well as Eben Haezer Junior High which has a thick Christian feel. If called a difference, this is the difference between the two. Although as a religious school they adopt state standards, they are not merely typical public schools, but both have surpassed them. Both schools pack religion, science, attitude and skills in balanced and integrative formulas. The teaching and learning process begun with motivation and apperception, then continued with exploration, elaboration, confirmation of its core activities, making the learning process not only designed to achieve the KKM but most importantly not with indoctrinative.

References

- Afsaruddin, A. (2005), "The Philosophy of Islamic Education: Classical Views and M. Fethullah Gulen's Perspectives", <http://www.fethullahgulenconference.org/houston/proceedings/aafsaruddin.pdf>
- Agenda Kegiatan Sekolah SMP Eben Heizer, Manado
- Agenda *Nawacita* No. 8 tentang penguatan revolusi karakter bangsa melalui budi pekerti dan pembangunan karakter peserta didik sebagai bagian dari revolusi mental; dan juga dokumen *Trisakti* yang berbunyi demi untuk mewujudkan generasi yang berkepribadian dalam kebudayaan.
- Ahmad, M. (2009). *Madrasah reform and perspectives: Islamic tertiary education in Pakistan*. NBR Project Report, The National Bureau of Asian Research.
- Al-Attas, Syed M. N. (1979). "Aims and Objectives of Islamic Education" Jeddah: Hodder & Stoughton, King Abdul Aziz University
- Ali, MF., & Bagley, C. (2015). Islamic Education in a Multicultural Society: The Case of a Muslim School in Canada", *Canadian Journal of Education/Revue canadienne de l'éducation*, 38: 4, p. 1-26
- al-Sirjani, R. (2009). "Sumbangan Peradaban Islam pada Dunia". Jakarta: Pustaka al-Kautsar.
- Antone, H.S. (2015). "Religious Education in Context of Plurality and Pluralism". Quexon City, Philippines, New Days Publishers.
- Berkhof, L. & Van Til, C. (1990). "Foundations of Christian Education". Philipsburg, New Jersey: Presbyterian and Reformed Publishing Co.
- Boehike, R.R. (2011). "Sejarah Perkembangan Pikiran dan Praktek Pendidikan Agama Kristen: Dari Yohanes Amos Comenius Sampai Perkembangan PAK di Indonesia". Jakarta: PT BPK Gunung Mulia.
- Burgess, H.W. (1975). "An Invitation to Religious Education". Birmingham, Alabama: Religious Education Press, Inc.
- Daftar Nilai Spiritual Dan Sikap Sosial Eben Heizer, Manado
- De Bellaigue, C. (2017). "The Islamic Enlightenment: The Modern Struggle Between Faith and Reason". London: Pinguin.
- Dick, W., Carey, L., & Carey, J.O. (2009). *The systematic design of instruction*. Ohio: Person.

Dokumen Analisis Swot SMP Eben Heizer, Manado

Dokumen MTs dan MI PKP JIC

Eshkevari, M.F. (2014). "The Impact of Islam on European Civilization", *Horizons of Thought*, Vol.I

Evaluasi Diri Madrasah MTs PKP Jakarta Islamic School, Tahun Pelajaran 2016/2017

Fauzi, A., & Arnudin, (2017). Leadership role of principal on improving the performance of teacher at Madrasah Aliyah Darul Muqimin Pandeglang. *Saudi Journal of Humanities and Social Sciences*, 2(3), p. 240-247.

Format Supervisi KBM, Administrasi Guru SMP Eben Heizer

Format Prioritas SMP Eben Heizer

Format RKS SMP Eben Heizer

Groome, T.H. (2013). "*Christian Religious Education*". New York: Harper & Row Publishers

Hadinoto, N.K.A. (2012). "*Dialog dan Edukasi: Keluarga Kristen dalam Masyarakat Indonesia*". Jakarta: Gunung Mulia.

Haji, R., & Hall, D. (2014). Religious quest orientation: Rising against fundamentalism", *Intellectual Discourse – IIUM Press*, 22(1) p. 73-88

Hanna, N. (2007). Literacy and the "great divide" in the Islamic World, 1300-1800," *Journal of Global History - London School of Economics and Political Science*, Vol. 2, pp. 175-194

Holcomb, R. (2013). "Study Support the Importance of Religious Education", *Christian Home and School*, p. 22-23

Homrighausen, E. G. & Enklaar, I. H (2013). "*Pendidikan Agama Kristen*". Jakarta: PT BPK Gunung Mulia.

<https://news.detik.com/berita/d-2109092/mendikbud-2013-wajib-belajar-12-tahun--kurikulum-baru-diterapkan>

Janet, H. (2015). Pendidikan agama dalam kultur sekolah demokratis: Potensi membumikan deradikalisasi Agama di sekolah", *Walisongo: Jurnal Penelitian Sosial Keagamaan*, 23 (1), p. 51-68

Jeynes, W.H. & Beuttler, F. (2012). "What Public and Religious Private Schools Can Learn From Each Other", *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*, Vol. 87, No. 3, p. 285-304

Jeynes, W. (2012). "A Meta-Analysis on the Effects and Contributions of Public, Public Charter, and Religious Schools on Student Outcomes", *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*, Vol. 87, No. 3, p. 305-335

Joyce, B. & Weil, M. (2003). "*Models of Teaching*" New Delhi: Prentice Hall of India.

Kilbane, C.L., & Milman, N.B. (2013). "*Teaching Models: Designing Instruction for 21st Century Learners*". New York, NY: Pearson.

Kumpulan RPP PAK SMP Eben Heizer

Laporan Bulanan_SMP 2 Jun-Jul 17 SMP Eben Heizer, Manado, Sulawesi Utara

LeBlanc, P.B., & Slaughter, P. (2012). A Study of the Influence of Public and Private Christian High School Education on Academic Achievement and Spiritual Formation of College Students", *Proceedings of the 2012 Meeting of the American Educational Research Association*, Vancouver, Canada.

Lewis, H.R. (2007). *Excellence without a soul: Does liberal education have a future?* New York: Public Affairs.

Lubis, M.A. (2015). "Effective Implementation of The Integrated Islamic Education", *Global Journal al-Thaqafah*, Vol. 5 Issue 1, p. 59-69

- Lukens-Bull, R. (2005). *"A Peaceful Jihad Negotiating Identity And Modernity In Muslim Java."* New York: Palgrave MacMillan
- Malik, J. (ed.), (2008) *Madrasah in South Asia: Teaching terror?* London and New York: Routledge.
- Manubey, J., Degeng, I N, Y., & Kuswandi,D. (2016). Pengembangan bahan ajar untuk menumbuhkan kelemahlembutan di sekolah Minggu, *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*. 1, (3), p. 526-535.
- Metcalf, B. (1978) "The madrasa at Deoband: A model for religious education in modern India", *Modern Asian Studies*, 2, (1), pp. 111-134
- Milligan, J.A. (2005). *Islamic identity, postcoloniality, and educational policy: Schooling and ethno-religious conflict in the Southern Philippines*. New York: Palgrave-McMillan.
- Moulton, D., Rustana,C., Syahid, A., Wahono, Santoso, Sumertajaya, IM. (2015). *Overview of Islamic Education Sub-Sector in Indonesia 2014*, Abdul Malik, Muljani A. Nurhadi (ed). Jakarta: Directorate General for Islamic Education Ministry of Religious Affairs, Republic of Indonesia.
- Muhammadi, Noor., Charil, S. bin Hj. Marzuki, & Yahya, M. bin Mohd. Hussin. 2015. The Madrasah Leadership, Teacher Performance and Learning Culture to Improve Quality at Madrasah Tsanawiyah Negeri Jakarta of South. *Journal of Management and Sustainability*, Vol. 5, No. 2, p. 129-145
- Noor, F.A., Sikand, Y., & Van Bruinessen, M. (eds.), (2008). *The madrasa in Asia: Political activism and transnational linkages*. Amsterdam: Amsterdam University Press.
- Pazmiño,R.W. (2008). *"Foundational Issues in Christian Education: An Introduction in Evangelical Perspective"*. Grand Rapids, MI: Baker Academic.
- Perangkat Penilaian SMP Eben Heizer, Manado
- Perangkat Pembelajaran MTs PKP Jakarta Islamic School Kelas VII
- Peraturan Menteri Agama RI Nomor 90 Tahun 2013 tentang Penyelenggaraan Madrasah.
- Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 23 Tahun 2017 tentang Lima Hari Sekolah
- Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 23 Tahun 2015 tentang Penumbuhan Budi Pekerti, menyatakan perlunya sekolah menyisihkan waktu secara berkala untuk pembiasaan membaca sebagai bagian dari penumbuhan budi pekerti.
- Peraturan Pemerintah Nomor 55 Tahun 2007 tentang Pendidikan Agama dan Pendidikan Keagamaan
- Peraturan Presiden RI Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia
- Peters, T., Iqbal,M., Haq, NH., (ed.) (2002). *"God, Life, and the Cosmos: Christian and Islamic Perspectives"*. Aldershot: Ashgate.
- Pethel, G.J. 2011. Christian Education in the 21st Century: Renewing a Transformational Vision, *Theses of Education Department, Cedarville University*, p. 3-4
- Poeradisatra,S,I (2008). *"Sumbangan Islam kepada Ilmu dan Peradaban Moder"n*. Jakarta: Komunitas Bambu.
- Profil SMP Eben Heizer, Manado
- Program Remedial Pengayaan SMP Eben Heizer Manado
- Program Semester SMP Eben Heizer, Manado
- Program Tahunan SMP Eben Heizer, Manado.
- Rahman, B. (2014). "Kepemimpinan Multidimensi Kepala Madrasah dari Perspektif Guru", *Analisis: Jurnal Studi Keislaman*, Volume 14, Nomor 2.

- Rahman, R. (2014). Kepemimpinan multidimensi kepala madrasah dari perspektif guru. *Analisis: Jurnal Studi Keislaman*, 14, (2).
- Rekap Kehadiran Bulanan Guru-Siswa SMP Eben Heizer Manado
- Rencana Strategis MTs PKP Jakarta Islamic School, Periode Tahun 2014-2019
- Rencana Strategis SMP Eben Heizer Manado
- Rombongan Belajar Siswa SMP Eben Heizer Manado tahun 2017-2018
- Saeed, A. (1999). "Towards Religious Tolerance through Reform in Islamic Education: The Case of the State Institute of Islamic Studies of Indonesia." *Indonesia and the Malay World*, Vol. 27 No. 79, p. 177-191
- Sairin, W. (peny.), (2011). *"Identitas dan Ciri Khas Pendidikan Kristen di Indonesia: Antara Konseptual dan Operasional"*. Jakarta: PT BPK Gunung Mulia.
- Salim, M. H. (2013). Building pluralist attitude in going Islamic education at high school and madrasah. *Al-Albab: Borneo Journal of Religious Studies (BJRS)*, 2 (1), p. 125-131
- Seymour, J.L. (ed), (1997). *"Mapping Christian Education: Approaches to Congregational Learning"*. Nashville : Abingdon Press.
- Shahrir, N.M., Marzuki, CH., & Yahya, M. bin Mohd. Hussin (2015). "The madrasah leadership, teacher performance and learning culture to improve quality at Madrasah Tsanawiyah Negeri Jakarta of South", *Journal of Management and Sustainability*, Vol. 5, No. 2, p. 129-145
- Silabus SMP Eben Heizer, Manado.
- Simanjuntak, J. (2013). *"Filsafat Pendidikan dan Pendidikan Kristen"*. Yogyakarta: Andi Offset
- Snook, Ivan A. (ed), 1972. *Concepts of Indoctrination: Philosophical Essays*. London and Boston: Routledge & Kegan Paul.
- Stanton, C.M. (1990). *"Higher Learning in Islam"*. Maryland: Rowman & Littlefield Publishers Inc
- Steendrink, K.A. (1999). "The Pancasila Ideology and an Indonesian Muslim Theology of Religions" in Jacques Waardenburg (ed), *Muslim Perceptions of Other Religions: A Historical Survey* (New York- Oxford: Oxford University Press. p. 294
- Struktur Kurikulum SMP Eben Heizer Manado.
- Struktur Organisasi SMP Eben Heizer, Manado.
- Subhan, A. (2009) *Lembaga pendidikan Islam Indonesia abad ke-20: Pergumulan antara modernisasi dan Identitas*. Jakarta: UIN Jakarta Press.
- Supardi, I., & Sumarno (2014). *Model pendidikan multikultural ramah di sekolah ethno-religio-segregation (E-RS)* Kota Pontianak. *Jurnal Penelitian dan Evaluasi Pendidikan*. 18 (2), p. 202-214
- Supervisi Pembelajaran MTs PKP Jakarta Islamic School Tahun 2016/2017
- Tan, C. (2011). *Islamic education and indoctrination*. New York: Routledge
- Tan, C. (2014). "Educative tradition and Islamic schools in Indonesia", *Journal of Arabic and Islamic Studies*. 14: 47-62
- Thiessen, Elmer John, *Teaching for Commitment: Liberal Education, Indoctrination, and Christian Nurture*. McGill: McGill Queens University Press, 1993
- Time Scheduled SMP Eben Heizer Manado
- Tim Peneliti PPIM UIN Jakarta (2016). *Persepsi guru mata pelajaran pendidikan agama Islam tentang khilafiyah, toleransi, dan Islamisme*. Jakarta: PPIM UIN Jakarta.
- Trilling, B. & Fadel, C. (2012). *"21st Century Skills: Learning for life in our times"*. San Francisco, CA: Jossey-Bass.
- Umar, A., Jamsari, E.A., Kasan, H., Wan Zulkifli, Wan Hassan, Basir, A., & Azwira Ab. Aziz (2012). The challenges of producing Islamic scholars via Al-Azhar curriculum in religious

- schools in the Malaysian national education system", *Advances in Natural and Applied Sciences*, 6 (7) p. 1036-1043
- UNESCO (2012). "*Education for Sustainable Development*". France: The United Nations Educational, Scientific and Cultural Organization
- Watt, WM. (1994) *The Influence of Islam On Medieval Europe*. Islamic Surveys, Vol. 9. Edinburgh: Edinburgh University Press.
- Webster, N. (2013). "The Purpose and Scope of Christian Education", *Philosophy of Christian Education*, <http://www.dayspringchristian.com/wp-content/uploads/2013/01/Philosophy-Statement-08-28-08.pdf>
- Winkelmann, M. J. (2005). *From behind the curtain: A study of a girl madrasah in India* Amsterdam: Amsterdam University Press.
- YaoTung, K. (2013). "*Filsafat Pendidikan Kristen*". Yogyakarta: Andi Offset.
- Zakaria, R. (2008). "*Indonesian Islamic education: A Social, Historical and Political Perspective*" VDM Verlag Dr. Müller.
- Zittrain, J.L. & Palfrey, Jr. J.G. (ed.). (2008). "*Access Denied: The Practice and Policy of Global Internet Filtering*". Massachusetts: MIT Press.
- Zuhdi, M. (2006). "Political and Social Influences on Religious School: A Historical Perspective". *Unpublished PhD dissertation*, McGill University, Canada.



WAQF-RUN SCHOOL AS A READY SOLUTION TO PROBLEM OF EDUCATIONAL ACCESS FOR POOR MUSLIMS IN INDONESIA

Siswanto; Mochammad Helmy Fikri; and Ferry Hidayat

Modern Islamic Boarding School TAZAKKA, Bandar, Central Java

What does “21st Century” mean to Islamic schools in Indonesia? It means welcoming the recent ICTs as media of instruction, welcoming Gen Z and Gen Alpha with their peculiar learning style and learning preference to be students of the schools, and welcoming “21st Century Skills” (Trilling & Fadel 2009:21) and “Global Citizenship Skills” (Collins 2008:I-II) to be integrated into existing skills curriculum of the schools. But, what kind of Islamic school is definitely ready to welcome these very recent trends? The answer is affirmatively *Sekolah Islam Internasional*.

Sekolah Islam Internasional is the most current Islamic educational institution that have mushroomed in Indonesia since 2000s (*GATRA* 2009:71). This institution is characterized by skyrocketing tuition, use of English language, adoption of internationally-recognized curriculum of English-speaking countries, use of the most current ICTs, modernly-architected school building, modern-standard school facilities, and creation of international class within its common, regular classes (*GATRA* 2009:68-III). On the other hand, *Sekolah Islam Tradisional* is an Islamic school that has still been applying traditional method of teaching and learning, where only Islamic sciences are taught (with its “yellow book” instruction) and which adopts a somewhat negative attitude towards instruction of national modern sciences within its brick walls (*GATRA* 2009:14-33). This Islamic institution is the oldest of its kind; it has not changed its traditional curriculum until the early years of the twentieth century (*Azra et.al.* 2007:174). The third sort is *Sekolah Islam Modern*, which is a metamorphosis of *Sekolah Islam Tradisional*, instructing traditional Islamic sciences as well as national modern sciences as part of its integrated instruction curriculum (*GATRA* 2009:34-67).

Adopting the most current educational innovations of the 21st century definitely consume abundant money. A brief survey of parents’ affordability of tuition pay for a *Sekolah Islam Internasional* may show the amount of money needed to fully integrate the trends. “Sekolah Al-Azhar”, for example, requires the parents to pay Rp. 17 millions for initial tuition and Rp. 1 million for monthly tuition. Another *Sekolah Islam Internasional*, “Pesantren Ibnu Salam Nurul Fikri” Serang, charges the parents Rp. 12,5 millions for initial tuition, Rp. 1,3 million for monthly tuition in the 1st year, Rp. 1,4 millions for monthly tuition in the 2nd year, and Rp. 1,5 millions in the 3rd year of study (*GATRA* 2009:68-85). In compensation for the rocketing tuition, the school students receive certificates of Cambridge’s *GCSE*, language lab, computer lab, science lab, chemistry

lab, music studio, multimedia room, a library and air-conditioned classrooms equipped with sophisticated computers connected with the 24-hour Internet, modern dorm rooms, health care clinic, mini-theater room, sports center, robotics lab, and other 21st century's educational facilities (GATRA 2009: 68-85).

The very high cost, conclusively, may not be met by parents who come from Muslim lower classes (Tan 2014:52). They have a tendency to send children to *Sekolah Islam Tradisional* or *Sekolah Islam Modern*. Consequently, the students of *Sekolah Islam Tradisional* and *Sekolah Islam Modern* will be left behind in terms of sophisticated school facilities, compared to the ones of *Sekolah Islam Internasional*. It is possible that the students of *Sekolah Islam Internasional* will be more confident and readier in the face of globalization than the other two (Aziz & Anwar 2016:87-90). If this happens, "educational gentrification" will appear. Muslim poor families cannot access to the most advanced Islamic institution born out of necessity of welcoming educational innovations of the 21st century.

Studies conducted by some researchers signal the growing educational gentrification among Muslims in Indonesia. Taufiqurrahman (2010) studied an elite Islamic elementary school in Yogyakarta and found that the school program (*i.e.* acceleration class) offered to the students brought about a reproduction of social gap (Taufiqurrahman 2010:75). Suyatno (2013) studied *Sekolah Islam Terpadu* (Integrated Islamic Schools) which have mushroomed in Indonesian Islamic setting since 1980s. He concluded that the schools could only be accessed by Muslim elite group (Suyatno 2013:375). Wachidah & Wulandari (2014) compared school facilities of a lower class's school exemplified by SDN Kupang IV Kali Alo Pinggir Kota Sidoarjo to the ones of some middle to higher class's schools (*Sekolah Internasional*), and came to a conclusion that huge, sharp differences experienced by the lower class's school caused reproduction of social gap and thus made equality of access of education for lower class members utopian (Wachidah & Wulandari 2014:96-97). Arifin (2014) studied history of, success of, and national impacts of some emerging *Sekolah Islam Terpadu*, and concluded that the schools created a wider gap between low-class Muslims, middle-class Muslims and high-class Muslims (Arifin 2014: 188-189). All those studies undertaken in Indonesia justify what Pierre Bourdieu had theoritized in his four books, *Les héritier: Les étudiants et la Culture* (1964), *La reproduction* (1970), *Homo Academicus* (1984), and *La noblesse d'état: grandes écoles et esprit de corps* (1989), that schools maintain privileges of the privileged elite and do not upward social mobility.

The Solution

Islam teaches egalitarianism. The famous hadith narrated by Baihaqi, Tirmidhi, and Ahmad—being also the Prophet's Last Sermon on Mount Arafat—saying that "*An Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also a white has no superiority over a black nor a black has any superiority over white except by piety and good action*" suggests Islamic ideal of equality between Muslims, regardless of their color, blood, or social stratum. The Islamic egalitarianism is re-emphasized by the hadith narrated by Bukhari and Muslim saying "*Certainly Allah does not look at your physique nor at your faces; rather He looks at your hearts and your actions.*" (Al-Nawawi 2016:8-9) These two Prophetic traditions should be a reminder that anything done only to widen the gap and disparities, including educational gentrification, among Muslim economic classes is forbidden.

Some efforts to narrow or even to eliminate the social gap should be made. As suggested by Arifin, Indonesian Muslims should re-take Islamic financial-economic administration practices exemplified by the Ummayyad and the Abbasid Caliphate as a model. To illustrate, Abdurrahmân al-Dâkhil, an Ummayyad caliph, founded and promoted *Waqf* to build schools around villages and cities. An Abbasid caliph Al-Manshûr had promoted *Zakat* and *Shadaqah* to cover the cost of building of schools, to cover the instructors' salary, and to ensure equal opportunity and equal access of education for all groups of Muslim, the haves and the have-nots (Arifin 2014:194-196). The *Waqf* institution had even been continued by the Ottoman sultans. Under their tutelage, *Waqf* was a common institution founded either by Muslim communities or non-Muslim ones (Ghazaleh 2011:222). The Quba Mosque, the first mosque built by Prophet Muhammad PBUH, was even built through *Waqf* practiced by the Prophet himself (Masyhadi 2016:4).

In Indonesia, utilization of classical Islamic socio-economic institutions such as *Waqf*, *Infaq*, *Hibah*, *Zakat*, and *Shadaqah* has been carried out by some *Sekolah Islam Modern* as well as *Sekolah Islam Internasional*. To illustrate, "Pesantren Muhammadiyah Miftahul Ulum" Pekalongan was founded with funds raised through *Hibah* institution. Then, "Pesantren Darunnajah" Jakarta, which was founded with funds collected through *Waqf* institution. The *Waqf* management was also conducted by "Pesantren Assalaam" Kartasura, "SMA Sultan Agung 1" Semarang (GATRA 2009:34-107), "Pondok Modern TAZAKKA" Batang, "Pondok Modern DARUSSALAM Gontor", and the like.

TAZAKKA: A Model *Waqf*-run School

As a matter of fact there are more than 27,000 Islamic schools in Indonesia which have managed *Waqf* for the foundation of the schools,ⁱ but our choice herein goes To "Pondok Modern TAZAKKA" Batang because it shows remarkable consistency in implementing *Waqf* at the start of its foundation, amidst its firm establishment as a *Sekolah Islam Modern*, and it is keeping on and on developing legal innovations of *Waqf* to date.

"Pondok Modern TAZAKKA" was not a *Sekolah Islam Modern* four years ago. In 1990 Yayasan Tazakka (TAZAKKA Foundation) was founded. Then, in 2000, the foundation played an active role in propagation of Islam by holding routinely courses and seminars (*Majlis Ta'lim*), and public sermons for surrounding Bandar Muslims.ⁱⁱ

Since 2009, TAZAKKA Foundation has started its plan of building a *Sekolah Islam Modern*. The founders (Anang Rikza Masyhadi, Anizar Masyhadi, and Anisia Kumala Masyhadi) declared to its seminar followers (*jamâ'ah*) that the school would be truly a *Waqf* for Muslim community, and the *jamâ'ah* fully supported the idea. The *jamâ'ah* also agreed the Foundation acted as *Nadzîr* or *Mutawallî* (*Waqf* Trustee). The founders and their *jamâ'ah* then made every effort to promote *Waqf*. The themes and topics of the sermons and the seminars turned all to be about and focused on *Waqf*, kinds of *Waqf*, benefits of *Waqf* for propagating Islam, and the like. The Foundation also invited some experts of *Waqf* such as Dr. Mustafa Dasuki Kasbah, Professor of Islamic Law of Al-Azhar University in Cairo, to attend workshops and seminars on *Waqf*. This all is intended to propagate *Waqf* teaching in Islam, promote *Waqf*, make up Muslims' mind-set of *Waqf* as the best lifestyle to practice daily, and mold *Waqf* as a down-to-earth Islamic deed so that everyone from any walk of life can do it quite easily. Their 4-year painstaking efforts (the Foundation and its *jamâ'ah*) finally paid off; a *Sekolah Islam Modern* came into being in 2013, called "Pondok Modern TAZAKKA". Its establishment is fully realized through a reliable and trustworthy *Mutawallî* management. It absolutely exemplifies a *Waqf*-run School.ⁱⁱⁱ

As explained earlier, "Pondok Modern TAZAKKA" based its foundation on *Waqf* from scratch. Then it developed and has kept on and on developing *Waqf* innovations up to this time.

The first building that "Pondok Modern TAZAKKA" owns is the Grand Mosque (*Masjid Jâmi' AL-ZĀKĪ*); it was built through *Waqf* fundraising. Then Students Dorms, Classrooms, Football Fields, Students's Cooperative, Students' Kitchen; they were built through *Waqf* funds as well. The Pondok's *Waqf* lands now reach 10 hectares. The Pondok hired school teachers (*Asâtîdz*) to teach the school students (*Santris*); their pay and their family daily needs are met through *Waqf* management too. Its teachers's professional

development is always improved by holding teachers' trainings and teachers' workshops on the 21st Century Skills and Global Citizenship; their costs are covered by *Waqf* funds. School facilities that welcome the 21st Century trends, such as Computer Lab, Language Lab, Library, Wi-Fi Internet accessed Office are made possible through *Waqf* as well. The integration of the 21st Century Skills into its core curriculum is enabled by *Waqf*; the Pondok hired textbook writers to insert elements of the 21st Century Skills and Global Citizenship Skills in their school textbooks. All in all, "Pondok Modern TAZAKKA" is a *Waqf* haven for anyone who likes to do *Waqf*.

TAZAKKA's Innovations of *Waqf*

But, why everyone likes to be *Wâqif*? Why do Muslims from the level of a trillionaire to the level of poor elderly grandmas feel excited to perpetuate *Waqf* for the Pondok? The only answer to the question is that "Pondok Modern TAZAKKA" (as the *Mutawallî*) has been developing innovations in *Waqf* so that everyone CAN do *Waqf*; the Pondok is well-known as an innovator of *Waqf*.

In many *Fiqh* standard textbooks, these kinds of *Waqf* are well-known: *Waqf Ahlî*, *Waqf Khayrî*, *Waqf Musytarak*, *Waqf Kullî*, *Waqf Muzâra'ah*, and *Waqf al-Nuqûd* (Cash *Waqf*) (Çizakça 2000:16-129). The current innovations of *Waqf* recorded in contemporary Islamic economic books are *Waqf* of stocks (Çizakça 2011:99), *Waqf* of BOT (Build-Operate-Transfer) and *Waqf* of unit-sharing (Çizakça 2014:46-47).

In "Pondok Modern TAZAKKA" there are 5 kinds of innovated *Waqf*: *Waqf* of money transfer, *Waqf* of direct debit, *Waqf* of savings, *Waqf* of collective cash, *Waqf* of assets, *Waqf* of utility, *Waqf* of profession, *Wakaf* of building materials, *Waqf* of copyright/royalty transfer (*AL-JARIYA* 2015:9-13), and *Lelang Wakaf* (*Waqf* auction). In the near future, there will be *Waqf* of e-money or *Waqf* of cryptocurrency (Bitcoin) administered by it, *Insha Allâh*. These down-to-earth *Waqfs* are tailored for the sake of the Pondok's sustainability and of *Wâqif*'s ease.

Eliminating the Educational Elitism

Why can and how can a *Waqf* management, whose output is a *Waqf*-run school like "Pondok Modern TAZAKKA", eliminate the educational elitism? This can be best illustrated through comparisons of both systems (Islamic elite schools and *Waqf*-run schools) and consequences both systems may generate.

As long as *Waqf* is concerned, comparisons can be done in aspects of parents' lifestyle, students' lifestyle, teachers' lifestyle, school system, as well as 21st Century Skills and Global Citizenship Skills taught inside the schools.

First comparison can be made in terms of school system. In Islamic elite schools, school facilities are expensive to own and teachers are expensive to pay, so it's very reasonable that the schools make parents pay high tuition. In the meantime, in *Waqf*-run schools like "Pondok Modern TAZAKKA" facilities are paid through *Waqf* from parents, and teachers are paid through *Zakat* from parents; either students or teachers even can do *Waqf*. Students can do *Waqf* of savings and teachers can do *Waqf* of profession and *Waqf* of copyright transfer. Next, since the elite schools need parents to pay high tuition (to perform all of their educational operations and performance), the elite schools consequently cannot open the doors for the poor Muslims who cannot pay high tuition. The schools are forced by their necessity and system to be elitized or gentrified. Meanwhile, *Waqf*-run schools, since they encourage parents, their children, any millionaires, any trillionaires, any poor Muslims to do *Waqf* and *Zakat*, *Infah*, and *Shadaqah*, open the doors for any Muslims of different economic classes. These schools cannot be gentrified or elitized. *Waqf*-run schools even offer scholarships for poor Muslim family whose children want to study at them. Finally, due to their system, the elite schools force parents and their children to be gentrified and elitized. This is not the case with *Waqf*-run schools; their *Waqf* management system makes parents and their children to be *Wâqif*, socially-mixed, sociable to any level of Muslim class, aware of Islamic Brotherhood.

In terms of parents' lifestyle, for instance, differences between Islamic elite schools and *Waqf*-run schools are crystal clear. Parents of the elite schools like to pay high tuition as long as their children are given the best and are taught the best, while parents of *Waqf*-run schools are encouraged to do *Waqf* for larger Muslim community's sake, while paying tuition (not too high) if their children go to study at *Waqf*-run schools. Then parents of the elite schools like to show off their wealth by sending their children by their private expensive car, whereas parents of *Waqf*-run schools are encouraged to show off their wealth by doing *Waqf* since their *Waqf* will be ranked. While parents of the elite schools do not want to send their children to distant schools and they also do not encourage students' autonomy and students' independence (21st Century Skills), parents of *Waqf*-run schools send their children to distant schools; they encourage students' autonomy, students' independence, students' leadership skills (21st Century Skills). Whereas parents of the elite schools maintain gentrification of their children because they allow their children to only socialize with the ones from the same high level of Muslim class, parents of *Waqf*-run schools encourage Islamic Brotherhood their children must keep and embrace tight. Their

children socialize with the ones from different levels of Muslim class. They prevent gentrification of their children. They promote broader social networking (21st Century Skills). Moreover, parents of *Waqf*-run schools are encouraged to do *Waqf* besides *Zakat*, *Shadaqah* and *Infaq*, for anyone they want. This is not the case with parents of the elite schools, who may do only *Shadaqah* or *Infaq* for teachers or for poor students studying in the school. Finally, parents of the elite schools may get merits only from sending their children to Islamic school, whilst those of *Waqf*-run schools may get perpetual merit (*shadaqah jāriyah*) from doing *Waqf* and for sending their children to Islamic school.

In aspect of students' lifestyle, comparisons can also be made. Students of the elite schools aren't encouraged to do *Waqf*; they may be encouraged to do *Shadaqah* or *Infaq*. It's because they don't know much about *Waqf*. Meanwhile, students of *Waqf*-run schools are encouraged also to do *Waqf* (*Waqf* of savings) in spite of little *Waqf*. Moreover, students of the elite schools are taught social empathy and social sympathy (21st Century Skills and Global Citizenship Skills), whereas students of *Waqf*-run schools are taught to do *Waqf* as a lifestyle besides social empathy and social sympathy (21st Century Skills and Global Citizenship Skills). Further, in the elite schools, students of poor Muslim class may study at the gentrified schools through *Shadaqah* or *Zakat* or *Infaq* of the rich; but they depend on their generosity. They only take from them and cannot give. In *Waqf*-run schools, on the other hand, students of poor Muslim class can study at them through *Zakat*, *Infaq*, *Hibah*, or *Shadaqah* of the rich. They even can give the *Zakat* they get to do *Waqf*. They don't only take, but they can also give to Muslim community. In the last place, students of the elite schools may be less independent, less autonomous, less skilled in leadership skills (21st Century Skills) because the school system is not a boarding school system. It is only *Full-day* school system. This is not the case with *Waqf*-run schools's students; they may be quite independent, quite autonomous, quite skilled in leadership skills (21st Century Skills) because the school system is a boarding school system (24-hour-based education).

What about teachers' lifestyle in both kinds of school? Teachers of elite schools may do *Shadaqah* or *Infaq*; they may not do *Waqf* because they don't know how to do it; whereas teachers of *Waqf*-run schools do *Waqf* as their lifestyle; they could do *waqf* of profession and *waqf* of copyright transfer.

Welcoming the 21st Century

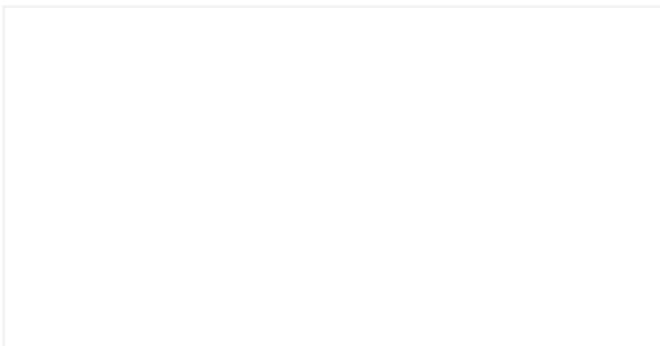
To welcome the 21st century, it is absolutely good to eliminate the educational gentrification unexpectedly caused by establishment of Islamic elite schools within Muslim

community of Indonesia. To face challenges of the 21st century, it is even better to adopt system of *Waqf*-run schools, promote the system, and institute *Waqf* as the 21st century's Muslim lifestyle so that poor Muslims or low-class Muslims and higher level Muslims both can access quality education. Any educational innovations invented in the 21st century (such as "21st Century Skills" or "Global Citizenship Skills" or any other new thousands skills to appear in the 22nd, the 23rd, or the 24th century later) are best implemented within the framework of gentrification-proof educational system as exemplified by *Waqf*-run schools.

References

- Al-Nawawi, Abu Zakaria Yahya bin Husain. (2016). *Riyadhus Shalihin: Taman Orang-Orang Sholeh*. Translated into Bahasa by Tim Shahih Press. Jakarta: Shahih Press.
- AL-JARIYA BERITA WAKAF, "Laporan Wakaf 2015", LAZIS TAZAKKA, Pondok Modern TAZAKKA, Bandar, 2015.
- Arifin, Zuhairansyah. (2014). "Dilema Pendidikan Islam pada Sekolah Elite Muslim antara Komersialitas dan Marginalitas" in *Jurnal POTENSIA* (13), Edition 2 July, pp. 177-200.
- Aziz, Zulfahmi. & Anwar, Kasful. (2016). "Kurikulum Terpadu: Model Pembinaan Karakter pada Sekolah Islam *Fullday*" in *Indonesian Journal of Educational Research (IJER)*, Faculty of Education and Teacher Training, IAIN Sulthan Thoha Saifuddin Jambi, I (2), pp. 81-90.
- Azra, Azyumardi; Afrianty, Dina; & Hefner, Robert W. "Pesantren and Madrasa: Muslim Schools and National Ideals in Indonesia" in Hefner, Robert W. & Zaman, M. Qasim. *Schooling Islam: The Culture and Politics of Modern Muslim Education*. Princeton: Princeton University Press.
- Bourdieu, Pierre. (1979). *The Inheritors: French Students and Their Relation to Culture (Les héritiers: Les étudiants et la Culture)*. Trans. Richard Nice. Chicago & London: University of Chicago Press.
- Bourdieu, Pierre. (1988). *Homo Academicus*. Trans. Peter Collier. Stanford & California: Stanford University Press.
- Bourdieu, Pierre.& Passeron, Jean-Claude. (1990). *Reproduction in Education, Society and Culture (La reproduction)*. Trans. Richard Nice. London & Newbury Park & New Delhi: SAGE Publications Ltd.
- Bourdieu, Pierre. (1996). *The State Nobility: Elite Schools in the Field of Power (La noblesse d'état: grandes écoles et esprit de corps)*. Trans. Lauretta C. Clough. Cambridge: Polity Press.
- Çizakça, Murat. (2000). *A History of Philanthropic Foundations: The Islamic World from the Seventh Century to the Present*. Turkey: Bogazici University.

- Çizakça, Murat. (2011). *Islamic Capitalism and Finance: Origins, Evolution and the Future*. Cheltenham: Edward Elgar.
- Çizakça, Murat. (2014). "The Waqf, Its Basic Operational Structure and Development". *Powerpoint Slideshow presented at INCEIF The Global University of Islamic Finance*, Kuala Lumpur, Malaysia.
- Collins, Margareth. (2008). *Global Citizenship for Young Children*. London, California & Singapore: SAGE Publications Ltd.
- GATRA Magazine*, No.45-46 Year XV, 17-30 September 2009.
- Ghazaleh, Pascale (ed.). (2011). *Held in Trust: Waqf in the Islamic World*. Egypt: The American University in Cairo Press.
- Masyhadi, Anang Rikza. (2016). "Tentang Perwakafan". *Materi Pusat Pelatihan Wakaf TAZAKKA*. Powerpoint Slides. Unpublished.
- Suyatno. (2013). "Sekolah Islam Terpadu; Filsafat, Ideologi, dan Tren Baru Pendidikan Islam di Indonesia" in *Jurnal Pendidikan Islam* (2) No.2, December 2013/1435, pp. 355-377.
- Tan, Charlene. (2014). "Educative Tradition and Islamic Schools in Indonesia" in *Journal of Arabic and Islamic Studies* (14), pp.47-62.
- Taufiqurrahman. (2010). "Sekolah Elit sebagai Alat Reproduksi Kesenjangan Sosial: Studi terhadap Proses Reproduksi Kesenjangan Sosial di Lingkungan Internal Sekolah Dasar Muhammadiyah Sapen Yogyakarta". *Skripsi Fakultas Ushuluddin Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta*. Unpublished undergraduate thesis.
- Trilling, Bernie. & Fadel, Charles. (2009). *The 21st Century Skills: Learning for Life in Our Times*. San Francisco: John Wiley & Sons, Inc.
- Wachidah, Kemil & Wulandari, Fitria E. (2014). "Mitos Kesempatan Sama dan Reproduksi Kesenjangan Sosial: Gambaran Nyata Kesenjangan Sosial dalam Pendidikan terhadap Anak-Anak Petani Tambak Pinggiran Sidoarjo" in *Jurnal Jurusan Pendidikan IPS Ekonomi "SOCIETY"*, (11) 2014, Fakultas Ilmu Tarbiyah dan Keguruan Jurusan Pendidikan IPS-Ekonomi, Institut Agama Islam Negeri (IAIN) Mataram, pp. 87-98.



ENHANCING EARLY STUDENTS' NUMERACY EXPERIENCES BY CONNECTING HOME AND SCHOOL

Dorsi Desongpa

Monash University, Australia

e-mail: ddes14@student.monash.edu

Abstract. The recent study tends to demonstrate the importance of the parental involvement in children's mathematical development. The evidence-based practices which identified from literature review will be required to prove the essentials of the parental involvement in supporting children's early mathematics. This study also presents the strategies to avoid the parents' reluctant in joining the program. As the children spend their time longer at home, many educational researcher agree that parents should be able to design the learning activities at home in term of increasing their learning development. This study also demonstrates how the school collaborate with the parents in effective ways. Thus, this study argues that children cannot simply send to schools and allow the schoolteachers work with them in very limited time but parent also need to be creative in requiring the things at home to be used in building mathematics activities.

Introduction

As a teacher in an early childhood education, the writer of this study often deals with parents' questions and complaints. Parents like to complain about the learning materials, the students' achievement, and the learning goals especially in mathematics. Relating to this case, a teacher has to respect the parents positively as they concern to their children's math development. However, not only do the teachers need to respect the parents' concern, but they also need to evaluate and arrange what they have to fix in their teaching practices in term of tackling the problems. One of the parents' complaints indicates that their children are not really taught mathematics as they are only asked to play in the classroom activities. Toward this case, Onslow (1992) states that the parents' conception will not change if they are not involved in the new trends of the mathematics teaching.

The present study argues that parents have influential roles to their children's academic achievement as they bring the children to school for many reasons and expectation. There have been many studies which were conducted to find out how the influence of the parents' role in the students' achievement (e.g., Cai, 2003; Englund, Luckner, Whaley, & Egeland, 2004; Maher, 2007; Sy, Gottfried, & Gottfried, 2013). Related to the expectations that effect to the children's attainment, Cai (2003) states that the level of parents' expectation to their children is different. Due to the differences in the parental expectation levels, the children's educational achievements are also various (Cai, 2003). It means the parents' involvement is very influential to the students' education

because it connects to the expectation that eventually produces the achievement of the children.

The parental participation in children early numeracy will be the main issue of this study as Aunio, Tapola, Mononen, & Niemivirta (2016) recently claimed that this matter needs to be more seriously enhanced. Additionally, mathematics is an important skill as it is related to many aspects of life. Moreover, Blevins-Knabe and Austin (2016) indicate that the children are not only able to learn this subject at school, but they also can learn it at home. In this condition, the parents are the architects in designing home environment to develop the children's mathematics knowledge (Blevins-Knabe & Austin, 2016). Charlesworth (2012) reveals that as the children spend their majority of time outside of the school, parents can explore mathematics activities and questions-answer with their children such as in cooking, playing games, doing simple projects, and so on. From this point of views, the parental involvement can create many fun activities that are productive and beneficial to help their children acknowledge mathematics in their home environment.

This study will exhibit the essentials of parental involvement in supporting children with extensive mathematical experiences and activities at home environment. The discussion that indicates the importance of the parents' involvement to children's early numeracy will be argued precisely with research-based evidence. After demonstrating the research-based evidence of the parental involvement, the study will reveal what roles that parents have and how an educator invites them to be involved. Continuously, the following part of this study will demonstrate what mathematical activities that children and their family can experience in their home environment. Finally, the study will demonstrate and recommend a practical strategy in a detail explanation. Lastly, a brief conclusion will end this study.

Studies related to parental involvement

This part of the paper will argue how important the parents' involvement in supporting children' numeracy. Cai (2003) conducted a study that examined the relationship between students' mathematical achievement with parental involvement in the United States and Republic of China elementary schools. The study consistently found that there was a significant relationship between the parental involvements with students' mathematical achievement. The study indicates that there are five roles of parents in supporting their children to be successful in mathematics. The roles are parents as math learning counsellor, as recourse provider, as the content adviser, as the motivators, and as the monitors. The investigations had been done in China and US, and it found that parental roles as the motivators and as the monitors seem to be necessary for students' mathematical achievement. The indication of the study's finding apparently supports the parental involvement to their children's mathematics education program.

A study about a mathematical talk by using storybook was also conducted to examine the parents' practice regarding help their children engage with early mathematics (Anderson, Anderson, & Shapiro, 2005). Even though the study mainly argues about storybooks reading, the effectiveness of using the storybooks would not possibly be examined without parental involvement. It means that the parental involvement is critical to the children's educational activity, especially in mathematics. After giving the mathematical storybook project to the parents, their practices using the mathematical storybooks with their children were recorded. Anderson et al. (2005) elaborate the findings of the study become two points. First, there was the difference between students' ability in discussing and comparing number, shape, and size of actual objects with the object pictorial representations. Second, some of the parents liked to guide their children to compare the objects pictorial representations with a concept of the prototypical model in surrounding area. Toward these finding, Anderson et al. (2005) assume that the parents' practices were influenced by their assumption in which the school teachers like to use the pictorial object presentation. Reflecting on this study, family or parents' support at home were found different (Anderson et al., 2003). Even though there were differences of the parental support, it still gives significant benefits to the children's mathematical development. In fact, the study indicates that parental involvement is positive to their children mathematics development.

Maher (2007) also conducted a study to discover the benefits of parental involvement in children's mathematical development in a New Zealand primary school. Maher (2007) believes that the relationship between educators and parents can be used as an intervention regarding to enhance the children's numeracy skill. After preparing various equipment for students to learn numeracy either at school or home, the educators and parents used the equipment in mathematical activities with the children. Having interviewed both parents and teachers, the study found that involving the parents to help the children acknowledge the early mathematics can increase the students' mathematics enhancement. The parents and the teachers also admitted that they are happier and become positive when they can connect to each other. The parents also mentioned that they would feel comfortable to join the intervention in the future. In short, the Maher's study has demonstrated the benefits of parental involvement.

The studies above have offered the evidence that parental involvement obviously influences the students' early mathematics. Regarding to the involvement, Muir (2012) invited parents of the students in early childhood from a couple of schools in a different district of Australia state to be involved. Muir (2012) tended to investigate the knowledge that the parents had, what programs needed to be designed to help the parents to support their children at home, and how to guide the parents in engaging with the programs.

Having surveyed the parents, it is known that they were able to assess their children's understanding in math even though they were not so familiar with the current numeracy content. Moreover, parents' voice was heard as they give the information related to the children's engagement in mathematics learning. The programs such as repeating the school activities at home have been accepted positively by the parents. The parents, who were offered the book guidance activities and also have been given the explanation by the teachers had the willingness to lead their children at home mathematical activities. This study indicates that the parents might have a positive attitude in helping the school teachers in teaching the students the mathematics. Regarding to this case, the teachers also need to believe that the parents' involvement is very beneficial. As the matter of fact, the relationship between the teachers and parents is needed in term of building a cooperative work to support the children to develop their mathematics skill.

Based on the previous discussion related to the benefits of the parental involvement in children's mathematical development, the present study supports the practices that involve the parents in mathematics teaching for the children. The following part of this study will present the parents' roles in the practicality of early mathematics teaching. The explanation of parental roles will be followed by the strategies to invite the parents to involve for enhancing their children's skill in mathematics.

The parents' roles and how to get them involved in mathematics education

Before demonstrating the intervention program in mathematics, the educators need to acknowledge how to get the parents participate in the intervention practice. The willingness to participate is a very beginning step since the intervention cannot be implemented when the parents refuse to join for many reasons. To anticipate the parents' refusal, teachers are advised to be able to explain that the concept of parental involvement in education nowadays has changed (Charlesworth, 2012). Charlesworth (2012) indicates that parents need to know that their participation in education can be the connector of communication between them with the educators which is very influential for the children's education. Additionally, teachers can make the preference times to suit with parents' free time (Charlesworth, 2012). Thus, when the parents' willingness is positive to involve, the program can be done effectively.

The parental involvement can be formed in many ways. According to Díez-Palomar (2015), as he cited INCLUDE-ED consortium, there are five sorts of parental involvement: (1) informative, as they are given the information through the meetings, (2) consultative, they are consulted before making decision, (3) decisive, participating in decision making as

they monitor the official meeting and the process, (4) evaluative, they participate in evaluating either the students or the school, (5) educative, they support students' learning both at home and at school. In the previous discussion of this study, the parent' roles are as a motivator, a resource provider, a monitor, a math content advisor, and a mathematics learning counsellor (Cai, 2003). Thus, the parents should know their roles and the teachers should be able to help the parents in playing the roles.

Furthermore, Coates and Thompson (1999) demonstrate some issues that the parents need to know in term of involving effectively in the mathematics programs. First of all, the parents need to be aware their essentials existence as the role models for the children. Second, the parents have to know how to involve positively in their children mathematics learning. Third, they also require the knowledge related to the instructional approaches and the content of the mathematics that might be difference with what they learned. Fourth, the parents have to know that mathematics is not only about arithmetic, but it is also problem-solving. Fifth, they need to know how to advocate for the children's mathematics education. Lastly, the parents can make the numeracy learning becomes enjoyable. To support the parents in acknowledging these issues, the supportive relationship between the parents and the school teachers need to be built.

In term of supporting the parents to acknowledge the issues, there are some approaches that the teachers can implement. Several studies propose *home visits* as a method for the teachers to help the parents (e.g., Carmichael & Macdonald, 2014; Charlesworth, 2012 Díez-Palomar, 2015; Muir, 2012). The *home visits*, not only can it build a real connection between the mathematics educators and the parents, but it also allows the teachers to observe how the parents design the mathematics environment for the children. Moreover, Charlesworth (2012) indicates that the *home visits* is a program when a teacher comes to parents' home and model math activities, recommends home materials that can be used in mathematics activities, and explains how the parents can stimulate the children to get a better achievement. In short, *home visits* can be an effective program for teachers in term to support the parents to involve effectively in the mathematics project.

Another approach is introduced by Onslow (1992) which is called *family math*. This project has been implemented in many different countries such as United States, Australia, United Kingdom, and Sweden (Onslow, 1992). Further, parents who join the *family math* are invited to school, and they do the math activities with the children at school. The Onslow's study (1992) indicates that the children would be enthusiasm to do the classroom activities when their mother or father would join the activities as well. The study also informs that the parents are motivated to assist their children's skill development in math as they know that math can be very fun and doable. In fact, the parental involvement can be

positively increased as the parents acknowledge how to accommodate their children to have valuable math activities at home.

Additionally, Coates and Thompson (1999) also demonstrates that a *family math* program can be such an important program in term of empowering parents to be involved in school mathematics education. The study reports that the *family math* program is conducted with many purposes. One of the purposes is to create activities that embrace mathematical topics such as statistics, probability, logical thinking, special reasoning, measurement, patterns, algebraic thinking, arithmetic and numbers. As the parents are invited to school to see how the teachers teach the students those topics, the parents are expected to be able to repeat those activities at home. The parents might feel not confident and not competent with their mathematics knowledge. However, by the modelling of instruction and materials which are done by the teachers, it will increase the parents' confidence and self-efficacy in conducting the math activities at home.

Another additional approach to get parents be involved in mathematics project, Charlesworth (2012) also proposes a program called *math fun day*. This study promotes this approach in term of anticipating the parents' refusal to join. It indicates that the parents are more likely to join the program as it is held in cafeteria, park, gym or other fun places in the school neighbourhood. Similar to its name *math fun day*, the activities in this program are fun. The activities in the area chosen are like playing mathematics games, competition in mathematics. These games are useful for both the parents as the home facilitators and children who want to master the subject. Shortly, the *math fun day* program can suit the place and the activities.

In addition, the schoolteachers' accountability does not only perform in modelling the activities; they also need to prepare the mathematics materials for the parents and children's home program. A well-known and fruitful method for developing home mathematics program, such as sending kits to parents (Charlesworth, 2012; Macmillan, 2004), can be an optional method to be practised. Relating to the kits use, Macmillan (2004) conducted a numeracy kits project in New South Wales early childhood education. The kits that might contain three or more different activities allowed the parents and children to explore many kinds of games. The study indicates that the purpose of the project was to accommodate families to be familiar with the children's activities and experiences at preschool. The children and parents could play many differences of the games such as dice, card, board, hiding, and sorting games. The games that use the kits materials can stimulate the children to be familiar with numbers and mathematics concepts as they are solving the math problems. The study finally found several evidences that indicate the children's expression of their mathematics language while doing the activities. They also

understand the tricky mathematics concepts, and their ability to have imaginative involvement is also increased. Shortly, sending the materials to children home such as kits can be very helpful for supporting parental involvement.

The mathematics activities

After discussing how to advocate the parents, the following discussion will demonstrate some home activities that has been found as the favourite games based on studies (Coats & Thompson, 1999). The activities consist of Paper plate math, Direction: Colour lines of three, and Mixture: Bean salad.

(1) Paper plate math

Coates and Thompson (1999) demonstrates that this activity is possibly used to make the children understand the concepts of comparing and contrasting the quantity in mathematics. By using two paper plates with different colours line from the plate centre to the edge, the plates are rotated together to opposite direction. Then, the children are asked the questions such as "do you like banana or apple, which one do you like better?", "if you like apple better, can you express it by making the red part a whole lot bigger than the yellow part of the plates? These activities apparently allow the children to demonstrate their mathematics vocabulary in natural contexts (Coats & Stenmark, 1997; Coats & Thompson 1999).

(2) Direction: colour lines of three

The purpose of this activity is to demonstrate the concept of direction and directionality such as front or back, right or left, up or down and so on (Coates & Stenmark, 1997). Coates and Thompson (1999) indicates that the materials like blocks can be used in this activity. Additionally, Coates and Stenmark (1997) inform that parents and teachers need crayons, papers, and maps may be needed in conducting the activity.

(3) Mixtures: bean salad

The bean salad activity is proposed to enhance the children's understanding of numbers, pre-algebra, and logic (Coates & Stenmark, 1997). Additionally, Coates and Thompson (1999) show some questions which can be asked to the children while doing this activity. The question can be like "this salad has eight beans, half of them are black, how many are not black?" or "it has two red beans, how many should I add to make it six?"

The examples of family activities are only described very shortly in this study. For more activities that can be implemented for the parental involvement, they can be accessed in family math book guidance (in Coates & Stenmark, 1997). The further part of this study will discuss a brief recommended method that is simply selected from the previous literature reviews in this study. The recommendation will be demonstrated in the discussion below.

Discussion

This discussion will explain a recommendation strategy in working with parents' involvement in order to bear their children successful in early mathematics. The strategy needs to be implemented from the beginning of the program. At the previous part of this study, it is suggested that the initiator of the program like the school teachers need to make the parents understand how important their roles in the mathematics program. As the parents are not informed or involved in the program, they might not know how to support the objectives of the early mathematics activities. Their perspectives of the mathematics might be same with how they were taught in the past. Regarding to invite the parents to join the program, the educators need to approach them with an effective way.

When the educators can convince the parents to involve in the mathematics program, they are also required to guide the parents to engage with the program. The parents' engagement indicates that their involvement is positively beneficial to the children's mathematics enhancement as it is the program's goal. As it has been demonstrated previously, there are several approaches to get the parents involve positively in early mathematics learning. This study proposes the *family math* program (Coates & Stenmark, 1997; Coates & Thompson, 1999) as the most effective method to advocate the parental involvement. However, this study believes the other methods such as *math fun day* and *home visits* can be an additional way that supports *family math* program.

The practical program, the *family math*, requires the school educators to invite the parents for coming to the classroom and see how the mathematics is taught to the students. The parents will recognise how the present mathematics materials such as algebraic thinking, patterns, measurement, logical thinking, and some others are taught to the children. Not only will the parents notice the elements of mathematics, but also they will understand how to accommodate their children to experience those materials at home. After the classroom meeting, Coates and Thompson (1999) mention that the parents are given the instruction and materials guidance to practice the activities at home. Shortly, the classroom meeting allows the parents acknowledge how to practice the activities and it also indicates that the parents have the chance to ask questions toward the activities.

As there are some different approaches to accommodate the parental involvement, this study suggests that other approaches such as *home visits* and *math fun day* can be additional programs in term of supporting the *family math* program. For the *family visits*, it is supposed to be done when some of the parents cannot come to the school with particular reasons. For example, the teachers are expected to visit some of those who really need to be supported additionally. These visits are intended to explain more clearly the mathematics materials and the instructions to the parents who still have some confusions. Furthermore, the *math fun day* is also can be an additional program to continue the meeting between the parents and the educators. The activity that can be held in many varieties of places such as cafe, park, and many other interesting places, allows the parents and the teachers to question and answer one another related to the main program. In the *math fun day*, for instance, teachers can know how effective the parents implement the strategies and the instructions. In this program, the parents are also allowed to ask the teachers for some questions and suggestions. In fact, these additional programs are recommended to support the *family math* in this present study.

To make the *family math* program is more effective, this study suggests the take-home numeracy kits that is also prepared to expand the support for the parents are needed. Macmillan (2004) indicates that the kits which are sent to children's home will be used as the media for the various games. The media which is packaged in the kits will be used by the parents at home in order to repeat the activities that have been practised both in the *family math* and the *math fun day*. It is also possible that the kits will be brought by the educators who do the *family visits*. The kits will be very helpful for the parents to repeat the practices which they have been acknowledged at the school. In fact, this study believes that the programs which have been proposed by many researchers can be associated between one and another regarding to help the parents involved in early mathematics education.

Conclusion

The present study argues that connecting parents and school regarding to enhance the children's mathematics development is very beneficial. As there are many kinds of literature have been debating this issue, the study agrees that the parental involvement contributes lots of positive benefits to their children's mathematics education. Toward the parental involvement, this study considers that the educators need to be able to convince the parents to involve in their children's mathematics learning positively. The educators are also expected to have capability regarding to help the parents. The parental involvement in this study means that the parents can do the mathematical activities at home with their children and it is also connecting to what the teachers do at school. This connection will possibly

happen if the educators and the parents can build a valuable communication. Toward the communication, researchers advice the educators to build it through the parental involvement program. This study suggests that the *family math* program can be used as the main program to support the parental involvement. If the parents likely need to be offered more supports, other additional programs such as *math fun day* and *family visits* are also can be implemented. Finally, the study also proposes to the teachers that they need to supply the parents with resources of mathematics media. In this term, the study suggests take-home kits will be very helpful for the parents and children's activities at home. The study concludes that, with these adequate supports, the benefits of the parental involvement will be optimal in order to enhance their children's early mathematics development.

References

- Anderson, A., Anderson, J., & Shapiro, J. (2005). Supporting multiple literacies: Parents' and children's mathematical talk within storybook reading. *Mathematics Education Research Journal*, *16*(3), 5-26. doi: 10.1007/BF03217399
- Aunio, P., Tapola, A., Mononen, R., & Niemivirta, M. (2016). Early mathematics skills development, low performance, and parental support in the finish context. In B. Blevins-Knabe & A. M. B. Austin (Eds.), *Early childhood mathematics skill development in the home environment* (pp. 51-70). doi: 10.1007/978-3-319-43974-7
- Blevins-Knabe, B., & Austin, A. M. B. (2016). Introduction. In B. Blevins-Knabe & A. M. B. Austin (Eds.), *Early childhood mathematics skill development in the home environment* (pp. 51-70). doi: 10.1007/978-3-319-43974-7
- Cai, J. (2003). Investigating parental roles in students' learning of mathematics from a cross-national perspective. *Mathematics Education Research Journal*, *15*(2), 87-106. doi:10.1007/bf03217372
- Carmichael, C., & Macdonald, A. (2014). Parental influences on primary school children's mathematics achievement: Insights from the Longitudinal Study of Australian Children. *Education 3-13*, 1-15. doi: 10.1080/03004279.2014.939684
- Charlesworth, R. (2012). *Experiences in math for young children*. United States: Wadsworth: Cengage learning.
- Coates, G. D., & Stenmark, J. K. (1997). *Family math: for young children*. California: University California Printing Services.

- Coates, G. D., & Thompson, V. (1999). Involving parents of four-and-five-year-olds in their children's mathematics education. In J.V. Copley (Eds.), *Mathematics in the early years* (pp. 203-214). United States: NCTM.
- Díez-Palomar, J. (2015). Family math: doing mathematics to increase the democratic participation in the learning process. In U. Gellert, J. G. Rodríguez., c. Hahn, & S. Kafoussi (Eds.), *Educational paths to mathematics* (pp. 393-408). Doi: 10.1007/978-3-319-15410-7
- Englund, M. M., Luckner, A. E., Whaley, G. J. L., & Egeland, B. (2004). Children's Achievement in Early Elementary School: Longitudinal Effects of Parental Involvement, Expectations, and Quality of Assistance. *Journal of Educational Psychology, 96*(4), 723-730. doi: 10.1037/0022-0603.96.4.723
- Macmillan, A. (2004). Take-home numeracy kits for preschool children. *Australian Journal of Early Childhood, 29*(2), 29+. Retrieved from <http://go.galegroup.com.ezproxy.lib.monash.edu.au/ps/i.do?p=AONE&sw=w&u=monash&v=2.1&it=r&id=GALE%7CA120099709&asid=791b81d143604833ba829441f9fcf69a>
- Maher, M. (2007). Home-School Partnership within Mathematics Intervention. *Australian Journal of Early Childhood, 32*(3), 48-58. Retrieved from <http://search.informit.com.au.ezproxy.lib.monash.edu.au/fullText;dn=I61857;res=AEIPT>
- Muir, Tracey. (2012). It's in the Bag: Parental Involvement in a Numeracy At-Home Program. *Australasian Journal of Early Childhood, 37*(2), 27-33. Retrieved from <http://search.informit.com.au.ezproxy.lib.monash.edu.au/fullText;dn=I93034;res=AEIPT>
- Onslow, B. (1992). Improving the attitude of students and parents through family involvement in mathematics. *Mathematics Education Research Journal, 4*(3), 24-31. doi:10.1007/bf03217244
- Sy, Susan R., Gottfried, A. W., & Gottfried, A. E. (2013). A Transactional Model of Parental Involvement and Children's Achievement from Early Childhood through Adolescence. *Parenting, 13*(2), 133-152. doi: 10.1080/15295192.2012.709155

CHEMISTRY TEACHER'S PERCEPTION ABOUT INTEGRATION OF ISLAM AND CHEMISTRY

Buchori Muslim, Salamah Agung, Ridho Zukhrufian Al Islam

UIN Syarif Hidayatullah Jakarta

email: buchorimuslim@uinjkt.ac.id

Abstract. Perception is a process of using knowledge that has been owned by someone in interpreting an object. This study aims to determine the perception of chemistry teachers on the integration of Islam and chemistry. This research uses descriptive method. The instrument used was a questionnaire containing seven point *two-tier* question. Research data were analyzed descriptively. Based on the data obtained by the researchers, the majority of teachers (91.9%) support and believe that the chemistry can be integrated with Islamic values and the majority of teachers (85.5%) believe that their Islamic insight has a bearing on the way they teach chemistry at class. From this study it is recommended that the government especially Kemendikbud as a curriculum developer should be told that the religious trust of teachers is highly effective variable that can give positive or negative influence to the whole process of education. Universities especially Islamic universities in general must develop courses and conduct training that teaches the integration of Islam and chemistry so as to print graduates who are able to teach chemistry that integrates Islamic values with oral and written. Chemistry teachers, especially Muslims, should be proactive in increasing their knowledge of Islamic and chemistry issues through training, print and digital media, and discussions with Islamic teachers strengthen the argument when linking chemistry and Islamic values to teacher explanation More easily accepted students.

Keywords: Perception, Teacher, Integration of Islam and Chemistry

Introduction

The word perception means seeing, responding, understanding or responding to something beginning with sensing and then transferring to the brain (Echols, 1995). Perception is a process of using knowledge that has been owned by someone in interpreting an object (Fitrianasari, 2015). The word integration means: 1) about the whole; Includes parts that need to be complete; Whole, round, perfect; 2) not separate, integrated. Integration means joining into a unified whole, which will never change again. While the integration of science means a certain perspective or a particular approach to the unifying approach of science (Maman, 2012: 76-77).

Poole (1996) found the necessary compatibility between religious education and science education. According to Esbenshade (1993), many students are confused about how to relate the science theories they learn with their religious lessons and beliefs. This leads to personal and intellectual disruption accompanying them while studying science. According

to Mansour (2010), Muslim teachers strongly believe that the Qur'an is a guide, not just for scientists but also for all human beings in all aspects of life, including how humans pursue science, what method and what ethics to follow. According to Khalijah et al. (2011), Muslim teachers are convinced that Islamic-based science / monotheism plays a role in character building and drawing closer to God Almighty. They also believe that if science is built on the concept of tawhid it will make learning science more interesting for students. According to Mansour (2015), science teachers have the perception that the epistemological and ontological side of a scientific discovery must be guided by cultural and religious beliefs.

This study aims to determine the perception of chemistry teachers on the integration of Islam and chemistry. Based on the data obtained by the researchers, the majority of teachers (91.9%) support and believe that the chemistry can be integrated with Islamic values and the majority of teachers (85.5%) believe that their Islamic insight has a bearing on the way they teach chemistry at class.

Methodology

This research uses descriptive method. The object of this research is all chemistry teachers of Islam who joined in Association of Indonesian Chemistry Teachers (AGKI). Data collection techniques used in this study by giving a set of written questions (questionnaires) in the form of an online upload to google form to the respondent to answer. The data obtained consists of 2 types, namely quantitative data and qualitative data. Quantitative data obtained from the frequency of respondents' answers to multiple choice while the qualitative data obtained from the respondent's reason for multiple choice answers. Quantitative data is analyzed with descriptive statistics presented in tabular form. While the qualitative data obtained were analyzed by reducing to obtain the same reduction data which then grouped into several themes.

Results and Discussion

Respondents are Muslim chemistry teachers, amounting to 62 respondents from 23 provinces representing eastern, central, and western region of Indonesia. Of the 62 respondents, 17 were men and 45 were women between the ages of 25 and 50 and the experience of teaching chemistry between 3 and 35 years. All respondents have completed undergraduate degree and as many as 25 of them have completed master degree.

All respondents have filled *two-tier* questionnaire adapted from research Mansour (2008). This questionnaire contains 7 questions and each question has several options or options and has each teacher's reasons. The data obtained consists of 2 types, namely quantitative data and qualitative data. Quantitative data from multiple choice answers along with the number and percentage of teachers who choose the option of each question are summarized in the table below.

Table 3.I. Data Result of Filling Questionnaire by Chemistry Teachers

No	Theme	Answer Options	N	%
1.	Relationship of Chemistry and Islam	a. Contradict	0	0
		b. Independent	2	3.2
		c. Dialog	1	1.6
		d. Integration	57	91.9
		e. Others	2	3.2
2.	Responsibilities in integrating chemistry teaching and Islamic values	a. Chemistry teacher	27	43.5
		b. Islamic Teachers	1	1.6
		c. Both	30	48.4
		d. Others	4	6.5
3.	Confidence in integrating chemistry teaching and Islamic values	a. Sure	24	38.7
		b. Not sure	38	61.3
4.	Experience following the training in chemistry and Islamic issues	a. There is experience	11	17.7
		b. No experience	51	82.3
5.	Preference in integrating chemistry teaching and Islamic values	a. With a scientific orientation	9	14.5
		b. With an Islamic orientation	1	1.6
		c. With the orientation of science-Islam	50	80.6
		d. Others	2	3.2
6.	Belief in the influence of Islamic insight to teaching chemistry	a. There is influence	53	85.5
		b. There may be influence	6	9.7
		c. No effect	3	4.8
7.	Start to integrate chemistry teaching and Islamic values in the classroom	a. If students ask	0	0
		b. If it's in a textbook	1	1.6
		c. If there is a support topic	46	74.2
		d. Others	15	24.2

Qualitative data of respondents' reasons for multiple choice answers from each question have been processed by means of reductions and grouped into several themes. Here are the details:

I. The relationship between Islam and Chemistry

a. Contradict

As shown in table 3.I, none of the teachers of 62 respondents (0%) who see conflict in the relationship between Islam and chemistry.

b. Independent

Only two respondents (3.2%) stated that the relationship between Islam and chemistry was independent. Of the two people only one person gave a reason, one teacher stated:

"Religion comes from faith without needing to prove. Questioning and questioning is allowed in the religion of origin departing from belief. While science comes from distrust which is to question something within the scope of science is a must. This is because in this universe, novelty is a necessity and change is normal and acceptable to wipe out the old situation if the old one can be proved wrong. So that religion and science can meet in the middle and can also not, but not mutually negate."

c. Dialog

As shown in table 3.I, only one teacher (1.6%) represents a dialogue view. This teacher emphasizes that what we teach is already written and is clearly written in the Qur'an.

d. Integration

In contrast to conflict and independent views, a significant majority (57 teachers or 91.9%) expressed the view of integration in the relationship between Islam and chemistry. Of the 57 teachers, as many as 15 people gave no reason for the answer they chose, and the rest gave a variety of reasons. Some of them argue that chemistry is kauniyah verses that prove the greatness of God that can add to our religious beliefs. One teacher says:

"Chemistry is a science that helps us uncover the secret veil of nature. Once we understand chemistry, we will realize the greatness and omnipotence of God which we can be grateful for, and make us closer to Him. Because all the things we have examined have been revealed by Allah in the Qur'an."

Some teachers hold the belief that there is a relationship of integration between Islam and chemistry because chemistry is part of God's creation. One teacher stated that:

"Nature is God's creation so that all natural laws are in accordance with the teachings of religion."

e. Others

There are two teachers (3.2%) who viewed Islamic and chemistry relations other than the four choices of answers that researchers offer (contradictory, independent, dialogue, and integration). One of them believed that chemistry is in accordance with the teachings of Islam, this teacher reasoned that chemistry is *kauniyah* verses. Another viewed the relationship of Islam and chemistry is very strongly connected because in real life it applied, God's creation.

2. The responsibility to teach chemistry that integrates Islamic values

a. Chemistry teacher

A total of 27 teachers (43.5%) argue that the chemistry teachers are responsible for teaching chemistry that integrate with Islamic values. Of the 27 people who voted for this answer, 17 gave reasons and ten people gave no reason. From those who provided arguments, on average they argued that Islamic chemistry teachers should have been knowledgeable about Islamic values and thus it is their responsibility to connect Islamic values with the content of chemistry. One teacher said that:

"The one who more knowledgeable about chemistry is the chemistry teacher him/herself. Chemistry teacher must relate the knowledge he teaches with the teachings of Islam. Chemistry teachers can learn about Islam, because learning about Islam is a duty of all Muslims. But religious teachers can not teach chemistry without the help of a chemistry education institution."

Some argued that the religious teacher does not master the concept of chemistry, so they had less possibility to be able to find the relation between Islam and chemistry. Others argued that teachers should teach according to their competence. This view was supported by an argument that religion is the responsibility of every people while chemistry is only for those who have the knowledge.

b. Islamic Teachers

Only one teacher (1.6%) believed that Islamic education teachers are responsible for teaching chemistry that is integrated with Islamic values. The reason for this is that a teacher of Islamic education can prove that there is no contradiction between Islam and Chemistry.

c. Both

A total of 30 teachers (48.4%) argue that both (chemistry teachers and teachers of Islam) are responsible for teaching chemistry that is integrated with Islamic values, yet, the reasons are varied. Most of them argued that chemistry teachers who are moslem and Islamic education teachers need to support and communicate each other to strengthen the argument about the integration of Islam and chemistry. By having this, the integration of Islam with chemistry can be well understood. Here's one teacher's view:

"Chemistry teachers and Islamic education teachers should be in synergy, chemistry teachers can study with Islamic education teachers to understand the verses related to chemistry phenomena vice versa."

d. Others

There are four teachers (6.5%) who have opinions other than answers provided to this question. One of them argued that those responsible for teaching Islam and chemistry issues are all Muslims on the grounds that Muslims should know that all of Allah's creation in nature is chemistry related, and should be thankful for learning it and not abusing it. Another thought that teaching such integration is the responsibility of any teachers who are able to explain the reason that chemistry also professed another science. An interesting point of view was mentioned that no one is responsible for teaching Islam and chemistry issues because Islam and chemistry are not related or mutually independent of each other.

3. Confidence in teaching chemistry and integrate is with Islamic values

a. Confident

A total of 24 teachers (38.7%) felt confident to teach chemistry and integrated it with Islamic values. Of the 24 teachers, 17 people gave reasons and the rest provided no reason. Teachers' confident was based on the provision of Islamic insight that they had before. A teacher said:

"Alhamdulillah with the provision of religious teachings from my family and my previous teachers, I am more confident to convey the relationship of chemistry and greatness of God."

Others are convinced by their understanding that basically chemistry has been implied in the Qur'an. One teacher reasoned that:

"I feel confident because all there is an explanation in the Qur'an, but in some degree we explain to the students with easy-to-understand children's language (that's my experience so far) examples of natural equilibrium in this 3-phase water."

Others are convinced by their understanding that basically chemistry deals with Islam. One of the teachers said:

"I am sure, the word "chemistry" alone comes from Arabic. The creation of the universe, the atom and the equilibrium of nature must correspond to the Qur'an. If the Qur'an is contrary to science it means that the Qur'an has its weakness and that means the Qur'an is not a revelation. But until now no scientific findings are contrary to the Qur'an."

Another teacher was convinced by the reason that Qur'an is never wrong. There is also a teacher who believes the reason students will be more chemistryly understand the Qur'anic proposition, this teacher says:

"I believe that by having understanding the Qur'an, students are easier to understand and believe in the theory or concept of chemistry."

But as many as three teachers claimed that while they convinced to teach, students' religion in the class was not homogeneous. Considering this, they were afraid of, making a wrong linking, and worried about teaching misconception in class.

b. Not confident

A total of 38 teachers (61.3%) felt unsure to teach the chemistry by integrating Islamic values. A total of 22 teachers gave the reason and the remaining 16 gave no reason for this answer. The reasons for their lack of confidence are the fear of mistakes, the need for prior discussion with onew who have more understanding of Islam, and the need to read more references. Here's a teacher's view:

"Before conveying to students, should first discuss with people who are more understanding about Islam, and must read many references."

One teacher believes that he is not convinced that he does not want to impose Islamic and chemistry ties:

"I am afraid if the material is forced on Islam, then the order of structure is then denied by the uncertainty in quantum mechanics with the question: "So Allah creates order or irregularity?". If religion is believed to be true, it should not be a reason to make science go wrong. Disobeying the scientific method."

And also the opinion of one of the teachers who claimed that chemistry was controlled by non-Muslims:

"Because we teach from chemistry, which is a bit more controlled by non-Muslims, but has been declared."

Others argue that chemistry are abused by the responsible, a teacher says:

"Because students believe that the basic development of science is for the benefit of the ummah. But some irresponsible parties have misused it."

While as many as 14 teachers claimed to be unsure, their reasons seemed to be confident to teach the integrated chemistry by integrating Islamic values. They viewed that there should have been a mutual support between Islam and chemistry, the chemistry clarifies the signs of Allah's power, and because Islam is true.

4. Experience of training in chemistry and Islamic issues

a. There is experience

A total of 11 teachers (17.7%) have experience in training in chemistry and Islamic issues. In addition to training or workshops, they also gained insight from books, articles, *youtube* video, video works of Harun Yahya, as well as the curriculum and syllabus of learning.

b. No experience

A total of 51 teachers (82.3%) have experiences in training in chemistry and Islamic issues. They were eager for specialist training on Islamic and chemistry issues. As one of them says:

"Precisely what I want workshops, seminars, or chemistry articles related to Islam, because it seems to workshops or seminars I have never heard of."

5. The preference of teaching chemistry integrated with Islamic values

a. With a scientific orientation

A total of nine teachers (14.5%) suggested that the chemistry by integrating Islamic values should be taught with a scientific orientation. Among nine teachers, only one who provided reason for their choice. He argued that scientific means logical, and logical is Islamic because Islam is logical. The issue of Islam served as a support and affirmation of science.

b. With an Islamic orientation

Only one teacher (1.6%) suggested that teaching chemistry by integrating it with Islamic values should be done with a scientific orientation. This teacher reasoned that the chemistry is also discussed in the Qur'an.

c. With the orientation of science-Islam

A total of 50 teachers (80.6%) chose this answer. Of the 50 people, as many as 26 people gave the reason while the remaining 24 gave no reason. Their arguments explained that it would be easier to understand if the chemistry that is integrated with Islamic values are taught with the Islamic orientation because they are interrelated and mutually supportive. Here's a teacher's view:

"There is a link between science and Islam, students must better understand that the creation of the universe, the atom, the balance of nature should increase students' confidence in Islam."

Some of them choose the orientation of science-Islam on the grounds that students are not confused, not rigid mindset, and so that students better understand and accept teachers' explanations, and chemistry concepts more easily conveyed when associated with Islam.

d. Others

There are two teachers (3.2%) who have opinions other than the above three choices. One teacher said that he taught chemistry as it is asked in the curriculum. Another said that the Islamic-chemistry issue was taught in the meantime to teach the concept of chemistry in general.

6. Belief in the influence of Islamic insight to chemistry teaching

a. There is an influence

A total of 53 teachers (85.5%) believed that there was an influence of their Islamic insight on the way they teach chemistry in class. Of the 53 people, a total of 38 people raised their reasons while the remaining 15 did not. Most of these groups believed that good religious knowledge strongly supports the ability to associate chemistry with God's greatness. As one of them says:

"It is very clear because with this broad understanding of Islam it will affect the way we teach chemistry by continuing to incorporate Islamic values."

Some teachers argued that if chemistry learning is not based on Islamic insights it will cease to be a meaningless ordinary lesson. Others argued that the Islamic insight supports the education of *aqidah* (attitude), and support the awareness of God's greatness. One teacher argued:

"Each teaching is associated with God's power so we are not arrogant, and the children do not complain about why to learn chemistry."

b. There may be an influence

A total of six teachers (9.7%) doubted that there would be any influence of their own Islamic insights on teaching their chemistry in class. Of the six people, as many as three people gave reasons and three others did not. One of the teachers of this group reasoned that he still has to learn, and if teaching chemistry without having an Islamic outlook, then it will not be *balance*, there will be no sensitivity. One of the others said that he still has to keep learning, and the last one said that more and more chemistry learns to think more about His creation.

c. No influence

Only three teachers (4.8%) did not believe that there was an influence of the Islamic insights they possessed on their teaching chemistry in class but none of them expressed the reason for this answer.

7. The time to start teaching chemistry by integrating with Islamic values in the classroom

a. If students ask

From the teachers' answers, none of them said agree to start teaching chemistry by integrating Islamic values in the classroom when students ask.

b. If it's in the textbook

There is one teacher (1.6%) who was of opinion that integrating Islamic values while teaching chemistry may begin when it is necessary in the textbook. This teacher reasoned:

"Students can read the book over and over again with which the material can touch students' feelings and thoughts."

c. If there is a support topic

A total of 46 teachers (74.2%) said they would start teaching chemistry by integrating Islamic values in the classroom if there were supportive topics. Out of 46 people, 26 gave reasons and the remaining 20 gave no reason. On average, they argue that not all topics can be directly linked to Islamic values so that supporting topics will further strengthen arguments and explanations as they teach in the classroom and do not seem to impose. Here's a teacher's view:

"It can not always be forced to associate any material with Islam, but in general it is always related. But we do not need to always associate if it is common."

d. Others

There are 15 teachers (24.2%) who have opinions beyond the questionnaire answers to this question. In this group, 11 gave reasons and the remaining four gave no reason. The majority of these teachers suggest that teaching chemistry by integrating into Islamic values is taught anytime and even every time because basically chemistry explains the greatness of God as a teacher thinks:

"We recommend in every learning topic, as a form of gratitude to Allah SWT that every learning material of chemistry has benefits for human life, if used wisely."

Among these teachers there are those who argued that chemistry is related to Islam if there is a part of chemistry history that mentions Muslim scientists. There are even some teachers who said that the Islamic values is already included in the school chemistry curriculum and all teachers are required to use it, following a teacher's statement:

"Because I teach in an integrated Islamic school using KTSP combined with JSIT which requires teachers to compose RPP (lesson study) in which there is a verse that relates to chemistry. But much of the material I teach are no yet related to chemistry".

In this study, as many as 91.9% of teachers believe that Islam and chemistry are integrated one another. There is no better illustration of the close relationship between Islam and knowledge than the Prophet Muhammad's statement, which says that: Seeking knowledge is obligatory for every Muslim; that; Seeking knowledge for an hour is better than praying for seventy years; And that; Anyone who follows the path of seeking knowledge, God (Allah) will make his way to heaven easy (Mansour, 2008).

Buchori (2016) in his article entitled "Chemistry in an Islamic Perspective" explains the relationship of Islam and chemistry. According to him, chemistry is indirectly emerging when the universe is formed which is proved by the big-bang theory that produces elements of Hydrogen (H) and Helium (He). This proof is reinforced by the word of God in QS. Al-Anbiyaa: 30. Other chemical elements are formed through the process of cosmic rays, small and large stars, supernovas and elements that are man-made (non-natural). Even alchemy, that was first introduced in the 7th century (700-1400 M) Muslims, served as evidenced researched by the work of famous Muslims such as Jabir ibn Hayyan, Ar-Razi or Rhazes and Izz Al-Din Al-Jaldaki became The Universal in 1498-1866 M.

The results show that chemistry teachers have argued for the influence of their views on chemistry and Islamic relationships on the way they teach chemistry. A total of 85.5% of teachers believe that their Islamic insights have an effect on how they teach in the classroom. This data is consistent with previous research showing how teachers with different ways of connecting science and religion teach science using different approaches according to their beliefs about science and religion (Stolberg, 2007). The data correspond well with the model of Personal Religion Belief (PRB) by Mansour that affect teachers in the classroom teaching. PRB acts as a filter against the experiences of teachers in the classroom, the teachers then interpret their experiences with their religious beliefs or (PRB) to form a pedagogical beliefs. In fact, sometimes the teachers impose their religious beliefs relationship with instructional materials as evidenced by many teachers who associate the verses of the Qur'an with chemistry material although the relationship is not entirely correct based on hermeneutical perspective. This proves that belief PRB has a very strong influence on teachers' pedagogical knowledge and experience. This data is also in accordance with the work Nyhof-Young (2000) and Stolberg (2007), who found that the teacher's views about science and religion set their own role and approach to teach in the classroom.

Buchori (2016) explains the importance of teaching the relationship between Islam and chemistry in the learning process because, *First*, the chemistry is always about us, second, to study the chemistry ones become aware of Allah's wisdom, and *third*, chemistry is part of science in which Allah promises to raise the degree of the wise men.

It is not convinced that the teachers in the teaching of chemistry can integrate Islamic values because the majority of teachers never had training and discussions about the issue. This is confirmed with the data that only 72.7% of teachers are sure to start learning integrated chemistry. Islam does not have the experience to learn Islam-chemistry issues. They may start to teach the issue when, if there are topics in the curriculum that support to teach that. According to Mansour (2008), the decision-makers in education and science educators around the world should be told that the religious beliefs of teachers are highly effective variable which can give positive or negative influence on the overall educational process. It also shows that the religious beliefs of teachers can be considered as a positive factor in developing a positive attitude among teachers of science and science teaching.

Therefore, according to Mansour (2008), decision makers, curriculum developers and science educators should conduct thorough reflection and discussion on the development of a range of courses. It will act as a source of formal knowledge about the relationship between Islam and chemistry and also will train teachers how to debate issues relating to Islam and chemistry. In this case, Nyhof-Young (2000) argues that, as educators, are our key role to develop and adapt the curriculum to fit the knowledge, priorities and contexts of teaching us unique in this context is adjusted to the values of Islam. To do this, Bausor & Poole (2002) propose three ways in which education can help science teachers in teaching science issues particularly chemistry and pedagogical religious terms: (1) to offer courses; (2) to offer assistance to providers of initial teacher education in covering these issues; (3) to produce writing materials and other materials detailing the main points intended to help science teachers to discuss some of the factors spiritual / religious in science teaching. In terms of material content of Islamic and chemistry integration. Buchori (2017) says there are several concepts that can be integrated with Islam. Among others are History of Chemistry Development According to the Islamic View, The Origin of Chemistry Elements in the view of Islam, the Atomic Structure According to Islam, the Chemistry Association that Exists in Water Molecules and the DNA of Humans in Responding to Do'a, the Stoichiometric Concept Explains the Order of the Universe to His Creator, The Thermodynamics I, II, and III Thermodynamic Concepts can be Spelled Occurrence of Days Domsday, Chemistry Equilibrium According to the Qur'an, the Concept of Acid-Bases Explains the Acid Rain Phenomenon, The Role of Buffer Solution in the Human Body, The Role of the Salt Hydrolysis Concept in Overcoming Ulcer Disease and Agricultural Problems According to Islam, and Applications Colligative Properties Solution in Daily Life.

Poole (1996) found the necessary compatibility between religious education and science education. A total of 48.4% and 54.3% chemistry teacher of teachers who choose to

view integration found integrated chemistry teach Islamic values is the responsibility of teachers and teachers of Islamic chemistry and chemistry teacher as much as 80.6% and 66.7% of teachers who chose the view suggested that the integration of chemistry material taught in science-Islamic orientation. This data is still associated with the data discussed above that the majority of teachers do not have experience studying Islam-chemistry issues, so that the teachers want the responsibility of Islam and chemistry integration is charged not only to religion teachers but also to teachers chemistry. It is intended that the chemistry teacher to develop an Islamic outlook and how to integrate it properly to religion teachers. This is according to research Mansour (2008) that in cultures where religion has a great influence on people's lives, especially in this case Indonesia is a country with majority Muslim population, the development of the science curriculum should be conducted in partnership between science educators and scientists of religion, especially with regard with social scientific issues related to religion. This process will provide an opportunity to challenge the teachers' personal religious beliefs, to introduce the appropriate perception of religious attitudes, and left the door open to different views and different understandings.

An example of the teaching method that integrate with Islamic values is conducting experiments integrated with daily issues (Buchori., et al., 2014). In his research, Buchori., et al. (2014) provides examples of learning syntactic First, studying in depth the material to be taught, and looking for the relationship of every concept that exists with the phenomenon that exists in daily life.. Second, after discovering a phenomenon, try thinking how to lift the phenomenon into a simple experimental design. Third, make the proof testing steps. Fourth, do a test in accordance with the design that was made. Fifth, write the design with a simple sequence format consisting of: title, purpose of experiment, basic theory, tools and materials, how to work, basic tables, questions, conclusions, and bibliography.

Conclusions

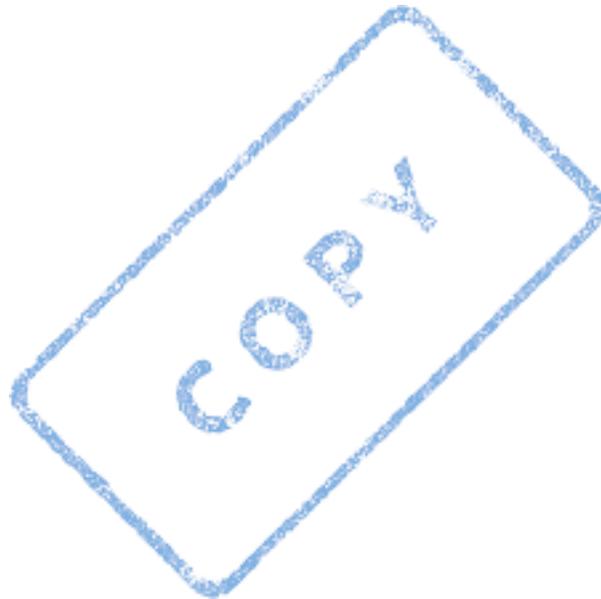
Based on the analysis and discussion in this study it can be concluded that:

1. Based on the data obtained by researchers, the majority of teachers (91.9%) support and believe that the chemistry material can be integrated with the values of Islam and the majority of teachers (85.5%) believe that an Islamic outlook that they have an effect on the way they teach chemistry in class.
2. More than half (61.3%) teachers said not confident to start teaching materials integrated chemistry Islamic values because most of them (82.3%) do not have experience studying Islam-chemistry issues.

References

- Bausor, J. & Poole, M. (2002) Science-and-Science inthe Agreed Syllabuses: an investigation and some suggestions, *British Journal of Religious Education*, 25(1), 18-32.
- Esbenshade, Donald H. Jr. (1993) Student Perceptions about Science & Religion *The American Biology Teacher*, Vol. 55, No. 6.
- Fitrianasari, Hanik. (2015). Persepsi Guru terhadap Penyelenggaraan Pendidikan Inklusif Sesuai Latar Pendidikan di Kabupaten Blitar,. *Jurnal Pendidikan Khusus*.
- Jhon M. Echols dan Hasan Sadily. (1995). *Kamus Inggris-Indonesia*. Jakarta : PT. Gramedia Pustaka Utama
- Khalijah, et al. (2011). Teachers' Concerns, Perception and Acceptance toward Tauhidic Science Education. Vol.4. no. 1.
- Maman Kh,. (2012). *Pola Berpikir Sains: Membangkitkan Kembali Tradisi Keilmuan Islam*. Bogor: QMM Publishing.
- Mansour, N. (2008). The Experiences and Personal Religious Beliefs of Egyptian Science Teachers as a Framework for Understanding the Shaping and Reshaping of their Beliefs and Practices about Science-Technology-Society (STS). *International Journal of Science Education*, 30(12), 1605-1634.
- Mansour, Nasser. (2008). Religious Beliefs: a hidden variable in the performance of science teachers in the classroom Volume 7 Number 4.
- Mansour, Nasser. (2010). Science teachers' views of science and religion vs. the Islamic perspective: conflicting or compatible? *Science Education*.95.
- Mansour, Nasser. (2015).Science Teachers'Views and Stereotypes of Religion, Scientists and Scientific Research: A call for scientist–science teacher partnerships to promote inquiry-based learning. 37:11, 1767-1794.
- Muslim, B., Zulfiani, Z., & Irwandi, D. (2014). Pembelajaran kimia melalui metode eksperimen berbasis lingkungan alam sekitar ditinjau dalam perspektif islam. *TARBIYA: Journal of Education in Muslim Society*, 1(2), 189-202.
- Muslim, Buchori. (2016). Kimia dalam Perspektif Islam. Proceeding Seminar & Bedah Buku "Islam Dan Sains Upaya Pengintegrasian Islam Dan Sains Di Indonesia".
- Muslim, Buchori. (2017). Kimia Dasar Islami Jilid I. Belum diterbitkan.

- Nyhof-Young, J. (2000) Education for the Heart and Mind: feminist pedagogy and the religion and science curriculum, *Zygon*, 35(2), 441-452.
- Poole, M. (1996). " ... for more and better religious education". *Science & Education*, 5, 165-174.
- Stolberg, T. (2007) The Religio-scientific Frameworks of Pre-service Primary Teachers: an analysis of their influence on their teaching of science, *International Journal of Science Education*, 29(7), 909-930.



IMPLEMENTATION OF THE *PROJECT BASED* LEARNING MODEL IN THE *LEARNING* OF CREATIVE THINKING ABILITY OF THE STUDENTS IN THE COURSE OF PUBLIC ECONOMICS

Rendra Gumilar¹, Ihrom Jaelani²

Economics Education Department, University of Siliwangi, Tasikmalaya, Indonesia.

E-mail: Gumilar_rendra@yahoo.com, ihromjaelani@yahoo.co.id

Abstract. The main problem of this study is about the low of creative thinking ability of students of Siliwangi University, Tasikmalaya. The aim of this study is to know the differences between the student's creative thinking ability which uses Model of *Project Based Learning* and a Learning Model of Conventional Learning. The technique of collecting data used in this research is the testing the ability of the creative thinking of students. The research method is *quasi experimental* methods with two classes taken; those are class experiment and the control group. The populations of this research are all students who take the course of public economics. Samples taken use random sampling according to certain criteria, on a class C with a number of students 40 for class experiments using a Learning Model *Project Based Learning* and whereas class D with a number of students 40 for grade control uses Conventional Learning Model. The design of this research is *Pretest-posttest control group design* in which in this design, before doing the research, the two groups are given *pretest* to know the state at first. After the treatment, they are given the *posttest*. The instrument used is the form of creative thinking ability tests. Based on the research, processing, and data analysis and hypothesis testing on significant level 5%, it is obtained the results of the calculation of the student's creative thinking ability in classroom of learning model using *Project Based Learning*, count = 24.47 > $t_{tabel} = 1,99$ in fact $t_{hitung} > t_{tabel}$ H_0 is rejected and the H_1 is accepted. For the results of the calculation, the ability of the creative thinking of students in classes that use the model of learning $t_{hitung} = 18.83 > t_{tabel} = 1.99$ in fact H_0 is rejected and the H_1 is accepted. While the differences of the ability of the creative thinking of students in classes that use *Project Based Learning* and those using conventional learning model, which means, in the calculation result $t_{hitung} = 2,25 > t_{tabel} = 1,99$ in fact $t_{hitung} > t_{tabel}$ then H_0 is rejected dan H_1 is accepted

Keywords: *Project Based Learning, Creative Thinking.*

Introduction

Background of the Study

Thinking is a cognitive process that directs students to find new solutions and positive, impact on the quality of students, so that the learning process is seen to improve the quality of students when directing students to think critically or creatively thinking (Limbach, B. & Waugh, W., 2007). McGregor in (Mahmudi, 2009) states that creative thinking is a kind of thinking that directs obtaining new insights, new perspectives or new ways of understanding things. The importance of creative thinking abilities student in the

learning process is affecting the development of cognitive, affective and psikomotorik students in acting, making decisions, and the ways to solve the problem, either individually or as a group. The development of creative thinking ability is very important that every student is able to express all of the capabilities it has.

It is time to direct learning 21st century learning into creative thinking is logical, decipher the information, which is not simply memorize material, and teachers must be left behind classical learning habits that lecture. (Rosen, Y. & Tager, M., 2013). The habit of memorization in the learning process still dominates the learning process, this results in the ability to think creatively students are less developed. Based on data from pre-study at the University of Siliwangi Tasikmalaya in West Java province on subjects of public economy gained an average completeness creative thinking abilities of students level three (3) semesters 5 (five) is still very low. Public economics itself is a science that deals with the affairs and crowds, many people's opinion, the region and the interests of the people, or concerning the interests and livelihood or well-being of the people (Henry, FN, 2013). Learning economic public in trust requires ability to think kreatif in solving problems both in everyday life and settle cases in learning, creative thinking ability to maximize the involvement of students in understanding harmony in the society, the country and learning to achieve the learning objectives (Gorzycki, M., 2007).

The importance of teachers foster thinking skills kreatif the process learn to direct students to understand of knowledge, can seek, read, and learn the fun of a variety of relevant sources, in addition to creative thinking is expected to grow intelektual, in-depth understanding in information processing, concluded, considering the issue or cases encountered, to transfer new ideas and explore the implementation and consequences (Paul, R. & Elder, L., 2007). In order to optimize the ability to think creatively, the underlying theory of change paradigma lack of ability to think creatively is the theory of constructivism learning Vygotsky stated that the learning process is influenced by social factors, where the students can understand the knowledge in groups or forming a community, interaction with the environment directly, and the ability to communicate or language (Liu, CH & Mathews, R., 2005).

There are several models offered to solve the problems above one is to project-based learning. project based learning, is one of the innovative learning approach that can provide an active learning conditions for students. Project-based learning is an instructional model that involves students to improve the ability of creative thinking through the steps of the scientific method so that students can learn the knowledge related to these issues and also have the skills to solve problems (Ward, 2002). Based on the opinion related to the

model of project-based learning, then this model can be used as a solution to develop the ability to think creatively college student the public economics courses.

Research Questions

In specification to answer the problem researcher formulate research problem as follows:

1. Are there differences in the ability to think creatively students in the class using *the project learning model ba sed learning* before and after implementation?
2. Are there differences in creative thinking ability of students to use learning m odel Conventional before and after implementation?
3. Are there differences in creative thinking ability of students to use the model pembelajarn *project based learning* with conventional learning models after the implementation?

General Objective

Based on the formulation of the problem, the aim of this study was to determine differences in creative thinking abilities of students in the classes using model *project based learning* before and after implementation, to determine differences in creative thinking ability of students to use conventional learning models before and after implementation and to investigate differences in creative thinking ability of students to use the learning model *project based learning* with conventional learning model after execution

Riview Literature

The Ability of Creative Thinking

Thinking is a natural process, but thinking can not be left alone, but must be developed (Duron, R., Limbach, B & Waugh, W., 2006). Similarly, the ability to think creatively can not go unpunished, but the need for a facilitator is a teacher as an intermediary develop creative thinking abilities of students (Iakovos, 2011). *Devergen* creative thinking or thinking is a process of creating a lot of ideas about a particular topic within a short time. Basically this creative thinking occurs spontaneously in a free-flowing way in which ideas are formed in the random and irregular form of Gulford in Susanto Ahmad (2013).

Judging from the literature, creative thinking can be defined as the ability to think to find, produce or develop ideas or results of the original associated with the view, the concept, the emphasis is on aspects of thinking intuitive and rational, particularly in the use of information and materials to bring something by allowing more than one answer.

According Munandar, U. in Susanto, A (2013) there are four indicators of creative thinking that tends to describe the characteristics of creative thinking that is: 1) Thinking smoothly (*fluency*) consisting of sub-indicators (sparked many ideas, answers, solving problems or statements, provide a lot of ways or suggestions to doing things, always think about more than one answer), 2) Think flexibility (*flexibility*) consisting of sub-indicators (Generate ideas, answers or questions were varied, to see Suatu problem from the perspective of different, for many alternative or landing different, able to change the approach or way of thinking), 3) Authenticity (*originality*) consisting of sub-indicators (Being able to give birth to new expression and prevalent, thinking unusual way to express themselves, able to create combinations unusual of parts or elements), and 4) of detail (*elaboration*) consisting of sub-indicators (Able to enrich and develop an idea or product, Increases or specifies the details of an object, idea, or situation so that it becomes more attractive again).

