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Local Culture In Basic Violin Learning

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ABSTRACT: This basic fast violin learning method is a promotional strategy in the non-formal school of music to attract students and parents, thereby encouraging them to study at that music school. The method is implemented for all elementary or grade I violin students, especially for children between 5-7 years old who are studying at Indonesian music schools of Surabaya. This method is very appropriate to be applied in this music school. The material taught is in accordance with the basic concept of playing techniques in general, however, there is a development in the book designed and learning methods which is based on the culture of Indonesia. This design was developed through the packaging of violin textbooks used locally. This paper is expected to produce the concepts and discourses of fast violin learning in accordance with the basic culture of Indonesian nation, as well as finding more innovative and creative violin learning methods. The results are expected to (1) facilitate students to more quickly understand the basic techniques of the violin, (2) reduce children’s saturation in the process of learning, (3) increase students’ interest to study in music school or music institution.

1. INTRODUCTION

The most prominent technique of learning music has been an important issue since the progress of teaching and learning music in Indonesia has not gain an impressive outcome over the decade. While most of music schools in Indonesia have long been adapting the authentic materials and technique from abroad, the intersection of these authentic texts sometimes is inappropriate with the target homeland. It is therefore important to take stock of what we know about our needs and to find out the best technique of quick and easy learning which is suitable with the nature of our educational landscape.

A Music schools in Surabaya is an excellent example of music programs use authentic curricula from western countries such as New York, France, Japan, and China. Like many other music schools in Indonesia who adapt western materials in their music learning environment, the books from the west is a key nature of music education in Indonesia. The use of authentic texts is regarded as an important and basic ways of learning for the musical instruments basically are coming from the western community. However, the different environment between the texts’ and students’ bring a huge problem in the teaching and learning process. Students are not familiar with the texts given in the class. They do not understand about the music context; the habits, the skill, the knowledge, moreover the mood to play and the detail information in the texts.

Through the research in a music schools in Surabaya the author has discovered that in violin courses, for example, all the materials are taken from abroad. In a class at the age of 5 to 10 years old, the violin courses take the books from Violin Technical Work Book (Melbourne), Suzuki Violin Method I
(Japan), Violin Method I (China). Each of the books above has a different teaching method; however, all of them share a similar concept that is learning by using the song. The songs taught to the children are completely different with the students’ environment. Thus, it does not only make the students are confused and having less interest but also bring a difficulty in understanding, imagining and playing the violin. Local culture can be used very effectively as a short but focused intervention to improve learning violin. It is because the nature of local song is closer to the students’ life. It is more understandable and familiar compared to the “authentic” one. Therefore this paper will discuss with detail about learning violin by adopting Javanese tradition, that is pentatonic scales through popular regional song in Java society.

2. METHODS

This research uses development research. Research development is a research method that intentionally, systematically, aims to Looking for findings, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / ways, services, certain procedures are superior, new, effective, efficient, productive, And meaningful (Putra, 2012). This study uses ADDIE Model. This model is a learning design that is based on system approach. The components contained in the ADDIE Model are as follows:

![ADDIE Model](image)

**Figure 1** ADDIE Model Reiser Version

The survey of violin learning methods was conducted in 5 non-formal music schools in East Java, Indonesia. Category of students aged 5-7 years. In general, this research has involved the preliminary study stage, the development of learning methods and hypotheses for research, data collection and analysis, and finally ended with the results of interpretation analysis.

3. RESULT AND DISCUSSION

This learning method is implemented to all elementary or first grade violin students in music school in East Java in particular. This is because the dominant domains of violin class students in the school is the original children of Java or the local Surabaya community. Only a small minority is Chinese. Therefore the Basic Level Violin Learning Method by using children's songs is very appropriate area applied in the school music. The material taught in accordance with the basic concepts of playing techniques in general, but in the development of learning methods and books designed in accordance with the culture of the Indonesian nation. In accordance with my observations since the last 5 years about the comparative textbook of violin material published by various countries, such as Japan, China, England. They have an amazing concept with different methods but the ultimate goal is ultimately the same if analyzed in more detail and basics. Based on that I tried to design the concept of learning violin above and I have started to apply in Indonesian music school for 5 years ago through observation of material analysis and the development of violin class students. Comparison of student development will also be observed using varied learning methods. Start with the Japanese Suzuki Method book until the Chinese Violin I method book with the new method of this concept shows
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Concrete differences. Equally shows strengths and weaknesses in the learning process of children at the basic level.

Development of learning resources especially music from the west is in great demand by teachers of music teachers throughout Indonesia, especially in the city of Surabaya. Most of the violin class curricula in the music school in Surabaya are Grounded Method I of Japan, Violin Method I of China, Violin Method I-Maia Bangore (France) and Hofman Method I of the Netherlands. It shows that our learning concept is still dominated by the west. Let's glance at the little concept of the book material. The Suzuki Violin Method book by Sinichi Suzuki originating from Japan is one of the most powerful violin textbooks used and sought after by several music schools in Surabaya. In this book teaches the basic learning to play the violin by emphasizing the philosophy of child search through reset in Japan. The advantage of this book is the position of fingering the child in accordance with the curve of the finger of the left hand on the child. So the child is easy in practice. The analysis can be seen that the basic key is 3# (A major scale). It was chosen because of the position of left hand fingering on the ground level violin to make it easier. This book uses western songs in its teaching methods. But the weakness in the learning process by using the book of this method is the weak student in his music theory, because the understanding of basic music theory must be started from natural scales (tone C), so that students easily learn the basic theory of music, ranging from tone and rhythm. In other words, this book prefers techniques in understanding the practice of playing the violin. Unlike the Violin Method I-Maia Bangore book produced by the French country, this book also considers the basic understanding of theory in learning violin, that is, using the key mark F or 1 mol. The song material used is the western song, one example of the Norwegian Song. The weakness of this book is difficult in left-handed fingering technique, so the child quickly easily despair because it is difficult in practice. This book is more suitable for adults. This book is less desirable by some music schools in Surabaya.

One of the song material design that is taken from the local song Javanese culture as an example is the song "gundul-gundul pacul" from central Java. The song is a traditional Javanese traditional song, light and easy to remember in the child memory. Its tone structure contains elements of typical tone of Java that is pentatonic scale. Then the song is applied to the easy technique of dancing, which is played on the A major scale (3# or sharp). Why use 3 sharp, because the fingers of Indonesian children are small, so in practice it is easier to the basic level. The song of choice is also easily digested by children aged 5-10 years. This method needs to be applied to the fundamental learner process of violin classes in music school. The effect of learning with this method can foster a sense of love of children against the nation in general. Basic Level Violin Learning Method with this local cultural song will be more innovative if in the process of teaching coupled with the means of support in learning, the piano or keyboard as a companion song learned. With the intention that the child more quickly catch what the song intended book. In general, children will be able to quickly capture and record in the memory of the mind when they listen to something they can. Through this way the child will more quickly understand and more happy in learning the violin because they know and like the material taught through the book. Moreover the child has a hidden musical talent, positive response will be more appear in the child in appreciating the music. Experienced the development of modern technology, the appreciation of staging students violin class get a good response from the parents and students. Appreciation is now more prevalent with the presence of midi technology or often lay people call minus one as a more sophisticated and modern.
The exposure of target achievement criteria in learning this violin class is as follows; (1) Students in playing the scales must produce good and correct tone production, (2) Techniques played include legato techniques according to the attached test criteria, (3) Each ladder is equipped with arpeggio in each of the scales. Etude is a written practice in a musical score, so students should be able to play the etude with good tonalization and stable tempo. Students are able to bring a song of their own choosing which is in accordance with the grade criteria attached in the test standard. The character of the song must be with good interpretation, performance, tone production and good tempo.

4. CONCLUSION

Based on the above discussion, the development of this method, can be used as a strategy in efforts to improve the quality and quantity in schools or music institutions in Surabaya in particular. The aspect of the achievement of this new method, is a new innovation in the development of learning programs that berbasic Indonesian culture. Inculcating the love of the nation's culture, as well as facilitate students in understanding the material in learning violin instruments.

The addition of supporting instruments is necessary to support the learning process of the violin, as well as piano, midi minus one, which can provide other colors in the learning process takes place. Students can experience the song app directly with the practice of using supporting media, and provide attraction for students who follow this method. In addition, the implementation of the concert program will be realized with the good of this learning method, because the material is popular songs, so the audience can easily receive the songs of the children are delivered. The efficiency in the preparation is also more optimal. Popular culture today is very influential in the learning system in intra school and extra school. In the process of learning
music is very influenced by the development of popular music, today many western cultural influences that change the music of the community.

REFERENCES


Study of academic atmosphere among universities in Indonesia and Thailand

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ABSTRACT: The purpose of this study were to know the academic atmosphere in Indonesia and Thailand universities, and to know the efforts which were done to develop academic atmosphere in each universities. The method used was descriptive self - report and data was collected through the survey, interviews, and documentation. Research subjects including students and lecturers in each universities. The results of this research was the implementation and development of academic atmosphere in several aspects as follows : academic ethics and morals, academic culture, facilities and infrastructure supporting academic atmosphere, academic interaction, and academic activities. Based on the research results, there were still many aspects of academic atmosphere that require special attention, further cooperation between universities can be a solution to develop the academic atmosphere in each universities.

1. INTRODUCTION
The progress of a nation is determined by progress in the development of education. Furthermore the quality of education as a benchmark for the nation's progress, as well as in the quality of human resources in facing global challenges (Marnasari 2011, Kasmir 2014). In the Indonesia’s law of National Education System Number 20 Year 2003 mentioned that education is a conscious and planned effort to create an atmosphere of learning and learning process for learners in a way actively develop their potentials to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills that beneficial to them, society, nation and state. In harmony with this understanding, then education has a crucial function in the nation's development. The highest level in the development of education is higher education through university, so that’s why education quality of a country is determined by the quality of the college (Nulhaqim, et al. 2015).

Given the importance of universities, the quality of universities, especially in Indonesia needs to be improved. So based on the latest ranking of universities around the world in 2018 by the QS World University Rankings Indonesia was only able to put nine colleges (eight public universities and one private university), with the highest rank is 277 (Universitas Indonesia) (https://www.topuniversities.com). The international rankings based on data issued by the Times Higher Education in 2016-2017, only two universities in Indonesia are included in the ranking which are Universitas Indonesia (UI) and Institut Teknologi Bandung (ITB) (https://www.timeshighereducation.com).

More specifically, in relation to scientific publications conducted by universities, Indonesia was ranked 11 in Asia (Indonesia Ministry of Research,
Technology, and Higher Education 2015), while at the ASEAN level, Indonesia is ranked fourth, below Singapore, Malaysia, and Thailand. Based on the condition of universities in Indonesia from various sources that have been disclosed before, shows that the quality of universities in Indonesia is crucial to be improved. One effort to improve the quality of higher education in Indonesia is through improving the quality of academic atmosphere.

Academic atmosphere in the university is actually the external manifest of the common values, spirits, behavior norms of people in the university who are pursuing and developing their study and research (Shen 2012). And it can be embodied in the rules and regulations, behavior patterns and the material facilities. Moreover academic atmosphere of universities mainly consists of academic outlooks, acade-mic spirits, academic ethics and academic environments. Previous research about academic atmosphere in Indonesia was done by Nikmah (2015) who shows that academic atmosphere in Universitas Negeri Malang is superb both on scientific attitude, and academic culture. But, there is no clear view about academic atmosphere in Indonesia, and also to know more about implementation of academic atmosphere in university, it is important to explore the academic atmosphere in another university in another country. So that this research has purpose to know : the academic atmosphere in Indonesia and Thailand universities, and to know efforts which were done to develop academic atmosphere in each universities

Thailand is Khon Kaen University. These universities were chosen because of already had MoU in several program such as : student exchange, internship, and international conference.

Aspects studied in this research are academic ethics and morals, academic culture, facilities and infrastructure supporting academic atmosphere, academic interaction, and academic activities in both Universitas Negeri Surabaya and Khon Kaen University. The research conducted for two months started from September 2016 until October 2016.

Data was collected through survey, interview, and documentation. Survey was done on 54 students of Faculty of Education Universitas Negeri Surabaya with instrument consist of five questions. Moreover interview was done to obtain specific and wider information from ten informants, five from Faculty of Education Universitas Negeri Surabaya, five from Khon Kaen University. The instrument of interview consist of 23 semi structured questions. While documentation was done by examining meeting report about academic atmosphere.

Furthermore, The research design is shown in figure 1. Research design including: data collection, data analysis, conclusion and suggestion making. The data were analyzed with Miles, Huberman, and Saldana model (2014), which includes the process of: condensing the data (merging and strengthening data), data presentation, conclusion drawing and verification. Data was validated by the use of triangulation. Triangulation type used is Technique triangulation was done by comparing data of interview, observation, and documentation.

2. METHOD

This research used qualitative approach, with the type of research is descriptive. The study was conducted in two universities both in Indonesia and in Thailand. University in Indonesia is Universitas Negeri Surabaya especially Faculty of Education, while university in

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3. RESULT AND DISCUSSION

The results of this research are the results of data analysis and also the result of condensation data from all research subjects through the three techniques of data collection.

A. Academic Ethics

Academic ethics as rules in good behavior for universities member in two universities is quite good. Academic ethics is realized through scientific responsibilities and scientific attitude when doing academic activities such as: doing task without plagiarism, and held scientific discussion. While academic ethics problems that usually occurs associated with the interaction between students and lectures, cheating, and plagiarism. These academic ethics problems is also quite common on both universities. As for the sanctions provided in the form of a written warning, to the suspension in accordance with the guidelines of academic ethics also already available. While the ideal academic ethics realized through the implementation of scientific responsibility and attitude in every environment and activities on universities. This is in line with the opinion of Christopher (2012) which states that universities have a role and responsibility to society, so that it is important to improve their academic ethics. Furthermore, in dealing with problems in academic ethics should be fast and complete, and the need for socialization related to the sanctions.

B. Academic Culture

Academic culture in this two universities is quite good. Academic culture was realized through reading activities, research, writing scientific paper, scientific discussion, and another scientific activities. In the implementation of academic culture also implemented through positive academic character like honest and objective. Furthermore, the ideal academic culture is a culture that is able to work based on the academic characters that goes along with the academic process. So it is important to improve some aspect in both universities including:

1) Provide a discussion room in the library
2) Provides an easily accessible journal
3) Promote scientific activities in the faculty
4) Increase student interest in scientific activities
5) Increase interest in reading students
6) Socialization of more intense scientific activities on the students
7) Provide more collection of handbooks according to the course
8) Formation of student learning groups

C. Facilities and Infrastructure Supporting Academic Atmosphere

Facilities and infrastructure have an important role in supporting the optimal academic environment. So far academic facilities and infrastructure which are available at both universities is sufficient, despite that the treatment of facilities and infrastructure should be a concern and should be evenly distributed between each department. While the ideal facilities and infrastructure to support
academic atmosphere are advanced, well-maintained, and easy to use. This is in line with the opinion of Aurangzeb & Asif (2012) who states that there is a need for more allocation of fund in universities, especially in facilities and infrastructure. So that to achieve this ideal condition it is necessary to:

1) Fixing mosque / place of worship
2) Fixed the canteen
3) Fixed wifi connection
4) Provide room for discussion
5) Classroom preservation needs to be fixed
6) Increase collection of books in the library
7) Equity of facilities and infrastructure in each department
8) Repair the loudspeakers in each class
9) Increasing the number of ebook
10) LCD quality improvements

D. Academic Interaction

Academic interaction has an important role in learning activities as they relate directly as a factor affecting academic atmosphere. Quality of academic interactions on both universities is quite good, although the involvement of the students still need to be improved even the quality and quantity of academic interactions also need to be increased for the entire university member. As for academic interaction occurs in the course of lectures, conducting research and community service by involving students, lecturers, as well as between students and professors. So that the ideal academic interactions is realized through harmonious implementation between the quantity and quality to form a conducive academic atmosphere that maximizes the student's role as agents of change and development. To achieve this there are several things to do namely:

1) Facilitate the disbursement mechanism
2) Reduces seniority among students
3) Increasing the spirit of competition among students
4) Improve the ability of lecturers to interact with students
5) Transparency of exam results
6) Improved staff performance
7) Increase the intensity of the discussion in each department
8) Increased interaction with lecturer in addition to the teaching activities

E. Academic Activities

Academic activities on each universities are carried out on both campuses range from courses, advisory, study groups, discussions, seminar, symposia, conferences, workshops, be a committee, a research assistant, as well as a teaching assistant. With the involvement of the university members in their respective activities it is considered to be lacking, although it requires an improvement in the quality of its implementation. As for ideally, the university members should be actively involved in every academic activity through cooperation mechanisms in accordance with their respective capabilities. Therefore, to achieve the ideal conditions it is necessary to:

1) Improving student delegation in participating in academic activities outside the universities
2) Improve the branding image of each campus
3) Academic activities are not only focused on new students
4) Increase related to socialization the activities which is involving university member.

4. CONCLUSION

The academic atmosphere in Faculty of Education Universitas Negeri Surabaya and Khon Kaen University is good enough although it still needs some
improvements such as in terms of academic facilities and infrastructure, the quality and quantity of interaction of academic activities, as well as the involvement of university members in academic activities. While academic ethics, and academic culture is good enough, even though it can be developed further. So that it is important to develop academic atmosphere on both universities through further cooperation. Moreover, research about academic atmosphere in another universities is really needed.

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The use of inquiry media to increase student’s care activity for 4th elementary school students
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ABSTRACT: This study aims to improve learning outcomes and activities of fourth grade students of SDN Sawunggaling VIII / 389 Surabaya through the implementation of inquiry learning. Through the implementation of inquiry pembelajaranya emphasize student activities independently to seek and investigate the concepts learned.

The results showed that the activity of students in the first cycle reaches the percentage of success of 73% increase in the second cycle to 83%, while the results of the first cycle of cognitive learning, classical percentage reached 53.33% by the number of students completed 16 students and 14 students completed , Affective learning outcomes students gain an average success rate of 65.8% to the level of success of the good . Psychomotor learning outcomes of students obtain a success percentage of 56.66% to the category of sufficient . The results of the second cycle of cognitive learning, the percentage of classical completeness reached 83.33% by the number of students completed 25 students and 5 students did not complete. Affective learning outcomes students gain an average success rate of 86.10% with a level of success excellent . Psychomotor learning outcomes of students achieve success by 83.33% to the category of excellent .

Based on data analysis, it can be concluded that the implementation of inquiry learning can enhance the activity and student learning outcomes fourth grade, for the natural beauty subtema country.

1. INTRODUCTION

Education of social science education at the elementary school has an important meaning as the Foundation for students to become active citizens and responsible in its diversity, interdependent, and democratic society. The nature of the learning material, IPS brings consequences against the learning process in which the average wear model Lecture course so students are less visible. With respect to the matter of learning then IPS need to be taught to the students by model inkuiri. Inkuiri model is a model that facilitates the learning of students in learning can play an active role in the learning activities.

According to Haury and David L (1993) in his journal titled Teaching Science through Inquiry. ERIC/CSMEE Digest, menyebutkan bahwa From a science perspective, inquiry-oriented instruction engages students in the investigative nature of science. While from the perspective of science, of learning-oriented inkuiri engage students actively in the investigation of the science that will be studied. While according to Ahmad, et al (2010) in his journal States that “Inquiry teaching plays an important role in the KBSM History curriculum in producing a balanced individual in terms of physical, emotional, spiritual and intellectual development, and understanding,
realising, and appreciating the history and socio-cultural”.

Research on problem formulation, among others: based on the results of the analysis of the problem which found the author and his colleagues as follows: 1) how would the activity of the teacher in the learning process through the application of inkuiri model with application using media images to improve student awareness of the natural beauty of the subtema mine own country on subjects IPS grade IV SDN Sawunggaling VIII/389 Surabaya?, 2) How the activity students learning and concern for following the process learning through the application of inkuiri model with using media images to increase student awareness of the natural beauty of the sub theme of mine own country on the subjects of IPS.

The purpose of this research was: 1). Describes the activity of the teacher in the learning model inkuiri with using media images to increase student awareness of the natural beauty of the subtema mine own country in the eyes of the IPS study grade IV SDN Sawunggaling VIII/389. 2). Described the activities and concerns of the students on the learning model of inkuiri by using media images to improve student awareness of the natural beauty of the subtema mine own country in the eyes of the IPS study.

Inkuiri Learning Model character, among other things: (a) Oriented to the development of intellectual property. The purpose of the model inkuiri was able to develop the ability to think. Success in this model no dilihatkepada mastery of the subject matter, but the extent to which student learning activities, (b) is the process of Interaction between the students, relations with students, students with teachers, and students with an environment around, (c) learn to think. Learn not just memorize, but learning is the process of thinking (thinking processing) utilization and development process, the use of the brain. The process of asking, the process of searching for answers, creativity, critical power is the use of utilization of brain development process, (d) the Disclosure is basically a learning process of trying something with a wide range of possibilities. Thus the students in the study were given the freedom to try, by adjusting the development capabilities of the power his reason. Students are also encouraged to be able to learn to make hypothesis as an indicator of research and observation that they earn. So that knowledge at their disposal can continue to thrive.

The Learning Model Inkuiri Syntax. Phases in the learning inkuiri based on document National Research Council as shown in the following table:

<table>
<thead>
<tr>
<th>Fase</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students involved in a scientific question, event or phenomenon. This relates to what they already know, creating a ‘question mark’ to their own ideas, and motivate them to learn more.</td>
</tr>
<tr>
<td>2</td>
<td>Students investigate the ideas through direct experience to formulate and test hypotheses, solve problems, and make explanations for what they observe.</td>
</tr>
<tr>
<td>3</td>
<td>Students analyze and interpret data, synthesize their ideas, build models, clarifying concepts and explanations by the teacher as well as other sources.</td>
</tr>
<tr>
<td>4</td>
<td>Students extend their understanding and new capabilities and apply what they have learned to new situations.</td>
</tr>
<tr>
<td>5</td>
<td>Students together with his teacher, review and evaluate what they have learned and how they have learned it.</td>
</tr>
</tbody>
</table>
2. METHOD

This research is a type of class action Research (PTK) in SOCIAL SCIENCE, learning that aims to get the data the activity or action that is found in the classroom and to improve the process of learning in a classroom at the school produces. This is supported by the opinions of Kemmis & Taggart (1988) States that "Action research is an approach to improving education. Based on the opinion that it can be assumed that action research is an approach to improve the quality of education.

According to Hopkins (Emzir, 2008), research action class is a process designed to empower teachers, observer, and students in the learning process, with a view to improving the practices held in education. While according to Tatag (2008) research is one of the class acts of the kind of research that attempts to solve the problems faced by teachers related to the learning process in a class of its own.

In this study, the analysis techniques used by researchers are using simple statistical analysis techniques, namely,

\[ P = \frac{F}{N} \times 100\% \]

- \( P \) = the percentage of the activity
- \( F \) = total score that dipersentasekan
- \( N \) = the number of the maximum score of all components

3. RESULT AND DISCUSSION

Student activities is data about activities by students during the learning process. The activity taken upon learning by observer (review). Based on average assessment for each of the aspects observed in the learning process can be calculated as follows: Observations on the cycle I achieve student activity 73%. While on cycle II activity of students reached 83%. The average results of the observation activities of students in the study reach 81%. From those results, so researchers could conclude that the activities of students in learning cycles I and II has increased by 10%. Thus the learning cycle II can be said to achieve success. This is demonstrated success on the activity of students in cycle II reaches the value above 80%, i.e. 81%.

Student cognitive awareness of students, based on observations in cycle I, then obtained data about students' cognitive Awareness of students with as many as 10 students of classical ketuntasan, not finished as many as 20 students. The average value of 74.3 with percentage of success amounting to 53.3%. Awareness of students affective students based on observation of the cycle I, obtained data on students' awareness of the concerns of Students affective during the learning process was elaborated as follows. Students earn degrees of honesty aspect of the success of the " good " with the acquisition of the average percentage of success reached 71.2%. Aspects of the responsibility of the students obtained the degrees of success " extremely well " with the acquisition of the average percentage of success achieved 89.9%. Aspects of the discipline of students obtaining degrees of success " enough " with the acquisition of the average percentage of success reached 64.4%. Students acquire adequate precision aspect of the success of " enough " with the acquisition of the average percentage of success reached 37.7%.

While the concern of Students based on the students' observations on psychomotor cycle I, then retrieved the data ketuntasan of classical with a percentage of 56.66% and got a category 'a ' good ' '. Based on the student's
Concern that I cycle, the percentage of indicators ketuntasan Caring Students still have not reached the criteria specified, i.e. ketuntasan of 80%, then it needs to be improved on cycle II. Student cognitive awareness of students, based on observations in cycle I, then obtained data about students' cognitive Awareness of students with classical ketuntasan as many as 25 students, not to your satisfaction as much as 5 students. The average value of 67 with percentage of success of 83.3%.

Awareness of students affective students based on observation cycle II, retrieved data regarding students 'affective Students Caring Concern during the learning process was elaborated as follows. Students earn degrees of honesty aspect of the success of the "very good" with the acquisition of the average percentage of success reached 86.66%. Aspects of the responsibility of the students obtained the degrees of success "extremely well " with the acquisition of the average percentage of success reached 86.6%. Aspects of discipline students acquire adequate sanagat "good success " with the acquisition of the average percentage of success reached 86.6%. Students acquire adequate precision aspect of the success of the "very good" with the acquisition of the average percentage of success reached 84.4%.

While the concern of Students based on the students' observations on psychomotor cycle II, then retrieved the data ketuntasan of classical with a percentage of 83.33% and got a category 'a' good". Based on the awareness of students cycle II, the percentage of indicators ketuntasan Concern Students have reached the criteria specified, i.e. ketuntasan of 80%, so it can be inferred that Concern students in the realm of cognitive, affective, psychomotor learning inkuiri has been successfully applied and expressed satisfaction.

