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Foreword of the Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the 1st International Conference on Fundamentals and Implementation of Education (ICFIE) 2014. We are honored to conduct this conference and to give you opportunities to join in a most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we join a lengthy and proudful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to the fundamentals and implementation of education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is a very important field in our global and changing society that becomes very complex. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The papers presented in the conference are of various topics, perspectives, and methodology that stimulate debates and dialogues, so that they are resourceful for scholars and researchers who are interested in issues of implementation of education.

I hope you have an enjoyable stay at Yogyakarta State University and find the conference productive and rewarding.

Yogyakarta, 11 October 2014

Prof. Dr. Rochmat Wahab, M.Pd., M.A.
Rector of Yogyakarta State University
Foreword of the Director

This proceeding compiles all papers from the invited speakers and complementary papers in the 1st International Conference on Fundamentals and Implementation of Education (ICFIE) 2014 held at Yogyakarta State University, Indonesia, on 11-12 October 2014.

As we all know, in this modern era, there are fast and paradoxical changes in human life. These changes bring several consequences, including those in education. To respond to the change, reviewing fundamentals of education and its implementation is a must to improve the quality of education. Bringing about two subthemes — fundamentals of education in various perspectives and practical issues in the implementation of education, this conference is designed as an effort to provide opportunities for participants to review fundamentals of education in various perspectives, provide recommendation in strategic policy of education, and discuss practical issues in the implementation of education.

This year, we invite eight speakers who are experts in the field of education. and received many additional papers, thirty of which are selected to be presented in the parallel sessions. We would like to convey our highest appreciation to our keynote speaker, Prof. Dr. Ahmad Syafii Maarif. Also, we would like to extend our sincere gratitude to the plenary session speakers — Prof. Harri Lappalainen (Turku University of Applied Science, Finland), Prof. Lawrence Zhang (The University of Auckland, New Zealand), Dato’ Dr. Hussin bin Haji Ahmad (University of Malaya, Malaysia), Mark Heyward, Ph.D. (USAID Priorities), Prof. Suyata, Ph.D. (Yogyakarta State University, Indonesia), Dr. Ali Unsal (Pasiad Foundation, Turkey), and Sopantini, Ph.D. (Education Practitioner) — as well as to presenters of the parallel sessions. They contributed much to the success of the conference, which is also indebted to the participants and officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this event.

Finally, we do hope this proceeding will give deeper insights about education.

Yogyakarta, 12 October 2014
Dr. Siti Irene Astuti Dwiningrum
Director of Publication
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“In a world sharply divided between rich and poor, between north and south, between those who have gained abundant benefits in a globalized world and those who remain in a downtrodden and marginal position, scientifically and economically, it is difficult to say what kind of character of the educated people do we badly need to develop and pursue at our present time in order to understand, and then make all necessary efforts to bridge the gap? If we believe in the concept of the oneness of humanity and the principles of universal justice, that gap should no longer exist in human life, once and forever. But the reality has spoken of different and contradictory things. Therefore, the hope for creating a social harmony in human society with the absent of justice would be only an empty dream to realize and achieve when the gap is still there, locally and globally.

In the past, most of the third world was under European colonial domination for a very long time, the length of which was different from one country to another. The psycho-cultural impact of colonialism on the mind of the colonized has lasted long, even until now. Indonesia was one of those countries which only got its independence just few days after the end of the second World War in August 1945. But the mindset of the people has not yet much changed fundamentally, though Indonesia has tried to develop the so-called national system of education in order to say ‘good bye’ to old mentality as part of the colonialist heritage.

Not far different from the case of Indonesia, India also suffered from the British direct imperialism and colonialism for around 89 years. The great spiritual leader of India, Mahatma Gandhi (Oct. 2, 1869-Jan. 30, 1948), not only outrightly rejected any kind of colonialism and imperialism, even English education in his view was dangerous for the Indians because it enslaved the nation. In the later years of his life, Gandhi was to declare that ‘real freedom will come only when we free ourselves of the domination of Western education, Western culture and Western way of living which have been ingrained in us...Emancipation from their culture would mean real freedom for us.’

For Gandhi, it would be a great mistake when we “assess the value of education in the same manner as we assess the value of land or of the shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated.” In this perspective, character education should become the philosophical core of educational system of the Indian nation.

Gandhi’s idealistic type of society by rejecting all sorts of Western positive element of education is of course not realistic to be adopted in toto, because we cannot live in a total isolation. But, his critique of assessing “the value of education in the same manner as we assess the value of land or of the shares in the stock-exchange market” is a brilliant idea that the modern technological world may lack. In the same sense, Erich Fromm in his critique of the present technological society says that it has reduced “man to an appendage of the machine, ruled by its very rhythm and demands. It transforms him into Homo consumens, the total consumer, whose only aim is to have more and to use more.” In this society, men have lost their soul and spiritual dimension and become things. Fromm continues his critique: “This society produces many useless things, and to the same degree many useless people.”