Project Based Learning Model Learning

The learning model is a plan or pattern that is used to form the curriculum (long-term learning plan), designing learning materials, and guiding learning in the classroom or the other in the Rusman Joyce & Weil (2016). According to Buck in Al-Tabany, Trianto Ibnu Badar (2014) "*Project-based learning* is an instructional model that involves students in problem-solving activities and giving opportunities students work autonomously construct their own learning, and ultimately produce work of students valuable and realistic." being right in Fathurrahman, M (2015) "*project-based learning* is an instructional model using the project as a learning tool to achieve competence attitudes, knowledge and skills."

Project Based Learning Model Learning has benefits for students to Acquire new knowledge and skills in learning, increase students 'ability in problem solving, Making students more active in solving complex problems with the results of a real product in the form of goods or services, develop and improve students' skills in managing resources to complete the task, increased collaboration of students especially in project-based learning that is both groups, students make decisions and framework, There is a problem whose solution is not determined by previous results, students design processes to achieve results, the student is responsible for obtaining and managing information gathered, students

evaluate on an ongoing basis, students are regularly look back at what they do, the final results in the form of product and evaluated in quality, and Class has an atmosphere that gives the error and change (Fathurrohman, M, 2015).

Methodology

The method used in this study is a Quasi Experiment, using design *Preeetest-posttest control group design*, research variables, X: model of *Project Based Learning* independent variables as treatment, Y: the ability to think creatively as the dependent variable. This research analyzes using parametric inferential statistics by using *t-test samples related* which aims to determine differences increase creative thinking abilities of students. There are two class groups: the experimental class using project based learning models, and grade control using conventional models are often used by teachers during the learning process. This research was conducted at the Department of Economics, the Faculty of Education Siliwangi University in Tasikmalaya, West Java Province. The instrument used was a test to determine the ability to think creatively use creative thinking indicators Munandar, U. in Susanto, A (2013).

Research Results And Discussion

HI: There are differences in creative thinking ability of students to use model *project based earnings* before and after treatment.

Results *pretest-posttest* experimental class students showed an increased ability to think creatively, meaning better value than the *posttest pretest* value. The average increase in creative thinking abilities of students at the high category. The size of statistical data obtained from the analysis of creative thinking ability scores *pretest - posttest* students in the experimental class, for more details presented at tabel I as follows:

Table I
 The average score *pretest-posttest* Class Experiment

Σ Students	On average <i>pretest</i>	On average <i>posttest</i>	<i>N-Gain</i>
33	46	84	0.70

Source: Data processed

Hypothesis calculation of this research use *t-test sample related* the test criteria is if $t_{hitung} > t_{tabel}$ then H_0 rejected and H_1 accepted. Based on calculations, Unknown $t_{table} = 1.99$ and $t_{hitung} = 25.85$ value. So the value of $t_{hitung} > t_{table}$. Thus we can conclude: In the test the first hypothesis H_0 rejected and H_1 accepted. This means that there are differences in creative thinking ability of students using *Project Based Learning* models before and after treatment.

H2: There are differences in creative thinking ability of students to use conventional learning models before and after treatment

Results of student *pretest-posttest* control group showed an increased ability to think creatively, meaning better value than the *posttest pretest* value. The average increase in creative thinking ability of students in middle category. The size of statistical data obtained from the analysis of creative thinking ability scores *pretest - posttest* students in the control class, for more details are presented in Table 2 as follows:

Table 2
The average score *pretest-posttest* control classes

Σ Students	On average <i>pretest</i>	On average <i>posttest</i>	<i>N-Gain</i>
33	44	73	0.52

Source: Data processed

The second hypothesis test results, obtained $t_{table} = 1.99$ and $t_{hitung} = 18.83$ value. So the value of $t_{hitung} > t_{table}$. Thus, we can conclude on a second hypothesis test H_0 rejected and H_1 accepted. This means that there are differences in creative thinking ability of students to use conventional learning models before and after treatment. H3: There are differences in the increase in creative thinking ability of students to use the model *project based learning* and conventional learning models after treatment

Based on the analysis of data on the experimental class and control class score obtained normalized *gain* creative thinking abilities of students. N-gain value of the experimental class is better than the value of N-gain control class. for more details are presented in Table 3 as follows:

Table 3

The average *N-gain*

Σ College student	On average <i>Ng ain</i> Class Experiment	On average <i>Ng ain</i> Control Class
33	0.70	0.52

Source: Data processed

The third hypothesis test results obtained by value $t_{table} = 1.99$ and t value $t_{hitung} = 2.25$. So the value of $t_{hitung} > t_{table}$. It can be concluded that the third hypothesis test H_0 rejected and H_1 accepted. This means that there are differences in the increase in creative thinking ability of students to use the model *Project Based Learning* and learning model immediately after treatment.

Result of the statistic above proved that the model project based learning and conventional learning models able to increasing the ability to think creatively students. This result is supported by (Robert, R. & Petersen, S., 2013) which identifies that creative thinking can not be developed just like that, but the teacher should try to use an approach models such project based learning to build high-level thinking skills, which not only a remember but a seek.

Based on observations obtained in the field, the model learning project based learning can provide a response that is fun, and it makes students actively participating in the learning process, as evidenced by spirit students to use handpone and laptop that have to look for an answer from the given case in each group. Thus the project based learning model learning can build towards understanding the mindset of students in decision-making, active participation in support with the learning environment and in electronic support. (Tanui, EK & Kiboss, JK, 2013). Higher overall creative thinking students ability in the experimental class given teratmen model of project-based learning during the learning process, than creative thinking student abilities in the control class using conventional models.

Conclusions

The results of this study are addressing differences in the ability to think kreative students were given teratmen Project based learning models better than conventional models

or lecture. Thus the model of Project-based learning is more effective to improve the ability to think creative students. where the ability to think creatively in the experimental and control classes is equally improved after learning, but the improvement of creative thinking skills tends to be higher in the experimental class.

Recommendations

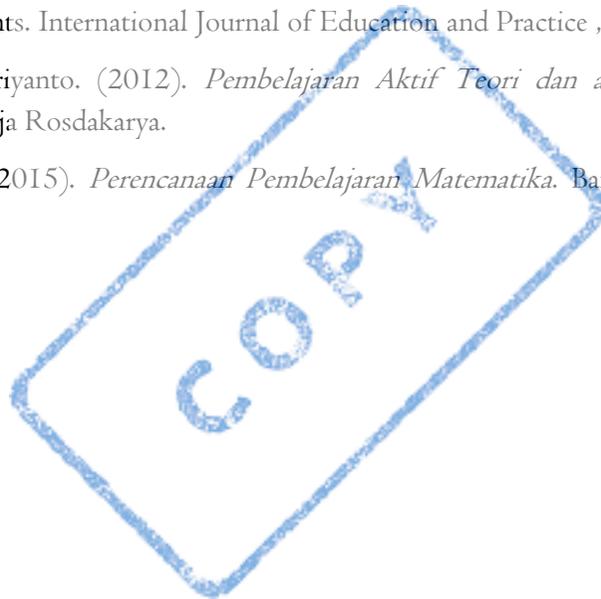
Suggestions research institute, and give to the lecturer should have regard to the character of the material as well as students, do not accustom students to always hear right but involve students as objects that can find your own problems, and lecturer take steps as a facilitator.

References

- Al-Tabany, TIB . (2014). *Mendesain Model Pembelajaran Inovatif, Progresif, dan kontekstual*. Jakarta : Prenadamedia Grup.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT. Rineka Cipta.
- Duron, RLB dan Waugh, W. (2006). Critical Thinking Framework For Any Discipline. *International Journal of Teaching and Learning in Higher Education* , 17 (2), 160-161.
- Eka L, Karunia dan Mokhammad RY. (2015). *Penelitian Pendidikan Matematika*. Bandung : PT. Refika Aditama.
- Endang Sri Wardani, Ai Sutini, dan Hama Yunansah. (2015). *Pengaruh Penggunaan Model Pembelajaran Project Based Learning Terhadap Kemampuan Berpikir Kreatif Peserta Didik Pada Konsep Lingkungan*. JURNAL : Universitas Pendidikan Indonesia [Online]. Tersedia : <http://jurnal.fkip.ac.id/05/05/2017>.
- Enggar Desnylasari, Sri Mulyani, dan Bakti Mulyani. (2016). *Pengaruh Model Pembelajaran Project Based Learning Dan Problem Based Learning Pada Materi Termokimia Terhadap Prestasi Belajar Siswa Kelas XI SMA Negeri Karanganyar Tahun Ajaran 2015/2016*. JURNAL : Universitas Sebelas Maret [Online]. Tersedia : <http://jurnal.fkip.ac.id/index.php/kimia/05/07/2016>.
- Fathurrohman, Muhammad. (2015). *Model-model Pembelajaran Inovatif*. Yogyakarta : Ar-ruzz Media.

- Gorzycki, M. (2007). Improving Student's Critical Thinking. The Center for Teaching and Faculty Development , 2 (7), 2-3.
- Hamalik, Oemar. (2010). *Kurikulum Dan Pembelajaran*. Jakarta : PT. Bumi Aksara.
- Hasan, Iqbal. (2003). *Pokok-pokok Materi Statistik 2 (Statistik Interensif)*. Jakarta : PT. Bumi Aksara.
- Henry, F.N. (2013). *Ekonomi Publik*. Padang: Akademia Permata
- Huda, Miftahul. (2013). *Model-model Pengajaran Dan Pembelajaran*. Yogyakarta : Pustaka Pelajar.
- Iakovos, T. (2011). Critical and Creative Thinking in the English Language Classroom. *International Journal of Humanities and Social Science* , I (8), 84-85.
- Jihad, Asep dan Haris, Abdul. (2012). *Evaluasi Pembelajaran*. Yogyakarta : Multi Pressindo.
- Limbach, B. & Waugh, W. (2007). Developing higher level thinking. *Journal of Instructional Pedagogies*.
- Liu, C.H. & Mathews, R. (2005). Vygotsky's philosophy: Constructivism and its criticisms examined. *International Education Journal* , 6 (3), 286-388.
- Munandar, Utami. (2002). *Kreativitas Dan Keberbakatan Strategi Mewujudkan Potensi Kreatif Dan Bakat*. Jakarta : PT. Gramedia Pustaka Utama.
- Mustaopinah, Nuri Hendriani. (2014). *Pengaruh Penggunaan Model Contextual Teaching Learning (CTL) Terhadap Kemampuan Berpikir Kreatif Matematik Peserta Didik*. Tasikmalaya : Universitas Siliwangi.
- Paul, R. & Elder, L. (2007). *Critical Thinking Competency Standards*. Foundation for Critical Thinking Press , 6-13.
- Putra, DR, Rosmaini Dan Arnentis. (2011). *Implementasi Model Pembelajaran Kooperatif Tipe Picture And Picture Untuk Meningkatkan Sikap Ilmiah Dan Keterampilan Berpikir Kreatif Siswa Dalam Pembelajaran Biologi Kelas X 3 SMA Negeri Pekanbaru tahun Ajaran 2011/2012*. *JURNAL* : Universitas Riau [online]. Tersedia : <http://...> [25 Desember 2016].
- Restiani, DN. (2014). *Pengaruh Penggunaan Model Brain Based Learning Terhadap Kemampuan Berpikir Kreatif Matematik Peserta Didik SMP Negeri 2 Ciawi*. Tasikmalaya : Universitas Siliwangi.

- Robert, R. & Petersen, S. (2013). Critical Thinking at the Bedside: Providing Safe Passage to Patients. *Instructions for Continuing Nursing Education*, 22 (2), 92.
- Rosen, Y. & Tager, M. (2013). Research Report: Evidence-centered concept map as a thinking tool in critical thinking computer-based assessment. Boston: Pearson
- Rusman. (2016). *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta : PT. Raja Grafindo Persada.
- Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta : PT. Rineka Cipta
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung : Alfabeta.
- Tanui, E.K. & Kiboss, J. K. (2013). The Effectiveness of e-Learning Investigation Model on Students. *International Journal of Education and Practice*, 4 (7), 10.
- Warsono dan Hariyanto. (2012). *Pembelajaran Aktif Teori dan assesmen*. Bandung : PT.Remaja Rosdakarya.
- Widaningsih, D. (2015). *Perencanaan Pembelajaran Matematika*. Bandung : Rizqi Press



EFFECT OF ENCYCLOPEDIA MEDIA TO STUDENT LEARNING OUTCOMES IN GEOGRAPHY LESSON

Rahmatia^a, Masruroh^b

^aUniversitas Pendidikan Indonesia, ^bUIN Syarif Hidayatullah Jakarta

E-mail: nnrahmatia@student.upi.edu

Abstract. This study aims to determine effect of encyclopedia media to student learning outcomes in geography lesson. This research was conducted at SMA. The sampling technique used cluster random sampling method. The method used is quasi experiment with one group pre-test post-test design. The instruments used are questionnaires and objective tests of multiple choice types with four options. Data analysis technique in this research is one sample test by using t-test to test hypothesis. While the t test requirement is a sample derived from a population that is normally distributed and has a homogeneous variance. From the results of hypothesis testing, obtained t-test \geq t-table ($4.72 \geq 1.68$). Then H_0 is rejected, so it can be concluded that the use of encyclopedia media significantly influence the students' learning outcomes on the subjects of geography of hydrosphere material. Based on the results of questionnaire analysis, students showed positive views and responses to learning by using encyclopedia media.

Keywords: Media, Encyclopedia, Learning Outcomes

Introduction

The learning experience is a number of student activities conducted to obtain new information and competencies in accordance with the objectives to be achieved.

Student learning experience should be able to encourage students to do something. When educators think what information and abilities a student should have, then the teacher should also think of what learning experience should be designed so that the goals and competencies can be obtained by the students.

To achieve this experience, among others is to determine what tool or media is appropriate for students to gain an easy learning experience. Because the media is able to help students to better understand the material in a more interesting way, so that students develop more thinking ability, the media can be a tool for teachers in conducting interactive with students.

According to Sadiman, the media is everything that can be used to channel messages from the sender to the receiver so as to stimulate the students' thoughts, feelings, attention, interests and attention in such a way that the learning process occurs. While in Hamalik, the use of learning media in teaching and learning can generate new desires and interests, generate motivation and stimulation of learning activities and even provide a comprehensive

experience. In this case, educators can facilitate students by providing the encyclopedia as a media of learning.

The cone of learning Edgar Dale's, experience is widely adopted today to determine which tools or media are appropriate for students to gain an easy learning experience. One of them is an encyclopedia media which is a form of learning experience that provides fun and has a great influence in improving students' understanding.

Encyclopedia is a collection of articles containing explanations that store information comprehensively and quickly understood and understood about the whole branch of science or special within a certain branch of science arranged in the section of articles with one topic discussed in each article are arranged alphabetically, the category or volume of publications and generally printed in book form depending on the amount of material included.

The encyclopedia is different from a book or learning module. Because in addition to the media, the encyclopedia has a very interesting advantages. Because in it there are images relevant and adequate to the learning materials. Thus, learners can broaden students' insights and experiences that reflect nonverbalistic learning, and can enrich the experience with meaningful and expandable concepts. According to Azhar Arsyad, the combination of text and images in printed pages can add attraction, and can facilitate the understanding of information presented in two formats, verbal and visual.

The encyclopedia covers the subjects in detail, may consist of one volume or several volumes or volume. Encyclopedia is a blend of print media with visual media. Because, the encyclopedia has comprehensive learning materials, provide examples of images more real, and combine verbal with nonverbal. Herein lies the encyclopedia's superiority with other textbooks. So that learners can have more interest in reading, have understanding, knowledge and memories that can increase, and at the same time can improve student learning outcomes.

Thus the encyclopedia belongs to the pattern of educational media in the form of material supplementation or reading material that is very interesting for students and help students to better understand the learning materials more quickly.

Through the learning process is expected to occur a change to the better behavior that occurs through practice and experience. From the changes that are called learning outcomes. This is the reason the author conducted a study intended to with learning activities using encyclopedia media can improve student learning outcomes.

Theoretical Review

Learning Media

Rossie and Breidle point out that learning media are all tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, etc.

The Encyclopedia

The encyclopedia is a number of writings containing explanations that store information comprehensively and quickly understood and understood about the whole branch of science or specialized within a particular branch of science arranged in the section of articles with one topic in each article that is arranged alphabetically, the category or volume of publications and generally printed in book series depending on the amount of material included.

The encyclopedia is a reference containing articles from various sources such as: science and technology, sports, world figures, culture, state and so on, with a particular classification for the subject and have certain virtues.

Learning Outcomes

Sudjana suggests that learning outcomes are the abilities that students have after learning experiences, both curricular and instructional objectives, using Benjamin Bloom's classification of learning outcomes that divide them into three domains: cognitive, affective, and psychomotor domains.

METHOD

This research uses quantitative approach and experimental (quasi experimental method) conducted in SMAN II Kota Tangerang Selatan.

RESULT

Comparison of Student Test Results

Table I. Pre test Value

<i>Pre test</i>	
Maximum	75
Minimum	40
Mean	52,23
Median	43,8
Modus	47,9
Class Range (R)	35
Many Classes (K)	6
The Length of the Interval (i)	6
Standard Deviation	9,14

Table 2. Pretest Frequency Distribution

Class Interval	Midpoint	Lower Limit	Upper Limit	Frequency	
				Absolute	Relative
40–45	42,5	39,5	45,5	10	25,64 %
46–51	48,5	45,5	51,5	12	30,76 %
52–57	54,5	51,5	57,5	9	23,07 %
58–63	60,5	57,5	63,5	4	10,25 %
64–69	66,5	63,5	69,5	5	12,82 %
70–75	72,5	69,5	75,5	1	2,56 %

Before doing research on experimental class that is student of class X-7, researcher do pre test to know student ability early. From the result of pre test is known average value 52.23, standard deviation 9.14. With a score range of 40-75, while for the median of 43.8 and the mode of 47.9, this indicates the state of the initial ability of the class before treatment is applied.

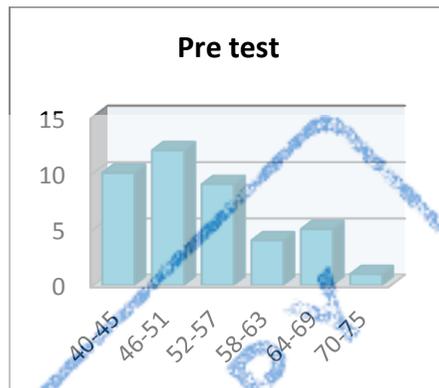
Table 3. Post test Value

	<i>Post test</i>
Maximum	95
Minimum	60
Mean	79,82
Median	79,3
Modus	73,5
Class Range (R)	35
Many Classes (K)	6
The Length of the Interval (I)	6
Standard Deviation	9,50

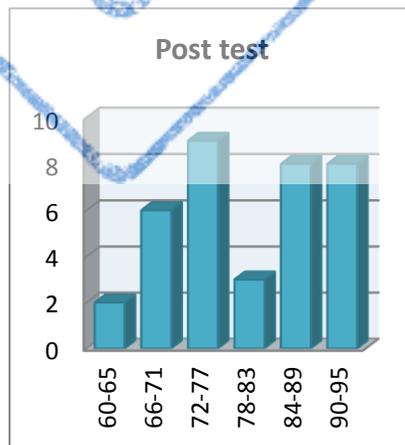
Table 4. Post test Frequency Distribution

Clas Interval	Mid point	Lower Limit	Upper Limit	Frecuency	
				Absol ute	Relati ve
60–65	62,5	59,5	65,5	2	5,12 %
66–71	68,5	65,5	71,5	6	15,38 %
72–77	74,5	71,5	77,5	9	23,07 %
78–83	80,5	77,5	83,5	3	7,69 %
84–89	86,5	83,5	89,5	8	20,51 %
90–95	92,5	89,5	95,5	8	20,51 %

After doing research on experimental class that is student of class X-7, researcher do post test to know student ability early. From the result of post test known average value 79.82, standard deviation 9.50. With a score range of 60-95, while for median 79.3 and its mode of 73.5, it indicates the state of the ability of the class after being subjected to treatment. In other words, the application of encyclopedia learning media has a positive impact on the level of student learning outcomes on the hydrosphere material that has been submitted by the teacher.



Picture 1. Frequency Chart of Pre Test Result Frequency



Picture 2. Frequency Chart of Post Test Result Frequency

From the diagram above, it can be seen that the value of pre test mostly get value between 46-51 as many as 12 students or 30.76%, while at result of post test value mostly get value between 72-77 as many as 9 students or equal to 23.07 %. Based on the results of the frequency distribution analysis most post test scores have higher values and experienced a significant increase compared to pre-test. Thus, the result of geography learning on the material of hydrosphere by using encyclopedia learning media is better than learning result without using encyclopedia learning media.

Normal Gain Testing

Normal gain test is done to see the improvement of student learning outcomes after the learning process undertaken by the teacher. Based on the research results obtained the normal value of gain as follows:

Table 5. Normal Gain Calculation

Normal Gain	Result
Minimum	0,2500
Maximum	0,9000
Average	0,5887
Category	Medium Gain

The table above shows that the class has a normal gain gain of medium category. The highest gain normal value is 0.9000, while the lowest normal gain is 0.2500. The increase shown in the nominal value of the gain gives the meaning that the increase of learning result caused by the treatment by using encyclopedia learning media on the hydrosphere material.

Conclusions

The study of geography by using encyclopedia media has a positive effect on the learning outcomes in SMAN II Kota Tangerang Selatan. And obtained a good response from students to learning geography with encyclopedia media, which is motivated to improve his achievement.

Based on the data analysis and discussion that has been done, then the evidence that can support the conclusions of the study are as follows:

1. Result of analysis of pre test and post test data got the average value before treatment is 52.23 and average after treatment is 79.82.
2. The encyclopedia learning media is a newly considered media for students, but from the questionnaire data analysis shows an average result of 81.24%. This shows that students' responses generally have positive outlook on learning using encyclopedia media.
3. There is a significant influence between the encyclopedia media on student learning outcomes on the hydrosphere material. It is obtained from the calculation using t-test, obtained t-table value of 4.72, while t-table of 1.68 on degrees of freedom (dk) = 39 at the level of significance 0.05. This shows that t count is greater than t-table (t-test \geq t-table = 4.72 \geq 1.68).

References

- Ahdan, Yulia. (2009). Build a Pharmaceutical Encyclopedia Based on Hypertext Preprocessor. Online. Tugas Akhir, Surakarta: Universitas Sebelas Maret, pp. 5.
- Arsyad, Azhar. (2014). Instructional Media. Jakarta: Rajawali Pers, pp. 7, 38
- Ashari. (2011). Design and Creation of Insect Encyclopedia. Online. Essay. Jakarta: Universitas Mercu Buana, pp. 2.
- Hamalik, Oemar. (1997). Education Media. Bandung: Citra Aditya Bakti, pp. 18.
- Sadiman, Arief S. dkk., (1996). Media Education: Understanding, Development and Utilization. Jakarta: Raja Grafindo Persada, pp. 6.
- Sanjaya, Wina. (2008). Learning Strategy: Education Process Oriented Standard. Jakarta: Kencana, pp. 26.
- Sanjaya, Wina. (2011). Planning and Design of Learning System. Jakarta: Kencana, pp. 160.
- Sudjana, Nana. (2010). Assessment of Teaching and Learning Outcomes. Bandung: Remaja Rosadakarya, pp. 22.
- Tim Ganeca Exact. (2008). Encyclopedia: Biological Science. Ganeca Exact: November, pp. 8.
- Tim Penyusun. (2004). National Encyclopedia of Indonesia. Jakarta: Delta Pamungkas, pp. 5.

IMPLEMENTATION OF DRTA (DIRECTED READING THINKING ACTIVITY) IN INCREASING STUDENTS' READING ACHIEVEMENT

Zakiah, Flora, Sudirman
[e-mail: zak_kiyah@yahoo.com](mailto:zak_kiyah@yahoo.com)

Abstract. Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan terhadap nilai membaca siswa dalam teks naratif sebelum dan setelah diajarkan melalui teknik DRTA dan untuk mengetahui apakah ada peningkatan dari nilai pemahaman membaca siswa dalam teks naratif setelah diajarkan melalui teknik DRTA. Penelitian ini menggunakan pendekatan kuantitatif dan melibatkan kelas XI Lintas Minat 3. Tes pemahaman membaca diberikan untuk mengumpulkan data. Hasil analisis data menunjukkan bahwa ada perbedaan dari nilai pemahaman membaca siswa setelah diajarkan dengan menggunakan teknik DRTA. Hal ini dapat dibuktikan dari adanya peningkatan nilai rata-rata siswa dari pretes ke postes yaitu 65.32 naik menjadi 77.95 dan peningkatannya adalah 12.36. Selain itu uji hipotesis menunjukkan t-value lebih tinggi dari t-table ($15.111 > 2.080$). Oleh sebab itu dapat disimpulkan ada peningkatan yang signifikan dari nilai membaca siswa setelah diajarkan melalui teknik DRTA.

The aims of this research were to find out whether there was a difference of students' reading comprehension achievement of narrative text before and after being taught through DRTA technique and to find out whether there was an increase of students' reading comprehension achievement of narrative text after being taught through DRTA technique. Quantitative approach was conducted in class XI LM 3. Reading comprehension test was administered to collect the data. The result of the data analysis showed that there was a difference of students' reading achievement after being taught through DRTA. It could be proven from the increase of students' mean score from pre-test to post-test, which was 65.32 up to 77.95, and the gain was 12.36. Besides, the hypothesis test showed t-value was higher than t-table ($15.111 > 2.080$). Therefore, it can be concluded that there was a significant increase of students' reading achievement after being taught through DRTA technique.

Keywords: DRTA technique, increasing, reading achievement

Introduction

Reading is one of the four basic language skills that must be mastered in language learning, especially in English learning. Reading is a skill which is commonly considered as the difficult one for the students. Based on the purpose of teaching English in curriculum 2013, the teachers have to: (1) develop the ability of communication in oral and written. These capabilities include listening, speaking, reading, and writing; (2) grow awareness of the importance of English as a foreign language to be a major tool of learning. In reading aspect, the competence that should be mastered by students is to understand the various meanings (interpersonal, ideational, and textual) in a variety of written texts interactional and monologue.

Pre-observation was conducted at SMAN 9 Bandar Lampung and it was found that there were several problems. One of them was the students' difficulties in comprehending the text. According to the teacher, when they were teaching about reading texts, the teacher usually used DRA (Direct Reading Activity) technique. The teacher asked the students to read a whole paragraph of the text before answering the questions. So there were no special techniques to attract the student to read. On the other side, according to the students, reading section was disliked especially in answering questions of national examination. They had some reasons, such as the students were not able to read a very long paragraph, they did not know about the meaning of the words in the text, it wasted their time to read the whole texts and the students got difficulties in finding the information of the text.

Based on the problems, the researcher applied one of effective techniques that hopefully can improve the students reading comprehension. According to Stauffer (1969: 27) DRTA technique is used to increase students' achievement in reading. Students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, re-sampling text, and confirming or adjusting predictions in light of new information.

DRTA is one of the techniques that make students active in learning process, because this technique teaches the students to open their mind and use their imagination to create or continue the plot of the story. Students need to think about the next event that happens in the next paragraph of the text. The students can guess the blank paragraph of the story by reading the previous paragraphs.

DRTA was developed in 1969 by Russell Stauffer. DRTA was intended to develop students' ability to read critically and reflectively and it was fundamentally different from the DRA. DRTA attempted to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information, the ability to examine reading materials based upon purposes for reading, and the ability to suspend judgements.

In accordance with Allen (2004: 56), the value of DRTA is to make predictions before reading each section. Requiring students to make predictions can encourage the use of context clues and establish a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. It aims to verify their predictions while reading extend thoughts and promotes interactive learning. The power of DRTA increases when the teacher guided students to check their predictions after reading.

The researcher investigated students' reading comprehension by implementing DRTA technique to increase their reading comprehension achievement. Narrative text was used as the material in the learning process. In applying this technique, the students were focused on five aspects, such as identifying main idea, determining reference, finding specific information, making inference and also understanding vocabulary.

Turner (1988: 160) revealed that a reader can be said good in understanding the reading material if the readers are able to (1) recognize the words or sentences in reading and know its meaning, (2) connect the meaning of the experience that has gotten before with the meaning in the reading, (3) understand the whole meaning contextually and (4) make a judgement on the content of reading material based on his reading experience.

Research Method

This study used a quantitative approach. One group pre-test and post-test was used in this research. It was used to investigate whether there was a difference of students' reading comprehension before and after being taught through DRTA technique and to find out whether there was an increase of students' reading comprehension achievement after being taught through DRTA technique. To collect the data, pre-test and post-test were administered. The pre-test was conducted to measure students' reading comprehension achievement before treatment and the post-test was conducted to find the students' reading comprehension achievement after being taught through DRTA technique. The students' increase could be seen from the students' achievement in the post-test which was higher than that of the pre-test.

The population of this research was the second grade students at SMAN 9 Bandar Lampung in academic year 2014/2015. It consisted of II classes, they were XI Science 1-6 and XI Social 1-5. The sample of this research was XI Lintas Minat 3 as the experimental class. In addition, the researcher took XI Lintas Minat 1 as the try-out class. Class XI LM 3 consisted of 22 students, while class XI LM 1 consisted of 24 students. Class XI LM was a class of the students who took English subject as specialization. Therefore, those classes were chosen and purposive random sampling was used.

The pre-test was administered to the students before giving the treatment in order to know the basic of students' reading comprehension and the students' mean score in reading comprehension before treatment. The students were given 30 items of reading test of narrative that should be answered within 60 minutes. The test was in form of multiple choices questions in which the students were asked to choose one correct answer from the options a, b, c, d, or e.

The post-test was administered after conducting the treatments. The post-test was given in order to know the progress of students' reading comprehension after being taught through DRTA technique. The students were given 30 items of reading test of narrative and it should be accomplished within 60 minutes. Multiple choices question were given in which the students were asked to choose one correct answer from the option a, b, c, d, or e.

Try-out was administered in control class. The purpose of try out test was to measure whether the test was good and applicable to be used during the research. Try out test was the question to formulate the pre-test and post-test. A measurement of a good test considers several factors such as: validity (content validity, face validity and construct validity), reliability, level of difficulty and discrimination power.

Results Of Data Analysis and Discussions

The research was carried out to find out whether there was a difference between the students' achievement before and after being taught through DRTA technique and to investigate whether there was an increase of the students' achievement in reading comprehension after being taught through DRTA. In this research, the instrument was tried out to make sure that the instrument was good. It was administered in class XI LM I to analyze the validity, reliability, level of difficulty, and discrimination power of each items of the test. After getting the result of the students' try-out, the data were analyzed and revised for preparing the pre-test. Then, the pre-test and post-test were administered in class XI LM 3 to measure the students' achievement in reading comprehension before and after being taught through DRTA technique. The treatments were conducted six times in experimental class, that was class XI LM 3. It was done in order to make the students able to apply the DRTA technique well and increase their achievement in reading narrative text.

After conducting the pre-test, the data were analyzed by using SPSS 16.0 and it showed that the total score for pre-test was 1437. The mean of pre-test was 65.31; the highest score was 77, the lowest score was 47; the median was 67; the mode was 67. From the students' scores of pre-test, it was found that there was one student who got score 47, two students got score 50, three students got score 60, three students got score 63, four students got score 67, four students got score 70, three students got score 73, and two students got score 77. Overall, there were 22 students who joined that pre-test. It showed that there were 11 students who did not pass the standard minimum score.

The treatment was done to see whether there was an increase of students' reading achievement. It was conducted in class XI LM 3 as the experimental class to observe the

teaching learning process concerning with the students' interest, participation and obstacle during the treatments. The treatment was held six times.

In the first treatment, the students were taught about generic structure of narrative text and also how to identify the main idea. The obstacle which was found was that the students could not differentiate the topic sentence and supporting sentence. In the second treatment, the students were taught about kinds of narrative text, and presented a text which the paragraph was deleted. The students were assigned to get informations from the text to answer the questions. Besides, they were asked to find the reference in the text. In the third treatment, the students were assigned to accomplish the story by using their own prediction. Making inference was taught in this treatment. The students had to use their critical thinking in continuing the story.

In the fourth treatment, students' vocabulary mastery was tested. The students were asked to find the difficult words of the text. The other students should guess the meaning of the words, but they were not allowed to open the dictionary. And it was found that many students still had lack of vocabulary. In the fifth treatment, the students were asked to work in group. They were taught about the elements of narrative text. Each group was given a text, and the group had to identify the theme, plot, setting, characters, point of view and moral value of the text. The students should accomplish the last paragraph which was blank. And in the sixth treatment, all five aspects were discussed. The students were asked about each aspect which had been learnt in previous treatments. To see the students' mastery of five aspects of reading, they were given evaluation.

After conducting the treatments to the students, the post-test were administered to determine whether there was an increase of students' reading comprehension achievement after getting the treatments. Nuttall (1982: 17) stated that the purpose of reading comprehension is a part of the process of reading comprehension. That is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages.

In the post-test, there were 30 questions that should be answered within 60 minutes. The same items were given in the pre-test and the post-test but the numbers of the items in the pre-test were changed randomly for the post-test. The data analysis showed that the total score of the post-test was 1715. The mean score was 77.95; the highest score was 90; the lowest score was 67; the median was 78.50; the mode was 83. The gain from pre-test and post-test was 12.64. From score of the post-test it was found that there was one student who got score 63, 67, and 70, four students got score 73 and 77, three students got score 80, six students got score 83, and one student got score 87 and 90. There were two

students who did not pass the standard minimum score. Overall, there were 22 students who joined that post-test.

It was found that there was an increase between the mean score of the pre-test and post-test in experimental class. The mean score in the pre-test was 65.32; meanwhile the mean score in the post-test was 77.95. The increase of the mean score was 12.64. From the statistical calculation formula by using SPSS 17, it was also found that t-value was 15.111, in which the data based on t-table was at least 2.080. Thus, t-value was higher than t-table ($15.111 > 2.080$) and the two tails showed that $p < 0.05$ ($p = .000$). Therefore, it could be stated that there was a significant increase between pre-test and post-test score of students' reading comprehension. Furthermore, the students' achievements of five reading aspects were also analyzed and the result showed that all the aspects of reading comprehension increased, as on the following table.

Table of Students' Achievement of Reading Comprehension Aspects

No.	Aspects	Percentage of Pre-Test	Percentage of Post-Test	Increase
1.	Main Idea	59,84%	78,78%	18.93%
2.	Specific Information	58,58%	78,78%	20.20%
3.	Reference	60,22%	80,68%	20.45%
4.	Inference	56,81%	73,48%	16.66%
5.	Vocabulary	60,90%	81,81%	17.27%

From the table, it can be seen that the five aspects of reading in the post-test is higher than that of the pre-test. The aspect which had the highest increase was the reference, that was 20.45% and the inference was the lowest aspect which had 16.66% increase.

This finding supports Smith's theory (1982: 295) that reading comprehension is an activity which is undertaken by the reader to connect new information with old information in order to gain new knowledge. This activity is carried out by the reader in understanding the literature and it can be classified into literal comprehension, interpretive comprehension, critical comprehension and creative comprehension.

In accordance with the result of the research, it can be seen that there was a difference of students' reading comprehension achievement before and after being taught using DRTA technique. It was proved from hypothesis testing. It indicated that the hypothesis proposed was accepted. The difference can be seen by comparing the mean scores of the pre-test and post-test, that is from 65.31 up to 77.95 with the gain scores was

12.64. It can be concluded that there was an increase of students' reading achievement after being taught through DRTA technique because the five aspects have been taught to the students.

Conclusions and Suggestions

In line with the result of the data analysis and discussion which have elaborated the answer to two research questions presented in the first chapter, the conclusions were drawn as follows.

1. DRTA technique shows the difference of students reading comprehension achievement. It can be seen from the students' activity during the implementation of DRTA in classroom. The students become more interested in reading activity and they participate actively in teaching learning process.
2. The implementation of DRTA technique can increase the students' achievement of reading comprehension in narrative texts. It can be seen from the score of the students when they get their evaluation after getting the treatment. And it increases in every treatment.
3. DRTA technique is one of successful instructional technique that can be used by the teachers as their effective means for teaching reading comprehension.
4. DRTA technique can improve other skills besides reading. After applying this technique, the researcher realizes that this technique not only improves students' reading skills but also improves speaking and writing skills.
5. DRTA technique helps the students to master five aspects of reading. By implementing DRTA technique, the researcher can teach the students easily about the aspects of reading, such as identifying the main idea, specific information, inferences, references and vocabulary.
6. Implementing DRTA through learning in a group improves students' cooperation. It happens because when the students work in a group, it makes them easier to get the information from their friends

Referring to the conclusion above, the researcher would like to propose some suggestions as follows;

1. English teachers are recommended to apply DRTA technique as one of the appropriate techniques in teaching reading comprehension of narrative text. It is

because this technique can build up students' confidences and also activate students' background knowledge which is related to the text.

2. English teachers are suggested to apply this technique when they discuss a new topic which is never discussed before. It should be done because if in applying this technique the teachers use the story that has been known by the students before, the technique cannot work well.
3. English teachers should know the characters of the students. It is important because when the teachers use this technique, sometimes there are some students who do not want to speak up. So that the teachers should approach and encourage the passive students to express their ideas.
4. English teachers should be able to manage the condition of the class. When the teachers decide to use this technique, they should have a good way to make the situation of learning process conducive.
5. English teachers are suggested to have creativity when they conduct teaching and learning so the students will be more interested in following the lesson. The teachers must prepare instructional media such as picture.

References

- Allen, J. 2004. *Tools for Teaching Content Literacy*. Portland: Sten House Publishers.
- Nuttall, C. 1982. *Teaching Reading Skills in Foreign Language*. London: Heinemann International.
- Smith, F. 1982. *Understanding Reading*. New York: Holt, Rinehart and Winston.
- Stauffer, R. G. 1969. *Directing Reading Maturity as a Cognitive Process*. New York: Harper & Row.
- Turner, N. 1988. *Comprehension Reading for Meaning*. In Alexander. J. Estill. 1988. *Teaching Reading*. Boston: Scott, Foresman and Company.

ANALYSIS OF FACTORS AFFECTING BULLYING BEHAVIOR ON EDUCATE CHILDREN OF MI/SD

Asep Ediana Latip

UIN Syarif Hidayatullah Jakarta

e-mail: asepediana@uinjkt.ac.id

Abstract. To achieve this objective, theoretical identification of factors that influence bullying behavior in MI / SD, both temperament factors, parenting factors, peer conformity factors, media factors, and school climate factors. The instrument used to collect the data is questionnaire. The questionnaire was given to the research subjects consisting of 100 students of children aged MI / SD class VI consisting of men and women. The subject came from Madrasah Ibtidaiyah 50 people and 50 people from elementary school. Data processing research done by tabulating process, grouping data based on subject research and data presentation with process correlation-regression analysis with the help of SPSS 15.00. The result of this research is that there is influence of bullying factor in Madrasah Ibtidaiyah and Elementary School with significance caused by temperament 0.000, parenting pattern 0.461, conformity 0.926, media 0.006 and school climate 0.787. Factors most significant influence on the occurrence of bullying in MI / SD is the factor of temperament and media factor. Viewed from gender, bullying behavior occurs mostly in males than in females. When viewed from the institutional side, Madrasah Ibtidaiyah has a lower average influence than elementary school against the occurrence of bullying in children aged 6th grade.

Keywords: Influence factors, Bullying, Elementary School

Introduction

Primary school-aged children are referred to as the golden age. This condition for teachers and parents should be the golden ways for the realization of the ideal goals of national education.

As Franklin D. Roosevelt discloses, we may not be able to prepare for our future for children, but we can at least prepare our children for the future. Therefore the teacher figure and the parents, the environment, the good peer group become the starting point in the process of internalization, instruction, habituation, modeling, inculcation, and value clarification in realizing the golden boy's future.

Violence that occurs in children if allowed to be a gradation for subsequent violence as justified by Pavlov's classical conditioning theory (Santrock, 2007: 52) about the

magnitude of the influence of past experiences on child behavior in the future. This is important to examine why bullying occurs between learners in school that in fact they are forged with education.

Sullivan (2000: Lahmadara, 2012: 2), explains that many reasons can cause a person to be bullying. One can be a bully because of family, life events, peer group influences, social climate in school, personal characteristics, or a combination of these factors.

The results of Ahmed and Brathwaite's research (Lahmadara, 2012: 2) explain that family, school, personality, and emotion can simultaneously become the trigger for bullying behavior. The results of this study indicate that schools and families are the most influential factor in determining one's involvement in bullying behavior. In addition, factors that cause bullying or aggression, certain forms of parenting and family problems are among the most important factors that encourage bullying behavior in children (Sullivan, Lahmadara, 2012: 2).

Therefore the question of this research is whether there are factors of family upbringing, school climate, and peer conformity affecting bullying behavior in children of MI / SD age children?

Research Metodology

The research method used is quantitative-correlational. The questionnaire technique was chosen in this study as a data collector, because the research variables that have been established, namely the factors that are developing and the behavior of bullying in schools.

The questionnaire consisted of 20 items for factors affecting bullying and 10 items for bullying behavior. The questionnaire uses a selected-response format consisting of always (4), often (3), sometimes (2), never (1). This questionnaire will be distributed to 100 students of MI / SD age children from the Grade VI class, each consisting of 50 respondents consisting of men and women.

Analysis of research data is done by statistical technique. From some statistical techniques in quantitative research, in this study used the technique of statistical analysis of regression data. This technique is used because this research is oriented to analyze the influence of variable x data to variable data y, and to get description of the distribution of research subjects based on school / madrasah, and the subject / learners / and gender groups that have influence on the occurrence of bullying behavior in school.

To analyze the level of influence caused by factors that influence the occurrence of bullying behavior in children aged MI / SD class VI in this study will use Spearman regression analysis assisted by statistical program SPSS. In addition, in this study using comparative analysis Mann Whitney calculations assisted with SPSS program to determine the level of differences in bullying behavior in MI and in elementary school class VI.

Research Result

Factors Affecting Bullying in MI / SD

Based on the analysis of regression statistik it can be seen that there are factors that influence the occurrence of bullying behavior in MI / SD with the significance of the effect caused is temperament 0.000, parenting pattern 0.461, conformity 0.926, media 0.006 and school climate 0.787.

However, when compared with the standard limit of significance 0.050, then if less than 0.050 effect is very significant. Judging from the above mentioned limits, the most significant factors influencing the occurrence of bullying in MI / SD are the temperament factor and the media factor.

Thus the students' temperamental factors and reading habits of violence in the print media, and watching the violence in electronic media contribute enormously to the influence of bullying behavior In MI / SD class VI. However, in general, factors affecting bullying in MI / SD are 19.3% of temperament, parenting, media, conformity and school climate, while 80.7% are influenced by other factors.

Factors Affecting Bullying in MI / SD by gender

Influence of Bullying Factors by gender in Madrasah Ibtidaiyah/Elementary School, Based on table group statistic seen from gender of bullying occurrence is that for men on average do 17,29 bullying bigger than female 16.04.

Based on different statistic test known that Price t at equal variance not assumed = 2,695 with significance level of 0.008. then the probability of 0.008 is smaller than 0.05. This means Ho is rejected and also means that the average bullying between men and women is different in MI / SD.

Bullying that is affected by temperamental nature, both male and female relative to the average score for men is 7.53 and the female is 7.16. Based on different statistic test known that Value F = 0.000 smaller than 0.05 then used t on equal variance not assumed

= 1.117 with significance level = 0.988. then the probability of 0.988 is greater than 0.05. this means H_0 is accepted and also means that the average bullying between men and women is not different (same as that) caused by temperament.

Based on different statistic test known that Nila F = 0.305 is greater than 0.05 then used t on equal not variance assumed = -0.362 with significance level = 0.718. then the probability of 0.718 is greater than 0.05. this means H_0 is accepted and also means that the average bullying between men and women is not different (the same) can be influenced by parental parenting.

Bullying influenced by peer conformity factor, that in women more often do bullying than men with average score on women 9.18 and men 8.14. Based on different statistic test known bahwa value F = 4.067 bigger than 0.05 then used t on equal variance not assumed = -2.033 with significance level = 0.045. then the probability 0.045 is smaller than 0.05. this means H_0 is rejected and also means that the average bullying between men and women caused by peer conformity factor is different.

Bullying generated from the influence of media factors such as watching violent and violent reading of the television mostly occurs in men than women with an average score of 5.96 for men while the average score for women is 4.27. Based on different statistical test known that the value of F = 7.34 greater than 0.05 then used t on equal variance not assumed = 5.433 with significance value = 0.000. then the probability of 0.000 is smaller than 0.05. this means H_0 is rejected and also means that the average bullying between men and women caused by media influence factors is no different from the same level of significance in MI / SD.

Meanwhile, bullying based on the school climate factor, mostly done by female students with an average score of 6.27, than the male students with an average score of 5.75. Based on different statistic test known that the value of F = 0.388 is greater than 0.05 then used t on equal variance not assumed = -1.926 with significance value = 0.57. then the probability of 0.57 is greater than 0.05. this means H_0 is accepted and also means that the average bullying between men and women caused by school climate factors is no different or the same effect on men and women about the occurrence of bullying.

Average Bullying in Madrasah Ibtidaiyah and Elementary School.

Bullying influenced by temperament factor, parenting pattern, conformity, media and school climate that happened in Madrasah Ibtidaiyah and Elementary School based on

average bullying score in Madrasah Ibtidaiyah is 15.98 whereas the average bullying that happened in elementary school is 17.38. This means that in elementary school has a high level of bullying than in Madrasah Ibtidaiyah.

Based on the statistical difference test known that the value of $F = 0.800$ is greater than 0.05, then t is used on equal variance not assumed = 2,695 with signaling significance of 0.008. then the probability of 0.008 is smaller than 0.05. this means H_0 is rejected and also means that the average bullying in Madrasah Ibtidaiyah is different from the average bullying in Sekolah Dasar.

When viewed from any factors that influence it on the occurrence of bullying can be explained as follows:

Bullying in Madrasah Ibtidaiyah and in elementary school bullying due to temperament factor has the same average bullying score in Madrasah Ibtidaiyah 7.08 and in primary school is 7.62. Based on different statistic test known $F = 0.000$ value less than 0.05, then used t on equal variance assumed = 1.116 with significance level 0.267. then the probability of 0.267 is greater than 0.05. this means H_0 is accepted and also means that the average bullying in Madrasah Ibtidaiyah is not different from the average bullying in elementary school caused by the temperament factor.

Bullying due to parental parenting factors is known that in Madrasah Ibtidaiyah is lower with the average bullying score is 7.72 and while in elementary school is higher with the average bullying score is 9.16. Based on the statistical difference test known that the value of $F = 0.305$ is greater than 0.05, then t is used on equal variance not assumed = -0.362 with significance level 0.718. Then the probability of 0.718 is greater than 0.05. this means H_0 is accepted and also means that the average bullying in Madrasah Ibtidaiyah is equal to the average of bullying in elementary school caused by parenting factors in MI / SD.

Bullying that occurs due to the influence of conformity factor of peers in Madrasah Ibtidaiyah is lower than in Primary School which is the average bullying score in Madrasah Ibtidaiyah 7.92, while the average bullying score in elementary school is 9.38. Based on different statistic test known that $F = 4.067$ is greater than 0.05, then t is used on equal variance assumed = -2.042 with significance level of 0.044. Then the probability 0.044 is smaller than 0.05. this means H_0 is rejected and also means that the average bullying in Madrasah Ibtidaiyah is different from the average bullying in elementary school due to the conformity factor.

Bullying that occurs due to the influence of media factors; In Madrasah Ibtidaiyah is greater with an average bullying score of 5.36 while bullying in primary school is lower with an average bullying score of 4.90. Based on the statistical difference test known that the value of $F = 7.345$ is greater than 0.05, then t is used on equal variance assumed = 5.377 with significance level 0.000. Then the probability of 0.000 is smaller than 0.05. this means H_0 is rejected and also means that the average bullying in Madrasah Ibtidaiyah is different from the average bullying in elementary school caused by the media factor.

Meanwhile, bullying due to the influence of school climate factors; In Madrasah Ibtidaiyah have a lower influence with the average score of bullying 5.22, while in elementary school is higher with the average score of bullying 6.78. Based on different statistic test known $F = 0.388$ value greater than 0.05, then used t on equal variance assumed = -1.923 with significance level of 0.057. Then the probability 0.057 is greater than 0.05. this means H_0 is accepted and also means that the average bullying in Madrasah Ibtidaiyah is equal to the average bullying in elementary school caused by the school climate factor.

Thus, it can be asserted that bullying occurs in many elementary schools rather than in Madrasah Ibtidaiyah with the factors that influence it.

Conclusions

Based on the results of this study can be concluded that the occurrence of bullying in madrasah ibtidaiyah and elementary school can not be separated from the factors that influence the student's temperament factors, parents parenting factors, peer conformity factors, media factors, and school climate factors.

Viewed from the sexes affected by these factors, it is proven that bullying behavior is more common in men than women. When viewed from the institutional side, madrasah ibtidaiyah has a lower average influence than primary school on the occurrence of bullying in children aged 6th grade.

Thus the hypothesis of this research is accepted meaning that there is a significant influence on the occurrence of bullying in children aged MI / SD class VI caused by the factors that influence it that consists of factors temperament, parenting, conformity peers, media, and school climate. Therefore, based on the findings of this study, all elements that play a role in each of the factors that influence the occurrence of bullying in children aged MI / SD are advised to be more sensitive and attention to learners of children aged MI /

SD by helping to manage the child's temperament, right, putting in a good group of peers, assisting and controlling every spectacle and reading of children and creating a safe and comfortable school climate for learners.

Acknowledgements

This research involves students in distribusi questionnaire and data collection spread in Madrasah Ibtidaiyah and Elementary School in Jakarta and Tangerang Selatan. This research is funded by Center for Research and Services UIN Syarif Hidayatullah Jakarta. Based on the results of research on bullying occurs in learners both in Madrasah Ibtidaiyah and in Primary School. Factors influencing the occurrence of bullyi are temperament factor, school climate, media, parenting pattern, and peer conformity, although bullying frequency is more common in elementary school than Madrasah Ibtidaiyah but still bullying should not happen either in Madrasah Ibtidaiyah or Primary school.

References

- Aliah B. Purwakania Hasan (2008) *Psikologi Perkembangan Islami*, Jakarta: PT. Raja Grafindo Persada.
- Budiman, A., Dkk., (2006) *Perkembangan Peserta Didik*, Bandung: Upi Press.
- Brooks, J. (2008) *The Process of Parenting (7th ed)* New York: McGraw-Hill.
- Depdiknas. 2003. *UU RI No 20 Tentang Sistem Pendidikan Nasional*," Jakarta: Departemen Pendidikan Nasional, Direktorat Jendral Pendidikan Luar Sekolah dan Pemuda.
- _____. 2006. *Undang-undang dan Peraturan Pemerintah RI tentang Pendidikan*. Jakarta: Direktorat Jenderal Pendidikan Islam Departemen Agama RI.
- Desmita, (2009) *Psikologi perkembangan*. Bandung: PT. Remaja Rosdakarta
- Goodwin, C.J. (2005) *Research in Psychology: Methods and Design (4th ed)*. USA: John Wiley & Sons, Inc.
- Guilford, J. P. & Fruchter, B. (1978) *Fundamental Statistic In Psychology and Education (6th ed)*. Tokya: McGraw-Hill.
- Hurlock, E.B (1980) *Psikologi Perkembangan*, terjemahan; Meitasari Tjandrasa, Jakarta, Penerbit Erlangga.
- Jhon F. Travers (1982) *The Growing Child*: London: Scott, Foresman and Company:

- Lowenstein, L.F. (2002) *Bullying: recent research into the casuses, diagnosis, and treatment*. Dalam Elliot. M (Eds). *Bullying, a practical guide to coping for school third edition* (pp281-299). London: Pearson Education
- Ormrod, (2008) *Educational Psychology Developing Learners*. Alih Bahasa: Indianti, Dkk., Jakarta: Elangga
- Olweus, D. (1993) *Bullying at School: What We Know and What We Can Do*. New York: Blacwell
- _____ (2003) *Understanding Children's worlds: Bullying at School*. USA: Backwell Publishing
- Papalia, D.B., Olds, S.W., & Feldman, R.D (2009) *Human Development (11 th ed)*. New York: McGraw Hill
- Pearce, J. (2002) *What can be done about the bully?* Dalam Elliot, M. (eds) *Bullying, a practical guide to coping for school third edition* (pp.74-91) London; Pearson Education
- Rigby, K. (2003) *Consequences of Bullying in Schools*. *The Canadian Journal of Psychiatry*. 48, 583-590
- Ross, V., Marshall, M. H., & Scott A. M., (1992) *Child Psychology: The Modern Science*. New York: Jhon Willey & Sons, INC.
- Santrock (2007) *Child Development, elevent edision*. Alih bahasa: Mila, dkk., Jakarta: Erlangga
- Seniati, L., Yulianto, A., & Setiadi, B.N (2005) *Psikologi Eksperimen*. Jakarta: PT. Indeks
- Sullivan, K. (2000) *The anti-bullying handbook*. New York: Okford University Press
- _____ (2001) *The anti-bullying handbook*. Auckland: Oxpford University Press
- Sullivan, K., Cleary, M., & Sullivan, G. (2005) *Bullying in secondary Schools*. London: Paul Chapman Publishing.
- Sugiyono, 2012. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- SEJIWA (2008) *Bullying: Mengatasi kekerasan di sekolah dan lingkungan sekitar anak*. Jakarta: Grasindo
- Widiastono, 2004. *Pendidikan Manusia Indonesia*. Jakarta: Buku Kompas
- Zuchdi, Darmiyati. 2009. *Humanisasi Pendidikan: Menemukan Kembali Pendidikan yang Manusiawi*. Jakarta: Bumi Aksara.
- Jurnal Psikologi Vol. 8. No 02 (2010) *Coping Stress Pada Remaja Korban Bullying di Sekolah "X"*. <http://ejurnal.esaunggul.ac.id/index.php/Psi/search/results> Senin, 04 November 2013

OPTIMIZING THE EDUCATION FOR GENERATION Z IN THE ERA OF DEMOGRAPHY BONUS

Marhamah Saleh¹, Lukmanul Hakim A.Latif²

¹UIN Syarif Hidayatullah

² STAI Imam Syafi'i

e-mail: marhamah@uinjkt.ac.id¹, lukmanulhakim.latif@yahoo.com²

Abstract. This paper aims to examine demographic dividend opportunities that are being enjoyed by the Indonesian people, as well as to find the right method for optimizing the education for Generation Z as the main actor in the demographic bonus era. The research methodology employed is qualitative, with library research approach. The results show that there are several advantages and weaknesses of Generation Z that can be identified to be empowered by educators, and to be aligned with efforts to improve the quality of Human Resources. Educational optimization also needs to be done through technology-friendly learning innovations, including the use of online-based learning media, material delivery methods, approaches and psychological treatment that are more intimate and friendly, and the ability to communicate both virtual and in real life. The synergy between educators, learners, families and the environment as educational platforms also needs to be more optimized in order to produce the right solutions for future education processes. The implications of this research will have an impact on the utilization of all potential technology in the field of education, so that the learning process that is held up to date, user friendly and in line with the development of IT can be undertaken.

Keywords: Generation Z, Education, Demography Bonus

Introduction

Indonesia is currently enjoying the demographic bonus that predicted by the Central Bureau of Statistics (BPS) will reach its peak in 2025 to 2035. In that era, the number of productive workforce (15-64 years) will range from 70% to 30% of the less productive population.

The demographic dividend is the accelerated economic growth that may result from a decline in a country's mortality and fertility and the subsequent change in the age structure of the population. With fewer births each year, a country's young dependent population grows smaller in relation to the working-age population. With fewer people to support, a

country has a window of opportunity for rapid economic growth if the right social and economic policies developed and investments made.¹

As a "bonus", there are certainly a number of requirements that must be met in order for demographic benefits to be optimized. Even strategic planning is required through SWOT analysis to evaluate strengths, weaknesses, opportunities, and threats. The main requirement to reach the demographic bonus is the level of health and adequate education, so as to form a qualified Human Resources (HR) quality as the main support of development.

The abundance of productive aged population is indeed beneficial for the acceleration of economic growth. But that power may turn into a weakness if it is not followed by the availability of employment. Like a double-edged sword, on the one hand is a blessing if able to use it well, but on the other hand can turn into a disaster if the quality of human resources cannot be maximized.

If we look at the concept of generational theory proposed by Graeme Codrington and Sue Grant-Marshall², then the era of 2030s will mostly be filled by Generation Z born in the range 1995-2010. This means that Indonesia will harvest Generation Z, which according to McKinsey in his report mentions that "Home to the world's 16th-largest economy, Indonesia is booming thanks largely to a combination of domestic consumption and productivity growth. By 2030, the country could have the world's 7th-largest economy, overtaking Germany and the United Kingdom. But to meet its ambitious growth targets and attract international investment, it must do more."³ The Indonesian economy at that time will be sustained by several main sectors namely services, agriculture and fisheries, and energy and natural resources. Of course it takes a lot of experts, entrepreneurs, technocrats, academics, teachers and professional lecturers, engineers as well as diverse professions capable of supporting Indonesia's economic future.

Theory of Generation

Based on the generation theory proposed by Graeme Codrington and Sue Grant-Marshall, we can describe characteristics, methods and learning styles that generally apply to each generation.

¹ James Gribble and Jason Bremner, *The Challenge of Attaining The Demographic Dividend*, Population Reference Bureau, 2012, in <http://www.prb.org/Publications/Reports/2012/demographic-dividend.aspx>, accessed on 16 August 2017.

² Graeme Codrington and Sue Grant-Marshall, *Mind the Gap, (Understanding different generations): Own your past, know your generation, choose your future*, Penguin, Updated edition 2011 (originally 2004).

³ Raoul Oberman, Richard Dobbs, Arief Budiman, Fraser Thompson and Morten Rossé, *The Archipelago Economy: Unleashing Indonesia's Potential*, McKinsey Global Institute, September 2012, in <http://www.mckinsey.com/global-themes/asia-pacific/the-archipelago-economy>, accessed on 17 August 2017.

Table of Classification of Generation, Characteristics and Method of Education

Classification [†]	<i>Baby Boomer (BB)</i>	Generation X (Gen-A)	Generation Y (Gen-Y)	Generation Z (Gen-Z)	Generation Alpha (Gen-A)
Birth Year Range	1946-1964	1965-1980	1981-1994	1995-2010	2011-2025
Current Age	71-53 yo	52-37 yo	36-23 yo	22-7 yo	6-minus 8 yo
General Characteristic	Rigid, sensitive, obedient (polite, respectful teacher), hardworking, disciplined (timely, serious), from an early age have been given responsibility, willing to sacrifice, not talkative, loyalty, patience, waiting orders, irritability, forgetful, not easily give up, unfamiliar with technology.	has a hard working personality, obedient to the elderly, respecting the senior, having a social life, not lavish, never giving up, obeying rules, commitment, always wanting to study, caring, diligent, disciplined, creative, independent, responsible, polite, forgetful, emotional.	have a high ego, individualistic, do not like to be lectured, less disciplined, wasteful, want to be free from parents and likes to choose (compare), lack of responsibility, friendly, sociable, compact, helpful, adaptable, energetic, creative, (gadget), up-to-date, multi-tasking (eating while studying), humorous, courageous,	Fast witt, skilled at using IT, high creativity, strong memory, confidence (more courageous (expressed opinion), great curiosity, fast maturity, lack of fighting power, disobedience, lack of self-respect, less polite), less responsible, materialist, find shortcuts, relax (spoiled and crybaby), attention seeking, lack of focus / concentration, boredom, high	Highly educated, life aided by high-tech gadgets, obesity (lack of movement because everything is ordered via gadget), parenting is assisted by House Assistants (ART), so children often have to ask for help, bossy, dominant, and likes to set almost never get the practice of responsibility, tend to be spoiled child, less fighting power, quick surrender, a

[†] Adapted from Fidelis Waruwu, M.Sc.Ed, *Mengenal Karakter Dan Cara Belajar Generasi Z Dan Generasi Alpha*, dalam <http://suryabangsa.sch.id/dashboard.php?page=galeri&id=52>. Lihat pula Ruangguru Writer, *Inilah Perbedaan Gaya Belajar Antar Generasi: Traditionalist, Baby Boomers, X, Millenials, dan Z*, in <http://blog.ruangguru.com/perbedaan-gaya-belajar-antar-generasi/> accessed on 18 August 2017

Classification ⁺	<i>Baby Boomer (BB)</i>	Generation X (Gen-A)	Generation Y (Gen-Y)	Generation Z (Gen-Z)	Generation Alpha (Gen-A)
Birth Year Range	1946-1964	1965-1980	1981-1994	1995-2010	2011-2025
Current Age	71-53 yo	52-37 yo	36-23 yo	22-7 yo	6-minus 8 yo
			critical, instant study, practical thinking, like to delay work, in a haste.	emotion (irritability), instant, ignorant (egotistical, egocentric, insensitive) .	more entrepreneurial generation.
Method and Styles of Learning (Education)	Classical (teacher-centric), memorizing (repetitive), text book (depending on the book), listening, recording, independent (diligent), writing neatly (beautifully), meticulous, putting memories, dictating and questioning	Mindset (semi-modern), respecting norms, memorizing, autodid, conventional, discussing, analyzing, reading, summarizing, calm and orderly, using technology, independent	prefer the practice of the theory, instant learning (fast, practical, do not like to linger), using multimedia, audio visual, likes to work in groups, self-study while listening to music, learn more interested when there are examples, text books, memorize, like new life (innovative), desire to discuss.	Learning by will, strong memory, visual, cheating, lazy reading, downloading from the internet (copy-paste), instant learning (casual, arbitrary), using games, using IT (heavily dependent on science and technology), active in learning, (do not want to seek, lack of initiative), discussion (like group), enjoy learning direct practice, do	The continuation and development of Gen Z's learning methods, such as using the Internet, social media, E-mail, WA groups, Facebook, Twitter, Skype (for dialogue and discussion), on line posts, using video (movies and animations) notes in notepad (writing digitally on the web), there is time for exploration,

Classification ⁺	<i>Baby Boomer (BB)</i>	Generation X (Gen-A)	Generation Y (Gen-Y)	Generation Z (Gen-Z)	Generation Alpha (Gen-A)
Birth Year Range	1946-1964	1965-1980	1981-1994	1995-2010	2011-2025
Current Age	71-53 yo	52-37 yo	36-23 yo	22-7 yo	6-minus 8 yo
				not like quiet atmosphere (want to crowded), quickly receive new information, quickly bored (must be motivated constantly), direct communication via social media , less sensitive to the environment, direct practice, learning outside the class, lazy to do homework, cranky.	mind map, active teacher explains abstract concepts (more free source), lets students be active, teachers are not rude or demeaning, more relaxed (learning while playing) games, outdoor learning (allowing access to various sources of information and technology), creative and humorous teachers.

Each generation certainly has its own uniqueness. Therefore a learning methodology that can be adapted to the conditions of the times is needed. This is according to the utterance of 'Ali bin Abi Thalib (*Radhiyallahu 'anhu*): "*Your children are created to live in their contemporaries that are not yours, then they should not be forced to follow your habits first*".

The Strength and the Weakness of Generation Z

Generation Z (often also called iGeneration, Generation Net, Naturally Gadget Generation, Platinum Generation, or Silent Generation) are born from Generation X and Generation Y that are a bit more have started IT literate. iGeneration relies heavily on technology to communicate, likes to play, and socialize.

Generation Z is born and raised in the digital age that offers a variety of advanced technologies, such as smartphones, notebooks, iPhone, PDA (Personal Digital Assistant), MP3 players, BBM (BlackBerry Messenger), and various other sophisticated electronic devices. They are quite familiar with the various gadgets, which directly or indirectly will certainly affect their development of behavior and personality.

Some of the benefits of Generation Z are characterized by the following:

- Fluent in technology. Likes information technology and applications of computers and smartphones, thus having quick access to information from various online sources, both for educational purposes and for the needs of their daily lives, so that they have more and more opportunities to develop themselves.
- *Multitasking (doing things at the same time: being able to read, talk, watch, or listen to music at a time).*
- *Fast-switching (quickly switching from one job or idea / thought to another job / thought).*
- Likes the *learning by doing activity*.⁵
- Fond of social interaction via SMS (Short Message Service) and social network (social media such as Line, Instagram, Facebook, Twitter, Yahoo Messenger, Skype, WhatsApp) to express what they feels and thinks spontaneously.
- Expressive, tolerant to cultural differences and deeply concerned with the environment.
- Prefer to *texting (instant messaging)* than making a call.
- Likes things related to multimedia (audio-visual format).
- Fond of innovating and publishing works online, such as through blogs, Youtube.
- Easily understand concrete examples.
- Likes things that are more applicable and fun.
- Critical in expressing opinions.
- A very broad and mindful mindset (*hyper aware*).

⁵ John Dewey memperkenalkan konsep belajar progresif (*learning by doing*), yakni bahwa belajar menyangkut apa yang harus dikerjakan siswa untuk dirinya sendiri. Maka, inisiatif harus datang dari dirinya, sedangkan guru berfungsi sebagai pembimbing, pengarah, atau fasilitator. Lihat DR. Ridwan Abdullah Sani, M.Si, *Inovasi Pembelajaran*, (Jakarta: PT Bumi Aksara, 2013), hlm. 31.

- Can learn well from teachers (tutors) who position themselves as friends.

The Generation Z weakness is summarized in the following characteristics: ⁶

- Gadget addiction, difficult timing and priorities (things that are not important take precedence), waste a lot of time (watching, playing games); Schedule is a mess.
- Individualist, does not care about the environment (do not say hello when meet people)
- Selfish and egocentric
- Personal relationships in the family tend to be tenuous
- Anti-social, concerned with self-image in the virtual world
- Health problems
- Introvert
- Lazy
- Cyber bullying, easy to commit crime (quarrelling in Social Media)
- Wish everything to be instant, less effortful and less appreciative of the process

Optimizing the Education for Generation Z

Along with the rapidly growing information technology, innovation is needed in the learning process for Generation Z. Innovation includes learning media used, methods of delivery of materials, approaches and treatment of psychological friendliness is needed, and the ability to communicate both in virtual and real.

Associated with IT-based learning media, it is time for educators to utilize educational portals, collect and sort and select digital content that is in line with the interests of Generation Z. The role of educators as digital content guides is very important so that learners do not get caught in negative content or inappropriate content. Educators can take advantage of a variety of Islamic game applications, which contain the values of patience when faced with challenges, and get rewarded as a picture of heaven or hell when it has completed the game. The ability of educators in utilizing and optimizing the technology becomes important and urgent, especially if accompanied by an attractive appearance and there impression slang, so it is expected to encourage interest in learning Generation Z. Educators also need to provide space for the promotion of the creation of learners by uploading their work to the media Youtube, blog, website and others.

Furthermore, the use of multimedia software maker, such as CrazyTalk Animator, Whiteboard Animator, VideoMakerFX, Camtasia and so on will certainly be an effective

⁶ see <http://mysch.id/cms/file/89385965Bab5ModelpembelajaranGenerasiZ.pdf>, accessed on 11 August 2017.

learning media to support the process of knowledge transformation. At the expert stage, educators can also use Mobile LMS (Mobile Learning Management System) to create apps through various toolkits such as Moodle, Docebo, Edmodo, Blackboard, Schoology, Google apps for education, in order to run e-Learning access, assessments and assignments, documents, course discussion forums, class schedules and so on, so that learners can learn anywhere and anytime, both in cyberspace and in real class.

Methods of delivery of materials also need to be improved by utilizing all technology. Bukik offers his creative thinking about "Twitter For Education: Boost Creativity", that tweeting does not merely memorize lessons but is a challenge to create lessons. The process of tweeting itself is an attempt to create a building of understanding. The brain is not passive, it is actively discovery and creation. This active brain is a sign of the real learning. With more and more tweets, more and more create inspirational sentences. Use of FaceBook (FB) and WhatsApp can also be empowered to support the effectiveness of Guidance and Counseling services at educational institutions.

In a psychological approach and treatment approach with the learners, the mentoring process by the educator and parents becomes important so that learners can be directed to directed internet usage. Generation Z loves to talk about so many things, so if they feel comfortable with the person they trust, then the opportunity to talk about learning difficulties is also more open. Smart Guiding and Smart Parenting will greatly help guide learners to understand the sites and content they can access, choose safe search engines and filter out forbidden content with certain applications, while keeping communication open, firm but gentle and patient. Parents need to also do common sense parenting, by explaining the usefulness and limitations of technology utilization accompanied by a religious explanation.

Educators also need to continue to hone the ability to communicate both in a virtual and real. This is to maintain the balance of knowledge, attitudes and feelings, so that Generation Z is not only active in the virtual world or individualist thinking, but also able to face social reality that requires cooperation and mutual respect. Thus will manifest a balance between intellectual, emotional and spiritual intelligence.

In conclusion, there are many solutions that can be applied to optimize iGeneration in the world of education, mainly through strengthening religious education, and interactive learning with the utilization of IT.

References

- Bukik, *Twitter untuk Pendidikan: Melejitkan Kreativitas*, in <http://bukik.com/twitter-untuk-pendidikan-melejitkan-kreativitas/>
- Fidelis Waruwu, M.Sc.Ed, *Mengenal Karakter Dan Cara Belajar Generasi Z Dan Generasi Alpha*, dalam <http://suryabangsa.sch.id/dashboard.php?page=galeri&id=52>.
- Graeme Codrington and Sue Grant-Marshall, *Mind the Gap, (Understanding different generations): Own your past, know your generation, choose your future*, Penguin, Updated edition 2011 (originally 2004).
- James Gribble and Jason Bremner, *The Challenge of Attaining The Demographic Dividend*, Population Reference Bureau, 2012, dalam <http://www.prb.org/Publications/Reports/2012/demographic-dividend.aspx> .
- Raoul Oberman, Richard Dobbs, Arief Budiman, Fraser Thompson and Morten Rossé, *The Archipelago Economy: Unleashing Indonesia's Potential*, McKinsey Global Institute, September 2012, dalam <http://www.mckinsey.com/global-themes/asia-pacific/the-archipelago-economy>.
- Ridwan Abdullah Sani, *Inovasi Pembelajaran*, Jakarta: PT Bumi Aksara, 2013.
- Ruangguru Writer, *Inilah Perbedaan Gaya Belajar Antar Generasi: Traditionalist, Baby Boomers, X, Millenials, dan Z*, dalam <http://blog.ruangguru.com/perbedaan-gaya-belajar-antar-generasi/>
- Sukiman, Palupi Raraswati, dkk. *Seri Pendidikan Orang Tua: Mendidik Anak di Era Digital*, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016).
- Tp., *Model Pembelajaran Generasi Z*, dalam blog <http://mysch.id/cms/file/89385965Bab5ModelpembelajaranGenerasiZ.pdf>.

RISK ASSESSMENT AND MANAGEMENT IN MALAYSIAN TEACHER TRAINING PROGRAMMES

Sharifah Intan Sharina Syed Abdullah, Nurfaradilla Mohd Nasri,
Ahmad Fauzi Mohd Ayub

Faculty of Educational Studies, Universiti Putra Malaysia, Serdang, Malaysia

Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Malaysia

Email: sharifah.intan.sharina@gmail.com

Abstract. Risk assessment and management is commonly discussed in the literature of outdoor education. This is because being surrounded with higher risks is one of the nature of its implementation and features that distinguished outdoor education from indoor learning. In this paper, we suggest that risk may occur everywhere, indoor and outdoor, and risk assessment and management should be carried out by all educators regardless the approach and the venue of learning. Following this suggestion, further implication of this paper is a suggestion to develop new curriculum on risk assessment and management for all fields in teacher training programmes.

Keywords: risk assessment and management, teacher training, curriculum development

Introduction

Risk is different from hazard. According to Beames, Higgins and Nicol (2012, p. 78), risks refers to “the likelihood and severity of being harmed by a hazard,” while hazard is “anything with the potential to cause harm”.

For Gill (2010), Greenfield (2004), Tranter (2005) and Little and Wyver (2008), they perceive risk as a positive attribute. According to them, risk provides opportunities for students to develop themselves to the highest possibility, beyond the limit that they and other people have preconceptualised. In his own words, Gill (2010, p.1) explained,

A mindset that is solely focused on safety does children and young people no favours. Far from keeping them safe from harm, it can deny them the very experiences that help them to learn how to handle the challenges that life may throw at them.

Despite that, the term ‘risk’ is more often associated with negative connotations. This is because risk is commonly associated with danger, which subsequently will evoke fear and spontaneous response to protect (Niehues, et al., 2013) or avoid. According to Collins and Collins (2013), the degree of risk could be characterised by its requirement of specific technical skills. Without the skills, people may be exposed to a higher degree of risks.

Safety issues in education

In education, the acceptable levels of risk and danger to which children could be exposed remain unsure (Martínková & Parry, 2017). Thus, in Malaysia, there are criticisms from the public regarding safety in education, especially the educational activities that are related to outdoor and/or co-curricular activities. The criticisms risen due to the increase in the number of accidents including fatal accidents involving students as victims during the activities. Among them are the death of five students and a teacher during the dragon boat racing training in Penang in January 2010, the fatal accident of scout players who crushed their head with pulley at a different campground in January 2011, and a number of students drowned while crossing the suspension bridge at the Kuala Dipang campground in Kampar, Perak in October 2009 (Utusan Malaysia, 2011).

Such accidents are also common in other countries. For example, a student was reported dead while caving on a school trip in North Yorkshire (Wainwright, 2005a), a teenager drowned in a freezing and treacherous river on a school trip in the Italian Alps while trying to take a shortcut back to the group's mountain refuge (Wainwright, 2005b), and a 10-year-old boy was killed and three of his classmates injured after they were crushed by a falling tree branch during a school trip to a National Trust estate in Norfolk (Glendinning, 2007).

As a result, there is an emerging consensus in the demand to reduce or eliminate risks in learning (Gill, 2010). However, in Malaysia, the responses to the incidents were more extreme. Many parents have become very skeptical about outdoor activities to the extent they do not allow their children to participate in any of the activities especially that take place out of school (Harun & Salamuddin, 2014). Hence, Malaysia education system is overly focused on academic and marginalizing outdoor and co-curricular activities to satisfy protective parents' demand for a safe learning environment for their children. On a side note, this situation indicates people's belief that only students who are often engaged in highly physical activities are at high-risk of experiencing substantial injury in comparison to their peers who are involved in structured learning activities in the classroom and closely supervised by the teacher.

It is important to note that accidents during learning, however, may not only happen outdoor or out of school, but it can happen anywhere. This argument is based on the idea that all activities may have certain degree of risk (Martínková & Parry, 2017). For example, slips or trips, defective equipment and furniture such as a faulty desk or chair, and electric shock. This claim is evident in previous research on student injuries, which the research revealed that classroom is one of the most frequent locations of injury other than playground,

athletic field and gymnasium (Lenaway, Ambler & Beaudoin, 1992; Yang, Yen, Cheng & Lin, 1998; Kramer et al., 2003).

Dealing with risk

To reduce or eliminate risks in learning, risk needs to be assessed and managed. Risk assessment and management refers to the act where risks that may be present in particular locations or activities are formally identified in order to plan how the risks may be reduced (Beames et al., 2012) or eradicated.

The conduct of risk assessment and management could be guided by the three general types of assessment that Beames et al. (2012) listed: generic, specific and dynamic. Beames et al. (2012) define the three types of risk assessments within the context of outdoor education. Influenced by their definition, in this paper we define generic risk assessment as the assessment that takes into account the hazards that can be expected in most learning activities. Specific risk assessment is often conducted in addition to generic risk assessment when the learning activity has features that make it different or distinguishable from other activities. Dynamic risk assessment requires on-going cautiousness throughout learning activities. In other words, dynamic risk assessment may be performed spontaneously.

In Malaysia, for the purpose of assessing and managing risk, a number of documents have been provided by the Office of the General Director of Education Malaysia to serve the guidelines for teachers about the measures of risk assessment and management. For example, the Circular Notice No. 9/2000 dated March 30, 2000 is a serial government document issued to remind head of schools and teachers about possible undesirable events. The document also outlines some of the emergency measures for the attention of particular teachers, namely, co-curricular advisors and physical education teachers. The most updated version of the serial document is the Circular Notice No. 5/2016 dated August, 24 2016, which provides more detailed guidelines for precautionary measures on security and risk issues. The guidelines, however, appeared to be sketchy. The call for all teachers to take into account the risks in learning spaces apart from during co-curricular activities and physical education is left out.

Training on risk assessment and management

Apart from the circular documents, developing risk assessment and management knowledge and skills among student teachers could be important before they officially enter work. Based on our earlier argument, all teachers need the knowledge and ability to assess

potential risk. They also need training on how to manage risk within and outside the school environment. This pertinent issues have been highlighted in EU-OSHA's (2004) report on the urgency of providing training to teachers on how to assess, manage and embed risk education into their classroom teaching. Furthermore, they also suggest a variety of cases and practical ways of how to train both in-service teachers and future teachers.

While this is a challenging area, it is also one which is promising. This means by educating teachers across all levels of education, on risk assessment and management principles, we can potentially improve the working conditions and learning environment inside and outside of schools. Ideally, risk assessment and management skills should become part of the teacher training programme as EU-OSHA (2004) argues; with risk training in teaching and learning, teachers will be more confident to conduct learning activities.

CURRENT curriculum of risk assessment and management

Despite being aware of the importance of equipping teachers with certain risk assessment and management skills, to date, there is limited knowledge on how risk assessment and management skills are being taught in the teacher training programme across Malaysia. The knowledge and skills to assess and manage risk are either taught to certain group of student teachers only, or the content of the training is superficial.

With regards to the former, our observation on the current curriculum of teacher training suggests that it is more common for the training to be integrated in the curricular that are related to outdoor education, for example sports, physical education and recreational programme. Perhaps the reason is because of their nature of implementation that have higher risk in comparison to learning indoor.

From a different perspective, the training on risk assessment and management among the outdoor educators may be seen as their unwillingness to give up on the learning potentials offered by outdoor education. Many outdoor educators indicate their strong belief that outdoor learning has the potential in providing supplementary knowledge and skills required for personal and social development (Amos & Reiss, 2012; Christie, Higgins & McLaughlin, 2014; Cooley, Burns & Cumming, 2016; Ho, 2014; Kendall & Rodger, 2015; Scrutton, 2015). Though risk has been perceived as a central concern in outdoor education, risk is also celebrated.

In addition, it is presumable that the celebration of risk in the field of outdoor education was for the purpose to overcome the statements such as pointed out by Beames et al. (2012) in their book on learning outside the classroom. According to them, the situation

in which all of the risks in outdoor learning are removed is comparable to learning with blank walls and without any other objects. In other words, the outdoor learning would be meaningless. This concurs with Gill (2010), Greenfield (2004), Tranter (2005) and Little and Wyver (2008) stance that we presented at the beginning of this paper. Therefore, the course on knowledge and skills on risk assessment and management are usually emphasised in the training programme of outdoor education.

On the other hand, there is no specific course to train student teachers of the other fields on risk assessment and management. Based on our analysis, there are teaching training institutions that integrate this content in other subject – e.g. co-curricular management. However, is knowledge about risk assessment and management related to safety issues worth to be trained through integrated approach? Is the issue of security not as important as the issue of student academic achievement?

Conclusion

Having presented the literature on the concept of risk assessment and management, issues in education that are related to the concept, and the overview of teacher training curriculum, we conclude this paper by outlining a number of recommendations.

Firstly, we call all educators to perceive risk in learning in a greater context of education. Risk may occur at any place and in any situation, not only during outdoor and co-curricular activities. Secondly, risk in learning should not refrain or restrict the students from exploring learning within and beyond the classroom. Thus, teachers should assess the potential risk and create a safe learning environment for the students and themselves without jeopardising the opportunities for learning. Therefore, third, while safety issues including risk assessment and management have been a concern among outdoor educators, we are suggesting that it should be an emphasis in the teacher trainings of any field. Fourth, the current curriculum on risk assessment and management need to be revised. Otherwise, new curriculum might be needed for emphasising the risk assessment and management issues in a greater depth. The new curriculum is especially important for the fields of teaching, apart from outdoor education. This is especially because we believe that just the government circular notices are insufficient to warrant teachers to ensure the safety of students during their indoor and outdoor teaching. Developing relevant partnerships and commitment from all key stakeholders is crucial in the development of the curriculum.

References

- Abu Bakar Sidek, M. I. (2004). Sinopsis kursus Pendidikan Luar. Tidak diterbitkan, Universiti Pendidikan Sultan Idris. Perak.
- Amos, R., & Reiss, M. (2012). The benefits of residential fieldwork for school science: Insights from a five-year initiative for inner-city students in the UK. *International Journal of Science Education*, 34(4), 485-511.
- Ballantyne, R. & Packer, J. (2002). Nature-based excursions: school students' perceptions of learning in natural environments. *International Research in Geographical and Environmental Education*, 11(3): 218-236.
- Beames, S., Higgins, P., & Nicol, R. (2012). *Learning outside the classroom: Theory and guidelines for practice*. Routledge.
- Christie, B., Higgins, P., & McLaughlin, P. (2014). 'Did you enjoy your holiday?' Can residential outdoor learning benefit mainstream schooling? *Journal of Adventure Education & Outdoor Learning*, 14(1), 1-23.
- Circular Notice No. 5/2016 Retrieved from https://www.moe.gov.my/images/pekeliling/2016/circularfile_file_001402.pdf
- Circular Notice No. 9/2000 Retrieved from https://www.moe.gov.my/images/pekeliling/2000/circularfile_file_000322.pdf
- Collins, L., & Collins, D. (2013). Decision making and risk management in adventure sports coaching. *Quest*, 65(1), 72-82.
- Cooley, S.J., Burns, V.E., & Cumming, J. (2016). Using outdoor adventure education to develop students' groupwork skills: A quantitative exploration of reaction and learning. *Journal of Experiential Learning*. 39 (4).329-354
- EU-OSHA - European Agency for Safety and Health at Work. 2004b. Mainstreaming occupational safety and health into education: good practice in school and vocational education. Retrieved from <http://osha.europa.eu/en/publications/reports/313>.
- Gill, T. (2010). *Nothing ventured: Balancing risks and benefits in the outdoors*. England: English Outdoor Council.
- Glendinning, L. 2007. Boy, 10, killed as tree crushes classmates. *The Guardian* 27/6/2007. Retrieved from <http://www.guardian.co.uk/uk/2007/jun/27/schooltrips.schools?INTCMP=ILCNETTXT3487> 9/4/2012
- Greenfield C. (2004). 'Can run, play on bikes, jump the zoom slide, and play on the swings': Exploring the value of outdoor play. *Australian Journal of Early Childhood*, 29(2), 1-5.
- Harun, M. T., & Salamuddin, N. (2014). Promoting social skills through outdoor education and assessing its' effects. *Asian Social Science*. 10(5): 71-78.

- Ho, S. (2014). The purposes outdoor education does, could and should serve in Singapore. *Journal of Adventure Education & Outdoor Learning*, 14(2), 153-171.
- Kendall, S. & Roger, J. (2015). Evaluation of Learning Away: Final Report.
- Kramer, M. D., Lightfoot, A. C., Knight, S., Cazier, C. F., Olson, L. M. (2003). Classroom injuries in Utah public schools. *Academic emergency Medicine*. 10: 978-984.
- Lenaway D. D., Ambler A.G., & Beaudoin D. E. (1992). The epidemiology of school-related injuries: new perspectives. *Am J Public Health*. 83:193-8.
- Little, H. & Wyver, S. 2008. Outdoor play: Does avoiding the risks reduce the benefits? *Australian Journal of Early Childhood*, 33(2), 33-40.
- Martínková, I., & Parry, J. (2017). Safe Danger—On the Experience of Challenge, Adventure and Risk in Education. *Sport, Ethics and Philosophy*, 11(1), 75-91.
- Niehues, A. N., Bundy, A., Broom, A., Tranter, P., Ragen, J., & Engelen, L. (2013). Everyday uncertainties: reframing perceptions of risk in outdoor free play. *Journal of Adventure Education & Outdoor Learning*, 13(3), 223-237.
- Scrutton, R. A. (2015). Outdoor adventure education for children in Scotland: quantifying the benefits. *Journal of Adventure Education & Outdoor Learning*, 15(2), 123-137.
- Tranter, P. (2005). Strategies for building child friendly cities. Paper presented at the Creating Child Friendly Cities Conference, Melbourne.
- Utusan (2011). Keselamatan pelajar dalam kokurikulum. Retrieved from http://www.utusan.com.my/utusan/info.asp?y=2011&dt=0113&pub=Utusan_Malaysia&sec=Rencana&pg=re_06.htm 9/4/2012
- Wainwright, M. 2005a. The Guardian. 16/11/2005. Pupil, 14, dies in pothole accident during school caving trip. Retrieved from <http://www.guardian.co.uk/uk/2005/nov/16/schooltrips.schools>
- Wainwright, M. 2005b. School trip drowning 'accidental'. The Guardian 6 April 2005. Retrieved from <http://www.guardian.co.uk/uk/2005/apr/06/schooltrips.schools?INTCMP=ILCNETTXT3487> 9/4/2012
- Yang C. Y., Yeh Y. C., Cheng M. F., & Lin M. C. (1998). The incidence of school-related injuries among adolescents in Kaohsiung, Taiwan. *Am J Prev Med*. 15:172-177.

A SOCIETY ACCEPTANCE TOWARDS REHABILITATED DRUG ADDICTS

Norazleen Binti Mohamad Noor, Norlizah Binti Che Hassan, Sarina Binti Zain

University Putra Malaysia, Jalan UPM, 43400 Serdang, Selangor, Malaysia

University Sains Malaysia, 11800 Gelugor, Pulau Pinang, Malaysia

e-mail: azleenleen76@gmail.com

Abstract. This study has been conducted at Rumah PENGASIH, Malaysia and Cure & Care Service Centre under Agensi Anti Dadah Kebangsaan. The purpose of this study is to see what makes them involves in drug. According to Pengasih President, Datuk Yunus Fathi, the residences that underwent rehab in PENGASIH started drugging habit while being at school. They also consistently skipped classes before starting their drugging behaviour. Moreover, the residences who underwent rehab in PENGASIH and Cure & Care Service Centre loves staying out late from home until wee hours of the morning before starting their drugging behavior. It is important for parents to communicate with schools to check on their children's attendance, require children to come home early before night fall and maintain some form of discipline. If parents are careless of these points, the risks are very high. Once children are on drugs, it will be a very painful journey to recovery for them and for the families. Recovering addict always seeks and sensing hopes to fully recover from their addictions. In order to sense the hope to recover, family support plays an important roles during this phase. Respondent had stated the statements that demonstrate the support received. Several studies have shown that support from family is importance to the drug addicts. Former addicts need supports from the family and surrounding for not returning to drugs. Without support, the former addicts might have the attention to relapse because of they have lower self-esteem and self-confident. Support is like the device in other to maintaining recovery among the former addict and support from significant person is needed.

Keywords: Society,Acceptance,Support

Introduction

Drug usage, abuse and misuse among teenagers and youth have been a significant impact in our country as in it never decreases in trending. "Substance abuse" is a pattern of recurrent use that leads to damaging consequences. The consequences affected may include the failure of completing one's responsibilities as in professions such as students, worker, parent, etc. (Substance abuse ,n.d.). Any individuals can develop situations of substance/drug abuse or dependency (Alcohol and Drug, 2010). Usage and misuse of drugs is an act when either depressing or stimulating the central nervous system, which seems to provide the individual involved with predictable and effective ways to change on how they feel. It is quite frequent one choose the substance or drugs that aid him/her is a way to

increase pleasure, or to decrease emotional or physical pain, or to gain sense of social belonging.(Alcohol and drug, 2010). A drug addiction can be classified as one of the psycho-biosocial disease. It is said so because drug addiction is progressive and chronic in nature (Matokrem, 2007). An individual may experience development of physical and psychological dependency on drugs and an immediate discontinuation can cause one to experience the "withdrawal" situation no matter in life or in society. While society acceptance here, means that the tendency of experiencing life of being valued, respected, loved and cared for others again as in second chance without any intention behind.

(Abdul Rahman, Adawiah Dzulkifli, Rahah Sheik Dawood & Mohamad, 2009) It is best explained as society support and acceptance would be a good help for the individual involved dealing with problematic life, stress and helpless situations.

Background

Leaving aside on Malaysia lawful law which includes the death penalty, it shows that the population of drug usage among the population specially the young ones increasing steadily every year. As we look back at history, once Malaysia announced and declared the issue of drugs problems growing big and a national emergency a strict deterrent measures and a planned military mode set up rehabilitation were started focusing on "cold turkey" detox. (Chiang,n.d.) Furthermore, some issue will just never stop no matter how much one tries to stop or prohibits it from happening in our nation. By the end of 1996, our government declared the military style rehabilitation had largely failed and as in most of the countries who failed, we were losing the fight and war against drugs too. As for the Malaysian context, Chow (2006) examined that, even though the actions and steps taken by the medical community in Malaysia in rehabilitating the addicts has been in a progressive way, but the record or stigma left behind by the former addicts has been overshadowing the rehabilitated effort and make the addicts to seek more help. Plus, he also stressed on other professions such as, psychologists, substance abuse counselors, medical doctors, social workers, psychiatrics and specific organization to put in more efforts to be part of the "treatment community". Thus, he requests everyone not to put all hope and responsibilities solely on medical community.

The Objective of the Study

The objective of this study is to examine the possible societal factors that influence one to take drugs and get addicted to it and the main cause of relapse occurrence within re-

established or rehabilitated drug addicts. The transition from the on-going rehabilitation process to re-established ex drug addicts is a very important process and surveillance at this particular period toward addicts can be considered as a must process.

What is Drug Addiction or Substance Abuse?

Questions always arise on how does a drug abuse begin and used. It's getting started as one individual particularly during teenage years going through crisis in shaping identity. It doesn't matter whether it is a positive identity or a negative identity at this age because at the end of the day, it is all depending on the experience one going through and also the environment one grew. According to Shahid Ismail and Nazar Muhamed (2007), there are few types of antisocial behaviour and drug addiction or abuse/ misuse is just one of the type of the antisocial behaviour being in a particular teenager itself and mostly due to stress reasons. They also suggested parents' pessimist attitude towards controlling the discipline of their children since childhood, autocratic leadership, broken relationships, poor treatment within family members gives pressure to the children and thus, his or her emotions unstable leads to the addiction path as part of the antisocial behaviour. Shahid Ismail and Nazar Muhamed (2007), goes on to clarify that drug abuse or addiction no more small matter and it should be given proper attention and importance as facts such as lots of drug cases has been unsolved and has been part of routine since 1980s, involving teenagers mostly from 14 to 17 years old as the beginners and main addicts. One of the report from mainstream newspaper "Utusan Malaysia" on 11th April 2000, 3 people found dead after drug addiction. They were alleged abused 4 tin gum at Cheras, Kuala Lumpur on 10th April, which means previous day thus, concludes misuse of drugs can cause death instantaneously. It is relevant with the point of drug addiction and abuse as the determining feature of drug abuse is whether an outline of drug using behaviour becomes repeatedly linked to harmful consequences. Drug abuse thus slowly with a time of progress or long period of time would develop into drug dependency, a more severe disorder associated with emotional signs of dependence.

Relapse

Relapse is a difficult and problematic challenge in the treatment of all behavior disorders. According to Fauziah Ibrahim (2009), she described relapse as dynamic, complex and unpredictable. She also further examined that relapses can be more explained as addiction means, misuse, usage or intake of psychoactive material after one had received drug addiction rehabilitation or treatment, mentally or physically. The development of the external crisis

such as uncertainty in managing problems, weak, stress, or the doubtful thinking that all issues cannot be resolved and immature thinking (Fauziah Ibrahim, 2009). Relapsed addicts usually go through confusion and do exaggerate due to the inability to think clearly, the trouble to remember things, unable to regulate their feelings and failure in anger management and incapable to manage feelings and emotions. According to Moos (2007), on his study of psychological elements, said that anxiety is one of the main elements especially for ex marijuana addicts faces low self-efficacy, a term defined as situation in which one individual feels confident and capable of performing a certain behavior. Rehabilitated drug addicts who experiencing low self-efficacy would have the tendency to go back to addiction after their release from treatment right at that moment. (Rudolf, 2007).

Social Support

Inability to get jobs among former addicts who were cleared from rehabilitation centers coupled with lack of financial funds, caused the addicts to go back to addictions. Yunos (1995) asserted that employers always took advantage on the former addicts by paying low salaries without taking into consideration their qualifications and experience, causing dissatisfactions amongst the former addicts that eventually caused them to quit their jobs. Indeed, as associate of a community, each individual shows certain roles to help the fight against drugs, nevertheless their status in the community. Lacking cooperation from the community, the government's aspiration to rehabilitate former addicts and to crack them into worthwhile citizen would not be accomplished because of the society's prejudicial attitude that does not want to accept wholly, the repented addicts.

Impression

The community in our nation, Malaysia still discovering challenge to agree drug addicts for the mistakes they have done. At the contemporary time community support, in totality, is vital to help cracking the negative opinion on former drug addicts (Ibrahim & Kumar, 2009). The community should change their thinking, be more abundant and accept the former addicts back as a new member who comes back into their fold. The community should also play lively role in fighting against drug trafficking and misuse within their community, by cooperating with the authorities. Apart from that the community should be ready to guide the former addicts so they would not trapped again in the drug addiction, through various intervention programs, arranged by drug prevention agencies and non-governmental organizations. Gaining family acceptance is important in order to avoid relapse. There were statements that show to us the acceptance given by the respondent's family.

Acceptance is one of the significant fundamentals that family should do for the former addicts to change. Basically, family should accept each other whether they are problematical person or not (Ibrahim & Kumar, 2009) In part, acceptance in family will indirectly change the view and the person will think over the problem again. The acceptance in the family will lead them to think all over again and want to change.

Methodology

The study will employ the use of qualitative research methods to examine the question of society factors in contributing possible relapse and complications faced by re-established or rehabilitated drug addicts towards a rehabilitated life. Specifically, the methods will consist of a series of interviews with pre-selected respondents-who have been selected using purposive sampling techniques. The data collected will be investigated or examined to understand the respondents' viewpoint on the research questions.

Sample

The sample of respondents that has been chosen are expertise in the field of authority in drug abuse, misuse and addiction. Governmental officers as well as they are familiar with the experience in handling drug addicts and rehabilitated addicts and so on. Hence, the respondents are also among those who are still on-going, finishing, and the finished fully recovered drug addicts from the previous addiction life. They are among the residence of Rumah Pengasih and Cure & Care Service Centre under AADK observation.

Findings & Analysis

The study of their responses was showed that less similar reasons for their relapses putting society aspect as priority. The reasons were characterized into several themes which include rehabilitation programs, peer influences or pressure, relationship problems and boredom.

Peer Influence and Pressure

Peer influence or peer pressure is the maximum mentioned answer given by the participants in the study particularly at the beginning of teenage years about Form two during secondary schooling period. Old friends influencing former addicts to pick up the drug taking habit after they were discharged from rehabilitation center is also one of the fact that scares rehabilitated drug addicts to move out from the rehab centers and joining back the

community. The relationship which described the addicts with friends more than a close friend is due to common experience the individual involved and peers and friends' shares. Sharing experience between peers here I mean that social issues commonly that each of them go through such as expulsions from secondary schooling due to discipline problems, regular problems with the lawful profession like Police and most of the friends, including individual involved has drug addiction as in lower level (weed intake) within family members.

Other than that hatred towards education given by parents and school is also one of the factor involved among peers and friends. Thus, for one to release stress and overcome such hatred, respondent felt drug addiction with friends with same category would solve most of the problem they go through.

Old friends in assisting one addict that rehabilitated to get needed supply of drugs were also studied and analyzed. These situations further induced the relapse addiction amongst former drug addicts who has been going through treatment and rehabilitation programs.