Teacher activity data about activities by teachers during the learning process. The activity taken upon learning by observer (review). Based on average assessment for each of the aspects observed in the learning process, as follows: Observations on the cycle I activity teachers reached 76%. While on cycle II teacher activity reaches 85%. The average results of observation on the research of teacher's activity reaches 81%. From those results, so researchers could conclude that the activity of the teacher in the learning cycles I and II underwent an increase of 9%.

Thus the learning cycle II can be said to achieve success. This is demonstrated in the success of the activity of the teacher in cycle II reaches the value above 80%, i.e. 81%.

Observations on the cycle I achieve student activity 73%. While on cycle II activity of students reached 83%. The average results of the observation activities of students in the study reach 81%. From those results, so researchers could conclude that the activities of students in learning cycles I and II has increased by 10%. Thus the learning cycle II can be said to achieve success. This is demonstrated success on the activity of students in cycle II reaches the value above 80% i.e 81%.
4. CONCLUSION

Based on the results of research and data analysis in this study, expressed his conclusion as follows:

The application of Inkuiri Model with using Media Images can increase the Awareness of students and Student Activities on subjects IPS class IV SDN Sawunggaling VIII/389 Surabaya can increase the activity of the teacher. This can be evidenced from the data which indicates that the activity of the teachers and students in learning, experiencing an increase in the natural beauty of the sub tema mine own country.

The application of Inkuiri Model with using Media Images can increase the Awareness of students and Student Activities on subjects IPS class IV SDN Sawunggaling VIII/389 Surabaya can enhance the learning outcome of cognitive, affective, and psychomotor in achieve a minimum of success on the sub theme of the natural beauty of mine own country.

Based on the conclusions above, the researcher can give you some suggestions, including the following:

Class teacher should conduct follow-up research to know the application of inkuiri learning and open in accepting the various suggestions to enhance professionalism in the learning process;

Classroom teacher should be brave in admitting weaknesses in the study conducted and always seek improvements in learning.

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Implementation of Blended Learning In Improving Motivation of Vocational Package C Students At Community Learning Center

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ABSTRACT: This research aimed to describe blended learning implementation in equivalency education package C (equivalent with Senior High School) at Community Learning Center (CLC) Pioneer as well as its supporting and inhibiting elements. Qualitative phenomenological approach was employed to analyze data taken from interviews, observations and documentations. The results showed that CLC Pioneer performed three stages in implementing blended learning, including preparation, execution and assessment. It turned out that the implementation of blended learning had impact on improving students’ motivation even though the impact was not significant. The success of the implementation was supported by learning methods, learning media and layout of learning environments, so that it created learning situation which could achieve planned goals. However, the learning process could not be performed optimally due to lack of facilities outside the institution, so that the learning outcomes still could not be maximized.

1. INTRODUCTION

Technological development creates a new paradigm in education. In accordance with Information and Electronic Transaction Act No. 11 of 2008, information technology and electronic transaction are utilized to educate the nation as part of world information society, and give everyone the widest opportunity to advance thinking and skills in utilizing information technology optimally and responsibly. Thus, to realize educational equality and the purpose of Act No. 11 of 2008 above, intelligent human resources are needed to manage and utilize information technology in positive ways.

Blended learning is a learning model that combines conventional learning with information technology in the form of a website. It gives students an abundant access to download learning modules and will ease teachers to monitor students’ liveliness, starting from activeness to open webpages, correcting quizzes and their participation in midterm as well as final examination.

Blended learning model is designed to address students who have less access to education, either due to dropping out of school or working. In the implementation of blended learning, students are not limited to the boundaries of time and space. Students do not constantly need to learn in classroom with all of rigid rules.

Majority of vocational Package C student at students at CLC Pioneer are workers who have to allocate their time for work and school. This condition results in nonoptimal intensity in face-to-face learning which eventually leads to decreased learning motivation due to fatigue, drowsiness and others. Thus, blended learning is utilized to facilitate
learning process by combining conventional learning with web-based learning that can be handily accessed by students.

Darsono (2000) suggested that motivation is strongly correlated with learning process since motivation reflects student’s readiness to learn. One possible way to meet learning needs of diverse communities is by improving educational quality. Non-formal education takes part in complementing formal education through informal efforts.

2. METHODS

This research employed qualitative phenomenological approach. It was conducted in CLC Pioneer in Karanganyar, Central Java. The subjects were two tutors out of twenty tutors, one administrative staff and seven Package C students who joined blending learning from a total of eighty three students.

The data for the research were collected from in-depth interviews, participant observations and documentations. After collecting the data, the process continued to data reduction, data presentation and data verification. The data were then analyzed, during which they were scientifically compiled. In qualitative research, findings or data can be declared valid if there is no difference between the research results and reality in the field. Thus, criteria for data validation are needed to ensure reliability or correctness of the results (Lincoln and Guba as cited in Yatim, 2010) the validity of research data was tested using credibility, dependability, conformability and transferability.

3. RESULTS AND DISCUSSION

3.1. Implementation of Blended Learning Model in Vocational Package C Program.

Blended learning model has been implemented since March 2016. The implementation is triggered by high demand of education from those who have limited time because they have to work either as household assistants or factory workers with ±8 working hours/day. Regarding this condition, they are not possible to join learning programs in Early Childhood Development Centre and Community Education every day.

There are two classes in face-to-face program, including morning class (regular) and evening class (worker). In addition to face-to-face class, the learning process is supported by independent e-learning. The process of e-learning is conducted by giving modules or learning materials as well as exercises that can be downloaded via tutorku.net. In addition to the webpage, students can do e-learning in the institution.

There are two evaluations performed during the learning process, including evaluation of blended learning model, which is conducted by the program makers from Early Childhood Development Centre and Community Education and evaluation performed by tutors and facilitators to measure student’s learning outcomes through portfolio assessment of every principal language, final grade assessment and final exam.

Given the correlation between performance and theory used by the researcher, it has also been argued that there are e-learning indicators as suggested by Jirasak Sae-Khow in his study entitled “Developing of Indicators of an E-Learning Benchmarking Model for Higher Education” there are three indicators, including learning process, student ability and learning measurement as well as evaluation.

3.2. Implementation of Blended Learning in Improving Motivation of Vocational Package C Students.

Motivation in learning drives student’s initiation to perform learning activities
which assures on specific of learning tasks. Thus, student as an active participant could achieve learning objectives. The findings confirmed that students have already motivated, yet less effort in optimizing the level of motivation. This suggests several factors that may correspond to findings such as deficiency of supporting facilities outside the institution, language barrier of understanding English, as well as lack of understanding class subject. In addition, the results found that each student has potential to have self-initiative to utilize e-learning for their learning needs. The results are consistent with findings of earlier study conducted by Elis Hernawati and Pramuko Aji (2016), in which they suggested that subject materials in e-learning bring positive feedback. Subsequently the students are able to perform self-learning and more responsive in apprehending the materials.

Individual differences in ability and motivation affect comprehension level, value and student participation in class. As noted by Mathus and Jackson (2001), motivation is an element that initiates students to engage in particular activities. Along with this, Monks (in Dimyati and Mudjiono, 1994) argued that ability would improve student’s motivation in accomplishing tasks; hence, the lower the student ability, the less student motivation to learn. It can be seen from the low level of student’s intensity to learn. Moreover, the academic tutor also clarified that the students had less reading interest.

The findings revealed that the students in CLC Pioneer have achieved higher learning motivation aspects, even though some of the aspects show inadequacy in terms of the theory used in the research. As suggested by Uno (in Pratama, 2016) there are three indicators of motivation: the existence of desire and succeed, encouragement and learning needs, and the existence of fascinating academic activities.

3.3. The Supporting Elements of Blended Learning Implementation in Vocational Package C Program

In terms of blended learning implementation,

there are supporting elements involved as follow: 1) Role of tutor in assisting learning. It involves motivation concerns, student facilitator, learning assistance either face-to-face interaction at class or online interaction through WhatsApp instant messaging app, and as a catalyst in conducting student evaluation. 2) Proper learning facilities, such as learning methods, learning resources, learning media and layout of learning environment, so that it can enable the students to achieve learning goals.

3.4. Inhibiting Elements of Blended Learning Implementation in Vocational Package C Program

Besides the supporting elements, there are elements obstructing the outcomes of blended learning implementation which are described in the following paragraphs.

Motivation cannot be applied without tutor performance. Learning assistance is still not available for tenth and eleventh grade students due to tutor inadequacy. Likewise, the WhatsApp group does not work properly as student forum for discussing academic issues. Lack of intimacy among tutors and students during face-to-face and online interaction creates barrier between both parties. As a consequence, students discourage to express their difficulties to tutors. Barrier in building up the courage to ask questions and give ideas could inhibit student cognitive, affective and psychomotor development. Therefore, Dewey employed the principle of ‘learning by doing’ that each student may embrace in spontaneous learning. If the environment motivates students in gaining their curiosity, they will be actively involved in learning. It is certainly beneficial to widen student’s
active learning. Hence, learning participants—students and tutors—can develop and share knowledge, skills as well as experience (Nursisto, 2000: 43).

In terms of facilities, lack of technology optimization in operating Android devices leads to learning discouragement. Furthermore, it occurs within students who live in Islamic boarding schools (Pondok Pesantren) due to technology restriction amongst their living environment. Lastly, self-efficacy in computer literacy is one of the foremost problems in learning; therefore tutors should accompany and support the students when operating computer. This can be seen from difficulty faced by students during online examination, such as error when accessing the webpage or other technological constraints that can reduce exam time allocation.

4. CONCLUSION

Blended learning for vocational Package C program in CLC Pioneer Karanganyar has been implemented well with proper learning stages. It can be concluded that the motivation complies the enhancement level of motivation indicators. Motivation arises because blended learning triggers students to perform instant learning as well as dynamic learning. Thus, the students are easier to achieve learning goals if it is compared to the former learning method.

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Development of cooperation character of elementary school student through project-based learning

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ABSTRACT: Project-based learning (PBL) is designed to improve 21st century skills. This research was conducted to develop the Strengthening of Character Education (“Penguatan Pendidikan Karakter”/PPK) in elementary school through implementing project-based learning. This research uses qualitative and quantitative research approach. The research subjects are the fourth grade students of elementary school in 4 schools, totaling 68 students. The results of the research show 1) debriefing of teachers in implementing the PBL is required so that the teacher can determine the material of each subject accordingly and can be implemented with the PBL; 2) the cooperation with other stakeholders, especially the parents of the students needed to support the PBL maximum; 3) the key character of increased student cooperation is proved by the increased ability of cooperation before and after learning by using PBL. Before PBL done 15% of the students the cooperation character is very good, and 20% is good, after PBL done the result is 25% of students very good, and 74% is good.

1. INTRODUCTION

The results of project-based learning (PBL) are different from conventional learning (Andana, Raga, & Sudana, 2014;). PBL is also able to improve writing skills (Darmuki, 2013); Enhanced exploration, interpretation, synthesis and in-formation capabilities (Wulandari, 2016). Thus, the PBL can support the implementation of the 2013 curriculum. The 2013 curriculum (K13) introduction transforms teacher-centered learning into student-centered. K13 facilitates students to have experience learning to understand, ask, associate, reason, experiment, and communicate learning outcomes.

The material organization in primary schools uses a thematic approach. Teaching material developed in the theme. Theme is divided into sub themes. Sub themes are divided into "learning". The fundamental problem in the implementation of learning in primary schools lies in the readiness of teachers. Inadequate teacher preparation process causes lesson implementation to run as expected. Along with the development, education must be able to answer the challenges of the 21st century related to the skills that must be owned. Integrating strengthening character education (PPK) is a government strategy in strengthening the nation's character.

PPK as a form of response to the necessity of strengthening the character of the Indonesian nation should be supported by all parties. School as one institution that must prepare the next generation in carrying out its duties and functions need to strengthen themselves in the implementation of learning. PPK needs to be implemented in every learning activity. A form of learning that supports the strengthening of student-centered characters.

Integrated project-based learning that combines several subjects requires teachers' readiness in implementing them.
Because "Teaching is not a matter of transmitting knowledge, but requires students to construct their own knowledge, building on what they already understand" (Biggs & Tang 2007: 15-21). So that students are able to do activities that support the building of knowledge the teacher must prepare well.

PBL can improve students' ability in implementing learning (Jumrodah & Noor Hujjatusnaini, 2013). PBL supports increasing students' instrisik motivation (Ocak & Uluyol, 2010; Woro Sumarni, 2015; Al-Atabi & Chin, 2007). Better performance (Bilgin, Karakuyu, & Ay, 2015); And develop their comprehensive capacity (Guo & Yang, 2012).

The three keys to successful projects: exhibition, multiple drafts, critique (Patton, 2012: 24-31). Principles of PBL in common are (Woro Sumarni, 2015): 1) the increase collaborative abilities; 2) help students develop their thinking skills, problem solving skills, and intellectual skills; 3) Students discuss findings and consult the teacher; 4) Artifacts production and exhibition; 5) enhancing the professional skills (Kumari & Nandal, 2016).

One of the learning character of PBL is done in groups. The character that can be developed in PBL is cooperation. Students learn to work together because they must learn to have balanced, coordinated, and synergized for optimal organizational performance (Sohmen, 2013); Creates harmonic relationships, improves quality of processes and relationships, and stimulates to open the creative potential (Mania Gogidze & Nino Orjonikidze, 2015); And understand that doing something together will get better result rather than to do it alone (Eliasa, 2014).

The effectiveness of PBL is influenced by team effectiveness. Salas, Sims, and Klein (2004), as quoted by Baker, Day, and Salas (2006) provide effective team characteristics: 1) team leadership; 2) backup behavior; 3) mutual performance monitoring; 4) communication adaptability; 5) shared mental models; 6) mutual trust; 7) team orientation.

When students do learning in groups, often groups are not effective. Group ineffectiveness due to: (1) unequal contribution and unfair assessment, (2) individual differences between students and other issues arising from the process of designing, and (3) team formation, task design and teaching (Tucker & Abbasi, 2016). In order for the team to be more effective, it is necessary to understand students how to work in groups. According to Brame & Biel (2015) the formation of groups must also meet the following features: 1) define learning objectives; 2) define activity; 3) heterogeneous groups in accordance with the required competencies; 4) understanding the rules of working in groups; 5) communicate the criteria for group effectiveness; 6) monitor group work; 7) reflection in groups.

This research was conducted to find out the preparatory steps of teachers, how to support school stakeholders in supporting the implementation of PBL, and whether PBL able to improve the character of student cooperation.

2. METHOD

The design of this research uses the experimental design of experimental pseudo one shot case study. The research approach uses a mixed approach between qualitative and quantitative research. Descriptive qualitative research is used to answer the question of how the preparation of teachers in implementing the PBL, and how the implementation of PBL in Elementery School (SD) can work well. Quantitative data was taken to determine the improvement of students' cooperation skills before and during the PBL.

The subjects of the study were teachers and fourth grade students of elementary school in 4 schools in Yogyakarta Special Region. The number
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of students who become the subject of research as much as 68.

The research instrument used is an interview guide and observation guide. Four questions were developed to get input from education practitioners. The result of construct validation is the final question that is used: “what is the difficulty of teachers in implementing PBL?”; "How is the preparation of teachers in implementing PBL?"; "Is it necessary to cooperate with stakeholders in succeeding PBL?"; and "does the role of school management really determine the success of PBL?"

Methods of data collection is done by interview and observation method for qualitative data. Interviews were conducted with the teacher of the implementer. Observations were made on learning devices. Interviews using open-ended questions, observations were made using observation guidelines. The four open questions presented to teachers are categorized into two major themes: teacher preparation and other stakeholder roles.

Character data of student cooperation is taken by using observation guideline as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Symptoms</th>
</tr>
</thead>
</table>
| 1   | Contribute to the group       | a. Convey ideas related to the concept and operational implementation of activities  
|     |                               | b. Provide support to the team in preparing, implementing and evaluating work |
|     |                               | c. Participate in decision making by providing additional insight          |
| 2   | Communicative                 | a. Respect the opinions of others with an enthusiastic attitude to pay attention to others when expressing opinions |
|     |                               | b. Responding to the opinions of others with good language                |
|     |                               | c. Speaking politely                                                       |
| 3   | Responsible                   | a. Accepting rules that have been agreed or socialized together            |
|     |                               | b. Complete the tasks that are part of it                                 |
|     |                               | c. Concerned about the success of team activities                          |

Each symptom is scored using a scale of 100. The resulting score is then searched for the mean. The average search formula is as follows:

\[
\text{Score} = \frac{\text{Number of scores gained}}{\text{Number of items}}
\]

Each score is given a predicate. Predicates are very good obtained when the score is \( \geq 85 \), the predicate is good when the score is \( 70 - 85 \), and the predicate is needs to be developed when the score is \( \leq 70 \).

3. RESULTS AND DISCUSSION

Data were obtained from interviews with teachers using open-ended questions, supported by learning observations and learning tools. The results of the study as follows:
Question 1: what is the difficulty of teachers in implementing PBL. The four teachers as research subjects outline that teachers have difficulty in preparing the implementation of PBL. This finding is in line with the observations of the Teachers' Implementation Plan. The lesson learned steps are still less detailed to achieve the learning objectives. The teacher's response to the question includes:

R1: "when understanding the learning steps using PBL, one step I do not yet understand is to publicize to stakeholders".

Because teachers have difficulties in delivering publications to stakeholders, stakeholder support is not maximized.

Another difficulty that arises in PBLs is to ensure that students gather information, process information, and draw conclusions. Most of the information collected is incomplete.

R2: "three out of four groups of students, have not collected complete information. This has an impact on the need to collect further information ".

Due to the need for additional time in collecting information, the time required to implement the PBL is numerous. This is in line with the opinions of other subjects:

R3: "The main difficulty in PBL is a matter of time. The time it takes is a lot. And this can interfere with the learning of other materials ".

Question 2: how is the preparation of teachers in implementing the PBL? Preparation of teachers in implementing project-based learning has difficulty especially at the time of determining the material. Integrated thematic learning approach in the fourth grade of elementary school makes teachers have difficulty in implementing learning. Difficulties are increasingly felt when learning uses project-based learning.

Some opinions of teachers need to get more attention include:

R2: "Integrated thematic learning in grade IV of elementary school is expected to be carried out with project-based learning approach having difficulties. The material presented in Kemdikbud textbooks is still difficult to implement ".

R4: "the material presented in the textbook tends to be based on a basic competence sequence. When implemented with project-based learning, there are some materials that are difficult to integrate."

The teacher's view on the preparation of PBL is in line with Ocak & Uluyol (2010) research results. Woro Sumarmi (2015) reminded that the creativity of teachers is needed in preparing the PBL, then when the teacher does not make adjustments to the material, PBL is not maximal.

Question 3: "is it necessary to cooperate with stakeholders in the success of the PBL? Implementation of project-based learning takes considerable time. Some tasks related to the project need to be done at home. When learning is done at home parents support is crucial to the success of the project. The results showed:

R1: "the two groups of the four groups formed, did not deliver project-based learning plans to their parents. When students need additional infrastructure, they have trouble ".

R3: "two groups that lack family support, project results are less than optimal".

R4: "three groups of difficulty in finding information from the internet."

These results are in line with the results of observations and interviews with students. Observations made when students complete the project show that some groups are very limited supporting
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infrastructure. When asked why there are some parts of the task that are not resolved, mostly because they can not complete the task at home. These findings are reinforced by the findings of Yaşaroğlu (2016) which states "Family must be a partner of school because without parents 'support, educators' efforts are bounded".

Question 4: does the role of school management determine the success of the PBL? The role of school management, especially principals in learning related to leadership of learning. Leadership of principal learning one of them is to improve learning practice (Kusmintardjo, 2014; Mendels, 2012). Implementation of learning leadership in learning practice is done by facilitating learning disloyalty. In relation to the role of school management in determining the success of PBL, the four subject teachers showed that management's role was significant to the success of PBL. The Principal as a learning leader has done a good job of leadership. Some teacher responses are as follows:

R1: "The principal strongly supports the implementation of project-based learning. The required instructional equipment is available in school ".
R2: "When I submit a request for equipment, the principal responds well. The principal strongly supports project-based learning ".
R3: "The Principal also observes the course of learning. We discuss findings during learning ".

The results of this study are in line with the findings of Habok & Nagy (2016) which states that the atmosphere built is instrumental in the success of PBL.

Observation on the skills of student cooperation during follow the learning by using project-based learning model as follows:

Table 2. Results of observation on the character of cooperation

<table>
<thead>
<tr>
<th>No</th>
<th>Predicate</th>
<th>Before PBL</th>
<th>After PBL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Good (VG)</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15%</td>
<td>74%</td>
</tr>
<tr>
<td>2</td>
<td>Good (G)</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Need to be Developed (ND)</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table can be seen that PBL able to improve the character of student cooperation. Increasing the character of student cooperation occurs because of the learning character of PBL. In line with Kleijer et.al. (Kubiatko & Vaculová, 2011) who found four major project based learning characters: 1) self-responsibility for thinking and learning; 2) awareness of social responsibility; 3) thinking and acting from the scientific perspective; 4) Relating both group process and product with professional practice. When students undertake projects, situations and conditions are directed towards completing the group project. When a group project is not completed, the member has consequences to bear.

Parental support in learning PBL also plays a role in improving the character of student cooperation. Yaşaroğlu (2016) says that "If character education is only enforced in classroom but not at home, students confuse about what is wrong or good. When character education continues at home, values become more meaningful in students' life". 

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4. CONCLUSION

The conclusions that can be drawn from the results of this study are: 1) debriefing of teachers in implementing the PBL is required so that the teacher can determine the material of each subject accordingly and can be implemented with the PBL; 2) the cooperation with other stakeholders, especially the parents of the students needed to support the PBL maximum; 3) the key character of increased student cooperation is proved by the increased ability of cooperation before and after learning by using PBL. Before PBL done 15% of the students the cooperation character is very good, and 20% is good, after PBL done the result is 25% of students very good, and 74% is good.

Suggestions related to the implementation of project-based learning in primary schools is the need to develop teachers’ skills in designing project-based learning steps.

REFERENCES


Playing drama for early childhood using hand puppets with story telling method

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ABSTRACT: Understanding the art of drama for early childhood is to express the story through action and dialogue. Action can be a child's body movement that can communicate the message. Pre-school children interested the interactive form of the game that use their motor skills and sensory. Playing dramas using hand puppets is an interactive form of learning that allows children to participate in the role play in the story. Story telling using hand puppets is a qualitative research, which can be applied by constructivist and behavioristic learning process. The child is required to know the material, the teacher as the facilitator, then present the story. First, children are invited to make hand puppets. Second, children are invited to a simple story. Third, the presentation by telling stories using hand puppets. Telling stories using hand puppets is one of the methods for playing simple dramas that can be applied to children in pre-school age. One of the advantages of this method is, the character of a funny hand puppet will attract children's attention to play the drama. Playing drama will build a sense of care, confident and mutual respect among others, through the learn process of cooperation, learning action and reaction.

1. INTRODUCTION

Early childhood education at this time has a variety of interesting learning methods to make children play while learning. Educators are required to develop learning methods as attractive as possible to form a child's creativity patterns. Early childhood is a child who is vulnerable aged 0-6 years (Sisdiknas : 2003) and 0-8 years according to child education experts. Education for early childhood is done by combining the process of playing and learning. Learning for children should be an exciting and fun process so that children can easily learn new experiences. According to Dewey in Fauziah (2010: 111) that "playing for children equals work for adults. In sharing experience, interpreting the symbols contained in the rules of play will be integrated as their cognitive, physical and emotional social reinforcement. "Cognitive, physical and emotional social reinforcement is built through a play process that contains learning elements. At an early age a child will learn a variety of skills by playing as their way of understanding their world as a child. The skills learned at an early age are to build language and social skills.

According to Vygotsky and Erickson in Bambang (2006: 35) that "playing a role is also called symbolic play, pretense, fantasy, imagination, or drama is very important for cognitive, social and emotional development of children at the age of three to six years." Based on the above opinion, role play will develop the imagination by pretending to be a certain character so that children will learn to solve the problem. Children will see the problems experienced by the character to be implemented in the social life of the child.
Tarigan (1981: 35) tells the story is one ketarmampilan talking that aims to provide information to others. It is said that because speaking is included in an informative situation that wants to make the meanings or meanings become clear. By telling a story one can convey a variety of stories, expressions of feelings in accordance with what is experienced, felt, seen, read and expression of willingness and desire to share experiences gained.

Hand Puppets is an interactive medium that is developed to simplify and make the learning process for early childhood to be fun while still playing on the principle of play. Hand puppet is a doll with a certain character that is played by hand. Playing a drama or playing a role is a play process that involves a variety of skills. These skills are language, motor skills and socialization. Storytelling using Hand Puppet will encourage early childhood to be interactive and creative. Because through this method children will be encouraged to always play an active role as a narrator and cast in the story.

2. METHOD

This research is a qualitative research using approach on learning models. Story telling using hand puppets as part of drama play will be structured based on behavioristic and constructivistic learning. In behavioristic theory learning is expressed as a result of the interaction between stimulus and response (Slavin, 2000: 143). Someone will get used to certain behaviors if a material is often repeated.

Tobin and Timons (Isjoni, 2007: 22) constructivism-based learning should be based on four things: 1) Prior Knowledge, 2) Experience, 3) Social Interaction, 4) Sense Making. This learning tends to focus on student-based learning. So the role of the teacher is as a facilitator. The merger between behavioristic and constructivistic that is on the learning process will be done. So the child is expected to more easily accept the given material.

Research is a qualitative research that aims to make an interesting learning step for early childhood. The first stage of research is the analysis, design and made a learning forms. The subjects chosen were early childhood based on the characteristics of the children. The most prominent aspects of early childhood learning are the short attention span and the orientation of behavior to "here and now" (here and now). According to Soegeng (2000: 34) in general the characteristics of early childhood or preschool are: likes to imitate, want to try, spontaneous, honest, cheerful, playful, always curious (likes to ask) a lot of motion, selfish, and unique.