Both Gandhi and Fromm have actually the same concern of the impact of modern technology on the fate of man: the loss of freedom as an organic part of his unique individuality. Once freedom is lost, what else remains in him? Nothing remains, but the corpse in the form of a living being. That we need technology to make our life much easier is beyond doubt. But to be enslaved by technology by considering it as the master is a real catastrophe for man, the one who has created it. Here lies an irony, the master has conquered the creator. And, don’t forget, both creator and master are the real product of modern system of education. From this perspective, Gandhi had long remained us to be more aware of adopting Western education that has produced modern technology without thinking critically and deeply.

Social harmony of human communities can only survive in the environment of a real and authentic freedom that does not have enough space in a technological society in which man becomes passive and bored. This passiveness and boredom in many cases have significantly triggered the high rate of self-suicide that may be the true symptom of man’s alienation in modern society. “Being passive,”

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3 Ibid.
5 Ibid.
continues Fromm, “he does not relate himself to the world actively and is forced to submit to his idols and their demands.”

In this situation, man’s unique individuality has ceased to exist, the one to be the center of Iqbal’s philosophy of education.

For Muhammad Iqbal (9 Nov. 1877-21 April, 1938), Muslim philosopher, poet, and political leader of India (now Pakistan), the concept of man’s individuality (ego) is the kernel and core of educational philosophy according to his understanding of the Qur’an. In one of his lectures, Iqbal said: “The development of individuality is the objective of education and it can realize itself only in the strenuous action. The acquisition of passive knowledge is wholly repugnant to the spirit of Islamic education. In Islam no passivity is welcome because it makes the individual dead.”

Quite different from Gandhi’s total rejection of everything Western, Iqbal highly appreciates “the West’s spirit of research, their sciences, their strenuous striving to gain control of their environment.” But, according to Saiyidain K.G., Iqbal “repudiates the merely superficial and sensational aspects of their civilization because they tend to weaken our self-respect and give us an entirely false sense of being modern and progressive.”

Many Muslims now are suffering from this kind of superficiality when imitating the West that Iqbal is certainly afraid of.

Finally, on Iqbal’s concept of individuality (ego). When man has reached a highest point in his endless spiritual-intellectual struggle to develop his individuality in full freedom as the ultimate goal of education, then time will come for him “to see God face to face!” Iqbal’s following philosophico-theologico-poetic expression has impressively illustrated our point:

- Art thou in the stage of ‘life’, ‘death’, or ‘death-in-life’?
- Invoke the aid of three witnesses to verify thy ‘Station’.
- The first witness is thine own consciousness--
- See thyself, then, with thine own light.
- The second witness is the consciousness of another ego--
- See thyself, then, with the light of an ego other than thee.
- The third witness is God’s consciousness--
- See thyself, then with God’s light.
- If thou standest unshaken in front of this light,
- Consider thyself as living and eternal as He!
- That man alone is real who dares--
- Dares to see God face to face!

To sum up

If we sincerely and seriously want to see the future of human species in this world split apart in the spirit of justice and authentic brotherhood, in which the idea of social harmony is fully felt and guaranteed for all, the only way open to us is to critically and deeply rethink and requestion of our present educational philosophy by wedding Intellect of the West to Love of the East, as the true manifestation of the concept of the oneness of humanity.


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6 Ibid., p. 39.
8 Ibid.

Introduction

Education systems continuously change according to informational, technological and social changes. This is natural. Economic crises, social problems and cultural divergency that occasionally occur force the system to change. Therefore, the system should be re-examined and rearranged in terms of objectives. If we look from the perspective that “the economy, government, cultural and social order exist to make people reach perfection and for public welfare” then we can infer that education systems are developed for meeting societal needs. From this standpoint, components of the education system should be examined separately and should be equipped with modern qualities and characteristics.

Every society has own values, own traditions, own life styles, and own principles. All these constitute the culture. Culture is a stable mix of such fundamental elements as language, education, tradition, and art, all of which form a community’s structure and lifestyle. It is a kind of blindness to ignore the reality that these fundamental elements have (and ought to have) unique features, and different characters and temperaments, for they reflect the people to whom they belong. A community that has broken with its essential cultural values inevitably loses its identity and collapses as a distinct society. (Gülen, 2011, 54)

Human beings are social creatures. Social life for us like water for fish which it is lives in it. If the water is clean the fish can live inside of the water in health. Otherwise, it is dangerous for the fish. Social environment, social activities, social values, social rules, and social relations are our water.

In this case, we have to establish our social world on the strong, clean, and true fundamentals. Then, we also have to maintain it to keep in safe. So, the big question is how we can establish and sustain healthy social world?