Relationship Problems

Relationship problem is another motive being identified from the interviews. The theme is categorized by relationship problem with spouse, divorce with the wife and broken relationship with family as in with parents and siblings. From the data studied, there were statements that showed to us that the acceptance given by the respondent's family. Acceptance is one of the important fundamentals that family should ensure for the former addicts to change. Essentially family should accept each other, whether they are problematic person or not. In part, acceptance in family will straight and indirectly change rehabilitated drug addicts' perception and he/she will think all over again before making any decision in the future. Eventually, acceptance in the family will lead them to think all over again and wanting to change. There are several experiences that addicts went through can be highlighted such as the advices and motivations given by the family of the individual involved. Respondents agree that their family members who are facing problems because of them would come up and give them support. Some of the backings would be genuine and most of the times it reflects on how the rehabilitated drug addicts going to set the future just after the release from the treatment. Family members usually would try and most of the time, the mothers would find the solution alone with many ways (for instance: doctors, priests, psychologists and counsellors) and thus would press the drug addicted person. Questions on motivation or advice or backing from family members during rehabilitation were asked and analysis found that advice is one of the elements that can lead an individual to right path but

at the same time when it comes to it would give right equal opposite reaction as the advice from family members or relatives would make to them to defend themselves and afraid of reacting back to the advice.

Society Acceptance

Society back up or community support is the other aspect which contributes towards relapsed addiction tendency amongst addicts. Regardless anyone's status and class in the community, as a member of the society, each individual plays a very certain role in helping the rehabilitated drug addicts to fight against drugs. The government's desire to rehabilitate former drug addicts (drug-free) and changing them into the most efficient citizen would not be accomplished without the cooperation of society because of the society's judgemental attitude that does not want to accept solely, the repented and remorse addicts. At the contemporary time community support, in totality, is decisive to help cracking the negative opinion on former drug addicts. It is suggested a more liberal and accept back the former drug addict as new member in community is crucial. Cooperation with the authorities would be a good way in improving society backing in fighting against drug crimes. Most of the participant (rehabilitated drug addicts) interviewed claiming that the nature of society in Malaysia is always and will always never accept drug addicts even the rehabilitated ones back to society for what they have done to the society. Thus, an interview with participants such as teacher, student (university level) and a private sector worker conducted to find out their own perception about rehabilitated drug addicts joining back society for a rehabilitated life.

Conclusions

Overall, the result showed that society playing an important part in relapse cases and fresh drug addicts to be rehabilitated. Besides, the study also showed that this Narcotics crime is no more a joke or a routine issue where we as part of community can just ignore minding our work. This is a situation that every single part of this society need to invest in effort and cooperation in fighting against nation's number one enemy, drug. From the study, important agents that can help the drug addicts to return back to the rehabilitated and normal life are improvisation of societal backings, employee's support, family and good mature relationship and selecting good bunch of friends or in other words healthy people and environment selection. Studies also suggesting that relapsed addicts amongst drug addicts in Malaysia involved by the addicts who are lack of strong self-efficacy to avoid temptations, challenges and hurdles in life they living through. It is considered that the rehabilitated drug addicts are very sensitive people, easily emotional and stressed by the social pressure from the

living environment. Failure of their good judgements in managing their life which would be safer and drug-free environment couldn't happen due to the impact of the weak personality and self-efficacy. Even though the drug rehabilitation programs thought them to rehabilitate in an effective way to help them rehabilitate from the drug effects and received strong backings from the family, friends and relatives, they are still trapped and no able to free from drug due to continuing chained by the community.

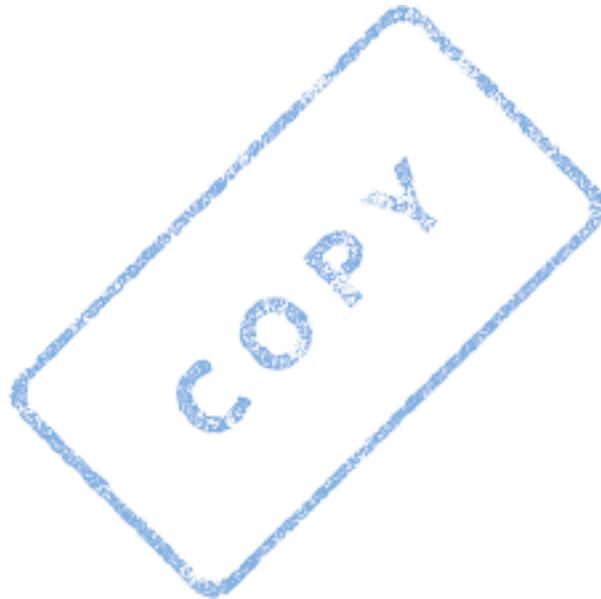
Acknowledgements

Special thanks to Rumah Pengasih, AADK Alor Gajah and Ipoh, Cure & Care Service Centre Alor Gajah and Kampar for their contribution in participating in this research. Not forgotten the participants who have given their time and sharing their experience towards drugs abusive, individual correspond such as the officers, staffs, teachers, parents, society members and etc.

References

- Abdul Rahman, W. R., Adawiah Dzulkifli, M., Rahah Sheik Dawood, S., & Mohamad, M. (2009). Social support among malay, chinese, and indian drug addicts in malaysia. *Sosial Support Among Malay, Chinese And Indian Drug Addicts In Malaysia*.
- Alcohol and drug abuse. In (2010). *SUBSTANCE ABUSE*. AUSTRALIA: Support and Equity Unit.
- Bahagian Dasar, Perancangan Dan Penyelidikan, Agensi Antidadah Kebangsaan Malaysia. (2013). *Laporan dadah bulan disember 2013*. Malaysia:Chiang, M. (n.d.). *Drugs rehab for malaysians*. Retrieved from <http://www.thecabinchiangmai.com/international-rehab/drug-rehab-malaysia>
- Fauziah Ibrahim, F., & Kumar, N. (2009). Factors Effecting Drug Relapse In Malaysia: An empiricalevidence. *ASIAN SOCIAL SCIENCE*, 5(12), 37-44.
- Kendall, D. (2008). *sociology in our times*. (7th ed., pp. 140-141). Belmont,USA: thomson wadsworth.
- (n.d.). Social support among malay, chinese, and indian drug addicts in malaysia. *Sosial Support Among Malay, Chinese And Indian Drug Addicts In Malaysia*.
Jurnal Anti dadah Kebangsaan 2007-2015.
- Latham, B. (n.d.). Sampling: What is it?. (2007). *Quantitative Research Methods*, Retrieved from webpages.acs.ttu.edu/.../Sampling_Methodology_Paper.pdf

- [Matokrem, L.](#) (2007). Intervensi dan Peranan Kaunselor untuk menjana Kepulihan Klien Sepanjang Hayat. *Jurnal Antidadah Malaysia*, 1, Jun 2007.
- Moos, R. (2007). Theory-based processes that promote remission of substance use disorders. *Clinical Psychology Review*, 27, 537-551.



ENVIRONMENTAL LITERACY BASED ON EDUCATIONAL BACKGROUND

A Agfar, A Munandar, W Surakusumah

Program Studi Pendidikan Biologi, Sekolah Pascasarjana Universitas Pendidikan Indonesia,
Jl. Dr. Setiabudhi No. 229, Bandung 40154, Indonesia
e-mail: anggrainiagfar74@gmail.com

Abstract. Environmental literacy is the ability to see, interpreted correctly and appreciate the dynamics of the region and certain environmental systems. Environmental literacy can also be interpreted about the human understanding of the impact of activities that do to the environment. This research was conducted in Pahawang village, Pesawaran, Lampung. Is a descriptive study using survey method, aims to examine the ability of community literacy on attitude indicators based on educational background. The study was conducted for 8 weeks in the coastal area of Pahawang. The study population is coastal community of Pahawang beach, the sample is determined using purposive sampling method. Then, get as 114 people, consisting of two hamlets in the village, in Pahawang and Penggetahan. The findings obtained were processed and analyzed qualitativ and descriptiv. Based on the results of the research, the environmental literacy of the community with the last elementary school is 0% low category, 44.44% medium category and 55.56% high category. In the community with last junior high school, 0% low category, 26.92% medium category and 73.08 with high category. Then, in the last education senior high school as much as 0% low category, 48.15% medium category and 51.85% high category. At the last education of undergraduate level, 0% low category, 25% medium category and 75% high category. Overview the results of environmental literacy ability of community, as much as 0% low category, 44% category and 67% high category.

Keywords: Environmental literacy, coastal area, Pahawang village

Introduction

Humans and environment are interconnected with each other. Humans change environment and otherwise. Bad relationships in the form of human treatment of the environment can lead to environmental crisis [1]. This is caused minim of human sensitivity to the environment. Understanding that the awareness of the human environment in interacting with nature is very potential to maintain the balance of ecosystems, should be the main goal, especially in education whose knowledge directly interfere with humans [2].

Environmental education aims to develop human awareness of the environment and its problems, individually or in groups as a solution to its prevention efforts[3].

This can be seen from the acquisition of National Biology Test Scores of high school level in 2015-2016 is still relatively low [3]. In essence, matter in Biology learning consists of a number of facts, concepts and principles. The fact leads the student to the observation of an object / phenomenon so as to produce concrete knowledge. The principle shows how the object / phenomenon occurs while the concept shows a mental abstraction of an object or phenomenon. One of the material that contains the concept felt difficult to be understood by teachers and students is the material of photosynthesis. Basically photosynthetic material invites students to understand an abstract energy transformation process, capturing and using light energy, then stored in the form of chemical energy that occurs in the chloroplast, through various processes to form starch and release oxygen[2]. According to some scientist, the concept of photosynthesis is an important concept in biology [4-7]. The principle of a large concept of abstract and complex photosynthesis processes must be able to direct the knowledge that students have from conceptual (abstract) to be transformed into factual (concrete).

Some research on the concept of photosynthesis proves that, still found students who are confused and misconception [8-11]. The confusion and misconceptions on the concept of photosynthesis were found in junior high school students [12-13], high school students [9, 14-16], Student level [17-19] and to prospective teachers [20-23].

One of the learning strategies considered to assist students in developing conceptual mastery is the PPDP learning strategy. The PPDP learning strategy in question is the acronym of the learning method consisting of the Practicum method, the Presentation-discussion method, the Demonstration method, and the Presentation-shortened methodology into PPDP. The PPDP learning strategy consists of four goals. First, integrated lab work aims to generate many facts related to the concept of photosynthesis. Second, in the presentation-discussion activities conducted cognitive sharing of the facts found that aims to equate and consolidate the concept of photosynthesis. Third, demonstration activities using photosynthesis kits aims to develop students' thinking and logic skills to factors that influence the rate of photosynthesis. Fourth, the presentation-aims of discussion aimed to equate and consolidate the concept of photosynthesis in a holistic way. The PPDP learning strategy is expected to reduce the level of confusion and misconception among students.

Experimental Method

The research method used is the weak experiment method with the research design "The One-group Pretest-Posttest Design. Subjects in the study were 35 students of class XI at one school in the city of Palembang. The PPDP learning strategy is divided into three

stages. The first stage is the application of classroom practicum method completed with Student Worksheet (LKS). It aims at developing conceptual mastery by practicing Ingenhousz, Sachs, Pristley, and leaf disks. In the second stage, two methods of learning are applied, namely presentation-discussion method and demonstration method. Method of presentation-discussion conducted aims to discuss the findings or facts of practical activities that have been done previous students, resulting in similarity and stability in the mastery of the concept. After completion of the presentation-discussion activity, continued the demonstration method. The demonstration method aims to develop students' high-level thinking skills. During the demonstration activities, teachers used photosynthesis kits as a demonstration medium. Through the use of photosynthesis kits, students are trained in analyzing and evaluating activities undertaken. The third stage, applied presentation-discussion method. This method aims to discuss the results of observations made by students during the demonstration activities. This method is selected by researchers to guide students to connect all information that has been obtained into a whole concept of photosynthesis. The research instrument used is in the form of concept mastery test, assessment rubric and questionnaire. Data were analyzed using Microsoft Excel and SPSS Program 24.

Result and Discussion.

Statistical data show pretest, posttest, and mean value of n-gain mastery of student concept after applying PPDP learning strategy can be seen in Table I.

Table I. Data Statistics Mastery of concepts

Statistics	value	
	Pr etest	P osttest
average	3 8,12	8 1,30
variance	2 1,5	8 3,2
at least	2 7,8	6 0,8
maximum	4 6,8	9 7,5

Based on Table I, shows an increase in the average mastery of the concept of 43.18 after applied PPDP learning strategy. Once analyzed, the average N-gain shows a value of 0.70 in the range of $0.61 \leq N\text{-gain} \leq 0.80$ with high category interpretation. Achieving the improvement of conceptual mastery caused during the learning process takes place, the teacher strives to create an active and enjoyable learning environment. The discovery of many facts about the concept of photosynthesis, the existence of cognitive sharing and the development of mind logic led to the formation of constructions of understanding in students. The concept of a person is formed by experience, and each student has the potential to process the information received [24-25]. Understanding the concept of photosynthesis can also be seen from the improvement based on the criteria of understanding according to Morgil and Yoruk [26] in Figure I.

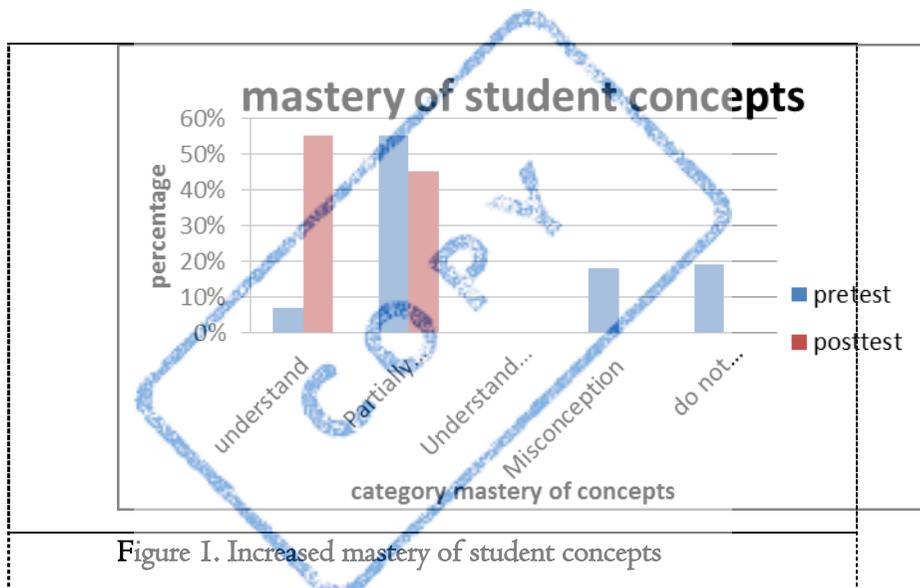


Figure I. Increased mastery of student concepts

Based on Figure I, shows significant differences in mastery of student concepts before and after the applied PPDP learning strategy on photosynthesis material. Direct experience in the discovery of facts leads to the transformation of knowledge from hands-on to mind-on. This affects the students' understanding of photosynthesis material. If studied in the "discovery" format, then the observed facts form the basis of concept or principle formation. If learning is "verification", then the observed facts become clear evidence of the correctness of the learned concepts or principles [27]. Based on statistical analysis, the effect of applying PPDP learning strategy can be seen in table 2.

Table 2. The influence of PPDP learning strategies on mastery of student concepts

One-Sample Test							
Test Value = 0							
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
ettest	pr 672	48,	34	,000	30,114	28,86	31,37
sttest	po 721	52,	34	,000	64,229	61,75	66,70

Table 2 above shows the significant effect of PPDP learning strategy on mastery of student concept which is seen from p-value < 0,05 significance. The influence of the application of PPDP learning strategy can be seen from the increase in mastery of concepts in students.

Conclusion

Based on the above explanation, it can be concluded that the improvement of conceptual mastery is caused by the implementation of appropriate learning strategy. Through the application of PPDP learning strategies, students can understand the concept of photosynthesis through the discovery of many facts. This strategy also stimulates students to be active in explaining and arguing while learning takes place. In addition, logical thinking and reasoning skills can develop through activities that can stimulate the ability to analyze, predict, interpret and conclude. Implementation of learning strategies requires good time management to be accomplished.

Acknowledgments

The authors would like to thank all those who have provided financial and moral support for this research.

References

- Muhaimin (2015). *Implementasi Model Pembelajaran Berbasis Masalah Lokal dalam mengembangkan kompetensi ekologis pada Pembelajaran IPS. Sosio didaktika. Social science educational journal. 1(2)*.
- Kementrian Pendidikan dan Kebudayaan (Kemendikbud). 2016. In Press Conference in Jakarta. Koran Solopos.com. access in 9 Mei 2016. [online] at : <http://www.solopos.com/2016/05/09/hasil-ujian-nasional-mendikbud-nilai-rerata-un-2016-sma-turun-ini-penyebabnya-717741>.
- Finley, F.N., Stewart, J. And Yarroch, W.L. (1992). Teachers perception of important and difficult science content. *Science education. 66, (4)*, 531-538.
- Bahar, M., Johnstone, A. H., and Hansell, M. H. (1999). Revisiting Learning Difficulties in Biology. *Journal of Biological Education, 33, 2*, 84-86.
- Lawson, A.E., & Thompson, L.D. (1988). Formal Reasoning Ability and isconceptions Concerning Genetice and Natural Selection. *Journal of Research in Science Teaching. 25 (9)*. 733-746.
- Storey, R. D. (1989). "Textbook Errors & Misconceptions in Biology: Photosynthesis". *The American Biology Teacher. 51 (5)*: 271-274.
- Wanderse, J. H. (1983) Students' Misconceptions About Photosynththesis: A Crossage Study. *Proceedings of the International Seminar on Misconceptions in Science and Mathematics*. Ithaka, NY: Cornell University, 441-466.
- Haslam, F., and Treagust, D.F. (1987). "Diagnosing secondary students" misconception of photosynthesis and respiration in plants using a two-tier multiple choice instrument. *Journal of biological education. 21, (3)*, 203-21-.
- Eisen, Y., and Stavy, R. (1988). 'Students' understanding of photosynthesis". *The American Biology Teacher. 50, (4)*, 208-212.
- Anderson, C.W., et al., (1990). The effect of instruction on college non majors' conception of respiration and photosynthesis". *Journal of research in science teaching. 27 (8)*: 761-776.
- Bell, B. (1985). Students' ideas about plant nutrition: What are they?. *Journal of Biological Education. 19(3)*, 213-218.
- Eisen, Y., Stavy, R., & Yaakobi, D. (1987). *How students ages 13-15 understand photosynthesis*. International Journal of Science Education, 9 (1), 105-115.
- Amir, R & Tamir, P. (1994). In-depth analysis of misconceptions as abasis for developing research-based remedial instruction: The ease of photosynthesis. *The American Biology Teacher, 56,94-100*.

- Özay, E. & Öztaş, H. (2003). Secondary students' interpretations of photosynthesis and plant nutrition. *Journal of Biological Education*, 37, 68-70.
- Marmaroti, P., & Galanopoulou, D. (2006). Pupils' understanding of photosynthesis: A questionnaire for the simultaneous assessment of all aspects. *International Journal of Science Education*, 28(4), 383-403.
- Hazel, E., & Prosser, M. (1994). First-Year University Students' Understanding of Photosynthesis, Their Study Strategies & Learning Context. *The American Biology Teacher*, 56, 5, 274-279.
- Carlsson, B., (2002). Ecological understanding: Ways of experiencing photosynthesis.. *Journal of Science Education*, 24(7): 681-699.
- Köse, S. (2008). Diagnosing student misconceptions: Using drawings as a research method. *World Applied Sciences Journal*, 3(2), 283-293.
- Köse, S. & Uşak, M. (2006). Determination of prospective science teachers' misconceptions: Photosynthesis and respiration in plants. *International Journal of Environmental and Science Education*, 1(1), 25 – 52.
- Orbanić, N.D., & Battelli, C. (2011). Misconceptions in science. In: M. Cotič, V. Medved Udovič, & S. Starc (Eds.), *Developing various literacy* (pp. 275-282). Koper: University of Primorska, Annales.
- Ahopelto, I., et al. (2011). *Future elementary school teachers' conceptual change concerning photosynthesis*. *Scandinavian Journal of Educational Research*, 55 (5), 505-515. doi: 10.1080/00313831.2010.550060.
- Ameyaw, Y. (2016). Evaluating Students' Misconceptions Of Photosynthesis And Respiration In A Ghanaian Senior High School. *International journal of advanced biological research*, 6(2): 202-209.
- Dahar, R.W. (1996). *Learning theoriest*. Jakarta : Erlangga.
- Semiawan, C. (1987). *Approach to process skills*. Jakarta: Gramedia.
- Morgil, I. & Yoruk, N. (2006). "Cross-Age Study of The Understanding Some Concepts In Chemistry Subjects In Science Curriculum". *Journal of Turkish Science Education*, 3 (1), 15 – 27.
- Rustaman, N.Y. (1995). "The role of practicum in biology learning". *Paper*. Presented on training for technicians and college labs. Cooperation of FPMIPA IKIP Bandung with Directorate General of Higher Education. Bandung : FPMIPA IKIP.

THE IMPLEMENTATION OF ISLAMIC SCHOOL CULTURE AT AL MADINAH ISLAMIC SCHOOL

Zahrudin, Nurdelima Waruwu, Ana Rosdiana

Syarif Hidayatullah State Islamic University of Jakarta, Indonesia

e-mail: zahrudin@uinjkt.ac.id

Abstract. The purpose of this research is to find out the ways al-Madinah Islamic school implements the Islamic school culture and to uncover the supporting and obstructing factors it faces in implementing it. The result is that the existence of Islamic school culture can improve the performance of school by the rise of students' learning achievement. It means that there is the positive impact of culture on the organizational performance. Al-Madinah Islamic school has implemented a culture as well-known an Islamic school culture since 2004. In general, it focuses on two things, namely: read (iqra) and good ethics (akhlaq karimah) culture. Read as a manifestation of first divine revelation is intended to shape a student to be a learning person by being a delight in reading. Good ethics is manifested through collective prayer, Islamic dress, respecting each other, etc. Some of the supporting factors are the commitment from top management and support from the school community. Conversely, some of the obstructing ones are less optimal sanction application and no preparation of internal side to logical consequence in the implementation of the religious atmosphere at the school.

Key words: school, Islamic culture

Introduction

The shape of organizational culture is through a long process and interaction of internal values (Zamroni, 2000). It is a characteristic owned by an organization that differentiates it from others (Siagian, 2009) and the key to organizational excellence (Schein, 1984). Cameron & Quinn, as cited by Dauber et al. (2012:1), states its importance to establish competitive advantages. Marcoulides & Heck, as also in Dauber (2012:1), explains its impact on organizational performance. Nowadays, culture is not understood as a noun anymore, but more as a work that is related to human's activity (Hikmah, 2009).

According to Lucas and Ogilvie (2006), organizational culture can be defined as "a system of shared values and assumptions" that is important for organizations because it involves the way employees behave to each other and this influences the decision making process. Another definition of organizational culture is a system of shared meaning and value based on characteristics (Schein, 1985). Culture has also been described as ideologies, norms and shared values that influence the pattern of behavior of individuals and cognitive

development within organizations (Argyris & Schon, 1978; Schein, 1983). Based on the above mentioned definitions, organizational culture is capable of indoctrinating a core set of values that can shape the values, attitudes, and norms of the employees towards accepting change introduced in organizations.

An organizational culture that is the shared values, beliefs, norms, and assumptions evolve through a long process of interrelation with most other concepts that are known such as organizational structure, motivation, leadership, decision making, communications, and change. In the context of social system theory, it is the same with the frame of inputs, a transformation process, outputs, external environments, and feedback (Lunenburg & Ornstein, 2000).

As mentioned above, the terms such as values, beliefs, norms, and assumptions are the elements of the content of organizational culture. Schein (1984) says that they are some visible and invisible. They are all gradual. The visible elements describe values behind them. Knowing values of a culture can help understand the manifestation of the culture in the more realistic context. An organizational culture and its elements are a picture about the way an organization works and shows its personality to others outside. The Quality of performance is a manifestation of a culture they have. And understanding the elements above is the important thing to know the way an organization has performance.

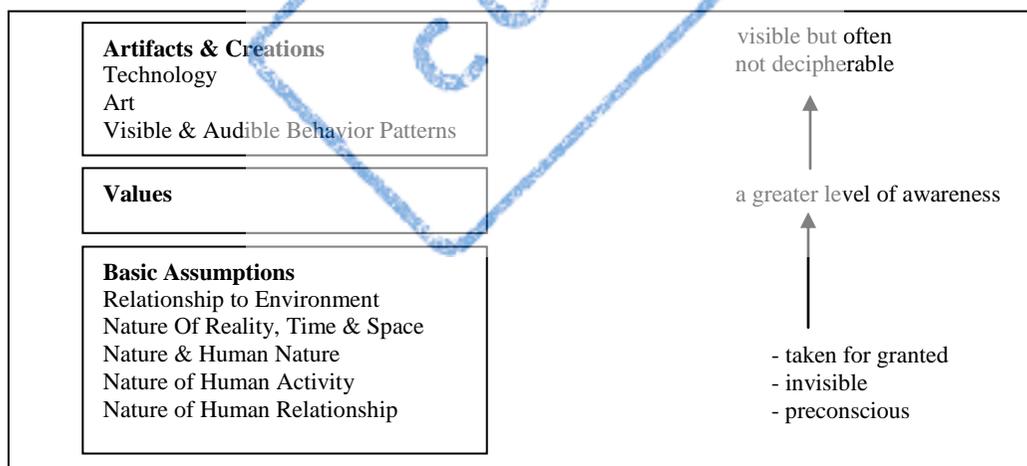


Figure 1 The Levels of Culture and Their Interaction

A school as an organization has a culture positively. It has an important role and a significant contribution for the development of a school for some schools, but not for others. There are many definitions expressed about a school culture. School culture,

according to Turner and Carolyn's opinion, includes values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community. Maslowski (Suharsaputra, 2000) states the same opinion with the different wording that is "the principal assumption, norms and values, and cultural artifacts that come from school members who influence their functioning at school." Meanwhile, Purkey and Smith, as cited by Butler and Dickson (Suharsaputra, 2000), say that a culture of the school as a structure, process, and climate of values and norms that channel staff and students in the direction of successful teaching and learning.

A school is an organization that has a structure and involves some people with tasks and functions to be done to get needs or achieves goals. Based on such realities, a school certainly has a culture in which it constitutes value or habit. It happens through interaction each other and ties all component at a school. A school culture develops as the result of meeting between values adhered by a principal as a leader and values adhered by teachers and staffs at a school. The values come from human's thoughts that finally result what is called or known "opinion of an organization." Later, it evolves and becomes shared values or beliefs. And then, they become a prominent substance or force for the creation of school culture. Many concrete symbols and actions can be seen and felt at the daily school life as a school culture, (Muhaimin, 2009).

From some definitions about a school culture above, it is clear that the definition of school culture has a similar sense of the definition of organizational culture. But a school as an organization positively has characteristics itself as an educational organization.

Method

This research uses a descriptive method. The method is chosen to be meant to explore and describe the real situation about the Islamic school culture implemented by al-Madinah school and explain the result by using words, not numbers. There is no population in this research, but it is called social situation that covers three elements: place, actor, activity. The informants are those who have information about that case such as a principal, a vice principal of curriculum, a vice principal of students' affairs, a vice principal of religious affairs, student organization coach, teacher, administrative staff, and students.

The technique of data collection derives from interview, observation and documentation study. The interview is done orally in the context of face-face individually such as interview to informants in the school. Observation is a technique of data collection in the form of "seeing and making a note" social phenomena sistematically growing and developing and an assessment takes place over the change that happens such as activities of

school community related to the culture. Documentation study is a technique used to look for data through records like archives related to the topic of research. Data analysis is a relatively systematic process of coding, categorizing, and interpreting data to provide explanation of a single (McMillan & Schumacher, 2006:364).

Result & Discussion

Al-Madinah Islamic school as an Islamic school sets its vision and mission and becomes them as a basis or base in developing a future school. The goals as stated in the vision and mission, are not manifested without a collective effort and commitment. Therefore it needs serious movement and consistency in building an educational culture that is well known by "Islamic school culture." The implementation is in the form of the culture of read (iqra) and good ethics (akhlaq karimah). The both are practiced together as a base to build students' character based on intelligence and Islamic values. What al-Madinah Islamic school does indicate its belief about an organizational culture in the form of ideologies, norms and shared values that has correlation and influence to the pattern of behavior of individuals and cognitive development within organizations (Argyris & Schon, 1978; Schein, 1983)

Al-Madinah Islamic school focuses not only on three aspects of cognitive, affective and motor skills in educating students as many schools do, but also on the implant of Islamic values and the teaching of Islamic doctrine as a basic reference. The process of learning at al-Madinah Islamic school takes an integrated approach, namely: combining the teaching of general sciences with religious sciences; combining a education with a qur'anic education based on Islamic character; combining the educational patterns of family, Islamic boarding school, and schooling. Furthermore, all activities at al-Madinah Islamic school must refer to al-Qur'an and al-Hadits conceptually and practically. The name of "Islam" that adhere in the name of al-Madinah Islamic school is not only a symbol that has little meaning, but more than that as a trigger for all employee of al-Madinah school at all level to be a spirit to realize the vision and mission.

Creating a culture is one of the ways chosen by al-Madinah Islamic school to improve the quality of the school and to achieve its goal, namely; creating a qur'an and smart generation. It is appropriate to Cameron & Quinn, as cited by Dauber et al. (2012:1), states the importance of organizational culture to establish competitive advantages. Marcoulides & Heck, as also in Dauber (2012:1), explains its impact on organizational performance. The Islamic culture of al-Madinah Islamic school derives from the shared values, beliefs, norms and assumptions among a school community of al-Madinah such as a

founder of ar-Rohman Foundation, principal, teachers, staffs. What has happened at al-Madinah Islamic school fits the statements of Lunenburg & Ornstein (2000:60) and Schein (1984) that an organizational culture comes from shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitudes, norms, and values.

The atmosphere of religiousness to the success of Islamic school culture implementation is created to support what has been the goal of al-Madinah Islamic school through taking some steps or ways. They are Islamic behavior (discipline, diligence), Islamic dress (covering parts of body), Islamic social relationship (ta'awun, takkarum, tasamuh, tarahum), supporting infrastructure of Islamic values implant (mosque, Islamic books, written Islamic arts), Islamic activities (citing Quran before learning, collective noon prayer).

Besides for the success of Islamic school culture implementation, the top management of al-Madinah school makes the team and communicate to it intensively. The team continuously socializes policies or requirements related to programs of school in developing or implementing Islamic culture to all school community such as teachers, students, staffs and students' parents. There are two ways used by the team to keep them running, namely: monitoring, warning, and evaluation. Giving a warning becomes the responsibility of an appointed officer for that and on the location. If he finds someone's behavior doesn't fit the Islamic culture, he directly gives him a warning. Monitoring is in the form of notes made about the discipline of students, teachers, and staffs. Finally, evaluation is monthly implemented together with all the school community and annually with the side of ar-Rohman Islamic education foundation.

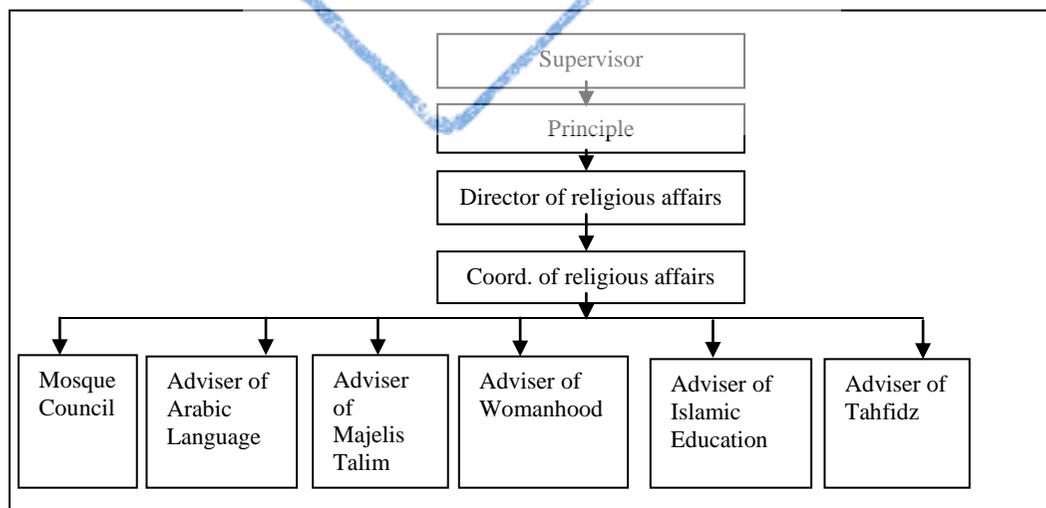


Figure 2 Structure of Islamic School Culture Team

Al-Madinah Islamic school faces many challenges in the implementation of Islamic school culture. Some of them are supporting factors and the others are obstructing ones. The supporting ones are the commitment of top management, support from the school community, application of reward and punishment system and representative learning infrastructure. Meanwhile, the obstructing ones are less optimal sanction application, the worry of the school community to society perspective over the school with many rules and hard line, and no preparation of internal side to logical consequence in the implementation of a religious atmosphere at the school.

Conclusion

The creation of school culture is important to achieve the goal and improve a performance of a school. The mastery of students to competencies that has been learned or learning achievement becomes the measurement of the performance of school. This research concludes that a school culture has an important role in improving its performance, especially in an Islamic school in which the shape of Islamic character becomes the main goal besides other ones.

References

- Argyris, C., & Schon, D. A. 1978. *Organizational Learning: A Theory of Action Perspective*. London: Addison-Wesley.
- Dauber, Daniel., Fink, Gerhard., and Yolles, Maurice. 2012. *A Configuration Model of Organizational Culture*. Access 15 August 2017
<http://sgo.sagepub.com/content>
- Hikmah. 2009. *Manajemen pendidikan*. Bandung: CV. Pustaka Setia.
- Lucas, L. M., & Ogilvie, D. 2006. *Things are not always what they seem. How reputations, culture, and incentives influence knowledge transfer*. *The Learning Organization*, 13 (1), 7-24.
- Lunenburg, Fred C., and Ornstein, Allan C. 2000. *Educational Administration: Concepts and Practices*. Belmont: Wadsworth/Thomson Learning.
- McMillan, James H., & Schumacher, Sally. 2006. *Research in Education: Evidence-Based Inquiry*. Boston: Pearson Education Inc.
- Muhaimin et al. 2009. *Manajemen Pendidikan*. Jakarta: Kencana Prenada Media Group.

Schein, E. H. 1985. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

Schein, E. H. 1984. *Coming to a New Awareness of Organizational Culture*, Sloan Management Review, 25:2, p.3.

Siagian, Sondang P. 2009. *Kiat Meningkatkan Produktivitas Kerja*. Jakarta: Rineka Cipta.

Suharsaputra, Uhar. 2013. *Administrasi Pendidikan*. Bandung: Refika Aditama.

Zamroni. 2000. *Paradigma Pendidikan Masa Depan*. Yogyakarta: Bigraf Publishing.



REALIBILITY OF THE WORD MEANING BETWEEN GOOGLE TRANSLATE AND ASHRIY DICTIONARY

Wati Susiawati

Syarif Hidayatullah State Islamic University Jakarta

Email: wati.susiawati@uinjkt.ac.id

Abstract. Translations is an attempt to divert the meaning of the text (discourse) of the source language (lughah al-ashl) into the target language (al-lughah al-mustahdafah) or transfer the language of origin (source language, al-lughah al-mutarjam minha) into the target language (target language, al-lughah al-mutarjam ilaiha). The meaning of language is always associated with lafaz (Tenses), structure (Takrib), and context (Siyaq) circumstances. Meaning of words of a language can not be separated from the root word, appointment, and the context of its use. Therefore in ilm al-dilalah found at least nine theory of meaning, namely: Al-Nazariyah Al-Isyariyah, Al-Nazariyyah Al-Tashawwuriyyah, Al-Nazhariyyah Al-Sulukiyah, Al-nazhariyyah al-siyaqiyyah, Al-nazhariyyah al-tahliliyyah, Al-nazhariyyah al-taulidiyyah, Al-nazhariyyah al-wadhiyyah al-munthiqiyah fi al-meaning, Al-nazhariyyah moore-Quine, in the process of translation, a translator needs to pay attention to some basic elements in translating both language elements and non-language.

Keywords: Translation, Meaning, Science Dilalah, Dictionary

Introduction

Lexicology or science vocabulary is a science that discuss about the vocabulary and its meaning in a language or several languages. This prioritizing science in terms of its derivation of the word, the structure of the word, the meaning of vocabulary, idioms-idioms, synonyms and which. Lexicology in English named "Lexicology" which means the science or study of the forms, the history and the meaning of words. Whereas in the Arabic language, Lexicology is called "Ilm Al-Ma'ajim", i.e. the study of the ins and outs of the dictionary. According to language, lexicology lexicon derives from the word meaning: dictionary, or term of a mu'jam science. According to terms, Lexicology is a science that examines the ins and outs of the meanings of the vocabulary of/arti have been included or will be loaded in the dictionary.

The word "AL ASHRI ' English translation" that is "modern" and "up to date". Although any of these names have been used by Elias Anton Elias and Edward e. Elias, 1982. However, the word "AL-'ASHRIY" remains our choice. Because in addition to laden with vocabulary or terms (arab) classic commonly used in the writing of the book, this dictionary has been trying to fully enter the vocabulary and terms contemporary/modern especially to meet the needs of terminology related to the development of science and technology which

are not/not yet commonly used in books, especially the so-called with yellow books.

Various Translations:

In General, the views of the methods used and the results obtained, the paper translation by most parties grouped in two mutually opposite requirements, i.e. harfiyah (literary) translation and translation bi al-tasharruf (free).

Still from aspects of the method, if seen from the intensity of the translator, then the translations are often grouped in other categories, namely direct translations ' category ' (al-tarjamah al-fauriyah) and ' indirect translation (al-tarjamah al-tahdhiriyyah).

J. Vinay and a. Darbelient explained that in translation of course going through the stages that must be done. There are six key stages for the translation, that is, impersonation (iqtibas), symbolizing (isti'arah), harfiyah, Idkhal, mu'adalah and ta'rib/taqrib.

In Western literature, translation methods assessed and classified in more detail. New mark for example, looking at the translation method that can be traced in terms of emphasis towards the source language and target language. Suppression against the source language translation methods of childbirth as follows:

1. Translating Word by Word

Through this method of translation is done between the lines. Translations for each word to be under any source language in the tradition of boarding school, this way known as the translation of jenggotan.

2. The translation of harfiyyah

This translation is done by grammatical construction mengkonfersi the source language into the language of the construction closest receiver.

3. faithful Translation

This method is able to produce contextual meaning of the source language into the structure of the recipient language appropriately.

4. semantic Translation

Translation of semantically different from faithful translation. In the method of semantic, aesthetic value nas source language considered, the meanings are aligned to achieve asonansi and do also play on words and repetition. This method is flexible to the extent member and translator for the berkreatifitas and for using intuisi.

5. Translation with adaptation

Adaptation is the way most free text translation than how other translation. This method is widely used in translating poetry and drama scripts with retaining the themes, characters, and storyline.

6. free Translation

Interpreter reproduces the issue expressed in the language of the source without using a certain way. These methods are parafrastik, that reveals the mandate contained in the source language with the phrase own translator in a language the recipient so that the translation be longer than on the original.

7. Translation of idiomatic

The translation is done by reproducing the source language message, but tend to change shades of meaning because the translator serves collocation and idioms-idioms that are not in the source text.

8. communicative Translation

Communicative translation done by revealing a contextual meaning of the source text into text recipients with a way so that the content and its meaning is easily accepted and understood by the reader.

Staple Item Translations

In the process of translation, a translator needs to pay attention to some elements of the staple in translating:

Language Aspects

1. Mastery of language dictionary, the ability to sort and choose either language diction of the meaning of vocabulary or sentence structure. That is not less important is to understand the meaning of the word both in textual and lexical konotatif/in denotative.
2. Sorof. The ability to understand the science of death, as well as changes and sprof memahjami function addition of hurud good for transitive (ta'diyah) received a result (mutawa'ah) or berbalasan (musyarakah) each other. In addition to iru skills translator in the two kinds of death (lughawi and isthilahi).
3. Nahwu. Aspects that might not be abandoned by the translator is nahwu. In the context of the Qur'an, nahwu capability here is not merely theoretical but empirical,

practical competence. The translator must distinguish the difference *memapu* Ayahs in concrete is accurate, whether it *fa'il*, *maf'ul*, *ma'lum*, *majhul mudhaf*, or *man'ut*, *ta'ajjub* or *istifham* sentence form and so on. As stated by Abd al-Qahir al-Jurjani: all words it was closed by its own means, so understanding the *I'rablah* opened it. Sorof produce words for engineered by *nahwu* thus generating meaning.

4. *Balaghah*. In the Qur'an, *balaghah* is an important aspect that cannot be abandoned, as it is a tool to recognize a sense of language with a high sensitivity, so that the translators were able to distinguish the meaning between the lines than just the meaning of *lahiriyahnya*. Being able to distinguish between the allegorical *pemaknaan*, *silogis* nor *majazi*.

Non-Aspects Of Language

In order for the translation result is more weighted, touch and quality, then the translators need to know the following things:

1. Background of the topic. Is knowledge the same or closely related to the issue topic that translated. A linguist United Kingdom English United Kingdom translate more about medicine than the linguist United Kingdom but lay against the world of medicine.
2. Context, is part of a description of a sentence which can add clarity to the meaning of the words in a text. The context is an important factor in each translation process, because the context has the priority in which the language of the theory and the meaning of a Word.
3. The connotations, is a docking between the mind that raises the value of sense on someone when dealing with a Word. This closely with *al-lughawi al-zauq* (a sense of) individual people.
- 4.

Research Results

The intensive search results from author, then you would have let the authors describe some meaning of the word search results found in some Arabic text of *Al-Ikhlash* (*الإخلاص والتجرد عن الإرادة*) based on the sources, both of which are:

المعنى من "Google Translate"	المفردات	الرقم
Walkers	السالكين	١.
Impartiality	تجرد	٢.
Orientation	التوجه	٣.
Others	سواه	٤.
the yard	الفناء	٥.
They call	يسمّون	٦.
Actually	واقع الأمر	٧.
Attraction	انجذاب	٨.
His love	محبّته	٩.
You mean	تقصد	١٠.
Notify	يخطر	١١.
Fouad	فؤاد	١٢.
Almost	كادت	١٣.
To show	لتبدي	١٤.
Link	ربط	١٥.
Dispose	منصرف	١٦.
Astrag	استغراف	١٧.
Paved	المعبّدة	١٨.
He is troubled	يضطرب	١٩.
Zell	زلّ	٢٠.
They are located	يقعوا	٢١.
Gobbled up	غشي	٢٢.
He is overwhelmed	يُغشى	٢٣.
Principles	مبادئ	٢٤.

Existing	موجود	. ٢٥
Existence	وجود	. ٢٦
Acclaimed	مشهور	. ٢٧
Witnesses	شهود	. ٢٨
Mentioned	منكور	. ٢٩
Known	معروفة	. ٣٠

While the search results of the meaning of words with the same theme derived from Al-Ashri dictionary are as follows:

الصفحة	العصري	المفردات	لرقم
410	Kebebasan, kekosongan, kelepasan	تجرد	
1455	Niat, maksud, tujuan	قصد	
609	Arah, kecenderungan	توجه	
1408	Kerusakan, kebinasaan	فناء	. ٤
242	Tertarik pada	انجذاب إلى	. ٥
1370	Yang kosong	فارغا	. ٦
845	Menggoyangkan, menggetarkan	يحظر بـ	. ٧
1073	Membuat mabuk	سكر	. ٨
2039	Bingung, membuat gila, hilang kesadaran	وله	. ٩
329	Pandai, penglihatan, pengertian	بصرة	. ١٠
1322	Jatuh pingsan, menyelimuti	غشي	. ١١
1377	Menyerap, mengagetkan	فجأه	. ١٢
1839	Yang pergi, berangkat	منصرف	. ١٣
343	Tetap, kekal	يبقى	. ١٤
1337	Menghilangkan, tersembunyi, tidak hadir	غاب	. ١٥
1352	Menutup, menyelimuti, menyelubung,	عشي	. ١٦

	menziarahi		
I178	Mengagetkan, menenangkan	صعق	.17
I017	Menyimpang, salah, keliru	زل	.18
I863	Posisi, tempat, situasi	موضع	.19
I478	Menjadi kuat	يقوى	.20
I377	Jalan antara dua gunung	فجاج	.21
477	Cemas, mendaki, memanjat	تسلق	.22
I298	Penawaran/bantuan	عطاء	.23
I214	Kesulitan, kemelaratan	ضيق	.24
457	Keberangkatan	الترحال	.25
I718	Tempat pengembalaan ternak	مسارب	.26
866	Menyianyikan cita-citanya	خيبة	.27
361	Kegembiraan, kesenangan	بهجة	.28
269	Merendahkan, mengurangi	اهبط	.29
I827	Kekuatan, kekebalan	مناعة	.30

From the search results of both sources, the researchers tried to observe and compare these results. Here is a comparison between the two:

Google	العصري	المفردات	الرقم
Strip	Kebebasan, kekosongan, kelepasan /410	تجرد	.1
Secara tidak sengaja	Niat, maksud, tujuan /1455	قصد	.2
Orientasi	Arah, kecenderungan /609	توجه	.3
Halaman	Kerusakan, kebinasaan/1408	فناء	.4
Snap untuk	Tertarik pada/242	انجذاب إلى	.5
Kosong	Yang kosong/1370	فارغا	.6
Melarang	Menggoyangkan, menggetarkan/845	يحظر بـ	.7

Gula	Membuat mabuk/I073	سكر	.٨
Memiliki	Bingung, membuat gila, hilang kesadaran/2039	وله	.٩
Bozrah	Pandai, penglihatan, pengertian/329	بصرة	.١٠
Keadaan pingsan	Jatuh pingsan, menyelimuti/I322	غشي	.١١
Tiba-tiba	Menyerap, mengagetkan/I377	فجأه	.١٢
Biaya	Yang pergi, berangkat/I839	منصرف	.١٣
Sisa	Tetap, kekal/343	يبقى	.١٤
Terjawab	Menghilangkan, tersembunyi, tidak hadir/I337	غاب	.١٥
Achi	Menutup, menyelimuti, menyelubung, menziarahi/I352	عشي	.١٦
Tercengang	Mengagetkan, menenangkan/I178	صعق	.١٧
Zell	Menyimpang, salah, keliru/I017	زل	.١٨
Posisi	Posisi, tempat, situasi/I863	موضع	.١٩
Menguatkan	Menjadi kuat/I478	يقوى	.٢٠
Glens	Jalan antara dua gunung/I377	فجاج	.٢١
Pendakian	Cemas, mendaki, memanjat/477	تسلق	.٢٢
Lembut	Penawaran/bantuan/I298	عطاء	.٢٣
Ketat	Kesulitan, kemelaratan/I214	ضيقه	.٢٤
Perjalanan	Keberangkatan/457	الترحال	.٢٥
Lanes	Tempat pengembalaan ternak/I718	مسارب	.٢٦
Kekecewaan	Menyiyaniakan cita-cintanya/866	خيبة	.٢٧
Menyenangkan	Kegembiraan, kesenangan/361	بهجة	.٢٨
Rappel	Merendahkan, mengurangi/269	اهبط	.٢٩
Imunitas	Kekuatan, kekebalan/I827	مناعة	.٣٠

To further reinforce the results of this study, researchers will further explore the

search for the meaning of words contained in several sentences or proverbs as described below:

Indonesia	Google	العبارات المترجمة	الرقم
Tumben... (diucapkan untuk orang yang jarang berkunjung)	Sayang langkah	خطوة عزيزة	1. 1
Panjang umur. Baru juga disebut, dia datang.	Disebutkan komite nasional kucing	ذكرنا القطة جانا ينط	2. 2
Sedang-sedang saja	Di antara	بين بين	3. 3
Batu sandungan/halangan/gangguan	Batu sandungan	حجر عثرة	4. 4
Kabar bohong/hanya isu belaka	Hal dari masa lalu	خبر كان	5. 5
Omong kosong	Omong kosong	كلام فارغ	6. 6
Nasi sudah menjadi bubur/Sudah terlambat	Sudah terlambat	سبق السيف العذل	7. 7
Raut muka/malu/martabat	Wajah	ماء الوجه	8. 8
Mengambil dan memberi (take and give)	Kalah-mangalah	الأخذ و العطاء	9. 9
Untuk	Untuk Allah menghendaki	إلى ما شاء الله	10. 10

jangka waktu yang tak terbatas/untuk selamanya			
--	--	--	--

Indonesia	العصري	العبارات المترجمة	الرقم
Tumben...(diucapkan untuk orang yang jarang berkunjung)	Jarak/langkah (846) Yang mulia/jarang (1289)	خطوة عزيزة	
Panjang umur. Baru juga disebut, dia datang.	Kita sebut kucing, dia datang loncat/mengeong ke kita (1920)	ذكرنا القط جانا بنط	
Sedang-sedang saja	Tengah-tengah/pertengahan(377)	بين بين	
Batu sandungan/halangan/gangguan	Batu sandungan/halangan/gangguan (1271)	حجر عثرة	
Kabar bohong/hanya isu belaka	Kabar/berita (822) Yang ada/terjadi (1489)	خبر كان	
Omong kosong	Omong kosong (1514)	كلام فارغ	
Nasi sudah menjadi bubur/Sudah terlambat	Sudah terlambat (1045)	سبق السيف العذل	
Raut muka/malu/martabat	Air muka/martabat/prestise(1574)	ماء الوجه	
Mengambil dan memberi (take and give)	Mengambil dan memberi (take and give) (55)	الأخذ و العطاء	
Untuk jangka waktu yang	Sampai batas waktu tak	إلى ما شاء	١٠

tak terbatas/untuk selamanya	terhingga	الله	
------------------------------	-----------	------	--

The columns bearing the red color indicates that there is no reliability/suitability of meaning between both the source or category is not appropriate.

- The columns bearing the old yellow/brown color indicative of reliability/suitability of meaning between both those sources or categories are quite appropriate.
- The columns bearing the black color indicates that the meaning is appropriate/reliable or category.

Conclusions

From the table above, the conclusion that can be drawn:

For category searches Word/mufrodat based on Google Translate, 50% are in the position of the red color indicates that there is no reliability/suitability of meaning between both the source or category is not appropriate. While at category are/enough, obtained 10% are in the position of the yellow/brown color indicates the presence of old reliability/suitability of meaning between both those sources or categories are quite appropriate. While the dictionary based on "AL-'ASHRIY", 100% are on black color indicating that the meaning is appropriate/reliable or category. It means that there are only 40% which includes categories according to the category of search words/mufrodat based on Google Translate. While the dictionary based on "AL-'ASHRIY", 100% are on black color indicating that the meaning is appropriate/reliable or category. The dictionary meaning, "AL-'ASHRIY", 100% be declared valid and more reliability compared to Google Translate.

For the category of phrases/like ishtilahiyah based on Google Translate, then acquired 60% are in the position of the red color indicates that there is no reliability/suitability of meaning between both the source or category is not appropriate. That is, there are only 40% in the corresponding level. While on a search for meaning based on dictionaries of "AL-'ASHRIY", 30% are in the category of medium/brown color position with enough/old yellow indicative of reliability/suitability of meaning between both those sources or categories are quite appropriate and 70% are on black color indicates that the meaning is appropriate/reliable or category.

References

- Aminuddin, Semantik: Pengantar Studi Tentang Makna, (Bandung: Sinar Baru, 1988), Cet. I
- Ali, Atabik dan Ahmad Zuhdi Muhdlor, Muqoddimah Kamus Kontemporer (Al-Ashri) Arab-Indonesia, (Yogyakarta: Yayasan Ali Maksum, 1996), Cet. Ke-3
- 'Alim, 'Abdul Sayyid Munsir dan 'Abdullah 'Abdurrozaq Ibrahim, *Al-Tarjamah, Ushuluha wa Mabadiuha wa Tathbiqaatuha*, (Riyadh, Daar al-Murih: 1988), Cet. I
- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Putra, 1996), Cet. I0
- Asnawir dan Usman, Basyirudin, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002)
- Farid 'Audh Haidar, 'Ilm al-Dilalah Dirosah Nadzoriyah wa Tathbiqiyyah, (Cairo: Maktabah al-Nahdhoh al-Mishriyyah, 1999)
- Moh. Mansyur, Mohammad dan Kustiwan, *Dalil al-Kaatib wa al-Mutarjim*, (Jakarta: PT. Moyo Segoro Agung, 2002)
- Moh. Mansyur dan Kustiwan, s. Ag, *Dalil al-Katib wa al-Mutarjim*, (Jakarta: PT. Moyo segoro Agung, 2002)
- Heinich, R. et al. *Instructional Media and Technology for Learning*, (New Jersey: Prentice Hall, Inc., 1986)
- http://www.aljaryash.net/vb/showthread-t_4372.html. 20 Maret 2013
- Ibrahim, Abd. Al-Alim, *Al-Muwajjih al-Fanniy li Mudarris al-Lughah al-Arabiyah*, Kairo: Daarul Ma'arif, 1971
- Jauraj Munan, diterjemahkan oleh Lathif Zaituni, *Al-Masa'il Al-Nadzoriyah fi Al-tarjamah*, Beirut, Daar al-Muntakhob Al-Arobiy: 1994, Cet. I
- Muhammad 'Anani, Fann Al-Tarjamah, Mesir: Maktabah Lubnan, 1992, Cet. I
- T. Fatimah Djajasudarma, Semantik I: Pengantar ke Arah Ilmu Makna, Bandung: Erasco, 1993, Cet. I
- H. Moh. Matsna HS, MA, Orientasi Semantik Al-Zamakhsyari, Kajian Makna Ayat-ayat Kalam, Jakarta: Anglo Media, 2006, Cet. I
- <http://anakpba.blogspot.com/2012/07/perkembangan-kosa-kata-bahasa-arab>, diunduh pada 3 agustus 2013
- Sayyid Al-Majid, Abd dan Manshur, Ahmad, *Sikulujiyya al-Wasaail al-Ta'limiyyah*, Kairo: Daarul Ma'arif, TTh
- Syihabuddin, MA, *Penerjemahan Arab-Indonesia (Teori dan Praktek)*, Bandung: Humaniora, 2005, Cet. I

MUSTAQILLI ALTERNATIVE LEARNING MODEL IN ARABIC LANGUAGE

Raswan

UIN Syarif Hidayatullah Jakarta, Jln. Ir. H. Djuanda No. 95, Ciputat, Tangsel, Indonesia

e-mail: raswan@uinjkt.ac.id

Abstract. This study attempted to analyze the Arabic "alternative" learning model, Mustaqilli Model. It is said to be an alternative, because this model is not the work of "Arabic educational specialists" in a formal sense. Mustaqilli's model strives to contribute to faster and comprehensive Arabic learning. According to his supporters, he is seen as being effective in creating Arabic skills in a flash. The advantages of this model are, firstly, the mustaqilli module capable of presenting Arabic material with comprehensive, self-directed learning, presenting nahwu and sharaf dictionaries with chart models (such as concept map models), and in it having examples of diverse and more qualified examples besides the term -the term is nothing that deviates from the usual and common nahwu and sharaf rules. Secondly, in learning mustaqilli there is a diversity of examples and illustrations, self-directed learning and continuous drill and presentation of nahwu and sharaf dictionary and learning is done by using the chart so that it will facilitate students to understand the concept of nahwu and sharaf being studied. Thirdly, the surplus of mustaqilli also exists in its acknowledged existence by Middle Eastern and Western clerics as well as teachers in its meager places chosen with clear criteria and in accordance with the objectives of the mustaqilli itself.

Keywords: model, arabic language, nahwu and sharaf, skills, mustaqilli

Introduction

Learning Arabic still can not be said exhilarating. Both in colleges, courses institutions, madrassas including schools. Unless boarding schools, it is seen more successful although here and there are still criticized, because it still keeps the deficiencies that until now can not be solved. In modern or semi-modern pesantren only makes santri speak Arabic but weak in Arabic grammar, other problems are often Arabic produced Arabic taste of Indonesia. In traditional pesantren it is good in grammar but Arabic speaking is very weak and is not a concern at all, whereas language is a communication tool and not just grammatical rules to be followed one hundred percent, especially in the context of spoken language.

The results of the study mentioned that Muslims who can read the Qur'an only 45%, which is correct and fluent in reading the Qur'an is only 4.5%. It is even more astonishing that understand Arabic and able to understand the Qur'an is less than 0.4% of the Muslim population in the world. That is, from 1000 Muslims less than 4 Muslims of

those who understand Arabic and Qur'an. (Republika, Thursday, Feb 26, 2015).

The problem is diverse, among others, *first*, Arabic learning material is more difficult than other materials. Although there are also some testimonials that show the truth of the view, but other languages also have difficulties as well as Arabic. Like English, it has difficulties because between writing with readings it is often read inconsistently. For example the letter 'a' is sometimes read 'a' and sometimes read 'e'. Among the most difficult things in Arabic for example is because the writing is different from Latin script plus there is the term 'arab bald'.

Secondly, the method of learning Arabic that is regarded as the 'ringleader' has not encouraged Arabic learning outcomes. Arabic learning method is very monotonous and saturated. The last method and almost will not grow again is the eclectic method or method *tawlifyah*. Until now no one has added other methods to Arabic learning, and even then most of them are adopted from the method of English learning.

Third, student motivation, motivation to learn Arabic students in Indonesia is still very minimal. In fact many of them learn Arabic just to make a pass in one level of school or even madrasah college. This has a negative impact on learning Arabic material. Moreover, there is the term National Examination subject matter (UN) as a 'prima-donna', the impact of materials such as Arabic increasingly ruled out in the motivation of student learning and even the attention of parents.

Fourth, Arabic teachers who do not have professionalism qualified. In some trainings such as PPG, PLPG and PKM conducted by FITK UIN Jakarta, researchers always check that the average Arabic teacher is not an alumnus of Arabic Language Education. Even more than 80% of Arabic teachers are not alumni of Arabic Language Education. Though the field alone is not necessarily successful especially those who are not the field. The logic is that when Arabic teachers are alumni of PAI, Shari'ah, Da'wah, Ushuluddin, it is certain that they will be weak in Arabic skills (professional competence), methodology (pedagogical competence), personal and social.

Fifth, the Arabic class is far from ideal. When the number of students in the class if you want to succeed a maximum of 20, in Indonesia there are even up to 40 students of class. Not to mention the added atmosphere of the class that is not 'intended' for language learning. This is very problematic in learning Arabic. As it is known that the average madrasah as the only formal institution in Indonesia that makes the Arabic language as compulsory material is a private status, even more than 90% of the population of madrasah in Indonesia, of course with the majority of conditions even though not paying attention to the presence of some madrasah has qualities such as Madrasah Pembangunan UIN Jakarta

and Madrasah al Azhar Al Sharif Jakarta.

Sixth, the political and socio-cultural conditions make the learning of Arabic language stagnant. Like many people who are considered Arabic and close to Arabic who stumble on corruption, terrorism even lately the name of Sholeh and Muhammad are questioned when going abroad in the immigration section. From the politics of the curriculum is the same, although Indonesia is Muslim majority, attention to Arabic is very low.

Surely other problems of learning Arabic are still very much. However, the most highlighted problem today is the Arabic learning approach, model, strategy, method, technique and tactics. Especially for the model of learning, is now incorporated learning model of Arabic language built on the spirit of learning Arabic fast and quality. The model of the researchers termed as an alternative model, because theoretically scientific language learning can be many deviant in addition to the average inventor is not a specificist of 'formal' Arabic Language Education. He just has a passion and he understands Arabic. Among the models in question is the *mustaqilli* model. It is considered capable of successful learning of Arabic language quickly eg *mustaqilli* promising fast learning from zero.

With the presence of the models of learning Arabic researchers are interested in studying it in a scientific research with the theme "ALTERNATIVE LANGUAGE LEARNING MODEL (Analysis Study of *Mustaqilli* Model Learning) نموذج التدريس البديل 'في تدريس العربية'. This research is important, actual and urgent, and will provide benefits for the development of learning Arabic language as well as for the progress of learning Arabic language in a country whose majority of the population embraces a religion that has Arabic scriptures. For practitioners will simplify the process of learning Arabic language and for the stakeholders will be the basis for determining the policy direction of renewable Arabic learning models.

This study will answer some of the *first* questions, how are the approaches, strategies, models and methods developed in *Musatqilli*?, *Second*, How do Arabic Learning Outcomes use *Musatqilli*? And *third*, What can be taken from *Mustaqilli*'s excess side in the development of Arabic learning?

The Arabic learning model is a pattern, description, and example of systematic and detailed learning steps to achieve the learning objectives of Arabic language measured by evaluation activities in the form of thinking, personal, and social skills and has great benefits for teachers and Arabic learning developers to designing and planning Arabic learning and implementing it effectively and efficiently in which there are approaches, strategies, methods, techniques and even learning tactics.

Research Methods

The research approach used in this research is qualitative research approach of analytical descriptive type. The researcher will reveal the learning model on musatqilli with survey, interview, documentation study, FGD. The steps to be undertaken are *first*, the researcher will identify the musatqilli learning center through the web and interview both directly and indirectly with those who have received the second training. *Second*, the researcher will select the training center to be the object of the research, if possible the center or which is cared for by the inventor of the model or the module of learning. *Third*, researchers conducted interviews, observations, discussions, FGDs and documentation studies by reviewing the book into a *mustaqilli* module. *Fourth*, to find the learning outcomes of course participants, the researchers will do sampling of some alumni who have passed the program and then asked his opinion about the learning that has been passed plus to assess their Arabic ability. *Fifth*, the researcher analyzed and then constructed a new model that takes the good side of it plus the improvement of aspects that are considered not yet scientific.

Research Results

From various data collected by the researcher both through documentation study include: articles, learning videos, web, also done by direct observation of learning, interviews with both model and developer as well as teachers and participants who follow *mustaqilli* course.

Learning approach used *First*, that the goal of learning Arabic tip and the greatest benefit is to establish faith by understanding the Qur'an and al Hadith and the sources of Islam written in Arabic. *Secondly*, the direction of learning *mustaqilli* does not directly lead to the Qur'an. *Thirdly*, In relation to the rules of *nahwu* and *sharaf*, *mustaqilli* is very obedient to *nahwu* and *sharaf* that developed in the study of *nahwu* and *sharaf* from time to time, he tried to combine between *nahwu* and *sharaf*. *Fourth*, the *mustaqilli* is strongly put forward all the language proficiency even to the translation in addition to listening, speaking, reading and writing. *Fifth*, *mustaqilli* aims to quickly be able to speak Arabic; *mustaqilli* claims that his learning is very fast in generating participants in Arabic far beyond pesantren, even madrasah and college. *Sixth*, *mustaqilli* sees that learning Arabic should be fun. *Mustaqilli* saw that the books and curriculum that developed in Indonesia and arab very far from expectations. For the original book of Arabic, students or participants can only one month study can be said lucky. With the *mustaqilli* the participants feel at home studying for years even with their own busyness. *Seventh*, looking at the importance of learning Arabic

language by using active student methods both speaking and reading and writing without any student activity then the learning will be in vain. And *mustaqilli* also use a little method of singing. *Eighth*, the claim is suitable for all ages, *mustaqilli* view that the model has a uniqueness can and suitable studied by all circles. Starting from children to the elderly. In *mustaqilli* for a child there is a special book of six volumes equal to *mustaqilli* for the general age.

Strategies are used using active student strategies where students must be active in learning. Good active talk, writing and ect even sing songs related to learning. However *mustaqilli* is confused when asked which strategy is developed. Researchers see that *mustaqilli* has combined between expository and non-expository learning in Arabic. The use of the translation almost always adorns learning in addition to using other means, especially in explaining the meaning of Arabic.

The developed learning model is a combination of behaviorism model, cognitivism and constructivism. The emphasized learning model has developed the postmetode model although the researchers see in theory, ability of understanding the learning model is very minimal. But whatever that developed by *mustaqilli* has contributed a lot to humanity and society.

While the method developed more use *sam'iyyah syafawiyyah*, direct methods, games both with singing or with others. The suggestion, the total of the response and grammatical translations into beautiful guides in Arabic learning.

Mustaqilli is stronger in the curriculum and material comprehensiveness. In a very short time, students will be able to quickly teach their knowledge to others. Therefore, in learning *mustaqilli* selected the best teachers are useful to be able to teach Arabic language with a distinctive style of *mustaqilli*.

Arabic learning results with it are seen as effective in achieving the target and efficient in the use of time required. Some participants saw that the *mustaqilli* method was good and made it quick to speak Arabic. Although after the researchers asked many of them are less "PD" in the ability of Arabic language despite studying for many years.

There has been no reliable result that using this model can beat students who have been studying Arabic for decades at the pesantren. This of course still continues to need a deep dig. It needs to be continuously researched and developed by both legal experts and non-legal Arabic education experts. Although the results of it can be categorized successfully and is a new breakthrough in stagnant development of Arabic learning.

Mustaqilli has advantages in the development of Arabic learning, providing comprehensive Arabic language material, self-study, presenting *nahwu* and *sharaf* dictionaries with chart models (such as concept map models), and having examples of diverse, there is no term that deviates from the ordinary and common *nahwu sharaf* rule. The advantages of *mustaqilli* on the diversity of samples and illustrations, self-directed learning and continuous drill and presentation of *nahwu* and *sharaf* dictionaries and their learning are done by using the chart so that it will make it easier for students to understand the concept of *nahwu* and *sharaf* being studied. Another advantage is in the publication aspect, it also exists in its existence recognized by middle eastern and even western clerics and teachers are selected with clear criteria and in accordance with the objectives *mustaqilli* own. So it has been covered by the national media of Indonesia. He is the work of the nation's children though there must be shortcomings but will inspire us a lot in developing Arabic learning.

However, the weakness of the *mustaqilli* exists, for example, lies in the length of the learning process even under the pretext of a week's reason for only two meetings. Learning is also rather saturating because only practice and practice in learning need to use other styles such as exciting songs. It is also recognized Ustadz. Endang as a *mustaqilli* development so as not to be abandoned by students. one of the participants also acknowledged that the *mustaqilli* was shortly diminished and in turn the merging of two classes became one. Even after the merger was reduced again it will be merged again to minimal reach the minimum number of participants. It is also experienced by Ustadz. Faza employees FITK UIN Jakarta who had studied in *Mustaqilli* admittedly interesting and good but the participants sometimes reduced. Since there was a merger with a distant class then he stopped attending a *mustaqilli* course. Bringing a very heavy dictionary according to researchers conducted in *mustaqilli* is very good, but burdening students or learners. It is very difficult to do if the learning is done in a regular school or madrasah because students have a burden beyond learning Arabic which is sometimes more of a student's attention.

Models that can be developed as a development that is inspired by *mustaqilli* are as follows:

1. *Mustaqilli* material is more contextual; many texts used as materials of practice are very contextual with the present. Contextual with student age, student interest etc. The use of the Qur'an, al-hadith and books of scholars should be developed with the latest newspapers, TV shows and even occasionally using the original Arabic text of Indonesia.
2. Learning the kaidah/grammar by using the map and or chart will make it easier for students to learn and master the kaidah of Arabic.

3. Using the active students way are in any way that is important for students actively speaking, reading, writing is a good thing.
4. The ability of teachers to public speaking is very important, as do *mustaqilli* recruit teachers who have good public speaking skills. But for development, do not just looking for teachers who have good skills but able to create quality teachers though actually qualified.

A comfortable classroom atmosphere needs to be a priority, because only with convenient learning will result.

Conclusion

From the results of the research presented this study, it can be concluded several things as follows:

1. The approach, strategy, model, method developed by *Mustaqilli* trying to find a way for Arabic learning can be fast and easy, learning Arabic should start with the mastery of *nahwu* and *sharaf*, model, strategy and learning method it using model, strategy and learning method active modern where both require students to make a voice in the process of learning in the form of pat and sing again about the material being taught. All language proficiency should be taught and it takes more than a year to master the Arabic language. Even *mustaqilli* can be given to those who do not know the letters *hijaiyyah* though.
2. Learning Arabic results with different segments of students. *Mustaqilli* tends to be suitable for those who really have a strong desire to be able to speak Arabic with profound mastery.

Excess *Mustaqilli*, providing Arabic material with comprehensive, self-directed learning, presenting *nahwu* and *sharaf* dictionaries with chart models (such as concept map models), and in it having examples of diverse and more qualified examples besides non-existent terms deviating from the usual and common *nahwu sharaf* rules. And *mustaqilli* possesses a distinct diversity of examples and illustrations, self-directed learning and continuous drill and presentation of *nahwu* and *sharaf* dictionaries and its learning is done by using a chart that will allow students to understand the concept of *nahwu* and *sharaf* being studied. Another advantage is in the publication aspects where *mustaqilli* is recognized existence by middle east and even western scholars and teachers are selected with clear criteria and in accordance with the objectives *mustaqilli* own. So that *mustaqilli* has been covered by Indonesian national media. he is the work of the nation's children though there must be

shortcomings but will inspire us a lot in developing Arabic learning.

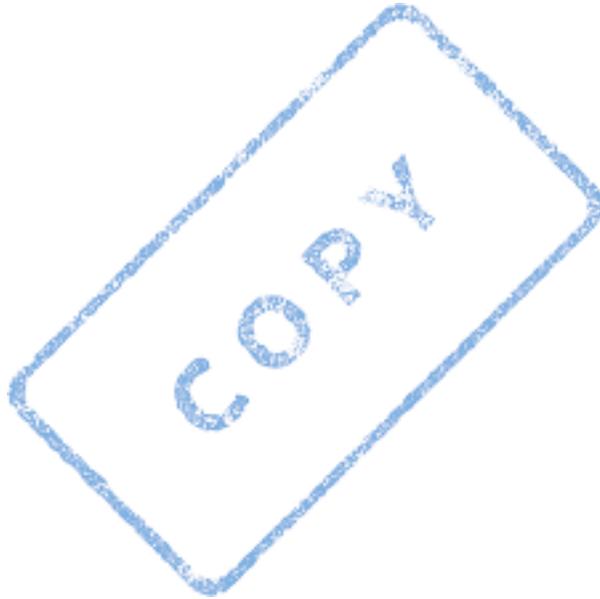
References

- Abdul Wahab, Muhib. (2015). Pembelajaran Bahasa Arab di Era Posmetode, *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Vol. 2., No. 1, Juni 2015. Online: <http://journal.uinjkt.ac.id/index.php/arabiyat>.
- أبو الهيجاء، خلدون عبد الرحيم و عماد توفيق السعدي. (٢٠٠٣م). نموذج التعليم وأسلوب التعلم في تطوير مهارات القراءة الناقدة لدي تلاميذ الصف الرابع الأساسي، مجلة جامعة دمشق، المجلد ١٩ العدد الأول.
- رحمة، أثنينج. (٢٠١٥م). Model of Teaching Writing in Arabic to Raise Students' Environmental Awareness Attitude، مجموعة بحوث اللغة العربية أساس الثقافة الإنسانية، UIN-MALIKI PRESS، ٢٧-٢٩ أغسطس ٢٠١٥م.
- زاهر نمر محمد فنونه. (٢٠١٢م/٤٣٣هـ). أثر استخدام نموذج التعلم التوليدي والعصف الذهني في تنمية المفاهيم والتجاه نحو الأحياء لدى طلاب صف الحادي عشر بمحافظة غزة، "رسالة الماجستير"، في الجامعة الإسلامية – غزة عمادة الدراسات العليا كلية التربية قسم المناهج وطرق التدريس.
- سماح محمد صالح بن سلمان. (٢٠١١م/٤٣٢هـ). دليل المعلم في استخدام نموذج التعلم التوليدي لفصل "التفاعلات الكيميائية" في مقرر الكيمياء للصف الأول الثانوي، متطلب تكميلي للماجستير المملكة العربية السعودية وزارة التعليم العالي جامعة أم القرى كلية التربية قسم المناهج وطرق التدريس الفصل الدراسي الثاني.
- الشنطاوي، عصام ووهاني العبيدي. (٢٠٠٦م). أثر التدريس وفق نموذجين للتعلم البنائي في تحصيل طلاب الصف التاسع في الرياضيات، المجلة الأردنية في العلوم التربوية، مجلد ٢، عدد ٤.
- صالح بن سلمان، سماح محمد. (٢٠١١م/٤٣٢هـ). دليل المعلم في استخدام نموذج التعلم التوليدي لفصل "التفاعلات الكيميائية" في مقرر الكيمياء للصف الأول الثانوي، متطلب تكميلي للماجستير المملكة العربية السعودية وزارة التعليم العالي جامعة أم القرى كلية التربية قسم المناهج وطرق التدريس الفصل الدراسي الثاني.
- عصام الشنطاوي ووهاني العبيدي. (٢٠٠٦م). أثر التدريس وفق نموذجين للتعلم البنائي في تحصيل طلاب الصف التاسع في الرياضيات، المجلة الأردنية في العلوم التربوية، مجلد ٢، عدد ٤.
- عمران، كامل. (٢٠١١م). النموذج الاجتماعي: مشكلاته ومصادره، مجلة جامعة دمشق، المجلد ٢٧ العدد الثالث والرابع.
- فنونه، زاهر نمر محمد. (٢٠١٢م/٤٣٣هـ) أثر استخدام نموذج التعلم التوليدي والعصف الذهني في تنمية المفاهيم والتجاه نحو الأحياء لدى طلاب صف الحادي عشر بمحافظة غزة، "رسالة الماجستير"، في الجامعة الإسلامية – غزة عمادة الدراسات العليا كلية التربية قسم المناهج وطرق التدريس.
- نسوتيون، سخالد. (٢٠١٥م). نموذج التعلم البنائي في تدريس العربية للمستوى الجامعي، مجموعة بحوث اللغة العربية أساس الثقافة الإنسانية، UIN-MALIKI PRESS، ٢٧-٢٩ أغسطس ٢٠١٥م.

هارون، الطيب أحمد حسن ومحمد عمر موسى سرحان. (٢٠١٥م). فاعلية نموذج التعلم المقلوب في التحصيل والأداء لمهارات التعلم الإلكتروني لدى طلاب البكالوريوس بكلية التربية، المؤتمر الدولي الأول في كلية التربية "التربية ... آفاق مستقبلية" ٢٣-٢٦ جمادي الآخرة ١٤٣٦هـ - ١٢-١٥ أبريل ٢٠١٥م، بمركز الملك عبد العزيز الحضاري.

واتي سوسياواتي. (٢٠١٥م). نعوم تشومسكي ونظرياته التوليدية التحويلية، كتاب المؤتمر: النهوض باللغة العربية من خلال نشر الثقافة الإسلامية والعربية، قسم اللغة العربية كلية التربية، جامعة شريف هداية الله الإسلامية الحكومية جاكرتا-إندونيسيا، ٢٣-٢٥ أغسطس ٢٠١٥م الموافق ٨-١٠ ذو القعدة ١٤٣٦هـ.

وادي، هبة حميد. (٢٠١٤م). فاعلية أنموذج التعلم التوليدي في تحصيل طالبات الصف الرابع الإعدادي في مادة التاريخ، مجلة الديالي، العدد الثالث والستون.



THE PORTRAIT OF EDUCATION IN BORDER REGION INDONESIA- MALAYSIA: ITS POTENTIAL AND CHALLENGES FROM SOCIO- CULTURAL PERSPECTIVE

Muhammad Rizki

Faculty of Law, Universitas Gadjah Mada, Sleman, DI. Yogyakarta, Indonesia 55281

e-mail: rizki_muhammad93@yahoo.com

Abstract. When observed in socio-cultural context, border regions have strong interdependence with border societies. Judging from current facts, border societies remain isolated, underdeveloped and abandoned. Temajuk is a real example based on the educational background of the society in terms of its quality and quantity. However, Temajuk has the potential for leading sectors due to its proximity with neighboring states geographically and shared melayu culture. Thus, basic rights to have access for better education and its supporting facilities as stipulated in constitution should be accommodated to its fullest as manifested in urban areas. This research paper aims to study the portrait of education in border regions and its potential as well as challenges, specifically in Temajuk Village which shares its border with Kampong Telok Melano, Sarawak, Malaysia. The research is legal research. The data collecting method applied for this research is mainly focused on literature resources. Further, the Author performed field observations to obtain primary, secondary, and non-legal material. These materials were analyzed using qualitative method. The result of field observations showed that insufficient attention and inefficient management of education from the central government in Temajuk have triggered challenges inter alia the difficulty of access to schools, inadequate infrastructure and supporting facilities, not enough students at the high school level, the number of students that continue their studies to higher education are deficient, and there are insufficient numbers of teachers in certain subjects. Ultimately, the Author highly recommends the Indonesian government should necessarily draw high attention, set action plan and take prominent steps to accelerate the development of infrastructure as well as enhance the quality of students domiciled at the border, considering its significance toward the livelihood of border societies and in comparison with neighboring states.

Keywords: Border Region; Border Society; Management of Education; Temajuk; Potential; Challenges

Introduction

Article I of Montevideo Convention 1933 (Convention on Right and Duties of States), mentioned the elements of a state, which are: The state as a person of International Law should possess the following qualifications: 1. A permanent population, 2. A defined territory, 3. A government and 4. A capacity to enter into relation with other states.

Based on the Convention, territory is one of the cumulative elements of a state. An

independent and sovereign state can not be considered as a state if it does not have the so-called existential factors, namely a defined territory and recognition from other states. A sovereign state has supreme authority over its territory. As consequences, state is able to implement the power considering the notion of state cannot be separated from sovereignty. Sovereignty of a state embodies matters related to territorial as well as state responsibilities in across sectors. Therefore, Indonesia as a sovereign state, has responsibilities toward its territorial. This definitely includes border regions as state's front gate (Tsani,1990, 32).

Border regions are the significant manifestation of territorial sovereignty. They are the "face" of Indonesia for early impressions of Indonesia and should be getting equitable attentions from government. In regards to regional development particularly border region is supposedly within government's priority and responsibilities.

Nonetheless, up to today, border regions remain a crucial issue, including the one located between West Kalimantan and Malaysia. In fact, the funds for the development of the border region from across aspects are annually allocated. However, there is a huge disparity between the amount of the budget and the reality of the border development plan.

Additionally, judging from current facts, border regions remain isolated, underdeveloped and abandoned. Temajuk is a real example based on the educational background of the society in terms of its quality and quantity. However, Temajuk has the potential for leading sectors due to its proximity with neighboring states geographically and shared melayu culture. Moreover, Temajuk, which share state border with Telok Melano, has strong interdependence of the two border societies when observed in socio-cultural context. Thus, basic rights to have access for better education and its supporting facilities as stipulated in constitution should be accelerated as well as accommodated to its fullest as manifested in urban areas.

Therefore, based on these phenomena, they are very repressive and have a high urgency to be explored further. It is crucial to formulate a baseline for these problems before setting up the action plan. For the foregoing reasons, in this research paper, the author will focus on the problems located in Temajuk, West Borneo, Indonesia which shares a direct border with Kampong Teluk Melano, Sarawak, Malaysia. The author is going to observe straight facts on the ground related to the previously described issues. Additionally, the author is going to provide data reports and propose recommendations for the governments based on field research.

Research Question

Based on the aforementioned issues, the author will perform a further analysis to obtain solutions for the following problems:

- 1) What are the recent portraits of Temajuk?
- 2) What are the prospects as well as challenges of education in Temajuk from socio-cultural perspective?

Methods

Nature and type of study

This paper is based on legal research which uses juridical-empirical approaches. Juridical-empirical studies discuss the principles in legal studies by further analyzing theories through fieldwork to look at the facts on the ground and perform interviews with parties related to the subject of the research.(Soekamto, 2014, 11)

This study is also enhanced by a subsequent-practice interpretation in order to understand materials drawn from books, journals, papers and articles as well as reports of previous studies to supplement materials from international treaties related to the subject of the research.

Types of Data

The research focuses on literature research. However, field research is performed to further analyze the factual situation. Data collection methods are processed by obtaining primary legal materials, secondary legal materials, and non-legal materials.

Research location

Findings from this study are drawn from field research in Temajuk Village, Sambas, West Kalimantan, to support the primary data. Further, the author gathered secondary data from materials obtained in the library of the Faculty of Law Universitas Gadjah Mada. Additionally, the author performs in-depth interviews through state officials relating to border region managements which are as follows: Ministry of Foreign Affairs, Ministry of Home Affairs, and National Agency for Border Management.

Data Analysis

In this research, the author performs qualitative analysis with a statute approach, which involves collecting and selecting the data obtained both from primary and secondary sources which are relevant to the problems researched. The data collected will be further

processed and analyzed in a systematic way, and eventually linked with bilateral border treaties as well as border regions management theory. (Ali, 2009, 24)

Result and Discussion



Temajuk map and its tourist attractions

The recent portraits of Temajuk

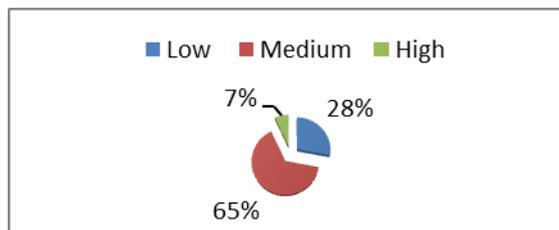
Temajuk is comprised of Dusun Camar Bulan, Dusun Sempadan, and Dusun Maludin. Camar Bulan is the village center. Meanwhile, Dusun Maludin is considered a tourist destination due to its beach panorama and tourism facilities. Meanwhile Dusun Sempadan opposes the seaside area and has a direct state border with neighboring village. Geographically, Temajuk is situated at the northwest of Borneo Island and shares its land border with Sarawak, East Malaysia.

Demographically, it was populated by 2170 inhabitants in 2015. The majority of locals are fishermen and farmers. There are also locals who run small retail shops in order to add to their earnings. In terms of village infrastructure, there are four schools from elementary to high school level. Also, there is a local public health building, administrative office, border military post, traditional market, subsector police station, and multipurpose buildings.

In terms of daily needs, Temajuk locals rely heavily on Malaysian products, so it is common to see Malaysian products sold in Temajuk such as gas, rice, sugar, flour, various food seasonings, and other products. Although there are Indonesian products that circulate widely, the public prefers to select Malaysian products because the quality is much better,

more economical, and condition of the product is still viable, unlike Indonesian products which have often passed the expiration period.

Economically, by the end of 2015, village governments have categorized household welfare to measure the level of citizens' welfare with the following results:



(source: Temajuk Administration, June 2016)

Based on the graph, although it shows most of the Temajuk locals are in prosperous category, in reality, they are only able to accommodate primary needs. Meanwhile, in order to fulfill the secondary needs as a means of information technology, mobilization, and entertainment are only enjoyed by those living with high economy level.

In fact, basically the budget allocated for development and economic improvement of citizens is quite high, this can be proven in the table below:

No	Source	2014
1	Tax	Rp 7.193.479,62
2	Land rent	-
3	Year allocation	Rp 583.893,833
4	Extra financial aid from government in province level	Rp. 4.800.000
5	Balance	Rp.278,099.000

(source: Temajuk Administration, June 2016)

However, the management and utilization of such funding can not be managed effectively and efficiently so that development is always concentrated in the Camar Bulan market area while there are still many people who need more development. Therefore, it surely requires extra supervision and assistance from sub-district and district government especially in village financial management in order to the allocated budget can be utilized as intended.

As one of Indonesia entrance gates in which the sovereignty implementation takes

place, Temajuk surely requires accelerated development, both for infrastructure and primary needs, for example 24 hours running electricity, improved telecommunication lines, an internet provider, inter-connected paved roads from district to neighboring states, terminals, a fishing port, and proper bridges.

Electricity itself is a new thing they got about a year ago through the installation of Diesel Power Plant (PLTD). Although currently with the presence of the State Electricity Company (PLN), sadly, the new electricity merely can be enjoyed for 12 hours from 18.00-06.00, and only a small part who can feel the benefits, especially those living in this market area of the village. Most other local people only use batteries with solar panel chargers or old gasoline diesel engine mixed at least 1 liter for electricity for 2 hours which is very limited power. This certainly contrasts with the neighboring village that has been powered for 24 hours full of solar powered.

In addition, in relation to telecommunication facilities in Temajuk Village, the fact that it is only facilitated by one state-owned provider whose condition is uncertain, most of the time the signal does not exist at all and although it has been fixed, the signal can only be enjoyed by 50 mobile phones only. This condition is certainly very worrying compared to neighboring villages that have been facilitated with a strong network of various providers and accommodated with high speed wifi facilities for free.

From the socio-cultural aspect there is mutual interaction between the two Melayu ethnics due to their location directly across the border from each other in neighboring villages. Even though they are separated by two states, both village have strong bonds. There is cross-state marriage and social and economic relations such as, daily trade traffic, independence day celebrations, holy day traditions, sport friendly matches, and other forms of tied relationships.

Notwithstanding, this village has wonderful tourism potential which may attract tourists from foreign countries. In addition, the potential in agriculture is also noteworthy. In Temajuk, the main commodity of plantation are pepper, rubber, palm oil, and some vegetables. The pepper productivity is overflow, which is one of the largest in the province of West Kalimantan. Additionally, pepper and rubber are also included in one of five main commodity of West Kalimantan.

Further, due to its location that is geographically close to the shallow sea has allowed this village is very rich in marine products. Temajuk is one of the largest exporter of jellyfish in Indonesia with a total value that could reach billions of rupiah. Jellyfish harvesting conducted in April-May month during the harvest season of jellyfish.

Despite its potential, yet it requires extra effort in order to enjoy such facilities. Since

it takes about 12 hours drive from Pontianak (capital city of West Borneo) in order to arrive in Temajuk, compared to 5-10 minutes in order to reach neighboring village in Malaysia. In fact, the traveling time can be reduced into half normally if the interstate highway have been built. Nevertheless, the previously-mentioned about the access to get to Temajuk, in fact, the condition is much better compared to past years. Prior to road access were opened in 2012, Temajuk locals had to take the route along the coast. This access relies heavily on weather and sea currents. Even, in rainy season, the access can be isolated for high sea currents and tidal wave. This conditions led the locals had to survive or highly depends on supply from village next door.

Seeing from the facts today from above description, Temajuk remains left behind, therefore, as what are stated in Nawa Cita of current President Jokowi that focuses primarily on rural areas development, it can be interpreted, this also covers Temajuk as one of strategic area list in governments action plan.

The prospects as well as challenges of education in Temajuk from socio-cultural perspective

It has been more than 60 years since Indonesia's independence. Yet, border regions management remains an unresolved matter. The problems remain in various aspects. One of which lies on the education sector due to insufficient attention and inefficient management of education from the central government. These factor have triggered challenges primarily on inadequate physical infrastructure as well as supporting facilities, and the quality of human resources particularly in border region in this case Temajuk.

Although schools are available from elementary to high school levels, yet the quality of education is a worrying situation. Additionally, the number of students who continue their studies to higher level are very minimal due to economic reasons and early marriage. These problems occurred almost every year. As result, many of the locals ended up as fisherman and farmers just like their parents. This graph below shows the number of Temajuk local in terms of their educational background:

Population based on Education Level

Education Level	Male	Female
Bachelor Degree	5	4
Diploma	4	2
High School	110	106

Junior High School	250	268
Elementary	231	214
Playgroup Level	25	11
Number of Students	98	73
Total	473	678

(source: Temajuk Administration, June 2016)

As previously-stated, the most crucial aspect lies on the quality of human resources. These facts indicate that the acceleration of development for the prosperity and welfare of border society is not as simple as generally thought. Further, it requires paradigm reformation in terms of development orientation perspective on border regions. Development should not rely on security approaches alone, but it should also take into account prosperity and welfare-oriented approaches by optimizing the human resources potentials with their own respective expertise and significant roles in constructing the pillars of NKRI sovereignty as a whole.

The challenges also happens in terms of the complexity of bureaucracy from provincial to local level. In accordance with the mandate of Law Number 31 Year 2014 on Regional Government, the management of border areas becomes the joint responsibility of the Central Government and the Local Government in accordance with the principle of concurrence. In reality, there is still weakness in the management policy of border areas with unclear division of authority. Although it is constitutionally referred to as the type of authority of the central government, it shall include all authority on the management and utilization of border areas and authority in the determination of detailed spatial plan, control and permit of space utilization and the construction of regional infrastructure facilities. Such authority is delegated through the role of the Governor at the provincial level and is specifically assisted by the Regent / Mayor and specifically in the case of development grant assistance assigned to the head of district.

However, the fact is that there are still many regional authorities that have not been decentralized due to the sectorial regulations and regulations in ministerial levels which are still not adjusted to local regulations. This has resulted in various issues, such as terms of authority, financial management, executive and legislative relations, bureaucratic complexity, regulations of financial aid, profit sharing on taxes, and ineffective management of border region development plans.

Another future challenges which face Temajuk today is regarding to in the village

government personnel capacity in terms of administrative as well as legal matters, for instance drafting funding proposals, evaluation reports, local regulation or decrees and other legal instruments. Even, from its beginning acknowledged as a village in 2004 up to today, there were no legal instruments. This is certainly detrimental to the village in terms of juridical procedures which are very rich in the potential of tourism and marine products to be developed, but the village has no legal basis to protect the interests and rights of the village as host.

The above explained challenges are expanded not only toward the aspect in a nutshell, but also how the education problems and future challenges facing Temajuk has led toward the quality of Temajuk locals themselves. These challenges have to be put in one of strategic plan from central to provincial government from the grassroot by optimizing the potential of Temajuk from its proximity with the neighboring state. The two closely-related relationship in daily life can be intensified and developed in greater aspects. One of many ways is by by conducting partnership in education sector considering both society are derived from common ethnicities.

In the end, this phenomenon can be critically considered by seeking the root cause of the actual problem. Ultimately, the Author highly recommends the Indonesian government should necessarily draw high attention, set action plan and take prominent steps to accelerate the development of infrastructure as well as enhance the quality of students domiciled at the border, considering its significance toward the livelihood of border societies and in comparison with neighboring states.

Therefore, the authors are going to give recommendations to the government through the Ministry / Institution relating to the management of border regions for instance the Ministry of Foreign Affairs, Ministry of Home Affairs, Ministry of Education, the National Agency for Border Management as well as specifically the local government from Province to sub-district level. Besides, it needs to be encouraged with fully support and highly prepared Temajuk locals themselves, which are as follows:

Education

- a. Improve the quality and empowerment of human resources (HR) through revitalization of education, transportation and information technology.
- b. The procurement and addition of teachers at elementary, junior and senior high schools in Temajuk for certain subjects, especially English, guidance and counseling, and arts.
- c. The addition of supporting facilities for learning activities such as science

laboratories, school desks and chairs, textbooks on the newest curriculum, projectors, and other school utensils.

- d. Providing scholarships to Temajuk students to continue their education in universities.

Institution and Capacity Building, Borders area management is a shared responsibility between the Central Government and Local Government in accordance with the principle of concurrence through:

- a. Improvement of Institutional Government and Society in the Region through intensive trainings and regular assistance from District and Regency Government, considering the local government in Temajuk does not have sufficient capacity to manage the border area, primarily related to aspects of the substantial documents administration and legal instruments, lack of technological knowledge, as well as the complexity of development that involves many groups and sectors.
- b. A clear division of regulation and transparent authority between the central as well as local governments and related Ministry / Institution.
- c.

Conclusion

The current picture of education in Temajuk portrayed the interdependence between the two neighboring state in various aspects as well as the needs of assistance from provincial level to fulfill locals' necessity. The prospect and the challenges in accelerating the development of education in Temajuk as well as the recommendations listed above, require to be fully synergized with superior local commodities, adequate infrastructure, qualified human resources and supported by central to loval government as well as related stakeholders which further perhaps able to resolve the matters of education in Indonesia's frontline.

References

- Tsani M. B (1990), *Hukum dan Hubungan Internasional*. Yogyakarta: Liberty.
- Wuryandari G (2009), *Sumber Ancaman dan Kebijakan Pengelolaannya : Keamanan di Perbatasan Indoonesia-Timor Leste*. Yogyakarta-LIPI: Pustaka Pelajar.
- Lamb A, *Australian Yearbook of International Law*, in Prescott JRV, (1965), *The Geography of Frontier and Boundaries*, and Adami V, (1927), *National Frontier in Relation to International Law*.

- Soekamto S (2014), *Pengantar Penelitian Hukum*. Jakarta: Universitas Indonesia Press.
- Ali H.Z (2009), *Legal Research Methods*. Jakarta: Sinar Grafika.
- Zein, Y.A., (2016), *Hak Warga Negara di Wilayah Perbatasan– Perlindungan Hukum Hak Atas Pendidikan dan Kesehatan*, Yogyakarta, Liberty.
- Kahler M., Walter B.F., (Edt.), (2006), *Territoriality and Conflict in an Era of Globalization*, New York: Cambridge University Press.
- Lutfi, M., (2011), Prolog, in Kurnia, M.P., (et. al.), *Keadilan di Tanah-Tanah Perbatasan*, Malang: Jurnal Intrans Institute.
- Harmen, B. (2 October 2017). *Citing Internet sources* URL <<http://www.wilayahperbatasan.com/wilayah-perbatasan-apakah-kita-memang-tidak-becus-menjaga-batas-negara-kita/>>.
- Sutisna S, Lokita & Sumaryo. (2008). *Boundary Making Theory dan Pengelolaan Perbatasan di Indonesia*, UPN Veteran, Yogyakarta.
- Mahfud, MD, (2008), *Tata Kelola Perbatasan Negara Kita*, Paper presented in Seminar Forum Rektor Indonesia: Keunggulan, Kepeloporan, Kejuangan dan Pengabdian Perguruan Tinggi dalam Membangun Daya Saing dan Martabat Bangsa, UII, Yogyakarta.
- Lahnisafitra, I. (2005). *Study of Regional Development of the Border Region in West Borneo-Sarawak*, *Master Thesis*, Graduate Studies, Institut Teknologi Bandung.

PHYSICAL FITNESS LEVEL AMONG GIFTED STUDENTS

Muhammad Zaim Esrati, Mohd Fadzil Kamarudin, Mohd Saifun Aznin Mohd Sharif,
Mior Muhamad Saiful Nizan Saali, Mohd Hasrul Kamarulzaman
Pusat PERMATApintar Negara, Universiti Kebangsaan Malaysia,
43600 Bangi, Selangor Malaysia
e-mail: zaem@ukm.edu.my

Abstract. The study aims to examine the physical fitness level among gifted students using the National Physical Fitness Standard (SEGAK) Test. This study involved 116 students aged 13 years old from the National PERMATApintar® College, UKM (KPP). A physical fitness test was carried out using SEGAK test encompassing four activities namely 'Bench Step Ups', 'Push Up', 'Half Crunches' and 'Sit and Reach'. The score in this test was taken and matched with a certified standard score index at the national level in evaluating the fitness level of the student. The results of the study showed that KPP students have a fit level of fitness.

Keywords: Fitness level, gifted students, SEGAK

Introduction

Physical fitness is the ability of a person to perform daily activities without feeling tired and still have the energy to perform leisure activities (Clarke, 1976). Generally, individuals who can perform their daily tasks actively without being tired, are in good health and have the energy to work and this can also be interpreted as physical fitness.

According to Corbin and Lindsey (1988), physical fitness is divided into two parts, fitness based on health and fitness based on motor skills. Fitness based health has five components namely cardiovascular endurance, muscle endurance, muscle strength, flexibility and body composition. While fitness based on motor skills is agility, speed, power, reaction times, coordination and balance.

Each individual needs to perform appropriate physical activity to achieve a good physical fitness level. The activity consists of a combination of exercises between one of the possible ways to improve the power of cardiovascular, muscle strength, endurance and flexibility. Wilmore (1976) and Pollock (1973) have suggested that there be an appropriate and effective training program to maintain the fitness level of an individual.

In order to implement an effective training program, the individual's fitness level status should be known. The Ministry of Education Malaysia has a National Physical Fitness Standard (SEGAK) guide for all Malaysian schoolchildren. SEGAK is a physical fitness standard battery test to measure the physical fitness level of students based on health.

Therefore, the researcher will conduct a research related to the physical fitness level of students of Permata College smart (KPP) to assess and see the extent of their fitness status. KPP students are smart students who are attending the PERMATApintar Pusat Center, UKM Bangi. This student is recognized as an intelligent smart student through three screenings, UKM Screening Test 1, UKM Screening Test 2 and UKM Screening Test 3.

Methodology

The research is an experimental study, involving all Form I students, tested using SEGAK Test. Four fitness activities were carried out 'Bench Step Ups', 'Push Up', 'Half Crunches' and 'Sit and Reach'.

Test Management

Test begins by taking the student's height and weight. Next, students were required to perform stretching and body warming activities. Students perform SEGAK tests in sequence starting with 'Bench Step Ups', 'Push Up', 'Half Crunches' and 'Sit and Reach'. The test ends with cooling down activity.