3. RESULT AND DISCUSSION

a. Ability Achievement Analysis

Implementation of the drama play process for early childhood is able to hone the skills of language, art, motor, socialization, and cognitive as a whole in one process. The standard of language development ie the child is able to communicate verbally has a vocabulary of words and recognize symbols. While developing the standard of development in the field of art that children are able to express themselves by using various media / materials in art work through exploration activities. The ability to socialize will be obtained from the iteraksi that children do with friends while playing drama. While the child will cognitively gain ability. Solve the problem through roses to portray certain characters or professions. Story telling will attract the curiosity of the child because the puppet is a funny thing and closely related to the fun game.

b. Learning Design

The learning design is tailored to the conditions of children who love fun games. The development of this lesson
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will require children to learn to tell a story that includes self-knowledge as a narrator and a short story on a particular sub theme.

c. Materials

The method of learning to play dramas using hand puppets through story telling has several components that must be met, such as:

1) Introduction

Self-knowledge of the audience as well as what role he plays in the story. Introduction stage is the stage of the child introduces himself as a storyteller who will convey a certain story. The usable text is as follows.

<table>
<thead>
<tr>
<th>Good mornings friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name</td>
</tr>
<tr>
<td>My age</td>
</tr>
<tr>
<td>My hobby</td>
</tr>
<tr>
<td>I’m here to tell a story about ..... I play as .... Come on my friends listen to my story.</td>
</tr>
</tbody>
</table>

2) Story

The themes that exist in early childhood education are highly informative, we take samples for the Animals theme. The story development for story telling for ages for animal themes is as follows.

Table 1. Story Board

<table>
<thead>
<tr>
<th>Theme</th>
<th>Animals (Animals, animals funny, animal life)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td>Language, motor, art, socialization.</td>
</tr>
<tr>
<td>Character</td>
<td>Bela</td>
</tr>
<tr>
<td></td>
<td>Rere</td>
</tr>
<tr>
<td></td>
<td>Cat</td>
</tr>
<tr>
<td></td>
<td>Doctor</td>
</tr>
<tr>
<td>Time</td>
<td>5-6 minutes</td>
</tr>
<tr>
<td>Text</td>
<td>Poor Cat</td>
</tr>
<tr>
<td></td>
<td>Rere: “Good morning Bela?”</td>
</tr>
<tr>
<td></td>
<td>Bela: “Good morning Rere.”</td>
</tr>
<tr>
<td></td>
<td>Rere: “Bela, why you look so sad?”</td>
</tr>
<tr>
<td></td>
<td>Bela: “Yes, I'm sad because my cat is sick!”</td>
</tr>
<tr>
<td></td>
<td>Rere: “Hah sick, how your cat can get sick?”</td>
</tr>
<tr>
<td></td>
<td>Bela: “He will not eat,”</td>
</tr>
<tr>
<td></td>
<td>Rere: “You have to take him to the vet, so your cat gets treatment.”</td>
</tr>
<tr>
<td></td>
<td>Bela: “Okay I’ll go home and bring my cat to the doctor, thankyou Rere.”</td>
</tr>
<tr>
<td></td>
<td>(EXIT)</td>
</tr>
<tr>
<td></td>
<td>Cat: “Meow-meong, ouchhhhhhh”</td>
</tr>
<tr>
<td></td>
<td>Bela: “Cat whether you're still sick?”</td>
</tr>
<tr>
<td></td>
<td>Cat: “Yes bela, my stomach hurts.”</td>
</tr>
<tr>
<td></td>
<td>Bela: “Surely you eat carelessly,”</td>
</tr>
<tr>
<td></td>
<td>Cat: “Yes bela, I eat stale food that I take from neighbors, maybe it’s dirty too.”</td>
</tr>
<tr>
<td></td>
<td>Bela:”Oh, you stole a dirty food.”</td>
</tr>
<tr>
<td></td>
<td>Cat: “Yes bela, forgive me, I will not repeat it again, now my stomach hurts.”</td>
</tr>
<tr>
<td></td>
<td>Bela: “Stealing is a sin, do not repeat it again!!!!”</td>
</tr>
<tr>
<td></td>
<td>Cat: “yes, of course, meow.”</td>
</tr>
<tr>
<td></td>
<td>(EXIT)</td>
</tr>
<tr>
<td></td>
<td>Doctor: “Hi bela, what are you coming here for?”</td>
</tr>
<tr>
<td></td>
<td>Bela: “My cat is ill”</td>
</tr>
<tr>
<td></td>
<td>Doctor: “Okay I will check”</td>
</tr>
<tr>
<td></td>
<td>Cat: “meow, meow meow.”</td>
</tr>
<tr>
<td></td>
<td>Doctor: “Owwh, your cat is wrong to eat defending, will a syringe.”</td>
</tr>
<tr>
<td></td>
<td>(inject a cat)</td>
</tr>
<tr>
<td></td>
<td>Cats: “Auuuuuuu ....”</td>
</tr>
<tr>
<td></td>
<td>Doctor: “Like being bitten by ants.”</td>
</tr>
<tr>
<td></td>
<td>Cat: “Oh, my stomach is not sick agains yehhhhh ... meow-meow....”</td>
</tr>
</tbody>
</table>

3) Hand Puppets

Hand puppets used are hand puppets with materials around us. Children are taught to take advantage of objects around them as useful media. Hand puppets are made using the following materials:

1. Shock
2. Shirt buttons
3. Wool Yarn
4. Glue

How to make:
1. Cut the wool yarn by the size of 10 cm approximately 25 pieces
2. Stick the yarn on the heel of the kaoskaki
3. Attach the eyes of a shirt button on the sock

![Sock Hand Puppet](http://pinterest.com)

Figure 1. Sock Hand Puppet


Hand puppets used are hand made socks made of socks, so it will be comfortable to use by children. The socks should have different colors to make it easier to distinguish the character's character in the drama.

4) Story Telling Method

Story method teling is applied using the process of constructive and behavioristic learning approach. Stages in learning are as follows:

a) Introducing Hand Puppets

The introduction of hand puppets is done not only how to use, but also how to make hand puppets. Teacher accompanies children to make hand puppets. Hand puppets will be named according to the characters in the story. The child is invited to name each doll his hand made.

b) Behavioristic System

Teach children to tell stories and introduce themselves. Teacher as a teacher begins to divide groups of 5-6 people. After that the teacher gives the script to each group. After each group has its script, the teacher begins to divide the role and tell the script to the children. Teacher repeatedly 2-3 meetings accompanying children in drama play. Children can share the story they want both words and story elements. Finally, the child is asked to show the story in turn.

4) The Process of Practice and Telling Stories (Konstruktivistic System)

The process of storytelling is the goal of learning. The child will tell the story in groups. They make hand puppet show in class. The confidence and success of the play process while learning can be judged by the performances produced by the child. Children are considered able to speak if the story is delivered in a straightforward, able to socialize if fellow friends help each other and know each other. The art of drama play is part of an enjoyable educational process and provides benefits in building early childhood skills.

![The Hand Puppet Show](http://youtube.com)

Figure 2. The Hand Puppet Show

Source : [http://youtube.com](http://youtube.com)

4. CONCLUSION

Playing and learning is the foundation of learning for early childhood then playing drama is very appropriate if applied to early childhood. Story Telling using hand puppet media is the development of learning model based on the theory of behavioral and constructive learning. Learning theory is integrated with playing drama for children. In
teaching children's drama stories are taught behavioristically, then learning to improvise to the stage is a constructivist part. Playing dramas bringing children to learn a variety of knowledge and skills. For example, environmental knowledge, nature, art and learning to socialize.

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The role of care group in character building and academic development in higher education

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ABSTRACT: This paper aims to examine more deeply about the role of care group for character building and academic development in higher education based on a literature review relating to theories of developmental psychology, character education, and Biblical Christian worldview supported by observation data. The research design used in writing this article is descriptive qualitative. The subject of this research was a member of care group led by researcher. In reality there are still a lot of character and academic problems that lack the attention of educational institutions, especially in higher education. Following up on this, it is important for higher education to think and provide solutions that can deal with these problems. This study is expected to provide recommendations for higher education to prepare a productive age workforce who honor God, who are highly competitive, and who are able to contribute actively to sustainable national development toward prosperous Indonesia.

1. INTRODUCTION

Human resources development through education is the key to achieving the nation progress, because according to statement contained in National Medium Term Development Plan (Rencana Pembangunan Jangka Menengah Nasional) 2015-2019, that efforts to build a truly advanced and modern nation is the work of education" (Chaniago, 2014, p. 187). Furthermore, in the context of Indonesian human development in education field is an excellent means and vehicle of human resources development (Manalu, 2014, p. 26). In response to that, Indonesia needs to prepare the education sector that is expected to supply qualified human resources to meet Indonesia Gold 2045 (Mustakim, 2012). This means education plays an important role to preparing qualified of human resources in character building and academic development that honors God, who are highly competitive, and who are able to contribute actively to sustainable national development toward prosperous Indonesia.

According to statements above, Indonesia is currently projected to get demographic bonus in the next decade 2020-2030, which is a condition that shows that the number of productive age has increased significantly. What is a demographic bonus? According to Jati (2015, p. 2) in the Population Journal states that demographic transition is characterized by a doubling of the number of working productive ages (15-64 years), accompanied by delayed growth of younger age (under 15 years) And the lower number of elderly people (above 64 years) as seen from the two census results is commonly known as demographic dividends. This demographic bonus can be both an opportunity and an asset for long-term sustainability, especially in terms of provision quality human resources in character and academic.
The role of care group in character building and academic development in higher education
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Responding to the demographic bonus, higher education institution in Indonesia have role to prepare academic graduates who qualified academically, highly competitive, and characterized, so ready to contribute actively in the nation’s development. However, it is not in line with actual reality, as stated by Indonesian Labor Minister Hanif Dhakiri, there is a tendency of increasing unemployment under the bachelor degree due to the high level of education is not supported by the adequacy of competence, so that graduates do not get job opportunities (Mulyadi, 2016). In line with the above statement, according to BPS data based on the latest records in February 2016 indicates that unemployment graduates reach 695 thousand inhabitants, which increases 20 percent compared to February 2015 (Miftakhul, 2017). On the other hand, based on Unitas journal written by Wibisono (1999), there are some problems related to student’s character during their college education that is the existence of an increasingly apprehensive ethical-normative crisis, which negatively affects the discipline and work motivation. In addition, there are still many higher education graduates who do not have noble character and strong noble character (Utomo, 2014).

Referring to statements above, a concrete action is needed to improve the quality of undergraduate graduates generated by higher education to respond Indonesia’s demographic challenge in the future to be able to compete and be highly competitive, both in character and academically. One of the ideas that will be discussed in this scientific article is the effort to build the character of students and the development of academic quality through Care Group program. Therefore, an in-depth study of a scientific article entitled, "The Role of Care Groups in Character Building and Academic Development in Higher Education", will be described in detail in the discussion section so that it can be implemented well by higher education throughout Indonesia.

2. METHOD

The research design used in writing this article is descriptive qualitative. The subject of this research was a member of Care Group led by researcher. Methods of data collection is done through direct observation in the field. Data analysis uses a literature review relating to theories of developmental psychology, character education, and Biblical Christian Worldview. The qualitative descriptive research is aimed at collecting actual and detailed information, identifying problems, making comparisons or evaluations, and determining what others do in the face of similar problems and learning from their experiences to set future plans and decisions (Suyanto & Sutinah, 2006). Thus, qualitative descriptive research is simply describing the response to the situation or event, so as not to explain the causal relationship and test hypothesis.

3. RESULT AND DISCUSSION

Substantial Value of Character Building and These Problems

Character building is a study material that has always been discussion focus, especially on educational institutions, that is higher education. Why character building discussion considered it’s very important effort to build a nation? If we look back about history of Indonesia, President Soekarno in his speech once reminded that history problems is not just the past, but it can be a field of mental formation and character in the nation as a means of learning the nation to move forward Indonesia will be better (Sulistyo, 2017). Same thing also conveyed by Soekarno, this nation should be built by character building as a solid foundation of the struggle to fill the nation's independence (Leya, 2016). The statement is also in accordance with what
is stipulated in UU Nomor 20/ 2003, "National education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life" (Hidayat, 2016, p. 375). This shows that character building is not just about the attitudes and behaviors that a person has, but rather his active role in performing the development function of a nation. Without an excellent character, Indonesia will undoubtedly be able to lead go ahead better nation in the future.

Discuss about character building, the first thing to understand is from the definition and scope in general. According to Murphy (1998) cited in Al-Ta'lim journal, character education is an education based on core ethical values rooted in democratic societies, especially respect, responsibility, trust, justice and honesty, caring, And citizenship (Susanti, 2013, p. 481). In the same journal, Lickona (1991) states character education is a deliberate attempt to help a person so that he can understand, observe, and perform actual ethical values. On the other hand, the foundation of thought that became the reference and used specifically for the Care Group (CG) program that has been implemented on the campus of UPH Tangerang is looking at this CG activity as part of mentoring more than a campus program routine. The mentoring here is how a CG leader not only performs a task professionally based on the direction of the faculty leader, but how he dedicates his entire life to being an example and sharing life experiences with students, so that they can be empowered positively and effectively. In line with the above opinion, Elmore (2007, p. 2) states that, "mentoring is a relational experience through which one person empowers others by sharing the resources provided by God." Based on the three definitions above can be concluded that character education as an effort to build character is an act based on ethics which is reflected through appreciation, responsibility, trust, justice and honesty, caring, community, virtue and citizenship in the life of society, nation and state reflected through action and exemplary.

Referring to substantial value of character building above, of course we found various problems that need getting seriously attention and immediate handling by the college. The variety of problems commonly known as social deviant behavior, such as still encountered students who smoke outside even some inside the campus, indicated the circulation or use of drugs, deviant sexual behavior, involved as an activist radical movement organization, anarchist demonstrations, bullying action that leads On beatings or torture, theft, mugging, and even committing criminal acts inside or outside the campus environment. Following up the social deviant behavior above, should further strengthen the reasons for higher education to make preventive efforts quickly and appropriately to minimize it.

Substantial Value of Academic Development and These Problems

Academic development is related to how a higher education is able to facilitate his students to achieve the achievement stated in Grade Point Average (GPA) and various other academic achievements, which of course it is also influenced by internal and external factors of the students concerned. According to Anidar (2012), internal factors are factors that come from students themselves, such as learning motivation, attitudes and study habits, learning skills, physical condition and so on. While external factors are that come from outside the students themselves, such as family environment, schools, and their community.

Discussing about the students’ academic development in higher education is not apart from problems that are often encountered. These problems include relationships with lecturers, peers, GPA that tend to fluctuate,
Definition, Purpose, and Activities of Care Group

Responding to the problems faced by students in terms of character building and academics development, higher education need to think and facilitate communities that can be used as a forum for students to build their character and develop their academic skills, known as Care Group (CG). Judging from its definition, CG is a small group activity led by lecturers and academic staff with the aim of encouraging students to grow spiritually, academically, with relationships and high enthusiasm (Teachers College, 2016). This CG activity has been implemented by one of the private campuses in Tangerang district, Banten, namely Universitas Pelita Harapan (UPH) at Faculty of Education (FIP) in every course since 2006 until now. So the discussion about CG and its activities in this section will refer to CG regulations and activities in FIP-UPH, because the campus is considered to have successfully implemented one of the student’s programs. The term CG used by UPH is an acronym of the word C-A-R-E, namely: C (grow to be more Christ like together), A (pursue Academic excellence together), R (nurture Relationship with God and each other), and E (celebrate our lives together with great Enthusiasm).

Based on the direction in higher education, in this case UPH, CG activities are scheduled regularly every 2 times a month accompanied by CG leader who has been appointed by the leadership of the faculty. Activities in the CG very widely, including ice breakers, games, counseling or consulting with CG leaders who also serve as academic advisers, singing spiritual songs, discussing spiritual topics, sharing life experiences, praying together, recreating together, and conducting social activities community regularly in coordination with the faculty and universities. The presence of students in CG is mandatory because there is always a present list at each meeting, so the student must sign individually and not be allowed to represent it to other students. The number of students who joined in each CG varies according to the total number of students in each study tailored to the CG leader who will accompany them. When taken prorated, the number of students in CG ranges from 12-30 students. If the number of members in CG is relatively large, then CG will be accompanied by a lecturer or academic staff amount two people.

The Role of Care Group in Character Building and Academic Development

The sociocultural conditions of each student from different family backgrounds often have the potential to generate internal conflict among students, especially if the higher education concerned implements the boarding education system. It is undeniable that such conflicts can trigger the disintegration of the nation and the decline in student academic achievement in this case may affect the quality of Indonesian human resources in the macro context. Sociocultural conditions that are often vulnerable to conflicts are differences in cultural backgrounds that have been inherited from childhood, the customs of the people or tribes in which these students originate, the variety of language or speech, the temperament of each different individual, and the physical differences, hair style, skin
color, or walking that often triggers bullying among students. However, such cultural diversity should be unified rather than uniformed in order to achieve the common goal of realizing the vision and mission of the university, faculty, and department so that it will significantly influence the students character development and academic development during the process and post lecture.

The above condition is possible because students recruitment and selection process with the scholarship program is conducted in several cities throughout Indonesia, including Nias Islands (Gunung Sitoli), Sumatera (Medan, Balige, Kabanjahe, Dolok Sanggul, Berastagi, Palembang, Padang, and Lampung), Java (Jabodetabek, Bandung, Semarang, Yogyakarta, Solo, Malang and Surabaya), Kalimantan (Pontianak, Tarakan, and Palangkaraya), Nusa Tenggara (Kupang, Flores, and Labuhan Bajo), Sulawesi (Sangihe, Manado, Makassar, Palu, Tana Toraja, and Palopo), Maluku (Ambon), Papua (Jayapura, Wamena, Timika, and Biak).

As it is known that CG also acts as a campus introduction and campus orientation for new students so they can be helped to adapt well, especially when they experience culture shock in the campus area. For example, there is an exaggerated feeling of admiration because the view of campus building design and the surrounding environment that looks luxurious is much different when compared with the condition of the area of origin. In addition, the difficulties in the use of high technology applied by the campus, because still encountered students who have not been able to use the laptop and mouse because it has never used this device before. If this is allowed, students will have the potential to have low self-confidence and less courage to positively socialize with their colleagues, thus negatively affecting the adjustment process in the new environment. This adjustment becomes an important part because it determines the level of resilience of students in order to prepare them to follow the lecture process in college. CG leaders are on duty to help these new students get to know who they are and know the campus environment in which they will be pursuing higher education. Instead, building character foundations is relatively easy to do for new students because they tend to be more easily shaped and embedded in character values according to higher education vision and mission, such as honesty, integrity, etiquette in behaving and speaking, and how to apply ethics in relation campus environment. This is where the uniqueness of the CG program is offered, because students are united in a diverse community of diverse communities, but share the same goals in accordance with UPH’s vision and mission. The vision and mission in question is true knowledge, faith in Christ, and godly character.

The role of CG as a place to build character is shown through several main aspects, such as the means of leadership formation within the students, knowing the basic concept of service both in the student’s activity unit organized by the university and students association of department. CG also trains students to have high sensitivity and solidarity towards colleagues, lecturers, staff, and university leaders and how their contribution in community service activities has been regularly scheduled by university leaders through their respective faculty and study leaders. Thus, CG will be more effective in providing a space for self-actualization for students in a positive way so that universities can reduce crime rates associated with social deviant behavior that is potentially done by the students, both in the campus and outside campus.

As time goes on the interactions and relationships built into the CG there is a tendency to get closer and students character starts to form gradually towards be better. When observed, at first time they attended the premier CG seemed to be a gap that made students awkward or reluctant to share their experiences with
other students. It is possible that the emergence of tendencies among students who come from remote areas feel inferior to their family or cultural background. This is where the CG leader plays a role to bridge the discussion by dividing them randomly into groups or CG leaders determining the discussion material so that students have the same opportunity in turn or randomly express their opinions.

Given the role of CG leader is very important and significant in this community, higher education in this case faculty and related department needs to provide criteria and regulation as a reference for the implementation of CG every month. CG leaders need to be equipped with some special skills, such as pastoral counseling, academic counseling, developmental psychology, educational psychology, conflict management and the ability to recognize student’s character and competencies in CG. The ability of CG leaders in providing academic counseling related to GPA or Students on Work (SOW) is necessary for students to share academic issues as described in the previous section, so CG leader can quickly provide appropriate and applicable solutions. For example, when a student has difficulty in following a particular lecture material, then CG leader can help this student to follow a special tutorial program in cooperation with faculty student department or can also condition the student with colleagues in CG who is considered capable to do tutorial subjects in question. In addition, CG leaders need to regularly attend meetings with each student so that they can freely convey what is their problem, both in terms of character and academic. For example, it is possible to have certain students who are problematic in terms of characters, such as coming to college late, breaking lecture procedures or they are problematic in terms of relationships. Identification of problems in relation to the above needs to be done comprehensively (covering all aspects of the problems that appear in the CG), so there are CG regulations or procedures that must be implemented consistently by CG Leader as follows:

1. CG leader need to facilitate a special room for counseling so that students are more open in expressing their problems without having to be under pressure and their secrecy is well preserved.

2. CG leader when listening to complaints or problems submitted by students need to be patient and responsive, so CG can identify the problems conveyed by providing solutions appropriately and applicable.

3. CG leader CG leaders are not allowed to justify or judge the problems conveyed or experienced by the students. Because if such things are done, it allows the student will be more depressed, feel embarrassed or inferior, so potentially add depression in students and the problem will be more difficult to resolve.

4. CG leader when providing solutions related to character problems and academic students need to consider various aspects from various angles of view objectively. Avoid providing solutions that would make it difficult for students to apply them or CG leaders provide solutions that are not appropriate in accordance with the type of problems presented by the student.

5. CG leader must have good investigative ability and ability to keep confident on any problems or complaints submitted by students. Feel comfortable will make students more open in expressing problems or complaints experienced.

6. If student has got the right solution from the result of discussion or counseling with CG leader, then the counseling process can end with prayer led by CG leader by praying
the student based on the problem or complaint that has been submitted, so that students are given wisdom and ability by God to implement the solution they have received, so that their problems can be solved properly.

4. CONCLUSION

Based on discussion above, it can be concluded that CG is able to contribute significantly and provide concrete solutions related to students character building and academic development. It is expected that higher education with CG programs can socialize benefits and importance of CG to their students, so that they are enthusiastic in joining the CG program. Suggestions that can be submitted to higher education which is necessary to considering the criteria of CG leader election and regulation of CG implementation every month in detail and consistent. Thus, CG is expected to play a significant role in the development of the overall quality of human resources in Indonesia, especially in higher education, so that demographic bonus received by Indonesia in the future is not neglected, but can be utilized optimally to support Indonesia’s sustainable national development efforts towards a fair and prosperous society with the provision qualified of graduates students who are noble characters, competent in their field of science, and highly competitive.

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Development of career model based on life skills to increase career maturity

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ABSTRACT: The purpose of this research is to develop career based career counseling program to increase career maturity. Career maturity is an individual's ability to make decisions about continuing education and work based on knowledge, attitude, and skills. It assumes that the development of career maturity is an individual role in the world they occupy. This research uses Research and Development (R & D) method. The result is the program of career based on life skills for increasing career maturity. It can effectively improve the career maturity of SMK students on all indicators. This is based on the difference in scores on the initial evaluation of 136 points and the final evaluation of 172 points, where student career maturity increased by 36 points, or significance count (sig. 2-tailed) 0.000 at the 95% significance level (0.05). Because of the significance of the count <0.05, the null hypothesis (Ho) is rejected, whereas the alternative hypothesis is accepted.

1. INTRODUCTION

Adolescence is one of the stages of the human life cycle that many discussed by experts, because many interesting things that can be reviewed. Adolescence is a very important life phase in the individual developmental cycle, as it leads to a healthy adult (Konapka, in Pikunas, 1976; Kaczman & Riva, 1996; Santosa, 2010). This period shows clearly the nature of the transition from childhood to adulthood, adolescents excluding children not including adult category (Maslihah, 2009).

Teenagers can greatly feel a career problem while at the high school level (SMA / SMK). In this type of high school will not be too visible impact of this career problem. Problems seem more burdensome students who enter Vocational High School which is better prepared as an individual who is ready to work. Vocational High School (SMK) is an educational institution that has been specializing in educating students in a particular field of science. Students who should enter SMK have a solid choice about career direction because they have chosen a school with a certain field of science. But in reality, there are still many students who are unsure of their career choices. It shows not yet the achievement of career maturity among vocational students.

Various strategies in efforts to improve the quality of individuals in Vocational High School have been conducted. The results of the efforts undertaken still can not be felt directly. Students in Senior High School who tend to still experience various problems. Especially with regard to career problems. Career problems of vocational students have become the study of many parties. Syamsu Yusuf (2000: 195) mentions the development of thinking in adolescents, among others, "can think of the future by planning and exploring the possibilities to achieve it". So based on
Development of career model based on life skills to increase career maturity
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This opinion, the teenagers inevitably have to realize that he must immediately choose and prepare for the right career with the potential and conditions.

In fact, there are still many newly discovered students who choose and plan for work during critical times (too late to make choices and preparations). Subrata (2001) conducted a career preparation survey of high school students in Surabaya showing 85% of students are hesitant about their future careers, 80% have not set their future careers steady, 75% have difficulty in deciding and planning careers well. Yet 90% recognizing career selection is an important process by which one can prepare by making both educational and training choices. Purwoko, (2002) who conducted a survey of students at several state universities in Surabaya found 82% of students chose majors not based on the selection and career preparation that has been done during high school. Some students even declare their choice only based on speculations with the aim of origin can go to college at PTN.