Research Instruments

The tools used in the research are:

1. Height measurements
2. Weight scale
3. SEGAK form
4. Rack with 30.5 cm (1 ft) height appropriate and safe.
5. Stopwatch.
6. Metronome
7. Sponge
8. Exercise mattress
9. Measure tape
10. Marker
11. Measuring device 'Sit and Reach'
12. Calculators.

Participants of the Study

In this study, the participants were 116 students of PERMATApintar Negara College, UKM aged 13 and attended Physical Education class.

Data Analysis

The data obtained were in the form of raw scores based on SEGAK test forms and the scores are displayed in Table I of the 13 year old Boys Normality and Schedule 2 of the 13 year old Girls Normality. The total score of a student was taken from the 3 Minutes Bench Step Ups, 'Push Up', 'Half Crunches', and 'Sit and Reach' to determine the overall SEGAK test achievement. The four scores of activities were added to show the overall assessment of student fitness levels and are explained in Table 3 of SEGAK Test Overall Results.

Table I : Norm SEGAK Boys 13 Years

Test	Score	5	4	3	2	1
Bench Step Ups (bit/minutes)	below 76 and above 98	7-98	7-98	9-121	2-143	4 and above
Push Up (repetition)	above 25 and below 98	1-24	5-20	-14	11	10 and below
Half Crunches (repetition)	above 21 and below 98	7-20	3-16	12	9-	8 and below
Sit and Reach (Cm)	above 42 and below 98	4-41	5-33	-24	16	15 and below

Table 2 : Norm SEGAK Girls 13 Years

Test	Score	5	4	3	2	1
Bench Step Ups (bit/minutes)	82 and below	3-106	07-130	31-154	1	155 and above
Push Up	19	1	1	9	8	

(repetition)	and above	6-18	1-15	-10	and below
Half Crunches	19		1	1	8 7
(repetition)	and above	6-18	1-15	-10	and below
Sit and Reach	39		3	2	2 19
(Cm)	and above	3-38	6-32	0-25	and below

Table 3 : Overall Result SEGAK Test

Total score	Fitness status	Total Star
red		
18-20	Very high	5
15-17	Hight	4
12-14	Fit	3
8-11	Less Active	2
4-7	Not Fit	1
0-3	Incomplete	0

Results of Study

Based on the tests conducted, several things can be discussed including the fitness status of male students, the fitness level of female students and the differences in fitness levels of KPP male and female students. The results of the findings will be compiled as a whole to determine the fitness level of KPP students.

Physical Fitness Status

Table 4 below shows the status of the overall physical fitness level of KPP male students. Based on the table, 7 students (10.4%) were not fit, 16 students was fit(23.9%) and 38 students (56.7%)have high in fitness levels. Meanwhile, 6 students (9%) are very high. Mean total score of male students is 14.94.

Table 4 : Overall Male Physical Fitness Level

Gender	Gen	Status	Total score	Number of students	Percentage
Male	Mal	Not Fit	8-11	7	10.4
		Fit	12-14	16	23.9
		High	15-17	38	56.7
		Very High	18-20	6	9
		Total		67	100

Mean Total Score = 14.94 Status = Fit

Table 5 shows the overall data of the physical fitness level of Kpp female students. A total of 5 girls (10.2%) were not fit. Meanwhile, 19 girls (38.8%) at fit level and girls with high fitness level were 21 (51%). The total number of female students scores is 14.18.

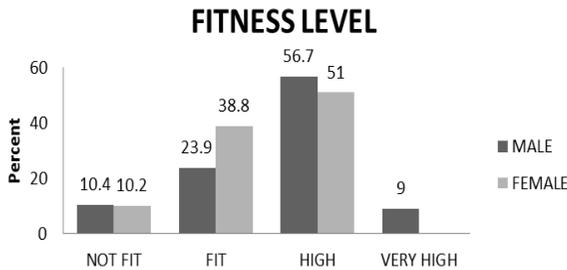
Table 5 : Overall Status of Physical Fitness Levels of female students

Gender	Gen	Status	Total score	Number of students	Percentage
Female	Fema	Not Fit	8-11	5	10.2
		Fit	12-14	19	38.8
		High	15-17	25	51
		Total		49	100

Mean Total Score = 14.18 Status = Fit

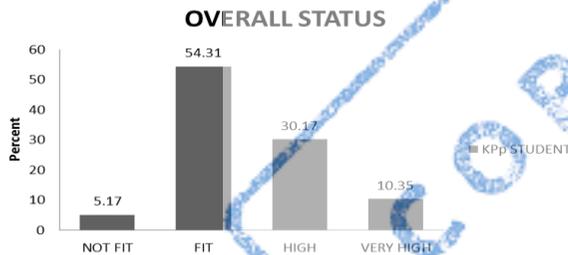
Graph I shows the graph of different physical fitness level based on percentage composition between Kpp male and female students. There are 56.7% of male and 51% of female were in high level and 9% of male student were very high. Around 10% male and female students were not fit and 23.9% of male students in fit level less than female students about 38.8%.

Graph I : Different physical fitness level between KPP Male and Female Students



Graph 2 shows the overall percentage of physical fitness levels of KPP students. A total of 10.35% is at a very high level of fitness and 30.17% is at a high level of fitness. More than fifty percent is at a vibrant level of 54.31%. While the less active students were 5.17%.

Graph 2 : Percentage of overall physical fitness level of KPP students



Discussion and Conclusion

Based on the research conducted, some conclusions can be made. Firstly, the KPP male students who were at high fitness level are more than 38 (56.7%) compared to the active fitness level of 16 (23.9%) students. In the less active category, 7 (10.4%) students were more than the students at the very high levels of 6 (9%) students.

Secondly, for girls, there was no student in the category of very high fitness levels. Half of them were at the high levels of 25 (51%) students. 19 students at active level (38.8%) and 5 students (10.2%) less active.

Thirdly, the overall fitness level of the students of KPP of 116 students was at a vibrant level (54.31%) while the fitness level of very high is 10.35% and the fitness level of high is 30.17%. The rest is at a less active level (5.17%).

Fourth, the comparisons made between KPP male and female students show that

there is little difference in the percentage of high fitness levels, both of which exceed 50% of the total gender. However, in view of the overall percentage of the fitness level of KPP students, their fitness status is at a vibrant fitness level of (54.31%). This can also be seen at the mean number of male students' overall score of 14.94 (active status) and mean female students' overall score of 14.18 (active status).

Based on the data, it shows that the physical fitness level of male and female students is at a vibrant level. Accordingly, students need to be exposed to fitness exercises so that they can improve their physical fitness levels at a better level. According to Wee Eng Hoe (1997), cardiovascular and muscle endurance exercises such as fartlek, pause and circuit training are appropriate to improve the physical fitness level of an individual.

References

- Clarke, D.H. 1976. Application of measurement of health and physical education. Englewood Cliffs, New Jersey: prentice Hall, Inc.
- Corbin C.B. & Lindsey R. 1998. Concept of physical fitness with laboratories (6th ed). Dubuque, Iowa: Wm. C. Brown Publisher.
- Pollock M.L. 1993. Quantification of endurance training programs in exercise and sport science review, Vol. 1, Ed., J.H. Wilmore. New York.
- Bahagian Pembangunan Kurikulum. 2016. Panduan Standart Kecergasan Fizikal Kebangsaan Untuk Murid Sekolah Malaysia. Kementerian Pendidikan Malaysia
- Wee Eng Hoe. 1997. Kecergasan Satu Panduan Hidup. Fajar Bakti Snd. Bhd. Shah Alam

AN ANALYSIS OF NATIONAL EXAMINATION ON CHEMISTRY QUESTION IN SENIOR HIGH SCHOOL BASE ON REVISE BLOOM'S TAXONOMY AND COMPATIBILITY WITH COMPETITION STANDARD

Suryanika Ramadani, Burhanudin Milama, Nanda Saridewi

Department of Chemistry Education, Post Graduate School, Indonesian University of Education, Setiabudi Street No. 229, Bandung, Indonesia

Program Study of Chemistry Education, Islamic State Syarif Hidayatullah University, Ir, Juanda Street No. 95, Ciputat, Indonesia

e-mail: anika.ramadhani@gmail.com

Abstract. Evaluation is a systematic process and continue, produce a data such as score as an information used to know the quality of students', and then used to increase quality of education. One of the kind of evaluation that used to measure the quality of students' is national examination (UN). The aim of this study is to analyse quality of chemistry question on UN at senior high school in 2012 base on revise Bloom's taxonomy and the compatibility with competition standard/SKL. The analyses of chemistry question in UN include analysis of cognitive aspect (I), compatibility with competition standard/SKL (2), and proportion of cognitive aspect in each competition standard/SKL (3). The method used in this study is descriptive qualitative. Result show that the chemistry question UN in 2012 has 5 cognitive aspects, remembering (C1)–evaluating (C5), proportion of question in each aspect are, remembering (C1) 10%, understanding (C2) 45%, applying (C3) 35%, analyzing (C4) 7,5%, and evaluating (C5) 2,5 %. The compatibility of chemistry question UN with SKL is 92,5%. Generally, most of chemistry question UN in senior high school in 2012 categories in low order thinking level, and only a few of question in high order thinking, all question appropriate with SKL, and proportion of cognitive domain of chemistry question in each SKL is not balance.

Keywords: National examination, Competition standard, Revise Bloom's taxonomy, Chemistry question

Introduction

Evaluation is a process to collect data and process an information to make decision (McMillan, 2008). Collected data from evaluation can use to process of making judgments about the merit, value, or worth of educational programs, projects, materials, or techniques (Dominic F, 2005). Shortly, evaluation can define as *a systematic process and continue*, produce a data such as score as an information used to know the quality of students', and then used to increase quality of education.

One aspect in evaluation of curricula is assessment of students learning process. There are several tools to assess quality of students learning process, such as using assessment.

In Indonesia the final assessment of students to pass each grades in school are using national examination (UN). National examination aims to evaluate students learning process to attainment national education standard. One subject that assess in national examination at senior high school is chemistry.

According to ministry of education and cultural number 66 at 2013, In Indonesia assessment of students' competency include cognitive, affective and skill. Cognitive is one aspect that assess in national examination (e.g. chemistry question). The target of assessment in national examination according to the role ministry of Indonesian republic number 19 in 2005 focus on cognitive aspect.

National standard of education on the government roles (PP) no 19 in 2005 describe about standard competition of education/SKL (Fattah, 2012). The purpose of SKL use as a criteria of evaluation in order to make a decision about standard graduated of students' in each levels' of education. The SKL was developed by BSNP.

In the national education system, the purpose of education in school classified by using Bloom's taxonomy. Blooms' taxonomy classified into 6 level's remember (C1), understand (C2), apply (C3), analyse (C4), synthesis (C5), and evaluate (C6) (Sudijono, 2011). In 2001 Anderson and research group revise Blooms' taxonomy by added one procedural aspect and changed level's of Bloom taxonomy at evaluate from (C6) into (C5) and synthesis from (C5) into (C6), and also change synthesis into create (Anderson, 2001).

One of factors that use to know the quality of instrument of test (e.g chemistry question) its' should be given an accurate figure about students' understanding about one subject. Its' difficult to write test, because its' should appropriate with aspects, and the aims of question for evaluation correct (J. Steven, 2002).

In order to evaluate education such as students' learning process and quality of education, chemistry question should assess all of cognitive aspect. This paper analyse chemistry question of national examination in cognitive aspect and the compatibility with competition standard.

Experimental methode

The method used in this study is descriptive method. While sample for this study is document of national examination on chemistry question in 2009. Instrument that used in this study is the relevancy of solving phase of chemistry question with cognitive domain (revise Blooms' taxonomy) and compatibility of question base on competition standard (SKL) of chemistry which developed by BNSP.

In this study calibration of instrument used credibility test and dependability test (Sugiyono, 2011). Credibility test using triangulate data which consist of supervision of 2 expert and dependability test is by checking and auditing of data.

Result and discussion

Result

The result of this study classified into 2 part; the analyses cognitive domain of chemistry question base on revise Bloom's taxonomy and compatibility of chemistry question in SKL.

Analysis cognitive domain of chemistry question in UN base on revise Bloom's taxonomy

The domain of chemistry question analyse using revise Bloom's Taxonomy. The result showed that chemistry question held in 5 domain, remember, understand, apply, analyse, and evaluate. The result showed in Table I. And the result also classified into 2 levels' low order thinking (LOT) and high order thinking (HOT).

Table I. Cognitive domain of chemistry question-base on revise Bloom's Taxonomy.

Cognitive Domain	Total of Question	Percent age (%)	Low Order Thinking (%)	High Order Thinking (%)
Remember	4	10	10	
Understand	18	45	45	
Apply	14	35	35	
Analyze	3	7.5		7.5
Evaluation	1	2.5		2.5
Create	-			
Total	40	100	90	10

The percentage of proportion of cognitive dimension in national examination chemistry question in 2012 showed in figure I.

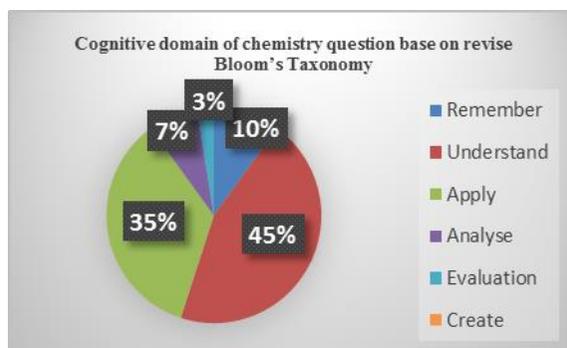


Figure 1. Cognitive domain of chemistry question base on revise Bloom's Taxonomy.

Compatibility of chemistry question in SKL

Compatibility of chemistry question in each cognitive domain on 8 competition standard (SKL) which developed by BNSP show in Table 2.

Table 2. Compatibility of chemistry question in SKL and cognitive domain

S	Cognitive Dimension					
	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						
7						
8						
T						
total	8	4				

The compatibility of chemistry question in SKL and cognitive domain showed in figure 2.

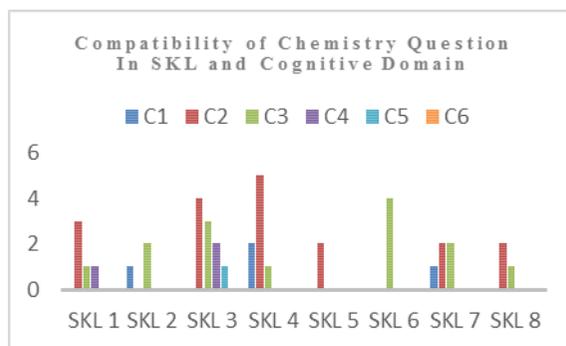


Figure 2. Compatibility of chemistry question in SKL and cognitive domain

Discussion

The result in cognitive domain get through triangulation data from 2 expert, and the score was 0,875. According to statistic which development by Banerjee, the score showed that two expert has a good criteria (Banerjee, 1999)

According to Table I, chemistry question on national examination in 2012 at cognitive domain base on revise Bloom's taxonomy has 5 domain, remember (C1), understand (C2), apply (C3), analyse (C4), and evaluation (C5) levels. There are no question in create (C6) level. Question in create level is very rare, because this level emphasize in originality (Anderson and Kratwohl, 2001). In the other hand, it's difficult to assess cognitive dimension in domain create (C6) on multiple choice question (Wei-Hua Land and Chiou-Lan Chern, 2010).

The type of question in national examination (UN) (e.g. chemistry question) is multiple choice. Base on Figure I, most of chemistry question (80%) assess in understand (C2) and apply (C3) domain. Generally, assessment in multiple choice using to assess students learning process are in domain understand and apply (Meyer, 2002; Azhar, 2005).

Almost 90% chemistry question in UN assess low order thinking (LOT). The question in LOT assess the basic concept of chemistry, in this level student hasn't ability to connect the basic concept with the phenomenon in daily live (Karamustafaoglu, 2003). In the other hand, only 10% chemistry question that assess in high order thinking (HOT).

According to Table 2, all chemistry question has compatibility with competition standard (SKL) which developed by BNSP. However, the distribution of cognitive domain in each SKL is not balance. Base on the Figure 2, the composition of cognitive domain in

each SKL very diverse. The SKL that has varieties cognitive domain are SKL 1, SKL 2, SKL 3, SKL 4, SKL 7, and SKL 8. . In the other hand, SKL 5 and SKL 6 only assess one cognitive dimension.

Base on Figure 2, SKL 3 classified into good quality, because that SKL can assess question in low order thinking and high order thinking, in the other hand SKL 5 and 6 classified into poor quality, because just assess question in one and also in low order thinking (LOT).

Conclusions

Generally, proportion of cognitive domain in chemistry question on national examination at 2012 are in remember (CI)-evaluation (C5) level, and most of question (90%) in low order thinking level (LOT) and only a few of question (10%) in high order thinking level (HOT).

All chemistry question appropriate with competition standard which develop by BNSP, but the distribution of chemistry question in SKL not balance, because each SKL do not contain question in each cognitive domain.

References

- Anderson, Lowrin W, dan David R Krathwohl. (2001). "*A Taxonomy for Learning, Teaching and Assessing Second Edition*". United State: Longman.
- Benerje, Mousumi dan Beyond Kappa. (1999). Using Revised Bloom's Taxonomy to Analyze Reading Comprehension Questions on the SAET and the DRET. *Contemporary Educational Research Quarterly Vol. 18*.
- E, Meyer Richard. (2002). "*Rote Versus Meaningful Learning*". Theory Into Practice Vol. 41 No 4.
- F, Dominic Gullo. (2005). "*Understanding Assessment and Evaluation in Early Childhood Education*". New York and London: Teacher College Press Columbia University.
- Fattah, Nanang. (2012). "*Sistem Penjaminan Mutu Pendidikan*". Bandung: PT Remaja Rosdakarya.
- Hua, Wei Lan dan Chiou-Lan Chern. (2010). A Review of Intertrater agreement Measures. *The Canadian Journal of Statistik* Vol. 27, No 1.

- J. Steven, Osterlind. (2002). *"Constructing Test Items: Multiple-Choice, Constructed-Response Performance, and Other Formats"*. New York, Boston, Dordrecht, London, Moscow Second Edition. Kluwer Academic Publishers.
- Karamustafaoglu, Sevilay, Serkan Sevim, Orhan Karamustafaoglu, dan Salih Cepni. (2003). Analysis of Turkish High-School Chemistry-Examination Questions According to Bloom's Taxonomy. *Chemistry Education: Research and Practice Volume 4*.
- McMillan, J.H. (2008). *"Assessment Essentials for Standards-Based Education"*. Thousand Oaks, CA: Corwin Press.
- Nana Sudjana. (2011). *"Penilaian Hasil Proses Belajar Mengajar"*. Bandung: PT Remaja Rosdakarya.
- Şevki, Hakan Ayyaci dan Ali Turkdogan. (2010). Yeniden Yapılandırılan Bloom Taksonomisine Göre Fen ve Teknoloji Dersi Yazılı Sorularının İncelenmesi. *Journal of Turkish Science Education: Research and Practice Vol 7 No 1*.
- Sudijono, Anas. (2011). *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada.
- Sugiyono. (2011). *"Metode Penelitian Kuantitatif Kualitatif dan R&D"*. Bandung: Alfabeta.

DEVELOP SERIOUS GAME IN LEARNING ENVIRONMENT

Ahmad Syaikhu

Jakarta State University, Awardee Budi DN (LPDP)

e-mail: ahmadsyaikhuunj@gmail.com

Abstract. The advancement of technology and information in the 21st century has brought about changes in various aspects of life. Education became part of the experience of the swift progress. In that context, education must be able to answer the challenges of technological advances and information in interesting and contextual learning. The next lesson is expected to come up with a form that accommodates that progress if it does not want to be left behind. One of the advances in technology adopted in learning activities is the utilization of Serious Game (SG). SG offers an alternative to formal and informal learning, which can give an interest in young people who are increasingly massive using technology and provide variations on monotonous learning in schools and universities. This paper aims to observe at the description of the serious game through some relevant research (meta-research). Serious game research has been done in various fields of science, economics, health, security, to education. This paper focuses more on the serious game description in education. The study then explains that in designing and using serious games in education, researchers should use needs analysis both from the educational point of view and the technology point of view used. It is hoped that through the use of serious games in education we can get effective, fun, and immersion learning.

Keywords: *Serious Game, Learning Environment*

Introduction

Learning in the 21st century relates to learning based on advances in information technology and communication. Knowledge can be accessed in a fast time where and whenever. Teachers, lecturers and instructor are challenged to be more creative and innovative, of course by empowering the progress of the present technology. One of the 21st century learning products is the use of games as a medium of learning. The use of games in learning is often called the serious game (SG). According to the observations of many researchers, serious game is thought to address both the cognitive and affective dimensions of learning (O'Neil, Wainess & Baker, 2005), SG enables learners to adapt while learning according to cognitive needs and provide learning motivation (Malone, 1981).

Historically, SG has been around for more than 40 years. In 1968 Clark Abt gave the title to his book "*Serious Game*", Clark describes his work in 1960 that examines game wars (in which dramatic scenarios are combined with mathematical analysis and group interaction) and simulations to train managers, students and teachers in the development of educational curricula, school system planning, industrial management and technology

planning and forecasting. According to him, SG has an explicit educational purpose by prioritizing caution and is not intended to merely play, but it also does not include an element of play, which is entertaining. (Abt 1970, p 9).

Meanwhile, SG includes mental contests, playing with computers according to certain rules, using entertainment and further government or corporate training, education, health, public policy, and strategic communication goals (Zyda, p.25). Serious games are defined as digital games and equipment with an educational design agenda and outside entertainment (Sorensen & Meyer 2007, p.559). SG encompasses multidisciplinary sciences in a practical setting.

SG has the goal of using new gaming technology in education or training. Answering the educational, therapeutic and social impact of built-in digital games "(Felicia 2009, p.6). In general, SG is a game created to facilitate education and training in various disciplines. In learning especially the SG is needed to raise the spirit of student learning and facilitate teachers in doing their duties.

This paper then attempts to review the SG in the learning environment. The learning environment includes various aspects of learning, space, tools, communities that can improve skills and increase knowledge. The learning environment leads learners and teachers to the spirit of intellectual activity to gain knowledge. Observing the learning environment is expected to become more contextual and meaningful learning.

Literature Study

Serious Game

SG is understood as a game that has a purpose. In other words, this game is made not only as entertainment, but as an interesting interactive media to support learning in a broad sense. "(Batu 2008, p. 9). As in general learning the SG design was developed using an instructional design approach so that it has a clear purpose. The learning materials in this context will be considered SG if they have game attributes, involve assigned challenges, and employ some form of positive and / or negative reward system. (definition of the Fifth Year / ITSEC Serious Game Showcase20).

More specifically, SG is a computer-based game that has a primary purpose in addition to entertainment (Michael & Chen, 2005). However, many definitions state that SG is a goal-directed and includes competitive activities (against computers, other players, or self) done within an agreed framework of rules (Lindley, 2004). In addition, the game will be directed measurably and given feedback to enable players to monitor the progress of the

students toward the goal (Prensky, 2001). Above all, SG is a game that has learning objectives (whether explicit or not), becomes an interesting interactive medium, and has some game elements.

Learning Environment

The environment is the space or place of a person doing the activity. The environment allows one to interact with one another, interact with others, nature, tools, and technology. Discussions about the learning environment begin with physical space, virtual equivalents, or a set of organizational principles that originate from conventionally influenced models. Either class, virtual realm, or chat room in the learning management system, this core place has connections to other places and sources. Even the technology can also provide an interactive and in-depth experience, connecting various languages, traditions, knowledge and so on.

The learning environment greatly influences learning. The idea of a learning environment implies a setting where intent and design can not explain everything that happens; some elements escape from control or at least undesirable. The environment, then, is a deliberate and unintentional mixture, a combination of planned and unexpected events. To some extent, traditional teaching in conventional classrooms can support these dynamic students can be given the task of following directions that show mastery but also imagination and creativity.

Meanwhile, the roots of the whole movement of children turn to the child-centered John Dewey philosophy, current educational research and new conceptions of new student achievement add to the significance and urgency of its appeal. As a sample ASCD, a Partnership for 21st Century Expertise Members, has joined more than 30 leading education, health, arts and community organizations to build Whole Child initiatives that encourage schools and communities to work together to create a learning environment that enables children to be healthy, safe, involved, supportive, and challenging. (ASCD: Whole Child website. [Http://www.wholechildeducation.org/partners/](http://www.wholechildeducation.org/partners/)).

Develop Serious Game in Learning Environment

Developing SG in a learning environment is an attempt to adopt games in learning. This can be done by reviewing the various aspects required. In SG it is recommended that the game be designed with a series of instructional goals. The goal is to be able to lead learners to the expected learning objectives include the expected learning ability. In developing a serious

game in the learning environment, it includes the identification of games available to meet the learning objectives of the learners, analyzing the best ways to be integrated into the contextual lesson giving the learning reference.

SG products in the learning environment include, educational games, simulation, virtual reality, alternative purpose games, edutainment, digital game-based learning, immersive learning, simulations, social impact games, persuasive games, games for change, games for good, synthetic learning, environments, and game-based.

Designing games for learning involves applying best practice guidelines. According to Malone and Lepper (1987), there are four key attributes of an SG. Challenges, Curiosity, Control, and Fantasy. First, Challenge. Challenge is created by having clear and definite goals that are relevant and achievable by players. Second, Narrative. The use of narrative creates a context in which the purpose of the game can be understood and achieved. The story provides meaning and context for learning, contributes to the flow of the game and helps in remembering and transferring learning (transferring skills and knowledge to new situations). Like a good story, game narration will usually have characters, challenges, problems to be solved along the way and resolution.

Third, Control. Feelings of self-determination and control are powerful motivators in the game. Well-designed games produce a strong sense of contingency and give players choice. When players make choices that produce powerful effects, it enhances their sense of personal control. While designing a serious game to learn, it's important to avoid gaming features that will negatively impact the player's sense of control. deadlock, closed loop and back-to-the-start mechanism. All of this will prolong the learning time and reduce the main skills of the game-based learning approach, motivation and engagement, and replace it with frustration.

Fourth, Fantasy. The fantasy element contributes significantly to the intrinsic engagement and motivation provided by the game. In a serious game, fantasy elements must integrate with the material covered (Dodge, 2000). Research shows that endogenous fantasies, where learning content is closely intertwined in game narrative, have a positive effect on learning outcomes (Ricci, K. et al., 1996).

Methodology

This research uses meta-research method. The research used to see the research positions related themes that want to be reviewed and concluded. The author examines some serious game-related research in learning. The authors develop qualitative meta-research is

descriptive to see new trends related to the development of serious games in the learning environment.

Finding

The first research, relevant research conducted by *Pieter Wouters Erik Van Der Spek Herre Van Oostendorp* Institute for Information and Computational Science, Utrecht University, The Netherlands, *Practice on Serious Game Research: A Perspective Review of Learning Outcomes*. The researcher outlines the practice in serious game research by reviewing 28 studies with empirical data from the learning outcomes perspective. Researchers looked at cognitive, motor skills, affective and communicative learning outcomes. In general, serious games are effective in improving cognitive learning outcomes. serious games for motor skills training and attitude changes are also promising. Finally, little evidence has recently been found for effectiveness on motivational and communicative learning outcomes.

The second study, titled *Framing Serious Adoption Games in Formal Education* was conducted by *Sylvester Arnab et al.* Their research investigates the serious game in formal education, initially by concentrating on pedagogical issues from two different but complementary perspectives, game design and game deployment. Then proceed to check game-based practices in formal settings and focus on the important role of educators in the panorama. Next comes a glimpse of certain implementation strategies, collaborations and game building, opening up new possibilities and ending by offering consideration of some points for follow up.

This research has sought to frame the adoption of serious games in formal education by addressing some key pedagogical aspects that arise from discussions in game partner sub-groups and collaborative learning. It is believed that adopting some views on the subject is a useful way of gaining more insight and generating various indications of educators in the absorption of the serious game, thus supporting the wider adoption of formal educational settings. It is clear that a number of concrete steps need to be taken in this direction, including better training for practitioners, simple tools for educational game authoring, dedicated web-based communities, resources for practitioners, support institutional structures, scalable access broad to effective pedagogical games, use cases as well as potential game content.

Through it, game-based environments thrive, and the game experience is set to become more profound, both by way of game design and through technology involving players. In the same way, there is a good chance that new developments will emerge. More explicit developments address the formal learning sector; this may include new tools for

tutors to create personal learning scenarios, intelligent environmental learning guides that enable educators and students to write and have choreographic experience (de Freitas & Neumann 2009). In addition, integration tools to support metacognition and also to encourage collaborative play games. In turn, the issues discussed in this paper are destined to take on greater meaning. Among the main challenges that lie ahead are related to the adaptation of the serious game in the cultural context and ensuring the inclusion of all learners in gaming activities.

The third study, titled *Games in Education: Serious Game* By Written *Mary Ulicsak* Senior researcher, Futurelab. In his research, the authors consider the study to begin with a brief consideration of the reasons for using games in informal and formal education. Then consider the various types of digital games that are described as education, in particular. The report then illustrates the use of their use in some environments: military, health, informal, vocational and formal education settings. While there are challenges when a serious game is included in formal education. Thus, three methods are given to assess the appropriateness and effectiveness of games for teaching. In that context, the authors argue that what is needed is the equipment for educators, game designers and policymakers that enable the design and assessment of games to be used for educational purposes.

Serious formal education games are used to be motivation and help for high-level learning or complex skills. Some researchers, especially Gee and Shaffer, argue that gaming, especially epistemic games is a professional practice model, which is good for teaching and judging because the best commercial games provide precise challenges and build prior information, requires problem solving and critical thinking. As for informal learning also develops because the game is considered appropriate because of their "non-preaching" and the motivation of learners to play. They are also considered appropriate for a variety of topics.

However, this practice has not been transferred to the class. Because according to them, the game of teaching and judging is the ability of the 21st century, such as problem solving, collaboration, negotiation etc. are unfounded from the current education system. Currently gaming is more likely to be used if they can be seen to inspire, or there is a direct link to the curriculum.

Conclusion

Serious games are games that have learning objectives (whether explicit or not), become an interactive medium of interest, and have some game elements. Serious game is a medium in learning that is often used in various fields such as, military, health, training, and

of course formal and informal education. A serious game-based education is education that makes serious games a major part of education that plays an important role in learning. Serious games in learning have complex challenges and views. In that case, making the appropriate design in the game's serious practice in learning is a inevitability.

Developing a serious game in a learning environment must define clear instructional objectives by taking note of clear and measurable learning skills. Then serious game development requires a game learning design that involves applying best practice guidelines. According to Malone and Lepper (1987), there are four key attributes of an SG. Challenges, Curiosity, Control, and Fantasy.

Furthermore, this meta-research study presents an interesting picture of serous games in education. The first study provides a broad overview, that the serious games in many researches have a significant effect especially in improving cognitive abilities, motor skills, attitude changes, motivation, and learning outcomes. The second study underlines the serious game in formal education requires a number of concrete steps including, better training for practitioners, simple tools for educational game authoring, dedicated web-based communities, resources for practitioners, support institutional structures, scalable access broad to effective pedagogical games, and use cases as well as potential game content. Finally, what is needed in a serious game is the equipment for educators, game designers and policy makers that allow the design and assessment of games to be used for educational purposes.

Above all, the new paradigm in running a serious game in a learning environment in addition to taking into account instructional goals also requires concrete steps and support from various stakeholders of education, schools, students, teachers, parents, and education policy stakeholders. As a belief that the serious game is an important part to advance education in the 21st century that is able to improve various aspects of learning.

Acknowledgment

Acknowledgments to LPDP, Budi Dn, who gave the sponsor to be presented at ICEMS International Conference UIN Jakarta 2017. So also to STKIP Kusuma Negara as Home Base writers who provide opportunities and support.

References

Baker, e.l. & Delacruz, G.C., 2008. *What Do we Know About Assessment in Games?* in *American educational research Association. Available at: www.cse.ucla.edu/products/overheads/AERA2008/baker_assessment.pdf.*

- Dodge, B. (2000). Game Appeal: Does age really matter? A WebQuest for Participants in EDTEC 670. Available online at <http://et.sdsu.edu/wschutt/appeal/indexframe.htm>
- Egenfeldt-Nielsen, S., 2007. *Third Generation Educational Use of Computer Games*. Journal of educational Multimedia and Hypermedia.
- Felicia, P., 2009. *Digital games in schools: A Handbook for Teachers*, European Schoolnet, euN Partnership AiSbl: belgium. Available at: http://games.eun.org/upload/GIS_HANDBOOK_EN.PDF.
- icci, K., Salas, E., and Cannon-Bowers, J.A. (1996). Do computer-based games facilitate knowledge acquisition and retention? *Military Psychology*, Vol. 8, 295-307.
- Lindley, C.A. (2004). *Narrative, Game Play, and Alternative Time Structures for Virtual Environments*. In S. Göbel, U. Spierling, A. Hoffman, I. Iurgel, O. Schneider, J. Dechau & A. Feix (Eds.), *Lecture Notes in Computer Science: Vol. 3105. Technologies for Interactive Digital Storytelling and Entertainment* Heidelberg: Springer Berlin.
- Malone, T. (1981). *Toward a theory of intrinsically motivating instruction*. *Cognitive Science*
- Malone, T. W., & Lepper, M. R. (1987). Making Learning Fun: A Taxonomy of Intrinsic Motivations for Learning. In R. E. Snow & M. J. Farr (Eds.), *Aptitude, Learning and Instruction: Vol. 3. Conative and affective process analyses*, 223-253. Hillsdale, NJ: Erlbaum.
- Mayer, i. & bekebrede, G., 2006. *Serious games and simulation based e-learning for infrastructure management. in Affective and emotional aspects of human-computer interaction: emphasis on gamebased and innovative learning approaches*. (ed) M Pivec. Amsterdam: iOS Press bv.
- Michael, D. & Chen, S., 2006. *Serious Games: Games that educate, train, and inform*, Course technology inc.
- Nielsen report, 2009. *How teens use Media: A Nielsen report on the myths and realities of teen media trends*.
- Prensky, M. (2001). *Digital Game-Based Learning*. New York: Mc Graw-Hill.
- Sorensen, b.H. & Meyer, b., 2007. *Serious games in language learning and teaching-a theoretical perspective. in Proceedings of the 2007 Digital Games research Association Conference*.
- Zyda, M., 2005. *From visual simulation to virtual reality to games*. Computer. ASCD: Whole Child website. <http://www.wholechildeducation.org/partners/>

THE DEVELOPMENT OF MODULE ORIENTING ON LOCAL POTENTIAL PANDEGLANG REGENCY IN THE CONCEPT OF COLLOID

Asih Kurniasari, Burhanudin Milama, Nanda Saridewi

UIN Syarif Hidayatullah Jakarta, Ir. H. Juanda Street No. 95 Ciputat, 15412,

South Tangerang, Indonesia

e-mail: asihkurniasari3@gmail.com

Abstract. This study aims to develop and to find out the response of teacher and students to the chemistry learning module oriented of the concept of colloid on local potential in Pandeglang regency. This research and development use ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model of development. The data was obtained in description analysis. The result of this research was the chemistry learning module that contained local potential Pandeglang regency that related to colloid concept. The products are validated by expert and practitioners. At the final process, module was assessed by teachers and senior high school students in Pandeglang regency based on the feasibility of content and material aspect, language aspect, and presentation graphic aspect. The result of this research showed the percentage of teachers' assessment to the module are 82.87% and the percentage of students' assessment to the module are 77.76%. The outcomes indicate that the module has a proper category with excellent predicate. Therefore, the writer suggest that it is necessary to conduct similar research with different materials and areas, and to know the effectiveness of the modules developed, the research needs to be conducted extensively.

Keywords: Module Development, Local Potential, Colloid, ADDIE

Introduction

Indonesia is a country that has a geographical diversity, potential resources, socio-cultural conditions, and various other diversity contained in each region (Permendikbud Nomor 81A, 2013, p.4). The way that can be taken to preserve the diversity is through education. An important and strategic tool in the effort to improve the quality of education is through books (Permendiknas Nomor 2, 2008, p.1). Books are a type of printed material. The module is one type of printed material (BSNP, 2010, p.27).

Based on the interview result, there is no chemistry teacher in Pandeglang Regency that uses teaching materials in the form of module. Commonly used teaching materials are package books and student worksheet that are already available in the market. Textbooks tend to be general-purpose, non-programmed, more emphasis on teaching material content, tend to be informative, unidirectional, broader and more general material coverage, and

readers tend to be passive (Munadi, 2012, pp. 99). While modules are usable materials students independently with minimal assistance from others, made based on a complete learning program, focused and measurable coverage (Munadi, 2012, p. 99). The research of Sumarti, Supartono, and Diniy (2014, p.42) shows that learning chemistry using modules developed by them is effectively implemented.

The results of interviews with students in Pandeglang regency indicate that not all of the chemicals studied are accompanied by a practicum or discovery process. There is material that is only learned by assignment to read and memorize, for example, colloidal matter. The implementation of chemistry learning in schools is guided by the curriculum. The curriculum at all levels and types of education is developed with the principle of diversification in accordance with educational units, potential regions, and learners (Undang-undang No. 20, 2003, p. 10). In accordance with the principle, the implementation of learning in schools should be accompanied by the utilization of the potential of their respective regions.

The local potential is the potential of the specific resources that a region possesses (Asmani, 2012, p.29; Ahmadi, et al, 2012, p. 1). In a research that have been done by Hatimah (2006, p.42), the potential local-based learning can be implemented effectively and efficiently. Based on the results of student interviews in Pandeglang Regency, the potential information contained in the area has not been given at the time of learning. But according to them, the information about local potential is very important, because in addition to providing chemistry learning opportunities, students also know the potential in the area of students themselves.

One of the regencies in Indonesia is Pandeglang Regency. One of the eight regencies or cities in Banten, Pandeglang regency is more likely to be the center of agriculture and livestock (Dinas Peternakan dan Kesehatan Hewan, 2013, p.1). Similarly, in the data of BPS Pandeglang Regency (2014, p.10) it is noted that Pandeglang Regency is an area that has potential of agriculture and tourism sector. This statement is also supported by BPS data (2015, p.56) that 41.67% of the population of Pandeglang Regency work in the agricultural sector.

Potentials owned by Pandeglang Regency are in the form of natural resource, potential, human resources, geographical and cultural. These three potentials are part of nature. Chemistry is a science that includes a family of science, by studying science is expected to be able to learn self and nature (BSNP, 2006, p 177). One of the chemicals related to nature is colloid. Based on the results of interviews with teachers and students, there is no chemical resource that includes local potential. In fact, the existence of diverse local potentials can be utilized for study materials in learning (Arinto, 2014, p.1). Based on

that explanation, the researcher develops the modul orienting on local potential Pandeglang Regency in the concept of colloid.

Research Methods

The research and development method is the ADDIE model. Consisting of Analysis, Design, Development, Implementation and Evaluate (Branch, 2009, p.2). The processes and data obtained during the study are described.

Data collection techniques are document studies, interviews, validation, and questionnaire responses of teachers and students. Potential data of Pandeglang Regency is obtained from the results of literature studies and interviews with several offices and business actors that manage the potential of Pandeglang Regency.

Result and Discussion

Research activities begin from the analysis phase. At this stage, the performance gap analysis is conducted by conducting literature study and direct study on potential availability of Pandeglang Regency. Based on the results of literature study it is known that Pandeglang Regency has potential on the aspect of natural resources, human resources, geography, historical, and culture.

Furthermore, the literature study data reinforced, its validity by conducting direct studies in the form of interviews with local government and business actors utilizing identified potentials. The information required to support the content to be included in the module. Based on the results of literature studies and direct studies known potential Pandeglang Regency is generally found in the fields of agriculture, livestock, plantation, marine and fisheries, and tourism.

The results of literature studies and direct studies serve as a basis for determining the material to be included in the module. Material selection was done by examining competency standards and basic competency which is generally related to the identified potential (Ahmadi, et al, 2012, pp. 169-170). The material chosen in the module is the material of the colloidal system. Furthermore, analysis of potential Pandeglang's relevance with colloidal system material was done by conducting discussions with experts to determine the validity of the results of the analysis.

Based on the results of literature studies and direct studies, the analysis results of potential Pandeglang Regency relevance to colloidal system. It is concluded that there are

some potential of Pandeglang Regency related to colloidal system material, so it can be used as a chemistry teaching material in school. The same is also expressed in the research of Sumarti et al. (2014, p.42) that the local-oriented colloidal module has been used in valid and effective learning.

Some potential Pandeglang Regency and its utilization that can be associated with the colloid system include *Cimanuk* rice, taro *beneng*, soybean, cassava, coconut, palm, rubber, duck eggs, large livestock, seaweed, and freshwater fish cultivation are included in the potential of natural resources, coastal tourism and electric steam power plant in Labuan area with the background of utilizing the waters including geographical potential, and figures that manage some natural resources such as taro *beneng* management are included in the potential of human resources.

Furthermore, the researcher determines the material in accordance with the potential of the identified Pandeglang Regency, which is illustrated in the research objectives. The purpose of this research is to develop a colloidal learning module that includes local potential information of Pandeglang Regency and its utilization on colloidal material. The objectives that have been compiled are further translated into instructional objectives that illustrate the outline of the module content.

After the outline of the module's designed and information about the character of the students collected, the researcher then identifies the resources needed to carry out the development process. In addition, analysis of competency standards and basic competency material of colloidal system is done. That used to produce learning indicator that will be achieved after studying the module and outline of sub-material that will be included in the module.

Armed with the indicators development guidance according to BSNP (2010), learning indicators generated in competency standards or basic competency analysis are then used to design the form of learning activities to use the module, the design is illustrated in the form of strategy or delivery system. The delivery system tailored to the competencies of Local Excellence Based Education. The final step in the analysis phase is to plan the development process in the form of time schedule.

The design stage is the beginning for the researcher to put the idea in the form of the module's initial design. In the analysis phase of competency standards or basic competency generated learning indicators, the material colloidal system grouped into 4 learning activities. Content analysis was done at the beginning of the design phase, activity were done are analyzing potential content of Pandeglang Regency related to learning indicators and colloidal system material, then the indicators were described in the form of learning activities,

tasks, sub-materials in the module, potential content of Pandeglang Regency related to colloidal systems, as well as related local potentials. In addition, evaluation was also done. After the content and evaluation to be listed are available, then select the module format that contains the quality elements of the module. Among the elements of the module quality are format, organization, attractiveness, letter size, empty space, and consistency (Daryanto, 2013, p.13). The module consists of cover page, introduction, table of contents, module position map, concept map, introduction, learning activity, evaluation, answer key, references, glossary, attachment and author biography (Daryanto, 2013, pp. 25-26).

Each part of the learning activities in the module contained potential information of Pandeglang Regency related to the description of the submitted material. For the example in the second learning activities of materials colloidal species, the potential that is mentioned is *jojorong cake* which is typical food of Pandeglang Regency.

In the learning activities there are also tasks, experimental activities, competence columns of local excellence, columns let's find out, column info area, motivation column, summarize, practice questions and hints assess the exercise questions. The assigned tasks, experiments, and competencies of local excellence are formulated based on a review of the learning indicators and the results of identification of the Local Excellence Based Education indicators that can arise from the expected learning indicators. At the end of the module is the final evaluation, the key to check the competency standard control, practice questions and final evaluation, references, glossary, attachment, and author biography. After the initial draft module has been designed and before validating in the stage development, further correction by the lecturers both in terms of content and materials, language, and presentation graphics.

The third stage is the development stage, the researcher conducts a discussion with the lecturer of the evaluation expert on the task and practicum, validates the module on the lecturer of the material experts, the educational expert, and three chemistry teachers in Pandeglang Regency, prepares the Lesson Plans, and performs a response questionnaire teacher and student. The most dominant suggestions on the module are material content, term consistency, spelling, and typography of module contents. There is content material that changes, either in the form of additional information, until removed in the content. The use of language and typography is one component that has a lot of attention validator, there are some words that occur spelling errors or the use of language that is less communicative so that needed improvement. Feedback and validator input then used as material to revise the draft module so that the generated module was ready to be tested.

After validation was done, lesson plan was created to simulate the use of modules in

the class. The preparation of learning activities in lesson plan is based on the content contained in the module. After validation and lesson plan were complete, then carried out the implementation phase, that is by conducting field trials. Field trials were conducted using modules in classroom learning, as well as requesting assessment of 5 teachers on developed modules. After the learning was done, the researcher performs the evaluation stage by spreading the student response questionnaire and teacher response questionnaire. Questionnaires were distributed to 33 students who had studied using modules and 5 chemistry teachers who had read and corrected modules.

Percentage assessments of teachers and students using teacher and student response questionnaires can be reviewed in the following figure:

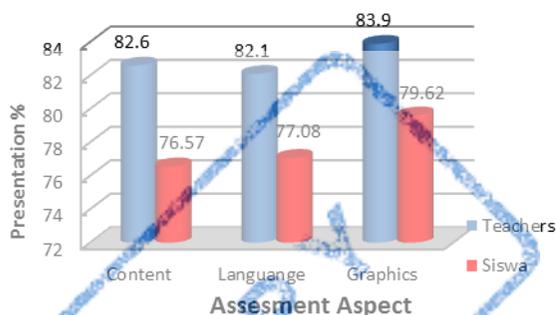


Figure 1. Assesment of teachers and students toward module orienting on local potential Pandeglang Regency

Both teacher and student responses show the highest results of the presentation graphics compared to the other two aspects. The statement item that gets the highest score is "Illustration and picture make studying colloid easier". This shows that the module developed has a user friendly character, because according to Widodo and Jasmadi (2008, p.53) teaching materials that have user friendly character in general, organizing between content and illustrations (such as images) is intended for ease of learners when using it. As well as the statement item "Illustrations and images according to the material". The elucidation of the statement item, it can be said that the module developed has the self instructional character, because the module that has the properties are listed examples and illustrations that support the clarity of the material described (Daryanto, 2013, p.9).

The statement item that get the lowest percentage of teachers on the graphical aspects of the presentation is the sub aspect of the layout with the statement item "The layout of the material, pictures, tables, and pages, proportional" with 70%. Percentage of criteria is quite good, as well as the questionnaire shows the lowest percentage of assessment is the sub-aspect of the layout with the statement item "The layout of the material, images,

tables, and pages, proportional" and item statement "Numbering tables, drawings, and pages are ordered, true and consistent, respectively 76.51% including very good category.

Furthermore, teacher and student responses to the linguistic aspect occupy the second assessment percentage, which is 82.5% and 77.08% with very good category. The statement item that has the highest percentage based on the students' appraisal is the aspect of the simplicity of writing language that is equal to 81.81%, which is categorized very well with the statement item "This module already use language that is easy to understand".

Similarly with the percentage of teacher assessments, the simplified aspects of writing language get the highest score. The highest score item is "The language used in the communicative module and in accordance with the level of student development" and the statement "Sentences used in the module are easy to understand" with each 85%. Percentage rating in very good category. With the election of the grain of the statement can be seen that the module developed is user friendly. It means that module is already using language that is easy to understand (Widodo and Jasmadi and Jasmadi, 2008; p.52) and the module is self instruction because the module has been using a fairly simple language communicative (Widodo and Jasmadi, 2008, p.50).

The lowest percentage of the teacher's response to the language aspect is in the sub-aspect of the clarity of the writing language, in which "The sentence used is in accordance with the enhanced Indonesian rule", item "Generally the paragraph in the module has the main idea so that the information conveyed is clear," and item "The words and sentences used in the module do not generate multiple interpretations" with each percentage rating of 80%. The percentage is in very good category. Although the grain received the lowest rating, it is still a very good category, meaning that the module developed has fulfilled the linguistic criteria, because according to Daryanto (2013, pp. 49) the paragraphs written in the module should lead to a single point of thought contained by the main sentence.

The lowest percentage of students' assessment of the language aspect is in the sub aspect of the clarity of the language of writing the statement item "Words and sentences in the module do not give rise to double meaning" that is equal to 71.21% with good enough category. Although the percentage of these items get the lowest rating percentage but it is still quite good category, it means that the language used in the module does not give rise to double meaning.

Furthermore, the highest percentage of teacher assessments on the content and content feasibility aspect is the sub aspect of the involvement of the students in the learning activity with the highest percentage of grains "The existence of the assessment of exercise questions can be used to evaluate the success of learning independently" that is 90% with very good

category.

Assessment manual exercises are listed with the aim of enabling students to independently assess their abilities after studying the module, as well as in the assessment guidance there is feedback on assessments made by learners. The existence of such feedback indicates that the module developed is self-assessment (Daryanto, 2013, pp. 10).

The lowest valuation aspect on the content and material feasibility aspect is the sub aspect of the material in the module, the statement item "Information presented in accordance with the development of modern science" with the percentage of assessment of 75% with very good category. While the statement point states that "This module is interesting to learn because materials, tasks, labs and problems related to the potential of Pandeglang". This statement get 85%, percentage of assessment with very good category. In contrast to the percentage of teacher assessments of the modules developed, the highest percentage of student ratings on modules on the content and material feasibility aspects is in the sub aspect of the material in the module, with the highest statement item of 89.39% is statement "This module is interesting because there are materials, tasks and practice questions related to potential in Pandeglang Regency ". This is because some respondents thought that learning to use potentially oriented colloidal modules of Pandeglang Regency is interesting because in addition to studying colloidal system, they also know the potential contained in their own area.

The lowest percentage of assessment is the user guide aspect, the statement item "Concept maps in the module can help understand the contents of the module" that is equal to 64.39% with good enough category. This is because on the concept map there are still concepts that have not been listed in the module, it is depicted from the teacher's response that "Aerosol in the material of colloid types need to be included in the concept map". The teacher's response by the researchers was taken into consideration to improve the module.

Based on the results of questionnaire responses analysis of the overall teacher, obtained an average percentage of 82.87%, then the results of the questionnaire responses data analysis students obtained an average percentage of 77.76%. If the percentage interval score of 76% to 100% including very good category (Anshori and Iswati, 2009, pp. 73). Based on teacher and student response, it is known that the module orienting on local potential of Pandeglang Regency in the concept of colloid is very good.

Conclusion

The modul orienting on local potential Pandeglang Regency was developed using the

ADDIE model. Data obtained during the study were analyzed descriptively. Based on data processing questionnaire teacher response to modul oriented on local potential Pandeglang Regency included in very good category with the percentage of assessment 81.87%. Similarly, the students' responses are very good category with average percentage of assessment of 77.76%, with content and material feasibility aspects, language, and presentation graphics each getting 76.57%, 77.08% and 79.62%.

Acknowledgment

Research and development that has been done can not be separated from the contribution of energy and thoughts of some parties. Therefore, the researchers would like to express their gratitude to: (1) Agriculture and Livestock Service Office, Marine Agency, Tourism Office, and Forestry Service of Pandeglang Regency which have provided information on potential availability of Pandeglang regency, (2) Some business actors that contribute to manage and manage potential of Kabupaten Pandeglang., (3) Module validator and module assessment instrument, (4) Principal, chemistry teacher, and science students grade XI of MAN Pandeglang., (5) Siti Raudotul Fushihah and Daday N. Hidayat, as the reviewer of this journal.

References

- Ahmadi, I. K., Amri, S., dan Elisah, T. (2012). *Mengembangkan pendidikan berbasis keunggulan lokal dalam KTSP*. Jakarta: Prestasi Pustaka.
- Arinto, S. (2014). *Pengembangan modul IPA terpadu berpotensi lokal berbasis multiple intelegences*. (Skripsi). Program Studi Pendidikan Fisika, Fakultas Sains dan Teknologi, UIN Sunan Kalijaga, Yogyakarta.
- Badan Pusat Statistik Kabupaten Pandeglang. (2014). *Statistik daerah Kabupaten Pandeglang 2014*. Pandeglang: BPS Kabupaten Pandeglang.
- Badan Standar Nasional Pendidikan. (2006). *Standar isi untuk satuan pendidikan dasar dan menengah*. Jakarta: BSNP.
- Badan Standar Nasional Pendidikan. (2010). *Panduan pengembangan indikator*. Jakarta: Kementrian Pendidikan Nasional.
- Branch, R. M. (2009). *Instructional design the ADDIE approach*. New York: Springer.

- Daryanto. (2013). *Menyusun modul bahan ajar untuk persiapan guru mengajar*. Yogyakarta: Gava Media.
- Dinas Peternakan dan Kesehatan Hewan Kab. Pandeglang. (2013). *Rencana kerja Dinas Peternakan dan Kesehatan Hewan Kabupaten Pandeglang tahun 2013*. Pandeglang: Dinas Peternakan dan Kesehatan Hewan Kab. Pandeglang.
- Direktorat Pembinaan SMA. (2010). *Juknis pengembangan bahan ajar*. Jakarta: Depdikbud.
- Hatimah, I. (2006). Pengelolaan pembelajaran berbasis potensi lokal di PKBM. *Mimbar Pendidikan*, 1 (XXV), hlm. 39-45.
- Jannah, D. F., dan Dwiningasih, K. (2013). Kelayakan Buku Ajar Kimia Berorientasi Quantum Learning pada Materi Pokok Kimia Unsur untuk Siswa Kelas XII SMA. *Unesa Journal of Chemical Education*. 2(2), hlm. 173-180.
- Badan Pusat Statistik Kabupaten Pandeglang. (2015). *Pandeglang dalam angka 2015*. Pandeglang: BPS Kab. Pandeglang.
- Munadi, Y. (2012). *Media pembelajaran sebuah pendekatan baru*. Jakarta: Gaung Persada.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81A Tahun 2013 tentang Implementasi Kurikulum.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 2 Tahun 2008 tentang Buku.
- Sumarti, S.S; Supartono. dan Diniy, H.H. (2014). Material module development of colloid orienting on local advantage based chemo entrepreneurship to improve students' soft skill. *International Journal of Humanities and Management Science (IJHMS)*, 2 (1), hlm. 42-46.
- Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Widodo, C. S. dan Jasmadi. (2008). *Panduan menyusun bahan ajar berbasis kompetensi*. Jakarta: PT Elex Media Komputindo.

ACQUIRING ENGLISH VOCABULARY FROM MOBILE PHONE USE

Nurul Afiyattena

Syarif Hidayatullah State Islamic University of Jakarta

Email: *nurulfiya1991@gmail.com*

Abstract. In the modern world, the use of technology is an important aspect which has received considerable attention in recent years and has been changing the landscape of language teaching and learning. The applications technology and Mobile-Assisted Language Learning (MALL) programs have become a new trend in this era. Especially they role in second language learning instructions and acquisition. The formerly studies regarding to the effectiveness of teaching using mobile phone on students vocabulary mastery are widely discussed. While the process of how students acquire those vocabulary from mobile phone is barely touched. That's why, the purpose of this study is to investigate the process of students in acquiring English vocabulary from mobile phone use and whether the students comprehend the meaning of those vocabularies that they acquire or not. The design of this study employed study case design. The subject of this study was 7 students at fourth grade elementary school. The observation and interview were used as data collection. The research results demonstrated that mobile phone has great potential as an instructional tool in acquiring English vocabulary. The findings also indicated that the process of acquiring English vocabulary caused by two factors. The first is psycholinguistic factors and the second is social factors. The finding indicated that the psycholinguistic factors hold the significant one. It can be seen from the repetition and exploration did by their own self in acquiring the English vocabulary. While the social factor such people around them (their parent and friends) have less contribution in assisting them in acquiring the English vocabulary. Regarding with the comprehension of vocabularies that they acquired, the findings had suggested that three students understand and know the real meaning most of the English vocabulary that they gained from daily mobile phone use. While the rest (four) students knew the words only based on words function without knowing the real meaning of each English word. Generally findings clearly showed that mobile phone facilitated students in acquiring English vocabularies independently.

Keywords: *Vocabulary Acquisition, mobile phone use*

Introduction

Nowdays the overflow the use of technology is very signifcant due to its advance and its role in every life field. Especially one of its role is as a tool in teaching and learning activities. Nowadays more computer programs are used in second language (L2) instruction. Those are Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) which are new realms towards learning a language in general, and learning and acquiring L2 vocabulary in particular. It means that the use of technology appears the

process of acquiring the language.

As Krashen (1982, cited in Jarvis, 2013) pointed out that "...in language education when applied to an electronic environment, unconscious acquisition is almost certainly taking place through exposure to authentic English from a variety of C-BM. That is why in recent years, with the development of computer-assisted language learning (CALL) the need and opportunity for investigating the impact of multimedia on vocabulary acquisition has been increasing (Nikolova, O.R., 2002, cited in Zaenab Nafiseh 2012) . According to Arani, K.A., (2010) "Since mobile assisted language learning (MALL) is derived from the principles of computer assisted language learning (CALL), it has the capability of providing EFL learners with the same opportunities for independent..." Therefore, MALL manifests itself as a good language teaching and learning tool. As MALL provides learner learn independently the use of Mobile phones within the classroom has been found to enhance speed in teaching and learning, provide students with freedom of location and time, enable one-to-one learning based on individual educational histories or test results; and allow teachers to keep up the new educational subjects for future education (Oku, M., 2001 cited in Zaunab and Nafiseh 2012). In such those way, children can't be separate from technology use. In this case is mobile phone which has some applications especially the game application. Most of the applications written and speaking in English and children often play the game continuously, and they will receive or acquire some new words. The assumption is that children don't aware of how many English vocabularies that they acquire. They just knowing them due to the use of mobile phone continuously. Some words receptively first and later achieve productive knowledge. This generally seems to be the case, but according to Schmit (2000) in language learning, there are usually exceptions. An example of knowing a word productively (at least in speaking mode) but not receptively in the written mode happened to some children with a word connected with law.

The following previous studies will highlight the use of technology to the second language acquisition. The first study was conducted by Hu Hai-peng and Deng Li-jing. (2007) by their research title is "*Vocabulary Acquisition in Multimedia Environment*". Their purpose research is to investigate the improvement of vocabulary acquisition through technology. Based on their research finding, "Vocabulary acquisition under multi-media environment can improve the vocabulary teaching efficiency and extend students' vocabulary, and it is also of great help in improving students' English level..." (P.59) . Not to mention the application of "CALL and CALT practice make a positive aspect in students' acquisition and give them more autonomy in language learning." (P. 58). The second study was conducted by Moghtada Abbasi and Masoud Hashemi by their research title is "*The impact/s of Using Mobile Phone on English Language Vocabulary Retention*". Their

purpose of research is to know does using mobile phones by intermediate EFL learners have a significant effect on the learners' vocabulary retention? And is there a significant difference between male and female intermediate EFL learners in vocabulary retention while using mobile phones? Their finding research suggest that Using mobile phones by intermediate EFL learners have a significant effect on the learners' vocabulary retention and there is no significant difference between male and female intermediate EFL learners in vocabulary retention while using mobile phones. The other study was conducted by Haisen Zhang by his research title is "*Reexamining the effectiveness of vocabulary learning via mobile phones*". One of some purposes of his study is to investigate the effectiveness of the vocabulary learning via mobile phones. and one of the finding is that students can learn vocabulary more effectively short-term via mobile phones than with paper material, but the effectiveness can be only achieved through repeated exposures. (cited in Haisen. P. 205).

Based on some findings above, it can be said that technology especially the use of mobile phone has significant role in improving, developing, and acquiring students vocabulary. Mobile phone facilitates the students in learning independently they can practice and acquire some of the vocabularies through some applications in mobile phones. Unfortunately further investigation whether students understand those vocabularies that they acquire doesnt explore more by them. Therefore this research attempts to address those assumptions by investigating how the students acquire English vocabularies from mobile phone use and whether the students understand the meaning of those words.

Method of the Research

The research design that is employed is case study. This research is only an investigation of single social unit, namely the chosen students in a certain period of time. Seven (2 females and 5 males) students of elementary school were the subject of this study. They were 8 years old. According to their mother and their teacher, they were a talk active, smart and cheerful children. They often utter some English words. Whereas their mother and teacher barely taught them English formally. Then their teacher and mother wondered where do the students get some of the English vocabularies. They can produce some of the technology words and any other English words. That is why the researcher interested in investigate the process of how they acquire the English vocabularies and do they understand those words or not. The researcher also asked their mother and teacher as secondary informant in order to complete and support some data. The research conducted at students' house and school. It conducted from middle of September to the early of January 2017. The writer positioned herself as non-participant observer. Observation guide, interview and a field

note are used for gaining the data.

The researcher used the structure interview where some questions had been available and prepared in order to guide the participant in answering the research questions. The researcher formulated interview questions into two parts. The first part adressed about the process of acquiring the English words from mobile phone use, and the second part is identified whether students understand the meaning of those words or not. When interviewed, the reseacher did the depth interview in order to dig some informations based on research questions. This interview held for three times. In interviewing, the reseacher recorded the participant untterances when answering some questions in order to help the reseacher when she misses some information later. In addition to the reseacher interviewed the secondary informant in this case is students' mother and teacaher the function is to ensure and strenght the information.

Result

The data suggested that there are two factors in process of students` in acquiring the English vocabularies. The first factor is psycholinguistic factors and the second is social factors, but between two, the psycholinguistic factors are the significant one. The psycholinguistic factors that effected students in acquiring English vocabulary process are: The process of repetition and their exploration during hold the mobile phone. They always held the mobile phone and played the game over and over again. Even they didn't understand of the vocabularies that they saw and heard, They tried and explored by themselves then they decided the meaning of those words by their own selves. It can be also said that mobile phone facilitated them to acquire the English vocabulary independently. Because the process of repetition fixed in their mind, they remembered those vocabularies for a long time because it saved in their long-term memory, that is why it also effected to their understanding to the meaning of some vocabularies that they acquired. The finding of their understanding to some of the English vocabularies are not good enough because the process of acquiring the meaning of those words is depended on their own comprehension. They didn't ask the true meaning of some words that they acquired to people around them. It causes some misunderstanding to some vocabularies meaning that they acquired. The social factor that effect the process of acquiring students English vocabularies is micro social that is their interaction with their social intercourse. Regarding with the comprehension of vocabularies that they acquired, the findings had suggested that three students understand and know the real meaning most of the English vocabulary that they gained from mobile phone use. While the rest (four) students knew the words based on their function without knowing the real

meaning of each English word. Generally findings clearly showed that mobile phone facilitate students in acquiring English vocabularies independently even some of students didn't the real meaning of each word.

Conclusion

The finding of this study imply that the process of acquiring English vocabulary can be caused of two factors, the first is psycholinguistic factors and the second is social factors. The micro social factors that is people interaction in this case is students' family and friends is not as significant as psycholinguistic factors that are repetition and imitation of sounds while using mobile phone. In accordance with the comprehension of meaning of vocabulary that they acquired, finding indicated that three students understand and know the real meaning most of the English vocabulary that they gained from mobile phone use while four students knew the words based on their function without knowing the real meaning of each English word. The findings also indicated that the reason why the rest stusents didn't comprehend those words well are: *firstly*, he barely asked the meaning of those words to people around them. Especially their parents, teachers and friends. Their parent and teacher also didn't aware of the English words that their children acquired, so they never asked and fix the wrong meaning that the students produced. *Secondly*, They comprehended the meaning of each word just based on their exploration and practice while playing the game. They tried to push some knobs based on instruction that asked , then they decided the meaning by their own selves, but generally findings clearly showed that mobile phone facilitate the students in acquiring English vocabularies independently even it doesn't merely they know the meaning of each word truly.

References

- Chapelle, A, Carol. (2001). *Computer Application in Second Language Acquisition*, Cambridge University Press: UK.
- Ellis, nick c. and susan g. sinclair. (2002). Working memory in the acquisition of vocabulary and syntax: putting language in good order, *journal of experimental psychology*, 49a (1), 234-250
- Fraenkel, Jack, R, at all. (2012) *How to Design and Evaluate Research in Education* (8th edition), McGraw-Hill: New York.
- Facer, K., R. Joiner, D. Stanton, J. Reid, R. Hull, D. Kirk. (2004). *Journal of Computer Assisted Learning*, 20: 399-409.

- Fitzpatrick, David; Purves, Dale; Augustine, George (2004). " *Language and Lateralization*". *Neuroscience*. Sunderland, Mass: Sinauer.
- Hancock, R, Dawson and Bob Algozzine, (2006) *Doing Case Study Research*, Teachers College Press: New York.
- Huberman, A, Michael, et al. (2014). *Qualitative Data Analysis* (3rd edition), Sage Publishing: New York.
- Harley, T. (2005). The Psychology of Language. From Data to Theory, New York, *Psychology press Translation*, vol. 52, p. 13-21.
- Harmer, Jeremy. (2001) *The Practice of English Language Teaching* (3rd edition), Pearson education: England.
- Hu Hai-peng, Deng Li-jing. (2007). Vocabulary Acquisition in Multimedia Environment. *US-China Foreign Language*, 5, 8, 55-59.
- Jarvis , H. (2013). Computer Assisted Language Learning (CALL): Asian Learners and Users going Beyond Traditional frameworks. *Asian EFL Journal*, 190-199.
- Krashen, Stephen. (2002) *Second Language Acquisition and Second Language Learning*. University of Southern California.
- Lightbown, Patsy M., and Nina Spada. (2013). *How Languages Are Learned*. Oxford: Oxford University Press.
- Mehring, Jeff G. (2005). *Developing Vocabulary in Second Language Acquisition: From Theories to the Classroom*.
- Saran. M, Seferoglu. G. (2010). Supporting Foreign Language Vocabulary Learning Through Multimedia Messages Via Mobile Phones. *Journal of Education*, 38. 252-266
- Saville, Muriel –Troike. (2006). *Introducing Second Language Acquisition*, New York: Cambridge University Press,
- Trask, RL, edited by Peter Stockwell. (2007). *Language and Linguistics the Key Concepts* (2nd edition), Routledge: New York.
- Thorbury, S. (2002). *How to teach vocabulary*. England: Pearson Education Limited. A course in language teaching .
- Troike, Muriel Saville, (2006). *Introducing second language acquisition*, New York: Cambridge University Press.
- Yule, George. (2006). *The study of Language (The 3rd Edition)*. Cambridge University Press: Cambridge.
- Zhang, Haisen. (2011). Reexamining the effectiveness of vocabulary learning via mobile phones. *TOJET: the turkish online journal of educational technology*, 10, 203-214.

THE CONCEPT OF NONFORMAL EDUCATION IN ISLAMIC EDUCATION PERSPECTIVE

Abdul Gofur, Didin Hafidhuddin, Adian Husaini, Endin Mujahidin

UIN Syarif Hidayatullah Jakarta, Indonesia

UIKA Bogor, Indonesia

Email: abdul.ghofur@uinjkt.ac.id

Abstract. The three components of education can not be separated and can not stand alone. Communities acquire knowledge, skills and other insights not only with formal education, but they need to obtain other education as a complement, either through informal education or non-formal education (. In fact, many people are of the view that in order to gain knowledge, skills and become successful people, it is as if they can only be obtained through formal education. This study aims to build the concept of non formal education ideal in the perspective of Islamic education. The method used in this research is descriptive method, through a survey that aims to describe the systematic and factual about the profile, uniqueness and advantages and disadvantages of Community Learning Center (CLC) School Master Indonesia (non-formal education conducted at the terminal mosque) in Depok. From the results of this study can be concluded that the concept of non-formal education in the perspective of Islamic Education is a business or activity undertaken in a structured manner in order to develop human resources through the learning of reason, mental, and physical to produce human devoted, and civilized, which is not limited by time, age, gender, race (ethnicity, heredity), socio-cultural conditions, economy, and so on. Non-formal education management can not be distinguished from formal education management, especially in terms of the five main elements of the education system, namely; goals, educators, learners, curriculum and evaluation. However, non-formal education, as an education that can be an alternative for those who can not follow the formal education need a flexible management that can be reached by all learners and can receive all elements of society.

Keywords: formal, non-formal, informal education

Introduction

Data Ministry of Education and Culture of the Republic of Indonesia year 2016/2017, indicating that students who graduated elementary school but did not continue to junior 964.450 people. elementary school but did not continue to junior 964,450 children. plus the number of students who went to junior high school but did not graduate 38,702 children. This means that there are 1,003,152 Indonesian children who are only elementary school graduates in 2016/2017 (Kemendikbud 2016/2017: h. 16). Furthermore, the data of junior high school graduates who did not continue their study to high school/vocational school are 71,492 children plus high school dropout 36,419 children

and drop out of vocational school 72.744 children. So that when added in the academic year 2016/2017, Indonesian children who do not get high school education qualifications or only hold a junior high school up to 180,655 children. Thus, by 2017 there are 1,183,807 children of the nation who can not fulfill their obligations to implement 9-year compulsory education (PP No. 47 of 2008).

The above can not be underestimated, because if it continues to happen, the number of Indonesian children who drop out will continue to increase. Then with the number of children dropping out of school means it will add children who have to work prematurely. If they can not be nurtured and can not work, they will spill on the streets into unemployment and community ills. Such a thing must immediately have a way out, and the way out is nonformal education whose graduates can be equated with formal education.

The development of non-formal education, which is accommodated by the Community Learning Center (CLC) can be an alternative to help children who do not have the opportunity to follow formal education, so that they get a certificate that is equivalent to a formal school certificate. So they have the same opportunity to get the right as citizens.

As a majority Muslim nation, Indonesian Muslims actually have enormous potential and resources to develop CLC. Indonesian Muslims have hundreds of thousands of mosques scattered throughout the country as well as *majlis taklim* (place of learning) not less in number from the mosque, all of which can be used to open the CLC, so that it can facilitate the Muslim children to be able to carry out the obligation to study science effectively and efficiently. As a model and a study material is the Master School of Indonesia located in the mosque terminal Depok, West Java. Non-formal education model (CLC) based on mosque. This study aims to determine and analyze the profile, advantages and disadvantages of the Master School of Indonesia. Subsequently construct the concept of non-formal education in the perspective of Islamic Education Science.

The approach used in this research is qualitative, naturalistic inquiry, namely the collection of data through direct interviews and examination of documents conducted in the setting /natural setting, meaning without manipulating the subjects studied. And the results are descriptive which tend to use analysis with inductive approach.

And the results showed that as an educational institution, the Master School of Indonesia is worthy of being used as a model of non-formal Islamic education, because it already has elements of education that are managed professionally, namely: goals, educators, learners, curriculum and evaluation. The five elements are proven and can be used as a reflection in the development of the concept of non-formal Islamic education.

Furthermore, from the profile, the uniqueness and advantages of the Master School

of Indonesia, as the core of this research is the formation of the concept of non-formal education in the perspective of Islamic Education, namely: business sections outside the school system that is managed in a structured and tiered way to develop human nature into a perfect human through the educational system that includes at least elements: goals, educators, learners, curriculum and evaluation. The five educational elements are professionally managed and accountable to all relevant parties. Non-formal education, however, has characteristics that formal education does not have, that is, flexible.

Research Methods

The method used in this research is descriptive method, through a survey that aims to describe the systematic and factual research population in the form of social situation in the Community Learning Center (CLC) of the Master School of Indonesia in Depok City, which is categorized into three main elements: place, actors and activity that interact synergistically. Sampling in research using purposive sampling and snowball sampling technique.

Sources of research data consists of primary data secondary data. Primary data comes from respondents and informants: 1. Respondents, that is learning citizens who follow the learning activities at CLC of the Master School of Indonesia, 2. Informants, consisting of managers, instructors CLC of the Master School of Indonesia, CLC apparatus Depok City, Depok City Education apparatus, and some community figures in the city of Depok. Furthermore, secondary data is sourced from CLC document of Master School of Indonesia in Depok spread in various electronic and print media. The data collection techniques using: documentation study, participant observation, in-depth interviews, and group discussions. The data variables unearthed in this study include data on educational objectives, educators, learners, curriculum (learning materials) and evaluation of education. Of the five variables described in the indicators as in the table I.

Table I. Research Data Grid

NO	VARIAB LE	INDICATOR
I	Aim/goal	<ul style="list-style-type: none"> ➤ Final destination ➤ Institutional Objectives ➤ Curricular Objectives

2	Teacher	<ul style="list-style-type: none"> ➤ Personality Competence ➤ Social Competence ➤ Pedagogic Competencies ➤ Professional Competence
3	Student	<ul style="list-style-type: none"> ➤ Citizens learn/in put citizens learn ➤ The development of studying citizens ➤ Activeness in learning ➤ Graduate residents learn
4	Curriculum	<ul style="list-style-type: none"> ➤ Content/core learning materials ➤ Additional learning materials ➤ Plan the learning process
5	Evaluation	<ul style="list-style-type: none"> ➤ Process evaluation ➤ Evaluate results

Further data analysis is done through three stages, namely: 1) Data reduction by selecting, sorting and simplifying the data. The researcher selects the collected data, then summarizes and categorizes the data based on its purpose. The results of the categorization of data on the issues studied were the initial concept in the group discussion. 2) Presentation of data, ie construct data in the form of narration and graph or chart, making it easier in data analysis or problem analysis so that simplify in data analysis or problem analysis. 3) Withdrawal of conclusions, ie connecting a problem with other problems qualitatively through discussion, so that found the problems in accordance with existing conditions. The flow of inferences starts from the analysis of problems in the management of CLC of Depok Master School of Indonesia, the factors that influence successful institutional management, and the constraints faced by managers and managers in managing relationships of educational goals, educators, learners, curriculum (learning materials) and evaluation.

Research Results and Discussion

Profile of Master School of Indonesia

The Master School of Indonesia is a non-formal education conducted at the terminal mosque in community learning activities managed by Bina Insan Mandiri Foundation, which is located at Arif Rahman Hakim road No. 28 Village Depok District Pancoran Mas. The Master School of Indonesia has inspired much of the management of non-formal Islamic education, as an alternative education, especially for people who do not have the opportunity to attend formal education.

As an educational institution, Master School of Indonesia can be used as a model of non-formal Islamic education, because it already has elements of education that are managed professionally, namely; goals, educators, learners, curriculum and evaluation. The five elements are proven and can be used as a reflection in the development of the concept of non-formal Islamic education.

The five main elements of education that can be in the Master School of Indonesia can be explained as follows:

Aim

The purpose of education, in this case the Master School of Indonesia categorizes in three hierarchies, namely: *First*, the ultimate goal, namely to manifest a perfect human, faithful, cautious, intelligent, independent, creative and noble character. Man who can perform his duties on earth as a servant of Allah SWT, became His caliph by imitating the Prophet Muhammad in all his deeds. *Second*, institutional or institutional objectives. The Master School of Indonesia has four institutional goals whose essence is to be able to bridge the achievement of the ultimate goal, which is to facilitate learners and all elements in the Master School of Indonesia in order to be able to put "*learning culture*" into their personality. *Third*, curricular objectives, at least contain the competencies to be tested in the equivalence examination in each level, then added with the competencies needed by the learners in real life that will be faced after graduating in the education program. So that the out put and out come (his graduates) can have the opportunity to continue the higher formal education (if possible) and can live independently with the noble character, knowledge, and skills possessed.

Educators

Educator, in the Master School of Indonesia he called by the term facilitator tutor. Conceptually he is good enough in the management of educators, because it already has a

certain size and criteria as the rules apply.

Learners

Learners, in the Master School of Indonesia called by the term residents learn. They, citizens studying the Master School of Indonesia every year are many and very heterogeneous. It has graduated many learners with good achievement. Even graduates of Packet C equivalent (equivalent education High School / Vocational High School), not a few who can proceed to the famous state college.

Curriculum

The Master School of Indonesia in addition to applying the curriculum the ministry of education, also adds the needs-based curriculum, the program is based on the needs of citizens learn, whether in the hard skills such as welding workshop, information technology, design graphics and others or life skills like a healthy mental attitude as a human being who is cautious and noble.

Evaluation

The Master School of Indonesia conducts internal and external evaluations. Internal evaluations are conducted regularly, twice a year, unless there are insidental problems and are considered very urgent and should involve partners, it can be done at any time. While external evaluations are made in accordance with agreements with other agencies or agencies that will evaluate.

Advantages and Disadvantages of Master School of Indonesia

Some things that become more value as well as the shortage of the Master School of Indonesia, in institutional management as an institution of non-formal Islamic education are as follows:

Free Education

Free education, it is very necessary presence for the poor whose income is very limited. Free does not mean that the Master School of Indonesia does not pay for the education fee, but the learners are not drawn into their contribution to education operations. All education costs are borne by the management of the Master School of Indonesia, which is obtained through independent business and from donors. On the other hand, free education

organized by the Master School of Indonesia has become a weak point. Many learners misunderstand it, by not paying for anything, they instead waste a lot of learning opportunities provided by the institution.

Flexible Education Process

The process of education is flexible, not rigid in many ways, such as the requirements of being a citizen of learning, study time and others. So it makes it easy for every child of the nation to reach it. Non-formal education as an educational alternative for children of the nation who have shortcomings in certain cases must be able to "*reach unreached and serve the unserved*". But this flexibility also, on the other hand, becomes the weak point of the Master School of Indonesia, which has difficulty in applying the discipline in implementing various programs.

Education Needs-oriented

Education needs-oriented, the curriculum is based on needs, based on the needs of citizens learn both in the form of skills (hard skills) such as welding workshop, information technology, graphic design and others as well life skills such as healthy mental attitudes as human being cautious and noble character. So the graduates become people who have noble character and can be useful in society. They can be accepted by the community and can live independently.

Lifelong Education

Lifelong education, by encouraging and providing facilities to all the people in the environment to continue to learn. Those who become a big family of the Master School of Indonesia always encouraged and directed to continue to learn anything, anytime and anywhere they are. So they really become human learners.

Analysis of Non-formal Education Concept in Perspective of Islamic Education

According to Djarajat (1992) that education as it is commonly understood now is not in the time of the Prophet. But the efforts and activities carried out by the Prophet in conveying the call of religion with preaching, conveying the teachings, giving examples, practicing the skills of doing, motivating and creating a social environment that supports the

implementation of the idea of formation of the Muslim person, have included the meaning of education in the present sense. Accordingly Arifin (2013) is a mental, moral, and physical exercise that produces high-culture human beings so education means growing personality and instilling a sense of responsibility.

Mahmud Yunus (1989) asserted that the history of Islamic Education, previously did not recognize classroom-based education (school). The learning process, both in the form of information and skills transfer is very simple, and very flexible. Originally there are teachers and students, then it can happen the learning process. Almost all educational processes can be concentrated in mosques. New to the historical era of progress of Islam the learning process developed in the form of group learning activities.

And during the reign of the Abbasid dynasty, such madrassas were built; madrasah Nizamiah Baghdad in 1065 AD, madrasah Nuruddin Zanki, An-Nuriyah madrasah in 1167 AD. It is thus understandable that Islamic education does not recognize formal, nonformal or informal education, which is known as school education (madrasah) or outside school (other than madrasah).

Thus the concept of education in the perspective of Islamic Education, all units of education is formal, lawful in the presence of law as a business and activities undertaken in a structured manner in order to develop the potential nature of human through the learning of intellect, mental, and physical to produce human devoted, and cultured (civilized), which is not limited by time, age, gender, race (tribe, heredity), socio-cultural conditions, economy, and so on. So it is not true, if it is understood that education can be handled carelessly, all the educational process must be managed seriously and professionally in the sense of accountability, even to the Hereafter when we face the tally in the presence of the Creator.

Education units such as the Maser School of Indonesia, are essentially a more flexibly managed formal education unit. But It still must be professional and meet the minimum standards of educational elements, namely: goals, educators, learners, curriculum and evaluation.

Aim

Each educational unit should have clear goals, structured and measurable that includes final goals, institutions and instruction goals. The ultimate goal of Islamic education is to make people perfect, faithful, cautious, and civilized. Man who can perform his duties on earth as a servant of Allah SWT., became His caliph by imitating the Prophet Muhammad SAW. in all his deeds. The institutional objectives of Islamic education, should

include goals that can bridge the achievement of the ultimate goal and most importantly how to facilitate learners to be embedded within themselves learning culture. The curricular objectives must contain at least the competence of science and the ability of learners based on the needs related to science of *ain* obligatory or charity of *kifayah* obligatory. In this case, it must take precedence which is *ain* obligatory.

Educators

Human beings as educators are basically everyone, but the most well known in the science of education are parents, teachers in schools, and public figures. Theoretically the teacher is the second educator in the school or in the outer school educational institutions. They face the same problems as the problems faced by parents at home. Public figures are the third teachers to be imitated by learners in living together in the midst of society. Educators in Islamic education are known as *mu'allim*, *muaddib*, *murabbi*, *murshid* and others. All of educators must be professional in the sense of being responsible in accordance with the burden of duty they bear.

Learners

In Islamic education, learners are termed: *murid*, *tilmidz*, *thalabah*, *muta'allim* and *mustarsyid*. According to Mukhtar and Umar (2008), the term *tilmidz* is a term for a science seeker for elementary and secondary students, while for students known as *thlabah*. According to Az-Zubaidi (2008) citing the opinion of Shaykh Abdul Qadir Al-Baghdadi explained that *tilmidz* is learner that is the child of mercy and follow someone teacher. As for the *murid*, according to Mukhtar and Umar (2008) is the designation for the idealist of science with a deep love of knowledge.

Curriculum

The essence of curriculum according to Tafsir (2008), is a program in achieving educational goals. In it can be a series of subjects with its syllabus or subject. Can also be a religious activity such as praying congregation, or activities such as welding skills, and also its evaluation. Each educational program ideally oriented to the usefulness that will be obtained by learners, both in the form of skills such as welding workshop, information technology, graphic design and life skills such as a healthy mental attitude as a human being cautious and noble. So the graduates become people who have noble character and can be useful in society.

Evaluation

Evaluation activities at Islamic educational institutions should ideally include internal and external evaluations. In order to the evaluation to work properly and measurably, so guidelines are required. And internal evaluation guidelines are conducted by the management agency itself. Internal evaluation is done in order to escort the implementation of institutional programs, so that if there is a problematic program can be addressed immediately, and be not abandoned or known after real failure. While external evaluations by professional bodies outside of the institutional organization itself, this is done in order to obtain quality assurance from other parties.

Conclusions

Based on the description and analysis of this study, in the previous chapters, it can be drawn some conclusions as follows:

Profile of the Maser School of Indonesia

As an educational institution, the profile of the Maser School of Indonesia can be used as a model of non-formal (non-formal) Islamic education because it already has educational elements that are professionally managed; goals, educators, learners, curriculum and evaluation. These five elements proved to exist and can be used as a reflection in the development of the concept of Islamic education.

Advantages and Disadvantages of Master School of Indonesia

School School Master Indonesia can be used as a model of non-formal Islamic education (outside school) has advantages and disadvantages, namely: free of cost for learners, can be flexible, learning-oriented needs and encourage lifelong learning culture.

Analysis of Non-formal Education Concept in Perspective of Islamic Education

All educational units in the perspective of Islamic Education are formal, must be legitimate before the law and professionally managed with accountability to all parties concerned. Education is an effort done in a structured manner in order to develop the nature (potential) of human beings through the learning of reason, mental, and physical to produce human devoted, and cultured high (civilized), which is not limited by time, age, gender, race

(tribe, heredity), socio-cultural conditions, economics, and others.

References

- Arifin, M. *Ilmu Pendidikan Islam*, Jakarta: Bumi Aksara, 2013, h. 7.
- Jalaluddin, *Teologi Pendidikan*, Jakarta: RajaGrafindo Persada, 2002, cet. 2 h. 37.
- Niyanto, Agus dkk, *Memasterkan Para Master Indonesia: Pedoman Umum Kegiatan Belajar Mengajar Sekolah Master Indonesia*, Depok: Yabim, tt, hlm. 10
- Tafsir, Ahmad, *Filsafat Pendidikan Islami; Integrasi Jasmani, Rohani dan Kalbu Menenuhiakan Manusia*, Bandung: PT Remaja Rosdakarya, 2008, hlm. 76 – 80
- Adian Husaini, *Pendidikan Islam Membentuk Manusia Berkarakter dan Beradab*, Jakarta: Cakrawala Publishing, 2010, cet. I, hlm. vii.
- Yayasan Bina Insan Mandiri (Yabim), *Dokumen Buku Saku McMasterkan Masyarakat Marginal: Pedoman Umum Relawan Sekolah Master Indonesia*, tt, hlm. 2.
- Al-Baghdadi, Abu Bakar Muhammad bin Al-Husain, *Akhlaq Al-'Ulama Juz I*, As-Sa'udiyah: Idarat al-Bahuts al-Ilmiyah wa al-Ifta wa ad-Da'wat wa al-Irsyad, tt, hlm. 29
- An-Nahlawi, Abdur Rahman, *Ushul at-Tarbiyah al-Islamiyah wa Asalibha fi al-Bait wa al-Madrasah wa al-Mujtama'*, Bairut: Dar al-Fikr, 2007, hlm. 95
- Abu Muhammad Abd al-Aziz bin Muhammad, *Miftah al-Afkar li at-Taahhub li Dar al-Qarar Juz II*, tp tt, hlm. 50
- Yunus, Mahmud, *Sejarah Pendidikan Islam*, Jakarta: PT Hida Karya Agung, 1989, cet. Ke-5, hlm. 72 – 77.
- Al-Ghazali, Abu Hamid Muhammad bin Muhammad, *Mizan al-'Amal*, (Ditahqiq oleh DR. Sulaiman Dunya), Mesir: Dar Al-Ma'arif, 1964, hlm. 363 – 370.

DEVELOPING ENGLISH MATERIALS FOR ISLAMIC EDUCATION MANAGEMENT AT IAIN SULTAN AMAI GORONTALO

Yuwin R. Saleh, Alvons Habibie

IAIN Sultan Amai gorontalo

Email: yuwinsaleh@iaingorontalo.ac.id

Abstract. This study is a Research And Development (R&D) proposed by Brian Tomlinson which aimed at identifying students' problems in learning English, identifying students' need in learning English, and determining materials design. This research was conducted at Tarbiyah and Teacher Training Faculty of IAIN Sultan Amai Gorontalo. The subjects of this research were the students of Islamic Education management in academic year 2016/2017, the head of the program and the English lecturers. The data of the present study were collected using interview, questionnaire and document analysis. The data of the present study were analyzed descriptively. This study showed that the students' problem in learning English were their English material irrelevancy to program or department competence, it was general English material, insufficiency of pictures and illustration on the material, the English lecturer used available book. Through document analysis found that the English lecturers used different material even they are in a team, they did not discuss yet the material and based on need analysis questionnaire, it was found that the Islamic education management needs to learn English for communication, understanding their textbook and study speaking material in pair.

Keywords: material development, Need Analysis, Islamic Education Management

Introduction

From elementary school to college either as part of a national charge subjects or as subjects/compulsory subjects to be taught. In IAIN Sultan Amai Gorontalo, especially in the Faculty of Tarbiyah and teacher training at the Department of Islamic Education Management, English became compulsory subjects are taught in the first year or first semester students attending. The department of Islamic Education Management then abbreviated to MPI know very well about the importance

of English for its student. English was taught to this department should be based on competency-based majors and many related to management or the management of Islamic education.

Based on the researcher pre observation, English learning process at MPI was still common or general. Material or course content focused on English as general, or in other words the language was being taught by a lecturer deals with understanding of a good sentence structure and memorizing or comprehending the definition of grammar

components, such as part of speech, tenses, subject verb agreement, passive voice, and others. The material is indeed as a basic material which must be mastered in order to be able to understand the English text, however the aspect relating to the competence of the Department which is expected still less and not even exist at all. The English language taught in the Department should be dealing with the needs of students and graduates competency-oriented.

The English language in a College, especially in the non linguistic courses should no longer teach the language in general, but more specifically depending on the background of their Department. For the researcher, The English learning and teaching must be in accordance with the field of academic majors. The English language is no longer focusing on grammar, but the students should be able to communicate and understand all forms of text accordance with their own capacity. Thus, the graduates are already capable of competing at international level

English language teaching with a specific objectives or better known as English for Specific Purpose (ESP) is a new in English language teaching term. Development of ESP either in public colleges or religion collage in Indonesia is still looks vaguely. It looks at the use of the name ESP itself as a subject taught. In the curriculum of a college, ESP only entitled as English language courses. In practice, English language taught in accordance with the allocation of credits semester system (SKS) applied by each College. In religion college, especially in IAIN Sultan Amai Gorontalo, Faculty of Tarbiyah and teacher training on the direction of the MPI, English language credits weighting allocated 3 SKS.

English for Specific Purpose (ESP) is an English language teaching for specific purposes. Hutchinson and Waters (1987:19) defines "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". It can be concluded that the ESP is an approach in teaching which is emphasized the need or reason of the learners to learn English. ESP is portrayed as a language teaching for specific or certain purpose that can be set aside. But other experts describe that ESP was an English language teaching is carried out on the study of academic or teaching the language for the purpose of a particular job or profession.

Referring to the theory of ESP about the critical role a learning material against builds a language learners. Particularly English and also consider the facts above, then the researchers assumed that it is needed a development of English materials that are based on the competence of the Department or the needs of the students in the form of a textbook.

This research will develop the principles and steps in developing materials, used a common approach and a method applied in developing materials for ESP, the frameworks proposed by Brian Tomlinson. The need analysis of Donough and Shaw in which the context where the teaching process takes place will be analyzed is included. In analyzing the context the researchers will analyze the need of students based on who are they and what kind of English materials they need. The educational setting where the teaching process takes place will also be analyzed such as which situation the English will be used by the learners. The result of analysis on learners and the educational context will form the goals of instruction that will be reached through the materials. Then the syllabus based on which the materials will be developed.

Tomlinson's Text-Driven to Material Approach will be used along with framework above. Broadly speaking, Tomlinson's framework consists of text collection, text selection, text experience, readiness activities, experiential activities, developmental activities, input response, and activities. Thus the final outcome of this research will be context analysis of where the materials will be used which will consist of analysis of learner need

Methods

The method of this research is Research and Development (R & D) method. in this research the researchers analyzed students need in English learning, the researchers used this analysis to determine English materials for students of Tarbiyah And Teacher Training Faculty especially for students of Program Study MPI of the first semester in academic 2016/2017 that consist Of 40 students which is based on the framework proposed by Brian Tomlinson.

To determine the design of English materials, firstly the researchers identified students problems in learning English through interviewed, the researchers observed the documents like already English materials and syllabus, secondly the researchers used questionnaire to collect information about students need in English learning by used Hutchinson and Waters (1987: 59) information also the researchers interviewed the head of MPI program. The data collected analyzed toward descriptively.

Results

This research was research and development; it focused on providing the information about students' problem in learning English, students' need and English material designing. It based on the analysis of the students' need then adjusted with Brain Tomlinson theory in

proposing the design model of material development. In this chapter, there are three results to be presented, those are students' problems, analyzing the data from questionnaire and interview results, and determining the English material design proposed by Tomlinson.

Students' Problems in Learning English

Each learner has his own issues of learning English. In this research provided the problems faced by the students of IAIN Sultan Amai Gorontalo, especially at Islamic Education Management as follows: this problems are obtained from interview the students and English lecturers.

a. English Learning Process in Class

The main objective of teaching and learning of a foreign language is to provide the learners with the communicative competence, linguistic competence, and cultural competence. From the competencies, learners are expected to be able to use a language proficiently enough in the target language.

The process of learning English in Islamic Education Management (*MPI*) had not provided those competencies. The learning process as long as it is still using the old method, the learning process more focused on teacher. The teachers only explained all the materials during the process of learning till the end of class. There is a little interaction between lectures and students in the class. Students were given an opportunity to ask when the evaluation process or before the class was closed by the lecturers.

b. The content of English learning for MPI

The contents of English learning were still designed according to lecturers want. It means the topics which is all discussed was emphasized to English in general. The fact that English contents more focused on grammar discussing and vocabulary building whereas the contents should cover all skills and develop them at once.

c. Education Background of English lecturer in IAIN Sultan Amai Gorontalo.

All the English lecturers in IAIN Sultan Amai Gorontalo amounted to 12 people. All the lecturers qualified English education. Then, there are three lecturers took their post graduated in linguistics study, 9 lectures kept their study in English education. There are 6 lecturers are studying in doctoral program and there is only 1 lecturer had doctoral degree and there 5 lectures still post graduated. These differences made the learning style also vary. And unfortunately, there was no a patent module of English.

d. The English subject on curriculum of Islamic Education Management

The English subject in IAIN Sultan Amai Gorontalo, especially at Tarbiyah and

Teacher Training Faculty is generally included into a group of general subject taught at the first year or semester. There is a confusing among lecturers to teach English in non English department at IAIN Sultan Amai Gorontalo, parts of them taught English in general topics, but another one want English subject to be a specific purposed which is related to the competencies of Islamic Education Management.

The Description of Students' Need Analyzing based on Questionnaire

Based on the results of analyzing the data from the questionnaire in question part A, it can be described that most the students answer the question. From the total respondents are 40 students, 37 students answered that they used English only while in the process of learning English in the class. It means that 92,5% of students stated that the use of English is only used when English class started.

Based on the results of analyzing the data from the questionnaire in question part B, it can be described that most the students answer the question. From the total respondents are 40 students, 40 students answered that their level of English ability is still at basic level. Most of them did not how to make a conversation with other, but they know a little a general expression in English. It means that 100% of students need to improve their English.

Based on the results of analyzing the data from the questionnaire in question part C, it can be described that most the students answer the question. From the total respondents are 40 students, 16 students answered that they had ever got an English course before, then 10 students had ever follow an English competition such speech competition, and 14 students left had never followed the two activities.. It means a half of them had ever experienced to learn English in different situation.

Based on the results of analyzing the data from the questionnaire in question part D, it can be described that most the students answer the question. From the total respondents are 40 students, 16 students answered that they had an English general module from their course before, but the left one had never used an English book or another sources to support their learning. It means that most of them had never experienced using various English books when learning English.

Based on the results of analyzing the data from the questionnaire in question part D, it can be described that most the students answer the question. From the total respondents are 40 students, 31 students answered that their English did not have any improvements at once. 5 students stated that they had nothing from the English material. 4 students stated that they got difficult to learn whole English aspects.

Based on the results of analyzing the data from the questionnaire in question part D,

it can be described that most the students answer the question. From the total respondents are 40 students, 31 students answered that their English did not have any improvements at once. 5 students stated that they had nothing from the English material. 4 students stated that they got difficult to learn whole English aspects.

Based on the results of analyzing the data from the questionnaire in question part E, it can be described that most the students answer the question. From the total respondents are 40 students, all of them stated that every single points at part E was very useful for them. It means that, all students need to do those activities in every opportunity in learning English.

Based on the results of analyzing the data from the questionnaire in question part F, it can be described that most the students answer the question. From the total respondents are 40 students, 23 students wants the lecturer emphasized on practicing English before explaining English grammar, 14 students want the lecturer directly made a correction in pronunciation. 4 students wanted the lecturer combined in using English and Indonesia while teaching process in the class.

Based on the results of analyzing the data from the questionnaire in question part G, it can be described that most the students answer the question. From the total respondents are 40 students, all students did not agree with the statement of G13, it stated that English was sounded a crude language. They also did not agree with statement of G14, it stated that English is a taboo language. But others statement in this part, the students do agree and also answered occasionally.

Based on the results of analyzing the data from the questionnaire in question part H, it can be described that most the students answer the question. From the total respondents are 40 students, 21 students stated that they had never been given the syllabus or topics when the first meeting started. But other students stated that they had ever seen the syllabus through the slide of power point.

Based on the results of analyzing the data from the questionnaire in question part I, it can be described that most the students answer the question. From the total respondents are 40 students, 36 students stated that they had never got a module when the first meeting started and other students stated that they had ever got an English book, they had nothing the module made by the lecturer itself.

Based on the results of analyzing the data from the questionnaire in question part J, it can be described that most the students answer the question. From the total respondents are 40 students, 4 students stated that the book was PDF form then they were instructed to print one, and copied the book. And other students stated that all the topics were learned in slide of power point form.

Based on the results of analyzing the data from the questionnaire in question part K, it can be described that most the students answer the question. From the total respondents are 40 students, all the students chose E option, they wanted the book should have many colored picture and practices or exercises, the letter form and the content more vary and based on MPI competence. Content should be more vary and able to improve their English skill. Then the last one is evaluation, the evaluation should evaluated whole topics.

From the results of analyzing the students' need above, it can be concluded that students need an English material. The contents or the topics is adapted to the competence of the department of Islamic Education Management but keep developing the four skill in English. The lecturers should use a new method to increase the students motivation in learning English.

Material Development

Tarbiyah And Teacher Training Faculty as the one of faculties in IAIN Sultan Amai Gorontalo in which the output of the faculty are expected have competence in teaching, this competence should become the characteristic of the contents all of the subjects that teaches in the faculty also in English language subject. In this case it should be better for English teachers to use materials that covers the faculty competence, in the other words the English taught in Tarbiyah And Teacher Training Faculty of IAIN Sultan Amai Gorontalo should be based on the English For Specific Purpose (ESP). in this case the feature is that the objective and language content according to learners' need in English like Widdowson (in Wello, 1999 : 11) stated that "in LSP (Language Special Purposes) the primary emphasis has traditionally been on the "what" of language instruction – language content which reflects to the second language need of learners for whom the learning of English in auxiliary to some other professional or academic purposes".