Work systems and educational systems have been organized so that educational choices will in turn determine the type of individual careers of the future. Nearly 70% of 320 students of 320 Second and Secondary Grade students who were surveyed did not prepare themselves for educational choices oriented towards their career choosing tendencies (Purwoko, 2000). In more depth it is not understood that future careers are determined by today's educational choices. Many students aspire to be technicians, or medicine but they are not prepared to enter the science majors including majors and high-performance characteristics. The direction in the SMK is interpreted partially as simply classifying the concentration of study or academic ability of students who are not related to career choice.

The above facts reflect our students are still partially confused regarding their career preparation. Saucks (1999) asserts that learners need specific exercises that include: the sharpness of seeing oneself, looking at the possibilities around him, and improving his ability and potential. Taking into account the background of the problems that have been described, researchers focused on the study of career guidance program in an effort to improve career maturity of students of class X SMK Assaidiyah Kudus.

The problem of career maturity discussed above is the same picture with the state of SMK Assaidiyah Kudus. Vocational High School in Kudus is a school that initially belongs to Management and Business group. In its development, Vocational High School in Kudus adds a group of majors with software engineering. Vocational High School in Kudus currently has five majors; software engineering, office administration, accounting, and sales. Assaidiyah Kudus High School currently has 80 students. In the first level 1 class, the second level has 1 class and at the end level has 1 class. The large number of students in Assaidiyah Kudus Vocational High School is not supported by the presence of adequate Guidance and Counseling personnel in the school. Vocational High School has 2 teachers Guidance and Counseling. Implementation of Vocational High School Guidance and Counseling Service Assaidiyah Kudus is still very minimal. Students of Vocational High School Assaidiyah Kudus at the beginning of school entrance are still many who want to move majors. According to the students of Vocational High School Assaidiyah Kudus the choice to enter SMK is mostly based on the input and insistence of the parents. This causes additional problems for students and teachers at Assidiyah Kudus Vocational High School.

Based on the results of interviews and observations made known that guidance and counseling services are still not optimal done. It ultimately affects the career Guidance services provided to
students. Still needed efforts and actions and programs to help students in improving the maturity of his career.

The goal of this research to formulate career guidance and counseling programs in an effort to improve the career maturity of vocational students. Based on the formulation of the problems that have been described then the specific purpose of this research is to examine empirically some of the things below: 1) Reviewing how career counseling and counseling program has been implemented in SMK Assa'idiyah Kudus, 2) Knowing whether the program guidance and counseling career to improve the career maturity of vocational students in accordance with the conditions of SMK Assa'idiyah Kudus, 3) Testing and reviewing the effectiveness of career guidance and counseling programs in improving career maturity of students of class X in SMK Assa'idiyah Kudus.

Practical Benefits in this Research is to improve the maturity of careers of students of class X TB SMK Assaidiyah Kudus who currently tend to be low and experiencing confusion about his career in the future. While Theoretical Benefits are: to know the effectiveness of career-based life skills guidance to improve the maturity of careers students SMK Assidiyah and Produce refrensi results of subsequent research for maturity study karis and service career main guidance with the base of life skills.

Research subject

The study was conducted in several stages with different subjects. In the preliminary study stage, the subjects chosen are students of SMK class X. Selected students of SMK class X because students in this class still have enough time in following the activities of career guidance. This is also due to the consideration of the number of group members in guidance and counseling services is 4-8 people, then the test phase of the subject model as many as 8 people determined by purposive sampling technique, where researchers divide several students into one group based on career maturity level which are owned.

Research Instruments

The main instrument used in this study is the Student Career Maturity Scale. This scale reveals the level of student career maturity both before and after research.

Data analysis

To prove the research hypothesis in the form of effectiveness test used t-test, t-test is used to test the average comparative hypothesis comparing before and after treatment or treatment. Statistical data analysis technique used is parametric statistics. Data analysis as a whole is done using the help of SPSS 18.0 for windows software.

3. THE RESULT

Tabel 4.2. The Average Of Pretest dan Posttest

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Diverence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>16.676</td>
<td>20</td>
<td>3.323</td>
</tr>
<tr>
<td>Independensce</td>
<td>17.029</td>
<td>20.26</td>
<td>3.231</td>
</tr>
<tr>
<td>Orientation</td>
<td>17</td>
<td>21.235</td>
<td>4.235</td>
</tr>
<tr>
<td>Firmness</td>
<td>8.823</td>
<td>12.176</td>
<td>3.353</td>
</tr>
</tbody>
</table>

Surabaya, 14 October 2017
Development of career model based on life skills to increase career maturity
I. Lestari, R. Hidayati, N. Mahardika, A. Kiswantoro

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Average</th>
<th>The Diverence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>Compromise</td>
<td>8.647</td>
<td>11.911</td>
</tr>
<tr>
<td>Self</td>
<td>8.176</td>
<td>11.382</td>
</tr>
<tr>
<td>Knowledg Of Work</td>
<td>8.676</td>
<td>12.088</td>
</tr>
<tr>
<td>Work Selection</td>
<td>19.264</td>
<td>23.676</td>
</tr>
<tr>
<td>Planning</td>
<td>16.705</td>
<td>20.382</td>
</tr>
<tr>
<td>Problem</td>
<td>15.264</td>
<td>19.441</td>
</tr>
</tbody>
</table>

Analysis of the effectiveness of service life-based career guidance model to improve student career maturity is done by analyzing the level of career maturity before and after follow life skills based career counseling service. The effectiveness of the test use Paired T Test design. From the exposure to the calculation of career maturity score above, it is known from teh bar chart of career maturity of SMK Assa'idiyah Kudus Students are on average are in enough categories. Although there is a high level of career maturity but the presentation is very small.

![Bar Chart Of The Result Of Pretest and Post Test](image)

Reinforced by interviews that researchers do with classroom teachers that there are indeed students who have not been able to streamline their learning orientation and time to understand their careers both in school and outside school, when empty hours prefer to go to the canteen or play with peers rather than doing activities that More educative or related to his career. The time students have is not being used as well as possible. In addition to the lack of utilization of study time, also found students who lack self-understanding and cannot compromise with friends and time itself that appears in the behavior of passive students such as late to leave school and often drowsy in the classroom. Students also can not be responsible with their duties at school because when given PR or task students prefer to cheat or imitate the work of friends, on group assignment, the task is only charged to 1 or 2 friends who are active in the group, students also have not able to solve learning problems and have not been able to continuously in learning because learning only when there are repetitions. This indicates that the students’ self-sufficiency is still low, the students have not been able to regulate himself and have not been able to demonstrate its potential maximally. Condition mentioned above should not be left alone, there needs to be a serious handling in order to overcome the problem of low student learning independence. This is considering the independence of good learning is one of the capital in human life that must be grown in every student so that they can become human beings who are able to independently, creatively and maximize the potential and ability possessed.

4. DISCUSSION

The information service model developed in this research is career-based career counseling service to improve student career maturity. The assumption that the problem of career maturity students need to be developed optimally due to career maturity has a major contribution to the success of students in.
his achievements and in the setting of a brighter future. Urgency career guidance and demands in career development in Indonesia due to several phenomena. The career phenomenon includes: (a) unemployment rate is still high, (b) there is still a dichotomy in society between prestigious jobs with no, for example, there is still a presumption of lower farming employment of employees; (c) there are many SMKs that will give birth (d) graduates of the educational world mostly master the theory but minimal in practice, (e) graduates of the world of education are more equipped with the competence of a hard skill (academic skill and vocational skills in the form of knowledge and skills), but weak in the development of the competence of soft skills (personal skills and social skills, among others: the skills in self-know, self-confidence, rational thinking, discipline, prestative, honest, cooperative skills, values to be adhered to in work, ability to adapt to change, etc.), (f) still b many people who work just to meet the needs of life, not for happiness and usefulness for the life of self and society and environment, (g) most people still pursue a linear career, (h) the students choose advanced education, and the majors in the university have not been based on clear career orientation (Moh Surya: 2009).

Career problems that occur in adolescents are usually associated with the selection of types of education, which leads to the selection of future types of jobs. This issue is important to note in connection with the many confusions experienced by adolescents in determining the direction of his career. Not only that career delusions in adolescents will result in the maturity level of personality development. This is in accordance with research conducted Saka, Gati, and Kelly (2008) about the selection of teenage careers. According to those teens who do not have a clear career choice tend to have emotional and personality disorders such as pessimistic, anxiety disorders, and negative self-concept and low self esteem. Research conducted by Creed & Patton (2003) of 166 high school students in Australia shows that career maturity is related to the maturity of self concept in general. The study also shows that career maturity in adolescents shows the ability of adolescents to meet social expectations and society.

Concerned career problems perceived by students include: (a) students do not understand how to choose courses suited to their abilities and interests, (b) students have no information about enough work, (c) students are still confused about workers, (d) (e) students feel anxious to get a job after graduation, (f) the student does not have a choice of college or a certain continuing education, if after graduation does not enter the world of work, (g) students do not yet have a picture of the characteristics, requirements, abilities, and skills needed in the job as well as job prospects for the future of his career. Career problems that occur in adolescents are usually associated with the selection of types of education, which leads to the selection of future types of jobs. This issue is important to note in connection with the many confusions experienced by adolescents in determining the direction of his career. Not only that career delusions in adolescents will result in the maturity level of personality development. This is in accordance with research conducted Saka, Gati, and Kelly (2008) about the selection of teenage careers. According to those teens who do not have a clear career choice tend to have emotional and personality disorders such as pessimistic, anxiety disorders, and negative self-concept and low self esteem. Research conducted by Creed & Patton (2003) of 166 high school students in Australia shows that career maturity is related to the maturity of self concept in general. The study also shows that career maturity in adolescents shows the ability of adolescents to meet social expectations and society.
Development of career model based on life skills to increase career maturity
I. Lestari, R. Hidayati, N. Mahardika, A. Kiswantoro

In the future, the vocational students not only need the provision of theories alone, but also the provision of practical skills. This means that the fulfillment of the needs of the vocational school students to life skills in various fields is something that must be met. Many of the problems of vocational students who are related to life skills issues are left behind with the alumni of other formal education institutions, especially problems with career planning, it is important for SMK to develop guidance and counseling services, especially career guidance to students in vocational based Life Skills (life skills). To meet the demands of the career needs of vocational students, it is necessary to update the guidance and counseling services, especially in the career guidance services on three important aspects namely; planning, execution and evaluation. The planning of career counseling of vocational school students should be preceded by accurate need assessment activities for SMK education to be an institution that still exist and able to speak a lot in the rapid modern era. The needs assessment needs to be linked to the demands of the present, especially the life skills curriculum that has become the fundamental issue of vocational students. Life skills-based career guidance (career skills) is a career guidance that can provide the life skills of vocational students in order to solve problems in personal, career and social life. Based on the theory of Super (1981) stage of adolescent career development is in the exploration stage (exploration) with the age range 17-22 years. This stage begins since the individual has an awareness that work is part of his life therefore everyone has to work. To work there are some complex self-preparations, one of the important things is education and or training.

The above facts reflect our students are still partially confused with their career preparation. Saucks (1999) asserts that learners need special exercises that include: the self-discernment, the possibilities, and the ability and potential. Taking into account the background of the problems that have been described, the researcher focuses the study on career guidance program in an effort to improve the maturity of the students’ career grade X SMK Assaidiyah 2 Kudus. This research uses Research and Development (R & D) method, with the following research steps: (1) Preparation of Model Development, (2) Designing Hypotetical Model, (3) Feasibility Test of Hypotetical Model, (4) Preliminary Model Development, (5) Field Test Initial Model, (6) Final Product Result. The results of the development of life skills-based career coaching models to improve career maturity are: (1) Rational, (2) Vision and Mission Group Counseling, (3) Objectives Career counseling, (4) Contents Career guidance (5) 6) Stages of career guidance.

The model of career guidance can effectively improve the career maturity of SMK students on all indicators. This is based on the difference in scores on the initial evaluation of 136 points and the final evaluation of 172 points, where student career maturity increased by 36 points, or significance count (sig. 2-tailed) 0,000 at the 95% significance level (0.05). Because of the significance of the count <0,05, the null hypothesis (Ho) is rejected, whereas the alternative hypothesis is accepted.

The results of field trials Career Guidance Program to Increase Maturity Career of SMK Assa’idiyah 2 Kudus students proved effective. This is evidenced by the effectiveness test on pre-test and post-test. The lowest results were obtained on the Indicators of Engagement and Independence. This shows that Career Guidance Program to Improve Career Maturity of Vocational High School student still not able to improve overall indicator in student career maturity.

The effectiveness of the Career Guidance Program to Increase Career Maturity of Vocational School students
shows that career guidance can significantly increase in students who are in the medium and high category. Meanwhile, in low-grade students it is known not significantly increased.

The effectiveness of the Career Guidance Program to Increase Career Maturity of Vocational School students shows that career guidance can significantly increase in students who are in the medium and high category. Pre-test results showed an average score of 13.626 and post test results showed results 17, 2551. Based on the results of pre test and post test an increase of 3.629. Improved pre test and post test results are also seen in the improvement of each indicator in student career maturity.

Based on the above explanation, the researcher concludes that necessary service Guidance or other intervention in improving career maturity. Other Guidance Services or interventions may be Individual Guidance services often referred to as individual counseling.

Guidance and Counseling Teachers in career guidance must understand the level of capability needed by people working in various fields, as many workers work below their level of ability and potential. Career coaching not only knows the job but also understands the personality, knows the value system, and is able to help the child connect his or her image with the knowledge of the job. Guidance and Counseling Teachers in providing services Career coaching must also master information about the job and constantly have to study the needs of the workforce and the changes that occur in the job.

5. CONCLUSION

Based on the results of the research and discussion presented in the previous chapter, it can be concluded that the description of the implementation of life skills based career guidance in SMK Assa’idiyah Kudus indicates that career guidance services have been basically planned, but the reality in its implementation is often not in accordance with the plan. Because it is implemented conventionally, that is oriented on giving one way information and lack of creativity of teacher in using student learning technique. The formulation of career-based career counseling model in helping to improve career maturity of vocational students, bridging teachers guidance and counseling with students in optimizing the maturity of a better career and the importance of mastery of self-understanding and orientation to the future. Aspects of life skills as the right way because in the characteristics of development of vocational students is a teenager who in fact should soon have a future orientation and not carried into a period of emotional intelligence instability.

REFERENCE


Development of career model based on life skills to increase career maturity
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The effect of folklore video toward competence in retelling story and moral development of young learners 4-5 years old in kindergarten

N. Hayati, W. Sukartiningsih & S. Setyowati
Universitas Negeri Surabaya, Surabaya, Indonesia

ABSTRACT: Folklore video to be important in retelling story and moral development of the children. Folklore video purpose to clear and make easy the transfer of message so that can be stimulant for the competence in retelling story and moral development. Especially about good things and bad things. The research used quantitative methods quasi experimental design with pola nonrandomized pretest - posttest control design. Its mean need participant to experiert group and control. The data was submitted through observation of control group and experiment group. Through filling observation form when they got pretest and posttest. Based on the results of the above research, it can be concluded : the effect of folklore video significantly competence in retelling story and moral development of young learners 4-5 years old in kindergarten.

1. INTRODUCTION

One of the important thing that should improve to a child is speaking skill. Language is a skill for communication with another through all the ways in communication, where mind and feeling is tell to sign and symbol (Yusuf,2005) it’s also told by Suhartono (2005) .

Retelling activity is used to introduce sentences to young learners. The development of religion values and moral value also have important role to the development that should get attention since young learners. One of them is know to do good attitude and bad attitude also accustomed to do good attitude. It’s because young learners is the age tha very determine to build children character and behavior (Sujiono,2009).

An observation on 4-5 years old in Kindergarten in October 2016 showed the problem in learning process, that is in the aspect of children's the competence in retelling story and moral development. It can be said that their thinking ability is low. Of all 66 children, there are as many as 47 of them or around 65% get difficulty the competence in retelling story and moral development, that is the ability of reporting the facts. The problem in knowing good attitude and bad attitude are the children often do without thinking first. For example, fighting, no caring, difficult to help each other, etc. in explaining of knowing good attitude and bad attitude, the teacher use clear media therefore explanation impress abstract. One of the strategy to stimulate competence in retelling story is through folklore video.

Based on the problem, in order that children’s the competence in retelling story and moral development maximally, the innovation in learning process is needed. That innovation is the folklore video.

Folklore video is one of the media that show audiovisual message. The children enthusiasm and make them happy. Because picture and voice that appear
make the children not easy to bowred. So it can support them to kno further and stimulate their talents to study such : the golden snail (Ermayani 2009).

Retelling story is one of speaking activity that can think critically and imaginative , transfer and develop good personal emotion, helps soft motoric process. For imitation of good attitude that act by the actor in the story, give and reach personal experience, entertainment facility and with draw attention and build interesting of reading, and build good character. (Hendra, 2012).

Moral is opinon about good and bad, right and wrong, and what they can do and can not do. Its also conviction in a society that related with character or behavior and what the human have to do. (Sjarkawi 2006). Moral is good and bad doctrine about behavior and attitude. (Jamie 2003)

2. METHOD

The research used quasi experimental design with non-randomized pretest-posttest control group design pola. Its mean research design that divide participant research to experiment group and control group. The data submit through observation of control group and experiment group through filling observation form. When they got pretest and posttest.

<table>
<thead>
<tr>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence in retelling</td>
<td>1.120</td>
<td>9</td>
<td>23</td>
</tr>
</tbody>
</table>

The data submit through observation did to 33 children in control group and 33 children in experiment group with instrument research that had validated by the expert. Data that had submit was processed and analized and then the result was used to make conclusion and suggestion. Literature based on expert opinion that related with competence in retelling and moral development of young learners 4-5 years old. Observation to two groups showed experiment group that used folklore video, make the children got increasing in retelling competence and moral development than control group without using folklore video.

3. RESULT AND DISCUSSION

The data collection is conducted by using the SPSS for windows. Researchers sent a questionnaire to each respondent. From the results of the questionnaire distribution, there were 66 data collected, with the number of respondents as shown in Table 1:

Table 1 : The result pretest and posttest competence in retelling story

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
<th>Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Experiment</td>
<td></td>
</tr>
<tr>
<td>2,34</td>
<td>3,23</td>
<td>2,69</td>
</tr>
</tbody>
</table>

Table 2 : Result competence in retelling story

Based on the table 1 and 2 above folklore video have effect to competence in retelling to young learners 4-5 years old in kindergarten district of Sidoarjo. Its mean result pretest and posttest is enhancement and Fcounting greater than significance score. So, H0 is rejected and H1 is received. Its mean folklore video have effect to competence in retelling to young learners 4-5 years old in kindergarten of district Sidoarjo. It was proved after the children watched folklore video, they could retelling the story clearly.
Here is the increasing result pretest and pottest moral development is shown to table 3 and 4:

Table 3 : the result pretest and posttest moral development.

<table>
<thead>
<tr>
<th></th>
<th>Control</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>2,17</td>
<td>3,03</td>
</tr>
<tr>
<td>Post-test</td>
<td>2,31</td>
<td>0,14</td>
</tr>
<tr>
<td>Enhancement</td>
<td>8,36</td>
<td>5,33</td>
</tr>
</tbody>
</table>

Table 4 : Result moral development

<table>
<thead>
<tr>
<th>Moral development</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,099</td>
<td>9</td>
<td>23</td>
<td>.073</td>
</tr>
</tbody>
</table>

Based on the table 3 and 4 above folklore video have effect to moral development to young learners 4-5 years old in kindergarten district of Sidoarjo. Its mean result pretest and posttest is enhancement and Fcounting greater than signifcancy score. So, H0 is rejected and H1 is received. Its mean folklore video have effect to moral development to young learners 4-5 years old in kindergarten. It was proved after the children watched folklore video, they could tell the good attitude from protagonist and bad attitude from antagonist and also they can illustrated theirselves like the actor and the the actress in that video.

Folklore video also explain how to know good or bad attitude and accustomed to do good attitude. It was proved after they watched folklore video they can mention the actor/actress that care and help another and they fans to the actor/actress and illustrated to be able to do like the actor/actress. It support Prastowo opinion (2012) about the benefit of video, such as : giving new experiences. Based on opinions oabove, it can be conclude that competence in retelling story and moral development can be optimalited through the stimulant of folklore video.

4. CONCLUSION

Based on the research to control class and experiment class, folklore video have effect to competence retelling and moral development it is proved from the result of research in experiment class greater than significany score to competence in retelling and moral development than the result of control class. Its because in experiment class the teacher used folklore video.

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South line and social economic change

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ABSTRACT: Development in improving services and community welfare. The construction of the southern lane is used as an icon to open isolated areas. Alternate path from the north path is very solid. What is the impact of the development of the southern path to socio-economic changes. Qualitative approach, data collected by survey, observation and interview, and qualitative analysis. The results of the research that the positive impact: changes in mindset, work patterns, high spirited society, grow tourism objects and open economic enterprises along the path. Negative impact: there are minder behavior, accident-prone areas, garbage dumps, and renewable areas.

1. INTRODUCTION
   The development of road infrastructure becomes important for governments and communities to open isolated areas, economic paths, develop access, and change people's mindsets. Development in various areas of community life becomes a benchmark for the progress of a region, nation and state. Development has a positive and negative impact. Expanding positive impacts and minimizing negative impacts on society. The era of regional autonomy, the role of leaders is very important and urgent to promote the region and society. Leaders and managers can manage human and natural resources as local potential for the greatest interest of the community. Human resources and natural resources become the main potential that must be mobilized to spin the wheels of government and the economy of society. Changes in mindset leadership, used as a basis to make changes and move the creativity of people in developing themselves and access to a more prosperous life.

2. METHOD
   Qualitative approach, data collected by survey technique that is observation and interview. Data were analyzed qualitatively to get the conclusion of recommendation.

3. RESULTS AND DISCUSSION
   The construction of the south line infrastructure cannot be postponed anymore. Development is a lot of challenges, such as splitting the hill and along the southern shore lips. The southern route connecting between regions in the southern region is not accelerative, so the concentration of economic activity is only in the north and surrounding areas. Such conditions will have an adverse impact on the growth of the region.

   The condition of the southern path is longer and winding, making it less attractive and not desirable for the distribution of goods. The southern path is tortuous, incline, and there is no alternative path available. The construction of this path continues to be a priority to meet the completeness, such
as: adequate lighting, security post, traffic signs, rest area, fuel depot, and railing fence along the track.

The southern path is expected to gradually become the main route of goods and services travel to develop the economy of the surrounding area. Needs serious handling with the support of Regional Regulations in management. The potential of the southern region is richer and more diverse. The hilly terrain, and the stunning beach area with the southern ocean waves. Potential, and sustainability of the region is well preserved. This path will develop the potential to be a competence that can be used to develop people's lives. The opening of the southern path is an intelligent and forward-thinking move. Long-term investment, traffic noise just waiting for the completeness of supporting infrastructure. The development of this pathway opens up infinite opportunities, living around the community know or not, whether or not to take advantage of available opportunities to make a new livelihood by changing the mindset in the future.

South Line development is very beneficial to the area traversed, into an open area. Significant positive impact on communities, marginalized southern regions and underdeveloped communities. The topography of the south is dominated by rock mountains and limestone. This area has great potential and promises for agriculture, plantation, forestry, tourism, mining, industry, marine, fishery and livestock. South Line infrastructure is expected to provide fresh air for the economic growth of the people. Opening up isolated areas, such as coastal villages and rural villages to support the "Movement for Building a Community's Economy (Golden Gate)."

Social change of society makes the development of ways to overcome the problems of life in the community. Can increase the velocity of money, quickly sell agricultural products and sea catch, and will attract investors to invest in this area. Positive and negative impacts are always in pairs to motivate people in living a more open life to rapid change.

The community welcomes the construction of the southern route. Proven: (1) The society enthusiastically welcomes the new era around it; (2) facilitate community mobility; (3) Shorten the travel time of society to the centers of government and commerce; (4) Built trade nodes; (5) Facilitate the marketing of agricultural products and small industry products; (6) Increase the selling price of local products; (7) Grow and develop new job opportunities, (8) Prospective development of tourist area, (9) Suppress the number of unemployed productive age; (10) Minimize the migration of population to the city, (11) the addition of educational institutions; (12) Outpatient health centers into inpatient health centers; And (13) small industry development.

Community groups are worried about the opening of the southern access road. Proven: (1) Community groups will lose their livelihoods, from agriculture to industry; (2) Reduced agricultural land, decreased income; (3) community groups are afraid that social relations are no longer compatible with heterogeneous livelihoods; (4) Changed some functions of plantation land into houses; (5) Land and building tax will be expensive; (6) worrying about traffic accidents, and looting of forest products; (7) Heavy vehicles passing by degrade air quality, dust and increase noise.

According to local Tourism Department data, there are 17 beach rides along the southern coast that are either bypassed or adjacent to the southern route. Coastal tourism will be more widespread, when the development efforts to complete and support the tourist attraction, rest area that is: parking area, security officers, stalls, lodging, places of worship, toilets, souvenir shops typical of the region.

Each beach has a distinctive panorama, luring anyone who visits will
be amazed chuckled. Beaches along the southern route are still very natural, or people call it a tourist destination that is still "virgin". This natural beach is a special attraction for tourists, especially foreign tourists. The local government together with the community still keep trying to maintain the beauty of tourism, such as cleanliness of the environment, comfort and security, the presence of a 24 hour standby beach attendant.

Plans for the development of tourism potential include: (1) Development of tourism communication network system. Local government as control, to maintain fair competition and cooperate for regional and community development; (2) Arrangement of tourist attraction, in order to avoid wild tourism management or without clear accountability to tourists; (3) Improvement of tourism promotion. The best promotional event is the service to the tourist who come to visit, will be the spokesman wherever he will do the tour. Another promotion by introducing through mass media, visits, and training or holding national and international events.

Learn from other areas that have long been managing domestic and foreign tours, such as: Yogyakarta, Batu, and Bali.

People's economy wriggled by opening stalls, stalls, parking lots, and making beads or souvenirs along the path around the sights. Development of potential for the region's leading economy. Provide post-harvest skills training of agriculture, plantation, fishery, processing technology and agribusiness for productive age community; And Intensification and existence of agricultural technology, ranging from cultivation of land, seeds, planting, fertilizing, harvesting, and post-harvest including processing and marketing of products; As well as creating opportunities and opportunities for investors to open the land by prioritizing sustainability.

The social environment of the community is maintained conducive, maintaining ‘silahтуроmі’, meetings, customs, and people's social nature. Natural environment moreover, must remain well maintained. Humans cannot live in balance without a healthy environment, comfortable, safe, cleans of any waste. The role of local government is crucial for the preservation of tradition and keeping the environment conducive. Management by local government, so as not to happen the terrible areas, dirty and slum. Grow public awareness of tourism, forming tourist behavior that cleanliness part of faith.

Protected forest areas in the vicinity of the South Line to be preserved to maintain environmental balance and maintain groundwater stability. It is very important to awaken the community about the functions of forests, and the impacts of forest degradation on the life of animal, plant and human species. Protected forests as the lungs of people to stay healthy. Maintaining forest conservation is a shared responsibility.

4. CONCLUSION

The development of the southern passageway has a very significant impact on the development and progress of the
region in the area passed. Positive impacts felt by the community, namely: (1) the community well received the development of the southern route; (2) the community develops activities along the southern route as a new livelihood; (3) the community makes various efforts to support the beach as a tourist attraction, such as: parking lots, food stalls, souvenirs, typical souvenirs; (4) the community is planning various activities and efforts for the economic development of the community, such as: plywood factory, cable factory, pencil and bio-ethanol; (5) Port of Nusantara Development Plan. Negative impacts are feared by the community, as (1) community groups are worried about losing their livelihoods; (2) community groups are worried about the smooth road will often occur accidents, air pollution, noise, thus lowering production.

REFERENCES


Development of learning device based on multiple intelligences to improve creative thinking skills of elementary school students

Karunia, M.V. Roesminingsih & Suryanti
Universitas Negeri Surabaya, Surabaya, Indonesia

ABSTRACT: This research aims to develop learning devices based on multiple intelligences to improve creative thinking skills of fifth grade students of elementary school. The development of this learning device employs the 4D model. Data collection techniques are used to determine the eligibility of a learning device developed is a learning device validation, documentation, observation, administration of tests, and questionnaires. Data were analysed qualitatively. The result of the development of research-based learning multiple intelligences This form of the syllabus, lesson plans, worksheets, BAS, and creative thinking skills tests. The results of the validation of the entire device learning gain value with good category. Trial results I and II trials demonstrated on every aspect of the observed gain value with good and very good categories. It can be concluded that the development of devices based learning multiple intelligences can enhance creative thinking skills of elementary school students.

1. INTRODUCTION

Devices of learning in primary schools have used the curriculum in 2013 with the scientific approach and use learning strategies multiple intelligences, with some activities that require the skills of some intelligence, but not systematic and less structured in accordance with the level of thinking elementary school students. Learning devices tend to adopt from the teachers. This causes the teachers are not creative and do not develop devices based on the student's ability and state of the environment around the school, and lack of exercise creative thinking skills of students.

Some researchers argue that teachers have an important role in developing the creative thinking abilities of students, this is in line with the opinions Kampylis, Berki, & Saariluoma (2011) which states that primary school teachers have valuable knowledge and experience should be taken into account in any attempt to promote the ability of students creative thinking. The development of devices based learning multiple intelligences feels good to improve the skills of creative thinking of students, this is in accordance with the opinion of Solomon, Abdurahman, and Rahim (2010) that the approach multiple intelligences for teaching allows teachers to incorporate an element of creativity in their instructional design in which the student centered activities can be carried out in eight different forms based on the eight types of multiple intelligences proposed by Howard Gardner.

Based on the above description of device development needs to be done, learning based multiple intelligences. The planning of learning based that demands a more active and creative students in
learning activities. Multiple intelligences done to guide students get to know intelligences possessed and develop creative thinking skills in solving problems. The purpose of this research is to analyze the validity, practicality, and the effectiveness of multiple intelligences-based learning tools to improve students' creative thinking skills. The development of these devices using the 4D model consisting of define, design, develop, and disseminate (Thiagarajan & Semmel, 1974). The result of the development of research-based learning multiple intelligences This form of the syllabus, lesson plans, worksheets, BAS, and creative thinking skills tests.

2. LITERATURE REVIEW

Science subject is concerned with learning about nature systematically, that science is not only the mastery of a collection of knowledge in the form of facts, concepts or principles but also a process of discovery (BSNP, 2006: 161). According to Asy'ari (2013: 23) the purpose of science learning in primary school is to instill curiosity and positive attitude towards science, technology and society, develop process skills to investigate natural surroundings, solve problems and make decisions, develop natural phenomena, thus students can think critically and objectively.

Multiple Intelligences or plural intelligence is a range of skills and talents of the students to solve various problems in learning (Fleetham, 2006). Gardner (in Yaumi, 2013:11) finds eight plural intelligences (1) Verbal-Linguistics; (2) Logic-Mathematics; (3) Visual-Spatial; (4) Musical-Ritmis; (5) Physical-Kinesthetic; (6) Intrapersonal; (7) Interpersonal; (8) Naturalistic. Furthermore, McKenzie (2005) has incorporated Spiritual-Existential intelligence as part of multiple intelligences, even McKenzie has formulated various strategies, media, and technologies that can be used to develop the existential-spiritual intelligence. Howard Gardner further emphasized that in one person there are nine intelligences.

In learning, teachers should avoid limiting the ability of students in only one category or region of particular intelligence, more importantly how a child is treated as someone who is traveling his life in a way that allows optimizing what is in him. Ability to think creatively is a sharp habit of thinking with intuition that moves the imagination that reveals new possibilities or new ideas as the development of old ideas to solve problems from different points of view. Liliawati and Puspita (2010: 425) states that creative thinking is a cognitive skill to create and develop new ideas, new ideas as the development of previously born ideas and skills to solve problems diverging (from different perspectives).

Ability to think creatively can be measured by giving tests on four aspects of smooth thinking, flexible thinking, originality of thinking and decomposition. Four aspects of ability to think by Munandar (2004: 88-91) is fluency, flexibility, originality, and elaboration.

Creativity is highly necessary once developed in the process of learning and education in school. This is motivated by a very close and strong relationship between intelligence and creativity. Creativity is one form of intelligence and can also be used as an introduction to achieve intelligence. In addition, this intelligence is composed of four kinds of abilities: understanding, creativity, criticism, and the ability to direct thinking in a particular direction, and sustainability in that direction before the execution of several orders in succession with one another. This is reinforced by the results of the study (Mikarsa et al. 2007: 3.28) showing that: The results of correlation studies and factor analysis prove the creativity test as a relatively unified cognitive function dimension that can be distinguished from intelligence.
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tests but divergent thinking. Creativity also shows a meaningful relationship with convergent thinking.

3. METHOD

This type of research is development research. Learning devices developed include syllabus, RPP, LKS, BAS, and Tests of Student Creative Thinking. Procedure development of multiple intelligences - based learning devices refers to the design of software development model 4-D (four D model) that consists of four stages (Thiagarajan & Semmel, 1974) including define, design, develop, and disseminate. However, in this study the development stage will be adjusted to the research focus. In addition, because the results of this study is development of device that will not be distributed to other schools, the development is only carried out up to the third stage, the stage of development (develop).

Subjects in this study is the development of devices based science teaching multiple intelligences the ecosystem material. While the subject test was fifth grade students elementary school.

Data collection techniques used to determine the feasibility of learning devices developed are Learning device validation, documentation, observation, administration of tests including pretest and posttest, and questionnaires.

The instruments that will be used in this research are device validation sheet, observation sheet of learning activity, student activity observation sheet, student identification sheet of intelligence, creative thinking ability test, and student response questionnaire.

Data analysis is carried out by using the following formula:

\[ P = \frac{f}{N} \times 100\% \]

Information:

- \( P \) = Percentage
- \( F \) = Number of Aspects a
- \( N \) = Total Aspects observed

(Indarti, 2008:26)

Analysis of Test Results of Creative Thinking Skills

\[ N-Gain = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}} \]

(Savinainen and Scott, 2002)

Where:

- \( N-Gain \) = Improvement of students' creative thinking skills
- \( S_{pre} \) = On average pretest
- \( S_{post} \) = On average posttest
- \( S_{max} \) = Max value

<table>
<thead>
<tr>
<th>No.</th>
<th>Limitations</th>
<th>Criteria n-gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0,70 &lt; N-Gain</td>
<td>high</td>
</tr>
<tr>
<td>2.</td>
<td>0,30 ≤ N-Gain ≤ 0,70</td>
<td>medium</td>
</tr>
<tr>
<td>3.</td>
<td>N-Gain &lt; 0,3</td>
<td>low</td>
</tr>
</tbody>
</table>

Table 1. Interpretations of Validation Values

<table>
<thead>
<tr>
<th>Validation Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,0 ≤ SV ≤ 1,5</td>
<td>Not good, cannot be used</td>
</tr>
<tr>
<td>1,6 ≤ SV ≤ 2,5</td>
<td>Not good, can be used with many revision</td>
</tr>
<tr>
<td>2,6 ≤ SV ≤ 3,5</td>
<td>Good, can be used with minor revision</td>
</tr>
<tr>
<td>3,6 ≤ SV ≤ 4,0</td>
<td>Very good, good to use without revision</td>
</tr>
</tbody>
</table>

Table 2. Criteria of Normalized Gain Level
Analysis of Student Response

\[ P = \frac{\sum R}{\sum N} \times 100\% \]

(Adapted from Riduwan, 2010)

Information:

\[ P : \text{percentage of student response} \]
\[ \sum R : \text{the number of frequency of observation category} \]
\[ \sum N : \text{the number of times an entire category of observation} \]

4. RESULTS AND DISCUSSION

Validation results that have been done by the validator is then followed up with a revision in accordance with the advice given by the validator. Learning device was developed based on multiple intelligences. Learning devices that have been developed include Syllabus, RPP, LKS, Student Handbook, and Skills Tests for Creative Thinking.

Table 3. Validation Results of Learning Device

<table>
<thead>
<tr>
<th>Learning Device</th>
<th>Validation Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>3,67</td>
<td>Very Good</td>
</tr>
<tr>
<td>RPP</td>
<td>3,67</td>
<td>Very Good</td>
</tr>
<tr>
<td>LKS</td>
<td>3,71</td>
<td>Very Good</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>3,69</td>
<td>Good</td>
</tr>
<tr>
<td>Test Sheets</td>
<td>3,71</td>
<td>Very Good</td>
</tr>
<tr>
<td>Average</td>
<td>3,69</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

The results of the validation of the entire device learning gained an average value of 3.69 and includes excellent category, meaning that all devices have been developed that are worth learning and can be used with little revision. This was confirmed from the results of research Candra (2015) which states that the activity-based learning multiple intelligences, in this activity the teacher has facilitated the students to learn through ninth types of intelligence. Although the nine intelligences learning it does not do a teacher at one time. Activity-based learning multiple intelligences can cover three assessment domains (cognitive, affective, and psychomotor) well.

The result of a questionnaire survey of multiple intelligences indicates that some students have more than one intelligence. The results of intelligence surveys are used to develop devices and learning strategies to achieve the goal of learning, which is to improve the skills of creative thinking.

Table 4. Results of Research

<table>
<thead>
<tr>
<th>Aspects of research</th>
<th>Result</th>
<th>Trials I</th>
<th>Trials II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of RPP</td>
<td></td>
<td>3,50</td>
<td>3,75</td>
</tr>
<tr>
<td>student activity test</td>
<td></td>
<td>67%</td>
<td>80%</td>
</tr>
<tr>
<td>Creative thinking skills</td>
<td></td>
<td>0,57</td>
<td>0,58</td>
</tr>
<tr>
<td>Student responses</td>
<td></td>
<td>90%</td>
<td>93,94%</td>
</tr>
</tbody>
</table>

Based on the above table note that the implementation of RPP results based on multiple intelligences categories both. Learning developed in addition to achieve learning objectives that have been set, it is expected students are also able to recognize the skills they have to develop intelligence plural, increase understanding of concepts learned significantly, develop skills locate, process, and utilize information, cultivate positive qualities, good habits and noble values needed in life, float social skills, and improve creative thinking skills and motivation in learning.

Results of student responses during follow learning-based multiple intelligences general express happy. Interested students against multiple-based learning intelligences can be seen in the
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Development of multiple intelligences based learning devices can be used as an alternative to make students more active in participating in learning activities and to train the creative thinking abilities. Creative thinking skills can be applied to every learning activity. It is necessary to conduct further similar research on other materials as this research is only done on limited material.

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activity in learning is the students pay attention when the teacher explained, completed the LKS well, actively ask questions and able to present results work. While students who have a response less good can be seen from the less students actively participate in learning-based activities multiple intelligences. This is similar to research Wijayanti (2014) that the response students on multiple-based learning intelligences are known to be very good.

The result of student activity analysis during implementation indicates that student activity is good because it increases from percentage of total activity item. The average value of the percentage of creative thinking skills test results also increased. This is in line with the opinions Bairus (2008) that the theory of multiple intelligences in its development is not only changing the paradigm of thinking about intelligence but also transformed into innovative teaching methods and creative so that learning can be fun and not monotonous.

5. CONCLUSION

Based on the analysis and discussion of the research results can be concluded that 1) The results of the validation of the entire device learning, all the learning device acquire criteria very well. So the learning device is valid to use. 2) The practicality learning device which is an implementation based learning tools multiple Intelegence, from the results research, product development of learning tools produced has a good level of practicality. 3) The effectiveness of the device based learning multiple intelligences measured through observation of student activity from observation of student activity and the average score presentense of the test result of creative thinking skill, it can be said that the product made categorized effectively and can improve students' creative thinking ability.


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Parental involvement in developing English reading habit of young learners

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ABSTRACT: This study aimed at analyzing parents’ involvement in developing English reading habit of young learners. This study was conducted towards elementary school students in North Bali Bilingual School Bali. This study was in the form of descriptive qualitative research and the data were collected through observations and in-depth-interview to students, parents, teachers, and principle. The finding shows that parental involvements can be programmed and occasional due to time of occurrence. Types of parental involvement existed on NBBS are parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. These six types can be seen clearly on teacher-student-parent conference and empowering reading log. The system of reading log leads parents to accompany students to read daily while the conference controls the involvements of parents. These involvements can foster the formation of reading habit.

1. INTRODUCTION

The argument regarding the importance of teaching English to young learners has become great trend nowadays. English has been a lingua franca of the world meaning that without mastering English someone will find difficulty to survive in this world (Al-Beckay & Reddy, 2015). Thus, the teaching English to young learner is considered as appropriate decision since young learner has flexible brain to easily learn everything (Sukarno, 2008). This period is often called “golden age” or “critical period” thus reading activities must be integrated to be a part of this period in order to construct a reading habit. As young learners can learn anything, the focus of teaching is not only on oral skill but also on literacy skill such as reading skill.

Reading is receptive skill, known as literacy skill, which plays importance roles in students’ success on academic performance (Akbasli, Sahin, & Yaykiran, 2016). This conclusion is taken since mostly learning in school involves the empowering of this skills. Most of learning input is gained from reading particular sources, like as textbook, article, and essay regarding particular subject.

Reading activities should be maintained and repeated by students moreover becoming a habit. Reading habit refers to the consistency of students performing a particular well-planning learning activities. It is the behavior expressing the tendency and likeness of spending time on reading any kind of reading material such as book, magazine, novel, newspaper continuously and consistently (Diem, 2014).

The reading activities are categorized as habit when the activities are carried out repeatedly (Chettri, 2013). Thus, the reading habit closely relates to those reading activities which are done consistently and repeatedly. Students
come from different environment and parenting system affecting to various reading habit pattern; some students have good reading habit but the others have poor reading habit (Owusu-Acheaw & Micheal, 2014).

Reading habit is best cultivated as early as possible since the formation of particular habit during early age makes it becoming ones’ hobby (Diem, 2014). Shin (2015) agrees that literacy skills are best acquired earlier. These statements are quite contradictive to some EFL program which delays the need of teaching literacy skills like as reading and writing then further focuses on development of oral skill such as listening and speaking. Furthermore, even preschool-age children who are not literate yet in their first language can also be engaged into literacy activities which develops their reading readiness and phonemic awareness. Simple activities such as reading aloud, coloring, and connecting the dot, can be fun activities to highlight literacy skill in teaching English for young learners.

School and teacher are not the only key aspects of success in academic achievement, outside school merely plays important role (Setiasih, 2014). Another aspect of success is parental involvement. Parent involvement is very important for elementary school learners because such an involvement such as visiting classroom and interaction with teacher will embed the effectiveness curriculum, social capital, and activities among school and home (Hill & Tyson, 2009). Furthermore, parent involvement directly contributes to students’ attitude and behavior moreover it also indirectly influences to students’ achievement to varying degree (Rafiq et al, 2013; McNeal, 2014). Forming this good habit inquires collaboration of teacher and parent which hand in hand has the habit implemented. The students without parental support tend to be less achievement in compare to those with parental support (Yetti, 2009).

Study conducted by Murtiningsih (2008) indicates the effectiveness of parental involvement on students’ reading interest. Parents might get involving through (1) telling story, (2) performing words and numbers play, (3) giving chance to select and read books kids like, (4) preparing interesting book, and giving a comment on the book which has been read before. Appriyanti (2010) agrees that the parental involvement has significant effect on reading interest and achievement.

As suggested by theories parental involvement should be continuously held to support academic life of students. Without this interrelationship among school and parent make students easily performing inappropriate behavior. School and parent need to hand to hand forming and strengthening positive attitude and behavior. For instance, students are given a task to summarize a short story, parental involvement is needed to support the student to make or help on compiling this school task.

Although some studies (Murtiningsih, 2008; Hill & Tyson, 2009; Yetti, 2009; Rafiq et al, 2013; McNeal, 2014) mentions the importance of parental involvements, yet it does not empowered well in some of public school being observed. Based on prior observation on public schools in Badung Regency, the parents play roles as school committee which should be involved to any decision related to students. Yet, parents are infrequently involved to support students’ learning; the involvement is used to be done on some occasions such as getting rapport, or inappropriate behaviors performing by students; the parents merely get involved on those activities. Moreover phenomenon of governmental decision which takes out the time allocation of English in elementary school; this also disempowers the role of English literacy skill on young learners.

North Bali Bilingual School (NBBS) as one of bilingual school in Singaraja, Bali has already empowered the role of
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Parental involvement to support students’ academic achievement. As bilingual school, NBBS focuses on developing both Bahasa Indonesia and English literacy skill. Thus, this study aims at identifying the parental involvements in NBBS that possibly contribute positively to developing English reading habit towards young learners.

2. METHOD

This study is descriptive qualitative study aiming at elaborating the type of parental involvements contributing to reading habit formation. The subject of the study is students of grade 4, 5, and 6, teachers, parents and principle of North Bali Bilingual School. The data were collected through observation and in-depth-interview to students, parents, teachers, and principle to gain qualitative data. The instruments used for data collection were observation sheet and interview guide (semi-structural interview). The data were analyzed qualitatively using Miles and Huberman (1994) data analysis; data collection, data reduction, data display, and conclusion drawing and verification.

3. RESULT AND DISCUSSION

Parental involvement seemed to be well-empowered at NBBS. Parents could involve on a number of activities and contributions for their child’s academic achievements. Since the focus of this study is parental involvement in developing reading habit of young learners, the data reduction was done to select appropriate data.

Based on the observation conducted and in depth-interview towards the principle and school teachers, the findings showed that parental involvement can be programmed and occasional. Programmed parental involvements are schedule based activities which enquire parents to get involving in the activities. For example teacher-parents-students conference which is done twice in a semester; in the middle of semester and the last of semester. In addition, there are also occasional parental involvements held by school. For example case based conference which is done to discuss special case like as misbehavior in order parents can be involved to supervise the students together of the school.

There are types of parental involvements found out, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. They are in line with parental involvements proposed by Epstein et al. (2002). Parenting refers to providing parents with parenting skill where parents are able to give appropriate parenting to students’ age and grade level. Communicating with parents- school is conducted two-way communication channels. NBBS also chance for parents to be volunteer inside or outside school activities. Parental involvement can be seen on supporting students learning at home. Involving parents on decision making seems to be effective way for parental involvement such as; committee and parent organization. Parental contribution to community can be another option.

Focusing developing reading habit the implementation of those types parental involvement can be seen on such activities namely empowering teacher-parent-student conference and reading log are always effective ways to contribute in developing reading habit at NBBS.

Teacher-parent-student conference is very successful to developing a positive habit on young learners, especially reading habit. Lemmer (2012) agreed that this activities is effective to draw together the goal for the child. The detail can be seen on Table 1.
Table 1. Parental involvement in teacher-parent-student-conference

<table>
<thead>
<tr>
<th>Activity</th>
<th>Role of parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-parents-student-conference</td>
<td>To discuss about student and his/her progress and problem with the teacher</td>
</tr>
<tr>
<td></td>
<td>To share information about the student such as about his progress, his problems or any difficulties experienced at school.</td>
</tr>
</tbody>
</table>

Table 1 shows the detail of teacher-parent-student-conference. It positively contributes to create partnership, but teacher and parent might be anxious to this situation (Graham-Clay, 2005). Rather than seeing the conference as one way reporting, it is conducted by involving student in the discussion. The purpose is to train the student to have a discussion with adult people. Besides that, it is also expected that students will be aware how the information about the students will be discussed among them. The students will see how the teacher perceives their performances at school. This also functions as a way of reflection for them and learn to understand how adults (parents and teachers) perceive them and their performances at school and at home.

This activities is also beneficial for parents where they can involve on their child’s academic life. Cotton and Wikelund (1990) agree that by attending the teacher-parent-student conference will contribute greater benefit in compare to the case without any parental involvement. They can make positive contribution. Focusing on the forming a reading habit, this activities will give the parents and students vision of how the habit will be formed and what should be done to strengthen the reading habit formation at school.

The second activities involves parents in reading habit formation is by empowering reading log. Lyutaya (2011) is in same opinion that it enables students to keep record on the personal reaction to text which make students think tangibly, flexibly, and fluidly. The detail of the activity can be seen on Table 2.

Table 2. Parent involvement in the use of reading log

<table>
<thead>
<tr>
<th>Activity</th>
<th>Role of parents</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowerment of Reading Log</td>
<td>Parents’ role is to accompany the student to read the books at home. It is highly needed especially for first grade students who cannot read yet. Parents must be committed to accompany their child to read the books borrowed by the student. If the student cannot read yet, the parents are expected to read the story for their child. After the parents and their child read any book or story, the reading log is then filled in and signed by the parents. But if students have been able to read, the role of the parents is only to control the student during reading and sign the reading log after the student finished reading.</td>
<td></td>
</tr>
</tbody>
</table>

In order to make the use of reading log successful as how it supposes to function, the parents must be committed to allocate their time to control and monitor the student to read the book at home. The control is also conducted by the teacher every morning during home room session. The classroom teacher checks the reading log of each student and inform to all students in the classroom that if the students read books at home
and fill in the reading log which is signed by their parents, they will get 10 point and written down in the reading rocket put on the wall.

The power of the reading log is the point reward itself which is provided by the teacher. The students are eagerly to read their books because they wanted to get the point and accumulated in the reading rocket reward where all point of students are written down by the teacher. The temptation of getting the points made students have to read every day, and this behavior naturally builds their habit. This successfully lead the students to like reading, and their habits are then formed which shape their reading character.

Parental involvement seemed to be well-empowered in NBBS. Parents could involve on those activities and their contribution for their children’ academic achievements is obvious. Empowering teacher-student-parent conference is very successful to developing a positive habit on young learners. The conference gives teachers chance to share the need of supporting a particular habit or behavior. For example, the success or the failure of using reading log can be shared and discussed during the teacher-student-parent-conference so the three parties (student, parents, and teacher) can share the information.

The power of parental involvement can also be seen when the involvement of parents can stimulate students’ habit of reading becoming student’s hobby. The power of repeating the actions of reading, which is accelerated by the rewards make the students repeating the habit of reading over and over, and this lead to shape the habit which form their character.

4. CONCLUSION

The parental involvement is very beneficial on students’ academic achievements, especially forming a positive habit on students. As one of very beneficial habit, reading habit indirectly influences to students achievements since most of activities in school level empowering this skill. A plenty of theories suggest the use of parental involvement in forming positive habit. The findings showed that parental can be programed and occasion due to the time of occurrence. There are six types of parental involvement existed on NBBS, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. These six types can be seen clearly on teacher-student-parent conference and empowering reading log. The activities effectively help students to form their reading habit and enable parents to contribute on their child academic life.

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The Development of Learning Material to know Allah names on Kindergarten

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ABSTRACT: The formulation problem on this research is how the appropriateness and the effectiveness of AsmaulHusna guidance book suitable to improve the language progress and religious value on the students of B group in kindergarten. This research has goal to produce guidance book, that is appropriate and to describe the effectiveness AsmaulHusna material-guidance book having goal to improve language progress and religious values on the students of B group kindergarten. Its development product is guidance book and video in VCD. They are AsmaulHusna material and six material stories. This development is done by three steps. First, the development step uses the Dick and Carrey development model. Secondly, product trial step. It is validation test by material expert and media expert. Third, the effectiveness trial step is done by personal trial, small group trial using pretest and posttest design. The instrument of collecting data uses interview and observation technique. Then, the data is analyzed descriptively and statistically by counting the percentage and the average. Base on the analyzed data is able to conclude that AsmaulHusna material guidance book is able to improve language progress and religious value on B group students of kindergarten.