Widdowson statement above described that in ESP, the English teachers will probably need to design and develop their own materials to facilitate the learners with language inputs that the learners' need.

Materials development is the process which is very essential in which will have to facilitate the learners with learning situation or condition, language input, and opportunity to use the language.

Tomlinson (2003: 1) defined that material development is "both a field of study and practical undertaking". As a field it studies the principles and procedures of the design, implementation and evaluation of language materials. As an undertaking it involves the production, evaluation and adaptation of language materials by teacher for their own classrooms and by materials writers for sale or distribution. Ideally these two aspects of

materials development are interactive in that the theoretical studies inform and are informed by the development and the use of classroom materials.

Thus material development involves the way or the procedure to design and produce instructional materials. Or we may say that the final result of material development is the product of teaching material resulted from principles and research-based procedure.

In designing and developing materials especially in this research, the researches use Tomlinson (2003 : 110) provided a Text driven Approach framework through procedures :
Preparing For Materials development

Text Collection

In this phase developers should collect or create texts in written or spoken form with the potential for engagement. The texts can come from literature, from songs, from newspaper and magazine, from non-fiction books, from radio and television programs and from film.

Text selection

In this phase the developers select a text of potentially engaging texts, there are many criteria which can help developers to select the text namely the text must engage cognitively and effectively, the text likely to engage most of the target learners cognitively and effectively and the target learners likely to be able to connect the text to their lives.

Developing the Materials

Experiencing the text again

In this phase the developers should selected text again (i.e. read or listen to it again experientially in order to re-engage with the text). This re- engagement is essential so the developers can design activities which help the target learners to achieve similar engagement.

Devising Readiness Activities

In this phase devise activities which could get the learners ready to experience the text in multi-dimensional ways. The activities could ask the learners to visualize, to draw, to think of connection, to mime, to articulate their views, to make predictions, in short anything which help them to activate connections in their minds which help them when they start to experience the text.

Devising Experiential Activities

This activity which is designed to help the learners to represent the text in their minds as they read it or listen to it and to do so in multi-dimensional ways which facilitate

personal engagement. The learners are things they are encouraged to do whilst reading or listening and should therefore be mental activities which contribute to the representation of the text and which do not interrupt the processing of it to make it more complex.

Devising intake response activities

These are activities which help the learners to develop and articulate what they have taken in from the text. They focus on the mental representation which the learners have achieved from their initial encounter of the text and they invite the learners to reflect on this representation rather than return to the text

Intake response activities could ask the learners to think about and then articulate their feelings and opinions about what was said or done in the text, in this stage could ask the learners to visualize, draw or mime what they can remember from the text, to say if the learners agree with what the text says or to summarize the text to someone who has not read it.

Devising development Activities

In this stage provide opportunities for meaningful language production based on the learners' representations of the text, involve the learners in pair or small groups going back to the text before going forward to produce something new.

Devising input response activities

In this activity take the learners back to the text and which involve them in study reading or listening tasks aimed at helping the learners make discoveries about the purposes and language of the text. This activity involves:

- a. Interpretation tasks

These are tasks in which the learners think more deeply about the text in order to make discoveries about the author's intention in creating it. This aimed to helping the learners to develop critical and creative thinking skills in the target language and they make use of task types as : deep questions, debates about issues in the text, critical reviews with the characters, and interviews with the author

- b. Awareness tasks

These are input activities which provide opportunities for the learners to gain awareness from a focused study of the text. The awareness could be of how language items are used, of communication strategies, of genre characteristics or of text features.

Conclusion

Based on the results of this research, the conclusions of this research as follows:

1. Students face some problems in learning English, those are the process of learning English in class, the contents of English learning for MPI students, the education background of English lecturers of IAIN Sultan Amai Gorontalo, and the English subject on MPI curriculum.
2. The analyzing of students' need described that the students need a better condition in learning English.

In determining the design of English materials development, this research used Brian Tomlinson framework in developing a language teaching material. It consists of experiencing the text again, devising readiness activities, devising experiential activities, devising intake response activities, devising development activities, devising input response activities.

References

- Basturkmen Helen, (2010). *Developing Course In English For Specific Purposes*. Palgrave : Macmillan
- Crawford, J. (2002) How Authentic is the Language in Our Classroom? *Prospect* 6(1) 47-54
- Carter Ronal & Nunan, David (2002) *Teaching English to Speakers of Other Language*. Cambridge : University Press
- Hutchinson Tom & Waters Alan. (1990). *English For Specific Purposes*. A learning-centred approach. Cambridge : University Press
- McDonough, J. & Shaw, C. (2003). *Materials and Methods in ELT*. Blackwell Publishing.
- Nunan, D. (1988) *Syllabus Design*. New York : Oxford University Press.
- Robinson. P. C. (1984). *English for Special Purpose*. Pergamon Press. Oxford
- Richards C. Jack, (2001). *Curriculum development In Language Teaching*. Cambridge University Press
- J. C., Renandya, W. (2002) *Methodology in Language Teaching: an Anthology of Current Practice*. Cambridge University Press
- Tomlinson. B., (2003). *Developing Materials For Language Teaching*. Continuum. New York

Tomlinson (2003) *Developing Language Course Materials*. Seameo Regional Language Centre. Singapore

Wello, B. & Nur. H. A. J,(2008). *An Introduction to ESP*. Badan Penerbit Universitas Makassar

Wello, B. & Dollah S. (2008) *Fundamental Aspect of English for Special Purpose*. Badan Penerbit Universitas Makassar.



THE IMPLEMENTATION OF *AL-ARABIYA BAINA YADAIK* BOOK I IN LEARNING SPEAKING SKILL (*MAHĀRAH AL-KALĀM*) FOR BEGINNER LEARNER

Nur Fitri Hidayanti

Universitas Indonesia, Depok, Indonesia

Email: dhinimumtazah@gmail.com

Abstract. *Al-arabiya baina yadaik* is one of the most widely used textbooks in every level of education in Indonesia, ranging from middle school to university level by considering some aspects such as communicative approach, contemporary theme and equipped with sufficient audio to support Exposure of users with native speaker style. This paper aims to find out the concept of book content and the implementation of the book in learning speaking skill for beginner learner of Arabic. This research is kind of qualitative research with literature review and observation as sources of data. As a result, this study summarize the material concept contained in *Al-arabiya baina yadaik* (Book I) has met the material feasibility criteria that support language-speaking skills for beginner learners with a book component that contains a large number of simple dialogues, complemented by audio that allows beginner learners to get examples of pronunciation and contextual text that eases the user of the book. Implementation of the use of *Al-arabiya book baina yadaik* Book I related to time allocation, teacher role, method, media and evaluation are expected to provide referrals for users.

Keywords: *al-arabiya baina yadaik*, speaking skill, beginner learner

Introduction

Generally, people learn a foreign language is to establish interaction and communication with others. Language is a verbal language that used to communicate and the process of delivering information on the communication Chaer (2009: 30). As one of the languages used as an international language, Arabic language learning initially only for religious purpose, literature and another study. But, the development of learning Arabic as a foreign language began to grow back within 40 years and the impact is on the emergence of a variety of books and programs tailored to the needs of learning Arabic in the world (Mohammed, 1998)

The development of Arabic learning arises from a paradigm that changes the needs of learners that are no longer confined to religious purposes, but to the needs of language as a means of communication. Thus speaking skills get considerable attention to Arabic experts and practitioners to maximize the learning of Arabic.

The book *al-'arabiyah baina yadaik* is one of the most widely used textbooks in every level of education in Indonesia, ranging from high school to college level by considering some

aspects such as communicative approach, contemporary theme and equipped with sufficient audio to support exposure of users with spoken language of teak speakers.

This paper aims to find out the concept of book content and the implementation of the book in learning speaking skill for beginner learner of Arabic.

Method

This research will use the qualitative method as research method of the data source of related library and observation. Data collection is done through, observation and documentation. While the data analysis using descriptive analysis way, which is described and analyze all the things that become the focus off research.

Result

Al Arabiyyah Baina Yadaik Book I

Al 'Arabiyyah Baina Yadaik consists of three volumes namely book one for beginners, book two for medium and book three for advanced. For each level available one book for students and books for teachers. Al 'Arabiyyah Baina Yadaik contains a series of knowledge information that can be justified scholarly because in general have similarities regarding content, dish, and format.

Content and presentation of Al 'Arabiyyah Baina Yadaik

Regarding the content of the book Al 'Arabiyyah Baina Yadaik about a series of Arabic material compiled by native speakers that are experts in the field of Arabic education, i.e Doctor Abdurrahman bin Ibrahim Al Fauzani, Doctor Mukhtar Thahir Husain and Doctor Muhammad Abdul Khaliq Muhammad Fadlil. Also, Al-Arabiyyah Book of Baina Yadaik was printed by the publisher al-muassasat al-waqf al-islami al-mamlakah al-arabiyyah under the auspices of the Saudi Arabiyah kingdom with the control of local 'clerics based in Riyadh beginning in 2001 (Abdurrahman, 2001). So the book Al 'Arabiyyah Baina Yadaik can be accounted for his study.

In the presentation facet. The material contained in the book al-arabiya Baina Yadaik described with reasoning patterns. The scientific reasoning as follows: a) The pattern of deductive reasoning is the way of thinking that departs from the general statement to a special statement by using rational thinking. b) Inductive reasoning patterns are ways of

thinking that departed from facts and concrete, then from the facts are drawn in general. c) The pattern of reasoning mix (inductive, deductive combination) is a combination of deductive and inductive paragraphs. The main sentence is at the beginning of the paragraph but is repeated at the end of the paragraph.

The material in the book *Al arabiya Baina Yadaik* arranged systematically with every effort to decipher and formulate something in a regular and logical relationship. The material is arranged in a balanced way in each chapter in the form of simple dialogue about identity, life in school, family life, home, profession, religious activities, and environment. In the book there are 16 chapters, each chapter there are six lessons.

The completeness of the book *Al 'Arabiyyah Baina Yadaik* is: 1) Recording tape (audio device) 2) PDF or Power Point 3) Arabindo 4) Teacher manual 5) Dictionary of the book.

The Reason for Using *Al-Arabiya Baina Yadaik* Book I

Al Arabiya book *Baina Yadaik* chosen as an alternative book in learning Arabic for students to master three skills: a) Language skills include four language skills: Listening (*mahā rah istima'*), speaking (*al-kalā m*), reading (*al-qiro'ah*) and writing (*kitabah*). b) The ability to communicate leads the learners to be able to communicate with Arabic and interact in oral and written, and capable to compose sentences and phrases. c) Cultural competence introduced so that learners can know various sides of Arabic culture that is not contrary to Islamic principles.

The book also oriented to the learning activities of learners. For example, there is conversation material above the title of a conversation there are words look at, listen to, and imitate. It means here that learners are asked to look at the text of the conversation then listen to the audio and mimic the sound of the recording. Similarly, the next material as in the list of the vocabulary, or the other that at the beginning we can find the instruction with words: look, listen, and imitate.

From the activities that learners are required to be active, both reading, listening, and imitating. While the teacher only acts as a facilitator. Book styles can also bring learners into learning, especially conversation materials, illustrations, and presentation styles that exist in the book can trigger learners to think reactive in using the Arabic language itself.

Implementation of learning speaking skill using *al-'arabiya Baina Yadaik*

Some matters relating to the learning process are of concern to the implementation of this book in learning speaking skill.

Allocation of Time in The Use of Books

The time required to learn Arabic is the standard time to deliver all the lessons in the Genealogy books consisting of three series of approximately 300 lessons (an hour of about 45 minutes). 100 hours of lessons for each level (series). Ideally, the implementation of Al-'Arabiyyah book baina yadaik volume I need 100 hours of lesson.

Teacher role on learning instruction

By using the book Al 'Arabiyyah Baina Yadaik in teaching arabic as a foreign language, teachers as instructors who provide materials and choose topics, being a role model by giving examples of how to read with correct intonation and pronunciation, manage the class, become the source of the invasion, evaluate the results of activities and provide feedback.

Learning Method

There are many methods used in the implementation of the book such as: a) audio-lingual method by listening examples of conversations either from audio provided or exemplified by the teacher then the learner got a turn to repeat the conversation. b) jigsaw or students are divided into groups into several groups then understand the reading and practice in turns and role play to make the students actively involved in the learning process and train students in using the Arabic language in the context that has been asserted in the book.

Learning Media

One of the virtues of the book Al 'Arabiyyah Baina Yadaik volume I is the audio availability of every conversation and practice contained in the textbook. Therefore Audio media is needed to support its use. In addition to the book Al 'Arabiyyah Baina Yadaik volumes I that bring more cultural issues also require media such as LCD and other game media that can support the skills of speaking learners.

Learning Assessment

In the language learning system Evaluation is one of instruction key step to see how far the learning process runs and conformity with the stated goals. Sullivan (2012) suggests there are several forms of evaluation used in visual recordings, uploaded loud, paired (in pairs), role plays, interviews, and discussions. Will it be necessary to have appropriate speech skills to the concept of the syllabus and the specific learning objectives already proclaimed (Hughes, 2002). The implementation of Al-arabiya book baina yadaik volumes I in speech learning can be implemented by using the language level of the user. Wahab (2012) suggests for beginners, some assessment criteria of speech, grammar, vocabulary, fluency of speech, and understanding.

Conclusions

The material concept contained in Al-'Arabiya book baina yadaik volumes I have met the material feasibility criteria that support language-speaking skills for beginner learners with book components containing a large number of simple dialogues, complemented by audio that allows beginner learners to get pronunciation samples a good and correct and contextual material that ease the user in using the book. Implementation of the use of Al-'Arabiyah book baina yadaik volumes I related to time allocation, teacher role, method, media, and evaluation is expected to provide a reference for the user.

Acknowledgements

This paper is under Indonesia endowment fund for education Scholarship (LPDP), thr author is full a funded student of the scholarship.

References

- Al Fauzani, Abdurrahman bin Ibrahim. (2001), *Al 'Arabiyyah Baina Yadaik Jilid I*, Riyadh: *Maktabah malik fahd al-wataniya* atсна' an nasyr.
- Asyrofi, Syamsuddin (1998). *Metodologi Pengajaran Bahasa Arab, Analisis Text Book Bahasa Arab*. Yogyakarta:Sumbangsih.
- Chaer, Abdul (2009) *Psikolinguistik. Kajian Teoritik*, (Jakarta: Rineka Cipta, 2009).
- Debdikbud (2002), *Kamus Besar Bahasa Indonesia*, Bulan Bintang: Jakarta.
- Diktat (1987), *Metode Pengajaran Bahasa*, Yogyakarta :IKIP,
- Fachrurozi, Azizz dan Erta Mahyuddin, (2011). *Teknik Pembelajaran Bahasa Arab*. Jakarta:

Bulan Bintang

- Hermawan, Acep. (2011). *Metodologi Pembelajaran Bahasa Arab*. Bandung PT. Remaja Rosdakarya.
- Hughes, Rebecca (2002). *Teaching and Researching Speaking*. London: Pearson Edition
- Mohammed, Abdalla Musa Tair (1998) *Needs Analysis and Course Design for Da'wa Students: Teaching Arabic for Specific Purposes (TASP)*. Leeds: University of Leeds. Retrieved from <http://etheses.whiterose.ac.uk/511/>
- Salim, Peter, Yenni Salim (1991). *Kamus Bahasa Indonesia Kontemporer*. Jakarta: Modern English Press.
- Sullivan, O Barry (2012). *Assessing Speaking, Second Language Assessment*. USA-Cambridge University Press. P.234-246.
- Sudjana, Nana (1998) *Dasar-dasar Proses Belajar Mengajar*, Bandung : Sinar Barau.
- Taufiqurrahman, "Pengembangan Komponen-Komponen Kurikulum Bahasa Arab", Lisania Volume 2, No I, juni 2011, p. 101.
- Sutrisno Hadi, *Metodologi Research II*, (Yogyakarta : Psikologi UGM, 1989), p. 42
- Tarigan, Henry Guntur. 1985. *Pengajaran Gaya Bahasa*. Bandung; angkasa



HUMANIST EDUCATION IN LIBRARY OF STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA

Lolytasari

UIN Syarif Hidayatullah Jakarta

e-mail: lolytasari@uinjkt.ac.id

Abstract. This study discusses the implementation of humanist education in the Library of State Islamic University Syarif Hidayatullah Jakarta. The purpose of library is a learning tool; a source of information which requires educational needs; preservation and recreation for a library user. It is reflected in the humanist education concept in which on going process or activity happens with enjoyable, exciting and educated. Through the humanist approach, the library can organize the balanced the ratio, feeling, and skill. The problem of the study in this research is there are some principles that are rejected by the humanist education in the library, for example, the library collection procurement service in State Islamic University Syarif Hidayatullah Jakarta is still limited access; the online services is still limited, the collection and the access facilities for students which special needs are still not available; and the recreative collection and service are still less. The research uses qualitative research and descriptive method. The technique sampling is taken by semi-structure interview to the informant, particularly the Head of Library Center, some Head of Library Faculty Affairs, Dean and the student. The research finding showed that the policy lead in the development of library management is not based on humanist education approach. The research conclusion is the library has already applied the humanist education, but it has not assigned the student yet as a center of academic activity. Therefore, the library of State Islamic University Syarif Hidayatullah Jakarta is hoped to plan and do the humanist education program.

Keywords: humanist library, humanist education, university library

Introduction

The humanist phenomenon has spread widely into some human activities. It begins with the social life, economy, law, politic, and source of information. Some human ways interpret humanist basically humanizes the man. Related to this, at least in a social thing, a man needs a humanist service. In this education world, there are some services for academic society; first, the administrative service in handling the document as the requirement for attending university; second, compliance services service of a source of information in supporting teaching and learning process. In serving the community, there are some officers respond to it.

A library is an institution of the information source and it is as an interaction space between community and information source and it is as an interaction space between community and information user. It is supposed to be a place for applying model of the

humanist concept. Some university libraries which has of humanist. Some university libraries which has implemented a humanist concept. Some university libraries which has implemented humanist concept are still reflected to set up the service and facility to the users. A library tries to give comfort and tranquility to them with provided library activities. However. It has not seen humanist education side for the librarian A library as a source of knowledge certainly contains education that should be contributed to the library user. Based on this fact, the researcher is interested to know further; what kind of humanist education will be given to the user.

The humanist education practice in the library can be seen from the librarian to the library user. Based on Slamet Thohari "experience who is the disabled activist on his writing which is entitled, the library is my life: a Reflection of disables Man (Slamet Thohari, 2011, pp. 20–23) stated that The Library Sinclair America has a service principle to give priority to the student. It can be shown from the library facility is accessible for the disabled man, full of Air Conditioner, usable computer, various tables, hence, it encourages students to read fun by group discussion and tutor.

On its service, a library accommodates facility about the explanation of library service. It started from searching online journal, ordering online book, and holding training such as writing course, a good English writing guide, for academic and training of academic writing style, like APA, MLA, etc. This Sinclair America Library's Training shows humanist idea n which people who human rights (Departemen Pendidikan Nasional, 2012).

The library service above is a standard service in the university library and its convenient with the function of the library as a learning tool and source of information which is adjust with education needs, research, preservation, and recreation for the library user. According to library laws (Republik Indonesia, 2014) stated that university library is an integral part of education activity, research and dedication to people to reach the education goals. Its in line with the humanist education concept where is an enjoyable and intelligent process ar activity. Through the humanist approach, a library can arrange the balance among the ratio, feeling, and skill.

Humanists are generally concerned with the freedom, dignity and potential of humans (Tangney, 2014, p. 267). Nuraini add humanist understanding from the education side. Based on Nuraini's opinion (Nuraini Ahmad, 2017)), humanist education which is developed by A. Malik Fadjjar, is an education which uses humanist, an approach organizes balance among head, heart, and head. Furthermore, a humanist education sees the DT as a potential man and different characteristic. Ten subject and object of learning that is independent to determine the goals (Nuraini Ahmad, 2017). The problem of the study is

there is some principle rejected by the humanist education in the library, such as limitation of library collection which is limited access; limitation of online service; no access or collection for special need student; and less recreative collection and service. The subject of the research is library in State Islamic University Syarif Hidayatullah Jakarta as a foundation of education forming give the humanist contribution for the user.

The existence of library in State Islamic University Jakarta is clearly stated on Organization and working procedure of State Islamic University Syarif Hidayatullah Jakarta in which the main library is a technical operation unit to serve, guide, develop the library, corporate with another library, control, evaluate, and arrange the library report (Kementerian Agama, 2013). While the faculty library and post graduate library is designed as working library and serve the student, lecturer, staff, and people in providing books need for studying activity, researching, and others that are related to core business (UIN Syarif Hidayatullah Jakarta, 2015).

Methods

The approach is using qualitative research and descriptive method. The technique sampling is done by doing some observation, semi-structure interview to the informant; head of the main library, some head affairs of library faculty, dean and student. The method is using the case study in which the researcher investigates a program, even, activity, process or group of individuals carefully (Creswell, 2010). The data is analyzed by processing data, reading, coding. Concluding, discussing literature which is related to the humanist education in library and concluding.

Result and Discussion

The previous research about humanism in a library is research which is done by Karl J. Weintraub (Karl J. Weintraub, 1980, p. 1). This research seeks to address some of the implications of humanistic modes scholarship for recent library development. The point for characteristics some of the essential habits of minds and scholarly needs of a humanist as these affect issues in the acquisition, allocation funds, book preservation, computerization, the problem of access. Implication of librarian and user will discuss about interrelation between problems of the library and society. The same research is done by BAI Xiao Li who discusses the dialectic understanding of humanist service in library. Xiao Li investigates the new ideas about humanist service (BAI Xiao-li, 2006, p. 1). Men Hong Yun and Xiu Ping (MEN Hong-yun, 2007, p. 1) discusses the core and features on humanist library service.

Their study discusses the problems in humanist service specifically and some advance steps for implementing humanist library service.

The research is taken in the library of State Islamic University-Jakarta which the structure development in undertaken by the leader of the organization. The library center is under controlled by Rector through Academic Vice of Rector. While working library is undertaken by Dean through the Academic Vice of Dean. It means in the structure of the organization, the unit of faculty library working does not appear explicitly. This condition leads no formal instruction and less coordination and management integrated into improving community service. It is related to Tamsil Linrung (Linrung, 2013) who said that the organization and synergy are included in Al Hujarat verse 13 which has a meaning-creating harmony, achieving vision and mission, and open-minded.

Without any good synergy, a leader's policy sometimes is not on the side of library's development. Moreover, if it is seen from the humanist's point of view. There is no circulation service in library faculty of Science and Politics for five years since the first establishment in 2012. The demands of user particularly the student to access and use literature collection of library faculty of science and politic has not accommodated yet because of the faculty leader's policy. It is happened because of the majority collection is the foreign books publishing and the procurement process is more complicated than local one. The library tries to increase the quantity and quality of literature collection by searching and downloading standard ebook and journal.

In addition, the user complains the access limitation of book circulation inter-faculty. The interdisciplinary science development in this era demands the student to use literature collection comprehensively. It is not only from the library center but also each library faculty. According to the needs, every study program must have at least 500 title books (Lasa Hs, 2014, p.5). On the other side, to refresh the source of student's knowledge, the collection is recreative. It is only available in some libraries; the library center provides 10% from 38.116 books title, the library faculty of teaching and education is about 5% from 13.571 books title. The recreation collection is needed for humanist education whereas this approach emphasizes on balance among the ratio, feeling and skill (Nuraini Ahmad, 2017). According to Lasa (HS, 2014), the solution to handle this problem is the library must do integration and it can do service development like providing inter-loan library service in State Islamic University Jakarta.

Beside the physic collection, the library recently keeps subscribing database journal and online book. But it is only access outside the university. It does not support the scientific communication activity of lecturer and student in forming research culture in State Islamic

University. As a solution, the librarian must search and study quality database in some subjects of study in State Islamic University that is accessed for free. The database is prepared by DIKTI Ministry of Research and University, PDII LIPI, library National, etc. For Islamic University, the Ministry of Religious should prepare the availability of quality scientific database that is used actively for academic community PTAIN and PTAIS.

The library of State Islamic University has to concern with the service problem for disable. It involves collection, kind of service, facility or infrastructure, and skillful human resource which serving this user. Ram collection, literature collection with braille letter, magnifying glass, sounded computer, braille embosser, and specific digital collection for disable, digital talking book player, scanner, software optical character recognition (OCR), Closed Circuit Television (CCTV), etc.

The librarian takes an important part like networking a forum like Ikatan Pustakawan UIN Jakarta (the Community of Librarian of State Islamic University Jakarta) by holding the workshop for supporting Tridharma University program. Furthermore, the library of State Islamic University Jakarta participates some forums actively, at least in Asosiasi Perpustakaan Perguruan Tinggi Islam (Association of Library of Islamic University) and Forum Perpustakaan Perguruan Tinggi Indonesia (Library Forum of University in Indonesia).

The library has already equipped with modern facility and infrastructure, such as a computer, wifi, audio-visual room, Air Conditioner, and discussion room. This facility and infrastructure can make the user do some discussions and develop his knowledge democratically. On its facility side, the academic community in State Islamic University Jakarta can access Library Centre and eleven library faculty or postgraduate, hence, geographically, it can make easier the user. Some parts of library buildings are on strategic location; friendly user design including access facility for disable, specifically Library Centre, library faculty of science and politic, the library of faculty health and medicine, and faculty of culture and language that is located on the first floor and it is equipped by the elevator. The library has already equipped with modern facility and infrastructure, such as computer, wifi, audio-visual room, Air Conditioner, and discussion room. This facility and infrastructure can make the user do some discussions and develop his knowledge democratically.

The user particularly the student becomes the subject who can use the public room in library related to the rules and needs. The availability of reading and discussion room lead the problem-solving learning activity. The library also asks for the library user participation to suggest or recommend the source of information the sources of information needed, whether it is for the implementation of tri dharma or tri dharma of university or recreation

facility or even preservation of corporation knowledge. Dealing with this, the student can participate actively in selection and deselection collection activity whether it is printed or non printed.

Humanist education involves main values like discipline practice, and sense of belonging and appreciating for the user is also applied by policy and rule, such the limitation hour for collection user, hour service, visit requirement, administrative punishment for breaking the rule. The user is also guided how to treat take and carry a book and non-book collections well.

Conclusion

The study can be concluded that basically library has already applied five basic functions; education, research, preservation, information, and recreation for library user. Dealing with this, the library on its operational tries to be user-oriented. This is related to the essence of humanist education in which all activities are committed to fulfill the needs of humanity development aspects. The study can be concluded that basically library has already applied five basic functions; education, research, preservation, information, and recreation for library user. Dealing with this, the library on its operational tries to be user-oriented.

This is related to the essence of humanist education in which all activities are committed to fulfill the needs of humanity development aspects. The study can be concluded that basically library has already applied five basic functions; education, research, preservation, information, and recreation for library user. Dealing with this, the library on its operational tries to be user-oriented. This is related to the essence of humanist education in which all activities are committed to fulfill the needs of humanity development aspects. Humanity development aspects whether it is physically or non physically. Even though, the library in State Islamic University has its unique in its management which is adjusted with the condition of faculty or institute.

The development of library is very important for its management, reinforcement of leader, system, and policy. The implementation of humanist education service in the library of State Islamic University Jakarta is an activity and a library service in State Islamic University Jakarta which is oriented to the development needs of user capacity particularly student. It represents its role in humanist education where the education process is not limited to room and building. However, in some important aspects, the library has not put the student as a center of academic activity. Therefore, the library in State Islamic University Syarif Hidayatullah is expected to plan and do some humanist education programs.

References

- BAI Xiao-li. (2006). Discussion on the Humanist Service of Library's Circulation Department. *Sci-Tech Information Development & Economy* 9, 1. Retrieved from http://en.cnki.com.cn/Article_en/CJFDTOTAL-KJQB200609025.htm
- Creswell, J. W. (2010). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed* (3rd ed.). Yogyakarta: Pustaka Pelajar.
- Departemen Pendidikan Nasional. (2012). *Kamus Besar Bahasa Indonesia Pusat Bahasa* (4th ed.). Jakarta: Gramedia Pustaka Utama.
- HS, L. (2014). Standarisasi Perpustakaan Perguruan Tinggi. Jakarta: Universitas Selamet Riyadi Surakarta.
- Karl J. Weintraub. (1980). The Humanistic Scholar and the Library, *50*(1). Retrieved from <http://www.journals.uchicago.edu/doi/pdfplus/10.1086/629873>
- Kementerian Agama. (2013). Peraturan Menteri Agama Republik Indonesia Nomor 6 tahun 2013 tentang Organisasi dan Tata Kerja Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Linrung, T. (2013). *Politik untuk Kemanusiaan, Mainstream Baru Gerakan Politik Indonesia*. Jakarta: Tali Writing & Publishing House.
- MEN Hong-yun, Q. P. (2007). Talking about the Humanized Service of University Library. *Sci-Tech Information Development & Economy*, 2. Retrieved from http://en.cnki.com.cn/Article_en/CJFDTOTAL-KJQB200702037.htm
- Nuraini Ahmad. (2017). *Pendidikan Islam Humanis; Kajian Pemikiran A. Malik Fadjar*. Tangerang Selatan: Onglam Books.
- Republik Indonesia. (2014). *Peraturan Pemerintah Republik Indonesia Nomor 24 tahun 2014 tentang Pelaksanaan Undang-Undang Nomor 43 tahun 2007 tentang Perpustakaan*. Jakarta.
- Slamet Thohari. (2011). *Perpustakaan dalam hiudpku: Refleksi seorang difabel dalam The Key Word Perpustakaan di Mata Masyarakat*. Yogyakarta: Perpustakaan UIN Sunan Kalijaga dan Blogfam.com.
- Tangney, S. (2014). Student-centred learning: A humanist perspective. *Teaching in Higher Education*, *19*(3), 266–275. <https://doi.org/10.1080/13562517.2013.860099>
- UIN Syarif Hidayatullah Jakarta. (2015). *Pedoman Akademik 2015-2016 UIN Syarif Hidayatullah Jakarta*.

TERRORISM DERADICALIZATION BY THE ISLAMIC APPROACHES

Ince Ahmad Zarqan

President University, Cikarang, Bekasi, West Java, Indonesia

e-mail: zarqan@president.ac.id

Abstract. One of a biggest nowadays issue is terrorism, which is affecting almost a whole world. Most of the terrorism is conducted by the people who state that they are acting in the name of religion. Those people may misknow their religion or implement it in a misguided way. It is a mistake when we make a pattern based on a concept of that kind of religious perception. Instead, the best reference to understand Islam is through its holy source. Furthermore, a model of humanity in the Qur'an is completely different from the what people from western usually imagine. The Qur'an teaches a theory of humanity, tolerance, mercy, love, peace, etc. Muslims who steadily live according to the theories of morality is highly respectful, open minded, tolerant, and help each other. They respect, love, and help whoever for the sake of peace and tolerance. Hereof, this paper will elaborate the Islamic approaches in a terrorism deradicalization to ensure that Islam has not ever recommended violence in the form of terrorism and to straighten a meaning of some verses in a holy book of Quran regarding a violence and murdering. By understanding the Islamic religion in a relevant way, we will be able to answer some misconceptions regarding Islam and terrorism.

Keywords: Islam, terrorism, quran, jihad

Introduction

The word Islam is translated as a faith of submission to the God and the Prophet Mohamad. Islam is derived from the Arabic language "*Salama*" which means peace, purity, submission and obedience. In the sense of religion, Islam is categorized as submission to the will of God and obedience to His rules and regulations.

Islam is a faith which is dedicated to offer humanity a peaceful and well-being life which Allah's mercy and kindness are manifested in the world. Through one of verse in the holy book of Quran, Allah invited people to acquire the morality that is taught by the Qur'an as a pattern where a mercy, kindness, tolerance, and peace could be experienced in the world. In Surah al-Baqara verse 208, this command is given:

"Oh You who believe! Enter absolutely into peace (Islam). Do not follow in the footsteps of Satan (evil). He is an outright enemy to you." (Quran I; 128)

As the statement wrote in verse above, people will face a well-being and peaceful life as long as they live according to morality of the Quran.

Unfortunately, many people implement violence, and they bravely claim that they act

in the name of religion as nowadays issues in many countries where people kill innocents by the explosions. This kind of implementation is categorized as a misunderstanding of the Islamic religion. By this case, one of the best ways to understand Islam is through its source which is called a holy book of Quran.

Furthermore, the holy reference of Islam that describes the model of morality inside the Qur'an is quite different from the point of view which is formed in the minds of some people whose a little idea regarding Islam.

Thus, this paper is aiming to clarify some misunderstanding regarding Islam and terrorism by providing the ways Islam teaches to avoid terrorism beware of it then take a look at the Islamic point of view regarding human right including the elaboration of some verse in Quran which is discussing a terrorism's term. By providing those data from the source of Islam, it will be concluding that terrorism is not a part of Islam and Islamic religion exactly teaches to avoid any form of violence including terrorism.

Indonesian President, Joko Widodo has stated "In deradicalization programs, for example, Indonesian authorities involve the community, families, including the families of former terror convicts, and mass organizations, we also engage two largest Muslim organizations in Indonesia, namely the Muhammadiyah and Nahdlatul Ulama to continue to spread peaceful and tolerant Islam," - Jokowi said when he attended the summit in Riyadh, Saudi Arabia, along with more than 50 leaders of Muslim nations- \cite{Suhada2017} .

His statement supports this research to expose an Islamic point of views regarding terrorism and how to condemn it. This research is aiming to advance his statement in a more detail explanation and prove that Islam is free and far removed from these kinds of acts. Islam does not command with these types of activities, and Islaam is not pleased with the likes of these activities.

Method

We have been hearing many kinds of bad news, which occur nowadays, relating to those explosions, violence, children murdering and so on that are resulting in many people dying and suffering them. It is undeniable that this is an unfortunate and sad affair and it is even worse if these acts have been implemented and carried out in the name of Islamic religion.

Rather, Islam prohibits these kinds of implementations and Islaam is currently at war against these types of unacceptable executions to prove that Islam condemns terrorism as the terrorism issues often being related to Islam. And likewise, Islaam threatens a forceful

punishment to those people who involve themselves into these actions, in this life and hereafter. Indeed, the valid Islamic taught which is referred to the Quran has never disallowed Muslims to be kind and sincere to an opposite faith adherents as Allah said in the holy book of Quran ;

"Allah does not forbid you to treat kindly and act equitably towards those who have neither fought you in the matter of religion nor driven you out of your homes. Indeed Allah loves the just." (Quran, 60:8).

This blessed verse of Quran explains that Allah does not prohibit Muslims to do good to those who have never strived against them owing to their conversion to the religion of Islam nor have they kicked Muslims out of their homeland, since Allah loves those who deal with equity. Opposite faith adherents have their own rights to implement the laws and taught of their religion Their churches or temples are not allowed to be demolished nor are their religious symbols to be damaged.

The Prophet mohamad has said:

"Beware! Whoever is cruel and hard on a non-Muslim minority, curtails their rights, burdens them with more than they can bear, or takes anything from them against their free will; I (Prophet Muhammad) will complain against the person on the Day of Judgment." (Abu Dawud)

Therefore, Muslims should protect their honor and rights as they have their freedom to the right of consideration and discussions with borders of reason and politeness, while adhering for the sake of respecting each other, good implementation and being aware of harm and rudeness.

Allah said : *"And dispute you not with the People of the Book, except with means better (than mere disputation), unless it be with those of them who inflict wrong (and injury): but say, "We believe in the revelation which has come down to us and in that which came down to you; Our God and your God is one; and it is to Him we bow (in Islam)"* (Quran 29;46).

Also, The Prophet Muhammad has prohibited Muslims from killing women and children in a field of war (Narrated in Saheeh Muslim, #1744, and Saheeh Al-Bukhari, #3015). He has commanded all Muslims by saying;

"Do not betray, do not be excessive, do not kill a newborn child." (Narrated in Saheeh Muslim, #1731, and Al-Tirmizi, #1408).

And he also has said:

"Whoever has killed a person, will be having a treaty with the Muslims shall not smell the fragrance of Paradise, though its fragrance is found for a span of forty years" (Narrated in Saheeh Al-Bukhari, #3166, and Ibn Majah, #2686).

The Prophet Muhammad also has prohibited Muslims punishment with fire as Narrated by Abdullah ibn Mas'ud:

We were with the Messenger of Allah (ﷺ) during a journey. He went to ease himself. We saw a bird with her two young ones and we captured her young ones. The bird came and began to spread its wings. The Messenger of Allah (ﷺ) came and said: Who grieved this for its young ones? Return its young ones to it. He also saw an ant village that we had burnt. He asked: Who has burnt this? We replied: We. He said: It is not proper to punish with fire except the Lord of fire. (Sunan Abi Dawud 2675).

He has listed assassination as the second biggest sin as Anas bin Malik has narrated:

The Prophet (ﷺ) said, "The biggest of Al-Ka'ba'ir (the great sins) are (1) to join others as partners in worship with Allah, (2) to murder a human being, (3) to be undutiful to one's parents (4) and to make a false statement," or said, "to give a false witness." (Narrated in Saheeh Al-Bukhari 6871).

He even remained that on the judgement's day, The first cases to be mediated among people on the judgement's day will be those of murder, He said:

"The cases which will be decided first (on the Day of Resurrection) will be the cases of blood-shedding." (Saheeh Al-Bukhari 6533).

Thus, the implementation of actions by the name of Islam must be under consideration of Islamic religion's point of views by taking a reference from both of holy sources of Islam they are Qur'aan Sunnah. Those are a clear warning against every type of transgression.

Warning against transgressing against a Muslim and a non-Muslim as Allaah said:

And do not kill the soul which Allah has forbidden, except by right. And whoever is killed unjustly - We have given his heir authority, but let him not exceed limits in [the matter of] taking life. Indeed, he has been supported [by the law]. (Quran 17:33).

In light of Islamic literature, the act of terrorism is exactly forbidden. Ibn Kathir in his book of commentation has defined the verse above as a prohibition of assassination without legitimate reason. Those souls that Allah disallowed are referring to the Muslims and also non-Muslims who have been given right of safety by the Muslims. Allah created human

beings as equals who are to be distinguished from each other only on the basis of their faith and piety. The Prophet Muhammad said:

"O people! Your Allah is one and your forefather (Adam) is one. An Arab is not better than a non-Arab and a non-Arab is not better than an Arab, and a red (i.e., white tinged with red) person is not better than a black person and a black person is not better than a red person, except in piety" (Narrated in Mosnad Ahmad, 22978).

Muslims follow a religion of peace, mercy, and forgiveness, and the vast majority have nothing to do with the violent events some have associated with Muslims. If an individual Muslim were to commit an act of terrorism, this person would be guilty of violating the laws of Islam. For this reason, Islam can be categorized as a religion of peace and justice as Allah has said ;

"Truly Allah commands you to give back trusts to those to whom they are due, and when you judge between people, to judge with justice" (Quran, 4:58).

In another verse, Allah has said: *"And let not the hatred of others make you avoid justice. Be just: that is nearer to piety"* (Quran, 5:8).

The Prophet Muhammad said:

"People, beware of injustice, for injustice shall be darkness on the Day of Judgment" (Narrated in Mosnad Ahmad, #5798, and Saheeh Al-Bukhari, #2447).

Thus, Islam has categorized all of the actions like killing innocents, blowing up the bombs in a public area, rebellion, hijacking planes, blowing up structures, carrying out act or rebellion, government's overthrowing and so on as a non-acceptable actions. Those are points which are underlined by some of non-Muslims, by criticizing and putting blame on Islamic taught then describing it as a religion of terrorism because of a result of incidents called terrorism.

Islam forbids any form of crime such as bombings, destruction, and plane hijackings, as these violations are reasons of impairments to the Muslims first as there are no beneficial output at all. Allah said:

Indeed, the penalty for those who wage war against Allah and His Messenger and strive upon earth [to cause] corruption is none but that they be killed or crucified or that their hands and feet be cut off from opposite sides or that they be exiled from the land. That is for them a disgrace in this world; and for them in the Hereafter is a great punishment, (Quran 5:33).

Syaikh Alee AlHadaadee has stated that those people who are involved in a terrorism actions have to earn their punishment based on an Islamic regulation which is death as they are an individuals who spread a corruption and crime in the community. They are not allowed to remain. That is the reason why Allah has commanded the punishment for Muslims who do these types of acts.

Discussion

Most of religious points of view describe peace literally as "positive peace" (i.e., the existence of harmony among the society) or "negative peace" (i.e. the existence of conflict). Islam draws borders on the unwarranted use of force in an effort to create communities where violence happens under the normal situations. On the other hand, the perception of positive peace in Islam comes through the structure of a just society in order to make a peace prevail. These two definitions of negative and positive peace are always present in two references of Islam they are the Qur'an and the hadiths of the prophet. It is a demand for Muslims as true believers to seek for justice peacefully through the actions of *jihad*, or it means "struggle".

One of the references of jihad in Islam which is hadith where Mu'adh ibn Jabal reported: The Messenger of Allah, peace and blessings be upon him, said:

"The head of the matter is Islam, its pillar is the prayer, and jihad is its peak." (Sunan At-Tirmidhi 2616).

Many people define *jihad* as a violence in Islam. In fact, the Hadith above aims to proclaim the importance of the spiritual striving to gain justice and to establish peace on this world. Al-Farabi (874-950), a famous Islamic scientist, has maintained an obvious separation between "war" and "jihad" in his writings. War is only one kind of jihad, which is referring to combative action. The true value of jihad according to al-Farabi's opinion is the internal strive within one's soul between the forces of cause, on the one sense, with the aim of the first to maintain or moderate the second so that advantage may prevail. In other words, there are two general forms of jihad, they are "greater jihad," which is the internal effort to control the soul; and the "lesser jihad," which has to do with the physical effort in order to condemn injustices by the combative actions. However, for those who decide to involve themselves into the lesser jihad, they must first be able to win the greater jihad. This is because the inner self that gained through the implementation of the greater jihad will externally reflect in harmony with the people around and other creatures of Allah (ecological peace).

Ibn Rushd, in his Muqaddimaat has Specifically categorized Jihad into four types: Jihad by the heart; Jihad by the tongue; Jihad by the hand and Jihad by the sword. Based on his definition, The Jihad by the heart is an individual striving in dealing with his or her desires, egos, ideas and wrong understanding. It is including the effort to absolve the heart, to rectify one's acts and to discover the truths and responsibilities of all other mankind.

The second one is jihad by the tongue, it is characterized as a command to implement a valid conduct and disallow the wrong based on two holy sources of Islam Quran and Hadeeth. Jihad by the tongue is the type of Jihad that the Prophet pursued in struggling to teach his people. It means to speak about a truth based on a religion called Islam. This is also known as the Jihād of Education and Counsel. Allah first revealed:

"Read in the name of Thy Lord!" (Quran 96;1).

The first aspect of jihad of Education is through reading. It starts from reading to gain an accurate knowledge then spread it by the tongue wisely as Allah said in the Quran :

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided." (Quran 16;125).

In addition, Imam al-Dardir's book Aqarab al-Masalik is that it is propagating the knowledge of the Divine Law, commending right and forbidding wrong. He underlined that it is not permitted to skip this category of Jihad and directly implement the combative form as he said; "the first [Islamic] duty is to call people to enter the fold of Islam, even if they had been preached to by the Prophet (saws) beforehand." (Al-sharh al-saghir, Imam al-Dardir).

The third point is Jihad by the hand, which is a form of striving to develop the nation by the innovation of material and progress, including development of civil society. The instances of this form of jihad are a scientific discovery, development of medicine, clinics and hospitals, and all necessary underlying infrastructure for societal innovative, including educational institutions. The improvement should be conducted in order to give a chances to the poor through economic programs and human development. Another type of Jihād by Hand is through writing, for Allah said:

"He taught by means of the pen, taught mankind what he did not know" (Quran: 96;4)

The last point is jihad by the sword or a combative jihad which often produces a misunderstanding in an interfaith perception. According to the Islamic religion's view, the condition of the law is that only at a convenient moment and reasonable proven that; there

are aggressive patterns against Islam; there are concerted intentions to eject Muslims from their legal home; and that military proclaiming to make start a war against them. In dealing with such conditions, a leader may proclaim and execute combative Jihād. The responsibility of combative jihad declaration belongs to the Imam (leader, president or king of a nation). The Imam is the only one responsible body that can make a declaration regarding the time and place of combative jihad, lead it or conclude its mission.

In term of declaring a combative jihad, there is no authority of Muslims to declare a combative jihad without receiving an order from the leader. Ibn Qudama has stated in his book called al-Mughni ; "declaring Jihad is the responsibility of the Imam and is his independent legal judgment." (Al-Mughni, Vol. 9, p. 184). In the other hand, AlDardir has said, "proclaiming Jihad comes through the Imam's assignment of a leader." (Al-sharh alsaghir by al-Dardir, Vol. 2, p. 274). A supporting statement has said by Abu Bakr Al-Jaza'iri by the elaboration of jihad's pillars, he said: "A pure intention and that it is performed behind a Muslims Imam and beneath his flag and with his permission. Combative jihad is not permissible for Muslims to fight without an order from Imam."

Besides, Islam prohibits utterly the killing of those who are not actual military personnel. In the hadeeth that wrote by Abu-Dawood, narrated that The Prophet sent the following message to his military leaders who were setting forth in the way of Jihād to stop hostile advances and defend Muslim territories:

"Advance in the name of Allah, with Allah, on the pattern of the Messenger of Allah . That means do not to kill the elderly, infants or children and women. Do not exceed the proper bounds. Gather your spoils and make peace. and do good, indeed Allah love those who do good things" (Abu-Dawood no.2245).

However, the hadith above is defines a main rule of combative jihad. Combatants are only permissible to attack in case of threat in to defend themselves, they are not allowed to target civilians such as innocent women, children and non-military persons. Thus, we see the general principle enunciated here that killing oneself is forbidden. This is a general principle that no one is permitted to kill another nor to suicide.

By understanding a valid definition of jihad, we can clarify that Islam is not teaching a combative jihad for the sake of aggression. Combative jihad is a way of allowing the Muslims to defend their lives, properties, and lands against any threats, and also to fight for ending tyranny against the people's oppression. The verses regarding the idol-worshippers of Mecca are very specific and related to that time period. Allah said at Chapter 22, verses 39-40:

"Permission (to fight) is granted to those who are fighting because they have been oppressed, and most surely God is well able to assist them. Those who have been expelled

from their homes without a just cause except that they say, 'Our Lord is Allah'. "Had there not been God's repelling some people by others, certainly the monasteries, churches, synagogues, and mosques in which God's name is mentioned would have been demolished. And surely God will help him who helps His cause; most surely Allah is Strong, Mighty." (Quran, 22: 39-40).

Unfortunately, there is the fact that there are some Muslims manipulate these verses for their own goals by taking references from a verse of Quran which says

"kill them wherever you find them" (Quran 2:191 and Quran 4:89).

The simple answer for this kind of misunderstanding is reading their complete textual and historical context and there is a quotation which says:

"Fight in the cause of Allah those who fight you, but do not transgress limits; for Allah loves not transgressors. And kill them wherever ye catch them, and turn them out from where they have turned you out; for tumult and oppression are worse than slaughter; but fight them not at the Sacred Mosque, unless they (first) fight you there; but if they fight you, kill them. Such is the reward of those who reject faith. But if they cease, Allah is Oft-Forgiving, Most Merciful. And fight them on until there is no more tumult or oppression, and there prevail justice and faith in Allah; but if they cease, let there be no hostility except to those who practice oppression.

The prohibited month, for the prohibited month, and so for all things prohibited, there is the law of equality. If then any one transgresses the prohibition against you, transgress ye likewise against him. But fear Allah, and know that Allah is with those who restrain themselves." (Quran 2:190-194)

Another quotation from surah an-nisa:

"They but wish that ye should reject Faith, as they do, and thus be on the same footing (as they): so take not friends from their ranks until they flee in the way of Allah (from what is forbidden). But if they turn renegades, seize them and slay them wherever ye find them; and (in any case) take no friends or helpers from their ranks. Except those who join a group between whom and you there is a treaty (Of peace), or those who approach you with hearts restraining them from fighting you as well as fighting their own people.

If Allah had pleased, He could have given them power over you, and they would have fought you: therefore if they withdraw from you but fight you not, and (instead) send you (guarantees of) peace, then Allah hath opened no way for you (to war against them). Others you will find that wish to gain your confidence as well as that of their people: every time they are sent back to temptation, they succumb thereto; if they withdraw not from you nor give

you (guarantees) of peace besides restraining their hands, seize them and slay them wherever ye get them; in their case We have provided you with a clear argument against them.(4:89-91).

Those verses above were revealed by Allah to Prophet Muhammad at a moment when the non Muslims of Mecca attacked Muslims on a regular basis. They chilled the Muslim community of Medina. Someone may argue that using the contemporary jargon that there were a permanent terrorism attack at Medina and in this case Muslims were reasonable to counter terrorism. These verses are not translated as a permission of terrorism action, but these are categorized as an order to condemn terrorism. But even in these warnings people can see how much restraint and care is underlined.

Conclusion

By understanding an Islamic religion by referring to the valid sources, we can have a know that Islam is not a religion of reckless that supports a senseless acts as the fact is Islam condemns and avoid a terrorism. Those who falsely put a blame on Islam about a terrorism tragedy in this world and other acts of terrorism which include murder of innocent people; destruction of property; shedding of innocent peoples blood hopefully will get an idea that those who implement the acts by using a name of jihad are not a representatives of Islamic religion.

Jihad can be a solution of terrorism as long as the implementation of jihad is based on valid literature of Islamic religion. Islamic sense does not defines jihad as violence, the Quran and teachings of the Prophet Muhammad explained that "jihad" means struggle to gain justice. Jihad can be an internal as well as external efforts to be a good Muslims or believer, as well as working to inform people about the faith of Islam.

Furthermore, combative jihad is a requirement of faith protections from any threat. The combative jihad is only permissible only if there is no peaceful alternative, Islam also allows the use of force, but there are strict rules of engagement. Innocents - such as women, children, or invalids - must never be harmed, and any peaceful overtures from the enemy must be accepted. Jihad is one of a way of terrorism deradicalization if it is implemented in an accurate method based on a teachings of Islamic religion. Terrorism deradicalization can prevail by the implementation of jihad as long as the implementation refers to a valid reference and conception of Islam.

References

- Abdul-Raheem, Bashir, The Concept of Jihad in Islamic Philosophy (2015) American International Journal of Social Science, Vol. 4, No. 1 .
- Al – Tirmizi, Hadith no : I408.
- Al-Islam : The Holy Quran ; (1.128.), (29.46.), (17.33.), (4.58.), (5.8.), (5.33.), (96.1.), (16.125.), (25.52.), (96.4.), (6.151.) ,(4.29.), (22.39.), (22.40.), (2.190.), (2.192.), (2.194.), (4.89.), (4.90.) ,(4.91.) . Retrieved from <https://quran.com/>
- Gray DE. 2nd ed. Thousand Oaks, California: Sage Publications; 2009. Doing Research in the Real World.
- Human Rights and Justice in Islam. Retrieved From <https://www.islam-guide.com>.
- Kabbani, Muhammad Hisham. Hendrick, Seraj. Jihad: A Misunderstood Concept from Islam.
- Retrieved from <http://islamicsupremecouncil.org/understanding-islam/legal-rulings/5-jihad-amisunderstood-concept-from-islam> .
- Kashf al-kina'a, Mansour bin Yunes al-Bahhouthi, p. 33. Retrieved from <http://islamicsupremecouncil.org/understanding-islam/legal-rulings/5-jihad-amisunderstoodconcept-from-islam> .
- Knapp, M. G. (1998). The Concept and Practice of Jihad in Islam. *Spring*, 82–94.
- Mawdudi, Abu al-'A'la, Human Rights in Islam (1986) al Tawhid Journal, vol. IV No. 3.
- Mosnad Ahmad, Hadith no : 5798, 7163, 22978.
- Muqaddimaat, Ibn Rushd (known in the Western world as Averroes), p. 259. Retrieved from <http://islamicsupremecouncil.org/understanding-islam/legal-rulings/5-jihad-amisunderstoodconcept-from-islam> .
- Oxford Dictionaries. Definition of Jihad. Retrieved from <https://en.oxforddictionaries.com/definition/jihad> .
- Ozzie, Abdul Kareem. Terrorist Actions Do Not Benefit The Muslims – Shaykh Al-Fawzaan. Retrieved from <https://ahlusunnahwaljamaah.com/2015/12/14/terrorist-actions-do-notbenefit-the-Muslims-shaykh-al-fawzaan/> .
- Ozzie, Abdul Kareem. The Evils And Harms Of Terrorist Acts – Shaykh Alee Al-Hadaadee. Retrieved from <https://ahlusunnahwaljamaah.com/2015/11/15/the-evils-and-harms-ofterrorist-acts-shaykh-alee-al-hadaadee/> .

- Quran Does Not Teach Violence. Retrieved From <http://www.danielpipes.org/comments/199490>
- Saheeh Al-Bukhari, Hadith no : 2477, 3015, 3166, 6533, 6871. Retrieved from <https://sunnah.com/>
- Saheeh Muslim, Hadith no : 88, 1731, 1744, 1678, 2582. Retrieved from <https://sunnah.com/>
- Suhada, Amirullah. Arab Islamic American Summit:Jokowi Share Experience in Terrorism. Retrieved from <https://m.tempoco.com/read/news/2017/05/22/055877433/arab-islamic-americansummit-jokowi-share-experience-in-terrorism>.
- Sunan Abu-Dawood, Hadith no : 2245, 2675. Retrieved from <https://sunnah.com/>
- What Does Islam Say About Terrorism? . Retrieved from <https://www.islam-guide.com> .
- The Meaning of Islam. (2011). Retrieved from <http://www.barghouti.com/islam/meaning.html>
- (2015). Economic Issues still biggest problems facing Australia (38%) but Terrorism/Wars/ Security Issues easily biggest problems facing the World (43%) after French atrocity – “ Charlie Hebdo ” shootings in Paris. Retrieved from <http://www.roymorgan.com/findings/6059-most-important-problems-facing-australia-world-january-2015-201502221850>
- Yahya, H. (n.d.). The true Islamic morals. Retrieved from <http://m.harunyahya.com/tr/works/1694/The-true-Islamic-morals>
- Ali, Y. (2000). Tafsir ibn Kathir Translation. Riyadh: DARUSSALAM. Retrieved from <http://www.alim.org/library/references/>
- John Kelsay, *Islam and War: A Study in Comparative Ethics* (Louisville, KY: John Knox Press, 1993), 29
- John Kelsay, *Islam and War: A Study in Comparative Ethics* (Louisville, KY: John Knox Press, 1993), 30
- Joshua Parens, *An Islamic Philosophy of Virtuous Religions: Introducing Alfarabi* (Albany: State University of New York Press, 2006), 64-65
- Rabia Terri Harris, “Nonviolence in Islam: The Alternative Community Tradition,” in *Subverting Hatred: The Challenge of Nonviolence in Religious Traditions*, edited by Daniel L. Smith-Christopher (New York: Orbis Books, 2007), 96

- Rabia Terri Harris, "Nonviolence in Islam: The Alternative Community Tradition," in *Subverting Hatred: The Challenge of Nonviolence in Religious Traditions*, edited by Daniel L. Smith-Christopher (New York: Orbis Books, 2007), 107
- Roger Boase, "Ecumenical Islam: A Muslim Response to Religious Pluralism," in *Islam and Global Dialogue: Religious Pluralism and the Pursuit of Peace*, edited by Roger Boase (London: Ashgate, 2005), 257
- Soliman, H. (2009). The Potential for Peacebuilding in Islam ; Toward an Islamic Concept of Peace. Plowshares: a Peace Studies Collaborative of Earlham and Goshen Colleges and Manchester University. Retrieved from http://www.religionconflictpeace.org/volume-2-issue-2-spring-2009/potential-peacebuilding-islam#footnote30_e7zas92
- Bukay, D. (2007). Peace or jihad? Abrogation in Islam. *Middle East Quarterly*, XIV(4), 3–11. Retrieved from http://search.proquest.com/docview/36865989?accountid=9851%5Cnhttp://tf5lu9ym5n.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rft_id=info:sid/ProQ%3Aibsshell&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.jtitl
- Qutb, S. (2016). War, peace, and Islamic Jihad. In *Modernist and Fundamentalist Debates in Islam: A Reader* (pp. 223–245). <https://doi.org/10.1007/978-1-137-09848-1>
- Tröger, K. W. (1990). Peace and islam: In theory and practice. *Islam and Christian-Muslim Relations*, I(1), 12–24. <https://doi.org/10.1080/09596419008720922>
- Turner Johnson, J. (2011). Just War and Jihad of the Sword. In *The Blackwell Companion to Religion and Violence* (pp. 271–281). <https://doi.org/10.1002/9781444395747.ch21>
- Hamid, D. T. (2008). *Inside Jihad. Self published book*. Retrieved from http://www.madinamosquecardiff.com/Inside_Jihad.pdf
- Abdeljawad, L. M. (2007). *Jihad: Holy war or inner struggle? ProQuest Dissertations and Theses*. Retrieved from.

IMPROVING LEARNING OUTCOMES WITH HYPERMEDIA ON NERVOUS SYSTEM CONCEPT

Meiry Fadilah Noor, An Nisa Febrianti, Mahmud M. Siregar

UIN Syarif Hidayatullah, Jakarta, Indonesia

e-mail: meiry.fadilah@uinjkt.ac.id

Abstract. Computer labs useless make it difficult for students to understand the abstract concept as nervous systems. Activity learning Biology lack using media interactive. This study aims to investigate learning outcomes among students in three private school located on southern part of Jakarta which use hypermedia on nervous system concept. The research method used was pre experiment with pretest-posttest design group design. Total sample 99 students from Science and Math class on Senior high school. Hypermedia used as tool for scientific approach. Data was collected by multiple choice objective test. Analysis statistic by ANOVA shown that there no different learning outcomes between groups in of students with the use of hypermedia on the concept of the nervous system. However learning outcomes increases to high level categories.

Keywords: Hypermedia, learning outcomes, scientific approach

Introduction

The development and advancement of internet technology is very rapidly utilized for various purposes including in the field of education (Indriana 2011). Computer-based technology in addition to being used as a computer tool and word processing, but also as a means of learning through the design and engineering concept of knowledge (Sanjaya 2008). But the teacher has not entirely be used for technological advancement. This is because the technology-based media are sophisticated and expensive, the unavailability of media in schools, and less appreciation from headmaster. Though instructional media is needed to generate interest, provide real concepts, increase motivation and stimulate learning activities (Hamalik 1994). Media also helps students to learn independently according to their abilities and interests (Sadiman 2003).

Biology is one of the subjects in the field of science that studies concepts that can be observed directly to the abstract. Observations in the three schools found that school facilities have not been used to maximize, especially computer-based. Generally the use of computers is only for giving the concept in PowerPoint. Thus, the concept of the mechanism of the body is not fully understood by students, as is the nervous system. The

structure of the nervous system cannot be seen directly, nor is the mechanism (Syamsuri, et al 2007). Thus to study the nervous system requires a tool to convey abstract information.

Hypermedia is a system that combines audio, video, and other media. Hypermedia facilitated students to integrate knowledge to process the information presented with links (Kumar 2008). The use of hypermedia requires students to be able to operate the computer properly. The Adobe Flash application is an application that is used to import sound, video and image files from other applications to create animated works of interest (Setiani 2015). Thus, the use of adobe flash applications in hypermedia capable to realize the concept of nerves that are abstract to be real.

Method

The research was conducted in three schools of South Jakarta. Population were students on second level at Senior High School. Sampling is determined based on the previous learning outcomes on excretion system. Three group were determined that obtained with the learning process of media powerpoint, which Group A as fist group (79.06), group B as second (75.23), and group C became low group (71.53).

Hypermedia is used as variable independent which aided for saintific approach on three times lesson. Dependent variables were student learning outcomes on the nervous concept. The implementation of hypermedia were measured by Student Worksheet score. Whereas to measure the effect of implementation hypermedia on three group student were analyzed by ANOVA.

Results and Discussion

Preknowledge was measured to known initial ability (pretest). Results showed that three groups of students had aqual abilities (Table I). The result of inter-group analysis showed no significant difference with $F_{count} < F_{table}$ ($2.083 < 3.091$).

Table I. Pretes data

No	Description	Scores		
		A	B	C
1	Lower	16	20	16
2	Higher	58	64	61
3	Means	39.2	40.3	34.9

The learning process by scientific approach used Hypermedia on three times for 90 minutes with five stages as observing, questioning, exploring, associating and communicating. Structure and mechanism were displayed by video on hypermedia as tools

for observed, subsequently three questions. The answers were obtained by exploring hypermedia and the conclusions resulted from the association of answers. Final stage, students summarized and communicated their understanding to inform another peers. Evaluated learning process by answering the problem contained in hypermedia for 12 minutes. In the evaluation section, students confirm the results of the answers to the feedback process.

Student Worksheet is assessed to determine the implementation of the learning process. Student worksheet shows the achievement of learning indicators with a value of more than 80. Thus the learning process with hypermedia has been more than expected. (Table 2).

Table 2. worksheet scores

lesson hours	Scores		
	A	B	C
1	89	88,09	92,37
2	86,58	86,09	86,06
3	88,02	88,19	88,12
Means	87,86	87,45	88,85

Learning outcomes show similar cognitive abilities (Table 3). The result of ANOVA variance analysis showed that posttest data of table 3 did not differ significantly from the three groups ($2,439 < 3,091$). Learning by using hypermedia is very effective for the three groups of students with high, medium and low cognitive abilities. Posttest is used as feedback on students' understanding after learning.

Table 3. Postes data

No	Description	Scores		
		A	B	A
1	Lower	67	67	67
2	Higher	94	97	97
3	Means	84,3	80,8	80,2

Increased learning outcomes were analyzed with normalized gain (N-Gain). Results showed that two groups of students achieved moderate improvement (groups B and C) and one group achieved a high increase (A). Classes that have medium and low ability have n-gain values that are not much different from high-ability classes (table 4). Hypermedia is perfect for all cognitive abilities. Learning with hypermedia provides an interaction between

instructional media with students' early skills (Montu 2012). Thus hypermedia gives a positive influence on student learning outcomes.

Table 4. N-gain Scores

Description	A	B	C
Categories			
Low	-	-	-
Moderate	13	21	17
High	23	10	15
Rata-rata	0,72	0,65	0,69

Hypermedia learning is designed to provide the concept through precept and evaluation as feedback (Vrasidas, 2002). Computerized learning becomes effective for slow students (Warsita, 2008). The concept vagueness can be delivered well through the media (Ansori, 2013). The accuracy of deciding learning media reacts to learning outcomes (Montu, 2012). Hypermedia is could control student learning activities. Therefore, Hypermedia allows students to learn in accordance with the ability and promptness.

Hypermedia-assisted learning attracts students' attention. Learning materials are displayed through text, images, video, audio, games test brain, and animation. Hypermedia activates all senses, both visual, audio and kinesthetic. Everyone has a dominant sense and this senses prefers to be used in receiving and responding to new information (Montu 2012). So it can be assumed that hypermedia is very effective on all students who can learn with certain senses.

Hypermedia is also dynamic. Hypermedia used is equipped with complementary features and hyperlinks. Complementary features such as "back" and "next" buttons. Hyperlinks intended to facilitate students in learning so that students easy to move from one part to another. Keywords must be hyperlinks that are important words in hypermedia. This can facilitate students in studying biological terms (Mohammad, 2015).

Students learn the concepts in their respective sub-concepts. The hypermedia view of the nonlinear structure can control the speed of learning, thus changing the positive attitude of student learning. Non-linear structures give students the freedom to navigate and access information independently (Abanikannda, 2016). Students control their own learning process by interacting actively (Hahn, 2012). Hipermedia activates students and builds understanding independently (Yildirim, 2005; Fitriyah, 2015). The use of hypermedia stimulates students in strategy to construct understanding. So students love learning hypermedia help when compared to learning with lectures and textbooks.

Ease in accessing hypermedia can provide understandable information for the concept of the nervous system. this also serves as a tool to enable students to see the mechanism of nerve impulses as well as the autonomic nervous system displayed through animation. Through animation allows students to understand the function of the sympathetic nervous system and the sympathetic nerves of the organs. Thus, hypermedia helps students in apprehend and construct of their thinking, as well as connecting the process and theory in a real way.

Conclusions

The use of hypermedia in Biology learning on neural concepts has had a positive impact on three groups of students in South Jakarta. Pre knowledge students on neural concepts did not show any difference, neither the implementation hypermedia. However, learning with hypermedia provides improved learning outcomes to achieved high categories. Thus, hypermedia can facilitate the learning process to improved learning outcomes.

acknowledgements

Thanks to the headmaster and teachers at Senior High School on Muhammadiyah 18, MA Annajah, and Harnasto High School Institute that allowing research in his management educational institutions.

References

- Abanikkannda M.O. (2016). Enhacing effective chemistry learning through hypermedia instructional mode of delivery, *European Journal of Educational Research*, 5,1.
- Ansori M.I., Budiyo, Suryani N. (2013). Efektivitas pembelajaran *hypermedia* dan *slide powerpoint* terhadap prestasi belajar ditinjau dari kemampuan visuospasial". *Jurnal Teknologi Pendidikan dan Pembelajaran I*.
- Fitriyah A. (2015). Pengaruh Hasil Belajar Biologi pada Konsep Sistem Ekskresi. *Skripsi*. Jakarta: Perpustakaan UIN Jakarta, 2015. tidak dipublikasikan.
- Hahn, L. Hernandez de. (2012). The Effects of Hypermedia Supported Knowledge Organizers on the Construction of Conceptual And Procedural Meaning In a College Classroom, *International Journal of Instructional Technology And Distance Learning Vol. 9 No. 3 ISSN 1550-6908*.

- Hamalik O. (1994). *Media Pendidikan*. Bandung: Citra Adyabakti.
- Indriana D. (2011). *Ragam Alat Bantu Media Pengajaran*. Yogyakarta: Diva Press.
- Kumar M. (2008). Integrating *hypermedia* technology for integrating learning: a case study. *Journal of Instructional Media*. Vol. 35.
- Mohammad, Maslawati. (2015). Adult learner's perceptions of designed hypermedia in a blended learning course at a public university in malaysia, *TOJET The Turkish Online Journal Of Educational Technology*, Vol. 14 issues 1.
- Montu E., Sunarno W., Suparmi. (2012) Pembelajaran fisika dengan inkuiri terbimbing menggunakan *hypermedia* dan media rill ditinjau gaya belajar dan kemampuan awal. *Jurnal Inkuiri*. Vol. 1, 2012.
- Sadiman A.S. (2003). *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT. Raja Grafindo Persada.
- Sanjaya W. (2008). *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Prenada Media Group.
- Setiani R. (2015). *Pengembangan Media Pembelajaran Mengapresiasi Teks Cerita Pendek Berbasis Adobe Flash Cs5 untuk Kelas XI SMA*. Yogyakarta: Perpustakaan UNY.
- Syamsuri I., Suwono H., Ibrohim, S., I Wayan., Sulisetijono. (2007). *Biologi Jilid 2B untuk SMA Kelas XI Semester 2*. Jakarta: Erlangga.
- Vrasidas C. (2002). A systematic approach for designing hypermedia environments for teaching and learning. *International Journal Of Instructional Media* 29.
- Warsita B. (2008). *Teknologi Pembelajaran: Landasan dan Aplikasinya*. Jakarta: Rineka Cipta.
- Yildirim, Z. (2006). Preservice computer teachers as hypermedia designers: the impact of hypermedia authoring on knowledge acquisition and retention, *TOJET The Turkish Online Journal of Educational Technology ISSN 1303-6521*, Vol. 5 issue 3.

LOGOCENTRISM IN ISLAMIC EDUCATION IN INDONESIA: CRITICAL STUDY THROUGH *MAQĀṢID SHARĪ'AH* OF JASSER AUDA

Naupal and Naufal Syahrin Wibowo

Philosophy, University of Indonesia

e-mail: naupal.2015@gmail.com & naufal892@gmail.com

Abstract. Islam is encouraging education for its adherents. The education is general education such as natural, social and humanities science or religious education such as *ūqidah*, *akhlāq*, jurisprudence and exegesis. In Indonesia, Islamic education is well facilitated, since early age until college. But, Islamic education in Indonesia gets so many challenges. One of the challenges is logocentrism that is education that only emphasizes on the religion issues. This research uses descriptive-analytical method that is describing and analyzing the tradition of logocentrism in the Islamic education. Theory used is *maqāṣid sharī'ah* of Jasser Auda. The theory is prioritizing the contextual side of the Koran and Sunna rather than the textual side. The results are show that logocentrism is still strong in the Islamic education in Indonesia. Besides, *maqāṣid sharī'ah* can be an alternative in reconstructing the Islamic education in Indonesia.

Keywords: logocentrism, *maqāṣid sharī'ah*, Islamic education

Introduction

Education is the most important element in the life of the human being. Hence, Islam, especially through the Koran, is emphasizing the important of being educated. Allah says in the Koran, Chapter 58: II:

O you who believe, if you are told to make room in the assemblies, then make room; God will make room for you. And if it is said, arise, then arise. God will raise those among you who believe, and those who acquire knowledge to higher ranks; and God is fully aware of all you do. (The Monotheist Group, 2017, p. 382)

Therefore, it is clear that even religion does not decline the importance of being educated. But, the fact shows that there are some conflicts related to knowledge that has to be achieved by the Muslims. Some clerics, either classical clerics or contemporary clerics are still making a distinction in the form of hierarchy; even they said that there is some forbidden knowledge. The hierarchy especially can be observed through a thought of Abu Hamid Al-Ghazali. In his *magnum opus* entitled *Ihya Ulumuddin*, Al-Ghazali divided

science into two kinds that are *sharī'ah* science and non-*sharī'ah* science (*ghayr-sharī'ah* science). *Sharī'ah* science is *farḍu 'ain* while *ghayr-sharī'ah* science is *farḍu kifāyah*. But then, what we call as *ghayr-sharī'ah* science also divided by Al-Ghazali into three kinds that are commendable, permitted and deplorable; these three kinds of science surely related to worldly sciences like natural, social and humanities science and also magical sciences (Al-Ghazali, 2014).

The Classification above is similar to classification which was formulated by Ibn Khaldun. According to Ibn Khaldun, science is divided into two kinds, '*aqli* and '*naqli*. *Naqli* science is *sharī'ah* science and had already been determined by God and His messenger, while '*aqli* science is the science that attached to human, related to their understanding on their social and natural environment (Khaldun, 2014). But, Ibn Khaldun was not classified '*aqli* into "deplorable, permitted and commendable". According to Yusuf Qaradhawi, the deplorable science is not magical science only, but some philosophical sciences such as capitalism and communism are also deplorable so teaching of the two ideas is not allowed (Qaradhawi, 2002).

Many people of the the Muslim community (especially in Indonesia) still distinguish and make hierarchy between religious sciences and general sciences so sometimes, many schools only focus on religious science such as memorizing the Koran, Sunna, and history of the prophets. It then makes these schools sometimes give the portion of general education is smaller than religious education. Hence we do this research. This research is a literature reasearch and uses a descriptive-analytical method. By using the method, this research tries to describe the thought of Indonesian the Muslim community in comprehending the Koran and Sunna. After that, this research tries to analyze the thought of Indonesian the Muslim community through *maqāṣid sharī'ah* of Jasser Auda.

Jasser Auda and System Approach in *Maqāṣid Sharī'ah*

Maqāṣid sharī'ah consist of two words, "*Maqāṣid*" and "*sharī'ah*" that has meaning, "goal/purpose of Islamic law". Some scholars like Jasser Auda defined *maqāṣid sharī'ah* as "the objectives/purposes behind Islamic rulings." (Auda, 2007, p. 2). *Maqāṣid sharī'ah* is not a new *uṣul fiqh*, but an old *uṣul fiqh* which already existed since Classical Era. In the Classical Era, at least there were three scholars who were famous in developing *maqāṣid sharī'ah*. The Islamic scholars were Abu Hamid Al-Ghazali, Ibn Taymiyyah and Ibrahim bin Musa Abu Ishaq Al-Shatibi (Auda, 2015; Rane, 2013). But, According to Halim Rane, the

history of *maqāṣid shari'ah* can be traced back to era of 'Umar ibn Al-Khattab caliphate (Rane, 2013).

In the Contemporary Era there were some clerics such as Yusuf Qaradhawi, Muhammad Baqir Ash-Shadr, Muhammad Al-Tahir bin 'Ashur and Jasser Auda who tried to develop what had been formulated by scholars in Classical Era. So, what is the difference between classical and contemporary *maqāṣid shari'ah*? According to Jasser Auda, *maqāṣid* in Classical Era focused its study on individual needs only while contemporary *maqāṣid* already focuses its study on social needs without sacrificing individual needs (Auda, 2015). For example as what Muhammad Baqir Ash-Shadr explained, *ijtihād* also has to fulfill the social needs of a human being because the messages (Koran and Sunna) which were brought by Muhammad not only to fulfill individual needs, but also social needs (Ash-Shadr, 2009; Ash-Shadr, 2014). And so Yusuf Qaradhawi who emphasized the rights of women in Islam especially their social rights like a possibility to be a leader (Auda, 2015; Qaradhawi, *Kedudukan Wanita dalam Islam*, 2003). Muhammad Al-Tahir ibn 'Ashur or also known as Ibn 'Ashur, developed *maqāṣid shari'ah* in the social context. By prioritizing four points like human *fitrah*, *maṣlahāh*, *mafsadah* and freedom (*hurūriyyah*), Ibn 'Ashur insisted that important to re-read the source of Islamic law, so that there is no rigid textual reading (Afridi, 2016; Ashur, 2013; Safriadi, 2014). Depart from these four points, Ibn 'Ashur also insisted that human freedom has to be preserved as long as their freedom does not violate individual or social rights (Ashur, 2013; Safriadi, 2014). Jasser Auda was known by his idealism and some Indonesian researchers said that he is liberal (Muharram, 2015). But, behind his idealism and liberalism, Auda also famous of his attempts in reconstructing *maqāṣid shari'ah* from its basis.

Auda tried to reconstruct *maqāṣid shari'ah* on epistemological stage. The reconstruction of *maqāṣid shari'ah* which is performed by Auda surely cannot be separated from his critique on smelting of the meaning of jurisprudence and *shari'ah*. According to Auda, jurisprudence and *shari'ah* have the different meaning. *Shari'ah* is what had been written literally in the Koran and Sunna while jurisprudence is only an attempt of scholars in comprehending the Koran and Sunna (Auda, 2008; Auda, 2016). Hence, Auda was just like Ibn 'Ashur, he emphasized the importance of re-reading the source of Islamic law contextually. The difference is, Auda explained specifically and technically the reconstruction of *maqāṣid shari'ah*. Auda focused on *uṣul fiqh* which was all this time already been developed and maintained in the middle of the Muslim community from different *madhhab* such as Sunni, Shia and Ibadi. The most fundamental critique on fiqh is by stating that all this time, Islamic jurisprudence is still focus on its logical deduction only. Auda assessed that all this time, almost every Islamic legal verdict still focuses on the side of

grammatical and logical language of Koran and Sunna, disregard the contextual side (Auda, 2015). Auda did not decline that deduction side in reading and comprehending Koran, even Auda also reconstructed the deduction logic in comprehending Koran. It can be observed from formulation of six principles of *maqāṣid shari'ah* as a basis of thinking for those who want to involve in Islamic law. These six principles are cognitive nature, openness and self-renewal, holism, interrelated hierarchy, multidimensional and purposefulness (Auda, 2015). The first five principles already summarized in the sixth principle that is purposefulness principle. Hence, according to Tamyiz Muharram, the most fundamental from Jasser Auda's thought related to *maqāṣid shari'ah* can be divided into four points, such as the option based on *maqāṣid*, universal 'urf and *maqāṣid*, *faṭ adh-dhari'ah* and *istishāb* (Muharram, 2015).

According to Auda, by prioritizing the six principles, it is natural if we assume that Islamic law is a system. It means that every method in issuing legal verdict or even every legal verdict is related to one another. Hence, what had been formulated by Jasser Auda was then known as "system approach in *maqāṣid shari'ah*". This system approach can be observed through explanations of the principles that already mentioned above. First principle is cognitive nature. This principle invites all scholars to realize that every legal verdict is only an understanding on the Koran and Sunna (Auda, 2015). It needs a relation for all comprehensions on the Koran so that we can understand the Koran comprehensively. It is then has the consequence on second and third principle that are openness and holism. When we understand that it needs to relate all comprehensions, so it is also needed openness and holism inside Islamic jurisprudence. Surely, the openness means that Islamic jurisprudence has to open for all *madhhābs* and also all sciences, "The second impact of the proposed condition of a 'competent worldview' is 'opening' the system of Islamic law to advances in natural and social sciences." with the result that jurisprudence not only focuses on its side of grammatical or logical language, but also focus on another side so that Islamic law to be more holistic (Auda, 2007, p. 205). Surely it can be fulfilled if we also consider the fifth principle. By using multidimensional principle, Islamic law can be more focuses on the induction logic rather that only use the deduction logic. It means that Jasser Auda emphasized the important of dialogue between jurisprudence and any thoughts such as natural, social and humanities sciences so that the legal verdict does not focus only on individual needs anymore but also social needs and capable in developing the human resources (Auda, 2015). But it does not mean that Auda negated the importance of logical deduction. Precisely, Auda reconstructed the use of logical deduction in comprehending Koran such as prioritizing the thematic exegesis in producing the universal and holistic understanding of *shari'ah*. (Auda, 2015). Therefore, Jasser Auda tried to integrate the

logical induction and logical deduction in reading or concluding the legal verdict which already determined in Koran and Sunna.

Logocentrism in Islamic Education in Indonesia and Its Impact

Education which is meant in this research is education in wider sense just like the definition of education in *Kamus Besar Bahasa Indonesia* (KBBI), "the process of changing the attitude and conduct of a person or group of people in an effort to mature the human beings through the means of teaching and training; educational processes, ways and actions." (Badan Pengembangan dan Pembinaan Bahasa, 2016). If it is attributed to word of "Islam" which has meaning "religion which based its teachings on Koran and Sunna that brought by Prophet Muhammad", so Islamic education can be defined by internalizing a process of Koran's teachings in changing the thought and attitude of the human being (Wibowo & Naupal, 2017). Therefore, Islamic education which is meant in this research is in a wider sense which involving every element in society like family and government. Even in this digital era, some social media such as Facebook and YouTube can be media of Islamic education besides formal educational institutions like schools and *pesantrens*. Finally, Islamic education is not restricted by space and time anymore, but wherever and whenever they are, humans can educate themselves.

We often heard that Islam in Indonesia is tolerance. Many figures then stated that Islam in Indonesia can be an example for all the Muslims in the world even in the Middle East. But, behind its tolerance, in fact the Islamic education in Indonesia still has some problems especially if it is attributed to the distinction and hierarchy of knowledge which was already made by Al-Ghazali, Ibn Khaldun and Yusuf Qaradhawi. The consequence is then make some institutions or even teachers stated that the most important and valuable science is religious science, not general sciences. At best, someone has to be taught how to make conclusion from Koran and Sunna in order to apply legal verdict in the middle of community. Other sciences such as natural, social and humanities science are considered as secondary. Even there are some considerations that some sciences are capable in misleading the Muslims. In the West, it is known as logocentrism. What is logocentrism? In brief, logocentrism can be defined as a view which is oriented to problem of language and logic (Emawati, 2011; Charney, 1998). This view considers that language and logic can consider the validity of reality. Logocentrism is also oriented to those who are considers art and religion as "not rational".

This kind of logocentrism is also occurred in Islamic education. As what had been stated by Muhammad Abed Al-Jabiri, although the Arab Muslims have three kinds of

reason, such as *bayāni* (reason of language and logic), *irfāni* (wisdom/rational-irrationality) dan *burhāni* (rational and empirical), but the three of them are used restricted to religious science only (Al-Jabiri, 2014). It means that, oftentimes, the emerging religious problems are not balanced with the development of science issues, so, as what had been stated by Emawati, the Muslim community has to be caught in a snare of regression and rigidity (Emawati, 2011). So as what occurred in Indonesia; although there are many educations which have begun to integrate religious and general sciences, but there are also still many people who try to preserve the hierarchy of sciences that had been made by three scholars above. For example is one of *pesantren* in Depok named Ar-Rahman. This *pesantren* still focuses its education on memorizing Al-Quran, studying hadith and history of prophets.

In this digital era, educations which are still preserving the hierarchy of sciences in Islam can be observed by lectures that have been broadcast by Rodja TV and Yufid TV. Besides these two channels, a cleric named Khalid Basalamah, who also has his channel in You Tube, is still preserving the stigma that Al-Ghazali and some *salaf* clerics already proscribed philosophy and its kinds. This phenomenon shows that there are still some Islamic educations in Indonesia which are not capable enough to "respect" other sciences besides religious sciences (Munchith, 2016). Eventually, these kinds of education lead to a view which is known as "*madhhāb*-centric" (school-centric). This view considers that the only truth is what had been taught by their *madhhāb* and considers other schools as deviant (Wibowo & Naupal, 2016); and also has further consequence that is lead to radicalism and extremism (Wibowo & Naupal, 2017) because basically, one of causes of radicalism is the closure and this closure is occurred because there was a stigma that religious sciences are superior to general sciences so the Muslim community insisted to be ruled by what had been written in Koran and Sunna literally (Abdullah, 2016).

***Maqāṣid Sharī'ah* as A Basis of Islamic Education**

In the middle of logocentrism in the Islamic thoughts and educations, *maqāṣid sharī'ah* of Jasser Auda is capable of being an alternative in doing reconstruction. As we saw, *maqāṣid sharī'ah* of Jasser Auda is a *maqāṣid* which is assuming that Islamic thought is a system. It means, *maqāṣid* can assume that Islamic education is actually an integrated system. By using cognitive nature, *maqāṣid* is inviting scholars to realize that actually, all sciences are an integrated understanding; cannot be separated. Hence, it needs an openness and self-renewal and also holism so that can make Islamic education is not focus on one kind of science only, especially makes hierarchy, but performing the integration between all sciences in comprehending the message of the Koran (Munip, 2012). Interrelated-hierarchy is also

needed to teach a process in concluding so that opens the possibility in performing dialogue between general and religious sciences. Therefore, the fifth principle that is multidimensional can be applied. This principle is prioritizing the logical induction. It means that Islamic education, through multidimensional, is not restricted to the text, but also emphasizes the dialogue between text and reality.

But it does not mean the holy text which is the highest source must be subject to reality, but our understanding of the text should be subject to *sunnatullah* which is also had been written in Q.S. 33: 62-64, that is when it talks about how this natural law is working. This then which makes Auda invite us all to use *maqāṣid shari'ah* as a basis for all *madhhābs* (Auda, 2015). It means, every *madhhāb* should emphasize the integration of general and religious sciences so that surely also emphasizing the goal of *shari'ah* in fulfilling the needs of the human being contextually (Munchith, 2016). Briefly, *maqāṣid shari'ah* should be a basis for Islamic education especially in Indonesia. Therefore, logocentrism which is end on *madhhāb*-centric and radicalism can be reduced because every element of education, starting from all *madhhābs* are not prioritizing the goal of *madhhāb* anymore, but prioritizing the goal of *shari'ah* which is the goal of all the Muslims even human beings (Rokhmad, 2012).

Conclusion

All this time, Islamic thoughts and educations are still stuck on hierarchy of sciences which is then made Islam also fell into logocentrism. Hence, it needs a reconstruction from epistemological stage in considering all educational element either subject or object of education. *Maqāṣid shari'ah* of Jasser Auda can be an alternative because the *maqāṣid* emphasizes the needs of all humans, socially not only individually. This *maqāṣid* is also prioritizing the integration of every educational element. Briefly, *maqāṣid* which was formulated by Jasser Auda is a view that prioritizing the dialogue between subject, subject and object even between objects so that makes Islamic education to be an integrated education, not a partial education.

References

Books

Al-Ghazali, I. (2014). *Ihya 'Ulumuddin* (Vol. 1). (Purwanto, Trans.) Bandung: Penerbit MARJA.

- Al-Jabiri, M. ' (2014). *Formasi Nalar Arab*. (I. Khoiri, Penerj.) Yogyakarta: IRCiSoD.
- Ash-Shadr, M. B. (2009). *Sistem Politik Islam: Sebuah Pengantar*. (A. Mulyadi, Trans.) Jakarta: Penerbit Lentera.
- Ash-Shadr, M. B. (2014). *Risalatuna: Pesan Kebangkitan Umat*. (M. A. Alcaff, Trans.) Yogyakarta: RausyanFikr.
- Ashur, M. A.-T. (2013). *Treatise on Maqasid al-Shari'ah*. (M. E.-T. El-Mesawi, Trans.) London: The International Institute of Islamic Thought.
- Auda, J. (2007). *Maqasid Al-Shariah as Philosophy of Islamic Law: A Systems Approach*. London: The International Institute of Islamic Thought.
- Auda, J. (2008). *Maqasid Al-Shariah: A Beginner's Guide*. The International Institute of Islamic Thought.
- Auda, J. (2015). *Membumikan Hukum Islam Melalui Maqasid Syariah: Pendekatan Sistem*. (Rosidin, & A. A. al-Mun'im, Trans.) Bandung: Penerbit Mizan.
- Auda, J. (2016). *What is the Land of Islam?* www.jasserauda.net.
- Badan Pengembangan dan Pembinaan Bahasa. (2016). *Kamus Besar Bahasa Indonesia (KBBI)* (5th ed.). Badan Pengembangan dan Pembinaan Bahasa.
- Khaldun, I. (2014). *Mukaddimah*. (M. Irham, M. Supar, & A. Zuhri, Trans.) Jakarta Timur: Pustaka Al-Kautsar.
- Qaradhawi, Y. (2002). *Fiqh Praktis Bagi Kehidupan Modern*. (A. H. Al-Katani, M. Y. Wijaya, & N. C. Hamzain, Trans.) Jakarta: Gema Insani Press.
- Qaradhawi, Y. (2003). *Kedudukan Wanita dalam Islam*. (M. A. Damayanti, & S. I. Astuti, Trans.) Jakarta: Globalmedia Cipta Publishing.
- The Monotheist Group. (2017). *The Message: A Translation of the Glorious Qur'an* (3rd ed.). United States of America: Brainbow Press.

Journals

- Abdullah, A. (2016). Gerakan Radikalisme dalam Islam: Perspektif Historis. *ADDIN*, 10(1), 1-28.
- Afridi, M. A. (2016). Maqasid Al-Shari'ah and Preservation of Basic Rights. *Journal of Education and Social Sciences*, 4, 274-285.
- Charney, D. (1998). From Logocentrism to Ethocentrism. *Technical Communication Quarterly*, 7(1), 9-32.

- Emawati. (2011). Rekonstruksi Pemikiran Islam: Logosentrisme dan Kebenaran Agama. *Jurnal Kajian Islam*, 3(2), 127-144.
- Muharram, T. (2015). Respon Dosen PTAI Yogyakarta Terhadap Konsep Ushul Fiqh Jasser Auda. *TAPiS*, 15(2), 239-262.
- Munchith, M. S. (2016). Radikalisme dalam Dunia Pendidikan. *ADDIN*, 10(1), 163-180.
- Munip, A. (2012). Menangkal Radikalisme Agama di Sekolah. *Jurnal Pendidikan Islam*, 1(2), 159-181.
- Rane, H. (2013). The Relevance of A Maqasid Approach for Political Islam Post Arab Revolutions. *Journal of Law & Religion*, 28, 489-520.
- Rokhmad, A. (2012). Radikalisme Islam dan Upaya Deradikalisasi Paham Radikal. *Walisongo*, 20(1), 79-114.
- Safriadi. (2014). Kontribusi Ibn 'Asyur dalam Kajian Maqasid Al-Syari'ah. *Jurnal Ilmiah Islam Futura*, 13(2), 79-91.
- Wibowo, N. S., & Naupal. (2016). School-Centric in Islamic Education in Indonesia: A Deconstruction Analysis of Muhammad Abed al-Jabiri. *The 1st Asia-Pacific Research in Social Sciences and Humanities Universitas Indonesia Conference*. Depok: Universitas Indonesia.
- Wibowo, N. S., & Naupal. (2017). Maqāṣid Sharī'ah as A New Tool in Knowing, Measuring and Reducing Radicalism on Islamic Education in Indonesia. *The 2nd Studia Islamika International Conference*. Tangerang: Universitas Islam Negeri Syarif Hidayatullah.

MATHEMATICS CRITICAL THINKING SKILL WITH *CHALLENGE-BASED LEARNING*

Anie Dwi Maylani, Tita Khalis Maryati, and Gusni Satriawati

Mathematics Department, Islamic State University (UIN) Syarif Hidayatullah Jakarta,
Jl. Ir. H. Djuanda 95, Ciputat 15412, Indonesia
e-mail: dwimaylania@gmail.com

Abstract. Challenge-based learning is a new teaching model that incorporates important aspect such as problem-based, project, and contextual learning focused on real problems. Main purpose of this research was to analyze the effect of challenge-based learning model to students' mathematics critical thinking skill. Mathematics critical thinking skill includes six indicators of focus, reason, inference, situation, clarity, and overview. The research was conducted at one of Islamic Junior High School in Jakarta academic year 2016/ 2017. The method used in this research was quasi-experimental with randomized posttest-only control group design. The sample was 72 students; they were experimental group and control group that chosen by cluster random sampling technique. The result showed that students' mathematics critical thinking skill who taught by challenge-based learning model is higher than students' mathematics critical thinking skill who taught by conventional model. The conclusion of this research is that challenge-based learning model could have an effect towards on student's mathematics critical thinking skill.

Keywords: critical thinking skill, challenge-based learning, quasi-experimental

Introduction

One of important mathematical thinking skill is critical thinking, according to King (1993:1) "High-order thinking skills include critical, logical, and reflective thinking, metacognitive, and creative thinking," so critical thinking is one of high order thinking skill. Ennis define critical thinking as a reasonable and reflective thinking that focus on deciding what to do or believe. Meanwhile, John Dewey defines critical thinking like an active consideration, persistent and thorough about a conviction or knowledge is taken for granted from reasons that support it and advanced conclusion. But the reality showed that the critical thinking skill of Indonesian students, especially in junior high school students was still not satisfactory.

Based on research that has been done by Rosita Mahmudah (2015) at one of Islamic Junior High School in South Tangerang found that students' critical thinking skill at eighth grade who was taught by conventional learning was lower with percentage in critical indicator focus 47,34%, reason 43,18%, inference 60,60%, situation 50,00%, clarity

51,52%, and overview 41.67%. Similarly, also found in Dwi Hidayanti's research (2016) at ninth grade in Malang showed that students' critical thinking skill was still low because the achievement of each indicator was still under 50%, especially on indicators analysis, evaluation, and inference.

Besides that, the methods of learning in the classroom are still applied teacher learning-center, it makes students only listen and pay attention to the teacher explanations, this method less motivating students and make them passive. It contradicts with theory of Vygotsky's learning which emphasizes the importance of social aspects of learning and believes that social interaction with others can spur the construction of new ideas and boost the intellectual development of student

Challenge-based learning is a collaborative learning experience in which teachers and students work together to learn about compelling issues which focused on real problems. Challenge-based Learning creates a space where students can direct their research into real-world matters and think critically about how to apply what they learn. Hence this paper presented the result of the implementation of applied challenge-based learning to students' mathematics critical thinking skill.

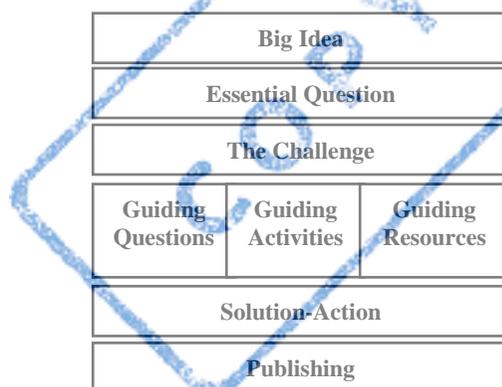


Figure 1. The CbL Framework

The CbL framework, as shown in Figure 1, is implemented in this study as follows:

- (1) Big Idea is a board concept that can be explored in multiple interesting ways; this idea will be the main focus during learning.
- (2) Essential Question identifies what is important to know about the big idea, refine and contextualize that idea.
- (3) The Challenge, from essential question a challenge is articulated that asks students to create a specific answer or solution that can result in concrete and meaningful action.

- (4) Guiding Question, these questions represent the knowledge students need to discover to successfully meet the challenge.
- (5) Guiding Activities, the lesson, simulation, games or other types of activities than can help students answer the guiding questions and set the foundation for them to develop innovative solutions.
- (6) Guiding Resource, can include the website, video, database or expert that support the activities and assist the student in develop solutions.
- (7) Solution-Action, students can now select one solution through experimentation or other means to be implemented to solve the challenge.
- (8) Publishing, the challenge process allows for multiple opportunities to document the experience and publish to a large audience.

This learning has 3 phases: 1) Engage, through a process of essential questioning, the learners move from a big abstract idea to a concrete and actionable challenge. 2) Investigate, in this phase teacher provide guidance such as guiding question, guiding activities and resource to help students, all students plan and participate in a journey that builds the foundation for solutions. 3) Act, solution concepts emerge from the findings made during the investigate phase. In this phase, all students implement predefined strategies, measure outcomes, and evaluate whether the strategy solves a challenge or not.

In this study, there were six indicator of critical thinking: focus, reason, inference, situation, clarity, and overview (FRISCO). For the explanation of each indicators could be seen in Table I.

Table I. Indicators of Critical Thinking Skill (FRISCO)

No.	Indicators	Explanation
1.	Focus	Formulate the problems
2.	Reason	Provide the reason from the idea or thought result
3.	Inference	Conclude from the information by making completion steps
4.	Situation	Answer the problem according to context by using the language of mathematics
5.	Clarity	Provide further clarity with definition or conceptual linkage
6.	Overview	Check what has been discovered, decided, considered and studied

Methods

Research Method and Design

In this study, the writer used the quasi-experimental method with *Randomized Control Group Posttest-Only Design*. The quasi-experimental involved two groups, experimental group, and control group, where experimental group was taught by challenge-based learning model while the control group was taught by conventional model.

Population and Sample

The population were students of the eighth grade of 2 Islamic Junior High School Jakarta. There were six classes in this grade. The writer used *cluster random sampling technique*, where sampling was done in all eighth grade by doing shuffling on six homogeneous classes to determine two classes as experimental group and control group. After the shuffling, the sample already selected were 72 eighth-grade students (40 girls and 32 boys).

Instrument

To measure student's critical thinking skill this study used a set of tests with FRISCO indicator. There are 9 questions with its reliability is 0,836, validity item is in the range 0,549 – 0,779, level of difficulty is in the range 0,229 – 0,694.

Results and Discussion

Posttest result from two groups could be seen on Table 2. Based on Table 2, showed that students' mathematics critical thinking skill who was taught by challenge-based learning model is higher than student's mathematics critical thinking skill who was taught by conventional model. Besides that, visually the difference data of both group could be seen in Figure 2.

Table 2. Comparison of student's mathematics critical thinking between experimental group and control group.

Descriptive Statistic	Experimental Group	Control Group
Respondent	36	36
Average	76,67	62,69
Median	78,00	64,00
Modus	75	64 ^a

Standard Deviation	7,337	10,615
Variants	53,829	112,675
Minimum	61	42
Maximum	92	83
Total	2760	2257

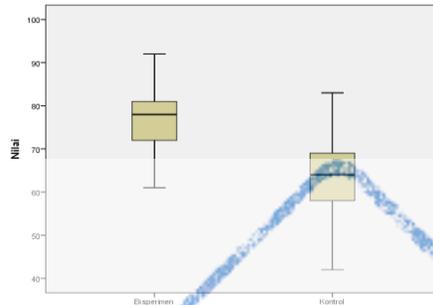


Figure 2. The Boxplot Diagram from Experimental and Control Values

Based on the picture, showed that the distribution of critical thinking tests on the experimental group gathered in high values, while the control group gathered in lower values. Then, the black line indicates the median, on the diagram, shows that the experimental group has a median higher than the control group.

Achievement of each indicator also showed that critical thinking skill in the experimental group was higher than the control group. The result could be seen in Table 3.

Table 3. Comparisons of student's mathematics critical thinking between experimental

No	Indicators	Experimental Group		Control Group	
		\bar{x}	(%)	\bar{x}	(%)
1.	<i>Focus</i>	6,53	82	6,19	77
2.	<i>Reason</i>	4,97	62	3,36	42
3.	<i>Inference</i>	3,28	82	2,86	72
4.	<i>Situation</i>	7,03	88	6,61	83
5.	<i>Clarity</i>	2,78	69	2,53	63
6.	<i>Overview</i>	3	75	1,03	26

group and control group based on indicators.

The question with focus indicator, there is a difference in how to answer between two groups. Students in experimental group answered the question by writing down what was known and what was asked in the questions, while students in control group wrote down answer without explaining in detail what the problem was.

Then, on the question with reason indicator showed that students in experimental group answer with clearly and expressing their idea or their thought result as the basic of the reason, while students in control group just wrote down the reason without explaining their idea with detail.

In questions with inference indicator showed that experimental group students had been able to make a correct conclusion, while control group students not, their dominant answer was rewritten the information from what was known in the questions.

In situation's question, students in both groups had been able to answer the question well although there were some students of the control group wrong in calculations.

For clarity's question, students in experimental group could provide further clarity with a definition or conceptual linkage exactly, while student's control group could not provide further clarity with definition well.

The last for overview's question, seen significant difference result between experimental group students with control group students. Experimental students could check what has

been discovered, decided from the statement on question very well, while control students were not, their used wrong concept to check the truth of the statements.

Based on Table 3 is seen that overall achievement of mathematics critical thinking each indicator of experimental groups is always higher than the control group. The highest achievements from both groups are situation indicator. Then, achievements of lowest student's mathematics critical thinking skill in the experimental group are reason indicator, while the control group was overview indicator.

CbL allows developing students' mathematics critical thinking skill. In this learning, the first phase is engaged, the activity at this phase begins with a teacher giving a big idea which will become the topic of challenge, and then the students construct an essential question based on a big idea. After that teacher giving a challenge related to the idea.

Furthermore, the second phase is investigated. At this phase, a teacher provides guiding activities, guiding question as clues, and students must identifying the answer of each questions from various sources. Activities at this phase are to help students build the solutions to the challenge.

The last phase is an act. At this phase, students already have the foundation to implementing the strategies, measuring the result, and evaluating solutions for the challenge. At this phase it can develop students' critical thinking because they can measure result and evaluate whether the strategy solves a challenge or not, then generalizing the conclusions.

To know the effect size of the dependent variable to an independent variable can be expressed as the coefficient of determination (η^2). The formula is:

$$\eta^2 = \frac{t_0^2}{t_0^2 + db}$$
$$\eta^2 = \frac{(6,497)^2}{(6,497)^2 + 70} = 0,376$$

From this study obtained effect size 0,376, it means that challenge-based learning model could have effect towards on students' mathematics critical thinking skill.

CONCLUSIONS

Based on research conducted, mathematics critical thinking skill of students who taught by challenge-based learning is good. The achievement of students' mathematics critical thinking skills from the highest to the lowest is obtained in the situation, focus, inference, overview, clarity, and reason indicators.

Mathematics critical thinking skill of students who taught by conventional learning is quite good. The achievement of students' mathematics critical thinking skills from the highest to the lowest is obtained in the situation, focus, inference, clarity, reason, and overview indicators.

The student's mathematics critical thinking skills taught by the challenge-based learning model have a higher percentage of achievement indicators than those taught by conventional learning models. This suggests that the challenge-based learning model is more effective for improving critical mathematical thinking skills compared to conventional learning models.

References

- Apple, Inc. *Challenge Based Learning A Classroom Guide*, Apple, Inc. 2010.
- Apple, Inc. *Challenge Based Learning: Take Action and Make Difference*. Apple, Inc, 2009.
- Fisher, Alec. *Berpikir Kritis: Sebuah Pengantar*. Jakarta: Erlangga. 2007.
- H. Ennis, Robert. *Critical Thinking*. New Jersey: Prentice-Hall. 1996.
- Hidayanti, Dwi dkk. *Analisis Kemampuan Berpikir Kritis Siswa SMP Kelas IX pada Materi Kesebangunan*, Konferensi Nasional Penelitian Matematika dan Pembelajarannya. KNPMP I: Universitas Muhammadiyah Surakarta. 12 Maret 2016.
- Kadir. *Statistika Terapan Konsep, Contoh dan Analisis Data dengan Program SPSS/ Lisrel dalam Penelitian*, Edisi kedua. Jakarta: PT Rajagrafindo Persada. 2015.
- Mahmudah, Rosita dkk. *Pengaruh Model Pembelajaran Creative Problem Solving Terhadap Kemampuan Berpikir Kritis Matematis Siswa di Madrasah Tsanawiyah Kota Tangerang Selatan*. Seminar Nasional Matematika dan Pendidikan Matematika UNY. 2015.
- Mayadiana, Dina. *Suatu Alternatif Pembelajaran untuk Meningkatkan Kemampuan Berpikir Kritis Matematika*. Jakarta: Cakrawala Maha Karya. 2009.
- Nichols, Mark dkk. *CBL Guide: Challenge Based Learning*. Redwood City, California: Digital Promise. 2016.

NARRATIVE APPROACH IN TRAINING PROGRAMME FOR TEACHERS

Norzihani Saharuddin, Nur Surayyah Madhubala Abdullah, Suhailah Hussien

University Putra Malaysia
e-mail: norzihani@upm.edu.my

Abstract. This article's purpose is to describe the examples of Narrative Approach and its relevance in teacher training programme in Malaysia. The paper begins with the discussion of the current Moral Education (ME) in Malaysia together with their Moral Education teacher training programme. Then this article will describe on how Narrative Approach can take part as a method that can developed moral reasoning of preservice teacher in their training programme. A variety of teaching technique such as drama, role-play, storytelling, etc. will be considered as strategies for infusing Narrative Approach as an educational approach in teachers' training programme in Malaysia, particularly in Moral Education field.

Keywords: moral education, narrative approach, moral reasoning

Introduction

The implementation of Moral Education (ME) subject in the Malaysian education system is attributed to numerous factors. In the country, ME is compulsory for non-Muslim students in both primary school and secondary school. This is similar to the Muslim students who must learn Islamic Education. Notably, both subjects are essential to nurture good manner and values in the students.

Brief Discussion of Moral Education (ME) In Malaysia

Previously, Civics Education was introduced in 1972 as a compulsory school subject for students from standard four (10 years old) to form three (15 years old) (Balakrishnan, 2010). According to Balakrishnan (2010), this subject was also integrated in the Local Studies subject for standard one (7 years old) students up to standard three (9 years old) students. In 1983, ME was gazetted as a compulsory school subject for non-Muslim students. This is aligned with the mandatory Islamic Education for the Muslim students. The syllabus of Civics Education is based on the Rukun Negara and the Federal Constitution. The Rukun Negara, which was revealed in 1970, is the National Ideology that outlines the foundation of Malaysia's national practices and direction. Notably, this is important for empowering patriotism and resolving social issues among Malaysian citizens.

A review of the Cabinet Report (1979) – Malaysia's national preparation structure –

revealed that the execution of Civics Education was unsatisfactory. As the subject was not examined, most teachers and students deemed it to be less important. Accordingly, they tend to supplant the time allocated for Civics Education with other subjects, especially near the school examination period (Ministry of Education, 1979). In 1970s, the increasing social issues among the adolescents drew the attention of scholars around the world (Murkerjee, 1983). In Malaysia, these problems were consistently conveyed in the Parliament and therefore, schools were dictated to take responsibilities for these issues to some extent (Murkerjee, 1983). The Cabinet Report (1979) recommended the elements of civics to be composed in all subjects and ME should be an examinable school subject (Balakrishnan, 2010).

In response to the Cabinet Report, the Ministry of Education (MOE) announced the New Primary School Curriculum (known as KBSR) in 1983, and the Integrated Secondary School Curriculum (known as KBSM) in 1989 (Balakrishnan, 2010). Notably, ME was first portrayed as a compulsory school subject for non-Muslim students at primary school and secondary school in the KBSR and KBSM. Thus, ME has been applied in Malaysian education system for almost two decades. In addition, its syllabus had undergone significant changes in 2000 and 2010, respectively.

Essentially, the structure of ME incorporates basic values of the Malaysian plural society known as "nilai murni". These broad values apply to various religions, traditions, and social orders of different races and ethnicities (Ministry of Education, 1983). Moreover, these qualities set the standard for great character and competent citizens. This enables them to live a wonderful life and contribute towards peace in the country.

Nonetheless, these qualities may change with the adjustment of the national instructive projects. For instance, ME syllabus in 1983 comprised a total of 80 values from 16 centre values and 64 sub-values. In 2000, the syllabus outlined 36 values, whereas only 14 values were highlighted in the consecutive ME syllabus in 2010. Notably, ME plays a crucial role as a foundation in developing decent character among Malaysian citizens. The subject advocates practising ethical consideration, moral feeling, and good character in everyday life.

Training of ME for Teachers

In Malaysia, University of Malaya (UM) was the first organisation that offered ME courses in their undergraduate programme. Initially, ME was offered as a minor course in the university's Faculty of Education. In 1989, ME courses were offered under the Bachelor of Education (Teaching of English Language as Second Method) programme. Finally, in 2001, ME was offered under the Bachelor of Education (Teaching of Tamil Language) programme

(Chang, 2010).

Apart from that, Universiti Putra Malaysia (UPM) has been offering ME programme at the postgraduate level since 1996. Starting from 1999, Faculty of Educational Studies, UPM offered ME as a minor programme for students of Bachelor of Education. Eventually in 2005, UPM, Universiti Utara Malaysia (UUM), and Universiti Pendidikan Sultan Idris (UPSI) started to offer ME as a significant module in their Diploma of Education programme and Bachelor of Education programme.

As ME is a formal subject in school, it requires teachers who are well prepared in instructing the subject (Chang, 2010). Teachers who teach this subject must have sufficient qualities in terms of learning, abilities, and enthusiasm in building students' ethical spaces that highlight moral thinking, feeling, and character.

Additionally, ME teachers must also be capable of moral reasoning because they will encounter a lot of issues regarding morality along the process of teaching and learning the topics in the subject. Notably, the end goals are to realise ME as a formal subject and to cultivate the moral aspects of the students. Hence, the MOE and other relevant institutions should be more serious in analysing and improving the subject's teaching technique. The training programme for teachers is an ideal start in order to provide them proficient learning and aptitudes as the subject matter experts.

Moral Reasoning and Preservice Teachers

Teachers play a crucial part in educating students and shaping their moral aptitudes. Accordingly, several researches had been done in the area of education for teachers, particularly in their training programme and professional growth. For example, Buzzelli and Johnston (2002) asserted that the moral perspective in teacher training programme includes (i) redefining the relationships of the instructor, lecturers, or preservice teachers, (ii) exploring their personal beliefs and philosophies, (iii) reshaping course approaches and content knowledge, and (iv) verifying their experiences and activities during the training programme.

Furthermore, Buzzeli and Johnston (2002) stressed that teachers/instructors should be skilful in engaging the students with their moral sensibilities, then examine, test, and restructure the students' beliefs and values. A comprehensive teacher training programme ought to prepare preservice teachers to be more aware on how techniques and matters will motivate the moral development of the students. Providing the students with opportunity to share their real moral experiences through narrative approach in the ME classroom should

benefit them in cultivating their moral reasoning skills.

Narrative Approach

Narrative approach denotes the usage of narrative teaching approach that provides an alternative method of learning for students. Application of this approach in ME classroom serves to create an environment that converges conversation among the students and teachers on their experiences to enhance the student's learning. It does not eliminate the traditional approaches of learning but it incorporates the practice of using narration such as story and experiences in the instructional process.

For example, students are encouraged to utilise or share their moral stories or experiences during the class activities. Consequently, these students will be able to learn to interpret situations in the context of their moral experiences and to apply the knowledge obtained through the traditional methods in ME classroom. Therefore, it will create an opportunity for the students to enhance their skills in criticising, examining, exploring, and deconstructing moral situations that they had experienced.

A prominent advantage of the narrative approach is that it enables students and teachers to communicate and share their ideas regarding ethics, values, culture, and relationships, which also create better understanding. Moreover, the application of narrative approach in ME classroom drives the students' attention to their moral experiences, problem-solving exercises, and moral reasoning skills. This enables them to grow a sense of community and explore their personal and professional roles. Furthermore, the element of open discussion in ME classroom with narrative approach connects students by encouraging them to work together to interpret the meaning of their moral experiences.

The practice of narrative approach in educational setting around the world is widespread and significant. As stated by Kawashima (2005), the narrative approach should be integrated with the traditional method of teaching in order to ensure its success in enhancing the moral reasoning skills of the students. Implementation of narrative approach in teaching and learning enables the students and instructors to disclose their moral experiences and consecutively, gain better learning experience through the discussion (Kawashima, 2005).

Thus, assimilation of narrative approach into the ME programme is anticipated to assist preservice teachers to advance their professional identity as future ME teachers. By expressing their own stories and making critical analysis on the narrative of other people, ME preservice teachers may gain better awareness, understanding, and reflection. This is a crucial process that benefits the development of their moral reasoning.

Similarly, narrative approach has been applied among nursing and maternity care schools in Australia. A pioneer in nursing instruction, Nancy Diekelmann presented the narrative approach while leading a research in nursing training. She believed that the essential structure of narrative approach is the idea of "caring in community". As explained by Seaton (2005), the motivation behind narrative approach is to accomplish understanding of phenomena through interpretation.

Moreover, Dinkins (2005) viewed narrative approach as a method of comprehension rather than a technique. Thus, narrative approach in moral instruction setting offers a method for instructing and learning that encourages the instructors and students to look for new implications on their background and moral experiences. Consequently, this will encourage them to improve their moral reasoning to prepare themselves to be a better ME teacher.

Criteria of Narrative Approach Classroom

Narrative approach is a site-particular procedure to educating, learning, and tutoring students (Diekelmann, 2005). In essence, the approach is applied for two main reasons. First, it challenges the regular teaching approach by giving chances for teachers and students to take part in discussions about what is wrong and what is correct. These discussions will vary starting with one instructive setting then on to the next. Utilisation of narrative approach in preparing ME preservice teacher increases the chances for the preservice teachers to groom their ethical thinking. Even though the arrangements may not be generalised to all types of school or classroom, the essence of the narrative approach procedures may be applied to any school or classroom (Andrews et al., 2013). Subsequently, narrative approach is able to prepare preservice teachers during their training programme. The approach reduces the power of the educator/instructor by implying that students have a voice in how the course is instructed. Apart from that, narrative approach increases the students' interest in learning exercises as stories and worldview cases are used as tools for learning in the classroom. Analysing and translating these stories and cases highlight their importance and eventually, prompt further discovery that would build the ethical thinking of the preservice teachers (Swenson & Sims, 2000).

Practice of Narrative Approach in ME

Notably, narrative approach in ME teaching and learning process provides a stimulating context for students that also expose them to moral reasoning skills. According to Estes and Vásquez-Levy (2002), narrative approach encounters the students' thoughts

with ethical and moral issues, which is crucial in avoiding moral relativism. Doyle and Carter (2003), proclaimed that moral issues need to be addressed by engaging values in a history and cultural setting and not only by providing reasons. Narrative activities in classroom such as drama, role-play, and dialogue facilitate the students in acquiring cultural inheritance values.

Basourakos (1999), elaborated that narrative activities are useful in comprehending the moral emotive domain of the students. Ultimately, narrative approach assists students to sense the moral agents in the story and absorb the emotional aspect in the moral issues. Apart from that, Winston (1999) claimed that dramatic narratives can enhance moral experience better than written narratives. He explained that discussions prior to performance and after the performance are key to encourage students to respond to the moral issues and characters in the narrative.

In addition, Day and Tappan (1996) believed that participation in drama or role-play activities in narrative approach will empower students to understand and empathise with the characters in the story. Furthermore, Verducci (2000) stated that students' moral autonomy, empathy, and caring skills can be enhanced through these narrative activities. Bourchard (2002) also highlighted that a moral issue that appeared in narrative activities must be deliberated over discussion or dialogue among the students and the teacher. It is important for the students to express their viewpoint and justify their feelings and thoughts concerning the moral issues. As a result, the students may develop their moral empathy towards the ethical issues, while advancing their moral reasoning abilities as well.

Conclusions

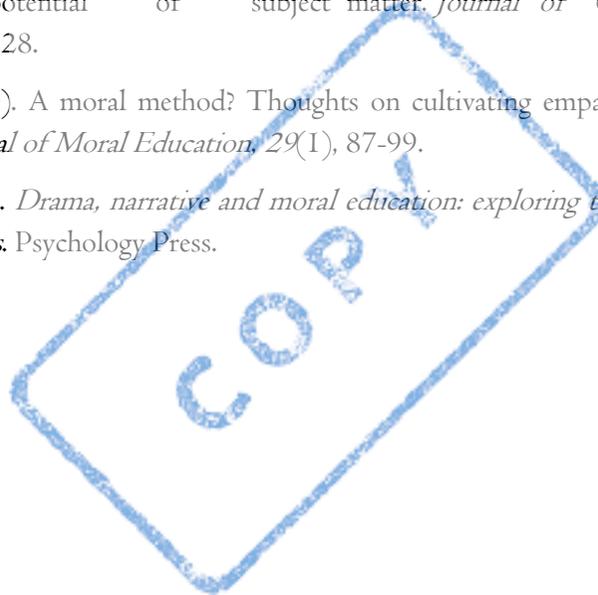
In this paper, the researcher has highlighted how Narrative Approach can contribute in teaching more meaningful instruction of ME classroom, particularly in promoting moral reasoning skills. Nevertheless, it is not a simple task for instructor/teachers to employ narrative approach in their teaching since the approach are involving considerable research and experience to be successfully embed.

However, the researcher believes that instructor/teachers who use narratives approach in their teaching could link the breach between control and content in their ME classroom. Apparently, it also worthwhile to exposes preservice teachers to this narrative approach in order to train them to be aware the importance of sharing moral stories, listening to students' moral stories, and reflecting upon the moral stories and narratives of the students' experience in a way to develop their moral reasoning skill.

References

- Andrews, M., Squire, C., & Tamboukou, M. (Eds.). (2013). *Doing narrative research*. Sage.
- Balakrishnan, V. (2010). The development of moral education in Malaysia. *The Asia Pacific Journal of Educators and Education (formerly known as Journal of Educators and Education)*, 25(1), 1-13.
- Basourakos, J. (1999). Moral voices and moral choices: Canadian drama and moral pedagogy. *Journal of Moral Education*, 28(4), 473-489.
- Bouchard, N. (2002). A narrative approach to moral experience using dramatic play and writing. *Journal of Moral Education*, 31(4), 407-422.
- Buzzelli, C. A., & Johnston, B. (2001). Authority, power, and morality in classroom discourse. *Teaching and Teacher Education*, 17(8), 873-884.
- Buzzelli, C. A., & Johnston, B. (2002). *The moral dimensions of teaching: Language, power, and culture in classroom interaction*. U.K: Psychology Press.
- Chang, L. H. (2010). An appraisal on the implementation of moral education for schools in Malaysia. In Proceedings of the 4th International Conference on Teacher Education; Joint Conference UPI & UPSI.
- Day, J. M., & Tappan, M. B. (1996). The narrative approach to moral development: From the epistemic subject to dialogical selves. *Human development*, 39(2), 67-82.
- Diekelmann, N. (2005). Engaging the students and the teacher: Co-creating substantive reform with narrative pedagogy. *Journal of Nursing Education*, 44(6), 249-252.
- Dinkins, C. S. (2005). Shared inquiry: Socratic-hermeneutic interpretive-viewing. *Beyond method: Philosophical conversations in healthcare research and scholarship*, 4, 111-147.
- Doyle, W., & Carter, K. (2003). Narrative and learning to teach: Implications for teacher-education curriculum. *Journal of Curriculum Studies*, 35(2), 129-137.
- Kawashima, A. (2005). The implementation of narrative pedagogy into nursing education in Japan. *Nursing Education Perspectives*, 26(3), 168-171.
- Ministry of Education, Malaysia (1983). Moral education syllabus for primary school Malaysia. Kuala Lumpur: Curriculum Development Centre.
- Ministry of Education, Malaysia (1988). Moral education syllabus for secondary school Malaysia. Kuala Lumpur: Curriculum Development Centre.

- Ministry of Education, Malaysia (2010). Moral education syllabus for primary school. KSSR. Putrajaya: Curriculum Development Division.
- Mukherjee, H. (1983). Moral education in a plural society: Malaysia. *Journal of Moral Education*, 12(2), 125-130.
- Seaton, D. (2005). Narrative in music: The case of Beethoven's 'Tempest' sonata. *J. Ch. Meister (ed.). Narratology beyond Literary Criticism. Mediality, Disciplinarity. Berlin: de Gruyter*, 65-82.
- Swenson, M. M., & Sims, S. L. (2000). Toward a narrative-centered curriculum for nurse practitioners. *Journal of Nursing Education*, 39(3), 109-115.
- Vásquez-Levy, D. (2002). Bildung-centred Didaktik: A framework for examining the educational potential of subject matter. *Journal of Curriculum Studies*, 34(1), 117-128.
- Verducci, S. (2000). A moral method? Thoughts on cultivating empathy through method acting. *Journal of Moral Education*, 29(1), 87-99.
- Winston, J. (1998). *Drama, narrative and moral education: exploring traditional tales in the primary years*. Psychology Press.



HUMANISTIC EDUCATION IN THE LIGHT OF ISLAM CONCEPT AND APPLICATION OF MALIK FADJAR IN INDONESIA

Nur'aini Ahmad

UIN Syarif Hidayatullah Jakarta

e-mail: nuraini1952@gmail.com

Abstract. In the context of today's educational world, there is a deal of worry about the implementation of education which is concerned only with cognitive aspect and ignores affective and psychomotor aspects. Not to mention when looking at educational institutions that often only serves the interests of the dominant society to maintain and reproduce the status quo and has not been successful in humanizing human. This paper shows that in the Islamic perspective, the essence of real education lies in the process of humanization, as reflected in the thinking of Malik Fadjar. To be able to make it happen, Malik Fadjar expressed the need to review and redefine the view of the human being who has been using as the subject of students. The explanation of human and humanity in the Qur'an has provided a theological basis on how a man should be understood, treated, and developed in his potential. Through the vision and paradigm of unity *tawhīd*, Malik Fadjar believes that Islamic education can produce complete human beings.

Introduction

Education is an effort that is believed to be able to express ideals and dreams of human beings (Fadjar, 2005: 2-3). In other words, in essence, education is the process of humanizing human (humanization), or human lifting to the human level (Willers, 1975; Zagorin, 2003; Norman, 2004; Lamont, 1997). A view that implies the educational process with the orientation to the development of human aspects of human, both physically-biological and *ruhaniah*-psychological (Fadjar, 2005: 181). Humanistic education is an educational theory that makes humanism as an approach (Mulkhan, 2002: 95).

In this context, education is understood to be more than just a matter of mastering the basic techniques needed in industrial societies but also being oriented to pay more attention to fundamental and essential issues such as raising human dignity, preparing people to live in and with the world, and change the social system by taking sides with the marginalized (Nuryatno, 2008: 57). So great the role of education in human life, then the education should not be carried out so, because education is expected to create future leaders. Creating prospective leaders of the nation can not be separated from the role and function of education. Anyone who has now become a successful person is thanks to the results of a

reliable educational product.

However, the nature of this education often does not materialize because it is trapped in the destruction of human values (dehumanization) (Freire, 2005). The author assumes that the education that shapes the character of this nation has not been successful in humanizing Indonesian manners and civilized. Some of the running education has not treated the students humanely, which in its implementation has not seen the human being as the subject but sees the students as the object, the disciple as a human being who is not free and oppressed. The national education system that existed so far contains many weaknesses, especially most of the people are still oppressed. From the bad management to the problem of the lack of funds for the development of education.

Tilaar mentioned that there are some weaknesses in the national education system. *First*, the centralized system of education leads to uniformity in the schooling body. For example in making the curriculum that is not understood according to the needs of each education provider. *Second*, the national education system has never considered the reality of society. Here the public is regarded as the only object. Society has never been treated or positioned as a subject in education. *Third*, the above two problems are supported by a rigid bureaucratic system that is used as an instrument of power or a political tool of the ruler (Tilaar, 2006: 103).

Furthermore, to solve that educational problems, the thinking and work of A. Malik Fadjar in the world of education, in the opinion of the author, is important to be raised and developed widely to the public. He is an educational leader who concentrates on education as a humanization praxis that can be a basis in national education reform (Fadjar, 2003: 57). The figure of A. Malik Fadjar is considered as the rare figure of this nation. He started his work in education from being a public school teacher in a remote area of Sumbawa Besar, in 1959, then a lecturer at IAIN Sunan Ampel Malang to become rector at two universities as well as Universitas Muhammadiyah Malang (UMM) and Universitas Muhammadiyah Surakarta (UMS). He is also a bureaucrat in the Ministry of Religious Affairs and became Minister of National Education at the Gotong Royong Cabinet. Now, at the age of almost stepping on the head of eight, he remains active as an educator as well as a board of consideration president Joko Widodo. Thought and action always get a positive response for the progress of education.

The Perspective of Islamic Humanistic Education

Beginning around the 1960s, humanistic education in the West was developed in reaction to the influence of adverse or unhealthy human environments in many classrooms. The education that is charged has become a rigid and impersonal process. A lot of criticism came later. These critics say that many schools are not suitable for human places. Many are even places that are not feasible for children to thrive. They spoil, they thwart, they withhold the natural capacity of children to learn and grow healthy (Patterson, 1987; Rampal, 2000).

The term of "humanistic" in the phrase "humanistic education", is essentially an adjective that is an approach in education. Humanistic education is educational theory that makes humanism as an approach (Mulkhan, 2002). Humanism's approach is an approach that focuses on the human potential to explore and discover the abilities they possess and develop.

The education that humanizing human is not dominated by Western thinking, although in its history, education as humanization derived from the thinking of Western humanism (Willers, 1975: 39-44; Zagorin, 2003: 87-92; Norman, 2004; Lamont, 1997). This is in line with the basic meaning of humanism as human education. However, it must be admitted that Western humanists base their educational thoughts on nature (natural philosophy) by breaking away from the transcendent things (God). Herein lies the differences of Islamic humanistic education thought developed by A. Malik Fadjar with Western humanists who will be discussed next.

Indeed the humanistic form of thought in Islam (*al-Insāniyyah*) stems from Muhammad's main apostolic mission, which is to give grace and kindness to all mankind and the universe as reflected in the following verses:

"And We have not sent you, but unto mankind as a bearer of glad tidings and a warner, but most men know not." (Q. Saba ' / 34: 28).

"And it is We Who send you, but to be a mercy for all the worlds." (Q.s. Al-Anbiyā ' / 21: 107).

"It is by the mercy of Allah that ye are gentle toward them. If you were to be tough again, they would have distanced themselves from your surroundings. Therefore forgive them, ask forgiveness for them, and conspire with them in that matter. Then when we have made a determination, so put they trust in Allah. Allah loves those who put His trust in Him". (Q.s. Āli 'Imrān/3: 159).

The spirit of these verses inspire the thought of education developed into a humanistic education which is also called Islamic humanistic education. Humanistic education in the

view of Islam is an education that views human as human, who has certain *fitrah* to be developed optimally so that man can act as God's khalifah on earth and able to realize *rahmatan li al-`ālamīn*.

In essence, God has given human education perfectly. God has created man with elements and equipment to carry out the tasks of the caliphate that is very heavy. God created humans as natural creatures with the same elements as the elements in nature, but with a perfect form, so both physically and psychically can overcome and can feed the environment. Then God equips with the element of spirit that comes from God Himself.

"Verily We have created man in the best form. Then We bring him to the lowest of the Fire." (Q.s.am-Tīn / 95: 4-5).

"So when I perfected the event and breathed into it my spirit, then bow to Him in prostration." (Q.s.h al-Hijr/15: 29).

Spirit is the basic element in human beings that distinguishes it from other natural creatures and causes human beings to bear responsibility. When connected to God's word above, then education is an aid to humanity (son) to become human. They can actualize themselves by discovering and developing their identity and potential in an optimal way to become a real human being. Such thinking can be seen in existential or humanistic psychologist figures such as Carl Rogers, Abraham Maslow, and Arthur Combs. They are the figures that bring about the theory of humanistic education. Related to the understanding of humanistic education according to George R. Knight summed it up as: "*helping the student become 'humanized' or 'self-actualized' –helping the individual student discover, become, and develop his real self and his full potential*" (Knight, 1982; see also, Patterson, 1987; Thornell, 1979; Combs, 1972; Rogers, 1961).

Humanistic Education Vision and Paradigm of Malik Fadjar

Education, in the realm of Malik Fadjar's thought, is a matter of human life throughout his life, both as individual, social groups and as a nation. Education has proven able to develop human resources that have been granted by Allah, and able to develop human values so that human life more civilized (Fadjar, 2005: 11). Also, Islamic education has a mission to give birth to human beings who not only take advantage of natural supplies, but also humans who can give thanks to the human and nature. Treating humans as caliphs, and treating nature not only as the object of the sufferer alone but also as an integral component of the living system (Fadjar, 1999: 37).

Through such an educational understanding, Malik Fadjar says that education, is a process of humanization, or in other words, a process for humanizing human (Fadjar, 2005: 181; Fadjar, 2008: 152; Fadjar, 2016). Thus, education is a process, an *ikhtiar*, an attempt to provide students with a strong foundation for humanizing human. Education plays a major role in the humanization process (Fadjar, 2016). Humanization in this education is an obsession of Malik Fadjar. Shortly after he was sworn in by President Megawati as Minister of Education, he immediately told the press that he would soon realize a more humanizing human education.

Educational thinking of Malik Fajar is built up on his vision of the concept of modernity based on *tawhid* which leads to the integration of science that is a religion (*dhikr*) and science-technology (*fikr*) (Idris, 2008). The concept of *tawhid*, according to Malik Fadjar, contains the doctrine of liberation and liberation which is a paradigmatic reference to the sustainability of humanistic education Humanistic education views man as a creature of God with certain *fitrah*. Islamic education within this monotheistic framework must give birth to two strategic needs. *First*, maintain harmony to attain eternal life in relationships with God. *Second*, preserve and develop the values of life continuously according to his nature. In other words, from a theological-philosophical perspective, Islamic education should be directed to two dimensions: the dimension of vertical obedience and the dimension of horizontal dialectic (Saefuddin, 1987).

In a different narrative, Malik Fadjar says that a humanistic approach is an approach that regulates the balance between the head (ratio), heart (feeling) and hand (skill). To build the most important education is not to build a grand building, but the educational process that takes place is fun, fascinate, and educational. The appreciation of the students' competence becomes the point of orientation, by removing the indoctrination and monological means in uniform learning, is also a systematically and profoundly decomposed segment. An elaboration of the educational system that envisions the creation of a learning community prefers to improve learning capacity of students (Fadjar, 2005).

Furthermore, for Malik Fadjar, education as a humanization process is a view that implies the educational process with the orientation to the development of human aspects, both physic-biological and *ruhaniah*-psychological. The physic-biological aspect of man by itself will experience growth and "aging". While the *ruhaniah*- psychological aspect of the human being through education is tried to be "matured, made aware, and *insān kāmil*". The process of maturation and awareness in the context of this education contains a fundamental meaning, because it comes into contact with the deepest aspects of human life, namely psychology and maturity; as two elements that have positive pretensions that are the driving force of human beings in building a culturally and civilized life (Fadjar, 2008: 152).

Humanistic education in the view of Islam is an education that views human as human being, who has certain *fitrah* to be developed optimally so that man can act as caliph of God on earth and able to realize *rahmatan li al-ālamīn*. *Rahmatan li al-ālamīn* is the creation of a prosperous, dynamic, harmonious, and sustainable world kingdom. So that all the inhabitants, both humans and other creatures feel safe, comfortable, and home in it. In the Islamic concept, the awakening *rahmatan li al-ālamīn* can be created dynamically, if man can develop his function as caliph in a consistent and responsible manner. In a sense, it can place itself proportionally in relation to God, fellow human beings, and with nature. Islam seems to be according to Malik Fadjar placing humans as a decisive component in the system of life of this world (Fadjar, 1999).

For that, Malik Fadjar hopes that humanistic education can restore the human heart in its original place, by returning human beings to their *fitrah* as well as creatures, *khayr al-ummah*. The human that is produced by humanistic education is expected to think, feel and will, and act in accordance with the noble values of humanity that can replace individualistic, egoistic, egocentric, with compassion toward fellow human beings, the nature of wanting to give and receive, the nature of mutual help, the nature of looking for similarity, and so forth. Because Islam upholds human dignity and facilitates the fulfillment of various needs to maintain and perfect its existence as a creature of God. Therefore, Islamic education needs to be developed through "theocentric humanistic paradigm" which is viewed from the basic principles of Islam.

In his book entitled *Pendidikan Islam: Paparan Normatif, Filosofis dan Politis* (Islamic Education: Normative, Philosophical and Political Expositions), Malik Fadjar explains that the institutions of Islamic education have, at least, three meanings: *First*, educational institutions whose founding and organizing are driven by the desire to treat Islamic values that are reflected in the name the educational institution and the activities held. In this sense, Islam is seen as a source of value that must be realized in the life of educational institutions concerned. *Second*, educational institutions that pay attention to and carry out the study of Islam which is reflected in the study program as a science and necessary like other sciences that become the study program of Islamic education institutions concerned. *Third*, it contains both of the above meanings, in the sense that the institution treats Islam as a source of value for attitudes and behaviors that must be reflected in its conduct as well as the field of study as reflected in its study programs (Fadjar, 1993: 4).

In this context, Malik Fadjar proposed the need to develop an emancipatory and democratic Islamic education. Emancipatory, as James Hastings wrote in his *Encyclopedia of Religion and Ethic*, means a liberation from intellectual freezing, poverty, individuality, power, and class. In other words, emancipatory is a joint movement liberating tyranny

(oppression), the nature of individualism, and arrogance in the effort to realize equality in various aspects of community life.

An emancipatory education according to Malik Fadjar is an educational conception that "combines theocentric, anthropocentric and cosmocentric" education to liberate people from certain hegemonies on the basis of monotheism as the dogma of the revolution. In the liberating educational format, there is a discretion in the students' creative thinking to be able to criticize the social reality with the purity of thinking of each individual. Democratic-liberating education, for Malik Fadjar, must be kept civility in the midst of a multicultural nation's life (Azra, 2009: 231).

The educational thought of Malik Fadjar on democratic-emancipatory education is the effect of Paulo Freire's educational thinking which says, "where education is one of the efforts to restore human beings to be protected from various forms of oppression, ignorance, and backwardness. Therefore humans as the center of education, then humans must make education as a means of liberation to deliver human beings into dignity" (Yunus, 2005). Education is a basic need and one of human rights. In a broader sense, education aims to give human freedom in survival. Education in such a level trying to form a human figure that can contribute to the human to achieve the essence of life, in accordance with the transfer of knowledge they experienced. In other words, education should be free from the deliberate bending or drowning of facts, as all education contains a great deal of "planting" in the direction of human consciousness. For a vibrant society, demolition of consciousness is crucial to building a new world. Education is actually a lifelong process and is manifested on the basis of broad goals.

From the above description, the important thing that can be underlined is the spirit and great vision of A. Malik Fadjar to restore education to the soul of his origin, namely as a process of humanizing human. And to be able to make it happen, he suggested the need to review and redefine the view of human being who has been used as the subject of students. Humans must be seen as free beings who have plurality in various dimensions. In this context, Malik Fadjar stated that it is necessary to make the concept of monotheism as a paradigmatic reference. Through such a vision and paradigm, Malik Fadjar hopes that Islamic education in producing plenary human beings is based on the concept of monotheism and leads to the integration of science between science and technology, soul and body, worldly and *ukhrawi* which will ultimately create the best people.

Component Analysis of Islamic Humanistic Education

The humanistic vision and paradigm carried by Malik Fadjar, as described above, is also reflected in the analysis of the education component as the embodiment of its praxis. In the context of education, the component means parts of the educational process system, which determines whether or not the success or absence of the educational process. It can even be said that for the duration of the educational work process the existence of these components is required (Syafudin and Makmun, 2005: 51). The combination of harmony and balance and the interaction of essential elements of education, on its operation is seen as a very determinant factor of educational success. Among the components of Islamic humanist education are the thoughts of Malik Fadjar consists of, teacher, student, learning methods, educational environment, and curriculum, as will be discussed next.

Teacher

Malik Fadjar emphasized the importance of educators/teachers in producing a humanistic education. In line with the general view in humanistic education, the teacher's role is to do everything to help students build their self-concept continuously. Its means that teachers engage students in the learning process so that they have successful experiences, feel accepted, liked, respected, admired, and so on. This means that the teachers should treat everyone as an individual with his particular needs (Amin, et.al., 1979).

The role and responsibilities of teachers and educational leaders according to Malik Fadjar are similar to the leaders of the nation, as well as government officials. Their tasks and responsibilities are not limited to routine and practical work, but more than that are: a) translating the values, norms, and educational content demanded by the people and nations that are constantly moving dynamically; b) to elaborate the meaning and content of education as a praxis of nation-building in accordance with the progress of science and technology as well as ongoing developments and changes; and c) explore alternative models and types of education that are environmentally, economically, socially, and culturally sound (Fadjar, 2005).

As an educator, the figure of Malik Fadjar also exemplifies in a humanistic model of teaching and learning. For example as the author feels directly as a student of A. Malik Fadjar. In the process of learning to teach it, Malik Fadjar looks to give very good attention to students in the classroom. For example: He often prepares his own articles that have to do with course material and asks his assistant to share the article with students. Then he asked students to read and review the article, then he asked the student's opinion about what the contents of the article. It gives students freedom in responding and analyzing the article

democratically. Other examples in certain circumstances, Malik Fadjar did not hesitate to greet and ask about how are your lectures and so forth. This kind of thing becomes a bidder for students when he is thirsty, when they are having trouble breaking their own problems including myself and this is a new spirit.

Student

In the context of humanistic education, students are placed as centers in learning activities. Students become actors in interpreting their own learning experience. Thus, they are expected to find their potential and develop the potential to the fullest. Students are free to express themselves in ways of learning. They become active and not just receive the information conveyed by the teacher. Therefore, the purpose of teaching should be important for the participants. Not enough explanation of purpose only in the brains of students, or students know its success in achieving that goal, but it should be important that goal.

Therefore, Malik Fadjar sees that the provision of a vast space of creativity in students is a very urgent thing. Meeting education and students' creativity is a necessity. Both (education and creativity) are cause effects. The basic framework of thought is; (a) that education can be a powerful medium for fostering the ability of students to respond creatively to the things that surround their lives; and (b) that education can not be a powerful vehicle for fostering the ability of students to respond creatively to the things that surround their lives.

Furthermore, Malik Fadjar argues that paedagogical libraries and empirical facts clearly illustrate that almost every student has creative potentials. These creative potentials are not only specially related to fine arts, but concerning all aspects of life. Humans have a creative potential in responding to biotic issues that surround it, as well as social, economic, political, historical, technological, scientific, even religious-related aspects. On the other hand, bibliography and empirical facts also explain that the real manifestation of the ability to respond creatively is processed. Here the real contribution of educational systems and activities as a vehicle for creativity growth.

Learning Method

Humanistic education enlarges the role of relationships (personal relations) between teachers and students. The keyword in humanistic education is the extent to which the teacher understands, approaches, and develops pupils as individuals who possess the potential of the caliphate and its unique potential as God's creatures designed as *aḥsanu taqwīm*. To

that end, Malik Fadjar argued the need to eliminate indoctrinative and monological learning and uniform treatment of the students. In learning, said Malik Fadjar, teachers must recognize the independence and individualistic nature of the students, because in that way, independence in thinking and acting will grow. And the achievement that prioritizes the target formalities should be changed with an attitude that prioritizes the improvement of learning capacity of students (Fadjar, 2003).

In the humanistic perspective, the learning approach sees humans as free and independent subjects to determine the direction of their lives. Every man assumes full responsibility for his own life as well as over the lives of others. A more appropriate approach used in humanistic learning is the dialogical, reflective, and expressive approach. The dialogical approach invites learners to think together critically and creatively. Teachers do not act as teachers but facilitators and dialogue partners; reflective approaches invite students to dialogue with themselves; while the expressive approach invites students to express themselves with all its potential (self-realization and self-actualization). All parties perceive and feel that the existence and gait of teachers and educational leaders everywhere are and from time to time, is the key to the implementation of various forms and types of activities of formal and nonformal education activities that grow and develop in society (base community). In fact, it can be said that they are the most aware and felt how heavy the mission and responsibilities are carried and must be implemented in order to educate and advance the students to become citizens of advanced nation (modern) and civilized (Fadjar, 2005: 104).

Educational Environment

According to Malik Fadjar, education (humanization) is always related to each other, which is of course done in stages, and sustainable. Indeed it also cannot be separated from the influences that surround it. Because education is an effort, in providing the solid groundwork the situation is now a tug-of-war. A tug of many factors that influence it, very complex, multi-dimensional. It is also not free from the influences that surround it because education is moving in the midst of a very vast life, whether in the household, at school, in the midst of the wider community (known as the three education center) both formal or informal education. Therefore it must be done comprehensively. As a process, education is done in stages, and sustainable. The education plays a major role in the process of humanization and the results cannot be seen in the near future (Fadjar, 2016).

From what Malik Fadjar narrated in which education is moving widely, it seems clearly that education understood and developed by Malik Fadjar is education in a broad sense, and takes place dynamically. Many factors that affect it and very complex (multi dimension).

When viewed from the definition of education is vast. Education is life, education is all kinds of learning experiences, which take place in all environments and throughout life. Education is any life situation that affects individual growth.

Curriculum

Malik Fadjar carries a curriculum known as an integrated curriculum, a curriculum that eliminates boundaries between subjects and presents lesson material in a unit or whole form. With lessons that present facts that are inseparable from one another are expected to form an integral student character, aligned with the surrounding life. The implementation of this curriculum is based on student centered learning, live centered (directly related to aspects of life) faced with problem-posing situations, promoting social development, and planned together between teachers and students (Dawam and Taarifin, 2005: 59).

For A. Malik Fadjar, the curriculum should be arranged and otonomized so that the praxis is more marketable, not the "coin" (scales of science not based on scientific studies) as it is in the Faculty of Tarbiyah, which is the subject of jurisprudence of tarbiyah, tafsir tarbiyah, hadith tarbiyah, and others. Such a curriculum is like a "grocery store" that sells all brand products that are far from academic foundations (Fadjar, 2005: 22).

Malik Fadjar likens the curriculum as a menu or a series of available meals and drinks that can be served. As a menu, the curriculum must be nutritious and served fresh. Therefore, curriculum improvements and reforms must also be continuously conducted on a regular and consistent basis, not just seasonally and merely to satisfy the taste buds so impressive if changing ministers or officials, the curriculum is also replaced. In addition to compelling nutritious duties, curriculum improvement and renewal must also consider the values of wholeness within its scientific framework. The tendency that leads to the constriction experienced during this time needs to be fixed again. The burden of the curriculum should not be measured based on the density of study hours as it has been so far but in practice its content is poor and its relevance (Fadjar, 1998: 153).

Conclusions

The thought of Islamic education by Malik Fadjar departs from the belief that the essence of education lies in the process of humanizing human with the concept of monotheism that leads to the integration of science that is science (*zikir*) and technology (*fikir*) as a paradigmatic reference. The spirit and great vision of A. Malik Fadjar is to restore education to his original soul. The explanation of humanity in the Qur'an becomes the

theological basis for Malik Fadjar on how man should be understood, treated, and developed in his potential. To be able to make it happen, he argued the need to review and redefine the view of the human who has been used as the subject of students. Human must be seen as a free being who has a plurality in various dimensions. Here is the function of democratic-emancipatory education, which for Malik Fadjar must remain civility in the midst of a multicultural nation's life. Through such a vision and paradigm, Malik Fadjar hopes that Islamic education in producing plenary human beings is based on the concept of monotheism and leads to the integration of science between science and technology, soul and body, worldly and *ukhrawi* which will ultimately create the best people. Thus, it can be said that the style of educational thinking of Malik Fadjar is humanistic-religious.

Reference

- Amin, Moh. dkk., *Humanistic Education*. Bandung: Departemen Pendidikan dan Kebudayaan Dirjen Pendidikan Tinggi, 1979.
- Azra, Azyumardi. "Pendidikan Indonesia di Era Globalisasi dan Otonomi: Refleksi dan Pemikiran Prof. A. Malik Fadjar", dalam *70 tahun. Prof. A. Malik Fadjar*. ed. Agus Budi Wahyudi, dkk. Surakarta: Universitas Muhammadiyah Surakarta, 2009.
- Combs, A. W. *Educational Accountability: Beyond Behavioral Objectives*. Washington, D.C.: Association for Supervision and Curriculum Development, 1972.
- Dawam, Ainurrofiq dan Ahmad Taarifin. *Manajemen Madrasah Berbasis Pesantren*. Lista Fariska, 2005.
- Fadjar, A. Malik dan Muhadjir Effendy, *Dunia Perguruan Tinggi dan Kemahasiswaan*. Malang: Pusat Penerbitan Universitas Muhammadiyah Malang, 2002.
- , "Pendidikan Sebagai Praksis Humanisasi: Aspek Kemanusiaan sebagai Basis Pembaharuan Paradigma Pendidikan Islam", dalam *Reformasi Pendidikan Muhammadiyah Suatu Keniscayaan*, ed. Winarno Surakhmad, dkk. Yogyakarta: Pustaka Suara Muhammadiyah, 2003.
- , "Profesionalisme dan Networking: Upaya Revitalisasi Pendidikan Muhammadiyah", dalam *Mencari Format Baru Pengembangan Perguruan Tinggi Muhammadiyah*, ed. Said Tuhuleley dan M. Afnan. Jakarta: Majelis Diktilitbang PP. Muhammadiyah, 2003.
- , disampaikan sebagai *Keynote Address* dalam "*Seminar on Islam and The Challenges of Global Education in the New Millenium*", yang diselenggarakan oleh the IIUM Alumni Chapter of Indonesia di Pekan Baru tanggal 26 Januari 2003.
- , et.al. *Platform Reformasi Pendidikan dan Pengembangan Sumber Daya Manusia*. Jakarta: Direktorat Jenderal Pembinaan Kelembagaan Agama Islam Departemen

- Agama RI, 1999.
- , *Holistika Pemikiran Pendidikan*. Jakarta: PT. RajaGrafindo Persada, 2005.
- , *isi Pembaruan Pendidikan Islam*. Jakarta: LP3NI, 1998.
- , *Pendidikan Agama, Kebudayaan dan Perdamaian*.
- , *Pendidikan Islam: Paparan Normatif, Filosofis dan Politis*. Malang: UMM Press, 1993.
- , *Pergumulan Pendidikan Tinggi Islam*. Malang: UMM Press, 2005.
- , *Posisi dan Prospek Madrasah dalam Kerangka Otonomi Daerah*, Makalah khusus untuk Seminar Nasional; FITK, Jurusan KI dan MP, UIN Syarif Hidayatullah Jakarta, 30 Mei 2007.
- , *Reorientasi Pendidikan Islam*. Jakarta, Fajar Dunia, 1999.
- , *Tinta Yang Tidak Pernah Habis*. Jakarta: INTI, 2008.
- Freire, Paulo. *Pedagogy of the Oppressed*. 30th anniversary edition. New York: The Continuum International Publishing Group Inc, 2005.
- Idris, Muh. *Visi dan Praksis A. Malik Fajjar dalam Peneembangan Pendidikan Islam*. Disertasi Sekolah Pascasarjana UIN Syahid Jakarta, 2008.
- Knight, George R. *Issues and Alternatives in Educational Philosophy*. Michigan: Andrews University Press, 1982.
- Lamont, Corlis. *The Philosophy of Humanism*, cet. 8. New York: Humanist Press, 1997.
- Mudyahardjo, Redja. *Pengantar Pendidikan: Sebuah Studi Awal Tentang Dasar-dasar Pendidikan Pada Umumnya dan Pendidikan di Indonesia*. Jakarta: PT RajaGrafindo Persada.
- Mulkhan, Abdul Munir. *Nalar Spiritual Pendidikan: Solusi Problem Filosofis Pendidikan Islam*. Yogyakarta: Tiara Wacana, 2002.
- Norman, Richard. *On Humanism: Thinking in Action*. London: Routledge, 2004.
- Nuryatno, M. Agus. *Mazhab Pendidikan Kritis: Menyingkap Relasi Pengetahuan Politik dan Kekuasaan*. Yogyakarta: Resist Book, 2008.
- Patterson, C. H. "Insights about Persons: Psychological Foundations of Humanistic and Affective Education," in *Feeling, Valuing, and the Art of Growing: Insights into the Affective*, ed. Louise M. Berman and Jessie A. Roderick. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.
- , "What Has Happened to Humanistic Education?", *Michigan Journal of Counseling and Development* XVIII, no. 1 (1987): 8-10.
- Rampal, Anita. "Education for Human Development in South Asia", *Economic and Political Weekly* 35, 30 (2000): 2623-2631.
- Rogers, Carl R. *On Becoming a Person*. Boston: Houghton Mifflin Company, 1961.
- Saefuddin, A. M. *Deskularisasi Pemikiran; Landasan Islamisasi*. Bandung: Mizan, 1987.

- Suwito. *Filsafat Pendidikan Akhlak Ibnu Miskawaih: Kajian Atas Asumsi Dasar, Paradigma dan Kerangkam Teori Ilmu Pengetahuan, Kemanusiaan*. Yogyakarta: LP3M Universitas Muhammadiyah Yogyakarta, 2003.
- Syaefudin, Udin dan Abin Syamsudin Makmun, *Perencanaan Pendidikan*. Bandung: Remaja Rosdakarya, 2005.
- Thornell, John G. "Reconciling Humanistic and Basic Education", *The Clearing House* 53, no. 1 (1979): 23-24.
- Tilaar, H.A.R. *Pendidikan Pasca Amandemen: Refleksi Kritis atas Nasib Bangsa*. Jakarta: Gramedia Pustaka Utama, 2006.
- Tim Redaksi Kamus Bahasa Indonesia. *Kamus Bahasa Indonesia*. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional, 2008.
- Willers, Jack Conrad. "Humanistic Education: Concepts, Criteria and Criticism", *Peabody Journal of Education* 53, no. 1 (1975): 39-44.
- Yunus, Firdaus M. *Pendidikan Berbasis Realitas Sosial*, cet. 2. Yogyakarta: Logung Pustaka, 2005.
- Zagorin, Perez. "On Humanism Past & Present", *Daedalus* 132, no. 4 (2003): 87-92.

Interviews:

1. Interview with Malik Fadjar at Sekolah Pascasarjana UIN Syahid Jakarta, April 25th 2016.
2. Interview with Malik Fadjar at Sekolah Pascasarjana UIN Syahid Jakarta, April 5th 2016.
3. Interview with Malik Fadjar at Sekolah Pascasarjana UIN Syahid Jakarta, Mei 17th 2016.

THE ANALYSIS NOISE LEVEL REDUCTION FOR PORTABLE GENERATOR USING ENCLOSURE ACOUSTIC

Zulkarnain, Solicha, Wawan Darwan, Indah Novianty
Jurusan Teknik Mesin Fakultas Teknik Universitas Sriwijaya
e-mail: zulkarnain@ft.unsri.ac.id

Abstract. This research aims to design an acoustic enclosure combined with coconut fiber to reduce the level of external noise generated by the portable generator. The study conducted with measuring the noise level in the generator before and after installing acoustic enclosure. The experiment has done with measuring the noise level of the generator before and after pairing the enclosure. Measurement of noise level has done according to ISO standard. Measurements are made five times in each point, the data shown is the average value of the measurement results. Then noise level data is displayed in table form and noise contour. Enclosure made using steel plates with a thickness of 3 mm and coconut coir fiber sheet of thickness of 35 mm. The results show that noise levels after installing with enclosure acoustic less than 70 dB. The noise level of the portable generator was 91.20 dB before covering with acoustic enclosure. Experimental results show that the use of enclosures combined with coconut fiber can lower the noise level of the portable generator. The use of coconut fiber in the acoustic enclosure is expected to replace the use of industrial acoustic materials. So, the public can make a cheaper acoustic enclosure.

Introduction

Noise is sound sources that disturbing sense of human hearing. The noise level is a measure of how high and low degree of noise expressed in decibels (dB). The high-level noise sources can cause an impact on environmental, people mental health and physical. Noise source with 8 hours/day exposure and pressure intensity level 85 dB can cause people an impact in the health conditions. Therefore, it is necessary to control the level of noise that generated by the portable generator. There were several methods to control the level noise. Controlling the level of noise can be doing at the source of a noise. It is something a primary concern to reduce noise at its source. Whenever possible, technologies should be used. Secondly, the controlling noise can be held at transmission path. This method can be carried out by designing an acoustic barrier, wall insulation as well as cutting off the vibration through the installation using vibration absorber. Third, the noise control carried out on the receiver. This method has a purpose to prevent the listener exposed the noise with high intensity and longer periods of time.

A portable generator is a small-scale electricity supply plant that is currently available at the market. It is widely used especially in the situation of the abrupt electric outage. This type of generator is also widely used by official/residential buildings. Especially people on the rural community have not been electrified from government's company. In their operation, generally, portable generators emit noises loudly. The components of the portable generator set such as the diesel engine, and engine exhaust, would arise as main noise sources in buildings and surrounding environment. In this paper, an acoustic enclosure for portable generator was designed to reduce the noise level below sound pressure level (SPL) of 80 dB from the high level exceeding 90 dB. Enclosure is designed using an absorbent material made from natural fibers. Natural fibers combined with steel plates and heat-resistant foam which sold in the market.

Noise Absorber Material

Indonesia is an agricultural country where the majority of people still rely on life in agriculture. Coconut fiber is one of the byproducts of agriculture. Most of the coconut fiber has used as a filler material mattress; the material has made as a breakwater and a rope. These coconut fibers can have used as acoustic materials. Several studies have been carried out for this purpose (Rozli, 2010 & 2011, Firmansyah, 2013, Zulkarnain, 2011). However, these studies were basic development research in the manufacture of acoustic material using coconut fibers. Many of the researchers conducted research on the acoustic properties of other natural fibers such as rice husks, palm fiber, tea leaves, and others (Rozli, 2010 & 2011, Firmansyah, 2013). These study results showed that this natural fiber has the absorption coefficient value good at high frequencies. To improve their noise absorption in the low frequency, usually natural fibers were combined with perforated plates or industrial absorbent material which is generally expensive (Asdrubali, 2007, Baranek, 1992).

This study aims to apply coconut fiber that has been known their acoustic characteristics from the earlier study. The decrease noise level on the portable generator is carried out by making the acoustic enclosure. Acoustic enclosure panel have made with a combination of steel plate, coir fiber, and foam heat insulation. Acoustic enclosure design expected to reduce noise by about 30 dB.

Acoustic Enclosure

The primary objective of any noise control project is to identify the main sources of noise on the portable generator. The key reduction in noise can achieve by reducing the noise

generated from the noise sources. The noise of vehicles and machines mainly generated by their motor generator which is usually an engine. One of the standing out contributor is the noise emitted by the engine surfaces. There are several methods to define the main noise radiating of the engine surfaces (Tandon, 1998).

One of the initial procedures in controlling noise is to determine the type barrier or panel (Cho, 2018). It aimed at reducing noise transmitted out optimally. In the design of acoustic panel, one should be able to calculate the value of transmission loss of a wall or barrier at a predetermined frequency range. Enclosure panels usually composed of two or more solid layers often used as partitions and other acoustic structures. The transmission loss for Region II, the mass-controlled region, may determine from the equation.

$$TL = 10 \log \left[1 + \frac{\pi f M_s}{\rho_0 c} \right] \quad (1)$$

Where M_s the specific mass for the layered panel is given by the following Equation.

$$M_s = \rho_1 h_1 + \rho_2 h_2 \quad (2)$$

The layers bonded at the interface with no air space, and then the composite panel bends about an overall neutral axis. The critical or wave coincidence frequency for the layered panel may be find from the following equation.

$$\chi = \frac{E_1 h_1^2 - E_2 h_2^2}{2(E_1 h_1 + E_2 h_2)} \quad (3)$$

$$f_c = \frac{c^2}{2\pi} \left(\frac{M_s}{B} \right)^{\frac{1}{2}} \quad (4)$$

The quantity c is the speed of sound in the air around the panel, and B is the flexural rigidity of the panel, given by the equation 5. The transmission loss for a layered panel may determined from equation I with the overall damping coefficient calculated from the following equation 6 (Barron, 2001).

$$B = \frac{E_1 h_1^3}{12(1-\sigma_1^2)} [1 + 3(1 - 2\chi/h_1)^2] + \frac{E_2 h_2^3}{12(1-\sigma_2^2)} [1 + 3(1 - 2\chi/h_2)^2] \quad (5)$$

$$\eta = \frac{(\eta_1 E_1 h_1 + \eta_2 E_2 h_2)(h_1 + h_2)^2}{E_1 h_1^3 [1 + 3(1 - 2\chi/h_1)^2] + E_2 h_2^3 [1 + 3(1 - 2\chi/h_2)^2]}$$

(6)

$$TL = TL_n(f_c) + 10 \log \eta + 33.22 \log(f/f_c) - 5.7$$

(7)

Acoustic enclosure is a structure that covers the source of noise usually machine that aims to protect the environment from exposure to noise. Based on size, the acoustic enclosure can divide into two kinds of small and large enclosure. Acoustic enclosure called a small if the dimension of the wavelength of bending and acoustical wavelength is greater than the largest size of the panel and enclosure volume. Acoustic resonance does not occur in the interior volume of the enclosure (Barron, 2001).

Inside the enclosure a reverberant sound field is produced in addition to the noise from the source. Reducing the acoustic resonances, the absorbing material can be used on the panel of the enclosure. Absorbing material has three advantages on enclosure panels. First, it can suppress the amplitude of the standing waves on enclosure. Second, it can increase the frequency of all standing waves resonances and lastly, it can widen the standing waves. The layer of sound absorbing material should be about half the thickness of the air space to damp out the resonance considerably. In the proposed enclosure the gap between engine surface and enclosure varied from 15 cm at various points (Munjaj, 2013). A uniform layer of coconut fiber sheet with thickness 35 mm applied to the inside panel of the enclosure. The absorption coefficient of coconut fiber varies from 0.28 to 0.85 in the frequency range of 63 Hz – 4000 Hz (Zulkarnain, 2011).

Measuring performance for all types of acoustic enclosure used insertion loss values. The operational definition of insertion loss illustrated in the following figure. Figure I demonstrates setup the measurement of insertion loss values that are outside the engine room based on the measurement of Sound Pressure Level (*SPL*) formulated as follows.

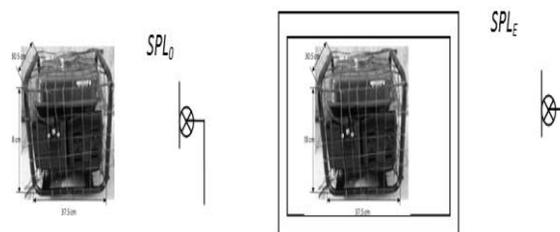


Figure I. Measurement setup to calculate the value of Insertion Loss

$$IL_P = SPL_0 - SPL_E \quad \text{dB} \quad (10)$$

SPL_0 where the average value of the measured sound pressure level around the location of the machine, SPL_E is the value of the pressure level engine covered acoustic enclosure. SPL value measurement can do at surrounding the sound source. Distance measurement must meet at least three times the size of the largest dimension of the enclosure. Analysis can also be performed using the following formula (Baranek, 1992).

Method

Portable generators used to produce electricity power of 700 watts. Measurement pressure level (SPL) conducted three times. To measure the noise level is done by measuring the generator has not been operated and after the generator be operated. Time consume for collecting data about 1 minute. The noise levels recorded to represents the difference between the noise level before and after the generator on operating. Designing acoustic enclosure has to be made based on the standard ISO 15 667: 2000E.

Figure 2 illustrates the arrangement of the acoustic enclosure panel and the acoustic panel TL value is calculated using equation I-7. The steel plates were for the outermost layer, and then combined with coconut fiber that it made into sheets and in the deepest part of the acoustic panel used the heat-retaining foam. Figure 2(a) describes the composition of the panel enclosure. The steel plate is used having a thickness of 3 mm and coconut fiber sheet having the thickness of 35 mm. The TL value of the acoustic panel can be seen in Figure 2(b), the value of TL is calculated by analytical equation.

Figure 3 (a) gives the dimensional dimension of the generator, while the enclosure size created is shown in Fig. 3 (b). Generator has length 37.5 cm, width 30.5 cm and height 28 cm. The acoustic enclosure size 80 cm x 60 cm x 60 cm. Noise level was measurement using Sound Level Meter SLM-814 and a calibrator. To deliver results accurately, generator and enclosure divided by into 5 sections, namely the measurement of the top, front, rear, left and right. For the illustration see figure 4(a) and 4(b). Figure 4 (a) is the measurement points before the generator is covered with the enclosure while the 4 (b) image is the measurement point of the generator covered with the enclosure.

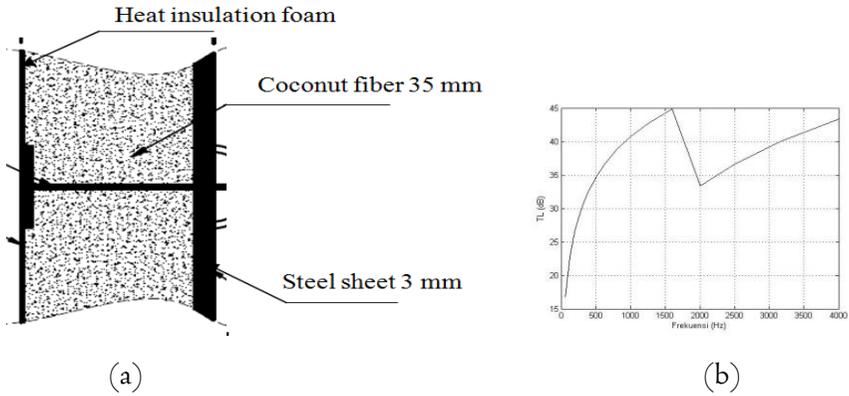


Figure 2. (a) composition of panel enclosure acoustic (b) TL for acoustic panel

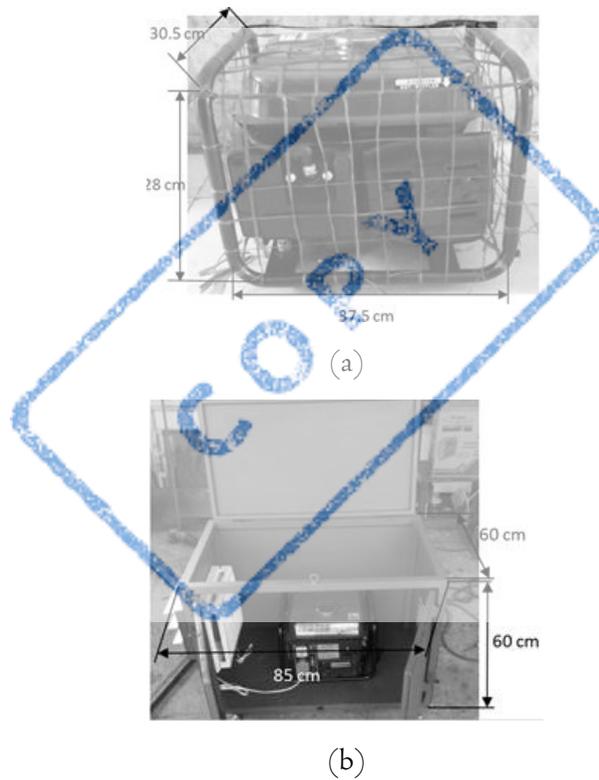


Figure 3. dimensions of (a) Portable generator (b) with enclosure

Results and Discussion

Measurement of noise levels on portable generator both before and after covering of the enclosure done at each measurement point. The data presented in Table 1 and 2 is the

average data of the noise levels. Table I is the value of the noise level at the rear of the generator which in this part is the most dominant noise contributor. Because in this section has the engine of the portable generator engine and the exhaust. In this section, the noise level is in the range of values between 93.3 dB – 97.7 dB. Furthermore, the level noise data at table I presented into noise level contour as can be seen in can be seen in Figure 5 (a) that the noise level contour image generator before mounted enclosure. Figure 5 (b) noise level contour that shows a decrease in the noise level after covering the enclosure.

Table I. The level noise portable generator without enclosure acoustic

NO	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6	Point 7	Point 8	Point 9
Point 1	93.3	93.8	94.5	96.0	96.3	95.9	97.7	96.5	95.7
Point 2	95.7	95.1	96.3	96.8	96.3	96.6	95.8	96.4	96.1
Point 3	94.8	95.4	96.5	95.8	96.7	95.9	96.6	95.5	95.9
Point 4	93.6	92.2	94.3	93.7	94.5	95.5	95.9	95.8	95.1
Point 5	93.6	93.1	92.5	95.5	94.9	95.7	95.8	95.2	95.1

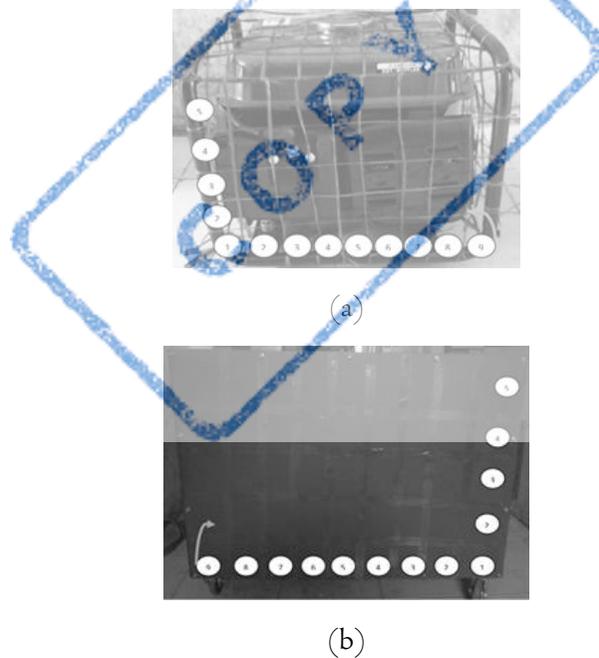


Figure 4. Noise level measurements point (a) portable generator (b) with enclosure

Table 2. The level noise portable generator with enclosure acoustic

NO	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6	Point 7	Point 8	Point 9
Point 1	63.4	63.2	63.9	64.0	64.4	64.2	64.3	64.1	63.9
Point 2	63.2	62.8	63.0	63.2	63.8	64.3	63.1	63.2	63.2
Point 3	62.9	62.9	63.2	63.5	64.4	64.1	63.6	63.1	62.8
Point 4	63.0	63.2	62.7	62.8	62.9	63.1	63.8	62.2	62.3
Point 5	62.0	61.6	61.1	61.5	61.7	61.6	61.3	61.4	61.6

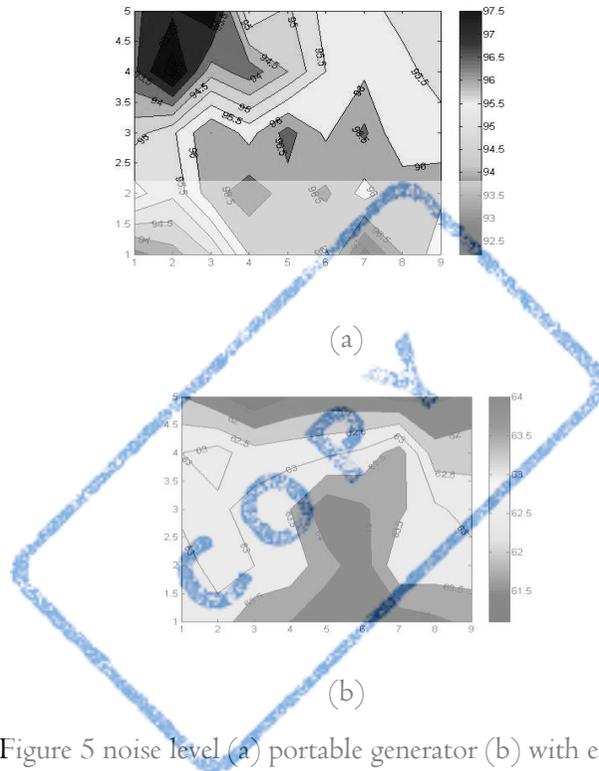


Figure 5 noise level (a) portable generator (b) with enclosure

The noise level of the portable generator on the rear side without enclosure exceed 93.3 dB, while the maximum value of 97.7 dB noise caused by the exhaust manifold of portable generators. The noise level of the portable generator on the rear side after covering with enclosure was approaching 62.20 dB. Figure 6 provides a comparison of noise level reduction that occurred generator has been fitting with enclosure. Calculations using equation 7-15 shows the error values are quite small. But on the left, an error value reduction of noise levels showed considerable value. This is occur because exist the passage of air duct at this point.

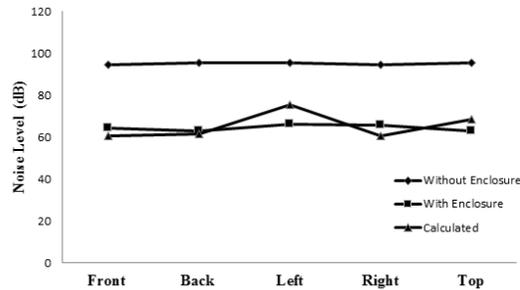


Figure 6. Noise level at the portable generator set with and without enclosure compare with simulation.

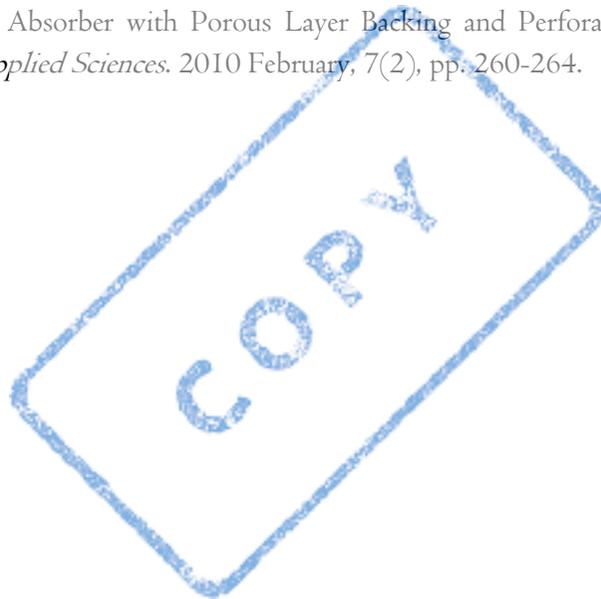
Conclusions

Using of coconut fiber as alternative materials to substitute industrial absorbent materials in the acoustic enclosure show significant results in a reduction of noise level of the portable generator set. Before covering with enclosure acoustic, the noise level on a portable generator can exceed average to 97.7 dB. After the portable generator in covers enclosure acoustics, the average value of the noise level that about to 62.20 dB. From the results of this test has been able to decrease the noise level of 35.50 dB. However, the uses of coconut fiber still provide a sizeable obstacle. The first coconut coir has flammable properties and can easily be damaged by climate. Therefore, for further research needs careful observation of the increasing temperature in the enclosure. It is also necessary to research to improve the resistance to fire of coconut husks and climate.

References

- Asdrubali, F. *Proceedings 19th International Congress On Acoustics, Italy*, 2007, pp 234-243
- Baranek L. L and Ver I. L. *Noise and Vibration Control Engineering*. J. Wiley. New York. 1992.
- Barron Randall.F. *Industrial noise control and acoustics*. Marcel Dekker, Inc. New York, 2001.
- Cho, W.-H., Ih, J.-G, Katsumata, T., Toi, T. Best practice for positioning sound absorbers

- at room surface. *Applied Acoustics*. 2018. 129, pp 306-315.
- Firmansyah Burlian, Zulkarnain. Analisis Karakteristik Multi-Layer Panel Akustik Berbahan Dasar Serat Sabut Kelapa. *Jurnal Rekayasa Sriwijaya*. 2013 March, 21(2). pp. 10-15.
- Munjal ML. Noise and vibration control. World Scientific Co. Pte. Ltd, Singapore:2013
- Tandon N, Nakra BC, Ubhe DR and Killa NK. Noise control of engine driven portable generator set. *Applied Acoustics*. 1998, 55(4), pp. 307-328.
- Rozli Zulkifli, Zulkarnain, Mohd Jailani Mohd Nor, Shahrum Abdullah. Perforated Plate Backing With Coconut Coir Fiber As Sound Absorber For Low and Mid Frequencies. *Key Engineering Materials*. 2011 January, 462-463. pp. 1284-1289.
- Rozli Zulkifli, Zulkarnain, Mohd Jailani Mohd Nor. Noise Control Using Coconut Coir Fiber Sound Absorber with Porous Layer Backing and Perforated Panel. *American Journal of Applied Sciences*. 2010 February, 7(2), pp. 260-264.



HUMAN RESOURCE DEVELOPMENT IN PESANTREN PROSPECTS AND CHALLENGES

Djameluddin Perawironegoro

UIN Maulana Malik Ibrahim, Jl. Ir. Soekarno No.I, Batu City, Indonesia

e-mail: djperawironegoro85@gmail.com

Abstract. The purpose of writing this article is to reveal the need for human resource development activities at Pesantren. It also shows the extent to which human resource development activities have been carried out to meet the demand for continuity of human regeneration on Pesantren tradition. Pesantren managers have been aware the needed these things and take some action to develop the expected human resources. This paper aims to describe the theory of human resource development and the efforts of Pesantren managers for developing their human resources. Also to identify the challenges faced in improving their ability, through human resource management approach. In conclusion, Pesantren has conducted human resource development activities, but with very limited. It takes the pattern of development of human resources in a structured and well-planned, due to the challenges faced by Pesantren in demonstrating its relevance to modern society, they are; democratization, the development of science and technology, globalization, the rising of middle-class Muslim, and Islamization of knowledge enclosure.

Introduction

Pesantren is the oldest Islamic educational institution that is vulnerable to decline. The decline was caused by various factors. Dhofier (2011) mentioned that most Pesantrens grew up, developed, and came from reciting group, and there were many large Pesantren who eventually declined and left their remains in the form of it due to the lack of leadership after a well-known Kyai passed away without successor who has the ability both in Islamic knowledge and organizational leadership (p. 59).

Mastuhu (1994) reveals the negative side of the Pesantren education system, is an uncritical view which states that what is Kiai, *Ustadz*, and religious books taught is accepted as unquestioned truth. Absolute adherence to teachers and collective life (dormitory) to inhibit the development of individuality and inhibit the emergence of critical thinking (p. 162). Nasir (2005) clarifies that absolute truth and obedience to the Kyai (teacher) so that *Santri* does not dare to argue (deny) the decision of the Kyai. (p. 332) The blasphemous nature of the cult gives effect on the self-development of Pesantren boarders. It could be that the managers feel right on their own and that apart from it is a mistake.

Such conditions indicate the capacity that must be owned board members consisting of the ability to mastering the depth of Islamic religious sciences, and managerial skills as unit leaders in the Pesantren. Furthermore, the condition of *Santri* with uncritical and tends to accept any command and prohibition from the teachers and Pesantren board. Both are require awareness of Pesantren boarders to improve their skills and ability - teachers and students – an active participant in managing Pesantren.

With these weaknesses, Pesantren also has some strength that would be able to improve the ability of teachers and students. It is named a boarding school system, which requires teachers and students to stay together in a Pesantren environment. This condition gives an opportunity for Pesantren managers to tell the direction, advice, training, and development as needed anytime. While the adaptive culture of Pesantren towards change and development, and also the *Kyai* centric leadership model both are tools to develop the management system in Pesantren.

Several scholars said about the urgent thing on human resource development. Ullah and Yasmin (2013) on his study conclude that human resource practice has link to internal satisfaction and organizational effectiveness (p.1-28). Shaheen, Naqvi, and Atif Khan (2013) on his study also conclude that there is a positive association between training and organization performance (p. 490-503). Than Olaniyan and Ojo (2008) base on his study conclude that training and development are required for staff to enable them work towards taking the organization to its expected destination (p. 326-331).

Pesantren as an organization need to achieve their goal. For this purpose they need to train and develop the leaders and managers to do better for their members. Then the question is how do the managers of boarding schools do for human resources development according to the board from students and teachers? And why this agenda is important to do? This paper was written to describe how the human resource development activities in Pesantren to be more effective.

Human Resource Development

Understanding Human Resource Development Definitions and Process

Human resource development is a part of human resource management. This activity has benefits for Pesantren as institution and Pesantren boarders. The benefits for pesantren are; 1) to improve the quality of pesantren service for the students; 2) increasing knowledge and awareness; 3) improve productivity and quality of work; 4) improve efficiency and reduce operating costs due to operational errors; and 5) increasing the development of

Pesantren. For Pesantren board the benefits obtained are; 1) assisting the administrators in resolving any possible problems that may arise; 2) increasing individual motivation and job satisfaction; 3) increase confidence and self-development of the board; 4) provide workers with information on how to develop leadership skills, communication, and individual attitudes; and 5) assist administrators to make better, faster, and efficient decisions (Hanggraeni, 2012)

The benefits given after conducting development activities of the board is an attraction for boarding schools to organize human resource development activities. It is expected by Pesantren managers. The gaps in the execution of Pesantren duties can be fulfilled using development program was held. Robbins and Judge (2007) reminded that competent employees don't remain competence forever skills deteriorate and can become obsolete, and new skills needed to be learned. (p. 548).

Bernardin and Russel (1993) define the development of human resources is refers to learning opportunities designed to help the employee grow, such opportunities do not have to be limited to improving employees performance on their current job (p. 297). Hanggraeni (2012) said human resource development is education that helps workers to carry out the work which will be adopt in the future (p. 98). Widagdo (1992) mentions development is to develop the workforce (employees) to the level of skills with the necessary training for appropriate achievement (p. 2)

The various definitions provide an understanding that the human resource development activities include educational activities, learning, and developing of employee knowledge whose goal is to improve the performance of employees after getting such a development program. Education meant as a process for obtaining new knowledge that is implemented in a highly structured and planned manner, in which can improve employee's knowledge and experience. Learning is intended by a process of gaining new knowledge in activities at the current time. While the development is an opportunity to implement the insight gained during educational and learning to achieve the goal planned.

Usman (2011) provides an overview of competency-based training steps through processes; 1) analyse training needs with inputs from macro and micro; 2) analyse organizational performance and staff competency; 3) determine the objectives and benefits of training whether personal, social, technical, and managerial; 4) determine the structure of the program, training materials, training methods, using learning media, time, and evaluation of the activity planning process; 5) using professional trainers and their readiness; 6) develop a training guide; 7) implementation of the training; 8) evaluation training programs from participants, trainers, and abuse during implementation; and 9) training implementation

report (p. 235). More simply Hanggraeni (2012) mentions the four steps of preparation of training and development programs they are needs analysis, preparation of training and development objectives, creating program content, and evaluation of training and development. (p. 99)

From these explanations, it seems clear that the human resource development activities that are important for the future organization, in this case, are Pesantren. With well-planned development activities will benefit for it and employees. The impact is effective Pesantren governance, which a provision in achieving short and long-term Pesantren goals.

Human Resource Development in Pesantren

Elements of human resource in the pesantren consist of four kinds; Kiai, *Ustadz*, *Santri* and employee (Mastuhu, 1994). Kiai is head of Pesantren who has an urgent role as a figure model and motivator for Pesantren society, with three competencies; high spiritual competence, a good mastery of religious sciences, and have a capability in managerial skills - Dhofier marked it as the most part element of an institution called Pesantren. *Ustadz* or teachers are the senior students who mastering several knowledge and also have good behavior, which according to the Kyai can replace him in conducting education and teaching with the guidance from him. *Santri* are students for some times assist the Kyai and *Ustadz* in maintaining jobs and activities for any agenda in Pesantren. While the employees are, some Pesantren residents as not Kiai, not *Ustadz*, and not *Santri*, but their existence and their role are necessary to help manage activities dynamic in Pesantren together with other elements.

Related to development of teachers, Mastuhu (1994) said a pattern of it according to the young teachers at Pesantren, who becomes the object of his research. That to develop his career some of the young teachers attend college in universities organized by the Pesantren or other surrounding Pesantren (p. 135).

In Tebuireng case, Wahid (2011) revealed that an effort to improve the quality of education, Pesantren provide training for teachers organized by the Islamic Education Consortium (KPI) and lecturers from the State University of Surabaya (UNESA). Furthermore, the improvement of educator qualification was doing through education and training inviting experts to strengthen the capacity of *Ustadz* and boarders in Pesantren. Which aims to; a) meet the needs of teachers who are understand the development of education; b) give knowledge and understanding for the boarders and the importance thing to master psychology for child; c) mentoring students maximally; d) strengthening Pesantren boarders to mastering Pesantren studies; e) improving on personal hygiene and environment; f) learning in public speaking; and g) strengthening on the mastery of Arabic and English

language (p. 198).

It is good for Pesantren, teachers, and administrators with the implementation of human resources development. However, the authors note about the development activities in Pesantren is just focused on the development of religious knowledge. Thus it can be seen, that some Pesantren who open the course tends to focus on the majors *Ushuluddin*, *Tarbiyah*, and *Shari'ah*. These focuses are indeed helpful for Pesantren to develop their human resources but limited to these religion sciences, while the other sciences that support education and learning activities in Pesantren have not been well such as Psychology, Management, Environment Management, Public Health and others. Santri who live in Pesantren have a variant age between 12 to 20 years, they need a better attention that is not uniform, so it takes the need for psychological approach, with mastering Psychology. In Pesantren they are various building such as mosque, dormitories, schools, fields, business units, learning units, and other units supporting Pesantren, necessarily require Management Science. Pesantren as a small community have various places for various purposes such as a mosque, rooms, dormitories, dining rooms, bathrooms, landfills, and others require knowledge for managing healthy environment. Others and also important is the way of healthy living in Pesantren, which almost all *Santri* stay away from parents and very potential for being illness during his study.

Thus it should be a concern for Pesantren in to develop their human resources. The prospects are with diverse development program and sustainable development that covers all aspects of life in the Pesantren environment, the leaders and managers in Pesantren can meet the gaps that become the weakness of Pesantren. Fulfilling it will provide strength for Pesantren to improve their managerial capacity in facing the future challenge of Pesantren.

Some Challenges for Developing Human Resource in Pesantren

Tilaar (2012) mentions the forces that change the human life; democracy, science and technology, and globalization. It was explain that the process of democratization is closely related by the increasing prominence of demands to respect for human rights. Changes in life and culture also affect the development of science and technology as the application of science in the field of engineering and industry, which thus changed the way of life, can even be the human worldview. Related to globalization there are four fundamental changes they are the wave of change in the global political constellation, mutual strengthening of inter-state relations, which means the strength of interdependence, globalization accentuates new players in public life, non-government actors, and the birth of new issues on

the agenda of international relations. (p. 65)

These various forces have implications for the pattern of education in Pesantren. An example is the demand to pay attention or respect on human rights, the various extracurricular activities in Pesantren is needed. Some Pesantren opens various extracurricular activities to meet the needs of the *Santri* hobbies and their potential skills. Educational models with coercion, threats, and violence are eliminated by Pesantren managers and leaders. Punishment will be provide for educators who commit acts of violence to students. The development of science and technology influences to provide effective education services.

There are other forces affecting to renew the capability of human resource at Pesantren such the rising of Muslim middle-class and discourse about Islamization of knowledge. Jati (2014) revealed the indicators that become the foundation of Muslim middle-class in Indonesia that is Hajj, trade, and education which have significant effect on a social change of society (p. 1-29). The increasing of Muslim middle-class has several impacts. As an example is the involvement of the Muslim middle-class in mobilizing social societies also influences various policies in Pesantren, where openness for correction and improvement, indirectly requires it to provide their best solution for complaints, suggestions, and direction for change and development.

Discourses on the Islamization of knowledge from campaigned by Syed Naquib al-Attas and Ismail Raji al-Faruqi in response to the current crisis of modern science answered and followed by some Indonesian Muslim scholars. Mulyadhi Kertanegara answer with the integration of knowledge, Amin Abdullah with the integration and interconnection, Imam Suprayogo with the Tree of Science (Suprayogo, 2006), as well as Azhar Arsyad who also describes it as Sel Cemara (Arsyad, 2011). The various models of Islamization of knowledge paradigm require a good supply of human resources from an Islamic school, the potential is Pesantren. Because the output of Pesantren has qualifications such as well foreign language skills in Arabic and English, mastery of Islamic studies, and methodology of science.

These conditions are the challenges that are facing Pesantren. Human resources development in Pesantren is expected to lead the fulfillment of these needs. As a succession for Pesantren goal that educates students who will be *mutafaqqih fi-d-diin* and then become *mundzirul qawm* for their communities.

Conclusion

Change and renewal is a necessity; there is phrase among the Muslim community

that "God will not change the fate of people until the people with their potential skills try to change." The change begins by Pesantren leaders, managers, and members on looking their vision in the future. With recognizing about their ability and capability, the challenge will be faced, Will the Pesantren make changes? When the answer is "yes" then the next is to conduct training and development for their human resource.

Human resource development activities are conducted by managers and leaders through analysis of development needs, formulation of development objectives, implementation of development activities, and evaluation of development activities. These stages will make simple for officials to give Pesantren priority for the development needed, to achieve the vision and mission of Pesantren with effectiveness.

The challenges of democratization, the development of science and technology, the globalization, the rising middle-class Muslim, and the discourse of the Islamization of science have implications for Pesantren to renew their various fields, not only the curriculum but also the means support to achieve Pesantren objectives and boarders objective.

Acknowledgements

I would like thank to Allah SWT, my family, friends, and lecturers for extremely helpful and better support for my study. And also to the organizers who have allowed me to join this agenda.

Conclusions

Using of coconut fiber as alternative materials to substitute industrial absorbent materials in the acoustic enclosure show significant results in a reduction of noise level of the portable generator set. Before covering with enclosure acoustic, the noise level on a portable generator can exceed average to 97.7 dB. After the portable generator in covers enclosure acoustics, the average value of the noise level that about to 62.20 dB. From the results of this test has been able to decrease the noise level of 35.50 dB. However, the uses of coconut fiber still provide a sizeable obstacle. The first coconut coir has flammable properties and can easily be damaged by climate. Therefore, for further research needs careful observation of the increasing temperature in the enclosure. It is also necessary to research to improve the resistance to fire of coconut husks and climate.

References

- Arsyad, Azhar. (2011). Buah Cemara Integrasi dan Interkoneksi Sains dan Ilmu Agama, dalam *Jurnal Hunafa*, Vol. 8. No. 1 Juni 2011
- Dhofier, Zamakhsyari. (2011). *Tradisi Pesantren; Studi Pandangan Hidup Kyai dan Visinya Mengenai Masa Depan Indonesia*, Jakarta: LP3ES.
- Hanggraeni, Dewi. (2012). *Manajemen Sumber Daya Manusia*, Cet. I. Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia.
- Jati, Wasito Raharjo. (2014). Tinjauan Perspektif Intelektual Muslim Terhadap Genealogi Kelas Menengah Muslim di Indonesia, *Islamica; Jurnal Studi Keislaman*, Vol. 9, No.1, ISSN 1978-3183, p. 1-29
- Mastuhu. (1994). *Dinamika Sistem Pendidikan Pesantren*, Jakarta: INIS.
- Olaniyan D.A & Ojo, L. B. (2008). Staff Training and Development; A Vital Tool for Organizational Effectiveness. *European Journal for Scientific Research*, Vol. 24, No. 3, p. 326-331
- Robbins, S. P. & Judge, T. A. (2007) *Organizational Behavior*, Twelfth Edition, New Jersey: Pearson Prentice Hall.
- Shaheen, A. Naqvi, S.M.H. & Atif Khan M. (2013) Employees Training and Organizational Performance; Mediation by Employee Performance *Interdisciplinary Journal of Contemporary Research in Business*, Vol. 5. No. 4, p. 490-503
- Suprayogo, Imam. (2006) *Paradigma Pengembangan Keilmuan Islam; Perspektif UIN Malang*, Malang: UIN Malang Press.
- Tilaar, H.A.R. (2012). *Perubahan Sosial dan Pendidikan: Pengantar Pedagogik Transformatif untuk Indonesia*, Jakarta: Rineka Cipta.
- Ullah, I & Yasmin R. (2013) The Influence of Human Resource Practices on Internal Customer Satisfaction and Organizational Effectiveness, *Journal of Internet Banking and Commerce*, Vol. 18 No. 2, p.1-28
- Usman, Husaini. (2011). *Manajemen: Teori, Praktik, dan Riset Pendidikan*, Jakarta: Bumi Aksara.
- Widagdo, Bambang. (1991) *Manajemen Personalía*, Malang: UMM-Press.

ISLAMIC EDUCATION FOR CHILDREN WITH IMPAIRED HEARING (A CASE STUDY AT SLB BINA INSANI DEPOK)

Ajrine Rahmah & Sururin

UIN Syarif Hidayatullah Jakarta, Indonesia

Email: ajrine.rahmah13@mhs.uinjkt.ac.id, sururin@uinjkt.ac.id

Abstract. The purpose of this article is to give an idea of how to teach Islamic values to children who have special needs, specifically those who have impaired hearing, or deaf. Islamic education for them is carried out by using demonstrative methods. All of the methods are mostly done by using the appropriate communications media such as sign language, speech reading, or by combining both into a mixed communication model. Furthermore, instructional media include visual media, exercises of practicing noble morals, and exercises of *Islamic worship, advices, as well as reward and punishment.*

Keyword: Deaf, hearing impairment

Introduction

Education is known as a conscious effort in influencing one's mindset, through step by step, to achieve certain goals. Islamic education is the process of educating someone by influencing them to consciously understand Islamic values and internalize them into a person mindset. A so called Islamic education is considered to start in the womb, and continue after a mother's giving birth, and passing through all the development stages from a toddler, child, teen, adult, and elderly. Islamic education is taught by parents since childhood by giving examples of practicing religious rituals in Islam both *mahdhah* (compulsory) worship by doing prayer, fasting, zakat (Islamic tax), Hajj (pilgrimage to Mecca), qurban (animal sacrificing), and *ghairu mahdhah* (*non-compulsory*) worship, including a variety of teachings about building good social relationship.

This article is inspired by the disadvantaged social conditions of Islamic community that pay less attention to deaf children, particularly because it requires a lot of efforts and special treatment. In some serious cases, it is considered very difficult to give an appropriate treatment. In fact, many of those special need children are not given an adequate education, or even ignored.

Methods

The method used in this research is qualitative descriptive approach. The results basically describe learning activities of Islamic Teaching Study Program (PAI) at SLB Bina Insani (special school for disable children). Data collection conducted by using structured interviews, participant observation, and documentation. The data analysis technique is used by analyzing the data before going for field research, then analyzing the data while in the field through these stages: (1) reducing the data obtained during the field, (2) presenting the data in descriptive and narrative text, (3) summarizing the data, and drawing the conclusions outline.

Result

Education in an Islamic Perspective

Muhammad 'Atiyyah al-Ibrasi defines education as follows:

"Education is about preparing someone to have a perfect life; happy, loving his homeland, physically strong, having a perfect way of life, able to manage his thoughts and his feelings, capable of adapting into their work, capable of working with other people, capable of expressing his ideas either by writing or by speech and capable of doing his work well." ¹

Education is a conscious effort to gradually influence the intelligence of learners to achieve certain goals both in the short and long term. This education can not be separated from human life, because educational process has started in the womb and will continue until the toddler, childhood, adolescence, and adulthood. Education also received quite important attention because it is stated in the Quran verses that were first revealed to the Prophet Muhammad, in QS. Al-'Alaq verse 1-5:

عَلَّمَ الَّذِي عَلَّمَ بِالْقَلَمِ ۚ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ۳ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ۱
الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning: (1) Read with (describe) the name of your Lord who created (2) he has created man from a plume of blood (3) Read, and your God most gracious (4) that teaching (human) by pen (kalam) (5) he taught to man what He knew not.

¹ Lajnah Pentashihan Mushaf Al-Qur'an Badan Litbang dan Diklat Kementerian Agama RI, *Tafsir Al-Qur'an Tematik Jilid 8* (Jakarta: Kamil Pustaka, 2014) h.168

God instruct man to read (study, research, etc.) what He had created. The texts could be understood explicitly and limited to just read, or it could also be understood as commanding human to study and research the whole universe. Reading should be done for a divine purpose (on behalf of His name), and by expecting His help (for good understanding).² The divine command for reading in the Quran as well as for studying, and researching what God has created is clearly written in the Qur'an and it can be understood as the very basic principle of good education. Then, education in Islam occupied an important position because it is commanded directly through the very first verses of the Qur'an. It also applies to all people in all ages, gender, and social status.

Education in Islam has a clear purpose, such as for preparing younger generation to live happily, to be intelligent, to perform good relationship with other humans, as well as to create something useful. In Islam education is a key factor that differentiate the quality of people. The educated has a higher position compared to the least educated counterpart, as God write in QS. Al-Mujadalah verse II:

بِمَا تَعْمَلُونَ خَيْرٌ يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ...

Meaning: *God will exalt those who believe with you and those who were given knowledge to some degree. And Allāh is all-knowing what you do.*

In a tafsir Al-Qur'an that issued by Kementrian Agama RI explains at the end of this verse explains that: *Allah akan mengangkat derajat orang yang beriman, taat dan patuh kepada-Nya, melaksanakan perintah-Nya, menjauhi larangan-Nya, berusaha menciptakan suasana damai, aman dan tenteram dalam masyarakat, demikian pula orang-orang berilmu yang menggunakan ilmunya untuk menegakkan kalimat Allah.*³ (God will raise the position of those who believe, obey and conform to Him, implement His commandments, stay away from His prohibitions, try to create a peaceful, safe and peaceful atmosphere in society, as well as those who use knowledge to enforce His commands). It can be inferred from the above verse that the success of education in Islam must be started way before someone is even born. The verse also stated that God will raise the dignity and the position of the educated person. God also guarantee that the educated person will get glory and respect from the society.