1. INTRODUCTION
The development of religious value, moral, social, emotional, language, cognitive, physical, and motoric and art has to be balance, so that the children development grows up optimally. Montessori and Hurlock (2012:20) explain that early age is a period/sensitive period on children who need to be stimulated and developed. According Zuriah (2011:40) religious value and moral cover religious sociality, gender, fairness and independence. Language is communication tools to reveal and to express feeling, to convey idea, hope, will to accept information and to solve the problems. By language, the children are able to reveal vocabulary simply and to reveal story again conveyed by teacher to understand knowledge or new information. The phenomenon faced on kinder Garten is the application of AsmaulHusna learning less no interest and there is not yet clear guidance and systematic as suitable as characteristic and maturity level on early childhood. According Dayati (2013:22) explains on learning children perception need amaxon / open children brain by debriefing, storytelling and songs. On Yani journal (2009) sharpen the research done with result use variation method likes singing, play storytelling.

Learning with storytelling makes children able to boost and to stimulate happy feeling and to improve their ability to repeat information on story and to applicant on children activity. By good and systematic guidance, children are easy and interest to learn Allah name identification. That is AsmaulHusna. The product development is guidance book and VCD as accompanists. The goal of this research is to develop learning
2. METHOD

The development model of this research uses Dick and Carrey model (2009) by ten steps. The goal of product trial is to get validation data on the development of material learning; that is the guidance book of AsmaulHusna material. The trial test design of material learning development is guidance book and VCD. They are expert validation. On personal trial test is done by eight children and field trial test is done by forty children.

It compares children ability before getting treatment (Sugiyono, 2010:302). The researcher uses one group pretest and posttest design type to know the improvement of learning activity using guidance book.

The subject of trial test on this research is B group at AI- khotijah, Tulungagung. They are five until six years old that consist of two classes. The amount of them is forty children; twenty one boy students and nineteen girl students. The kind of development product data on this guidance book is quantitative and qualitative. The instrument of collecting data is interview, observation and questionnaire. That is assessment and suggestion and also comment from validator using Gutman scale. The technique of data analysis is:

a. The analysis expert validation data is done by considering input, comment, validator suggestion with using Gutman scale.

b. The analysis of personal, small group and big group trial test data use pattern:

\[ X = \frac{\sum X}{STn} \times 100\%

Note:

\[ X = \text{the percentage individual success} \]
\[ \Sigma = \text{the amount of all score for every indicator} \]
\[ ST = \text{the highest score} \]
\[ N = \text{the amount of indicator evaluated} \]
(Source: Sudijono, 2008:43)

c. The result of trial test data on small group uses pattern :

\[ P(\%) = \frac{\text{total score}}{\text{criteria score}} \times 100\%

Note:

Criteria score: the highest score X total aspects X total respondents.

d. The effectiveness analyst from guidance book development on AsmaulHusna material and the development of language and religious value on children uses one group pretest and posttest design type.

The first picture: design one group pretest and posttest O1 and O2 compare the result of language ability and religious value children on the first measure and the last measure. Then, the result of data is analyzed use 20 SPSS software.

3. THE RESULT AND DISCUSSION

The development of guidance book is conveyed by some stories representing 99 AsmaulHusna as teacher guidance on learning. By story is hoped the children to be able to heed stories that is conveyed by teacher and able to storytelling again about the content of story.

The result of guidance book and VCD validation by Dr. BachtiarM.Pd show the appropriateness media by doing revision process getting the first percentage
score; 79%. Then percentage score gets improvement until 90.62% after validation test is done. It is personal test on four children get percentage score more than 51% that is three children get 100%. On small group, trial test is done by eight children, it shows that the effectiveness get 96.09%. The field trial test on forty children get 11.13% score and the last measurement get 15.40% score.

According Hurlock opinion (1978, 176) language is a communication means by giving rise to mind and feeling to convey purpose to others. According Syamsu Yusuf (2007, 118) Language is a communication means with others on mind and feeling that is expressed on symbols form to convey the meaning by language. By storytelling, it is able to improve language development optimally. The application of material is able to be realized on children behavior to themselves, teachers and others.

4. CONCLUSION
a. Guidance book and VCD is suitable to be used to improve the development of language and religious value on children
b. The development effectiveness of guidance book and VCD is able to improve the development of language and religious value on children
c. Guidance learning material is able to be used to other group having same condition and adjusted with achievement level on children development
d. This guidance book is able to be used as reference and promulgated on teacher to design learning material.

REFERENCE LIST
Releated work environment and motivation to work with performance tutors BP-ECD in East Java and Dikmas

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ABSTRACT: The need for quality human resources is increasing a demand that can not be postponed again. Improving the quality of human resources (PNS) are a priority. The Government has taken various improvement programs, improving the competence of educators PNF (tutors) had not been optimal, especially in efforts to improve the quality or work performance. The problems that exist are declining performance of employees (pamog study) annually, based on the results of data obtained ang observation researchers are currently conducting a study. This study aims to describe and analyze (1) how much the relationship between the environment and the performance of Civil Learning (2) how much work motivation and performance of tutors (3) contribute simultaneously between the work environment and work motivation and performance of officials at the BP-ECD and Dikmas Surabaya, east Java. This study uses a quantitative approach to research the type of correlational and multiple regression / double, with a significance level of 5% to know there is a relationship between variables. Because in this research has more than two variables. The process of data collection was done by questionnaire, observation, and documentation. Further data are grouped, analyzed, tested the validity of the data using validity and reliability. The results of analysis of data on this experiment shows (1) the relationship between the working environment with the performance of tutors in BP-ECD and East Java Dikmas correlation value 0.993 with significance 0.000 <0.05, (2) There is a relationship between work motivation and performance of officials BP-learning in early childhood and Dikmas East Java significance correlation value 0.950 0.000 <0.05 (3) there is a relationship between the working environment and working moivasi with the performance of tutors in BP-ECD and Dikmas East Java with multiple regression constant value of 466.491 yng value of 0.000. Values closer to 0,000 regression models are getting better at predicting. Then the significance of the F count> F table (4801.5> 3.09). From the analysis of these data we can conclude that there is a relationship work environment and work motivation and performance of tutors in BP-ECD and Dikmas East Java.

1. INTRODUCTION

Human resource management is a part of organizational management that focuses on the human element. Human resource management is a field that studies the relationship management and the role of humans in organizations or companies. Gomes, FC (2003). Therefore, in an era that is growing rapidly in the presence of increasingly advanced technology, the human resource demands for more competent who coined the spirit and discipline in their functions and roles for both individual as well as for companies or organizations.

The human resources referred to here are civil servants (PNS), a citizen of the Republic of Indonesia has been determined eligible, appointed by the competent authority and entrusted with
the task in a country office or assigned other duties, and paid based on laws applicable law. Adjei, FG (2006).

The status and role of civil servants (PNS) have in common and a destination that is as a public servant. As public servants, should hold a fair service to the community, dedicated to the loyalty and obedience to the Pancasila and the Constitution of 1945. In order to be able to perform well, then the employee development directed at improving the quality of human resources in order to have the attitude and behavior of the core devotion, honesty, responsibility and discipline, as well as the authority so that it can provide services according to the demands of society. PERMENPAN Act (2010).

Work environment less maximal influence on employee motivation and employee performance, both public and private status, which will be influential with the services provided to the public less the maximum. So that it does not happen then the work environment needs attention because it will affect the completion of the task and goal attainment office. The work environment must be considered, because it would affect the employee in performing tasks, conditions and results of its work Nitisemito (2002: 49). Motivation can be a morale boost is also one factor that is important in influencing the progress and success of an organization. Motivation is a state or condition that push, move a person to do something or activities to do in order to achieve the goal. Motivation is as raising morale and be a cornerstone someone to do a job. Anwar, Saifuddin (2012).

Many factors influence the decrease employee performance including the factor of working environment and lack of motivation for employees. According to researchers working environment that exists in some non-formal are less comfortable, because basically most of the facilities and infrastructure at the institute is already complete, but the concept of the arrangement of furniture facilities and infrastructure are less precise, resulting in air circulation is less smooth and lighting systems at noon is still lacking. Darmawan, Didier. (2009). Therefore, environmental factors become one of the special constraints that may be the cause of the lack of employee performance. Efforts to develop a productive work ethic is basically leads to increased individual performance but also the performance of the whole community. The level of performance of human work is strongly influenced by the work environment and work motivation, because the environment would be a comfortable place for employees so that employees are motivated in their work, and also people who are motivated to succeed will have the best performance on tasks with a level of difficulty medium, this means that the person enjoys limited job skills. So the work environment and work motivation has a close relationship with job performance.

2. METHOD

This study uses associative research is research that aims to determine the relationship between two or more variables, research methods using product moment correlation test and regression test.

Researchers used a questionnaire covered and be direct. In the scale measurement instrument questionnaire this study using a Likert scale Sugiyono (2010: 93. Instruments on the work environment variables (X1), motivation (X2) and the performance of officials (Y) using the measurement Likert scale was measured with ratings of 4 for responses strongly agree (SS), 3 for responses agree (S), 2 for response disagree (TS), and one for responses strongly disagree (STS).
Validity Test

Umar (2002: 141) defines the validity of the extent to which the measuring instrument capable of measuring what has been measured. In this study, using validity external, the validity of the external is done by giving a questionnaire instrument based on the theory selected and to determine the validity of item questionnaire used formula Product Moment correlation.

\[ r_{xy} = \frac{N \sum xy - (\sum X)(\sum Y)}{\sqrt{[N \sum x^2 - (\sum X)^2][N \sum y^2 - (\sum Y)^2]}} \]

Reliability Test

In this study to determine the reliability using the formula cronbach alpha because according to Cronbach (Anwar, 2006: 78) reliability using the spearman Brown formula han yes will generate an estimated reliability careful when cleavages tests obtained can meet the parallel assumption as for the formula as follows:

\[ \Gamma_{11} = \left[ \frac{k}{(K-1)} \right] \left[ 1 - \frac{\sum ab^2}{\sigma I^2} \right] \]

3. DATA ANALYSIS

In this study the correlation analysis product moment done with SPSS, the analysis is used to find the relationship between the work environment variables (X1) with employee performance variable (Y) and employee motivation variable (X2) with employee performance (Y).

The formula product moment is as follows:

\[ r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum X)^2][N \sum y^2 - (\sum Y)^2]}} \]

Description:

- \( r_{xy} \): The correlation coefficient for each item
- \( N \): The number of members of the group of samples
- \( \sum X \): Total score of each item
- \( \sum Y \): Total score total
- \( \sum XY \): The number of product X and Y
- \( \sum X^2 \): The number of squares the score of each item
- \( \sum Y^2 \): The sum of squares total score

In this study using multiple regression analysis. This analysis is to determine the direction of the relationship between the dependent and independent variables.

Multiple linear regression equation as follows:

\[ Y = a + b1X1 + b2X2 + ....... + bnXn \]

(Sugiyono, 2013: 235)

Significant results if F count > F table then significant and if Fhitung <Ftable it is not significant. (SPSS for Windows).

4. RESULTS AND DISCUSSION

1. Working Environment in early childhood and Dikmas BP East Java

Environment variable data Description BP's work in early childhood and East Java Dikmas obtained through questionnaires or instruments method of research to 50 tutors (PNS). Based on the results of questionnaire or research instruments and data analysis working environment in early childhood and Dikmas BP East Java includes four categories of score that is a score of 1 indicates not agree as much as 1.78%, a score of 2 indicates disagree as much as 4.05%, a score of 3 indicates agree as much as 41.73%, and a score of 4 indicates strongly agree sebanyak 51.84%.

It can be concluded that the working environment in early childhood and Dikmas BP East Java is good because it has the highest presentation score 4
compared to the other score that is equal to 51.84%.

2. Work Motivation in BP ECD and Dikmas East Java.

Description of Work Motivation variable data in BP ECD and Java Dikmas Timur dipereoleh through questionnaire method or a research instrument to 50 tutors (PNS). Based on the results of questionnaire or research instruments and data analysis in BP ECD Work Motivation and Dikmas East Java, covering four categories score is a score of 1 indicates not agree as much as 1.80%, a score of 2 indicates disagree as much as 5.38%, a score of 3 shows agree as much as 44.42%, and a score of 4 indicates strongly agree as much as 48.38%.

Thus, it can be concluded that BP's motivation to work in early childhood and Dikmas East Java is good because it has the highest presentation score 4 compared to the other score that is equal to 48.38%.

3. Performance of BP Officials learned in early childhood and East Java Dikmas

performance variable data Description BP officials in early childhood and East Java Dikmas obtained through questionnaires or instruments method of research to 50 tutors (PNS). Based on the results of questionnaire or research instruments and data analysis work performance in BP officials early childhood and East Java Dikmas includes four categories of score that is a score of 1 indicates not agree as much as 1.83%, a score of 2 indicates disagree as much as 3.77%, a score of 3 shows agree as much as 41.55%, and a score of 4 indicates strongly agree as much as 52.83%.

Thus, it can be concluded that the work performance of employees / officials at BP early childhood and high Dikmas East Java because it has the highest presentation on the score 4 dabandingkan on another score that is equal to 52.83%.

In a hypothesis test using correlation From the table ofcorrelation result product moment Work environment variables (X1)with variable guardian Performance (Y) significant value is 0.00. Significant value is smaller than thevalue alpha of 0.05 thusH01 rejectedand H11 accepted it means that the work environment(X-1)are associated with learning pmong performance (Y).

In a hypothesis test using correlation. From the table ofcorrelation results of product moment work motivation variable (X2)with Variable Performance Guardian (Y) significant value is 0.00. Significant value is smaller than thevalue alpha of 0.05 thusH02 rejectedand H12 accepted it means that work motivation(X2)officials learned related to performance (Y). Because probabilities figure is 0,000 then all variables was significantly correlated.

Furthermore, the results of multiple regression test(multipelregression),based on the F test has been done then obtained F count> F table is 4801.5> 3.09, which means that the working environment and motivation to work together has a significant relationship with Performance BP officials in early childhood and Dikmas East Java. Because the F count> F table is 4801.5> 3.09, so that test results can answer hypothetical F 3 that is to be found positive and significant relationship between the work environment and work motivation and performance in BP officials early childhood and Dikmas East Java.

4. CONCLUSION

A. Conclusion

There is a positive relationship between the Working Environment and Work Motivation Performance with BP Officials learned in early childhood and Dikmas East Java. Known the results of multiple regression analysis (multiple regression) environment variable (X1) and motivation (X2) with guardian Performance (Y) of 0.995. The level of
The correlation of 0.995, which means neighborhood relationships and motivation with tutors very strong performance.

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THE MOSQUES AS THE NON FORMAL EDUCATION INSTITUTIONS

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ABSTRACT: The use of mosques as a container of education is thriving in the Bani Abbas famous caliph with the development of education and culture of Islam in those days many mosque established entrepreneurs, in addition to worship is also used for educational advice, besides the mosques are also equipped with the means and facilities for education. Mosques also for the education of children, a place for the study of the scholars, the place to discuss in various branches of science, and is also equipped with a library with books on a variety of science.

1. INTRODUCTION

In this live a life, a human being cannot be separated from education, because education is a conscious effort to help man to find his true identity, so it can know where he comes from, from the what, the why he created and where, later, he would return, then will be mempertanggung with all his behaviour during life. And if seen back in terms of the history of Islamic education, will be how the Prophet Muhammad in early Islam is already very concentrated in Islamic education, he started to educate and teach his people (companions), education and teaching are conducted at the home of one of the best friends he named al-Arqām Ibn Abi al-Arqām or commonly called Dāru al-Arqām in Makkah, at home this is he held a meeting and teaching with friends. When that number of followers he still very little, but day after day more followers is growing. Then when the Prophet Muhammad migrated to Medina, the things he do first is building the mosque, which is now called the Prophet's mosque. The mosque functioned as a place of worship, education, discussion, and others.

The use of mosques as a container of education is thriving in the Bani Abbas famous Caliph with the development of education and culture of Islam in those days many mosque established entrepreneurs, in addition to worship is also used for educational advice, besides the mosques are also equipped with the means and facilities for education. Mosques also for the education of children, a place for the study of the scholars, the place to discuss in various branches of science, and is also equipped with a library with books on a variety of science.

2. DISCUSSION

1. The Practice Of Islamic Education In The History Of Islam

Islamic education has a long history. In that sense, the existence of Islamic education flourished along with the emergence of Islam itself. In the context of Arab society, where Islam was born and was first developed, the coming of Islam is complete with educational efforts – not to mention the system – is a great transformation. For pre-Islamic Arab
society basically has no formal education systems.

M enjelang the advent of Islam, the Arabs basically has developed a literary activity, mainly in the form of poetry.

Although the expression system and the dominant transmission is oral, the writing has begun to be known to a limited extent. At least for some particular people (Jews and Christians), education is structured, although very simple, have started growing. At the time of the coming of Islam, there are only 17 people of Quraish who know write read. In the middle of hostilities the quraish, not much can be done by the Prophet Muhammad. along with his followers who are just a little bit. When they finally migrated to Medina (622H/1h), they found that some people from the tribe of Aus and Khazraj (the two main tribes of Medina) can write and read.

According to the teachings of Islam, the Prophet Muhammad pay particular attention to the question of education. During the early development of Islam, of course a systematic formal education has not yet been established. Education that takes place can be said to be generally informal; and even more to do with the efforts of the Da’wah Islamiyah – deployment, and naming the basics of Islamic belief and worship. In regard that's understandable why the first Islam educational process taking place in a particular friend's House; the most famous is the Dār-al-Arqam. But when the Islamic community had already formed, then education is held in the mosque. The educational process at both places this is done in the halaqah, circle learning.

Fachruddin said that at the time of the classical Islamic education institutions comprises a mosque, dār-, and shuffah. The mosque became a formal institution at that time. All educational activities take place at the mosque. Even the role of mosques such as the Open University at that time. It is said so because everyone can easily access the science. Fachruddin also said that at the time of the next trend of the mosque as a formal institution began to shift with the presence of the madrasa. With the presence of a madrasa then by itself also the practice of formal education was at the madrasa. The madrasa at that time reviewing science interdisciplinary scientific or academic integration (either the science or the science of diniyah gharbiyah). Thus the madrasa became rich in scientific assessment.

The madrasa was born as an institution that evolved naturally from the predecessor to bakalnya, that is the mosque. The mosque at that time became the center of religious studies, especially the mosque Academy (mosque of khan). Stages of change before becoming a madrasah is from the mosque, the mosque of the Academy, and then eventually became a madrasa. For graduation from basic Islamic learning in the mosque takes about 4 years. Financing of education in the mosque come from tahrir wakaf (Waqf the giver does not conduct surveillance against the implementation of the activities in the Mosque) The existence of the madrasa is one form of innovation in Islamic education trends. Innovation is said to be due at the time of the previous no madrasa.

Informal education has been going on since the beginning of Islam. They are knowledgeable about the Koran leads the discussion groups, reading the Koran Sura-Sura and explained the meaning contained in the Qur'an. Thus, education informally underway in the form of a discussion of the content of the Qur'an.

In the early period of Islam, the religious instruction given in the houses. The Prophet. your own using the House of al-Arqam Ibn al-Arqam as a meeting place with friends and followers of him. There the Muslims get instruction from him, in the form of Islamic norms and verses of the Koran. In addition the Prophet. held a meeting at the home of he
himself in Mecca. There the Muslims gather to learn and cleanse their soul enlightenment as well as creed.

To give lessons to children, the Muslims at that time send their children specifically to houses of correction to get the right from the clergy or to libraries to obtain complete books to read and become reference.

Formal education of Islam emerging during more recent times, by the resurrection of the madrasa. Traditionally, historians of Islamic education, such as ad-Din Munir Ahmed, George Makdisi, Ahmad Syalabi and Charles Michael Stanton considers, that the madrasa was first founded by Vizier Nizam al-Muluk at 1064; This Madrasah was later famous as Madrasa Nizam al-Muluk. However, more research is done, for example, the late Richard Bulliet revealed the existence of the madrasah, madrasah-older in the area of Nishapur, Iran. In 400/1009 there is a madrasa in Persia, which flourished two centuries before the Madrasa Nizhamiyah; the oldest is a Madrasa founded Dahiya Miyan Abu Isqa Ibrahim ibn Mahmudi in Nishapur.

Furthermore, in the tradition of Islamic education, institutions of higher learning, better known by the name al-jāmi'ah, which of course is historically related to the institutional and Jāmi', masjid – great mosque worshipers gathering place to perform Friday prayers. Al-Jāmi'ah that appear most early with potential as Collegiate institutions was al-Azhar University in Cairo, Tunis and at the Zaituna Karaouine in Fez.

Throughout the history of Islam, both madrasa or al-jāmi'ah devoted primarily to science-the science of religion, with special emphasis on the fields of Fiqh, tafseer, Hadith and. Natural sciences and exact sciences – that is the roots of the development of science and technology– since the beginning of the development of the madrasa and al-jāmi'ah are already marginal position. Study of general studies is not something that simply does not exist in the madrasah curriculum. But there are "pemakruhan" – not to mention the prohibition of the use of reason after the collapse of the Mu'tazilah, after a period of al-Ma'mun.

Furthermore, Hasan ' Abd al-' Al as cited by Suwito, mentioning that there are seven educational institutions who have stood at the time of the Abbasid especially in the fourth century hijrah. Seven of these institutions are: (1) basic education institutions (kuttab); (2) the institution of the mosque; (3) the merchant’s shop book (al-Hawanit al-Warraqin); (4) the residence of scholars (manazil al- ulama); (5) the workshop of art and literature (al-shalunat al-adabiyah); (6) library (dar al-polar wa dar al-’ ilmi); and (7) the institution of the school (al-madrasa).

Classical Islamic education institutions according to Charles Michael Stanton, based on the criteria of the relationship with the State institutions in the form of theocracy, there are two kinds of Islamic educational institutions, namely formal and informal Islamic education institutions. Formal educational institutions are educational institutions established by the State to prepare young men to Islam in order to master the knowledge of religion and the role of religion and become government officials. This formal educational institutions cost subsidized by the State and supported by the wealthy through property endowments. The management of Administration is in the hands of the Government. Institutions or informal institutions not managed by the State, and offers general subjects, including philosophy.

Informal institutions and nature, although in line with the needs of the environment, do not receive direct assistance from the State, also did not receive any legal recognition within the community. Informal education institutions supported by volunteers who devote themselves to the efforts of the
group. The existence of these volunteers are not regulated by the State; but private or a group of people involved in the institutions that are accountable to the public in the same way as any other citizen. The existence of informal institution depends on the personality of the scientist and his ability to attract students and supporters.

One of the informal institutions at that time was the library. Library-public library opened to the public, stands at mosques, the mosque-madarasah, and Academy-madarasah. The Caliph, the vizier, and local rulers often build a public library to promote the read-write activity and furthering the educational level in their territory. Such institutions are not only thriving in Baghdad and Cairo, but also in the capital-the capital of the province and along the North African region, particularly in the major centers of Islamic culture in Andalusia.

From the explanation above can be understood that in addition to the State to build real time formal education, on the other hand the leader (Caliph,vizier) build informal education facilities independently. This aims to promote government programs at that time.

Kuttab is a place to learn the first born in the Islamic world. Initially, kuttab serves as a place providing a lesson of writing and reading to children. Kuttab has actually existed in Arabia before the advent of Islam, but not so well known. Among the inhabitants of Mecca who at first learning to write Arabic letters in kuttab this is Su'fyan Ibn Umayya ibn Abd Shams and Abu Qais bin Abdul Manaf Ibn Zuhrah Ibn Kilab. Both learn from Bisyr Ibn ' Abd al-Malik who learned it from the battle of Hira. Kuttab was originally in the form of either a room in the home of a teacher.

In line with the widespread Muslim territory, increasing also the population converted to Islam. When that kuttab-kuttab that just took place in the homes of teachers began to be felt inadequate to accommodate children whose number gets bigger. Such conditions encourage the teachers and parents looking for a more airy place for peace study children. The place they chose was the corners of the mosque.

Aside from the kuttab-kuttab was held in a mosque there is also public kuttab madrasah in form that has its own building and can accommodate thousands of pupils. Kuttab of this type are formal. Kuttab began to develop due to special teaching for the children of the Royal family, Princes, and officials of the Palace which is taken care of by a mu'addib (the educator). Form of teaching that eventually evolved into kuttab-kuttab. Educators who started developing special teaching pattern it towards the formation of kuttab General according to Ahmad Hajjaj bin Yusuf Syalabi is as-Saqafi (d. 714). Al-Hajjaj was originally being mu'addib kids Sulaiman Ibn Na'im who became vizier Abdul Malik ibn Marwan. At this time that he developed a special form of education in the House of the Princes of the King into a form of public education called kuttab. From here also the careers of al-Hajjaj increased to Princes of the Umayyad Caliph al-Walid I (705-715).

Low level of education of Islam held in kuttab-kuttab is also given in the castle for the children of officials, based the idea that education must be set up to implement the student assignments, after mature later. On the basis of that reasoning, the Caliph and his family as well as the other princes of the Palace attempted to set up in order for their children from a young age already introduced with the tasks that will be dipikulnya later. The pattern of the education of children in different palaces with the education of children in kuttab-kuttab in General. Lesson plans for education in the Palace at the same outline with a lesson plan on kuttab-kuttab just a little plus and minus in accordance with the will of their parents.

In historical records prove that the development of kuttab progresses rapidly.
Dahhak Ibn Muzahim, a mufasir, had kuttab that accomodate pupils as many as 3000 people Dahhak Ibn Muzahim, so had to ride a donkey to check his disciples. On the other hand, in the Mamluuk period, virtually every founder kuttab founded the sabil kuttab, namely kuttab for orphans. Education in the sabil kuttab is given free of charge.