² Kementrian Agama RI, *Al-Qur'an dan Tafsirnya Jilid 10* (Jakarta: Widya Cahya, 2011) h.720

³ Kementrian Agama RI, *Al-Qur'an dan Tafsirnya Jilid 10* (Jakarta: Widya Cahya, 2011) h.25

Special Need Children in Islamic Perspective

Special need children are those who need special care in the society such as those who are blind, deaf, having mental retardation, having behavior disorders, having learning difficulties, gifted children, children with health disorders.⁴ This article will discuss some issues related to the deaf. According to Frieda Mangunsong: *yang dimaksud tunarungu adalah mereka yang pendengarannya tidak berfungsi sehingga membutuhkan pelayanan pendidikan khusus. Bagi anak yang kurang pendengaran atau tipe gangguan pendengaran yang lebih ringan, dapat diatasi dengan alat bantu dengar.*⁵ (the hearing impaired people are those whose hearing is not functioning and thus require special educational services. For hearing-impaired or lighter types of hearing loss, it can be overcome by giving hearing aids). Although those with impaired-hearing problem have a physical limitation, psychologically they are normal and have the same intelligence as the normal ones. They just need special treatment in their communication. Today, it is getting more-more common in some cities in Indonesia to have schools and facilities for people with special needs. Specifically in Islamic schools, the need to provide special facilities for disabled children is strongly inspired by the verses of the Quran such as in Surah An-Nuur verse 61:

أَيَسَّ عَلَى الْأَعْمَى حَرْجٌ وَلَا عَلَى الْأَعْرَجِ حَرْجٌ وَلَا عَلَى الْمَرِيضِ حَرْجٌ وَلَا عَلَى أَنْفُسِكُمْ أَنْ تَأْكُلُوا مِنْ بُيُوتِكُمْ أَوْ بُيُوتِ آبَائِكُمْ أَوْ بُيُوتِ أُمَّهَاتِكُمْ

Meaning: *There is no obstacle for the blind, not (anyway) for the limping, not (also) for the sick, and not (also) for yourself, eat (with them) in your own home or at your father, your mother home...*

According to M.Quraish Shihab in Tafseer Al-Mishbah, the meaning of this verse is; *ayat ini turun untuk menegur orang-orang yang beruzur itu dan menyatakan bahwa hal tersebut bukanlah alasan untuk enggan makan bersama orang-orang lain atau berkunjung ke rumah-rumah kaum muslimin.*⁶ *Hal ini mengandung makna kesetaraan bagi orang-orang yang beruzur (berkebutuhan khusus seperti; buta, picang, tuli, bisu, dan sakit) untuk bergabung makan bersama masyarakat Arab pada masa itu. Lanjut dijelaskan oleh Al-Biq'a'i yang dikutip oleh M.Quraish Shihab, Al-Biq'a'i memahami kata أَنْفُسِكُمْ dalam arti orang lain selain mereka*

⁴ http://en.wikipedia.org/wiki/Special_needs_children (accessed on September 6, 2017 at 23:00)

⁵ Frieda Mangunsong, *Psikologi dan Pendidikan Anak Berkebutuhan Khusus Jilid Kesatu*, (Depok: LPSP3, 2009) h.81

⁶ M. Quraish Shihab, *Tafsir Al-Mishbah : Pesan, Kesan dan Keserasian Al-Qur'an Vol. 8* (Jakarta : Lentera Hati, 2002) h.615

*yang buta, pincang, dan sakit. Ini menurutnya, untuk mengingatkan bahwa semua manusia tercipta dari satu jiwa, yakni kita semua sama.*⁷ (this verse was revealed to rebuke people with disability and declare that it is not a reason to be reluctant to eat with others or to visit the homes of the Muslims. This implies equality for disable people (such as blind, lame, deaf, mute, and sick) to join meals with the Arab community at that time. Further described by Al-Biq'a'i cited by M.Quraish Shihab, Al-Biq'a'i understands the word *أنفسكم* in the sense of someone other than those who are blind, lame, and sick. This verse, for to him, is to remind that all humans are created from one soul, that we are all the same)

It happens in some cases where people think that children with special need can not contribute anything, but that is refuted by the facts that many disable children can make some accomplishment, as it is believed that behind every God's creation there is purpose and considerations. Muslim believe that none of His creation on earth is not useful, everything is useful with each portion. In fact, it is possible that normal people may have have more limitation compared to those with special needs. So, it is in this sense that Islam see those special children are equal to their normal counterparts.

Islamic Education For Deaf Children at SLB Bina Insani Depok

The results show that the curriculum of Islamic studies Program (PAI) that is applied at SLB Bina Insani is the 2013 curriculum that has been modified in term of its content, materials, and objectives in accordance with the needs of children with impaired hearing. In addition, Islamic values internalization is done through religious activities in schools with a goal that those children with impaired hearing could also learn some teachings on Islamic morals. Other factors that support these student learning is the role of their parents, particularly in helping teachers to continuously practice at home what already taught at school particularly in responding to learning difficulties as the result of their hearing impairment. It is also helpful that the school use better instructional media, as well as empower all teaching staff to maximize their skills to support the special needs of those students to get the expected results.

According to Zainudin Ali, *Pendidikan Agama Islam adalah pendidikan yang memberikan pengetahuan dan membentuk sikap, kepribadian, dan keterampilan peserta didik dalam mengamalkan ajaran agamanya. Dilaksanakan sekurang-kurangnya melalui mata*

⁷. Quraish Shihab,....., h.616

*pelajaran pada semua jalur, jenjang dan jenis pendidikan.*⁸ (Islamic Education is an education that provides knowledge and shapes attitudes, personality, and skills of learners in practicing religious teachings. It could be implemented at least through subjects on all pathways, levels and types of education.). In Islamic teaching, the urgency of teaching children with impaired hearing is to give them an opportunity to learn *tauhid* (Islamic theology) education by instilling belief (*aqidah*), devotion, morals, shari'ah worship, and noble characters. All of these have to be achieved through a variety of ways, as their ability to receive verbal information is limited. Specific methods such as demonstration by using sign language, speech reading, or by combining both and visual media have been designed and prepared for them.

Hearing impaired children cannot hear well mostly because of the damage to their ear, and therefore they are dependent on their sight ability to receive any information. The methods used for educators at home and at school are mostly by using demonstration, or showing examples or images and also by using specific communication methods including sign language, speech reading, or by combining both into a mixed communication method.

A wide variety of effective media to apply Islamic education according to Said Ali Ibn Wahf al-Qahthani are: (1) education by example; (2) education by worship; (3) education by advice; (4) education by observations; (5) education by punishment.⁹ Beside using visual media, learning by giving examples is also useful. Giving them examples will allow them to imitate their educators particularly in teaching them some physical movements in worship, or giving them visual examples about practicing noble moral implementation.

Conclusion

1. Islam, through the verses of Quran, has stated clearly the importance of education for all regardless of age, race, gender, and social status.
2. The Islamic principle of equality in education apply for all including for those children with special needs that stated very clearly in the verses of Quran.
3. The methods for teaching children with impaired hearing are demonstrated by Islamic school such as by applying sign language, speech reading, or mixed method that help the children to communicate properly.

⁸ Zainuddin Ali, dkk. *Pendidikan Agama Islam Kontemporer* (Jakarta: Yamiba, 2015) h.3

⁹ Said Ali bin Wahf al-Qahthani, *Rasulullah Sang Pendidik* (Solo: Tinta Medina, 2013) h.145-146

4. The methods of visual demonstration and performance are also used in teaching hearing impaired children. Some teaching methods of reward and punishment are also applied.
5. The contents of the teaching include noble moralities, Islamic theology, Islamic worships/sharia and universal values.

Some suggestions for the Religious Directorate of Primary Education are:

1. To increase the numbers of teachers who have abilities in taking care children with impaired hearing, including providing more teachers who understand sign language.
2. To provide more learning support facilities for children with impaired hearing
3. To facilitate teachers to be familiar with a variety of teaching media.
4. To give more attention to children with special needs.
5. To provide more disable friendly facilities and infrastructure in the schools and other public services.

References

- Said Ali bin Wahf al-Qahthani, *Rasulullah Sang Pendidik* (Solo: Tinta Medina, 2013)
- Zainuddin Ali, dkk. *Pendidikan Agama Islam Kontemporer* (Jakarta: Yamiba, 2015)
- M. Quraish Shihab, *Tafsir Al-Mishbah : Pesan, Kesan dan Keserasian Al-Qur'an Vol. 8* (Jakarta : Lentera Hati, 2002)
- Frieda Mangunsong, *Psikologi dan Pendidikan Anak Berkebutuhan Khusus Jilid Kesatu*, (Depok: LPSP3, 2009)
- Lajnah Pentashihan Mushaf Al-Qur'an Badan Litbang dan Diklat Kementerian Agama RI, *Tafsir Al-Qur'an Tematik Jilid 8* (Jakarta: Kamil Pustaka, 2014)
- Kementerian Agama RI, *Al-Qur'an dan Tafsirnya Jilid 10* (Jakarta: Widya Cahya, 2011)
- http://en.wikipedia.org/wiki/Special_needs_children (accessed on September 6, 2017 at 23:00)

MANAGEMENT MODEL OF EARLY CHILDHOOD EDUCATION LABORATORY TO IMPROVE THE QUALITY OF EARLY CHILDHOOD EDUCATION GRADUATES

Rika Sa'diyah, Lilik Sumarni

Universitas Muhammadiyah Jakarta

Isti Rusdiyani, Siti Khosiah Rochmah

Universitas Sultan Ageng Tirtayasa

e-mail: ikafina@gmail.com, liliksumarni1@gmail.com, istirusdiyani@yahoo.com, skhosiah@yahoo.co.id

Abstract. School management is an important study as it relates with organization development, networking, leadership and cooperating with others. It reviews about efficiency and effectivity of education institution performance in terms of measured education purposes and development. The Early Childhood Education (PAUD) laboratory of UNTIRTA is one of the laboratory to develop early childhood education to improve the graduates' quality. It is expected to produce high competence teachers in all four aspects of pedagogic, social, personality and professionalism. The four competences will occur when school improve its quality, formulating community-based and local competence learning system. Consequently, school will blend in community with global communication and information. The early childhood education laboratory of UNTIRTA study is conducted by qualitative-naturalistic method. It conducts continuously and interactively with a dense data collection. No changes in data and information marks the quality of data dense. Every data is confirmed using more than one method to gain new information. The purpose of this research is that the early childhood education laboratory of University of Muhammadiyah Jakarta could adopt the innovative school management.

Keywords: Management, Early Childhood Education Laboratory, Graduate Quality

Introduction

People are facing uncertain changes in this globalization and free-trade era. It can be seen in Indonesian education which has small ties in education and jobs. The needs in job sector cannot be fulfilled by the education institution. According to Tilaar, there are four main crisis of national education related to quantity, relevance, or external efficiency, elitism and management. Furthermore, at least there are four major problems in national education system: 1) students' moral degradation, 2) equality in learning opportunity, 3) the low of education system efficiency, 4) institutional status, 5) irrelevant education management and national development and 6) professional human resources.

To conquer those challenges, there should be a complete reshuffle in education system particularly in education quality and the relevance of community needs and job sector. Education autonomy is one of the government's concern to improve the education quality. It demands a conducive education management to accommodate aspirations and maximize education aspects.

The education management has had a shifting paradigm by its stagnancy. It needs more innovation which in line to 2003 National Education System Act. It should be a priority to produce expected output. A good governance school management has good effect on its service.

The early childhood education laboratory of UNTIRTA, as the center of early childhood education development, is expected to improve the graduates in early childhood education studies and practices. The competent graduates will cover pedagogic, social, personality and professional.

The early childhood education laboratory of UNTIRTA has made some advance which include teachers, learning process, facilities and funding modernization. These management modernization attracts the writers to conduct a study and will be taken as an adaptation in the early childhood education laboratory of University of Muhammadiyah Jakarta.

Research Purposes

The purposes of this research are:

1. To acknowledge the early childhood education laboratory of UNTIRTA management model.
2. To acknowledge supporting and challenge factors in the early childhood education laboratory of UNTIRTA management in improving the graduate quality.

Research Benefits

The benefits of this research is:

1. How is the early childhood education laboratory of UNTIRTA management model?
2. What are the supporting and challenge factors in the early childhood education

laboratory of UNTIRTA management in improving the graduate quality?

Literature Review

School Management

Management comes from English: management, as in verb to manage, define as to manage, having skill to manage and controlling something.¹ Management is a development system and education resource arrangement, which covers education staffs, students, community, curriculum, funding, facilities, governance and environment.²

School management basic function

Planning

One of the major things to be happened is change, planning serves as a medium for present and future to improve possibilities and gain expected income. Planning is a process to determine goals and how to implement it. It covers implementation and evaluation strategy as it includes organizing activity, staff promotion and controlling. Some things to be concerned in implementing education management planning are: 1) identifying and defining purpose to the education staffs 2) defining the implementation of the education planning 3) determining tasks and function, delegating and classifying tasks to each personnel 4) establishing general policy, method, procedure and other guidelines. 5) preparing rank position and formulating planning/research scale. 6) selecting staffs, administrator and supervising. 7) formulating implementation schedule, performance standardization, staff and submission form pattern 8) determining human resources, funding, material, and place.³

Meanwhile, the description of planning are: vision, mission, purpose, target, strategy, policy, procedure, program and budget.⁴

Organizing

¹Oxford, Learner's Pocket Dictionary. 2005. *act of running and controlling a business*, Newyork: Oxford University Press. hlm.21.

²E. Mulyasa, 2007, *Menjadi Kepala Sekolah Profesional*, Bandung: PT. Rema Rosdakarya, hlm.11.

³Rusyan, A. Tabrani, 1992, *Manajemen Kependidikan*. Bandung: Media Pustaka, hlm.57.

⁴Kadarman, A.M. et. al, 1996, *Pengantar Ilmu Manajemen*, Jakarta: Gramedia, hlm.45.

The purpose of organizing is to reach the coordination of implementing tasks and authority. It is a determining process, classification and controlling activities to reach main purpose, delegating people, providing equipments, and determining authorities. Organizing management covers three systematic activities: delegating tasks specialization, merging departments and delegating authorities.⁵

A good organization commonly has purpose, authority, and background in its activities. Its people will work in balance as a part of solid structure. All of those things can be reached by: 1) arranging institution structure, 2) developing applied procedure, 3) determining qualifications for instructure and employees, 4) delegating instructure resources and employees. ⁶

Actuating

Leadership is the major part in directing an organization. It can be defined as an art or process to influence and directing people to reach the same goal.⁷

Leadership in education institution scope intends to gain the vision and mission of the organization itself, the good education institution serves the qualified personnels. Education leadership is an ability to influence and provoke people to gain goals freely and voluntarily. It covers democracy, specified tasks, authority delegation, professionalism and tasks integration to reach certain purposes as in organization, individual and leader's purpose.⁸

Controlling

Controlling as one of the systematic option to apply work performance standardization, deals with planning purpose to design information feedback; comparing real achievement standardized achievement; determining whether there are any irrelevancy and measuring its significancy; taking any improvements to guarantee the resources reach the

⁵David, R. Fred, 2004, *Konsep Manajemen Strategis*, Edisi VII (terjemahan). Jakarta: PT Indeks, hlm. 12.

⁶Sutisna, Oteng, *Administrasi Pendidikan*. Bandung: Angkasa, 1985. hlm.

⁷Kadarman, A.M. *et. al, Op. Cit.*, hlm.

⁸Soetopo, dkk, 1982, *Pengantar Operasional Administrasi Pendidikan*. Surabaya: Usaha Nasional, hlm.61.

institution goal effectively.⁹

The controlling or supervising in learning and teaching program as follows: 1) Leader should focus on what challenge the instructor or staffs.

2) Leader should give indirect guidance and assistance. He should encourage the staffs to improve.

3) Leader should give constructive criticism.

4) The supervision should be done periodically.¹⁰

The Effectivity of School Management

The implementation of school management should be on all education effectiveness. It should covers the growth, development, or blessings (in sharia perspective). The urgency of education management serves as follows

Curriculum Management

- 1) Emphasizing planning effectiveness,
- 2) Emphasizing coordination and organization effectiveness
- 3) Emphasizing implementation effectiveness
- 4) Emphasizing controlling.

Human Resources Management

This relates to staffs and teachers development, as follows:

- 1) Training, and the teacher working group (*MGMP*).
- 2) In-service education

Students Management

Students Management covers student enrollment (capacity, selection) and students'

⁹Ismail, M. Yusanto, 2003, *Pengantar Manajemen Syariah*, Cetakan II. Jakarta: Khairul Bayan, hlm.19.

¹⁰Depdiknas (1999)

coaching (grouping).

Financial Management

Financial management should be based on effectiveness, efficiency and equity. In terms of funding and education, the school administrator should be responsible on these things:

- 1) Community relation.
- 2) Allocating the school budget allocation (*RAPBS*).
- 3) Trainings
- 4) Supply arrangement
- 5) School facility planning and improvement
- 6) The implementation of the training.
- 7) Evaluation and school budget report

E. Environment Management:

The urgency of environment management in education aims to embrace influential parties in policy, education human resources and community. The relationship between school and community is:

- 1) To develop school purpose and suggestions.
- 2) To assess school
- 3) To unify students' parents and teachers in fulfilling the students' needs.
- 4) To raise awareness in education significancy
- 5) To develop and maintain community trustworthiness.
- 6) To socialize the community on school activities.
- 7) To give support and assistance in school development and improvement.¹¹

¹¹E. Mulyasa, *Op. Cit.*, hlm.164.

Research Methodology

Research Design

This research is conducted using qualitative-naturalistic. It is a dependability research or as commonly called as reliability and confirmability of naturalistic and objectivity research. The objectivity does not depend on some perspectives, but rather in audit trail process.

Data collection procedure

The research is conducted by these types of data collection:

- a. Observation
- b. Interview
- c. Documentation

Data analysis

Miles dan Huberman (1984), stated that qualitative analysis is conducted interactively as the data densed, until no further information found. The analysis includes data reduction, data display, conclusion drawing and verification .

Result and Discussion

The Early Childhood Education Laboratory Faculty of Teachers Training and Education Sultan Ageng Tirtayasa University (UNTIRTA) Management

The Early Childhood Education Laboratory Faculty of Teachers Training and Education Sultan Ageng Tirtayasa University (UNTIRTA) Management is a comprehensive laboratory. It is integrated with 18 various major laboratories in the faculty of Teachers Training and Education for instance teachers' education for elementary school, English education, mathematics major. It is called as micro teaching laboratory which aims is to sharpen the peer teaching skills. Apart from that, the early childhood education major cooperates Tirtayasa playgroup and kindergarten to provide the real teaching environment. The Tirtayasa playgroup and kindergarten is called as the early childhood education school laboratory. Technically, the students who gained teaching skills will have internship in turns. The internship is the qualification for the early childhood education major to take the

specified practice education (*PPLK*), which they will be assigned to have internship around Serang.

Tirtayasa Playgroup and Kindergarten Management

Tirtayasa Playgroup and Kindergarten Management is an Islamic school which established on 2004 and has A in accreditation scoring.

a. The Vision and Mission of Tirtayasa Playgroup and Kindergarten

Vision: to create Islamic playgroup and Kindergarten school laboratory as the center of students' excellent personality and prosperity development

Mission;

- 1) Educating a planned and responsible Islamic values
- 2) Building a well-developed personality, skill and creativity
- 3) Developing an elementary school skills preparation.

b. Organization Structure

Tirtayasa playground and kindergarten follows a standardized organization structure as a guideline to plan, develop, and hold programs and events. It aims to hold an accountable and proportional management.

Teachers and Staffs Management

Teachers and staffs holds significant points in education implementation, these are the following steps to manage the resources:

- 1) Needs-based human resources recruitment
- 2) Human resources development
- 3) Evaluation
- 4) Teachers and staffs termination

Students Management

There is always a committee structure in every enrollment year, which serves as

follows:

1) Planning promotion activities through mass media, brochure, open house, exhibition, etc.

2) Establishing admission qualifications steps; filling in the registration form, collecting photos, administration payment and other things requested by the institution.

3) Implementing the selection process through observation/trial. This step will be done in over-capacity situation

4) Socializing the announcement; after the students announcement, there will be rules socialization through orientation. The socialization for the parents will be done in an interview and meeting.

5) Students' Report. This is a significant process of the students' activities and achievements. The total of current students in Tirtayasa playground and kindergarten is 104, with the details as following:

- 1) Big kindergarten class is 50 students
- 2) Small kindergarten class is 41 students, and
- 3) Playground is 13 students

Curriculum Management

Tirtayasa kindergarten and playgroup refers to 2013 National Curriculum Act which developed in the institution's activities is implemented in fun learning atmosphere.

Facilities Management

The facilities in Tirtayasa kindergarten and playgroup are:

1) Spacious and comfortable classroom equipped with APE which supports: Role-play and Fun cooking center, Technology and Science center, Preparatory center, Nature and Gardening center, Blocks Center, Library, Classroom library.

2) Other facilities include: School health unit, Administration room, health room, principal room, hall, canteen, kitchen, dining room, bedroom, warehouse, bathroom and toilets.

3) Outdoor facilities include: swings, slide, climbing frames, sand space, garden,

playground, mosque, and parking lot.

Financial Development

Tirtayasa kindergarten and playgroup uses closed-centralized system. It arranged by the foundation treasurer and assisted by the school finance staff. The fund-based learning activities are reported directly to the foundation treasurer through the principal. It is based on school effectiveness and efficiency considerations. The effectiveness puts major point on outcomes qualitative, an allocated based financial management to reach goals.

Conclusion

Tirtayasa kindergarten and playgroup as UNTIRTA early childhood education laboratory puts significant concern on its management as the measurement of its success depends on the management system. Management is highly related to planning, implementing, executing and supervising activities comprehensively. The evaluation result will be a foundation to decide future planning. Consequently, the improvement of the education quality will start with its management system. Tirtayasa kindergarten and playgroup is optimizing all of its potential, from human resource, materials and facilities. There are some principal concept in this school, as follows:

1. Every staffs and teachers work in their job description
2. There is an effective cooperation between the principal, staffs and teachers, So that every activities can be done accordingly.
3. The principal monitors, gives order, and designs assignments for the staffs and teachers.

For those reasons, the Tirtayasa kindergarten and playgroup applies classical management model which focused on principal role. As the conducive atmosphere depends on the principal. Furthermore, it applies Integrated Quality Management (QMS) in its students, curriculum, facilities and funding. In this management model, quality and continuous improvement should be optimized to reach excellent result. However, in this situation, the students' individual needs and characteristics are not served optimally. Tirtayasa kindergarten and playgroup as UNTIRTA early childhood education major partner develops partnership-management to improve education quality and to balance the output of education and job market..

References

- A. Tabrani, Rusyan. 1992. *Manajemen Kependidikan*. Bandung: Media Pustaka.
- A. M, Kadarman. 1996. *Pengantar Ilmu Manajemen*. Jakarta: Gramedia.
- B. Suryosubroto. 2004. *Manajemen Pendidikan di Sekolah*. Jakarta: Rineka Cipta
- Direktorat Tenaga Kependidikan. 2007. Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan. Departemen Pendidikan Nasional.
- Joseph, J Caruso. 2006. *Supervision in Early Childhood Education*. Newyork and London: Theacher College Press.
- Kathy, Lee. 2003. *Solution for Early Childhood Directors:real answer to everyday*. Bestville MD: Drypon House.
- Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 056/U/2001 tentang Pedoman Pembiayaan Penyelenggaraan Pendidikan di Sekolah. Jakarta: CV Tamita Utama.
- Koontz, Harold dan O'Donnel, Cryll. 1984. *Principles of Management: An Analysis of Managerial Functions*. Third Edition. New York: McGraw-Hill Book Company.
- Manullang, M. 1990. *Dasar - dasar Manajemen*. Jakarta: Ghalia Indonesia.
- Marjory, Ebbeck. 2004. *Early Chilhood Professionals*. Philadelphia, London: *Leading Today And Tomorrow*.
- Mulyasa, E. 2007. *Menjadi Kepala Sekolah Profesional*. Bandung: PT. Remaja Rosdakarya.
- M. Yusanto, Ismail. 2003. *Pengantar Manajemen Syariat*. Cetakan II. Jakarta: Khairul Bayan.
- Oxford, Learner's Pocket Dictionary. 2005. *Act of Running and Controlling a Business*. Newyork: Oxford University Press.
- Peraturan Pemerintah No .19 Tahun 2005 tentang Standar Nasional Pendidikan.
- Peraturan Pemerintah No. 58 Tahun 2009 tentang Standar PAUD.
- Pemerintah Prop. DIY, Dinas Pendidikan, BPKB DIY. 2006. *Desain Pengkajian Program Pendidikan Anak Usia Dini (PAUD)*. Yogyakarta.
- R. Fred, David. 2004. *Konsep Manajemen Strategis*. Edisi VII (terjemahan). Jakarta: PT Indeks.
- Robbins, Stephen P. 2006. *Perilaku Organisasi*. Cet. 10. Jakarta: Indeks.

- Soetopo, Hendiyat dan Soemanto, Wasty. 1982. *Pengantar Operasional Administrasi Pendidikan*. Surabaya: Usaha Nasional.
- Syafaruddin. 2005. *Manajemen Lembaga Pendidikan Islam*. Cetakan I. Jakarta: Ciputat Press.
- Sutarsih, Cicih. Tanpa tahun. *Administrasi Keuangan Sekolah*. Jakarta.
- Sutisna, Oteng. 1985. *Administrasi Pendidikan*. Bandung: Angkasa.
- Swastha, Basu. 1985. *Azas - azas Manajemen Modern*. Yogyakarta: Liberty.
- Tim Dosen Jurusan AP UPI. 2005. *Pengelolaan Pendidikan*. Bandung: UPI.
- Timan, Agus, Maisyaroh, Djum Djum Noor Benty. 2000. *Pengantar Manajemen Pendidikan*. Malang: AP FIP Universitas Negeri Malang.
- Undang-undang Pemerintahan Daerah Tahun 1999.
- Undang-undang No 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*. Jakarta: CV Tamita Utama.



EXTENSIVE READING, ACADEMIC VOCABULARY MASTERY, AND STUDENTS' ACADEMIC WRITING ABILITY IN ENGLISH

Mohamad Syafri, Kadir

UIN Syarif Hidayatullah Jakarta, Jl.Ir. Juanda Raya, Tangerang Selatan, Indonesia

e-mail: ibnumunir1993@gmail.com

Abstract. As academic writing is one of the prominent elements in learning, it is necessary to elaborate and explore things related with it. Therefore, this research was conducted with the purpose to investigate students' academic writing ability based on extensive reading and academic vocabulary mastery. This research was conducted in Department of English Education Semester VI, UIN Syarif Hidayatullah Jakarta, academic year 2014/2015. The research method is Correlation Survey and the data analysis by Path Analysis technique. Data collecting for the variables are used test instrument. The results of the research, found that: (1) extensive reading has a positive direct effect on student' academic writing ability; (2) vocabulary has a positive direct effect on students' academic writing ability; and (3) extensive reading does not have any effect on students' academic vocabulary. Therefore, it can be concluded that both extensive reading and academic vocabulary positively support students' academic writing ability. However, data do not support positive direct effect of extensive reading to the academic vocabulary mastery or in other word academic vocabulary mastery is not determined by the extensive reading.

Keywords: Extensive Reading, Academic Vocabulary, Academic Writing.

Introduction

Writing is believed to be one of the hardest skill in language to be mastered. However, in the global area it becomes the indicator of one country's quality. By seeing the low contribution of Indonesia for academic writing, for example journal or any other research report, then it is necessary to find ways to improve the quality. What to be noted that writing for academic purpose has different characteristic. There are three keys related with academic writing, those are accuratcy in grammar and lexis, intensive vocabulary instruction, and fundamental editing (Hinkel, 2003). Not only the characteristic, academic writing also had several ground base belief, those are belief, persuasion, evidence, documentation, subjectivity, objectivity, and balance (Fulwiller, 2002). Therefore it is clear, that academic writing is in different level of writing.

Unfortunately, it is only few people able to write for academic purpose. It is prominent to find what factors and aspects to improve the quality of academic writing. Based on theories proposed by various experts reading and vocabulary be the keys. Experts have done numerous researches about writing, especially related to the role of vocabulary or

reading in writing. Most of the researchers show that vocabulary and reading are part of elements that positively contribute to someone's writing skill.

However, specific parts of reading and vocabulary need to explore deeply as most of the research conducted in order to explore writing and vocabulary are mostly in general point of view. Therefore, this research offers to see writing in bigger perspective. In this case, the research looks for the contribution of extensive reading as one of the reading methods that rarely implemented, but believed to have plenty of benefits, especially in improving reading habit, as one of the variables.

Extensive reading will probably only be seen as reading a lot. However, extensive reading is not only about numerous of reading. Extensive reading is a major source of meaning-focused input (Nation, 2009). As reading is one of the receptive skills among the four language skills (Donald, 2001). Extensive reading focuses on how to the role the way in bigger proportion. Extensive reading gives input in term of numerous reading activities. Therefore, it is important to elaborate of what is extensive reading.

Extensive reading can be distinguished from other reading when seen from its characteristic. Among all explanation about extensive reading, there are four main points that commonly associated with extensive reading. The four common characteristic of extensive reading is as followed: quantity, general meaning, pleasure, and students' selection (Grabe, 2009). Extensive reading refers more to the number of reading items to be read become the first point. Understanding is important in reading. However, for extensive reading the general meaning is the main point. Another point to be noted is how extensive reading puts the students love to read. Extensive reading should be taught in the more comfortable atmosphere and more students-centered teaching method. The characteristics of extensive reading lead to ten principles of extensive reading, those are read as much as possible, availability of wide range materials and topic, select what they want to read, the purposes related to pleasure-information-general understanding, reading is its own reward, reading materials are well within students' competences, reading is individual and silent, reading speed is usually faster, teacher orients students to the goal, and the teacher is the role model for reading (Grabe, 2009). Numerous principles lead to some awareness when teacher or institution tries to run extensive reading.

Following the extensive reading and how it is beneficial for writing is the second aspect, academic vocabulary. Among the entire vocabulary list, corpus, and others, there is only some vocabulary list for academic purpose. One of them is academic vocabulary invented by Coxhead. However, the research about this in is not common, especially it is a newly made list that invented in 2000. However, its role in academic circumstances is

prominent. Academic vocabulary is a more specified concept of vocabulary. Expert explained that the terminology of academic vocabulary stands for words which are not core words. However their existence in academic text is frequent, regardless the discipline (Paquot, 2010). In other word, the academic vocabulary important point is the use of those vocabularies for academic purposes.

Stands for that point there are plenty of academic vocabulary, one of them is Coxhead's academic word list. As explained before this word list is believed to be the most popular and useful academic word list. It is made in 2000 with 570 word families that commonly used in academic text. The composition of academic word list in academic text is about 10% of text despite of the disciplines (Coxhead, 2000).

It is necessary to conduct research in order to see how extensive reading and academic vocabulary mastery affect the academic writing. The main reason is most of the research on reading and vocabulary acquisition, mostly done in general form, and not in the specific group of vocabulary, such as academic vocabulary mastery. The second reason, an Academic word list of Coxhead is a fresh form of vocabulary listing, created by Coxhead in 2000. Therefore, based on its uniqueness of the variables and the prominence of writing academically then this research try to elaborate and give a better perspective.

As previously explained the variables have become the main points of the research. Therefore, those variables will lead us to the scope of the population. The most potential for the research population is the 3rd year students or above of English major. In this point, Department of English Education (DEE)'s 4th-year students of UIN Syarif Hidayatullah are chosen for the population of the research. Such courses like Reading I-Extensive Reading, Vocabulary, and Research Methodology has completed or in going. According to those explanations above then this research will focus on the direct effect of Academic Vocabulary Mastery, Extensive Reading, and Writing Academic Text ability.

Methods

The method used in this research is *quantitative method* with *survey* as the design of the study. In term of data analysis, the research is classified as *Correlational study*. It is categorized as correlational study as there is no treatment done to the population of the research. This research also based on the idea that the changes of one variable will affect the other variable (Cresswell, 2011). The population was random and given no treatment, however the quality has been chosen in the same condition.

As explained before the analysis of data in this research is *Correlational Study*.

Therefore, the research's goal is to see and describe the relationship between students' extensive reading ability, students' academic vocabulary mastery and academic writing skill. As the design is correlational research, there will be no treatment given.

The target population of this research is the 6th semester of Department of English Education UIN Syarif Hidayatullah Jakarta. There are three classes in 6th semester consist of 18-22 students for each class. There are 58 students from all of the classes.

Research instrument is a prominent item to gather the data. In this research, there is one main instruments used which is test. There are three types of test used in this research, to know the quality of academic writing, extensive reading, and academic vocabulary.

The first test is test for writing. The test is a short-written task in which students are asked to write 0.5-1.5 page long (Hinkel, 2004). As for the scoring, is holistic scoring. Holistic scoring stands for scoring writing with a single score for the whole element of the script (Weigle, 2002).

The second test is test for extensive reading. The test conducted is for testing the reading speed of the students as it is one of the main aspects in extensive reading. The test is one-minute reading test, the test is required students to read in one minute to check their reading speed (Bamford & Day, 2004).

The last test is test for academic vocabulary. In this test there are 31 items of multiple-choice test. The vocabularies are taken from Coxhead academic word list, specifically sublist one and two.

However, in supporting the data related with extensive reading. There is the second instrument used, which is the score of extensive reading course. However, the class has been standardized and the form of the test used in class is Meaning-Focus Tast (MFT) in which the test used to measure the comprehension of the students (Bamford & Day, 2004).

Following the use of instrument is the way to calculate the data statistically. The statistical calculation used in this research is path analysis. The reason of using path analysis is the existence of intervening variable, academic vocabulary. Intervening variable roles as the media of indirect effect of an exogenous variable to the endogen variable (Kadir, 2015).

Results

As the research use three variables and path analysis for testing the relationship between variables, there are several findings can be concluded related with extensive reading, academic vocabulary, and academic writing ability in English:

First, extensive reading has a positive direct effect on students' academic writing ability. Based on the findings with statistical calculation, the standard coefficient is 0.359 or the percentage of extensive reading as the factor that relate with academic writing is 35.9%. Therefore, the improvement of extensive reading shall enhance students' academic writing ability with the strength of the relationship is 35.9 %. In other word, this factor play moderate role in term of the quality of academic writing.

Second, academic vocabulary has a positive direct effect on students' academic writing ability. Following the result of statistical calculation, the standard coefficient beta is 0.367 or converted into 36.7%. Academic vocabulary factor in term of the quality of academic writing is in the level of 36.7%. Therefore, the improvement of academic vocabulary shall enhance students' academic writing ability with the strength of the relationship is 36.7%. In other word, this factor has moderate role in term of the quality of academic writing.

Third, extensive reading does not have a positive direct effect on academic vocabulary. Different with the previous conclusions, the last conclusion found no correlation between the variables. Based on the statistical calculation the standard coefficient beta is - 0.099 or converted into 9.9% as the negative factor of academic vocabulary. Therefore, the improvement of extensive reading is not the main factor that contributes in the improvement of students' academic vocabulary mastery with the strength of relationship is 9.9%. In other word, this factor has weak role in its negative relations with academic vocabulary.

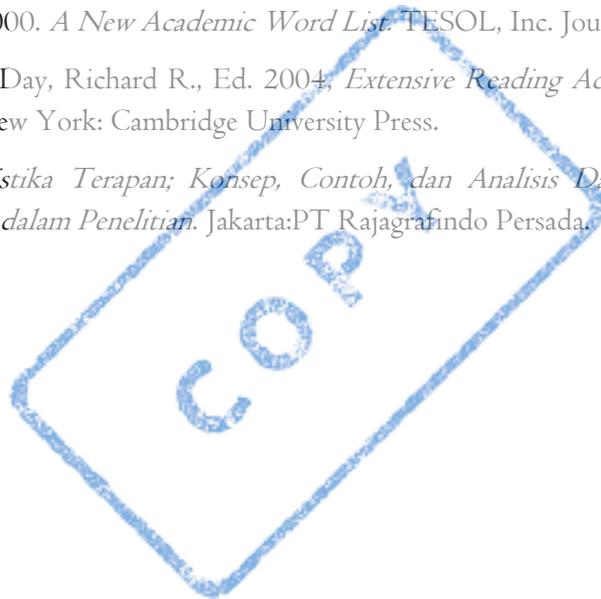
Conclusion

This research extended the view of academic writing. It is important to broaden the view, that academic writing is not solely stand by itself. There are other factors that contribute to the success of writing in academic area. Based on the result there are two main factors related with academic writing, those are extensive reading and academic vocabulary. Both of these factors are able to enhance the quality of academic writing moderately. Therefore, it is important to put these two factors in order to elaborate academic writing learning. Innovation regard with those, extensive reading and academic vocabulary, is needed.

References

Hinkel, Eli. 2004. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. New Jersey: Lawrence Erlbaum Associates, Inc.

- Fulwiler, Toby. 2002. *College Writing: A Personal Approach to Academic Writing*. New Hampshire: Boyntoncook.
- Nation, I. S. P. 2009. *Learning Vocabulary in Another Language*. New York: Cambridge University Press.
- Donald, Sydney G., & Kneale, Pauline E. 2001. *Study Skills for Language Students A Practical Guide*. New York: Oxford University Press, Inc.
- Grabe, William. 2009. *Reading in a Second Language Moving From Theory to Practice*. New York: Oxford University Press.
- Paquot, Magali. 2010. *Academic Vocabulary in Learning Writing from Extraction to Analysis*. London: Continuum International Publishing Group.
- Coxhead, Averil. 2000. *A New Academic Word List*. TESOL, Inc. Journal.
- Bamford, Julian & Day, Richard R., Ed. 2004. *Extensive Reading Activities for Teaching Language*. New York: Cambridge University Press.
- Kadir. 2015. *Statistika Terapan; Konsep, Contoh, dan Analisis Data dengan Program SPSS/Lisrel dalam Penelitian*. Jakarta:PT Rajagrafindo Persada.



SNAKES AND LADDERS GAMES IN THE LEARNING MODEL OF TEAMS GAMES TOURNAMENT

Oriza Nurwanti, Devi Solehat
UIN Syarif Hidayatullah Jakarta
e-mail: devi.sholehat@uinjkt.ac.id

Abstract. Students have difficulty in learning the concept of electromagnetic waves because learning model complicated and tedious, so that its required learning model or games that can make students interested and happy in the learning materials. Teams Games Tournament (TGT) is one of the fun learning models. It will make students can communicate with other students and teachers. TGT allows the involvement of each student as a member of the group in an effort to achieve learning objectives. One of the games that can be used in learning is a snake ladder. Snakes and Ladders is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations. Different from other reports, snakes and ladders has big size and only one which stick on the wall and treatment only given in one classroom. This research presents a study to analyze TGT using snakes and ladders games in students' learning outcomes. The research methods used in this research is pre-experiment with one group pretest-posttest design and technique of sampling is purposive sampling. The instrument which used in this research is test instrument using multiple choices. Collected data from test instrument will be analyzed quantitatively. The result show that there is positive effect from TGT learning model, student active in learning process, student get knowledge from their ability not only from teacher. TGT model is right choice to improve student interest in physics subject.

Keywords: Teams Games Tournament Learning Model, Snakes and Ladders, Students' Learning Outcome

Introduction

What the success in achieving educational goals depends on the learning process which carried out by the educator in classroom. Educators have an important role to manage, facilitate, and motive student in learning process that can evoke a spirit of learning in students. Efforts to create an active role of students in learning activities need to be done so that learning is not focused on educators only. Active students will also arise the learning process among students themselves.

Efforts to create an active role of students in learning activities doesn't going well. Based on observations of researchers in class X in one of Senior High School in Tangerang Selatan, it appears that students are not able to play an active role in the learning activities. Only a few students who actively participate in the learning ask but some others are just talking and doing other things outside the subject matter. The learning model used by teachers was a conventional model teacher centered. This also makes the students tend to be passive because students are not given the opportunity to develop their knowledge in their own way. Instructional media used was only a blackboard, so that the learning even more boring.

Based on interviews with one of the teachers, students have difficulty in learning the concept of electromagnetic waves. Its required learning model complicated and tedious, so that its required learning model or learning games that can make students interested and happy in the learning materials. He explains another reason why students tend to be passive and do not pay attention, it's because most students already have a mind set to enter in the Social Science program class, so most students ignore the subject of physics.

Based on the results of physical physics exam at one high school in South Tangerang, it is seen that all students get the score under the minimum mastery criteria. The low learning outcomes occur due to several factors, namely, the teacher centered learning model, the less attractive learning media, the students who tend to be passive and also because of the students' own interest in the physics lessons that have started to decrease because they tend to want to choose the social class program.

Many ways to improve student learning outcomes, including by using the right model of learning. Learning is done not only refers to the transfer of information and knowledge from teacher to student but also can further develop students' ability to communicate with other students. Ability to communicate with other students can make students more active in learning and students have high motivation to follow the learning. In addition to make students active, learning activities should be made fun so that students do not feel bored in following the learning activities, especially on the concept of electromagnetic waves that are considered as a complicated and tedious concept.

Cooperative learning type Teams Games Tournament (TGT) is one of the fun learning models. It will make students can communicate with other students and teachers. Cooperative learning model type TGT allows the involvement of each student as a member of the group in an effort to achieve learning objectives. Cooperative learning is a learning activity by grouping to work together to help construct concepts, solve problems, or inquiry [1]. TGT is one kind of cooperative learning methods where students compete with

members of other teams to contribute points to their team score [2]. However, previous research also showed that cooperative learning model of TGT type resulted in less than optimal learning achievement, such as research conducted by Prabawanti (2012) concept of STAD type cooperative learning model with better learning achievement compared with cooperative learning model of TGT type. Based on this, the researcher felt that cooperative learning model of TGT type should be assisted by learning game in its implementation.

Games are synonymous with play. Almost everyone likes to play and such a desire continues throughout an individuals life. Psychologists inform that play is not just a filling in of an empty period, or just a relaxation or leisure activity, but it is an important learning experience [3]. One of the games that can be used in learning is a snake ladder. Snakes and Ladders is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations. In addition, snakes and ladders can assist in developing basic arithmetic such as counting, addition and subtraction, and communication.

Researcher uses snake ladder game as a learning media in cooperative learning type TGT. Snake game ladder is one game that is not foreign to the students, this game can be played by two or more people. The game has been developed by the Hindus to teach their children as a lesson of morality whereby the snakes are bad omens and the staircase represents good values [4]. The game board consists of several colored boxes and there are numbers in the box. In addition to the boxes there are also a number of snake and staircase images. With cooperative learning model of TGT type assisted by snake ladder media, students are expected to participate actively during the learning process.

Methods

The research was conducted at SMA PGRI 56 Ciputat, Ciputat Sub-District, Tangerang Selatan City, Banten Province. Time of study on even semester of the academic year 2015-2016, data retrieval is done in March 2016. A method in this research is pre-experimental research method with One Group Pretest-Posttest Design. This design uses only one group, as shown Figure I.



Figure 1. *One Grup Pretest-Posttest Design*

Source: Sugiyono, 2014

Information

O_1 : pretest score

X : treatment

O_2 : posttest score

Result and Discussion

The data described are the result of pretest, posttest, N-Gain test of the experimental class.

Pretest result

The result of pretest by X-I class students as an experimental class from this study is presented in Figure 1 below.

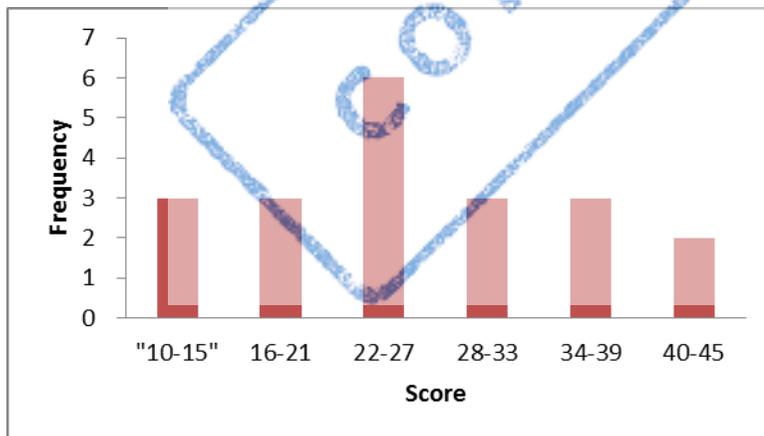


Figure 2 Pretest result chart

Based on the chart, three students (15%) get a score at the lowest range (10-15), two students (10%) get a score at the highest range (40-45). In pretest result, many students get a score in the range of 22-27 about six students (30%).

Posttest result

The result of posttest by X-I class students as an experimental class from this study is presented in Figure 2 below.

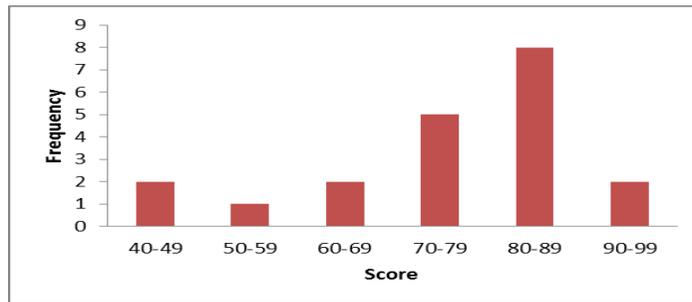


Figure 3. Posttest result chart

Based on chart, two students (10%) get a score at the lowest range (40-49), two students (10%) get a score at the highest range (90-99). In posttest result, many students get a score in the range of (80-89) about eight students (40%).

Cognitive Thinking Skills

The cognitive level result on experimental class is presented in figure 3 below.

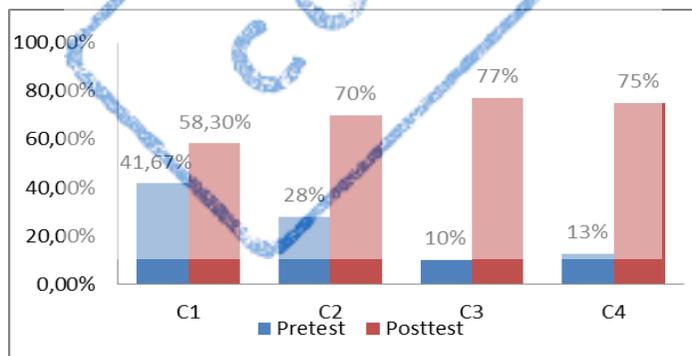


Figure 4. Cognitive thinking skill in pretest and posttest

Based on the chart above, it can be seen that the percentage of posttest results for each cognitive level has increased from the pretest score. The percentage of the cognitive level that differs significantly between pretest and posttest result at C₃ (applying) and C₄ (analyze). In C₃ level (applying) get pretest percentage about 10% and in posttest about 77%. In C₄ cognitive level (analyze) get pretest percentage about 13% and in posttest about 75%.

N-Gain Test

N-Gain test is used to show improvement understanding student after learning process. The average score of N-Gain is presented in table I below.

Table I Result of N-Gain Test

Average	Category
0,6	Medium

Based on table I, N-Gain test for sample about 0,6 with medium category. N-Gain test for each cognitive level used to show improvement student learning result after learning process for each cognitive level. Score of the N-Gain average is presented in figure 4 below.

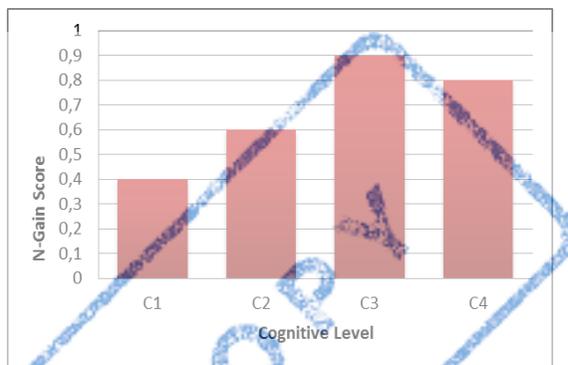


Figure 5. N-Gain for each cognitive level chart

Based on the chart, the lowest improvement student learning result on C₁ level (remember) about 0,4 and the highest on C₃ (applying) about 0,9 and C₄ level (analyze) about 0,8.

Hypothesis Test Results

Based on precondition test of statistical analysis, it is obtained that both data are normal and homogeneous distributed. Therefore, hypothesis testing can be done by using t test with the test criterion, that is, if $t_{count} > t_{table}$, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. If $t_{count} < t_{table}$, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. The results can be seen in the following table 2

Table 2 Result of t test

Statistic	Value
-----------	-------

T _{count}	1,743
T _{table}	1,729
Conclusion	Ha accepted

In the table above shows that the value of t_{count} in learning result is greater than the t_{table} value, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. With the acceptance of H_a in testing the hypothesis, it can be concluded that there is influence of the use of cooperative learning model of TGT assisted by the ladder snake game on improving student learning result on electromagnetic waves concept.

Discussion

There is influence of cooperative learning model of TGT type assisted by snake ladder game media. Based on the result of hypothesis test, t_{count} is bigger than t_{table} ($1,743 > 1,729$). It also means that cooperative learning model of TGT type assisted by game media of snake ladder (treatment) can improve students achievement in learning of electromagnetic wave concept. Treatment can improve learning outcomes more significant than conventional learning. That can be seen from N-Gain result which get average N-gain value equal to 0,6 (medium). This is because cooperative learning model make students enrich and complete understanding of the concepts that will be formed and that has been formed in student [5]. Cooperative learning make each student interested and focused in answering questions [6]

According to percentage of cognitive level in pretest, students get the lowest value at C3 level and the highest at C1. This is because when the pretest, they have not study about the concept and then fill the answer was just according to their based knowledge. Then, after treatment, they get the lowest value at C1 and the highest at C3 in the posttest. This happens because the snake ladder media can make students interested in the concept. They enjoy the lessons and very enthusiastic in counting when the matter of the count is issued. Students' minds are unencumbered with the method of learning. However, when they are faced with the matter of remembering, they feel uninterested due to too much materials.

The ability to remember of this concept is very emphasis. This is because the electromagnetic waves concept is more theories than formulation and calculation, so It is easier fo student to solve counting (calculation) problem than memorizing or remembering in question that given. Therefore, This makes it easy for them to answer correctly on posttest issues so that their N-Gain values at C₃ and C₄ levels are greatly increased.

Some of the cooperative learning strategies such as Slavin's method include a unique scoring system that provides students with maximum opportunity to improve their achievement scores by comparing their present level of achievement to their own previous level, without reference to others students scores in the class [7]. Based on the above discussion shows that overall learning using cooperative learning model of TGT type assisted by game media of snake ladder can improve student physics learning outcomes especially on electromagnetic wave concept.

Conclusion

Based on the results of research, data analysis and discussion that has been described, it can be concluded that cooperative learning model of TGT type assisted by game media of snake ladder influential to improve student learning outcomes on the concept of electromagnetic waves. It can be seen based on N-Gain Value of 0.6 with a medium category. Besides, the students' score after using cooperative learning model of TGT type with game media of snake ladder is higher than before using. This can be seen from all levels measured by the increase after using cooperative learning model of TGT type assisted by game media of snake ladder. Each level of a cognitive domain has increased. The lowest increase in the CI level and the highest at C3 and C4 levels.

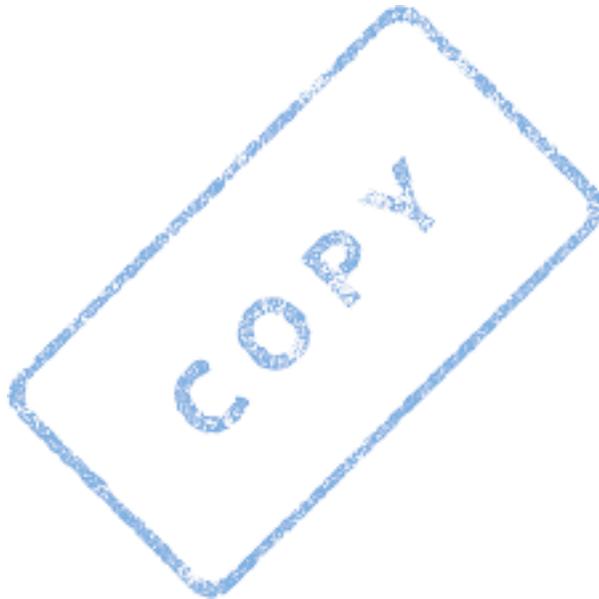
References

- Teguh Sumantoro, Joko, "Pengembangan Perangkat Pembelajaran Metode Pembelajaran Kooperatif Tipe *Teams Games Tournament* (TGT) Menggunakan Media Permainan Ular Tangga untuk Meningkatkan Hasil Belajar
- Salam, Abdus, et al. (2015). *Teams Games Tournaments (TGT). Cooperative Technique for Learning Mathematics in Secondary Schools in Bangladesh. Journal of Research in Mathematics Education*. 4(3): 275
- K. Lowe, Norman. (1988). *Games and Toys in the Teaching of Science and Tecnology*. Division of Science Tecnical and Environmental Education UNESCO.
- Nachiappan, Suppiah, et al. (2014). Snake and Ladder Games in Cognition Development on Students with Learning Difficulties. 3 (2): 220
- Mondolang, Aswin H. (2013). Effect of Cooperative Learning Model and Assesment Technique towards the Physics Learning Result by Controlling Student's Basic Knowledge (Experiments in Junior High School 1 and 2 Tondano). *Journal of*

Education and Practice. 4(22): 210

Frianto, et al. (2016). The implementation of Cooperative Learning Model Team Game Tournament and Fan N Pick to Enhance Motivation and Social Studies Learning Outcomes. *IOSR Journal of Humanities and Social Science*. 21(5): 80

Ho, Fui Fong and Hong Kwen Boo. (2007). Cooperative learning: Exploring its effectiveness in the physics classroom. *Asia-Pacific on Science Learning and Teaching*. 8(2):7



THE INFLUENCE OF SOCIO-ECONOMIC LEVEL OF FAMILY AND LEARNING INDEPENDENCE FOR ECONOMIC LEARNING ACHIEVEMENT (SURVEY AT TANGERANG CITY SENIOR HIGH SCHOOL)

Dadang Saepuloh

Universitas Islam Syekh Yusuf

e-mail: dsaepuloh@unis.ac.id

Abstract. The aim of this study is to determine the extent to which the socio-economic level of the family and the independence of learning to the achievement of learning both individually and collectively. If there is a positive and significant influence then how strong the influence of the socio-economic level of the family and the independence of learning on the learning achievement. The research method used is survey. The data were collected by documentation technique and by questionnaire. Data analysis used descriptive statistic method, such as finding mean, median, mode, standard deviation. The statistic test is used with significance test of correlation coefficient with t test. The results showed: 1) There is a significant influence on the socio-economic level of the family and the independence of learning together towards the economic learning achievement. This is evidenced by the acquisition value $F_o = 11,694$ and $\text{Sig. } 0,000 < 0,05$ and $F_o = 11,694$. The socio-economic level of the family and the learning independence contributed 33.2% to the variables of economic achievement together. 2) There is a significant influence on the socio-economic level of the family on economic achievement. This is evidenced by the acquisition of Sig value. $0.043 < 0.05$ and $t_o = 2.077$. The variable socio-economic level of the family contributed 15.84% in improving learning achievement Economics. 3) There is a significant influence of learning independence on economic achievement. This is evidenced by the acquisition of Sig value. $0,030 < 0,05$ and $t_o = 2,237$. The variable learning independence contributes 17.40% in improving learning achievement Economics.

Keywords: Socio-economic level of family, Learning independence, Learning Achievement

Introduction

The development of a nation is closely related to education problems. The level of education of a nation is a reflection of the welfare of the nation's life. The higher level of education owned by the community shows the level of feasibility of the welfare of his life. Where an educated society will be able to overcome the problems facing it and be able to experiment and make new discoveries. Education is a process with certain methods so that people acquire the knowledge, understanding and ways of behaving according to need. Education is expected to produce quality output. From the various input characteristics that enter, so that education is the result to produce good and quality output. The purpose of

National education according to Law no. 20 of 2003 on the national education system which states that: National Education aims to educate the life of the nation and develop a complete humanity of Indonesia, the man who believes and cautious against God Almighty and virtuous noble character, possessing knowledge and skills, physical and spiritual health, a stable and independent personalit Through the world of education one will gain knowledge and skills. One of the goals of education is the cultivation of knowledge and skills as part of one generation to the next. In accordance with the objectives of national education which have been formulated on the basis of Pancasila and the 1945 Constitution of Chapter XIII article 31 it has been mentioned that in paragraph 1 each citizen shall be entitled to instruction and in paragraph 2 the government shall endeavor to organize a national teaching system regulated by law, invite.y and sense of community responsibility and nationality "(R. I, 2003; 30).

Learning achievement is a problem in the history of human life, because throughout the human life span always pursuing achievements by field and ability of each. The word learning achievement comes from the Dutch language "prestatic" which means the result of effort. In Big Indonesian Dictionary of learning achievement is defined as the result of assessment obtained from cognitive schooling activities and is usually determined through measurement and assessment. One of the factors that influence the learning achievement is the level of social economic of the family. Every human being is born in an environment where the socio-economic level of his family is different, the family is the most important educational environment. Therefore, the family is often seen as the main educational environment in society, because in the family human beings are born and grow into adults. Family environment according to HibanaRahman (2002) "Environment experienced by children in interacting with family members, either interaction directly or indirectly". According to Syamsu Yusuf and Juntika (2007: 27) "Family atmosphere is very important for the development of the child's personality". A child raised in a harmonious and religious family environment, an atmosphere that gives an outpouring of affection, attention and guidance in the field of religion, then the development of the child's personality tends to be positive and healthy. While children are developed in a less harmonious family environment, parents who are hard on children, or parents who do not pay attention to religious values, then the development of the child's personality tend to experience abnormalities in adjustment. Given these differences it is likely to affect students in improving their learning outcomes.

From the facts and observations so far students often do not consider that the level of socio economic family is a supporter to practice self-study in order to accustom self-learning. So need to improve the socio-economic level of a prosperous family so that students

feel at home studying at home. If the socio-economic level of the family has been created properly, students will be able to achieve satisfactory learning achievement. In addition to the level of family social economy there are other factors that affect the learning achievement of learning independence. Learning independence is considered as the key that regulates and directs human behavior. In other words, the behavior of the individual will be in accordance with the way the individual sees self-reliance in himself, thinking and judging himself so that the actions taken by the individual in accordance with his own desire to be better and more advanced. The determinants of success in learning are the students as actors in learning activities. Without awareness, willingness, and student involvement, the learning process will not work. Thus in learning, students are required to have an independent attitude, meaning that students need to have awareness, willingness and motivation from within students and not solely the pressure of parents and other parties. With the independent attitude in the students, the learning objectives will be achieved as expected. So the independence of a person in learning will determine the direction of learning and learning achievement. Independence will make a student able to learn alone without being asked by outsiders in the test conditions or not the exam. This includes developing concepts to be applied in real life. This independence emphasizes the activity in learning that is full of responsibility so as to achieve high learning achievement. But in learning each student has a different habit. In learning the students need a process, can not be done in one time only but the learning must be done slowly independently, so the self-learning routine will become a habit that must be done by students. Learning requires a repetitive and gradual process, often encountered a student who has a high learning independence, high learning achievement and also a family environment that supports students in learning, the possibility of learning achievement is also high. But there is also a student who has the independence to learn, the learning outcomes are quite low because there is no support from the family environment.

The low economic learning outcomes can be seen from the daily test scores and semester exams are counted less satisfactory.. This is a very worrying issue for all parties, this can be assumed as an obstacle experienced by students. Obstacles in question can be internal factors (from within students) as well as external factors (from outside students themselves), including: learning facilities, parental participation, socio-economic level of the family, learning independence, learning activities, and other basic skills. Of these factors, family socioeconomic factors and learning independence are important factors compared to some other factors.

Based on the background of the above research, the authors are encouraged to conduct research entitled "**The influence of socio-economic level of the family and the independence of learning on economic achievement (survey at Tangerang City Senior High**

School)"

Problem Formulation

Based on the background and identification of the problem mentioned above, then the problem in this research is formulated as follows:

1. Is there an influence on the socio-economic level of the family and the independence of learning together towards the learning achievement of Economics?
2. Is there any influence of the socio-economic level of the family on the economic learning achievement?
3. Is there any influence of learning independence on economic achievement?
- 4.

Literature Review

Learning Achievement

In each individual in learning will occur behavioral changes that include cognitive, affective, and psychomotor changes that are the result of learning. As educators, we always want to know whether the purpose of teaching that has been established and implemented well has also been achieved with a good learning presentation as well. Presentation of learning is a change that students get after going through the process of learning is a change in the overall behavior both attitude, habits, knowledge and skills. According to Arikunto (1990), "learning achievement is the end result after experiencing the learning process, the change is seen in observable actions, and can be measured". Meanwhile, Nasution (1995) argues that achievement is a change in the individual self. The changes in question are not only changes in the individual and knowledge, but also include changes in the skills, attitudes, understandings and self-esteem of the individual. From some sense of achievement put forward by the experts above clearly visible differences in certain words as emphasis, but essentially the same achievement that accomplished from an activity. So the achievement is the achievement of the activities that have been done, created the fun that is obtained by way of work perseverance either individually or in groups. From this aspect the success of students can be determined, and it can be said that students can have a good learning achievement, if they have the ability to master the lesson material presented by the teacher in teaching and learning activities, while the ability has been measured by using evaluation tools and the results achieved good value category. In this study the evaluation of learning outcomes in the limit on economic subjects only in the class XI IPS Public senior high school in Tangerang City.

The Nature of Family

Social Economic Level

The sentence of socioeconomic status comes from three words, namely status, social and economic. The meaning of status according to Soerjono is the place or position of a person in a social group. As for Major Polak status is the social position of a person in the group as well as in society. Meanwhile, according to Dwi Narwoko and Bagong Suyanto the status is as a place or position of someone in a social group, in relation to others in the group, or place a group in connection with other groups within the larger group again. Based on the above understanding, it can be concluded that social status is a condition or position of a person in a community group. Socioeconomic Status is a social rank based on the economic position achieved and has characteristics that can affect mobility. To determine social class, sociologists have objective methods used in the measurement of social class in the form of occupation / occupation in organization, education, income, and residence. Schaefer (Sina, 2005).

According to Patirim Sorokin in Dwi Narwoko and Baging Suyanto To measure the status of a person, in detail can be seen from 1) position or occupation; 2) education and the breadth of science; 3) wealth; 4) political; 5) offspring; and 6) religion. From the above description, the authors conclude that the meaning of the socio-economic level of the family in this study is a position or status of an individual and a family in the community based on income, income, occupation, education level, the number of dependents that must be financed in one family, family, and conditions of need fulfillment in the family.

Understanding Independence

According to Masrun (1986) independence is an attitude that enables a person to act freely, to do something for his own encouragement and for his own needs without the help of others, as well as thinking and acting original / creative, and full of initiative, able to influence the environment, self, and gain satisfaction from his efforts. Self-understanding means being able to act accordingly without asking or depending on others. Mandiri is where a person wants and is able to manifest his / her own desire which is seen in action / real action to produce something (goods / services) for the sake of fulfilling the needs of his life and his neighbor (Antonius, 2002).

Independence has diverse traits, many of which argue for the characteristics of independence. According Gilmore in Chabib Toha (1993) to formulate the characteristics of independence that includes:

1. There is a sense of responsibility.
2. Have consideration in assessing problem faced by intelligence.
3. There is a sense of security when having opinions that are different from others.
4. The existence of a creative attitude that produces ideas that are useful to others

From the above description it can be concluded that in achieving one's independence can not be separated from the factors that underlie the formation of independence itself. These factors have a very important role in life which will further determine how far an individual behaves and thinks of an independent way in living a life further. A good family and community environment especially in the areas of values and habits of life will shape his personality, in this case his independence. A social environment that has good habits in performing tasks in their lives, as well as the circumstances in family life will affect the development of child self-reliance. The attitude of parents who do not spoil the child will cause children to develop naturally and exciting. Conversely, a pampered child will experience difficulty in terms of independence. A good pattern of education is always upheld by the principles of gift giving and punishment that will cause children in the family to have a better level of awareness and experience of life values.

Research Methodology

Research Methods

The method used in this research is survey method that is a critical observation or investigation to get a bright and good information on a certain problem and in a certain area (Margono, 2007), data obtained then processed, interpreted and concluded. The approach used is a quantitative approach, which is an approach that allows the recording and analysis of research data is exact and analyze the data using statistical calculations (Sugiono, 2007). The first factor is the socio-economic level of the family as independent variable (X_1) and learning independence (X_2), achievement of student learning outcomes as dependent variable (Y). By using the research method the authors hope to get a picture of research results in accordance with the facts.

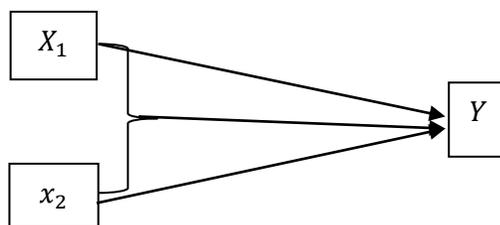


Figure constellation problem is as follows:

Information :

X1 = Family Social Economic Level

X2 = Learning Independence

Y = Achievement of Economic Learning Results

X1 = effect on Y

X2 = effect on Y

X1 and X2 both affect Y

Data Collection Technique

The plan in this study data collection techniques conducted is to conduct a survey of the entire population. Students as prospective respondents are given explanations about the survey to be conducted without giving the identity of their respective names. With the intention that there is no fear so as to give opinions according to the conscience and reality. This is in accordance with the proposed by wayanNurkencana (1993), that Observation is a way to collect data by conducting direct observation of an object within a certain period and hold a systematic record of the things observed.

Questionnaire as a tool to collect data by using a written statement that is intended for students with the aim to obtain from students to obtain data answers or data answers or data written in a list of questions. This is in accordance with the opinion expressed by Moh. Surya and RochmanNatawijaya (1995) namely that the data to be collected is described in the form of a statement in writing and who was also asked to give answers in writing. Documentary studies searched data from notes and written reports of an event the students had experienced, the progress of the study and the value of the test results. Its function is to obtain the existing data and collect educate further something necessary. The steps taken by the author as follows :

1. Conducting direct observation at State Senior High School in Tangerang City.
2. Distributing questionnaires to respondents related to the socio-economic level of the family and learning independence.
3. From the data collected data obtained from the questionnaire / qualitative data sheet then do the weighting / using Likert scale to get interval / qualitative data for each variable.
4. Documentary study on the value of sumative test subjects Economics subjects.

Research Variable

In this study the variables are in accordance with the title Namely: The Effect of Family Social Economic Level and Independence Learning Against Economic Learning Achievement (Study Group of Social Sciences at State Senior High School in Tangerang City).

1. Family Social Economic Level (X1).
2. Independence of Learning as an independent variable (X2).

The learning achievement of sociology subjects in public high school is taken from the value of semester I of the school as the dependent variable (Y).

Calibration of Socio-Economic Status of Family Instruments and Learning Independence

Test Validity

Validity or validity of item is tested by using product moment correlation coefficient (suharsimiArikunto, 2008) with formula where:

$$r_{\text{count}} = \frac{n \cdot \sum X_1 y_1 - (\sum X_1)(\sum y_1)}{\sqrt{n \cdot \sum X_1^2 - (\sum X_1)^2} \sqrt{n \cdot \sum y_1^2 - (\sum y_1)^2}}$$

1. Test Reliability

Reliability (reliability) of the question device for questionnaires used the reliability index Cronbach Alpha (SudijonoAnas, 2007), by formula where :

$$r_{ii} = \frac{n}{n-1} \left(1 - \frac{\sum S_i^2}{S_t^2} \right)$$

To determine the reliability of the device the problem used a significant level of 5% on the test of one party and df (degree of trust) = n-2. The problem device is said to be reliable if $r_{\text{arithmetic}} \geq 0.60$, $\alpha = 5\%$, n = number of sample members.

Test Requirements For Regression Analysis

1. Normality Test
2. Linearity Test
3. Multicollinearity test
4. Heteroskedity Test

Test of Research Hypothesis

1. Correlation Analysis
2. Regression Analysis
 - a. Equations of Regression Lines
 - b. Significance of Regression
 - c. Partial Regression
 - d.

Test Requirements Regression

Analysis

Classic Assumption Test

Test Data Normality

Good regression requirements if the research data follows a normal distribution.

Table Test Data Normality

		Economic Learning Achievement	Family Social Economic Level	Learning Independence
N		50	50	50
Normal Parameters ^{a,b}	Mean	77.10	90.44	100.00
	Std. Deviation	8.997	9.035	8.018
	Absolute Differences	.112	.109	.170
Most Extreme Differences	Positive	.112	.088	.170
	Negative	-.065	-.109	-.150
Kolmogorov-Smirnov Z		.794	.767	1.205
Asymp. Sig. (2-tailed)		.554	.598	.110
a. Test distribution is Normal.				
b. Calculated from data.				

From the table above shows that the hypothesis test that states the distribution of data in this regression analysis follows normal distribution. This is indicated by all Asymp values. Sig > 0.05. This means that all data is normally distributed

I. Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds a perfect correlation between independent variables. A good regression model should not have a perfect correlation between independent variables. One way to detect the presence of multicollinearity is to look at tolerance or variant inflation factor (VIF). If tolerance < 0.1 or VIF > 10 then multicollinearity occurs.

Table Multicollinearity Test

<u>Coefficients^a</u>			
Model		<u>Collinearity Statistics</u>	
		Tolerance	VIF
1	(Constant)		
	socio-economic level of the family	.638	1.568
	Learning independence	.638	1.568

The results of multicollinearity test in the above table show that the Tolerance $0.638 > 0.1$ or Variance Inflation Factor (VIF) $1.568 < 10$. So it can be stated that there is no multicollinearity between the socio-economic level of the family and the independence of learning in this multiple regression analysis.

Heteroscedasticity Test

The notion of heteroscedasticity is when the observed error or residual has no constant variant. The condition of heteroscedasticity often occurs in cross section data, or data taken from several respondents at a given time. One method of detecting heteroscedasticity is to create standardized Residual (ZRESID) and Standardized Predicted Value (Y cap) scatter plots. In the picture below shows no change e as long as Y cap, then stated no heteroskedastisitas on error (error / residual) it.

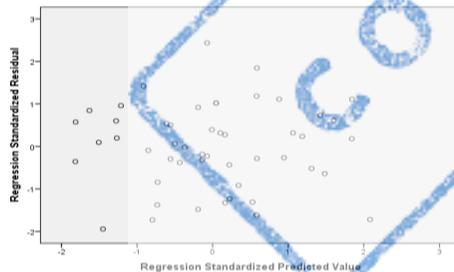


Figure Scatterplot Heteroscedasticity Test

From the picture above shows that the points spread randomly and did not form a certain clear pattern, as well as scattered above or below the number 0 on the Y axis. This shows that there is no heteroscedasticity in the regression model, so it can be used to predict economic achievement variables based on the socio-economic level of the family and students' learning independence.

Error Normality Test

Good regression requirements if the research data follows a normal distribution.

Table Error Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters ^{a,b}	Mean	.0E-7
	Std. Deviation	7.35200614
Most Extreme Differences	Absolute	.076
	Positive	.076
	Negative	-.069
Kolmogorov-Smirnov Z		.539
Asymp. Sig. (2-tailed)		.934
a. Test distribution is Normal.		
b. Calculated from data.		

From the table above shows bahwa hypothesis test which states the residual distribution in this regression analysis follows the normal distribution. This is indicated by the value of $Z = 0.539$ and $\text{Sig.} = 0.934 > 0.05$. This means the assumption or requirement of regression analysis is met.

Linearity Test

The linearity test is performed to determine the technique in the regression analysis whether the independent variables (X_1 and X_2) and the dependent variable (Y) are linear. This linearity test uses SPSS 20.0 calculation

Linearity Regression influence of variable X_1 over Y

Result of regression linearity test between socio-economic level of family with achievement study Economics, calculation SPSS 20.0 as follows:

Table Results of Linearity Test of Variable Regression Y over X_1

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Achievement of Economic Learning Results * Level of Socio-Economic Family	Between Groups	(Combined)	1889.026	18	104.946	1.566	.133
		Linearity	1036.038	1	1036.038	15.460	.000
		Deviation from Linearity	852.989	17	50.176	.749	.732
	Within Groups		2077.474	31	67.015		
	Total		3966.500	49			

Based on above perhungan results obtained calculation Deviation from Linearity with $F_0 = 0.749$ and $\text{Sig.} = 0.732 > 0.05$. This has the understanding that the variable level of socioeconomic families with learning achievement Student economy has a linear relationship.

Linaeritas Regression influence variable X2 on Y

The result of regression linearity test between learning independence and economic achievement, SPSS 20.0 calculation as follows:

Table Result of Linearity Test of Variable Regression Y over X2

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Achievement of Economic Learning Results * Level of Socio-Economic Family	Between Groups	(Combined)	1240.078	7	177.154	2.729	.020
		Linearity	1074.794	1	1074.794	16.557	.000
		Deviation from Linearity	165.284	6	27.547	.424	.859
	Within Groups	2726.422	42	64.915			
	Total	3966.500	49				

Based on the above perhiungan results obtained Deviation from Linearity results with $F_o = 0.424$ and $Sig. = 0.859 > 0.05$. This has the sense that the variable of learning independence with the learning achievement of student economics has a linear relationship.

Hypothesis Testing

Submission of hypotheses is done in accordance with the provisions described in Chapter III. The results of the calculation and testing can be seen in the table below:

Table Results of Double Correlation Coefficient Test Calculation

Variables X1 and X2 to Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.576 ^a	.332	.304	7.507

a. Predictors: (Constant), Learning Independence, Family Social Economic Level

Table Result of Calculation of Significance Test of regression coefficient Variables X1 and X2 to Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1317.952	2	658.976	11.694	.000 ^b
	Residual	2648.548	47	56.352		
	Total	3966.500	49			

a. Dependent Variable: Achievement of Economic Learning Results
 b. Predictors: (Constant), Learning Independence, Family Social Economic Level

Table The Result of Multiple Regression Equation of Variables X1 and X2 on Y

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	11.710	13.831		.847	.402
	Family Social Economic Level	.309	.149	.310	2.077	.043
	Learning Independence	.375	.168	.334	2.237	.030

a. Dependent Variable: Achievement of Economic Learning Results

Influence The socioeconomic level of the family (X1) and learning independence (X2) together towards the learning achievement of Economy (Y)

Hypothesis tested:

$$H_0: \beta_{y1} = \beta_{y2} = 0$$

$$H_1: \beta_{y1} \neq 0, \beta_{y2} \neq 0$$

Meaning:

H0: there is no influence on the socio-economic level of the family and the independence of learning together towards the economic learning achievement

H1: there is an influence on the socio-economic level of the family and the independence of learning together towards the learning achievement of Economics

From Table ANOVA it can be stated that there is a significant influence on the socio-economic level of the family and the independence of learning together towards the learning achievement of Economics. This is evidenced by the acquisition value $F_0 = 11,694$ and Sig. $0,000 < 0,05$ Meanwhile, the equation of multiple regression lines can be expressed by $Y = 11.710 + 0.309 X1 + 0.375 X2$. It has an understanding that the increase of one score variable of socio-economic level of family and learning independence contributes 0,309 by X1 and 0, 375 by X2 on the variable of learning achievement Economics. From table 4.9 can also explain that together the variable level of socio-economic family and learning independence contributes 33.2% to variable achievement of learning Economics.

Influence Family economic social level (X1) on Achievement learn Economics (Y)

Hypothesis tested

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

Meaning:

H0: there is no influence of the socio-economic level of the family on the learning

achievement of Economics

HI: there is an influence on the socio-economic level of the family on economic achievement

From table Coefficients it can be stated that there is a significant influence of the socio-economic level of the family on the learning achievement of Economics. This is evidenced by the acquisition of $t_{count} = 2.077$ and $Sig. 0.043 < 0.05$. The contribution of the variable level of socioeconomic families on Achievement learning Economics can be expressed by the formula:

$$KD = \text{Value } \beta_{x1y} \times \text{Value of the Pasialnya Correlation } (r_{x1y}) \times 100\%$$

$$KD = 0.310 \times 0.511 \times 100\% = 15.84\%$$

From the above calculation results can be stated that the contribution of socio-economic level of families in improving learning achievement Economics of 15.84%

Effect of Learning Independence (X2) on Achievement learning Economics (Y)

Hypothesis tested:

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

Meaning:

H0: there is no influence of learning independence on economic achievement

HI: there is the influence of learning independence on economic achievement

From table Coefficients it can be stated that there is a significant influence of learning independence on economic achievement. This is evidenced by the acquisition of $t_{count} = 3.174$ and $Sig. 0.002 < 0.05$. The contribution of learning independence variable to economic achievement can be expressed by the formula:

$$KD = \text{Value } \beta_{x2y} \times \text{Value of the Pasialnya Correlation } (r_{x2y}) \times 100\%$$

$$KD = 0.334 \times 0.521 \times 100\% = 17.40\%$$

From the above calculation results can be stated that the contribution of learning independence in improving learning achievement Economics of 17.40%.

Discussion

Effect of socio-economic level of family (X1) and learning independence (X2) together on learning achievement Economy (Y)

The results above conclude that the socio-economic level of families and the independence of learning together have a positive effect on the improvement of learning achievement Economics of senior high school students in Tangerang City. This implies that the socio-economic level of the family and the independence of learning has a significant effect on the improvement of learning achievement Economics of Senior High School students in Tangerang City. Every human being is born in a particular family environment which is the most important educational environment Therefore, the family is often seen as the main educational environment in society, because in the family human beings are born and grow into adulthood. Family environment according to Hibana Rahman (2002: 38) "Environment experienced by children in interacting with family members, either interaction directly or indirectly". According to Syamsu Yusuf and Juntika (2007: 27) "Family atmosphere is very important for the development of the child's personality". A child raised in a harmonious and religious family environment, an atmosphere that gives an outpouring of affection, attention and guidance in the field of religion, then the development of the child's personality tends to be positive and healthy. While children are developed in a less harmonious family environment, parents who are hard on children, or parents who do not pay attention to religious values, then the development of the child's personality tend to experience abnormalities in adjustment. Given these differences it is likely to affect students in improving their learning outcomes. The determinants of success in learning are the students as actors in learning activities. Without awareness, willingness, and student involvement, the learning process will not work. Thus in learning, students are required to have an independent attitude, meaning that students need to have awareness, willingness and motivation from within students and not solely the pressure of parents and other parties. With the independent attitude in the students, the learning objectives will be achieved as expected. So the independence of a person in learning will determine the direction of learning and learning achievement. Independence will make a student able to learn alone without being asked by outsiders in the test conditions or not the exam. This includes developing concepts to be applied in real life. This independence emphasizes the activity in learning that is full of responsibility so as to achieve high learning achievement.

Effect of socio-economic level of family (X1) on learning achievement Economics (Y)

The results above conclude that the socio-economic level of the family has given a positive influence on the improvement of learning achievement Economics of senior high school in Tangerang City. This implies that the socio-economic level of the students 'family has a significant influence on the improvement of students' achievement in Economics of

Senior High School in Tangerang City. In terms of education socio-economic status is very influential. Families with high socioeconomic status, able to use their high level of education to obtain information about books that are necessary for the cognitive and affective development of children. Supported by their high enough income, parents can provide books for children of various types. To find differences in parent activity in guiding children between families with high socioeconomic status with low socioeconomic status.

Parents with high economic status have high expectations of children's success at school and they often reward children's intellectual development. They are also able to be good models in speaking and reading activities. Parents often read with children, give praise to children when children read books on their own initiative, take children to bookstores and visit the library and they become good models for children by using more free time to read. (Soejanto Sandjaja, Influence Parent's Involvement to Reading Child's Interest Viewed from Environmental Stress Approach, Jakarta, Journal of Social Sciences No. 3, 2002).

Miller (1985) in Gunarsa and Gunarsa (1995) in Sake (2003) suggests that differences in the socio-economic level of the family lead to differences in family values and norms. Families with low economic levels are generally less attention to child behavior, no rewards in praise for making good, and lack of practice in the cultivation of moral values. While in the family economy enough to cause parents to have time to guide children because parents no longer think about the state of the economy is lacking in the sense that the main task of parents in providing a family living has been well implemented. Parents with low socioeconomic status often provide a negative example in speaking, especially when they quarrel over family financial limitations. They also rarely praise children when reading even parents have low expectations of the success of the child's school so they do not want to be involved to help with child homework or other schoolwork. As a result, the child does not become an achiever in school and this adds to family pressure when parents are called to school to account for the failure of children's education.

Self-reliance psychologically and mentally is the state of a person who in his life was able to decide and do something without help from others. Such abilities are only possible if one is able to think carefully about something he does or decide upon, in terms of benefits or benefits, as well as the negative aspects and disadvantages he will experience (Hasan Basri, 200: 53). Any activity undertaken by a person to succeed according to his wish hence required a strong independence.

Effect of Learning Independence (X₂) on Achievement learning Economics (Y)

From the results of existing research and theory can be concluded that the

independence of learning has given a positive influence on the improvement of learning achievement Economics of senior high school in Tangerang City. That is, high learning independence has given a positive influence on the improvement of learning achievement Economics of senior high school students in Tangerang City.

According to Brawer in Chabib Toha (1993: 121) independence is a feeling of autonomy, so the notion of independent behavior is a self-confidence, and the feeling of autonomy is defined as the behavior contained within a person arising from the power of impulse from within not being influenced by others

According to Kartini Kartono (1985: 21) one's independence is seen when the person faces a problem. If the problem can be solved on its own without seeking help from parents and will be responsible for any decisions taken through various considerations then this indicates that the person is able to be independent.

According to Masrun (1986: 8) independence is an attitude that allows one to act freely, to do something for his own encouragement and for his own needs without the help of others, as well as thinking and acting original / creative, and full of initiative, capable of affecting the environment, confidence, and gain satisfaction from his efforts. Self-understanding means being able to act accordingly without asking or depending on others. Mandiri is where a person wants and is able to manifest his / her own desire which is seen in action / real action to produce something (goods / services) for the sake of fulfilling the needs of his life and his neighbor (Antonius, 2002: 145).

Conclusions

In this conclusion, the authors describe briefly the results of research obtained in the field can be drawn conclusion as follows: There is a significant influence on the socio-economic level of the family and the independence of learning together towards the learning achievement of Economics. This is evidenced by the acquisition value $F_0 = 11,694$ and $\text{Sig.} 0,000 < 0,05$. Together the socio-economic level of the family and the independence of learning contributed 33.2% to the variables of economic achievement. There is a significant influence on the socio-economic level of the family on economic achievement. This is evidenced by the acquisition of $t_{\text{count}} = 2,077$ and $\text{Sig.} 0,043 < 0,05$. The socio-economic level of the family contributed 15.84% in improving the learning achievement of the economy. There is a significant influence of learning independence on economic achievement. This is evidenced by the acquisition of $t_{\text{count}} = 3,174$ and $\text{Sig.} 0,002 < 0,05$. Independent learning variables contributed 17.40% in improving learning achievement Economics.

References

- Arikunto, Suharsini, 2006, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta : PT Rineka Cipta
- Depdiknas Republika Indonesia, 2003, *Undang-undang Republika Indonesia Nomor 20 tentang Sistem Pendidikan Nasional*
- Djaali dan Puji Muljono, 2008. *Pengukuran dalam Bidang Pendidikan*, Jakarta: Grasindo
- Djamarah, Saeful Bahri, 2008. *Psikologi Belajar*, Jakarta : PT Rineka Cipta
- Hamalik, Umar. 2008, *Kurikulum dan Pembelajaran*, Jakarta : PT Bumi Aksara
- Suyasa, Made, 2002, *Ekonomi dan Koperasi*, Bandung: Rosada Karya
- Slameto. 2003, *Belajar dan Faaktor-faktor yang Mempengaruhinya*, Jakarta : Rineka cipta
- Sudijono, Anas, 1990, *Pengantar Evaluasi Pendidikan*, Jakarta : PT. Raja Grafindo Persada
- Narmoko, Suyanto, 2004, *Sosiologi Teks Pengantar dan Terapan*, Jakarta: Prenada Media
- Samuel, Hanneman, Suganda, Azis, 1997, *Sosiologi*, Jakarta: Departemen Pendidikan dan Kebudayaan
- Sandjaja, 2002, *Pengaruh Keterlibatan Orang Tua Terhadap Minat Membaca Anak Ditinjau dari Pendekatan Stres Lingkungan*, Jakarta: Jurnal Ilmu-Ilmu Sosial
- Kemp, Jerrold E. 1994, *Designing Effective Intruction, New Yourk: Macmillan*
- Margono, 2004, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta
- Sugiyono, 2007, *Metode Penelitian Pendidikan pendekatan Kualiiitatif, Kuantitatif dan R & D*, Bandung: Alfa Beta
- Suharsimi, Arikunto, 2003, *Dasar-dasar Evaluasi Pendidikan*, Yogyakarta : Bumi Aksara
- Dimiyati, 2006, *Paradigma Baru Pembelajaran*, Jakarta : Kencana Renada Media Group
- Djali, Mujiono, 2007, *Pengukuran Dalam Pendidikan*, Jakarta: Grasindo
- Angkoro, R, A Kosasih, 2009, *Optimalisasi Media Pengajaran*, Jakarta: Grasindo
- Nurjannah, 1995, *Murid Belajar Mandiri*, Jakarta : Gaung Persada Press
- Slameto, 2003, *Belajar dan Faktor-faktor yang Mempenagruhinya*, Jakarta : Rineka Cipta
- Gunarsa, 2004, *Anak, Remaja dan Keluarga*, Jakarta: Libri
- Tirtonegoro, Sutratinah 2001, *Anak Super Normal dan Program Pendidikannya*. Jakarta: Bumi Aksara

- A, Sardiman, 2001, Interaksi dan Motivasi Belajar Mengajar, Jakarta: PT Raja Grafindo Persada,
- Nana, Syaodih, Sukmadinata, 2003, Landasan Psikologi Proses Pendidikan, Bandung: Remaja Rosdakarya
- Yusuf LN, Syamsu, 2007, Teori Kepribadian, Bandung: Remaja Rosda
- Arikunto, Suharsimi, 1990, Dasardasar evaluasi pendidikan, Jakarta: Bumi Aksara
- Nasution, S., 1995, Didaktik Asas-Asas Mengajar, Jakarta: Bumi Aksara
- Dalyono, 2005, prestasi belajar, Jakarta: Rineka Cipta
- Alijoyo, Antonius, Subarto Zaini, 2004, Komisaris Independen Penggerak Praktik GCG di perusahaan, Jakarta : PT. Indeks
- Toha, M Chabib, 2003, Teknik evaluasi pendidikan, Jakarta: Raja Grafindo Persada
- Kartono, Kartini, 1997, Patologi Sosial Jilid 5, Jakarta: PT.RajaGrafindo Persada
- Walgito, Bimo, 1997, Pengantar Psikologi Umum, Yogyakarta: Andi Offset
- Miarso, Hadi, Yusuf, 1986, Definisi Teknologi Pendidikan, Jakarta: Rajawali Pers.



ANALYSIS OF FACTORS AFFECTING DINAR-DIRHAM AS AN EXCHANGE TOOL

Srie Nuning Mulatsih, Aisyah Ratnasari
Universitas Islam Syekh-Yusuf

Abstract. This research is field research entitled "Analysis of Public Perception About Dinar Dirham as a Medium of Exchange (Case Study on Villa Ilhami Housing Residents, Islamic Village, Karawaci). This research is to answer the question whether the economic aspect or the religious aspect that influences the society to use the dinar dirham as a medium of exchange. The research data was collected through interviews, observations, and questionnaires to 50 respondents from Villa Ilhami Housing, Islamic Village, Karawaci. After the data is collected in comparison with the relevant analysis of the bibliography reference, the researcher then verifies and validates the data. Data is processed simultaneously and quantitative analysis is done by way of pouring statistical parametric data in the form of numbers obtained from the field described in detail. Then analyzed whether the economic aspect or religious aspect which become the perception of society to dinar dirham. From the research found that the economic and religious aspects have a very strong, strong relationship to the dinar dirham as a medium of exchange. A high degree of significance to the dinar dirham as a medium of exchange. Based on Multiple Correlation Test used for relationship relationship of Dinar Dirham variable seen from economic aspect (X1), and Dinar Dirham seen from the aspect of religion (X2) together with Dinar Dirham as a medium of exchange (Y). then in this study tested using SPSS 22.0 software shows that there is a relationship between Dinar Dirham seen from economic aspect (X1) and Dinar Dirham seen from the aspect of religion (X2) together with Dinar Dirham as a medium of exchange (Y) that is equal to 0.955, while the big relationship obtained is 0.912. This shows that Dinar Dirham viewed from the economic aspect (X1) and Dinar Dirham as a medium of exchange (Y) contributes 91.2% with customer satisfaction, while the rest of 8.8% is the influence of other factors. Based on the calculation obtained value of F arithmetic = 243.298 and the price of F table = 3.191 with the provision if F arithmetic > F table then the double correlation coefficient significant that can be applied to the entire population. From the above test stated that F arithmetic = 243.298 > Ftable = 3.191, so it can be concluded that the correlation coefficient significant

Keywords: Teams Games Tournament Learning Model, Snakes and Ladders, Students' Learning Outcome

Introduction

Before people know the means of exchange (dinar, dirham, money), the people first know the name barter. Barter is a way of trading goods or services without the use of money. In this case, barter, exchanged goods do not see the level of a good to be exchanged as well as

when getting a good that they want by exchanging with other goods then the content of goods is quite varied. This is because at the time of the transaction there is no determination or no value of the value of goods to be exchanged, which in the end there is no principle of justice at the time of the transaction, many who exchange the goods with goods that are not commensurate with what is gained after transact. This situation led to gold and silver as one of the references in transactions of trading and exchange of goods and services exchange.

At first, humans used commodity money as a medium of exchange which can serve as commodity money are goods that have certain characteristics that can be accepted or appreciated by all people (has intrinsic value), the quality is unchanged, the number is limited and easy to carry, Gold and silver is the commodity that became the global currency in all century. The exchange / transaction tool sourced from gold and silver is then called Dinar Dirham.

Gold dinars and silver dirhams are used as a medium of exchange and become a benchmark in transactions because they have value in it so that it becomes clear and beneficial, useful and good for the community.

Over time, the gold dinars and silver dirhams that had been a medium of exchange in its development experienced a shift due to the reasons of the lack of gold resources and the need for a continuous exchange of instruments that emerged a tool of exchange used as a benchmark other than gold dinars and silver dirhams, i.e. fiat money or banknotes and not gold and silver coins.

The rapid development of the economy gradually began to be abandoned gold as a medium of exchange. The limited amount of gold perceived cannot cope with the growing number and transactions of goods and services world production is so rapid. This is the main reason why the gold Dinar and silver dirham are 'removed' from their positions as a medium of exchange, despite opposition from world economists. Now almost every country in the world has left gold and silver as a medium of exchange or at least gold and silver is no longer the only means of exchange.

As a result fiat money has a solid position because it is supported by its function as a medium of exchange of monopolistic exchange supported by law and authority owned by the government of a country, other than as a means of money exchange also serves as a storage device or asset, although the deposit the best value is gold.

In its development, the main function of money as a medium of exchange began to shift money made as a commodity so that money is bought and sold like a commodity,

money becomes the object of trade and this is what can lead to inflation, a situation

where the rapid rise in the price of goods resulting in a decrease in purchasing power while the pattern of increased public consumption, which eventually became the concern of Muslim world economists, and became a debate in the Islamic economic system how real money function.

The Islamic Economic System regulates the real function of money, not as a commodity tool, and money that is recognized as a medium of exchange is a golden dinar and silver dirham that has been used since the beginning of Islam both muamalah and worship activities such as zakat and diyat (fines). In Islamic jurisprudence, gold and silver money is known as an essential medium of exchange whereas copper money is known as a fulus into an agreement-based medium of exchange.

At Surah At-Taubah is also described "And remember those who keep gold and silver and do not spend it in the way of Allah, then report to them the punishment and torment that is not painful" (Surat At-Taubah, verse 34).

Ibn Taymiyyah argues as follows: "The ruler should print money (currency other than gold and silver) by with the fair value (proportionate) of the transactions of society, without causing injustice against them." Therefore money has an important role in our lives so that people think that money can save lives from poverty, but what happens when money is only played in the nonreal world of the concept of money in the capitalist economic system. And whether the concept of money in Islamic economics can answer the problem of the global economic crisis currently

This is a big question that arises in the community, including the Muslim community in particular.

Answering these concerns, now in Indonesia, in particular has been widely circulated Dinar and Dirham set in WakalaInduk Nusantara (WIN) as a medium of exchange, and is believed to prevent, reduce the economic crisis that occurred. This WIN organization is helping the development of Dinar Dirham in Indonesia.

Much progress has been made in the history of the development of the Gold Dinar and silver dirhams to date including in Indonesia, but it does not mean that the Muslim community, in particular has known the principles or procedures of the use of Dinar Dirham, still many people who still do not know or even not recognize the principle or procedure of the use of Dinar Dirham as a medium of exchange.

Based on the background that has been exposed before, the authors are interested to conduct a study entitled "ANALYSIS OF PERCEPTION OF THE COMMUNITY ABOUT DIRHAM AS A TOOL EXCHANGE (CASE STUDY ON

HOUSING VILLA ILHAMI HOUSING, ISLAMIC VILLAGE, KARAWACI TANGERANG).”

Identification of problems

Based on the background of the problem described earlier, then it can be defined several problems encountered in Dinar and Dirham as follows:

1. The existence of perception in society especially resident of Villa Ilhami, Islamic Village Tangerang about usage of dinar dirham as medium of exchange seen from economic aspects.
2. There is a perception in the community, especially residents of Villa Ilhami, Islamic Village about the use of Dinar Dirham as a medium of exchange regarding religious aspects.
3. The perception in the community, especially the residents of Villa Ilhami, Islamic Village about the use of Dinar Dirham as a medium of exchange regarding both aspects, economy and religion.

Research purposes

To obtain data, facts, complete and clear information about the perception of the community, especially the residents of Villa Ilhami, Islamic Village about the use of Dinar Dirham as a medium of exchange regarding economic aspects, religious aspects or both economic and religious aspects simultaneously.

Usefulness Research

The usefulness of this research is as follows:

1. Theoretically
Can add knowledge and insight into problems related to dinars and dirhams as a medium of exchange.
2. Practically
Can contribute thinking as a complementary and perfecting material for further studies, especially regarding the dinar dirham as a medium of exchange.

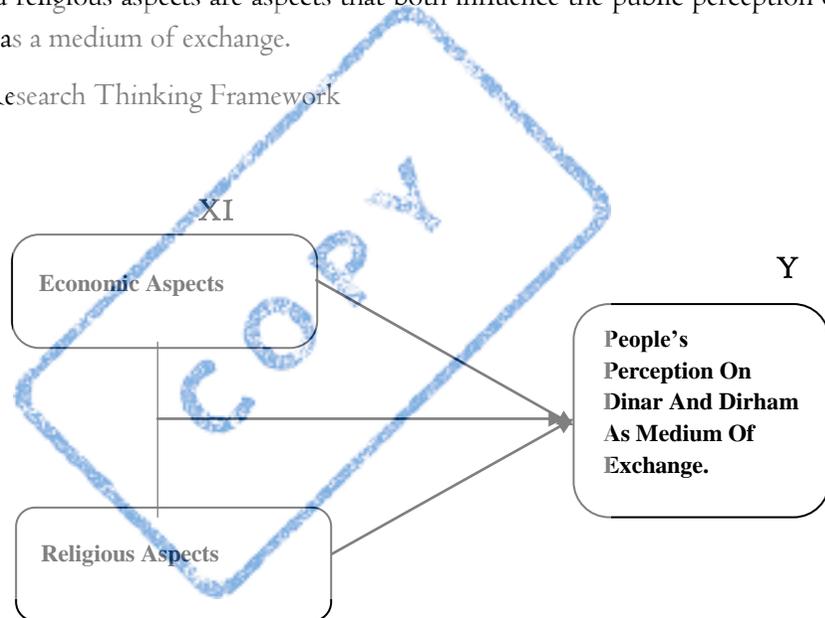
3. The results of this study are expected to have value for use as an understanding and insight into the function of Dinar Dirham.

Framework for Thinking and Hypotheses

Framework

- The economic aspect is the economic-related aspect affecting the public perception of the dinar dirham as a medium of exchange.
- The aspect of religion is the aspect relating to religion that influences people's perception of dinar dirham as a medium of exchange.
- Economic and religious aspects are aspects that both influence the public perception of dinar dirhams as a medium of exchange.

Figure 1.5. Research Thinking Framework



Hypothesis

Based on the sources of problems that have been proposed added from the frame of thought, researchers will analyze the public perception of the dinar dirham as a medium of exchange regarding economic and religious aspects.

To prove the hypothesis in the following way:

- H₀1: There is no relationship between public perception of dinar and dirham as a medium of exchange regarding economic aspects.

- HO₂: There is no relationship between public perception of dinar and dirham as a medium of exchange regarding religious aspects.
- HO₃: There is no relationship between public perception of dinar and dirham as a medium of exchange regarding both aspects, economic and religious.
- Ha₁: There is a relationship between public perception of dinar and dirham as a medium of exchange regarding economic aspects.
- Ha₂: There is a relationship between public perception of dinar and dirham as a medium of exchange regarding religious aspects.
- Ha₃: There is a relationship between public perception of dinar and dirham as a medium of exchange with both aspects of economic aspects and religious aspects.

Writing system

Writing System of this research are organized as follows:

Chapter I Introduction

This chapter consists of Problem Background, Problem Identification, Research Objectives, Usefulness Research, Hypothesis and Systematics Writing

Chapter II: Literature Review

In this chapter contains things that support the object of research in the dinar and dirham.

Chapter III: Research Methods

In this chapter will be described about the methods used, types and sources of data, techniques and data collection, processing techniques and data analysis.

Chapter IV: Data Analysis

This chapter describes the object of research and discussion of it under study by using the analytical technique described in the research method.

Chapter V: Implication And Suggestion.

Literature Review

Definition of Perception

Perception is a process of observation of a person to the environment by using the

senses that have to be aware of everything that exists in the environment, and learned through interaction with the environment. There are two important elements in the perception of interpretation and organizing. Interpretation is an effort of understanding of the individual to the information obtained, while organizing is the process of managing certain information to have mean.