Kuttab is the first place a child learned to read the Koran, writing, the principles of religion, language and the sciences count. The art of writing or calligraphy is very worth noting anyway because it is part of the art of lukis-melukis. In kuttab provided special caregiver-caregivers in the field are above in full. Similarly, the Prophet. themselves have hired people to Islam (the companions) who know write read to take note of the Qur'anic verses. To teach the Muslims any time he enlisted the help of a non-Muslim person to teach Muslims to read and write because at that time the number of Muslims who are good at writing read is still a little. Writing skills read—which is the main educational materials kuttab—becoming increasingly important in accordance with berkembangnya of the Muslim community of Medina. The most important requirement, of course, is a noted revelation received by the Prophet Muhammad. from time to time. But write-read is also needed to allow communication between Muslims with the tribes and Nations. Read-write as an important priority can be seen in the events of the liberation of some captives of BADR.

2. The Role Of Mosques As Islamic Education

A mosque is a place of worship of Muslims, but the mosque is not just a place to prayer alone, can also be used for social interests such as the place of learning. In his great dictionary of Indonesian Language explained that the mosque is a place of prayer of the Muslims. However, when viewed from the mosque is the origin of the word comes from the Arabic that is (سجد – سجود – سجدة) which means "obedient, obey and bow respectfully and honor. Due to the origin of the word masjid means submissive and obedient, the nature of the mosque is where do all the activity that contains the compliance to God Almighty, as mentioned in the Qur'an Al-Jîn verse 18 reads:

"And verily, the mosque—the mosque that belongs to God. Then you shall not worship nobody in it on the side (worship) God "

Islamic education has a long history. In that sense, the existence of Islamic education flourished along with the emergence of Islam itself. In the context of Arab society, where Islam was born and was first developed, the coming of Islam is complete with educational efforts—not to mention the system—is a great transformation. For pre-Islamic Arab society basically has no system of formal education. Ahead of the arrival of Islam, the Arabs basically has developed a literary activity, mainly in the form of poetry. Although the expression system and the dominant transmission is oral, the writing has begun to be known to a limited extent. At least for some particular people (Jews and Christians), education is structured, although very simple, have started to develop.

The mosque also plays a role in Islamic education. The mosque at the time of the Prophet, place to give lessons. Among students who matriculate at the Prophet's mosque was Ali Ibn Abi Talib and Abdullah bin Abbas. In the mosque were studied religious law norms.

Study on the structure of the mosque of the Prophet is more of a colloquial form. However the structure of the investigations that are more systemic and formal can be held in a surau founded the then adjoining the mosque named al-Suffah. Because of the structure of the study here is more systemic and formal. In the mosque were also given instruction about health and oba-drugs (medicine).
During the reign of Umar Ibn Al-Khattab, Persi, Sham, Egypt and all Arab lands conquered the peninsula. Caliph Umar Ibn Al-Khattab has ordered the Governor to establish mosques in all the country and cities that had been controlled by the Islamic Government. In the third century hijrah, the city of Baghdad is already filled with mosques, as well as the city of Egypt. On the orders of the Caliph, the mosque was first built was the mosque of ' AMR Ibn Ash. In the mosque was given religious lessons and morals and gradually also lessons in this mosque. The history of the spread of Islam is closely associated with the development of the mosque, because every time Islam came into range of the country must build the mosque as one means of Dawah and various other interests.

Then to know how great is the role and function of the mosque in dakwah, education and the spread of Islam, then it needs to be seen back to the time of the Prophet, where he is a role model and a person who first kalimendirikan the mosque as a base for all activities, ranging from the vartikal relationship to God or horizontally to a fellow human being. The following are the 10 functions and the role that has been run by the mosque at the time of the Prophet

1) Places of worship (prayer, Dhikr).
2) The place of consultation and communication (the issue of economic, social, and cultural).
3) Places of education.
4) Place the social compensation.
5) Military training and preparation for war.
6) Place the treatment of the victims of the war.
7) Court Place and reconciliation of disputes.
8) Hall and venue receiving State guests.
9) Place holding prisoners.
10) And the center of information, information and defense of religion.

Then the function of the mosque began to change during the reign of Caliph Umar Ibn Al-Khattab, who started building the facility near the mosque, so that the function of the mosque is focused to a meaningful ukhrawi activities. The history of Islamic civilization noted, during the Umayyad Dynasty was the beginning of the first educational activities of the school were present at the mosque in the year 653 M in the town of Medina, and in 744 a.d. the school emerged in the mosque in Damascus. When the Ottomans conquered the Empire's capital city in Cordoba Spain Cordoba, transformed into the famous Science Center across the European continent, where College College which was built based on the mosque, call it one of the beautiful jami'Cordoba mosque.

Cairo's al-Azhar University in Egypt also started from the learning that performed well at the mosque named al-Azhar University in the year 975 H, when Chief Justice Hasan Ali Ibn al-Nu'man began teaching from the book "Al-Overview" and also various other Islamic religious knowledge, to develop into a world's second oldest university. And in the modern era, the role and function of the mosque have started returned as at the time of the Prophet and his companions, in addition to a place of worship a mosque also served as a place of various activities that relate to the benefit of the Muslims. And for more clear and specific role that Siswanto gives some must-have a mosque, that places of worship, a place of study, where the construction of the jama'ah, Da'wah and the culture, and the people of cadre recruitment Center.

When we refer to the course of history when the Prophet Muhammad will build a community, then whichever comes first is building the mosque. This also happened sa'at would build the city of Medina (formerly Yasarib) by first building a foundation of community through the mosque. The mosque of the
soils, and feature roofed boughs dates this is building the great mosque, built the world, that the city where he built it completely into the Medina, (as the name suggests) that literally meaning is "place of civilization", or at least, from the place seed born new civilizations of mankind.

When the Prophet chose to build a mosque as a first step to build the mosque, the concept of civil society not only as a place of prayer, or gathering place for certain groups of people, but the mosque as the Council for memotifisir or control throughout the Community (Community Control Center). Therefore according to the religious, social observer Drs.KH. Mustafid Amna, MA, it's no wonder in a mosque in the days of the Prophet Muhammad which was established on the basis of taqwa (ussisa ' alattaqwa) it turned into a multifunctional venue. Start from the center of the activities of the people, the place of education, economic development, health and resilience of the people.

History recorded no fewer than ten of the role that has been run by the Prophet's mosque (in Medina), namely as:
1. Places of worship (Salat, remembrance).
2. Place consultation and communication (social-cultural-economic issues)
3. The place of education.
4. Place the social compensation.
5. The place of military exercises and the preparation of his camp.
6. The treatment of the victims of the war.
7. Place the peace and the court dispute.
8. The Hall and place of receiving guests.
9. Place captured prisoners, and
10. The Centre of illumination or defense of religion.

3. Islamic Education Non Formal

Some definitions of Islamic education, according to education experts, such as according to Ahmad. D. the Marimba, as quoted by Abd. Rahman, is the guidance jasmani-rohani berdasrakan Islamic religious laws leading to the formation of the main personalities according to the size of Islam.

Islamic education is education which is based on the teachings of the Islamic religion, in this case Qodri Azizy mentions the limitations of defenisisi Islamic education in two things, namely (1) educate learners to behave in accordance with the values or morals of Islam; (2) educate learners to learn the material of the teachings of Islam.

Likewise, Islamic education according to Abdurahman Nahlawi, quoted by Nur Uhibiyanti, personal and community settings who have embraced Islam therefore logically and corresponding overall, both in individual and collective life.

Thus you can deduce the sense of Islamic education is education which in Islamic religious teaching by dasari to instill good moral values in private or in public. In Islamic education there is some kind of education 1) Formal education, 2) Informal Education, 3) Non Formal Education. However, in the discussion of this time the author would cite briefly the notion of Non-Formal education.

The opinion of experts of the non formal education non formal definisispindikan about quite varied. Philip h. Coombs argued that non formal education is organized educational activities each organized outside the formal system, either its own or are part of an activity, which is meant to provide the service to target specific students in mencapaitujuan-learning objectives.

According to Soelaman, the non formal education Joesoef is any opportunity where there are directional communication outside school and someone get information, knowledge,
training or guidance in accordance with the age level and necessities of life, with jutuan to develop the level of skills, attitudes and values that allow him to become a participant-participant that efficiently and effectively in an environment of family, work and community environment even his country.

Of some of the definitions above it can be concluded that non formal education is the education of the teaching and learning activities held outside the school to meet the needs of a particular learner education untukmendapatkan information, knowledge, training, and guidance so that it is able to benefit families, communities, and countries.

4. The Mosques As The Non Formal Education Institutions

The reality in the society is indeed still shows a very narrow function. The mosque in General, often identified with the place of prayer for those who profess Islam as the religion of anutannya. Beyond that, it's as if not having any social functions. More so for the activities of the business. In fact there are still some who tend to consider it unlawful. The mosque is only enabled for ritual activities.

As for social worship activities in the empowerment of Ummah (community), among other aspects of education, health and economic empowerment of people (community) has not been much hard-wired in the mosque are good. As a result, an increase in the number of mosques in the center of the life of society barely effect on decreasing poverty or social conflicts faced tensi.

Until this sa‘at, mosques whose number reached hundreds of thousands and is still going to continue to grow, yet seems to be dimanfa’atkan to the maximum. This is mainly because it is caused by the still low level of knowledge and understanding of the people about the mosque, in addition to that, our attention is still focused on the physical means of procurement efforts. In fact, the fulfilment of physical needs to memakmurkan mosque as instructed God Almighty in the Qur'an (QS: At-Tawba: 18) until the sa‘at is still relatively neglected.

“Only the memakmurkan mosques of God is the people who believe in God, and days later, and still set up the prayer, zakat and emnunaikan not afraid (to anyone) in addition to God, then they are the people who are expected to Include the people who got a instructions”.

Optimization of functions it can in turn also bermanfa'at for the construction of the Jama’ah and society in General, not only in the aspect of ritual worship activities but also for the construction of the social aspect of insight, politics and economics, as well as other insights in accordance with the demands of the times and especially as we see today. Therefore people are included in the Organization of the mosque are people who:

1) Neutral, because it concerns a heterogeneous community.
2) Devotion oriented but able to work for only want the reward of the hereafter.

In the situasi of any kind, ideally, can be used as a Community Center for trying to realize a better social order. If during this coaching Community Center is still centralized to formal institutions such as schools and madrasah, then for the community now have also developed kemasjidan institutions as one of the alternative construction of the people and even the nation as a whole.


There are several articles in the law No. 20 of 2003 offensive on Islamic education. In the rules there are at least three things associated with Islamic education. The first formal, institutional, non-formal, informal and madrasah institutions didudukkannya as one of the institutions of formal education which
recognized its existence is the equivalent of a school institution, and also emphasized on his position as the school characteristic of Islam. Next taklim the Tribunal recognized as non-formal education and the inclusion of Raudhatul Athfal as early childhood education provider, and also emphasized about the boarding school as a religious institution. Secondly, the Islamic education as subjects, religious subjects, its designation as one of the subjects that must be given to the learners in all paths, type, and level of education. Third, Islamic education as a value, there is a set of values in the Islamic system of national education.

In article 1 of the Act of the Republic of Indonesia No. 20 of 2003 stated that formal education is education which is structured and tiered, consisting of primary education, secondary education and higher education. Non-formal education is education outside of formal education can be implemented in a structured and hierarchical. Informal education is the education of the family and the environment.

The existence of Islamic educational institutions as a formal institution stated in article 17 that shaped primary school primary education (elementary school) and Madrasah Ibtidaiyah (MI) or other forms of equal as well as middle school (JUNIOR HIGH) and Mts (MTs) or other forms of equal. Regarding secondary education stated in article 18 that the secondary education shaped high school (HIGH SCHOOL), Madrasah Aliyah (MA), Middle School (CMS), and Mak (MAK) or other forms of equal. Whereas in article 20 stated that higher education may take the form of the Academy, Polytechnic, Colleges, institutes, or universities.

Furthermore, in article 26 stated that non-formal education is organized for residents who need education service that serves as a substitute, enhancer, and/or to complement formal education in order to support lifelong education. Non-formal education units comprising the institution’s courses, training institutions, group learning community, and taklim, as well as Assembly units of similar education. Results of non-formal education can be appreciated on a par with the results of a formal educational program after going through the assessment process a by the agency appointed by the Government or the local authorities by reference to national standards of education.

In article 27 stated that informal education activities conducted by the families and the environment shaped learning activities independently. The results of the informal education is recognized equal to the formal and non-formal education after students pass the exam sesuai with education standards.

About religious education, in article 30 States that religious education was organized by the Government and/or community groups of religions, in accordance with the legislation. Religious education serves to prepare students to become members of society understand and practise the values the teachings of his religion and/or become religious scholars. Religious education can be organized line of formal education, non-formal, and informal.

Religious education stated in law No. 20 of 2003 spelled out in the regulations of the Government of the Republic of Indonesia No. 55 in 2007. In article 1 PP No. 55 in 2007 stated that religious education is education that provides knowledge and shaping attitudes, personality, and skills in learners practise the teachings of his religion, which carried out at least through the eyes of a lesson/lecture on all lines, level, and type of education. Religious education is education that prepare learners to be able to run the role demands a mastery knowledge of religious teachings and/or become scholars of religion and practising the teachings of his religion.

Next in article 4 stated that religious education in formal education and
educational equality program at least organized in the form of a lecture or matapelajaran religion. In article 9 stated that religious education was organized on the path to formal education, non-formal, and informal.

In article 11 paragraph (2) stated that the results of religious education-formal and/or informal can be appreciated the equal results of formal education of religious/general/vocational after graduation exams organized by accredited education unit appointed by the Government and/or local governments. Article 13 of REGULATION No. 55 in 2007 stated that religious education-formal lines that are not educational units which have shaped the learners of 15 or more persons is a mandatory education program enrolled to the offices of the Ministry of religious affairs Kabupaten/Kota.

In article 14 stated that the Islamic religious education shaped boarding and diniyah. Education diniyah held on a formal path, colloquial, and informal. Education formal education organizes diniyah studies sourced from the teachings of the Islamic religion on the level of education of early childhood, elementary education, secondary education and higher education.

Non-formal education is organized in the form of diniyah instruction book, the taklim, the Noble Qur'an, taklimiyah diniyah education or other forms of its kind. Education-formal diniyah which evolved into a unit of compulsory education get permission from the Ministry of Religious Affairs Office district/city after fulfilling the provisions of the terms of the founding unit of education.

Article 22 States that his book is organized in order to deepen the teachings of Islam and/or be the scholars of Islam. Study of the book was held in boarding schools, Mosque, or other places that mushalla qualify. Similarly, the Tribunal could be held at the taklim mosque, mushalla, or other places that qualify.

Article 24 States that the quran education consists of a kindergarten the Holy Quran (TKQ), children's education of the quran (TPQ), Ta'limul Quran lil Aulad (TQA), and other similar forms. Qur'anic education curriculum is reading, writing, and memorize verses of the Holy Quran, tajwid, and memorizing prayers. Qur'anic education educator at least secondary education graduates diniyah top or equal, can read Al-quran with tartil and master the technique teaching of the quran.

Article 26 States that boarding school organises education diniyah or integrated with other types of education on the level of early childhood education, primary education, secondary, and/or tertiary education. Learners and/or educators in boarding school who recognised his expertise in the field of science of religion but does not have the formal education diplomas could become the educator subjects/College of religious education in all paths, rank, and the kind of education that require, after a test of competence in accordance with the legislation.

3. CLOSURE
Thus the youth receive life coaching education and religion in the mosque in the shadow of Islamic society that shows the rise and improvement. This coaching in order to organize all his dealings upon deliberation, mamantau members who were sick and then menjenguknya, keep an eye on the poor who need it most, and help them with what has been given the God Almighty. To him; Thus they braid rope docking between love hearts among all Muslims. So they become a society that is strong, holding each other closely and participate in educating, evoking as well as turn on generation of Muslims.

If the mosque remains on the original kedudukanannya as desired God Almighty goal line aligned with the construction of
the mosque, then it will be a very important pembinaan institution that provides educational impact on the development of the teenage psyche. In the mosque they observe adults gathered on the basis of norms that are sourced from Almighty God. Gain some in their soul feeling accepted and belonging in (ingroup feeling) in the Muslim community and a sense of participation in the glory of Jumaah Islamiah. In it they hear various sermons and lessons. Then arise awareness of aqidah Muslim, began to capture the meaning and purpose of life devices institution provided that the mosque of Allah for them in this world and the hereafter.

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The development of business strategy management model in a college using balanced scorecard framework

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ABSTRACT: The status change of Politeknik Pelayaran Surabaya to Public Service Agency (BLU – Badan Layanan Umum) aims to improve service level to society that stated in business strategy plan for period of 2014-2018 on aims and targets for five years ahead. Then, this research aims to give insight how to develop the business strategy management model using the framework of balanced scorecard (BSC) in Politeknik Pelayaran Surabaya. The method of the research is to implement four perspectives of BSC into business strategy development, namely: (1) finance, (2) customer, (3) internal business process, (4) the development and the growth; as well as six steps in Business Strategy Management System, namely: (1) formulation, (2) planning, (3) program making, (4) budgeting, (5) implementation, and (6) monitoring. The results show positive effects toward the increase of service performance of Politeknik Pelayaran Surabaya that are measured by level of user’s satisfaction (IKM – Indeks Kepuasan Masyarakat) and level of learning output. Those positive effects are: 1) the rapidity of certificate delivery, 2) trainee’s achievement 3) trainee’s konduite 4) the cooperation with industries 5) the amount of trainee 6) the income of Public Service Agency (BLU). Thus, the BSC method can be applied to colleges/high education institutions with BLU status which give positive effects to the organization.

1. INTRODUCTION

The government changed the status of Politeknik Pelayaran Surabaya (Surabaya Merchant Marine Polytechnic) to BLU (Badan Layanan Umum/Public Service Agency). The status demands the improvement of the quality of education services. Politeknik Pelayaran Surabaya, institutionally, should be able to provide optimal service to the community, but its performance should be profit oriented, so that the organization can finance the mandate through the source of revenue derived from the participation of the community that is the cost of education and training.

The demands of high quality education, organizational performance, financial independence while the limited resources owned show the importance of the role of management. Strategic management is a management model that is viewed successfully in the industrial in the developed countries in order to improve excellence and to win in business competition. Strategic management applications have evolved from business and industry management to others including on public services as well as on education management.

Mulyadi (2001) explains that strategic management is implemented with the following stages: 1) strategy formulation, 2) strategic planning, 3) programming, 4) budgeting, 5) implementation, 6) monitoring. Sonhadji (2013) adds the key to the success of strategy management is held by analyzing the SWOT and Balance Scorecard. SWOT analysis is done at the stage of strategy formulation.
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while the Balanced Scorecard is in the strategy implementation and assessment stage.

Organizations that have developed their business strategy management plan adequately, but have not been able to demonstrate a comprehensive performance as a performance measurement tool, the organization can not use this information to improve excellence and win in business competition. Therefore, the need to synergize the preparation of business strategy management with balanced scorecard framework, both from strategy formulation, strategic planning, programming, budgeting, implementation and evaluation, so that business strategy management can be used as a leverage of competitive advantage and able to win in business competition because Achievement of high performance both from financial aspect and non-financial aspect.

Strategic management and balanced scorecard: a literature review

Strategic management and balanced scorecard: a literature review

Strategic management concept

Strategic management is a systematic approach to conditioning the organization to a position that is ascertained to achieve its goals in a precise and sustainable way (Sagala, 2013).

Sagala (2013) suggests that strategic planning is adapted into school management by: 1) the school plans to position itself according to the ability and potential possessed, that is optimizing all available college resources to achieve the school's objectives; 2) the school is able to respond strategic issues; 3) the school emphasizes objectivity, scientific and systematic during strategic implementation.

To face competition and the ever-changing global environment educational institutions need an effective management of the business for it requires the management of a systematic strategy. The strategy management system is through the following stages: (a) strategy formulation, (b) strategic planning, (c) programming, (d) budgeting, (e) implementation, (f) monitoring (Mulyadi, 2001).

The first step is the formulation of the strategy and the outcomes that determine the survival of an organization are: 1) the results of macro and industrial environment, 2) mission, 3) vision 4) basic beliefs and basic values of organization, 5) goals, 6) strategies to achieve the vision and the goals.

According to Nawawi (2012), educational institutions as non-profit organizations is able to formulate strategies by applying the following strategy models: (a) aggressive strategies, (b) conservative strategies, (c) defensive strategies, (d) competitive strategies, (e) innovative strategies, (f) diversification strategies, (g) preventive strategies, (h) reactive strategies, (i) opposition strategies, (j) adaptation strategies, (k) offensive strategies, (l) pull-out strategy, (m) contingency strategy, and (n) passive strategy.

The second stage is strategic planning. Mulyadi (2001) states that strategic planning consists of three components: 1) strategic goals, 2) targets, 3) strategic initiatives. The strategic planning stage is a crucial stage, because this stage is the initial stage of strategy description.

The third stage is the preparation of the program. The stage is a bridge between strategic planning with the preparation of the budget (Mulyadi, 2001). Selected programs must represent the strategic initiatives that have been defined in the strategic planning. Programs are structured in relation to long-term profit planning.

The fourth stage is budgeting. The budgeting is the process of preparing short-term plans (usually for one year) containing the steps taken by the company in implementing some programs (Mulyadi, 2001).

The fifth stage is implementation. In the implementation of college strategies...
need to take advantage of long-term goals and short-term goals. Short-term goals translate long-term goals into current year targets to be implemented. Short-term objectives help implement the strategy at least in three ways: (a) short-term goals that operationalize long-term goals; (b) agreement on short-term goals helps to raise issues and potential conflict in an organization that usually requires coordination to avoid consequences; (c) short-term outcomes help to implement strategy by identifying measurable outcomes of action plans or functional activities (Sedarmayanti, 2014).

The last stage is the monitoring stage. Monitoring is the process of knowing the existence of suitability/deviation between the implementation with the plan in order to achieve the goals (Sedarmayanti, 2014).

Balanced scorecard

Balanced scorecard is a fast, precise, and comprehensive management, measurement, and control system that can give managers an understanding of business performance (Dally, 2010). The BSC as the core of the strategic management system has three advantages: 1) motivating personnel to think and act strategically in bringing the company into the future, 2) generating a comprehensive and coherent total business plan 3) producing measurable strategic goals [1].

The Balanced Scorecard concept translates the organization's mission and strategy into a comprehensive set of performance measurements, which sets the framework for a strategic measurement and management system. The organizational performance measurement combines balanced four perspectives: financial, customers, internal business processes, and learning and growth.

The Balanced Scorecard addresses the main disadvantages of traditional management processes, namely the inability of traditional management processes to link long-term strategies with company operations.

2. METHOD

Framework

The framework describes the stages of the business strategy management process at the Politeknik Pelayaran Surabaya through the Balanced Scorecard framework by step-by-step: strategy formulation, strategic planning, programming, budgeting, strategy implementation, monitoring, and development of a high-profile strategy model. Figure 1 draws the framework:

Figure 1 Framework

The conventional businesses, run by Politeknik Pelayaran Surabaya, require planned improvements involving internal and external parties in business strategy planning. The research uses Balanced Scorecard framework for business strategy planning, and analyzes the effects of it.

The reference that is used in the development of the strategy model is the performance of 2015. The involvement of external parties is achieved by the survey of IKM (Indeks Kepuasan Masyarakat/Satisfaction Index of Society) on the participants of the training courses held by Politeknik Pelayaran Surabaya. The results of the survey become the reference in the determination of priority program in accordance with the demand from the users. Internal parties are involved by
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interviews on strategic planning strategy of Politeknik Pelayaran Surabaya.

Research Method

Borg and Gall (1983) states that there are ten steps to the implementation of research and development strategies, namely: (1) research and information collecting, (2) planning, (3) preliminary develop of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revise, and (10) dissemination and implementation. However, the research does not use all the steps. The method is as follows:

![Research Method Diagram](image)

Figure 2. Research method

The method uses six stages of activity consists of: 1) Research and information collecting, 2) Planning, 3) Develop preliminary form of product, 4) Field testing, 5) Final product revision, 6) Dissemination and Implementation

The stage of research and information collecting is the pre-development stage of business strategy management model at Politeknik Pelayaran Surabaya. This stage begins with gathering information on the business strategy management process at Politeknik Pelayaran Surabaya. Information gathering is through document studies, field observation, and interviews to actors of policy process and decision makers. The results of data analysis are some important notes for researchers about the business management process strategy Polytechnic Sailing Surabaya.

The second stage is planning. The strategic plan is not yet comprehensive and coherent each other. Activities on a financial perspective should be supported by activities on the customer's perspective. The customer perspective has not yet been established, but the target of increasing the number of trainees is listed in the RBA (Rencana Bisnis Anggaran/Business Plan Budget). An increasing in the number of trainees directly affects the financial perspective of increasing income as a consequence.

The third stage is to develop preliminary form of product. The development of business strategy management model is done by measurement method to the achievement result of business strategy management model that has been implemented. Performance measurement instruments business strategy management model uses primary data and secondary data.

The primary data is obtained by measuring customer satisfaction level of education service and training user through questionnaires based on the decision of the Minister of State Apparatus Reforms No. KEP/25/M.PAN/2/2004. The secondary data is obtained from internal documents include the measures of business strategy success, among others: (1) speed of certificate handover, (2) achievement of students, (3) number of cooperation with shipping company, (4) number of training participants, and (5) BLU income.

The fourth stage is pre-testing by validating experts, i.e. education management experts, strategy practitioners and educational standards, and stakeholders. This stage is held before the implementation of the
test/field testing model on the real system.

The fifth stage is the final product, by reviewing the model that has been developed in the third stage with input from the experts. The revised business strategy model is translated into target of strategies, strategies, work programs and indicators.