According to Walgito (1989: 54) there are three conditions of perception:

1. The existence of a perceived object
2. The existence of sensory or receptor devices
3. Attention.

The existence of objects or social events that cause stimulus (stimulus) and stimulus about the sensory devices (receptors). In this case, the object observed is the existence of dinar dirhams as a means of exchange and residents of Villa Ilhami, Islamic Village, Karawaci are asked to give their perceptions regarding economic and religious aspects, Sharia.

The presence of the attention of the individual is the first step in holding the perception, without attention, there will be no perception. Individuals must have attention to the object in question. Perception is basically concerned with the process of treatment of a person to information about an object that entered on him through observations using the five senses it has.

Factors Affecting Someone's Perceptions

MiftahToha (2003: 154) states that the factors that affect a person's perception are as follows:

- a. Internal factors, namely the feeling of individual attitudes and personalities, prejudices, desires or expectations, attention (focus), learning process, physical condition, psychiatric disorders, values, and needs are also interests, and motivation.
- b. External factors, namely family background, information obtained, knowledge and needs around, the intensity, repetition of motion, the inhumanity of an object.

Dinar Dirham

Money in its various forms as a means of trade exchange were known thousands of years ago as in the history of ancient Egypt around 4000 BC-2000 BC. In its more standard form of gold and silver money was introduced by Julius Caesar from Rome around

46 BC. Julius Caesar also introduced the standard conversion of gold money to silver money and vice versa. This standard applies to parts of the European world for about 1,250 years, i.e. until 1204 while in the Islamic world, gold and silver coins known as Dinar and Dirham are also used since the beginning of Islam for both muamalah and worship activities such as zakat until the end of the Turkish caliphate Uthmani in 1924.

Dinar is a gold coin weighing $71 \frac{1}{2}$ *sya'ir* or approximately 4.68 grams, also means gold coins weighing 4.25 grams with 22-carat content (91.7%) or in the form of gold coins. Weight 1 dinar equals 4.25 grams.

Apart from the above dinar notion, Dinar is the basic unit of currency of the countries of Abu Dhabi, Algeria, Bahrain, Jordan, Libya, South Yemen, Tunisia, Kuwait, Iraq.

Dirham is a silver currency weighing 2,975 grams. Another opinion states that the weight of 1 dirham equal to $\frac{7}{10}$ dinar or equal to 2.975 grams, other than that dirham is naming the currency of the country of Morocco, United Arab Emirates.

In the Qur'an is explicitly mentioned (Dinar) and (Dirham) as currency, as a treasure or as a symbol of wealth possessed. As mentioned in QS. At-Taubah verse 34 which describes the people who hoard gold and silver, either in the form of currency or the form of ordinary wealth and they do not want to issue.

In *fiqh Islam*, gold and silver money is known as an essential means of exchange (*thamanhaqiqi*) while money from copper is known as *fuluf* and is a medium of exchange by agreement or *thamantermi*.

Besides mentioned in the verses of the Qur'an, Dinar and Dirham mentioned a lot in the Hadith of Prophet Muhammad SAW. Dinar with Dirham no excess between them (if depopulated) and dirham with dinar and no excess between them if exchanged. In another hadith the Prophet Muhammad uses the term *wariq*: "silver coin whose number is under five *auqiyah* no obligation of zakat upon it" (Narrated by Bukhari and Muslim)

The Feasibility of Dinar Dirham as a Medium Of Exchange

In determining the feasibility of an entity to be used as a medium of exchange, or even as a means of exchange it is necessary to have a feasibility test by assessing the terms and specific characteristics of the entity.

SadonoSukirno in the book Macro Economics said that the exchange of instruments that are considered as currency must have specific requirements that must be met to be used in transactions such as:

1. Easy to carry
2. Easy to store
3. Durable
4. The value does not change
5. Limited amount (not excessive)
6. Have the same quality.

Gold and silver can also be used as currency when it has special features, namely:

1. Many people love the object because it can be used as jewelry.
2. Gold and silver are of the same quality.
3. Gold and silver are not easily faded or damaged and can be shared easily.
4. In quantity gold and silver are very limited, so to get it requires sacrifice and cost.
5. Has a stable value, because the quality has not changed in the long term.

Of these special features, gold and silver deserve to be used as currency / currency because entities and substances have the criteria as money, so the dinars in the form of gold and silver dirhams deserve to be used as a medium of exchange / currency.

Research Methods

This research consists of two independent variables, namely XI (Economic Aspect), X2 (Aspects of Religion), and one dependent variable is Y (Dinar Dirham as a medium of exchange). Based on the relationship between variables and research process, the research method used is Quantitative Research Method, where this research looked at the reality/symptoms/phenomena that can be classified, relative, fixed, real, observed, measured. Research is conducted on a representative population or sample.

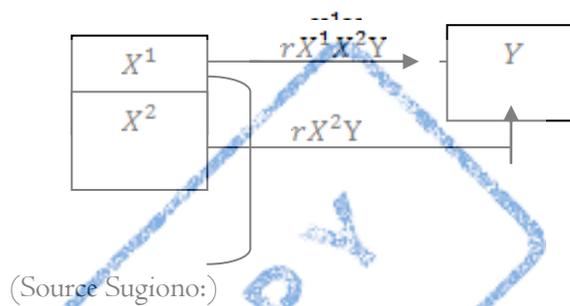
The research process is deductive, where to answer the problem formulation used the concept or theory so that it can be formulated hypothesis. The hypothesis is then tested through field data collection. The data has been collected then analyzed quantitatively by using descriptive statistics so that it can be concluded the formulated hypothesis is proven or not. Quantitative research is conducted on samples taken at random (random) or purposive

random (randomly aimed equally) so that the conclusions of the research results can be generalized to the population in which the sample was taken.

This study uses quantitative methods because the data obtained in the field comes from questionnaires, observations and structured interviews. Quantitative research departs from a preliminary study of the object under study through empirical facts. The results of them are tested by validity and reliability testing.

The pattern of relationships to be studied in this study is expressed in the following figure:

Thinking Framework



Where:

X1: Economic Aspects

X2: Aspects of Religion

Y: Exchange Tools

r_{X1Y} : The relationship between economic aspects variables to dinar dirhams as a medium of exchange

r_{X2Y} : The relationship between the religious aspect variable to the dinar dirham as a medium of exchange.

r_{X1X2Y} : The relationship between economic and religious variables to dinar dirhams as a medium of exchange.

Types Of Data

The type of data required in this study is primary data, data obtained directly from the source, i.e. respondents who reside in housing Villa Ilhami, Islamic Village Karawaci, Tangerang. Respondents in question are housing residents aged between 30 years to 60 years, with data collection techniques in the form of interviews, questionnaires, and observations in the field.

Validity And Reliability Test

Validity Test

The analysis of validity is an analysis of a measure showing the levels of validity or the validity of a questionnaire.

In this test, validity testing will be done with Product Moment Method. The formula is as follows:

$$r_{\text{account}} = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{(\sum (X - \bar{X})^2)(\sum (Y - \bar{Y})^2)}}$$

Where: = coefficient of product moment count

X = independent variable

Y = dependent variable.

The value of r_{count} obtained then compared with the r_{value} , if the value of r_{count} greater than the value of r_{table} then instrument is valid. Conversely if the value of r_{count} smaller than the value of r_{table} then the instrument is invalid.

Followed by t test with the formula:

$$t_{\text{account}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Research Result and Discussion

Description of Research Results

Based on the implementation of research in Villa Ilhami, Islamic Village, Karawaci, the writer obtained the result of research data about public perception about Dinar Dirham seen from economic aspect (X_1), Dinar Dirham viewed from religious aspect (X_2) and Dinar Dirham as a medium of exchange (Y) are as follows:

Table 4.I Data Variable Dinar Dirham seen from the economic aspects (X_1), Dinar Dirham seen from the aspects of religion (X_2) and Dinar Dirham as a medium of exchange

NO	X_1	X_2	Y
I	29	28	21
2	30	27	22

3	26	21	16
4	28	28	21
5	31	32	26
6	28	28	21
7	29	28	21
8	29	27	22
9	30	28	21
10	30	29	22
11	27	23	17
12	28	28	21
13	28	28	21
14	26	27	20
15	28	29	22
16	25	29	22
17	23	23	16
18	35	35	28
19	27	29	20
20	28	28	21
21	32	26	19
22	23	25	17
23	26	24	17
24	28	28	21
25	28	26	20
26	29	28	21
27	32	32	25
28	30	29	23
29	31	31	24
30	29	30	23
31	31	33	25
32	28	28	21
33	31	33	25
34	31	28	22
35	33	33	26
36	30	30	25
37	26	26	18
38	30	27	20
39	27	27	19
40	28	28	21
41	31	29	23
42	33	30	23
43	26	27	19

44	27	26	19
45	30	30	23
46	34	31	24
47	28	28	21
48	31	28	19
49	28	26	19
50	27	27	19
AMOUNT	$\sum X_1$	$\sum X_2$	$\sum Y$
	1443	1409	1062

Using SPSS 22, the writer can determine frequency, percent, mean, median, mode, standard deviation and variant. The processing results are as follows:

Table 4.2 Description of Dinar Frequency Data Dirham viewed from the economic aspect (X_1), Dinar Dirham viewed from the aspect of religion (X_2) and Dinar Dirham as a medium of exchange (Y) (SPSS program version 22)

Statistics

		Dinar dirham as a medium of exchange (Y)	Dinar dirham seen off from economic aspects (X1)	Dinar dirham seen from religious aspects (X2)
N	Valid	50	50	50
	Missing	0	0	0
Mean		21.2400	28.8600	28.1800
Std. Error of Mean		.37423	.35572	.37546
Median		21.0000	28.5000	28.0000
Mode		21.00	28.00	28.00
Std. Deviation		2.64621	2.51534	2.65491
Variance		7.002	6.327	7.049
Skewness		.198	.045	.023
Std. Error of Skewness		.337	.337	.337
Kurtosis		.032	.288	.992
Std. Error of Kurtosis		.662	.662	.662
Range		12.00	12.00	14.00
Minimum		16.00	23.00	21.00
Maximum		28.00	35.00	35.00
Sum		1062.00	1443.00	1409.00

From the table above, it can be seen that the Dinar Dirham variable score is viewed from the economic aspect (X_1) obtained from 50 respondents, the result shows the lowest score (Min) is 16 to the highest score (Max) is 28.00 with the range of value is 12.00, with the sum total (Sum) is 1062.00.

As for Dinar Dirham variables seen from the aspect of religion (X_2) obtained data processing is as follows: lowest score (Min) is 23 to the highest score (Max) is 35.00 with a range of values (range) is 12, with the sum (sum) is 1443.00.

For Dinar Dirham variable as a medium of exchange (Y) obtained data processing is as follows: lowest score (Min) is 21.00 until the highest score (Max) is 35.00 with range range is 14.00, with total sum (Sum) is 1409.00.

Data Processing Technique

Test Prerequisite Analysis with Data Normality Test

Test Data Normality Data Variable Dinar Dirham seen from the economic aspect (X_1)

Normality testing is intended to test whether the population is normally distributed or not.

Table 4.3 Dinar Dirham Normality test seen from the economic aspect (X_1) with SPSS Program Version 22

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Dinar dirham dilihat dari aspek ekonomi (X_1)	.134	50	.026	.975	50	.361

a. Lilliefors Significance Correction

From the data above we see in the column Kolmogorov-Smirnov and can be seen the value of significance for Dinar Dirham seen from the economic aspects (X_1) of 0.026 and 0.361. Since the significance for Dinar Dirham variable is viewed from the economic aspect (X_1) is less than 0.05 then Dinar Dirham variable is viewed from the normal (normal) distribution (X_1) economy aspect.

Test Normality Data Variable Dinar Dirham seen from the aspect of religion (X_2)

Table 4.4 Normality Dinar Dirham test seen from religious aspect (X_2) with SPSS

Program Version 22

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Dinar dirham dilihat dari aspek agama (X ₂)	.167	50	.001	.955	50	.054

a. Lilliefors Significance Correction

From the data above, we see the column Kolmogorov-Smirnov and can be seen that the value of significance for Dinar Dirham seen from religious aspects (X₂) of 0.001 and 0.054. Because of the significance for Dinar Dirham variable seen from the religious aspect (X₂) is less than 0.05 then Dinar Dirham variable seen from religious aspect (X₂) is normal distribution.

Test Data Normality Data Variable Dinar Dirham as a medium of exchange (Y)

Table 4.5 Test of Dinar Dirham Normality as a medium of exchange (Y) SPSS
 Program Version 22

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Dinar dirham sebagai alat tukar (Y)	.136	50	.021	.971	50	.266

Lilliefors Significance Correction

From the data above, we see in column Kolmogorov-Smirnov and it can be seen that the value of significance for the dinar dirham of 0.021 and 0.266. Since the significance for Dinar Dirham variable as a medium of exchange (Y) is less than 0.05 then the dinar dirham variable is normally distributed.

Test Prerequisite Analysis With Test Validity And Reliability

Test of Validity and Reliability of Dinar Dirham variable from economic aspect (XI)

Testing the validity in this study using the help of SPSS 22.0 program. The minimum requirement to be considered qualifies that the questionnaire item of valid research is if $r > r$ table. Then the question item is considered valid if it has r value greater than r table. R table

for $N = 50$ with a 5% error rate is 0.279.

Result of validity test can be seen in table 4.6 below:

Table 4.6 Test Result Instrument Validity Variable Dinar Dirham seen from the economic aspect (X₁)

Item number	Rcount	r table	Description
POINT 1	0.446	0.279	Valid
POINT 2	0.591	0.279	Valid
POINT 3	0.555	0.279	Valid
POINT 4	0.391	0.279	Valid
POINT 5	0.352	0.279	Valid
POINT 5	0.429	0.279	Valid
POINT 6	0.511	0.279	Valid

Data Source SPSS Data Processing The validity test of dinar dirham variable is seen from the economic aspect with pearson product moment on the 7 items tested, obtained the result that all items have r value of 0.279. And the results of processing of all items can be seen on the page attachment, it can be concluded all items in the variable Dinar Dirham seen from the economic aspect (X₁) valid. While the reliability test using the value of cronbach alpha where the measuring tool is said reliable if it has alpha value > 0.06.

Reliability Category:

0.80 - 1.00: very high reliability

0.60 - 0.80: High reliability

0.40 - 0.60: moderate reliability

0.20 - 0.40: Low reliability

Reliability test results can be seen in table 4.7.

Table 4.7 Test Result Reliability Dinar Dirham variable is seen from the economic aspect (X_1)

Reliability Statistics

Cronbach's Alpha	N of Items
.743	7

While the reliability test obtained cronbach alpha value of $0.743 > 0.279$ then the measuring tool can be said reliable and included in the category of high reliability.

Test of Validity and Reliability of Dinar Dirham variable seen from religious aspect (X_2)

Testing the validity in this study using the help of SPSS 22.0 program. The minimum requirement to be considered qualifies that the questionnaire item of valid research is if $r > r_{table}$. Then the question item is considered valid if it has r value greater than r table. R table for $N = 50$ with a 5% error rate is 0.279.

Result of validity test can be seen in table 4.8 below:

Table 4.8. Test Result Validity Instrument Variable Dinar Dirham seen from religious aspect (X_2)

Item number	Rcount	r table	Description
POINT 1	.415	0.279	Valid
POINT 2	.308	0.279	Valid
POINT 3	.483	0.279	Valid
POINT 4	.557	0.279	Valid
POINT 5	.530	0.279	Valid
POINT 6	.467	0.279	Valid
POINT 7	.689	0.279	Valid

Data source SPSS Data Processing

The validity test of Dinar Dirham variable is viewed from religious aspect (X_2) with Pearson product moment on the 7 items tested, the result that all items have r value > 0.279 . And the results of processing of all items can be seen on the page attachment. It can be concluded all items in the variable Dinar Dirham seen from the aspect of religion (X_2) valid

While the reliability test using the value of Cronbach alpha where the measuring tool is said reliable if it has alpha value > 0.279

Reliability test results can be seen in Table 4.9 below

Table 4.9. Test Result Reliability Dinar Dirham variable is seen from the aspect of religion (X_2)

Reliability Statistics

Cronbach's Alpha	N of Items
.761	7

While reliability test obtained Cronbach alpha value of $0.761 > 0.279$ then the measuring it can be said reliable and included in the category of high reliability.

Test Validity and Reliability Dinar Dirham variable as a medium of exchange (Y)

testing the validity in this study using the help of SPSS 22.0 program. The minimum requirement to be considered qualifies that the questionnaire item of valid research is if $r > r$ table. Then the question item is considered valid if it has r value greater than r table. R table for $N = 50$ with a 5% error rate is 0.279 .

Result of validity test can be seen in table 4.10 below:

Table 4.10. Test Result Instrument Validity Variable Dinar Dirham as a medium of exchange (Y)

Item number	r count	r table	Description
POINT 1	.744	0.279	Valid
POINT 2	.335	0.279	Valid
POINT 3	.503	0.279	Valid
POINT 4	.744	0.279	Valid
POINT 5	.574	0.279	Valid

POINT 6	.452	0.279	Valid
POINT 7	.585	0.279	Valid

Data Source SPSS Data Processing

Test the validity of the dinar dirham variable with Pearson product moment on the 7 items tested, obtained the result that the whole item has a value of $r > 0.279$. And the results of processing of all items can be seen on the attachment page, it can be concluded all the items in the variable Dinar Dirham as a tool of exchange (Y) is valid.

Reliability test results can be seen in Table 4.II below:

Table 4.II. Test Result Reliability Dinar Dirham variable as a medium of exchange (Y)

Reliability Statistics

Cronbach's Alpha	N of Items
.818	7

While the reliability test obtained Cronbach alpha value of $0.818 > 0.279$ then the measuring tool can be said reliable and included in the category of reliability is very high.

Based on statistical data using SPSS version 22 the result of reliability test of Dinar Dirham variable seen from economic aspect (X_1), and Dinar Dirham viewed from religion aspect (X_2) with Dinar Dirham as medium of exchange (Y), the value of those three variables has value more than 0.05 so that statements for these three variables can be said Reliable

Hypothesis Testing Research

Simple Linear Correlation Test (t test)

a. Variables Dinar Dirham seen from the economic aspect (X_1) with Dinar Dirham as a medium of exchange (Y)

The correlation test between Dinar Dirham variable seen from economic aspect (X_1) with Dinar Dirham as a medium of exchange (Y) can be done by simple correlation analysis with Pearson method or often called Product Moment Pearson. Pearson Correlation Coefficient Test is a statistical test to test two variables with ratio or quantitative data that contains real numbers ie actual data taken directly from the original number. Another requirement for Pearson correlation test is normal distributed data. As part of the parametric

statistics first test the data normality before the correlation.

To know there is a relationship or cannot be seen from the value of significance and how strong the relationship can be seen from the correlation coefficient or r . The correlation value (r) ranges from 1 to -1, the value closer to 1 or -1 means the relationship between two variables is stronger, otherwise the value close to 0 means the relationship between the two variables is getting weaker. A positive value indicates a one-way relationship (X rises then Y rises) and a negative value shows an inverse relationship (X rises then Y falls). When viewed from the value of significance, the two variables tested said to have a relationship if the value of significance < 0.05 and no relationship if the value of significance > 0.05 .

The results of correlation test processed by using SPSS 22.0 software gives interpretation of correlation coefficient as follows:

- 0.00 - 0.199 = very low
- 0.20 - 0.399 = low
- 0.40 - 0.599 = medium
- 0.60 - 0.799 = strong
- 0.80 - 1,000 = very strong

Coefficient of Determination (R^2)

Coefficient of Determination measures how far the model's ability to explain the dependent variables. The relationship and influence can be seen in the following summary model table

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.781 ^a	.610	.602	1.67021	.610	74.999	1	48	.000

- a. Predictors: (Constant), Dinar dirham seen economic aspect (XI)
- b. Dependent Variable: Dinar dirham as a medium of exchange (Y)

Coefficient between Dinar Dirham relationship variable from Dinar Dirham and economic aspect (XI) with Dinar Dirham as a medium of exchange (Y) is 0.781 indicates a strong relationship level. While Coefficient of determination (R^2) is 0.610 means medium, so coefficient of determination with dinar dirham as a medium exchange 61.0%.

Table 4.12. Correlation between Dinar Dirham seen from the economic aspect (X1) with Dinar Dirham as a medium of exchange (Y)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.468	2.748		-.898	.374
	Dinar dirham seen economic aspects (X1)	.821	.095	.781	8.660	.000

a. Dependent Variable: Dinar dirham as medium of exchange (Y)

Based on the above output obtained correlation value between Dinar Dirham seen from the economic aspect (X1) with Dinar Dirham as a medium of exchange (Y) of 0.8660 which belongs to medium correlation category with significance of 0.000 < 0.05 so it can be concluded that there is a significant positive relationship between Dinar Dirhams viewed from the economic aspect (X1) with Dinar Dirham as a medium of exchange (Y). The testing criteria are:

Test Hypothesis first:

Ho = No significant relationship between Dinar Dirham seen from the economic aspect (X1) with Dinar Dirham as a medium of exchange (Y)

Ha = There is a significant relationship between Dinar Dirham seen from the economic aspect (X1) with Dinar Dirham as a medium of exchange (Y)

And based on the calculation of t test with error rate of 5% test of two parties and $df = n - 2 = 48$, then obtained $t_{table} = 2.011$, while t_{count} is:

$$\begin{aligned}
 t_{count} &= \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r_{xy}^2}} \\
 &= \frac{0,781 \sqrt{50-2}}{\sqrt{1-0,7811^2}} \\
 &= \frac{5410}{0,6247} \\
 &= 8.660
 \end{aligned}$$

From the calculation t above can be concluded that $t_{count} > t_{table}$, so Ho is rejected

and significant correlation coefficient which means there is a significant relationship between Dinar Dirham seen from the economic aspect (X1) with Dinar Dirham as a medium of exchange (Y) Islamic Village, Karawaci, Tangerang.

Variables Dinar Dirham seen from the aspect of religion (X2) with Dinar Dirham as a medium of exchange (Y)

Coefficient between Dinar Dirham variables seen from religious aspect (X2) and Dinar Dirham as a medium of exchange (Y) is 0.947 indicates a very strong relationship level, while the coefficient of determination (R2) is 0.896 means high, so coefficient of determination with dinar dirham as a medium of exchange is 89.4%.

To know the correlation of Dinar Dirham variable from religion aspect (X2) with Dinar Dirham as a medium of exchange (Y), it must be tested by using SPSS 22.0 program about correlation, the result can be seen in table 4.14

Table 4.14. Correlation between Dinar Dirham seen from the aspect of religion (X2) with Dinar Dirham as a medium of exchange (Y)

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	-5.346	1.314		-4.069	.000
Dinar dirham dilihat dari aspek agama (X2)	.943	.046	.947	20.326	.000

a. Dependent Variable: Dinar dirham as a medium of exchanger (Y)

b. Dependent Variable: Dinar dirham as a medium of exchanger (Y)

Based on the above output obtained correlation value between Dinar Dirham seen from the aspect of religion (X2) with Dinar Dirham as a medium of exchange (Y) of 0.947 which belongs to moderate correlation category with significance of 0.000 < 0.05 so it can be concluded that there is a significant positive relationship between Dinar Dirham seen from the aspect of religion (X2) with Dinar Dirham as a medium of exchange (Y), The test criteria are:

The second hypothesis test:

H_0 = No significant relationship between Dinar Dirham seen from the aspect of religion (X2) with Dinar Dirham as a medium of exchange (Y).

H_a = There is a significant relationship between Dinar Dirham seen from the aspect of religion (X2) with Dinar Dirham as a medium of exchange (Y).

And based on the calculation of t test with error rate of 5% test of two parties and $nddk = n-2 = 48$, then t obtained table = 2.011, while tcount is:

$$\begin{aligned} t_{count} &= \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r_{xy}^2}} \\ &= \frac{0,947\sqrt{50-2}}{\sqrt{1-(0,947)^2}} \\ &= \frac{6558}{0.32263} \\ &= 20.326 \end{aligned}$$

From the calculation t above can be concluded that $t_{count} > t_{table}$, so H_0 is rejected and significant correlation coefficient which means there is a significant relationship between Dinar Dirham seen from the aspect of religion (X2) with Dinar Dirham as a medium of exchange (Y).

Multiple Correlation Test (F Test)

Multiple correlation test is used to test the correlation of Dinar Dirham variable seen from economic aspect (X1), and Dinar Dirham seen from religious aspect (X2) together with Dinar Dirham as a medium of exchange (Y). So in this research data is tested by using Software SPSS 22.0, the results can be seen in table 4:15 the following:

Table 4.15. Coefficient Determination of Dinar Dirham variables seen from the economic aspect (X₁), and Dinar Dirham seen from religious aspect (X₂) together with Dinar Dirham as a medium of exchange (Y)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.955 ^a	.912	.908	.80189	.912	243.298	2	47	.000

- a. Predictors: (Constant), Dinar dirham seen from economic aspects (X₁), Dinar dirham seen from religious aspects (X₂)
 b. Dependent Variable: Dinar dirham a medium of exchange (Y)

From the table above shows that there is a relationship between Dinar Dirham seen from the economic aspect (X₁) and Dinar Dirham seen from religious aspect (X₂) together with Dinar Dirham as a medium of exchange (Y) that is equal to 0.955, is 0.912. This shows that Dinar Dirham viewed from the economic aspect (X₁) and Dinar Dirham as a medium of exchange (Y) contributes 91.2%, while the rest of 8.8% is the influence of other factors.

Table 4.16. Correlation of Dinar Dirham variables seen from the economic aspect (X₁), and Dinar Dirham viewed from religious aspect (X₂) together with Dinar Dirham as a medium of exchange (Y)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.955 ^a	.912	.908	.80189	.912	243.298	2	47	.000

- a. Predictors: (Constant), Dinar dirham seen from economic aspects(X₁), Dinar dirham seen from religious aspects (X₂)
 b. Dependent Variable: Dinar dirham as a medium of exchange (Y)

From table 4:16 we can know the acquisition value of $R_{YX_1X_2} = 0,955$ which means positive correlation between Dinar Dirham seen from economic aspect (X_1), and Dinar Dirham seen from religious aspect (X_2) equal to 0,912 together very strong,

So that the correlation coefficient can be generalized or not, it must be tested its significance with the F test. The formula used is:

$$F_h = \frac{R^2 / k}{(1-R^2)/(n-k-1)}$$

$$= \frac{0.955^2 / 2}{(1-0.955^2)/(50-2-1)}$$

$$= \frac{0,455959147}{0,001874079}$$

$$= 243.2977399$$

To calculate F arithmetic can also by using software SPSS 22.0 result as seen in table 4:18 namely:

Table 4.17

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
IRegression	312.897	2	156.449	243.298	.000 ^b
Residual	30.223	47	.643		
Total	343.120	49			

- a. Dependent Variable: Dinar dirham as a medium of exchange (Y)
- b. Predictors: (Constant), Dinar dirham seen from economic aspect (X_1), Dinar dirham seen from religious aspect (X_2)

So the $F_{arithmetic} = 243.298$ and the $F_{table} = 3.191$ with the provision if $F_{arithmetic} > F_{table}$ then the coefficient of significant double correlation that can be applied to the entire population. From the above test stated that $F_{count} = 243.298 > F_{table} = 3.191$, so it can be concluded that the correlation coefficient is significant or can be used in the population where the sample is taken.

Third Hypothesis Test

H_0 = No significant relationship between Dinar Dirham seen from economic aspect (X_1), and Dinar Dirham seen from religious aspect (X_2) simultaneously with v .

H_a = There is a significant relationship between Dinar Dirham seen from economic aspect (X_1), and Dinar Dirham seen from religious aspect (X_2) simultaneously with Dinar Dirham as a medium of exchange (Y)

The result of hypothesis that H_0 is rejected and H_a accepted.

Conclusion

This study aims to analyze the public perception of dinar dirham as a medium of exchange (case study on residents of Villa Ilhami housing, Islamic Village, Karawaci, Tangerang). This study took 50 randomized respondents and from the research that has been done can be concluded as follows:

1. Community Perception Analysis About Dinar Dirham as a medium of exchange seen from economic aspect.

From the value of correlation coefficient obtained value of 0.781 which shows a strong level of relationship it can be concluded that there is a strong relationship between X_1 (Dinar Dirham seen from the economic aspect) to Y (Dinar Dirham as a medium of exchange). The results of determination coefficient test (R Square) is 0.610 or 61.0%, while the remaining 39.0% influenced by other variables. Partial test results obtained $t_{count} > t_{table}$ ($8,660 > 2,011$) so H_0 is rejected and significant correlation coefficient which means there is a significant relationship between Dinar Dirham seen from the economic aspect (X_1) with Dinar Dirham as a medium of exchange (Y).

2. Community Perception Analysis About Dinar Dirham as a medium of exchange seen from the aspect of religion.

From the value of correlation coefficient obtained value of 0.947 which shows a very strong relationship level it can be concluded that there is a very strong relationship between X_2 (Dinar Dirham seen from the aspect of religion) to Y (Dinar Dirham as a medium of exchange). The results of determination coefficient test (R Square) is 0.896 or 89.6% while the remaining 10.4% is influenced by other variables. Partial test results obtained $t_{count} > t_{table}$ ($20,326 > 2,011$) so H_0 is rejected and significant correlation coefficient which means there is a significant relationship between Dinar Dirham seen from the aspect of

religion (X₂) with Dinar Dirham as a medium of exchange (Y).

3. Community Perception Analysis About Dinar Dirham as a medium of exchange seen from economic aspect and religious aspect together

From the correlation coefficient value X₁, X₂ to Y obtained value of 0.955 which shows a very strong relationship. The result of determination coefficient test (R Square is 0,912 or 91,2% while the rest equal to 8,8% is another factor.) There is a strong positive correlation together.

From Test F which is a coefficient of double correlation (together), obtained value of F arithmetic = 243.298 while F table = 3.191. If F arithmetic > F table then a significant multiple correlation coefficient can be applied to the entire population. From these tests the bias drawn the conclusion that the correlation coefficient is significant or bias is used in the population where samples are taken.

Suggestions

From the results of this study, researchers can suggest that gold dinars and silver dirhams can be used as a legitimate means of exchange, recognized wherever now

is no longer a currency Because it is replaced with fiat but the gold dinars and dirhams of its existence will never disappear, proven in some places, ordinary communities use gold dinars and silver dirhams as a medium of exchange. It can also be applied in transactions between countries. Gold dinars and silver dirhams are no longer just an investment tool, but also as a legitimate means of exchange.

References

- Al-Quran dan Terjemahan. 2002, Jakarta: Departemen Agama RI.
- Adiwarman K, A, Ir, *Sejarah Pemikiran Islam*, Edisi Ketiga, Rajawali Pers, Jakarta, 2010
- Adiwarman K, A, Ir, *Ekonomi Makro Islami*, Edisi Kedua, Rajawali Pers, Jakarta, 2008
- Ahmad Ifham Solihin, *Buku Pintar Ekonomi Syariah*, Gramedia, Jakarta, 2010
- Mohamad Hidayat, *An Introduction To The Sharia Economic (Pengantar Ekonomi Syariah)*, Zikrul, Jakarta, 2010.
- Mudrajat Kuncoro, *Metode Riset Untuk Bisnis Dan Ekonomi*, Erlangga, Jakarta, 2009.

- Muhaimin Iqbal, *Dinar Solution*, GemaInsani, Jakarta. 2008.
- Muhamad, *Metodologi Penelitian Ekonomi Islam*, RajawaliPers, Jakarta. 2008.
- Sugiyono, *Metode Penelitian Bisnis*, Alfa Beta, Bandung, 2008.
- Sukirno, Sadono, *Makro Ekonomi Teori Pengantar*, Edisi Ketiga, RajawaliPers, Jakarta, 2010
- Siswanto, Dodik, *Kecukupan Emas Untuk Dinar Dan Rasionya dengan Dinar Dirham Studi Kasus Indonesia. Journal of the Islamic Economic Forum for Indonesia Development*. Vol. I No. Jakarta.
- Soeharjo, *Pegadaian Syariah Tak Sebatas Gadai*, Majalah Alia, Mei 2009.
- Yimi Diantoro, *Emas, Investasi Dan Pengolahannya*, Gramedia, Jakarta, 2010.
- YusAgusyana, *Olah Data Skripsi Dan Penelitian Dengan SPSS 22*, Elex Media Computindo, Jakarta, 2014



HOW TO INTEGRATED ISLAMIC STUDIES TO NATIONAL CURRICULUM IN KINDERGARTEN

Nuraida

UIN Syarif Hidayatullah Jakarta, Indonesia

e-mail: nuraida@uinjkt.ac.id

Abstract. Integrated Islamic studies to National curriculum is eventfull program among moslim in Indonesia. Because the content of National Curriculum not representative for Early childhood development program. This paper report on a project in which the author worked with my student PPKT of student Islamic University in Lab school Ketilang Kindergarten to research a bout integration Islamic studies to National Curricula. The research question is how to integrated Islamic studies to National curriculum in Kindergarten. The data has been obtained throught observation, interviews and study relevant documents. Using the method of analysis proposed by Miles and Huberman stating that there are three kinds of qualitative data analysis activities: data reduction, display data and conclusions. The finding: The content of Islamic studies: Al-Quran dan Hadits, aqidah, akhlak, Islamic History. The way integrated was integrated to all program in: opening ceremony or morning talk, in the classroom, Islamic environment, Islamic teacher. Conclusion, The integration of Islam in Kindergarten Ketilang is whole Integrated: a thorough integration in all activities, environment and life of children in school. We argue that Integration Islamic studies to National Curricula to be added value will increase child development.

Keywords: whole Integrated, Islamic studies in Kindergarten, Islamic environment

Introduction

Several studies related to integration have been done. For example M Davhana-Maselesele (2001), his research findings require holistic integration in curriculum implementation aimed at conformity with the needs of the local population. Including problem based and community based curriculum, cross-sectoral collaboration and school management, and the involvement of all educational processes will enhance the integration between theory and practice. ¹

Mary Renck Jalongo's research (2004) examines Blended Perspective: a Global vision for quality education for early childhood. Describe the quality program (1) has a philosophical purpose and foundation; (2) preparing a good environment; (3) developing developments in accordance with effective pedagogy and curricula; (4) care about basic and special needs of children; (5) care about family and resident relationships; (6) employees,

¹M Davhana-Maselesele, J E Tjallinks, MS Norval, 2001

professional teachers.²

No studies have also been done on how to integrated Islamic studies to National Curriculum in Kindergarten ? We argue that Integration Islamic studies will increase child development. Islamic religious education is a conscious effort to prepare students in believing, understanding, and living, and practicing Islam through guidance, teaching, and training activities by paying attention to the demands to respect other religions in the relationship of inter-religious harmony in society to realize national unity. While the scope of teaching materials of Islamic education includes the five main elements are: Al-Quran, Aqidah, Sharia, Akhlak, and Tarikh.

The goal of Islamic teaching is to develop and introduce moral character. The study of Islamic education has been steady and that teaching good behavior is an important component that enhances the development of individuals holistically, balanced and integrated, enhancing intellectual, spiritual and physical aspects (Halim, 2007). To achieve good levels of moral and personal development requires a process. This process can be facilitated through learning and teaching. To help students understand the values of religion then it is very important that the correct teaching method. If the teaching process is not correct then it will be difficult to achieve the purpose of education.

Azra (2008), noted that education should be a holistic development. Therefore education must develop spiritual, intellectual, and social. Al-Syaibani, 1979, notes that there are 3 objects of Islamic education. 1. That humanity study relates to human relating self-improvement, in the form of knowledge, behaviour, intellectual, and self-actualization, (2). Social purpose is related to living together, (3). Professional.³

Curriculum Integration

The integrated Curriculum model is an interdisciplinary approach, this model is similar to the share model. The integrated model incorporates four majors that are set based on the curriculum periority in each section and find the overlap of skills, concepts and attitudes in the four skills. Like the shared model, an integration produces the shifting idea of the given material instead of playing with the idea above the subject as in the web model approach. Integration radiates from within a variety of disciplines and fits and occurs between them as an integrated community. For example: in Mathematics, Science, Social Studies, Visual Arts, Languages, Art teachers looking for models and content approach

² Early Childhood Education Journal, Vol. 32, No. 3, December 2004 (_ 2004)

³ Asyafah SpringerPlus 2014, 3:755, <http://www.springerplus.com/content/3/1/755>

through this model.⁴

Methods

This research uses qualitative research, case study. Case studies include qualitative research because it starts from the problems that occur in the field to the theory and build a new theory. The method used is direct observation (participant observation), the method of interview (interview) with interview guides, tape recordings and so forth.

The research question posed is: This research formulates the problems, namely: (1) I. What is the Islamic studies has been developed in RA / TK Ketilang? (2). How is the implementation of Islamic studies in RA/TK Ketilang UIN Syarif Hidayatullah Ciputat Tangerang Selatan?

The primary data collected is direct observation data. And data sources are direct observation (participant observation) and interviews with children teachers and parents.

Data collection techniques: observation, interviews, personal documentation, and personal records. to ensure the validity of data researchers do so up to 3 times and to achieve data reliability. Data analysis using the way of analysis presented by Miles and Huberman which states that there are three kinds of qualitative data analysis activities, namely:

Data Reduction

Reducing data means: summarizing, choosing the essentials, focusing on the things that matter, looking for themes and patterns and removing unnecessary ones.

Data Model (Data Display)

After the data is reduced, then the next step is display data, in qualitative research can be done in the form: brief description, charts, relationships between categories, flowchart and so on. Miles and Huberman (1984) stated: "The most frequent form of display data for qualitative research data in the fitting has been narrative text " means: the most commonly used to present data in qualitative research with narrative text. In addition in the form of narrative, display data can also be graphs, matrices, networks (networking).

Verification Conclusion

⁴Robin Fogarty (1991), How to Integrate The Curricula, IRI/ Skylight Publishing, Inc)

The third step is the conclusion and verification. The preliminary conclusions raised are temporary, and will change if there is no strong evidence to support the next stage of data collection. But if the conclusion has indeed been supported by valid and consistent evidence when the researcher returns to the field to collect the data, then the conclusion put forward is a credible conclusion (credible).

Type of data information to be sought / collected: how to integrate Islamic values in the curriculum

- a. Secondary data to be used: documents, teaching materials and media used. Literature study: This technique is used to obtain theories and concepts that are closely related to the problem under study.
- b. The Weekly Activity Plan (RPPM) is then detailed in the Daily Learning Implementation Plan. (RPPH) RA Ketilang UIN Syarif Hidayatullah Jakarta.

Place and Time Research, Place of this research is Ketilang Ketilang Kindergarten UIN Jakarta, Jalan Ibn Batutah Komp UIN Jakarta, Ciputat Tangerang Selatan. The study period starts from September 2016-September 2017.

Result

Al-Qur'an.

The teacher explains how to teach the Quran as follows:

"Al-Quran hadith taught through memorizing, it .. also repeated. The letters that Al-Fatihah memorized, an-Nash -for kindergarten A-, Al-lahab, Al-Ikhlash, Al-Kautsar, Al-Ashr. The target is one semester. For his hadiths about soft talk ". If the hadith according to the theme ... about the parents of the family ... al-Jannatu tahta agdamil Ummahat Full religion in the center of religion ".

The way Kindergarten teachers teach Quran to kindergarten children are: teachers read together short letters each day. The letters that read to TK A 4-5 years old are : An-Naas, Al Lahab, surat Al-Ikhlash, Al-Kautsar, Al-Ashr. While the introduction of al-Quran literacy by introducing letters hijaiyah with drawing hijaiyah letters. Reading iqra / Qiraati. While the introduction of hadith by choosing the hadiths about politeness talk.

Aqidah

The teacher explains how to teach the Aqeedah as follows:

Through the pillars of Islam, pillars of Islam .. they ... long-time can use singing, ordinary children easy through singing. Then explain again. Yesterday the children already remember 4, plus 2 more yes. Jibril his duty ... yesterday already learn a bout 4 Jibril, Mikail, Izrail, Israfil. They know first, then we explain the tasks. All this goes into the lesson. Teaching the pillars of Islam when the child wants to go home.

Teacher explains that he teaches aqidah as follows: (1). Know the pillars of faith and pillars of Islam, (2). Know God, His nature, (3). Know the Angel and His tasks, (4). Know the Prophet and Allah's Apostle, (5). Able to say two kalimah syahadah. In addition students are also able to pronounce thoyyibah kalimah, pronouncing azan, melafazkan iqomat, know some asmaul husna.

Introduction of aqidah in kindergarten by way of introducing the pillars of Islam with singing. Every morning in the marching event the teacher guides the child to read: Two Sentences Syahadah, Taawudh, Al-Fatihah, Radhitsu billah Rabba, Prayer to learn, Rabbana Atina Fidunnya hasanah. The introduction of the pillars of faith such as the introduction of God, and the Angel.

Sharia

Islamic Sharia is introduced through: Knowing the meaning of zakat, the meaning of fasting, the procedure of Hajj / Manasik Hajj, the procedure of cutting Qurban.

How to introduce Islamic sharia. Islamic Shari'ah was introduced through the sacrifice of sacrifice which is the sharia of Prophet Ibrahim, for example integrated in the theme of sacrificial animals, the teacher tells about the sacrificial animal, the teacher makes a picture with the theme of sacrificial animal (hewan Qurban), sacrificial animal slaughter in school. Hajj activities are done wearing shirts and menasik menasik pilgrimage. All that is taught is integrated in the themes. With the integration of Islamic shariah, the children since early have been familiar with the teachings of Islam.

Morals

Results of interviews with teachers how to teach morals:

"Share with friends, love each other, If dear friends of God would love us. If you do naughty, if you do naughty have a friend do not? So a good kid who's a lot of friends"

Teacher explains that cultivate morals by way of doing good to friends with mutual love. As a result of doing good then God will love us all. Doing good will be loved by God.

In addition if not doing good do not have friends. In the curriculum kindergarten described the morality material as follows: (1). Know the ordinance of morality to Allah S.W.T, (2). Have Akhlakul Karimah in yourself, (3). Know the rules of character / behavior toward others, (4). Know the rules of character / behavior toward animals and nature.

Tarikh Islam (Islamic History)

How to recognize the history of Islam by telling the stories of the Prophets and the Apostles to the children. In addition, the introduction of the names of the Prophet, introduces the history of the Messenger of Allah. The history of the prophet is told according to the theme eg when Eid al-Adha and the sacrificial execution of the teacher tells about the history of Prophet Ibrahim and Isma'il.

In the event of sacrifice I interviewed a teacher as follows:

"Tarikh Islam is told not in a difficult language but a language that the child understands. We are told that the slaughter of the sacrificial animal is the history of the Prophet Ibrahim who was commanded by God to slaughter his son. By the time the Prophet Ibrahim was asleep came the dream of the Angel: Slaughter your son ..."

Because the Prophet Abraham obeyed God's commands, Allah replaced him with a kibas ... Allahu Akbar"

Islam is taught by telling children about the history of the Prophet. How to tell a story is to choose a language that is not difficult but the language that can be understood by children aged 4-5 years. In the interview I observed the teacher how to narrate the history of the Prophet with a deeply appreciative role and full of expression while demonstrating the slaughtering way in telling the procession of Ismail slaughter. Until finally God replaced him with a kibas. I saw his teacher crying in telling the story of the sacrificial animal. Master told me that the children were able to understand the story and there was a child who collected the sacrifice to buy 2 goats from the students.

Discussion

The scope of Islam taught in kindergarten, namely: Al-Quran and Hadith, aqidah, akhlak, tarikh Islam. The integration of Islam is holistic in all micro activities in class and macro activities outside the classroom. Islamic values developed based on the pillars of Faith, the pillars of Islam and Ihsan. Some scholars have used this Islamic basis as the foundation of development such as Ary Ginanjar Agustian 2003, in his book ESQ Power also uses the

pillars of Faith, the pillars of Islam and Ihsan as the basis for the development of the Spirituality. Another writer, Abdul Mujib (2006), in his book *Personality in Islamic Psychology*, explains that the development of the Islamic personality uses the basis of the Pillars of Faith, Rukun Islam and Ihsan.

The way integration looks in: Preparatory activities. For example, teachers read in RPPM and RPPH, Islamic Teachers, daily activities, refraction. Mary Renck Jalongo's research (2004) examines *Blended Perspective: a Global vision for quality education for early childhood*. Describe the quality program (1) has a philosophical purpose and foundation; (2) preparing a good environment; (3) developing developments in accordance with effective pedagogy and curricula; (4) care about basic and special needs of children; (5) care about family and resident relationships; (6) employees, professional teachers.

The study found that integration was done in the formulation of school vision and mission, preparing the Islamic environment from outside the classroom as it is in Lecturers' housing adjacent to the Development Madrasah and also the campus of Islamic University. In this study found that integration is done from the religious ministry curriculum that has the development of Islamic values. Schools have good relationships with parents, officers in kindergartens and teachers,

According to head master the goal of integrated Islamic studies was to completed National curriculum, because national curriculum not represented to early childhood program in Kindergarten.

Conclusion

Integration of Islam in Ketilang Kindergarten's are: Al-Quran, Hadith, aqidah, akhlak, Islamic Historis. How to integrate ? : 1. Examine the Islamic values contained in the Ministry of Religious curriculum in 2012 and then extract the essential. 2. Apply in all activities: on the Semester program plan, Weekly Program Plan, and Daily Program Plan. Methods used include: through memorization, play and direct practice. The method of memorization is used when teaching the letters of the Koran, the recitation of the creed and the daily prayers. In learning coloring teachers take pictures of kakkbah, animal sacrifice and others. 3) Direct practice is done by: qurban implementation in school, the implementation of the Hajj and invites the children to the mosque to introduce the mosque and its functions, prayers and congregation of Shiaqa recitation of the Prophet, the practice of infaq in the mosque, the practice of reading Asmaul Husna.

The integration of these two curriculum is very necessary because it will form a human

believer and cautious as early as possible from the earliest that is the institution of Raudathul Athfal. According to Teacher TK Ketilang: Curriculum 2013 Early Childhood Education has been practiced since January 2016. The integration of Islamic Religion is done in every theme contained in the curriculum 2013. In addition, the children of Kindergarten A have introduced the procedure of ablution, prayer and familiarize memorize short letters according to the age of the children, and perform Islamic Character Building through the habituation of Islamic behavior by teachers.

References

- Abdul Mujib, (2006). *Kepribadian dalam Psikologi Islam*, Jakarta: PT Raja Grafindo
- Claire Mc. Lachan, at all (2014), *Early Childhood Curriculum, Planning, Assesment, and Implementation*, Cambridge University Press.
- John W.Santrock, (2008). (dialihbahasakan oleh Tri Wibowo B.S) *Psikologi Pendidikan*, edisi kedua, Jakarta, Kencana, .
- John W.Santrok, Masa Perkembangan anak-Children, Penerbit Salemba Humanika, Mc Graw Hill.
- Oemar Hammalik.(1994). *Kurikulum & Pembelajaran*. Jakarta, Sinar Grafika
- Robin Forgyat.(1991). *How To Integrate The Curricula*. Sky Light. United State of Amerika.
- Tim Waller and Geraldine Davis, 2014, *Introduction to Early Chilhood*, 3d Edition, Sage Publication.
- Kurikulum RA/BA/TA (2011). *Pedoman Pengembangan Program Pembelajaran Program Pengembangan Silabus Pedoman Penilaian*. Kementrian Agama RI, Direktorat Jenderal Pendidikan Islam, Direktorat Pendidikan Madrasah 2011
- Mary Renck Jalongo, (2004), Blended Perspectives: A Global Vision for High-Quality Early Childhood Education, *Early Childhood Education Journal*, Vol. 32, No. 3.
- Peraturan Menteri Pendidikan dan Kebudayaan RI no 146 tahun 2014, tentang *Kurikulum 2013 Pendidikan Anak Usia Dini*, (Jakarta : Kementrian Pendidikan dan Kebudayaan)
- Peraturan Menteri Pendidikan dan Kebudayaan RI no 137 tahun 2014, tentang *Standar Nasional Pendidikan Anak Usia Dini*, (Jakarta: Kementrian Pendidikan dan Kebudayaan)

Jurnal [Early Childhood Education Journal](#), September 2013, Volume 41, [Issue 5](#), pp 315-323

Learning areas for holistic education: Early Childhood Educ J (2007) 35:245–251 DOI 10.1007/s10643-007-0208-1

Integration of Play, Learning, and Experience: What Museums Afford Young Visitors, Early Childhood Educ J (2007) 35:245–251 DOI 10.1007/s10643-007-0208-1



THE IMPORTANCE OF STRATEGIC MANAGEMENT TO FILL THE REQUIREMENT AND TO THE CHANGE STATE INSTITUTE FOR ISLAMIC STUDIES INTO UNIVERCITY FOR ISLAMIC STUDIES

Yusraini and Hindun

UIN Sulthan Thaha Saifuddin Jambi. Indonesia

e-mail: yusrainiws@yahoo.com

Abstract. This research did to the rector of Sulthan Thaha Saifuddin Jambi (State Institute for Islamic Studies), it is caused of the importance of strategic management to fill the requirement and to the change State Institute for Islamic Studies into University for Ismaic Studies. It is according to the role made by ministry of religios RI. The result of the research showing that the strategic management of the rector of IAIN as follows: short-term, mid them and long-term planning. Then, the he made same agreement with the related institutions, internally or externally. The internal factor such as the ability the requirements and to complete the facilities Internal factors of leadership such as the ability to meet several requirements of UIN and the ability to repair institutional facilities and infrastructure of institution. The external factor such as the ability to relate with government such as governor of Prop. Jambi, Kementerian agama RI, and Kementerian riset dan teknologi. Of the strategic planning, indicated that it needs to improve the facilities of institution, the proffessional lecture according to the field of study, and the coordination with the government.

Keywords: Strategic Management, State Institute for Islamic Studies, Innovations, and university for Islamic Studies

Introduction

Civilization, culture and diversity, in this global era are the result of cross breeding from various valioues and life experiences with are constantly changing and defeloving in fast time. In you mans life, eith....., inforsonal or in community, is life losing it's tradisionaloty in every asfect namely etnik national, and religion. We are life living in annonymus culture because it is ofened with make it movins fast aimlessey.

The change of status from Islamic Institute to University for Islamic Studies has its own philosophical and historical background. The existence of IAIN institution that focuses on Islamic studies and teachings has been seen by the institution leader limit the institution contribution to Islamic studies only but also regarding its contribution to national development in general. Also, the presence of IAIN by the society with its complexity should give signifikan contribution not only in religious affairs but also general aspects of human beings. The struggle faced by Islamic scholars in spreading Islam (da'wah) could not be ignored in the society development.

Those struggles have been recorded in the golden history of Islam in Indonesia. However, as an institution the contributor in the society development should not be limited to religious aspects only but also need to be expanded to other aspects of society where it is existence. Therefore, widening the role played by the institution in the society rather than taken away of its previous lays is a rational option to be taken by the institution in the future. The change of IAIN's status from Islamic institute into State Islamic University (UIN) seems as an option yang may enhance the contribution of the institution in its new roles to the society (Abuddin Nata 2010, 60).

The change of IAIN to UIN is based on politycal consideration by historical records, it shows that the is stablishmens of IAIN is government anchievement for muslim who particifate in struggling for Indonesia according to this muslim have be given the some place and proforsional in this contry to spread islam and ducate muslim through the ofening the islamic the university. Improvsi, emfower's the qwality or human resouchces can be done through this university. In this way muslim has the some chanre in partycipation in establieshise this country and enjoy the result.

The changing of IAIN to UIN can burry the political history focus about the muslim. It can be over come by saying the changing will produce qwalified muslim scholars who are superior and can do sosial-politythem role. In kontras if IAIN is let like now, hence it will produce scholars whose movtment is very limitid, lessable to compelet in this global era and eventually will be marginalizer.

The plan to change of status IAIN STS Jambi to State Islamic University (UIN) of course faced many problems as proposed by Abuddin Nata as he discussed the problem callenge of transfer of status of IAIN Syarif Hidayatullah Jakarta became UIN at that time. Since 2007 the institution leaders have to initiative by proposing a draft of proposal status change from IAIN to UIN. However, some obstacles faced by are not easy to be overcome until the end of rector in his office and thus this issue was fade away. Under new leader Rector Dr. H. Hadri Hasan, M.A, the conversation over the status of IAIN to UIN is brought up again for the change of the institution status to become University. This new leader over this issue as his objectives to transfer IAIN into UIN by conducting many activities, seminars and others to meet the requirements of status change such providing self-owned land certificates, accredited institutions, ten study programs must be accredited. Of course, this is not an easy task and strong leadership and willing are needed to make this into a reality. Leadership in this case is really to bring all components in the institution to work together and other components from out side the institution also needed to support this strategic issue (Abuddin Nata 2010, 60).

Problems faced by the institution and leadership taken by the rector has brought into a change of status IAIN to UIN become a reality. In this paper, we try to discuss about problems faced by the the institution in its efforts struggling in fulfilment of requirements to become State Islamic University and institution leadership reactor taken major roles in handing this issue appropriately.

There fore, the changing of IAIN to UIN has consider able and national baseng for the islamic depelovment and the empowerment of muslim to fast globalisation era with themands the qwalitied human risoulces complate in the real world there will problems wich will be thistrup the renizantium of the plan, esspecially their will be apprehesive about the lose of faculties religion that has available in there and the problem such as psyohological political. But, the various solutions to over come these problem are exist it this needed the sincerity of the leaders of IAIN. To overcome this problem I suspect that if the old founder of IAIN were alive and saw the changing that in civilization, they will do the same thing.

Conseptual Framework

Strategic management is the steps taken by the leadership to achieve organizational goals effectively and efficiently. In accordance with the surah Ath-thur verse 21 which means: "... Each man is bounded by his efforts" Another verse of Surah Az-Zilzal verses 7-8 which means: "Whoever does something of the good deeds of virtue of atom (zarrah) too, will certainly see his reward, and whoever does the evil of the atom (zarrah) will undoubtedly see his ball too. "

Based on the above it can be understood that any good work will be rewarded wiby good, otherwise any bad work will also be rewarded with evil. Therefore, people are warned not to do any work that is not in accordance with Islamic values. In relation to strategic management in Islamic education, that a leader should make planning activities in accordance with the capabilities of the organization he leads and implement it effectively and efficiently. As it is mentioned in surah which means: "O God of our Lord, grant us gladness in the world and happiness in the Hereafter, and keep us from the torment of hell."

The verse above, teaches man, in order to balance the deeds of the world and the good deeds of the eternity. Fredy Rangkuty was quoted by Akdon, explaining that strategy is a tool to create competitive advantage. (Akdon 2011, 12) Strategic Management has many functions such as Planning; the process of activities to think things that will be done with the resources owned and determine the priority in the future in order to run in accordance with the objectives of the organization, Organizing; namely the process of preparing the division of labor in the work units and the func and the placement of people who occupy them as

exact, Direction (directing); the action to make all members of the group strive to achieve goals in accordance with managerial planning and organizational efforts and evaluating; the process of supervising and controlling the performance of the organization to ensure that the course of the organization in accordance with a predetermined plan.

In addition to its function, Strategic Management has objectives as follows a). Implement and evaluate selected strategies effectively and efficiently. b). Evaluate performance, review and review the situation and make adjustments and corrections if there are deviations in the execution of the strategy. c). Renewed strategy formulated to suit the development of the external environment. d). Review existing strengths, weaknesses, opportunities, and educational threats. e). Innovate the products to keep them in line with consumer tastes.

Benefits of Strategic Management, a). Helping organizations make better strategies using a more systematic, logical, rational approach to strategic choice. b). It is a process not a decision or a document. c). The process of providing individual empowerment. d). Bring in profits. e). Raise awareness of external threat. f). Better understanding of competitors' strategies. g). Increased employee productivity. h). A clearer understanding of rewards achievement relationships.

Innovation Concept Over Status IAIN Becomes UIN, Innovation is a new idea that can be applied in the hope of producing or can improve a product, process or service. (Van de van 1994, 471). Hersey, said the leadership of Islamic organizations or institutions must have the skills, knowledge and training in two areas of diagnosis and application in order to understand change, the leader must be able to identify the problem, analyze and implement. (Paul Hersey and Kenneth H. Blanchard 1986, 316).

To bring about renewal and change is done by humans by adjusting the strategy, the demands of the environment and the many things that characterize the change itself and depending on the specific times it is called innovation. According to Drucker, the characteristics of innovation can be identified as follows: 1). The order of updates analyzes opportunities, 2). Renewal is a blend of conception and perception. 3). Renewal is efficient, simple and focused on something. 4). Effective renewal starts from small ones. 5). The goal's success lies in leadership. And more over, it added the existence of three conditions that are needed for the renewal that is: a) renewal is work, B) to succeed the reformers must work hard, C) reformation has an impact on the economy and society. (Drucker Peter F, 1999, 77).

Thereby is meant with innovation is a renewal about acceptance (adoption) Creation (making) and implementation (taking) action on new things with idea indicators, service

tools and knowledge, about the work of each employee.

Research Methods

This research used qualitative naturalistic approach. A qualitative, study with a naturalistic approach demands the collection of data in a natural setting. Data collection observation, interview and which used in this research were documentation. by the qualitative nature of research. Then the important of this study is the researcher himself. To check the validity and correctness of the data then done by analyzing the data used in this research with the flow model analysis. some analysis steps in this model, data reduction, data presentation, and conclusion. And test in triangulation, Discussed the data with the expert team of IAIN STS Jambi, reviewed the field notes and matched the data with the research object.

Research Results and Discussion

Leadership Strategic Planning To Innovate Status Transfer IAIN Sulthan Thaha Saifuddin Jambi Becomes UIN

The change of IAIN's to UIN is inseparable from the current demands of globalization, Since the flow of globalization is neither friend nor foe for Islamic education, but as a dynamic for the "engine" whose name is Islamic education. If it takes a global anti-position, then the "machine" will not static alias jam, Islamic education also experienced intellectual shack down. On the other hand, if it is dragged down by current global situation without any more Islamic identity an educational process will be overwhelmed by the "machine." Therefore, Islamic education draws global currents, which are appropriately drawn and even developed, while those that are not measured, released or abandoned. Mastuhu's opinion quoted by Rachman Assegaf, suggests that self-closing or being exclusive will be outdated, while opening you risks losing identity or personality (Abd Rachman Assegaf 2004, 10).

About the concept mentioned above, the researcher agrees with Mastuhu, that IAIN leader Sulthan Thaha Saifuddin Jambi has long been open to change the form of IAIN to State Islamic University (UIN), Then the leaders are also ready to face any risks that occur in the future. The desire of this them certainly can not be separated from the initial strategic planning is mature.

Based on the results of information from the head of the IAIN STS Jambi about the the plan of IAIN change into UIN Indeed there are some short, medium and long term planning. also, changes in facilities and infrastructure that exist in the institution is

continuously carried out gradually, and not apart also do cooperation with existing leadership environment IAIN STS Jambi internally and externally to meet the requirements of standards that have been determined by the Ministry of Religious Affairs of Indonesia such as:

- Cooperation with all leaders in IAIN's neighborhood; A). Cooperation with Biro, Kabag, Kasubag that exist in the environment IAIN, Working by quality standards that have been determined by IAIN leadership and quality standards of the Ministry of Religious Affairs of the Republic of Indonesia. B). The Deans in the IAIN neighborhood, Trying to accredit all the existing study programs, as well as developing the study program in accordance with UIN's demands forward, In addition, can direct his subordinates to work in accordance with predetermined quality standards. C). Head of the institution, the head of the Center should make an activity plan by UIN demands.2. Cooperation with the head of Jambi Region, Support from the head of a region (Governor of Jambi) to grant land grant letter to IAIN, so that IAIN can access land certificate. 3. Cooperation with several existing IAIN rectors in Indonesia, 4. Cooperation with Ministry of Religious Affairs. 5. Cooperation with the Ministry of Research and technology of Higher Education. 6. Cooperation with International to get rehabilitation fund of institution's facilities and infrastructure (IAIN).

Alhamdulillah the cooperation that have mentioned, have been carried out by the leadership well, and continuously improve the quality of it in the direction of changing the shape of IAIN to UIN that has been a horned end.

Based on the result of servation the researcher it found that the changing of IAIN to UIN has ben planned by some previous need. However, it is rigid to realize fast, because there are several requirements which be fulfilled such as IAIN must have a land certificate, Institutions should be accredited, CoSta's balance of Professors, Lecturers who already have a doctoral degree, Lecturers who already have all masters must be by UIN requirements standard. Alhamdulillah IAIN transfer requirements have been fulfilled by the leadership in cooperation with several people who have been appointed by the team leader (rector).

The results of the observations are reinforced by the results of the researcher's interview with one of the UIN teams with the initials SM Argued that it is true that the strategic planning of the leadership to change the form of IAIN to UIN. Since the conditions are known, the leaders tries to create a team of 12 people To plan and cooperate with some close people in the IAIN community to fulfill the settled requirement (UIN standard). Among the requirements that the IAIN must have a land certificate, the

Institution must be accredited, the location/land area 50 Ha, And the balance of lecturers who hold a Professorship, Doctoral and Masters Degree(No more lecturers are still Strata One).

SM statement is reinforced by another team with initials RH argued that the strategic planning of the leadership was quite good. Since the is intention to change the form of IAIN to UIN is very enthusiastic, also, the team consist of people who have high morale including myself. There are many requirements to be a UIN that must be met by IAIN. But with the spirit of cooperation from some leaders or deans within the IAIN and other IAIN leaders who have not become UIN. Alhamdulillah, it is now fulfilled. Although IAIN does not have to wait some time to meet the requirements of UIN.

Based on observations and interviews above can be concluded. There are some strategic planning done by the leadership of IAIN's innovation framework to UIN such as making short-term planning, Medium and long-term, repair facilities and infrastructure, As well as doing some form of cooperation with all academic community in IAIN, Also cooperate with outsiders, Both local, National and International. The goal is none other than UIN to be realized quickly and can be perceived by IAIN STS Jambi academic community and later able to compete with UIN-UIN in Indonesia.

The requirement to change the form of IAIN to UIN is inseparable from the National Education standard consisting of content standard, process, competency of graduates, education personnel, facilities and infrastructure, management, financing, and educational assessment that should be improved on a planned and periodic basis. The development of national standards of education as well as the monitoring and reporting of its achievements nationally is carried out by a standardization, Guarantee, and quality control of education., In accordance with the word of Allah SWT Al-Qashash verse 77 which means: "And demand the land of the Hereafter, with the riches which Allah bestowed upon you, and do not forget your share in the world."

The meaning of the verse, describes the standard of man in living life, Must be the well-balanced charity for the world as well as charity for the afterlife. Similarly, it relates to education operational standards, Should the unit of Islamic Education institute must implement the National Education Standards which are contained in the Government Regulation.

Implementation of strategic planning undertaken by the leadership to innovate over the status of IAIN to UIN

Strategic planning is the first step to do an activity in the organization, good planning allows the results are also better As stated by Suparno, that one of the important activities in HR management is determining the human resource needs of the organization, and develop on plan to meet those needs. The process of determining HR needs and the preparation of human resource planning involves many quantitative approaches such as statistics, Mathematics, and other quantitative models. these are necessary because in determining and planning the fulfillment of the need not only pay attention to the quality but also the quantity. (Suparno, 2014, 28).

In the implementation of strategic planning changes form IAIN to UIN can not be inseparable from several factors that become obstacles : I). Internal factors, according to the researcher's understanding that the internal factor to is the factor of within the self-leadership. Among the leadership skills to respond to all things that can bring changes to an institution, high leadership commitment to meet all requirements required by UIN. The ability of the leaders in influence subordinates to follow the policies he has set also, the firmness of leadership to subordinates is needed to change the form of IAIN to UIN. Understanding the researchers is not much different from what was proposed by the IAIN leaders who initial HH said as follows: As the chairman of IAIN, of course, try as much as possible to realize IAIN become UIN.

However, in the implementation of strategic planning changes form IAIN to UIN Is not independent of several factors that become obstacles, Such as the firm interest and motivation of the leadership should also be supported by the people in the organization of IAIN. Without the help of the society Iain in general and especially the leaders which are in the IAIN Environment, it's hard to make IAIN to UIN.

The statement of the above leadership is reinforced by one of the IAIN change team into UIN with initials Ik; It is true that in implementing IAIN strategic planning to UIN, at first did find some obstacles such as the requirements of building land IAIN must have its certificate. To get the certificate IAIN leadership struggle and his team works hard to get it. also, agencies must be accredited. This requirement is also for the leaders in cooperation with the Deans so that all program of study program must be accredited. Alhamdulillah thanks to hard work leader with UIN team and the Deans in the end, the institution gets accreditation B.

The above statement, by the opinion put forward by Abuddin Nata, Islamic Higher Education should be directed to four things; First, IAIN is not just to pass on the ideology

or religious pattern of a particular generation's internalization to lecturers. IAIN should not treat professors as consumers, but must be able to provide facilities that enable him to become a producer of science and form a religious understanding in him that is conducive to the times. Thus IAIN

Should be more viewed as a process in which the lecturer acquires the methodological ability the messages given by Religion. With such a view, a leader must have the ability to understand and explore the mind of the lecturer, and the capabilities in missing ingredients of empowerment, So that compiled an empowerment program relevant to the reality contained in the life of educators.

Secondly, the IAIN should avoid the habits of the allegedly modeled rules that often stuck in excessive romance. Third, the empowerment material should always be able to integrate the empirical problematic around it, So that the lecturer does not get the form of partial and segmentation religious understanding. Fourth, the need to develop the insight of emancipatory patrons in the process of empowerment. (Abuddin Nata 2003,167).

2). External Factors, According to the observation of external factor researchers to change the shape of IAIN to UIN, such as lack of readiness of lecturers or human resources, facilities and infrastructure, financing and number of students. also, lack of coordination of IAIN leaders with local government for IAIN support for IAIN to UIN as well as finance assistance to increase lecturer competence level higher Such as S2 to S3. Further less coordination with the Ministry of Religion RI to improve the quality of IAIN.

According to the leader of IAIN STS Jambi with initials HH said external factors in the change of form IAIN into this UIN, can not be separated from the support of the other, Such as the Head of Jambi regional government, as the Governor, as well as the Ministry of Religious Affairs which became the first source for the development and information of IAIN's change of form into UIN. also realized that my presence at IAIN as a leader still many shortcomings, but I continue to work by the ability that I have to continue to do cooperation to realize IAIN to UIN. Alhamdulillah UIN will soon be actualization and can be felt by IAIN community later.

Based on the above interview result, it can explain that the change of IAIN's form into UIN has significant external factors. these are indicated by UIN leaders and teams. This means less coordination with outsiders and slows the change of IAIN form to UIN.

One Government policy that can be put forward as evidence of the importance of strategic management within an educational organization Is Presidential Decree no. 3 of 2003 on National Policy and Strategy E-Government Development Which can be a concrete example in interpreting the role of strategic management in the implementation of

government. The Presidential Decree emphasized that the government needs E-Government development strategy to provide information networking quality, satisfying and evenly distributed public services transactions.

Determinants of Success Strategies, including: A). Simple, consistent, and long-term goal. A). Adequate understanding of the competitive environment. C). Objective resource assessment. D). Implementation is very effective.

The above concept is by Allah's Word S.W.T Surah Ali Imran verse 112 which means: "You will be overwhelmed with humiliation wherever you stick to the ropes of religion and love for your fellow human beings".

Evaluation of Management Implementation The Strategy Undertaken by the leadership to Innovate the Transfer of IAIN Status to UIN

Based on the results of observations of strategic planning leaders in the change in the form of IAIN to UIN, at first, indeed UIN requirements are difficult to fulfill. However, over time and the work of the UIN team at IAIN is so Solid, Eventually, the requisition of IAIN become UIN gradually can be met with step by step. Observations of the researchers mentioned above, by the IAIN leadership who initials HH said it is true that initially the requirements of IAIN to UIN is firm to meet, such as IAIN must have a land certificate which is not owned by IAIN, the number of Professors, the number of lecturers Doctor and facilities and infrastructure are not adequate and so forth. As the time and work of the UIN team are so high that these requirements can gradually be met. Alhamdulillah IAIN change into UIN shape can be felt by the IAIN community soon.

The leader's statement was reinforced by one of the UIN teams with IS initials said UIN teams formed by IAIN leaders, are people who are good and willing to work hard to change the shape of IAIN to UIN. But not apart also work with the entire community in the environment IAIN, as well as the Head of the region (Governor), and Ministry of Religious Affairs. Without cooperation, it all IAIN difficult to realize become UIN. Given the requirements of UIN is very much and need the help of all parties concerned to both meet these requirements based on the observation in interviews.

Observations and interviews researchers above, it can be concluded that the evaluation of IAIN strategic planning implementation into UIN was initially difficult to face. But over time these requirements can be fulfilled thanks to cooperation with all parties involved in the change of form IAIN to UIN. Therefore, IAIN's planning strategic evaluation is very important to be done continuously, to improve IAIN in the future.

Conclusion

The factors that hinder the implementation of strategic planning for the change of IAIN to UIN, is Internal factors and external factors. Internal factors are factor that come from the leadership it-self is still lacking in leadership skills in facing the problems that exist in iain it self. is still minimal facilities and infrastructure, financing, an cooperation with several related parties both within IAIN itself and from outside parties such as the head of jambi province and ministry of religion of the republic of Indonesia. The evaluation of strategic planning is indicated that there is still a nee to increase the improvement of facilities and infrastructures of professional lecture improvement in accordance with the study program opened and continuous improvement of cooperation with the head of Jambi province, kemenag RI, and the ministry of research and technology of the higher education offices of Indoneia and abroad.

Acknowledgements

As an expression happiness, writers say thanks and sincere respect to rector IAIN STS Jambi, as a leader and Samsu, P.h.d., as head of the research center, conducting research activities as well as the staffs who participated. Hopefully, services and minds have been given become a charity which is worthy of worship on His side.

References

- Abd. Rachaman Assegaf. (2004). *Islamic Education Challenges and Globalization*. Yogyakarta: Ar-Ruzz Media.pp.10
- Abuddin Nata. (2003). *Education Management* Yogyakarta: Pustaka Pelajar. pp. 167
- Abuddin Nata. (2010). *Education Management. (Overcoming the weakness of Islamic Education in Indonesia*. Jakarta: Kencana. pp.60
- Akdon. (2007). *Strategic Management For Educationol Management*. Bandung: Alfabeta. Hlm.12
- Amin Abdullah " *Islamic Educatin and the Challenges of Globalization*" Yogyakarta; Arruz Media 2004.
- Bardach Engene, *A Pratical Guide for Policy Solving*, New York Catham, House Publiskers of Seven Bridges. Press,2000
- Bruc W. Tuckman, *Conducting Education Research*, New York; Harcourt Brace 1972

- Daryanto, Administration and School Management, Jakarta; Rineka Cipta; 2013
- Dede Mulyana, Qualitative Research Methods, New Paradigms of Communication Research and other Science, Bandung; Rosda Karya, 2002
- Denis, Forcese and Stepher Richer, Social Research Methode, New Jersey, Prantice-Hall Inc, Eglewood Cliffs, 1973
- Drucker Peter F. (1999). Innovation Enterepreneurship. Jakarta: Erlangga. pp. 77
- Hadari Nawawi, Social Research Methods, Yogyakarta,; Gajah Mada, 1988
- Harbani Pasolong, theory of Public Administration, Bandung, CV, Alfabeta, 2010
- Hermawan Wasito, Introduction to Research Methodology, Jakarta; Gramedia, 1995
- Matwey Miles and Huberman, Analysis of Qualitative Data, Jakarta; UI Pres. TT
- Moh Nasir, Reseach Methods, Jakarta Ghalia Indonesia, 1988
- Noeng Muhajir " Identification of Factors Opinion Leader Innovatif for Community defelovment , Yogyakarta, Rake Serasih, 2002
- Paul Hersey dan Kenneth H. Blanchard, (1986). Management of Organizational Behavior; Utilization of Human Resources. Jakarta: Erlangga. pp. 316
- Rahmat, Strategy Management, Bandung, Pustaka Setia, TT
- Sanafiah Faisal, Qualitatif Research, Malang; Yayasan Asah, Asih, Asuh, 1990
- Suparno. (2014). Educational Planning., Jakarta: Bumi Aksara. pp. 28
- Suwanto, Organizational Behavior, Yogyakarta Penerbit Universitas Atma Jaya, 1999
- Sondang P Siagian, Human Resource Management, Jakarta, PT Bumi Aksara 2008
- Sugiyono, Qualitative Research Method, Bandung; Alfabeta, 2008
- Supranto, Tecnique Sampling to Surver and Eksperimen, Jakarta, Rineka Cipta, 1992.
- Tim Dosen Administrasi Pendidikan UPI, Education Management (Bandung; Alfabeta, 2010)

GOAL ORIENTATIONS, ACADEMIC BURNOUT AND ITS RELATIONSHIP WITH ACADEMIC ENGAGEMENT AMONG PUBLIC UNIVERSITY STUDENTS IN MALAYSIA

Nor Aniza Ahmad, Yoong Lee Fong

Universiti Putra Malaysia

e-mail: nor_aniza@upm.edu.my

Abstract. This study is aimed to determine the relationship between goal orientations, academic burnout and academic engagement among undergraduate students in Malaysia. The respondents of this study consisted of 319 second year and third year undergraduate students who pursuing a Bachelor Degree of Education in three public universities in Malaysia. The research instruments used in this study included Motivated Strategies for Learning Questionnaire (MSLQ), Maslach Burnout Inventory-Student Survey (MBI-SS), and Utrecht Work Engagement Scale-Student (UWES-S). Furthermore, the results of this study revealed that academic engagement was significantly positively correlated with intrinsic goal orientation. Academic engagement was also found to be significantly positively correlated with extrinsic goal orientation. In addition, there was a significant negative correlation between academic burnout and academic engagement. The results of regression analysis denoted that intrinsic goal orientation, extrinsic goal orientation and academic burnout were significant predictors of undergraduate students' academic engagement. The findings of this study emphasized the importance of goal orientations on academic engagement among undergraduate students. Intervention and prevention programs should be provided for the students, especially for those who are experiencing academic burnout.

Introduction

The Ministry of Higher Education (MOHE) is putting an effort to be the hub of higher education excellence in Southeast Asia. In August 2007, MOHE has undertaken a significant strategic move to launch a national higher education plan in the effort to achieve world-class status among its universities. A comprehensive strategic plan namely the "National Higher Education Strategic Plan beyond 2020" was designed to transform Malaysian higher education system in order to help higher education institutions (HEIs) achieve world class standard and make Malaysia a hub for higher education in Southeast Asia (Ministry of Higher Education, 2007). This National Higher Education Strategic Plan (PSPTN) consists of four distinct phases which are Laying the Foundation (2007-2010), Strengthening and Enhancement (2011-2015), Excellence (2016-2020), as well as Glory and Sustainability (beyond 2020). This strategic plan focuses on seven strategic thrusts. For instances, widening access and enhancing quality, improving the quality of teaching and learning, enhancing research and innovation, strengthening institution of higher education, intensifying internationalization, enculturation of lifelong learning, and reinforcing Higher

Education Ministry's delivery system (Ministry of Higher Education, 2007).

Out of the seven strategic thrusts, the first thrust – that is widening access and enhancing quality – aims to create and provide more educational opportunities for students to engage in higher education. It is because engaging students in higher education is able to produce human capital with "first class mentality" which could help in transforming Malaysia into a developed country and become the hub of higher educational excellence in the region. The Government of Malaysia hopes that 50 percent of 17-23 years cohort attains higher education and 33 percent of workers have tertiary qualifications by the year 2020.

However, Anbuselvan Sangodiah and Balamuralithara Balakrishnan (2014) revealed that in Malaysia, the situation of students dropped out in their tertiary level education is alarming where 17.5 percent of total higher education students have dropped out in Malaysia. Hence, it indicated that one student who enrolled in tertiary education out of six would drop out from his or her studies. Thus, students' academic engagement in higher education is an important aspect of Malaysia's progress in education transformation. It is because the academic engagement is a significant factor that contribute to students' dropout (Salanova, Schaufeli, Martinez & Bresó, 2010) and retention (Tannous & Moore, 2013).

The academic engagement is becoming a topic of interest and importance in recent decades as studying students' academic engagement could provide new insight in understanding students' educational trajectories and their learning outcomes. The previous research revealed that the engaged students are tended to perceive greater social support (Olwage & Mostert, 2014), show higher level of self-efficacy (Olwage & Mostert, 2014; Cazan, 2015), self-esteem (Olwage & Mostert, 2014), learning motivation (i.e., intrinsic and extrinsic goals), task values, control of learning beliefs (Cazan, 2015), and passion for studying (i.e., harmonious and obsessive passion) (Stoerber, Childs, Hayward & Feast, 2011), experience lower levels of test anxiety (Cazan, 2015; Schaufeli et al., 2002a) and academic burnout (Uludag & Yaratán, 2010), as well as perform better academically (Schaufeli et al., 2002a). In addition, Uludag and Yaratán (2010) emphasized that burned-out students are more likely to be disengaged in their studies.

Although there are numerous studies which have been conducted on students' academic engagement, the motivational factors that contributes in academic engagement has not yet received much attention (Zhang, Shi, Yun, Li, Wang, He & Miao, 2015). In addition, some studies of motivation usually focus more on intrinsic goal orientation over extrinsic goal orientation (Lemos & Verissimo, 2014). Previous studies tend to have strong desire in discovering students participate in academic activities for intrinsic reasons rather than the extrinsic reasons to perform in learning tasks. Thus, it leads to less research has been

conducted in discovering extrinsic reasons to participate in learning activities.

On the other hand, Uludag and Yaratan (2010) emphasized that a careful review of the literature revealing academic burnout is negatively but not perfectly associated with academic engagement, even though they are considered as on opposite poles. Thus, in order to have a better understanding of the relationship between academic burnout and academic engagement, further studies should be carried out to obtain a conclusive result.

In addition, most of the empirical studies that investigated the associations between goal orientations, academic burnout and academic engagement have been conducted among university students in western countries, such as the United Kingdom, Turkey, Romania, Spain, Portugal, and the Netherlands. Consequently, researchers have to be cautious in generalizing the results, especially in eastern countries. Therefore, this study aimed to investigate the relationship between goal orientations, academic burnout and academic engagement among undergraduate students in Malaysia.

Research Objectives

The objectives of this study are as follow:

1. To identify the pattern of goal orientations (intrinsic and extrinsic goal orientation), academic burnout and academic engagement among undergraduate students.
2. To determine the relationship between goal orientations (intrinsic and extrinsic goal orientation), academic burnout and academic engagement among undergraduate students.
3. To determine the unique predictors of academic engagement among undergraduate students.

Methodology

This study is a quantitative research and cross-sectional in nature. Furthermore, this study was conducted at three public universities in Malaysia. The data of the research were gathered by using self-administered questionnaires. Before the questionnaire is distributed, sample's willingness to participate in this study was obtained.

Participants

A total of 319 second and third year undergraduate students who pursuing a Bachelor

of Education in the three public universities were randomly selected to participate in this study. The respondents of this study comprised of 58 (18.2%) males and 261 (81.8%) females.

Instrumentation

The Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia & McKeachie, 1991) was used to measure students' goal orientation. Specifically, intrinsic goal orientation scale and extrinsic goal orientation scale of MSLQ were utilized to assess students' intrinsic goal orientation and extrinsic goal orientation, respectively. Totally, There are eight items which consisted of 4 items measuring intrinsic goal orientation and 4 items assessing extrinsic goal orientation.

The academic burnout was measured using the Maslach Burnout Inventory-Student Survey (MBI-SS; Schaufeli et al., 2002a). The MBI-SS consists of 16 items in total and three dimensions which including exhaustion, cynicism and professional efficacy.

On the other hand, the academic engagement was measured using the Utrecht Work Engagement Scale-Student (UWES-S; Schaufeli et al., 2002b). The UWES-S consists of 17 items in total and three dimensions which are vigor, dedication and absorption.

In this study, the internal consistency reliability test for each scale was assessed based on the values of Cronbach's alpha. The Cronbach's alpha for intrinsic goal orientation, extrinsic goal orientation, academic burnout and academic engagement in this study were .74, .70, .87 and .91, respectively. As suggested by Nunnally and Bernstein (1994), the Cronbach's alpha coefficient of a scale in social sciences study should be above 0.7. Therefore, all of the scales used in this study have acceptable level of internal consistency.

Data analysis

In this study, data were analyzed using Statistical Package for the Social Sciences (SPSS) software version 22.0. Descriptive statistics were utilized to identify the pattern of respondents' goal orientations (intrinsic and extrinsic goal orientation), academic burnout and academic engagement. Moreover, Pearson correlation analysis was performed to determine the magnitude and direction of the relationships between the research variables. On the other hand, regression analysis was conducted to determine the unique predictor/s of academic engagement.

Results

The Pattern of Goal Orientations (Intrinsic and Extrinsic Goal Orientation), Academic Burnout and Academic Engagement

The research findings on Table I indicated that the majority of the respondents obtained moderate score in intrinsic goal orientation, which consisted of 60.2%. On the other hand, a large proportion of the respondents (71.8%) obtained high score in extrinsic goal orientation, implying that they had high level of extrinsic goal orientation. The results of the study also revealed that majority of the respondents (68%) obtained moderate score in academic burnout whereas 32% of the respondents obtained low score in academic burnout. No respondent in this study was found to have high level of academic burnout. Furthermore, 59.2% of the respondents obtained moderate score in academic engagement while 39.8% of the respondents were found to have high level of academic engagement. Only 0.9% of the respondent obtained low score in academic engagement.

Table I Distribution of goal orientations (intrinsic and extrinsic goal orientation), academic burnout and academic engagement (N=319)

Variable	Frequency (f)	Percent (%)
Intrinsic Goal Orientation		
Low		
Moderate	7	2.2
High	192	60.2
	120	37.6
Extrinsic Goal Orientation		
Low		
Moderate	1	0.3
High	89	27.9
	229	71.8
Academic Burnout		
Low		
Moderate	102	32.0
High	217	68.0
	-	-
Academic Engagement		
Low		
Moderate	3	0.9
High	189	59.2
	127	39.8

Relationship between Goal Orientations (Intrinsic and Extrinsic Goal Orientation), Academic Burnout and Academic Engagement

In this study, Pearson correlation analysis was conducted to address the second objective of this study. As shown in Table 2, the results of this study indicated that there was a statistically significant positive correlation between intrinsic goal orientation and academic engagement ($r = .441$, $p = .000$). The strength of correlation between intrinsic goal orientation and academic engagement is moderate (Cohen, 1988). Moreover, a statistically significant positive correlation was found between extrinsic goal orientation and academic engagement ($r = .172$, $p = .002$). The strength of correlation between extrinsic goal orientation and academic engagement is weak (Cohen, 1988). The findings of this study showed that academic burnout was negatively and statistically correlated with academic engagement ($r = -.607$, $p = .000$). The strength of correlation between academic burnout and academic engagement is strong (Cohen, 1988).

Table 2 Correlation between Intrinsic Goal Orientation, Extrinsic Goal Orientation, Academic Burnout and Academic Engagement

Variable	Academic Engagement	
	<i>r</i>	<i>p</i>
Intrinsic Goal Orientation	.441**	.000
Extrinsic Goal Orientation	.172**	.002
Academic Burnout	-.607**	.000

Note: * $p < .05$; ** $p < .01$; $N=319$

Predictor of Academic Engagement

Before linear regression analysis was performed, all variables were tested at bivariate level. The results showed that academic engagement was significantly related with intrinsic goal orientation, extrinsic goal orientation, and academic burnout. Therefore, intrinsic goal orientation, extrinsic goal orientation and academic burnout were entered into the regression model. The standardized beta coefficient (B) was used to assess the contribution of independent variable (i.e., intrinsic goal orientation, extrinsic goal orientation, and academic burnout) to the prediction of academic engagement. The results are displayed in Table 3.

As exhibited in Table 3, the results of this study indicated that the regression model that consisted of intrinsic goal orientation, extrinsic goal orientation, and academic burnout significantly explained 44.2% of the variance in undergraduate student's academic engagement ($F(3, 315) = 83.151$, $p = .000 < .05$). The results of the regression analysis revealed that intrinsic goal orientation ($\beta = .302$, $t = 6.011$, $p < .05$), extrinsic goal

orientation ($\beta=.100$, $t = 1.991$, $p < .05$), and academic burnout ($\beta= -.552$, $t = -11.408$, $p < .05$) were significant predictors of academic engagement.

Table 3 Regression Model of Academic Engagement

Variable	Academic Engagement		
	B	t	p
(Constant)	2.207	8.559	.000
Intrinsic Goal Orientation	.302	6.011	.000
Extrinsic Goal Orientation	.100	1.991	.047
Academic Burnout	-.552	-11.408	.000

Note: $R^2=.442$; $N=319$

Discussion

This study aims to identify the pattern of goal orientations (intrinsic goal orientation, extrinsic goal orientation), academic burnout and academic engagement; relationships between intrinsic goal orientation, extrinsic goal orientation and academic burnout with academic engagement; and the predictors of academic engagement.

The results of this study revealed that majority of the undergraduate students had moderate level of intrinsic goal orientation and high level of extrinsic goal orientation. It indicated that most undergraduate students are found to have a moderate level of intrinsic goal orientation towards their academic tasks as well as are with high in extrinsic goal orientation participate in learning tasks by which they participated in learning activities for the sake of the rewards and better grades. In addition, most undergraduate students were found to have moderate level of academic burnout and academic engagement, implying that they considered themselves to have experienced moderately academic burnout as well as moderately engaged in their studies.

The findings of the study indicated that the intrinsic goal orientation was positively correlated with academic engagement, indicating that students who are stronger orientation towards intrinsic goals tend to be more engaged in their studies. The results of the study are in line with the past studies (Cazan, 2015; Fan & Williams, 2010; Froiland & Oros, 2014). As stated by Reeve (2012), the pursuit of intrinsic goals affords satisfaction of the basic psychological needs for autonomy, competence and relatedness, and subsequently enhances effort and persistence as well as foster deeper learning.

Moreover, extrinsic goal orientation was found to be positively correlated with academic engagement. It implied that undergraduate students who are more extrinsically goal oriented toward learning tend to be more engaged in their studies. The results of the study

are supported by Palmgreen (1984) which suggested that "people orient themselves to the world according to their expectations and evaluations". Good grades, prides and status are known as external rewards by which extrinsically goal-oriented students to be more motivated by extrinsic rewards as they perceive it as more value than intrinsic rewards. Since higher academic engagement leads to higher academic achievement (Froiland & Worrell, 2016), therefore, extrinsically goal-oriented students are more likely to be engaged in their studies with the purpose of gaining recognition as well as getting good grades.

In addition, a significant negative relationship was found between academic burnout and academic engagement. It revealed that undergraduate students who experience higher levels of academic burnout are less likely to engage in their studies. The results of the study are consistent with previous studies (Uludag & Yaran, 2010; Cazan, 2015; Sulea, Beek, Sarbescu, Virga & Schaufeli, 2015; Friedman, 2014; Ugwu, Onyishi & Tyoyima, 2013). Friedman (2014) asserted that students who experience tiredness towards studying, feeling of incompetence in their studies and pessimistic about their studies are putting in lesser effort as well as showing less vigorous and less dedicated towards their studies.

On the other hand, this study found that academic engagement was positively predicted by intrinsic goal orientation and extrinsic goal orientation, implying that higher intrinsic goal orientation and higher extrinsic goal orientation predicted higher academic engagement. These findings are supported by Pintrich and Schunk (1996) which posited that these two types of goal orientation have a significant effect on students' motivational outcomes as well as academic and achievement attitude such as efforts, persistence and engagement.

The study findings revealed that intrinsic goal orientation was stronger predictor of academic engagement compared to the predictive effect of extrinsic goal orientation. These findings are supported by Reeve (2012) which stated that in comparison to the pursuit of extrinsic goals, the pursuit of intrinsic goals are able to promote deeper learning, enhance persistence at the learning process as well as produce better and greater performance as it can help in vitalizing students' inner motivational resources. In addition, according to Vansteenkiste, Lens and Deci (2006), the attainment of an intrinsic goal foster deeper processing of the learning material, deeper learning and understanding as well as higher short-term and long-term persistence at learning activities. On the contrary, the attainment of an extrinsic goal fosters rote learning and short-term persistence.

Furthermore, the academic engagement was found to be negatively predicted by academic burnout, implying that higher academic burnout predicted lower academic engagement. These findings are consistent with previous study (Ugwu, Onyishi & Tyoyima,

2013) which highlighted that academic burnout is a predictor of academic engagement among students. Ugwu, Onyishi and Tyoyima (2013) asserted that students' experiences of academic burnout appear to have negative effect on their academic engagement.

Implications of the Study

As undergraduate students' academic engagement can be predicted by academic burnout, educational institutions could provide burnout prevention intervention programs or seminar to prevent or reduce academic-related burnout in undergraduate students. As stated by Le Blanc and Schaufeli (2008), there are different types of individual-level burnout intervention strategies that effectively help to reduce patient's burnout which include relaxation techniques, promotion of a healthy lifestyle, and cognitive-behavioural techniques such as stress inoculation training, rational emotive therapy, cognitive restructuring and behavioural rehearsal. Thus, educational institutions could hire counsellor and psychologists to conduct the burnout intervention programs for the students who reported to have academic burnout in order to reduce their burnout which can thus indirectly make them to be more engaged with their studies.

Education practitioners such as school psychologists and lecturers may benefit from greater consideration of intrinsic and extrinsic goals as an intervention target to promote academic engagement. By understanding how undergraduate students' intrinsic and extrinsic goals related to their academic engagement, lecturers could use different teaching strategies to effectively intrinsically and extrinsically motivate their students in order to enhance their academic engagement. As stated by Pintrich and Schunk (1996), there are numerous teaching strategies can be use in the classroom which could effectively engage intrinsically goal-oriented students in the learning activities and tasks. Those teaching strategies include focusing on meaningful aspects of learning activities, recognizing students' effort and improvement through the pride of completing a task, providing individual feedback to students, designing learning activities and tasks that are interesting, novel and challenging as well as allowing students to make choices in learning activities and giving opportunities for students to have control over the learning activities. Additionally, educators could use rewards and incentives appropriately to get students more engaged in their studies (Akpan & Umobong, 2013). For example, lecturers can give extra marks for the students who perform well in the learning activities and those who participate fully in the class.

Conclusion and Suggestions

In conclusion, there were significant relationships between intrinsic goal orientation, extrinsic goal orientation and academic burnout with academic engagement. Academic engagement was predicted by intrinsic goal orientation, extrinsic goal orientation and academic burnout. As lower academic engagement can be predicted by lower intrinsic and extrinsic goal orientation as well as higher academic burnout, education practitioners should be conscious about the importance of goal orientations on students' engagement in their studies as well as students' experiences of academic burnout.

There are several recommendations of this study. Firstly, due to the sample of the study consisted of only second and third year undergraduate students who pursuing a Bachelor of Education, it is recommended that future studies could include university students from all different years of study as well as different fields of study in order to get an overview of university students' academic engagement and achievement behaviour. Secondly, this study is cross-sectional in nature and thus the findings cannot explain the cause and effect. Therefore, future study may need to employ longitudinal design to have a broad overview of the observed phenomena. Lastly, it is suggested that future studies could be carried out to include other possible factors as it may able to provide more holistic view on university students' academic engagement.

References

- Akpan, I. D., & Umobong, M. E. (2013). Analysis of Achievement Motivation and Academic Engagement of Students in the Nigerian Classroom. *Academic Journal of Interdisciplinary Studies*, 2(3), 385-390.
- Anbuselvan Sangodiah, & Balamuralithara Balakrishnan (2014). Holistic Prediction of Student Attrition in Higher Learning Institutions in Malaysia Using Support Vector Machine Model. *International Journal of Research Studies in Computer Science and Engineering (IJRSCSE)*, 1(1), 29-35.
- Cazan, A. M. (2015). Learning motivation, engagement and burnout among university students. *Procedia - Social and Behavioral Sciences*, 187, 413-417.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). New Jersey: Lawrence Erlbaum.
- Fan, W. H., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30(1), 53-74, DOI: 10.1080/01443410903353302.

- Friedman, G. (2014). *Student Stress, Burnout and Engagement*. Master of Industrial/Organisational Psychology, University of the Witwatersrand, Johannesburg.
- Froiland, J. M., & Oros, E. (2014). Intrinsic motivation, perceived competence and classroom engagement as longitudinal predictors of adolescent reading achievement. *Educational Psychology*, 34(2), 119-132, DOI: 10.1080/01443410.2013.822964.
- Froiland, J. M., & Worrell, F. C. (2016). Intrinsic Motivation, Learning Goals, Engagement, and Achievement in a Diverse High School. *Psychology in the Schools*, 53(3), 321-336.
- Le Blanc, P. M., & Schaufeli, W. B. (2008). *Burnout interventions: an overview and illustration*. In J. R. B. Halbesleben (Ed.), *Handbook of Stress and Burnout in Health Care* (pp. 201-215). New York: Nova Science Publishers, Inc.
- Lemos, M. S., & Verissimo, L. (2014). The relationships between intrinsic motivation, extrinsic motivation, and achievement, along elementary school. *Procedia - Social and Behavioral Sciences*, 112, 930-938.
- Ministry of Higher Education (2007). *Pelan Strategik Pengajian Tinggi Negara Melangkau Tahun 2020*. Putrajaya, Malaysia: Kementerian Pengajian Tinggi Malaysia.
- Nunnally, J. C., & Bernstein, I.H. (1994). *Psychometric Theory* (3rd ed.). New York: McGraw-Hill.
- Olwage, D., & Mostert, K. (2014). Predictors of student burnout and engagement among university students. *Journal of Psychology in Africa*, 24(4), 342-350.
- Palmgreen, P. (1984). *Uses and gratifications: A theoretical perspective*. In R. N. Bostrom (Ed.), *Communication Yearbook 8* (pp. 61-72). Beverly Hills, CA: Sage Publications.
- Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in Education: Theory, Research, and Applications*. NJ: Prentice-Hall, Inc.
- Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). *A Manual for the Use of the Motivated Strategies for Learning Questionnaire (MSLQ)*. Ann Arbor, MI: National Center for Research to Improve Postsecondary Teaching and Learning.
- Reeve, J. (2012). *A Self-Determination Theory Perspective on Students Engagement*. In S. L. Christenson, A. L. Reschly, & C. Wylie (Ed.), *Handbook of Research on Student Engagement* (pp. 149-172). NY: Springer Science+Business Media, LLC.
- Salanova, M., Schaufeli, W. B., Martinez, I., & Bresó, E. (2010). How obstacles and

- facilitators predict academic performance: The mediating role of study burnout and engagement. *Anxiety, Stress & Coping*, 23, 53–70. doi: 10.1080/10615800802609965
- Schaufeli, W. B., Martinez, I. M., Pinto, A. M., Salanova, M., & Bakker, A. B. (2002a). Burnout and engagement in university students: A cross-national study. *Journal of Cross-Cultural Psychology*, 33, 464-481.
- Schaufeli, W. B., Salanova, M., Gonzales-Roma, V., & Bakker, A. B. (2002b). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3, 71-92.
- Stoeber, J., Childs, J. H., Hayward, J. A., & Feast, A. R. (2011). Passion and motivation for studying: predicting academic engagement and burnout in university students. *Educational Psychology*, 31(4), 513-528, DOI: 10.1080/01443410.2011.570251.
- Sulea, C., Beek, I. V., Sarbescu, P., Virga, D., & Schaufeli, W. B. (2015). Engagement, boredom, and burnout among students: Basic need satisfaction matters more than personality traits. *Learning and Individual Differences*, 42, 132-138.
- Tannous, J., & Moore, S. (2013). *Improving Upper-Class Engagement and Retention: Academic and Co-Curricular Strategies*. Washington, DC: Education Advisory Board.
- Ugwu, F. O., Onyishi, I. E., & Tyoyima, W. A. (2013). Exploring the Relationships between Academic Burnout, Self-Efficacy and Academic Engagement among Nigerian College Students. *The African Symposium*, 13(2), 37-45.
- Uludag, O., & Yaratana, H. (2010). The effects of burnout on engagement: An empirical study on tourism students. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 9(1), 13-23, DOI:10.3794/johlste.91.243.
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic Versus Extrinsic Goal Contents in Self-Determination Theory: Another Look at the Quality of Academic Motivation. *Educational Psychologist*, 41(1), 19-31.
- Zhang, S. L., Shi, R., Yun, L. P., Li, X. F., Wang, Y., He, H. B., & Miao, D. M. (2015). Self-regulation and Study-Related Health Outcomes: A Structural Equation Model of Regulatory Mode Orientations, Academic Burnout and Engagement among University Students. *Social Indicators Research*, 123(2), 585-599, DOI 10.1007/s11205-014-0742-3