The strategy management model becomes the figure:

![Figure. 3 Management model](image)

The last stage is model testing. The method of model testing is done by implementing strategic initiatives. The model is tested using the instrument of achievement of target indicators of business strategy management model, namely: (1) society satisfaction index, (2) speed of certificate handover, (3) value of GPA of students, (4) number of cooperation with shipping company, (5) number of students, (6) income.

3. EVALUATION

The conclusions obtained from the analysis of primary and secondary data are the existence of interrelated elements and require improvement. In the primary data analysis of elements to be improved is the speed of service associated with the speed of certificate handover in the secondary data analysis. The preliminary IKM survey results show the element of service speed is the most unsatisfying element. Thus, management needs to improve the speed of service. High priority should be given to the element to improve user satisfaction or participants who follow education and training. These steps should be incorporated into the strategic plan, both short and long term.

The next element is the lack of clarity and discipline of the teaching staff and the achievement of students in secondary data. The last element is the amount of cooperation with the industry/company. Thus, the strategy model was developed by taking into account the results of the analysis, namely the addition of strategic targets, strategic initiatives, and work programs.

Reassessment of post-implementation is done with the same survey on the same population of respondents so that it can be compared apple-to-apple before and after the trial. Assessment results after the development model trial, based on minimum performance, all elements have met the minimum achievement by applying the development model. This condition indicates an increase in satisfaction from the customer.

This strategy management model also increased the value of IKM of Politeknik Pelayaran Surabaya, which prior to the testing of the model has a value of 71.37 to 74.95, up by 5% with the average value of 3.02 elements with the previous 2.87. This condition also shows the satisfaction of the customer.

Based on the observation of secondary data, the model that has been developed by the researchers showed a significant positive result. At the certificate submission speed instrument exceeded the target that is maximum 20 days after KBM finished to be only 18 days post KBM. GPA ≥ 3 reached 83.75% of the
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minimum target of 80%. The value of konduite (trainee's performance and attitude report) category "B" reached 97.3% with initial target of at least 80%. While the number of cooperation with the targeted company there are at least 9 cooperation in 2016, reaching 17 cooperation such as previous explanation.

4. CONCLUSION

Business strategy management model developed through balanced scorecard framework can be applied to colleges/high education institutions with BLU status. This model looks at four perspectives coherently and comprehensively. The results of the implementation of the management model at Politeknik Pelayaran Surabaya showed positive results measured from the level of community satisfaction and the achievement of targets that have been determined, namely (1) the speed of certificate handover, (2) the achievement of learners, (3) konduite points, (4) number of cooperation with shipping industry, (5) number of training participants, (6) BLU revenue.

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Conceptual model of mobile learning based moodle for learning in higher education

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ABSTRACT: Mobile phones are currently widely used by students. Depending on the results of the needs analysis found that more students open social media applications on cell phones than by using mobile phones for learning activities. Therefore, this study aims to find a conceptual model of Moodle-based mobile learning for learning in college. The research method is descriptive qualitative with data collecting technique such as interview to material expert, media, and instructional design. The research was done in the Elementary School Teacher Education of Jakarta State University. The result of the study showed that there was a combination of learning theory with Moodle based mobile learning as the basis for the establishment of online instructional for students. It expected that the conceptual model of this research used as a reference for lecturers who want to use mobile phones as learning media to maximize instructional and learning activities in the classroom.

1. INTRODUCTION
The use of mobile phones is now beginning to influence in the world of higher education, especially to students. Currently, its utilization has a positive or negative impact, especially on the learning process and student learning outcomes. The positive, impact, of course, allows students in finding sources of learning spread across the internet while the adverse effect makes students become lazy to learn because it indicates the students use the source directly from the web without processing the information in advance, so it raises plagiarism action among students.

The results of research related to the use of mobile phones among students conducted by Resti (2015: 1) finds the reasons students choose a smartphone as a means of communication and information that is used is using a smartphone is socially and lifestyle. They say to have a smartphone. They can follow what is happening in the virtual world. Smartphones have a wide range of applications, especially social media such as path and Instagram. If they go for a walk or are hanging out with friends, then they will update place and social mediated photo so that others know what to do with such respondents feel proud.

Based on the results of previous research, this study intends to find a conceptual model of the learning process that uses mobile as a learning resource application that is Moodle Mobile Learning for learning in college. This study has different methods with previous research. The last research only came to quantitative descriptive analysis on the use of mobile phones among the students, while the study was not just to survey the use of mobile phones among the students but to the expert review stage due to this research type development research although it was reported just until the expert review stage. The results of the draft conceptual model of Moodle Mobile Learning for learning in college. This
draft conceptual model will still have to be piloted to the next formative evaluation stage. This conceptual model becomes an overview of the process of learning activities that should be done in the college class when a lecturer teaches students with the help of mobile phones. This has an impact on the emergence of an android application-based learning model that can provide a new variety of learning models that have been there before, so that exploit something that has been owned by students to make lecturers to pursue existing devices without the need to buy new.

However, this is not accompanied by the use of mobile phones for learning and instructional. Of some mobile phone users in Indonesia was mostly only intended for phone, SMS, Facebook, Instagram, and Chat. Not much used for the utilization of learning in instructional. The challenge is not yet widely available mobile-based learning content that can be accessed publicly. Most of the material on the market is still dominated by entertainment content that has less instructional aspects.

This research is also coupled with the questionnaire results in the preliminary study stage distributed by researchers in March 2017 to 64 PGSD FIP UNJ students showed some students have more than one mobile phone. Compared with other ICT devices, cell phones are used by students >3 hours per day. Applications that students often open more interaction with social media. The most widely opened program by students is Instagram. Next is Line. Also visible if Instagram is the most requiring application of time is often opened once per day that is > 3 hours. Very different when the students related to the lectures that only require <1 hour to utilize the internet in mobile in search of information.

Students are more used the internet for opening Instagram and interact with other social media. Means that exist in mobile for personal purposes compared to lectures. If browsing the internet on mobile is only entertainment information that most students do (56.25%). The rest opens up information about hobbies, science, and more. The Internet is often used by students to do lecture assignments but very few lecturers (18.75%) who use the internet frequently for classroom discussions. Whereas most students (75%) often use the internet because it is considered cheap and practical. In general, students are not usually involved in online learning either inside or outside the study program.

This fact led to the need for more mobile, diverse, and accessible mobile-based content/application development so that the Moodle-based model of m-learning was chosen for unpaid and available for students.

Moodle is a learning media application program in the form of the web. Moodle can be opened either on computer or mobile phone. If tailored to the title of this study, then the targeted is the Moodle in cell phones. Materials in the form of text, images, and videos are uploaded into Moodle making it easier for students to access anywhere, and it can be said that Moodle makes the form of learning change from face to face in the classroom to distance learning.

Previous research is concerned about Moodle by Vera, et al. This study examines the design and implementation processes of mobile learning systems in educational processes in colleges such as the advantages of using m-learning, the core requirements for mobile learning tools and resources. The results showed a positive impact of the use of mobile learning in the Department of Applied Mathematics and Informatics (Vera I. Toktarova, Anastasia D. Blagova, Anna V. Filatova, & Nikolai V. Kuzmin, 2017: 1).

The equation of research with research that will be done that is equally researching at the college level. The difference is if this research only tests the design and implementation phase of
mobile learning and do not utilize Moodle application program while research that will be done focus start from phase analysis until evaluation. Also, this study is conducted outside Indonesia so that the characteristics of users (students) who use it is probably different.

Therefore, it is important to do research on the development of Moodle Mobile Learning for learning in college so the question of this research is How to design conceptual model of moodle Mobile Learning for learning in college.

2. RESEARCH METHODS

The method of this research is descriptive qualitative. The use of this approach with the consideration that the type of data to be generated in this study in the form of quantitative and qualitative data.

The research method applied in this study is based on the theoretical framework of design and development research (DDR). According to Seels and Richey (quoted Richey & Klein, 2007: xvi), the design is the planning stage of the specification being built while the development as a production stage where the design specifications are actualized.

The instrument of research in this research that is questioner and interview. Questionnaires were given to 64 students who taught the subjects "Development of Learners" and interviews were given to materials experts, media experts, and design learning experts. The questionnaire contains about the use of mobile phones among students while the expert validation to ask the feasibility of the product. The product produced in this research is mobile learning based on Moodle titled Mobile Learning Ku. Since this study was only until the first year of research so that the resulting conceptual model of Moodle-based mobile learning for learning in college. The research is done in the Elementary School Teacher Education of Jakarta State University.

The time of the study conducted from January to June 2017.

This study only at the expert validation stage as the result of first-year research so that formative evaluation involving students has not been done.

3. RESULTS AND DISCUSSION

Based on the results of needs analysis conducted on 64 students with distributed questionnaires related to the use of mobile phones among the students it can be concluded that all students have cell phones even some students who have more than one handphone. Compared with other ICT devices, mobile phones are used by students> 3 hours per day. Activities that do more interaction with social media. The most widely opened program by students is Instagram. Next is Line. Also visible if Instagram is the most requiring application of time is often opened once per day that is> 3 hours. Very different when the students related to the lectures that only require <1 hour to utilize the internet in mobile in search of information.

Students more use the Internet for opening Instagram and interact with other social media. Means that exist in mobile for personal purposes compared to lectures. If browsing the internet on mobile is only entertainment information that most students do (56.25%). The rest opens up information about hobbies, science, and more. The Internet is often used by students to do lecture assignments but very few lecturers (18.75%) who use the internet frequently for classroom discussions. Whereas most students (75%) often use the internet because it is considered cheap and practical. In general, students are not often involved in online learning either inside or outside the study program.

Thus it can be concluded that if all students have communication devices in the form of mobile phones, then Moodle-based mobile learning products can be developed and provided to students for
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learning. Besides, it is still rare that lecturers involving the use of cell phones in the learning process make the product an alternative that needs to be introduced for learning to students.

After the needs analysis, then the next step is to validate the product. Products are given to media experts, materials experts, and design learning experts. Advice from media experts on applications, developers revise the teaching materials used by presenting a picture that serves to explain the content to make it easier for students to read and understand it. The instructional designer suggests replacing the verb linking within the core competencies by linking and in the competency map added before the lesson to see the learning model used. Then, the material expert suggests enriching the learning experience of the Theory of Human Development Theory and adding Special Needs Children’s Material.

From the results of expert validation, then made a draft conceptual model of Moodle-based mobile learning for learning in college. The theoretical model used is adapted from Brown's learning model which consists of instructional objectives, instructional conditions, materials and facilities, and instructional evaluation (in Sanjaya, 2008: 11).

The initial design of the Moodle-based m-learning model for learning in college is still a workflow from Moodle when used in the learning of students and lecturers together are interconnected with the internet. Students can access Moodle using a computer or mobile phone while the lecturers use computers and cell phones. Lecturers use the computer when entering the required course material files while the phone is used while teaching in the classroom. There are different roles between lecturers and students in accessing Moodle even though the admin does the account creation process. If the student has a role in doing an evaluation, receiving grades, accepting tasks, collecting assignments, and discussing/chatting while the lecturer plays a role in making schedules, creating teaching materials, making evaluations, managing values, sending assignments, assessing assignments, and discussing/chatting.

However, it turns based on the comments of the design of learning. Not all instructional materials can be done online, so that concept map creation before making a plan for instructional is needed in identifying instructional materials that require online and face-to-face and online activities. Therefore, after expert validation, Moodle-based m-learning adapts Brown's instructional model that describes the learning component beginning with the achievement of desired instructional objectives covering knowledge, attitude, and skill competencies; Conditions designed to achieve the instructional objectives; Learning resources used; As well as learning outcomes that have been achieved. All components in the instructional system refer to the activities of learners so that learning has a paradigm centered on learners. Here is a conceptual model of Moodle-based mobile learning.

A. The menu is logged in
   - Lecturer
   - Students
   Each student gets the role of the objective formulated to achieve general instructional objectives

B. Resources
   (Materials and Tools)
   - Physical facilities: Internet, computers, and mobile phones
   - Source: The Internet, lecturer, students
   - Administrator: website manager

C. Evaluation and Development
   - Lecturer:
     - Make an evaluation
     - Managing values
     - Send the assignment
     - Assessing assignments
     - Discussion
   - Students:
     - Work on evaluation
     - Accept value
     - Receiving assignments
     - Collect tasks
     - Discussion / Chat
   - Development:
     PRODUCTS REVISED OR MEDIA
The conceptual model is the underlying theory of Moodle-based m-learning. So, when someone wants to enter into learning can act as three parties namely students, lecturers, and administrators. However, the public does not have access to open the learning within the application. Moodle is primarily intended for the parties involved in the intended classes by the concept of learning that explains the learning and learning process as a planned and deliberate attempt to change one's behavior either cognitive, attitudinal, or psychomotor that is derived from the interaction with the source of learning. Therefore, the purpose of learning should be made both general and specific learning objectives to direct students to the success of learning and learning.

Once determined instructional objectives, the next step is to identify the condition of learning so that students can learn. Learning conditions in Moodle-based m-learning are made face-to-face or online through applications on mobile phones. All learning and learning activities are directed toward student-centered and networked learning. Then determined the material and physical facilities that need to be held. Physical facilities such as internet, computers, and mobile phones are the support of Moodle's successful procurement of m-learning. By studying online, students have a more diverse learning resources such as the internet, lecturers, and from fellow students through media discussion. Administrators are also crucial in Moodle-based m-learning as it helps teacher activity in ensuring the smoothness of the learning and learning process.

In the evaluation activities, teachers and students have their roles. Lecturers are tasked with making assessments, managing grades, sending assignments, assessing assignments, and discussing with students while students have roles to perform evaluations, receive grades, accept jobs, collect assignments, and discuss with fellow students and lecturers.

Moodle does not impose any style in a lesson, but if it is associated with learning styles, Moodle indirectly makes the learning style look like (Suarta & Tatra, op.cit., 48 - 49):

a. Constructive Understanding

This view explains that students are actively building new knowledge as a result of interaction with their environment. Through Moodle, students are invited to read, see, hear, feel, and touch learning materials in Moodle. Students not only read the web, follow the lecture but interact with information sources that provide a lot of information so that students will bridge between the old knowledge with new knowledge so that there is more recent knowledge in mental structure.

b. Construction Understanding

This view emphasizes that one's knowledge will be more effective if the person can share it with others. Suppose the student re-explain the information obtained from the internet, lecturers, or books to his friends by using his language.

c. Constructive Social Understanding

This view emphasizes the development of groups or social groups that share knowledge to create a culture of sharing the work with sharing knowledge.

d. Connected and Separated

The connection is meant to be more empathic in accepting subjectivity, attempting to hear and answer questions with the aim of understanding different perspectives while being separately interpreted when one tries to find a purpose and reality to defend the ideas it possesses.
by using logic to find the weakness of opposing ideas.

With the learning model that goes through Moodle then gave birth to the principles of web-based learning as proposed by Miarso. Miarso (2004: 545) emphasizes the principles that become the reference in developing web-based learning model (m-learning based on Moodle) that is:

- a. The principle of independence. Through mood-based Moodle, students can study independently, individually or in groups, as well as a little help from lecturers.

- b. The principle of flexibility. Lecturers have the flexibility in arranging the schedule of learning activities, accessing learning resources, and ending the learning process according to the will of the students.

- c. The principle of updating intended learning materials that exist in Moodle whenever needed is always there.

- d. Principles of conformity intended program of learning activities that exist in the application have been adapted to the characteristics of students.

- e. The principle of mobility signifies Moodle through my Mobile Learning Ku application that has been registered to the Play Store allows apps anywhere, anytime, and anywhere can be directly used.

- f. The principle of efficiency indicates if the utilization of various sources of learning such as teaching materials and video available in the application can be optimally utilized.

4. CONCLUSION

A Moodle-based mobile learning model adapted from Brown's learning model with customized online and face-to-face learning. A learning model has a component of learning objectives, learning conditions, resources (materials and tools), and evaluation of learning. Inside Moodle allows students to enter the "digital classroom" as they can access online learning materials. The advantages of Moodle, among others, can create instructional materials, quizzes, discussion forums online. Moodle does not impose any style in a lesson, but if it is associated with learning styles, Moodle indirectly makes the mode of learning visible.

Students are actively building new knowledge as a result of interaction with their environment. Through Moodle, students are invited to read, see, hear, feel, and touch learning materials in Moodle. Students not only learn the web, follow the lecture but interact with information sources that provide a lot of information so that students will bridge the old knowledge with new knowledge resulting in a more recent experience in mental structure.

Students re-explain information obtained from the internet, lectures, and books to friends using their language. Development of groups or social groups that share knowledge to create a culture of sharing the work with sharing knowledge. More empathic in accepting subjectivity, trying to hear and answer questions with the aim of understanding different angles while being separately interpreted when one attempts to find the purpose and reality to defend the ideas it possesses by using logic to locate the weakness of opposing ideas.

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Experiential learning: using the learning material on integrated concept

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ABSTRACT: The aim of this research is to determine the needs of students, especially in the Department of PGSD, and alumni and stakeholders of the courses and learning materials used when students studying at PGSD. It based on the implementation of K13 which is implemented in Elementary School, where the learning in Elementary School is implemented thematically and integrated. The method in this research is survey research. Where the researchers do is conduct a survey by distributing questionnaires to students of PGSD, alumni and stakeholders. It is done to analyze the need for learning materials used in lectures in PGSD. The questionnaire is expected to give some information related to the needs of what is required by PGSD students during the students study in PGSD on learning materials that should be used in lectures at PGSD, considering PGSD is a place for elementary school teachers candidate who will be dealing with a curriculum that implements thematic and integrated learning.

1. INTRODUCTION

School is a place of formal education organized systematically. Each school in Indonesia has a curriculum that has been determined by the government. Standardization of curriculum is done to get the same quality. The curriculum according to Hamalik (2001:66) is a set of plans and arrangements regarding the content and lesson materials and ways used as guidelines for the implementation of teaching and learning activities. As a teaching guide, the curriculum is the foundation for making learning activities.

The curriculum Indonesia reform was introduced in 2015. Kurikulum Tingkat Satuan Pendidikan (KTSP) becomes Kurikulum 2013 (K13). The goal of this curriculum change is in elementary, junior and senior high schools. The purpose of curriculum change is to make the learning pattern focuses on improving students' activity in learning.

Implementation of K13 is also gradual, starting from grade I and IV for elementary school, grade VII for Junior High School and grade IX for High School and so on each year, so that in 2015 is a complete year for each grade at every level to be able to Implementing the curriculum.

The changing of K13 which looks the most basic and outstanding is the integration of the content of the existing subject area in Elementary School. In its implementation, elementary school students no longer study one subject area separately, but are integrated in a theme and sub theme. In one day, students will learn a sub theme that involves several related subject areas. This change causes the whole subject not to stand alone, so that students receive thematically-integrative material.

But the implementation in the field is contradictory to the college which in fact is a place to produce teacher candidate
who will be plunged into the field and implement the implementation of the K13. This happens because the changes in the K13 are not welcomed in line with changes in universities curriculum, especially some Majors that produces prospective teachers. One example is in the Department of PGSD, where students receive several separate subject areas such as, mathematics, science, social studies and some other subjects area.

Submission of material is done separately in accordance with the classification of each science. Interrelationship between courses is never obtained by students, in addition to integrated learning courses. This is very contrary to the curriculum conditions in primary schools. Thus, this has led to the difficulties of students as a teacher candidate implementing teaching practices in schools that require them to integrate multiple subject areas into an integrated sub theme.

In this case, it is necessary to conduct a survey of students, alumni who have taught in schools and stakeholders or schools that use alumni as their teachers. In order to get results and to find out the needs needed in the field that can be prepared optimally in the college.

2. METHOD

The method of this research is survey research. Survey research is a technique of collecting information that is done by compiling a list of questions asked to respondents in the form of a sample of a population.

There are six basic steps in conducting a survey study: (1) The first step is to establish the initial hypothesis, to determine the type of survey that will be conducted via e-mail, interview or telephone, make inquiries, determine the categories of the respondents, and determine the research setting; (2) The second step, which is to plan how to record data and conduct initial testing of survey instruments; (3) The third step, which is determining the target population of respondents to be surveyed, create a survey sample framework, determine the size of the sample, and select the sample; (4) The fourth step, namely determining the location of respondents, conduct interviews (interviews), and collect data; (5) The fifth step, entering data into the computer, checking the data that has been entered, and make statistical analysis of data; (6) The sixth step, which describes the method used and describe the findings to get criticism, and to evaluate.

Subjects in this research are students, alumni and stakeholders who cooperate and have partners with PGSD FIP UNESA in Surabaya and surrounding areas such as Gresik, Sidoarjo, Pasuruan and Mojokerto.

3. RESULT AND DISCUSSION

Based on survey results that have been conducted with interviews and questionnaires of students who are still active as a student of PGSD, PGSD alumni who currently has become a teacher in several partner schools and non-partners of PGSD and also stakeholders in this case is the partner schools PGSD in which interviews and questionnaires were given to teachers and principals, yielded the following results:

a. Students

From the results of the survey of students, there are some opinions that arise from students who are needs that are considered necessary to be obtained at this time.

In terms of materials used today, students said that the material used in the department of PGSD is related to content that will be delivered in elementary school and how to teach it. The materials are presented separately in their respective subject areas such as mathematics, science, social studies and other subject areas. From the results of the questionnaire on the
material used today 76% of students said they did not find it difficult to understand the material presented separately, because students have the opportunity to study the subject in more depth, starting from understanding the concept to understand how to teach it.

However, from some students who have entered the level of the last year, where the student is taking the course practice teaching in school, most students find it difficult in applying the subject that has been studied on campus with lecturer. This is shown by 24% of students expressed difficulty in integrating several subject areas to be delivered in the learning process in the elementary school class. When the student performs the practice in school, it turns out the implementation of learning is different, that is in the process of learning the delivery of the material is implemented in an integrated manner. Thus, students find it difficult to integrate several areas of subjects that have been learned to be delivered to elementary school students.

Based on this situation, the students said that it is necessary to give a course or a teaching material that can be used as a reference for student learning in integrating several subject areas into one discussion theme or into one learning process. This is in line with the opinion of Fatima (2012: 109) which conveys that Keeping the learners motivated through materials is a crucial factor in the overall achievement of curricular goals and attainment of education. If students get a course or teaching materials that brings directly the process of integrated learning, the student will be motivated and will not have a fantasy of how the process of integrated learning will be applied

b. Alumni

From the survey results of alumni, there are some opinions that emerged from the alumni that can also be used as a measuring tool in the achievement of the objectives that have been implemented by PGSD as a place of study of a teacher candidates.

As many as 82% of alumni stated that the ability that has been given by the campus during the alumni to be a PGSD student is good and can provide some learning experiences currently used by the alumni in the process of teaching and learning in school.

As many as 87% of alumni also stated that the level of material benefit given by the lecturers is also very high. This is evidenced from the interviews of the alumni who stated that there are many things that have been delivered by the lecturers currently applied in the learning process in school, one of them is the use of learning media or teaching tools which is still used in schools.

However, as many as 80% of alumni also stated that some of the materials provided on campus are not fully in line with the needs of elementary schools that are currently required. That is, the implementation of K13 in schools that requires alumni to be able to deliver integrated learning. In fact, the alumni never studied or acquired the subject matter in an integrated way on campus. This is because the delivery of materials in the lectures is done separately and the reference books used are also separated, so the alumni feel there is no one learning experience or reference book that helps the alumni to feel how the implementation of learning in an integrated manner. So the alumni today mostly feel difficulty in delivering learning in school.

The alumni said that this needs to be followed up in a way that can provide learning materials or process of learning experiences directly related to integrated learning. This is in line with the opinion of Borzak, L. (1981) which states that First concept of experiential learning is that it involves a direct
experiential encounter with the learning event rather than simply a thought process associated with the learning. And also the opinion of Carver (2007:251) which states Experiential learning "supports students' sense of agency by building experiences into their education that are authentic and afford an appropriate level of challenge to engage students". A direct experience will bring a "long term memory" to students who experience it. It will give benefit to students when they can learn directly or read some reference books on how learning is integrated.

c. Stakeholders

From the survey results of stakeholders, where in this case, the subjects are teachers and principals, obtained some opinions regarding how alumni implement some of the things that have been obtained during the lecture.

As many as 80% of stakeholders said the alumni of PGSD UNESA gave excellent performance. This can be shown from some works and performance that are considered good by principals and senior teachers to alumni who teach in partner schools.

The attitudes and behavior of alumni are also considered excellent, as indicated by 89% of the principals that the characters brought by the alumni can be modeled by the students at school.

However, as many as 87% of principals and teachers say that some alumni find it difficult to deliver integrated learning. This is apparent in some schools that have implemented K13 and require teachers to be able to implement it in the classroom. And in fact, there are still some alumni who still find it difficult because alumni have never had an integrated learning experience during the lecture, thus making the alumni feel difficult.

Based on this, stakeholders advise PGSD as a teacher candidates institution to provide a real experience to students how the learning process is integrated so that when students are teaching in school, they do not find it difficult. This is in line with Mughal's opinion (2011) which states Experiential learning plays a supporting role in experiential education which facilitates the process of knowledge creation, sense-making and knowledge transfer in teaching, training and development and Clark, et al. 2010 which states The term experiential learning is a broad term, generally used by educators to describe a series of pragmatic activities sequenced in such a way that it is thought to enhance the educational experience for the student learner. In line with the wishes of the alumni, where the process of learning experience will be very useful. The process experienced directly in learning how integrated learning will bring good impact for the teacher candidates when it later implements in school.

4. CONCLUSION

From the survey results that have been implemented, there are three domains that can be used as a basis in summing up the results. (1) PGSD students state the need for courses or teaching materials that provide references related to integrated learning as a complementary or supplement source of several courses that presented separately; (2) Alumni states that in the course of the lecture there needs to be direct experience and some reference books related to how to teach some subject areas in an integrated way; (3) stakeholders suggest to PGSD to be able to give experience process directly to student who will become teacher at school so that experience can be used to be implemented in school.
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