The answers is little bit complicated but the main solution is good education. Education is the most important potion to solve many problems. However, there are many educational systems in our age. In this paper we will focus on PASIAD Educational system. We will try to find answers for some questions like what are the fundamentals of PASIAD Educational System. What is the importance of sociocultural issues in this system? Are they successful? If they are successful what are the reasons?

Pasiad Educational System

Before I focuses PASIAD Educational System I would like to give some information about PASIAD.

What is PASIAD?

PASIAD is famous in Indonesia with this abbreviation (PASIAD). It is abbreviation of “Pasifik Ülkeleri ile Sosyal ve İktisadi Dayanışma Derneği” in Turkish and it means “Pacific Countries Social and Economic Solidarity Association”. The president of PASIAD said that “PASIAD is a civil association which aims to help to establish good relationships between Turkey and Pasific countries on education, social, cultural, and economic issues. It was established in Turkey by some people of education and business. (http://www.PASIAD.org/hakkimizda/PASIAD-hakkinda.html)

On the other hand, PASIAD Indonesia was established in Jakarta in 1995. PASIAD Indonesia’s vision is to build bridges in between people of two sister countries Indonesia and Turkey. They believe that, the world’s globalization is very fast. So, the world is becoming a village. In this village everybody can live in peace. It is possible only by more communication with each other, knowing and understanding each other, and respects each other. We should build developed, modern, clean, and peaceful world together. For this reason PASIAD declares its mission that is to establish relations, cooperations, collaborations, and partnerships with Indonesian people in education, social and cultural aspects. In this case, they focus on to elevate the level of moral and quality of scientific education. (http://www.PASIADindonesia.org/visi-misi/)

In 2000 PASIAD has entered into a cooperation agreement with Ministry of National Education of Republic of Indonesia and this agreement has been updated with the signing of Memorandum of Understanding (MoU) by Ministry of Education and Culture of Republic of Indonesia on December 16, 2011 to provide services to the community through its partner schools in Indonesia. The cooperation was based on the efforts to improve education development in Indonesia with non-profit principle and mutual respect. PASIAD has made efforts to participate in developing education in accordance with the national policy of Government of Indonesia with activities such as: student exchanges, capacity building of Indonesian teachers and educators, development of teaching materials, games Olympiad/scientific competitions, scholarships, provision of education facilities and infrastructure, development of teaching and learning, development of education institution management, coordination of training and seminars. These activities are integrated and conducted jointly with partner institutions and schools of PASIAD in Indonesia. (PASIAD Indonesia, Education Profile, p. 5)
Beside PASIAD has cooperation with Ministry of Education and Culture of Republic Indonesia it has cooperation with local governments and local foundations as well. Today, PASIAD is serving in ten different schools in Indonesia.

Pasiad Partner Schools in Indonesia:
1. SD-SMP-SMA Pribadi Bilingual Boarding School Depok (Cooperation with Indonesian Yenbu Foundation)
2. SD-SMP-SMA Semesta Bilingual Boarding School Semarang (Cooperation with Al Firdaus Foundation Semarang)
3. SD-SMP-SMA Pribadi Bilingual Boarding School Bandung (Cooperation with Indonesian Pribadi Foundation)
4. SD-SMP-SMA Fatih Bilingual Boarding School Banda Aceh (Cooperation with Indonesian Fatih Foundation)
5. SD-SMP-SMA KharismaBangsa Bilingual Boarding School South Tangerang (Cooperation with Kharisma Bangsa Foundation)
6. SD-SMP-SMA Sragen Bilingual Boarding School Sragen (Cooperation with District Government of Sragen)
7. SD-SMP-SMA Teuku Nyak Arif - Fatih Banda Aceh (Cooperation with Fatih Foundation Banda Aceh)
8. SMP-SMA Kesatuan Bangsa Bilingual Boarding School Yogyakarta (Cooperation with Yayasan Kesatuan Bangsa Mandiri Yogyakarta)
9. SMAN Banua Bilingual Boarding School Banjarmasin (Cooperation with Government of South Kalimantan)
10. SMAN 1 West Sumatera (Cooperation with Government of West Sumatra Province)

Educational System of PASIAD
PASIAD partner schools have been serving in Indonesia for more than 18 years. However, they are not new in educational area. They try to transfer big and very successful experiences from Turkey. In this system, they follow closely the national curriculum of Indonesia. These schools are mostly private schools and not religious schools. They have generally steered away from teaching religious studies except some classes which are in national curriculum of Indonesia but focus on teaching of ethics and universal human values. On the other hand, they make great effort to teach science in modern way by using modern laboratories.

One of the most important factors of PASIAD education system is "teacher". Teachers should be dedicated in these schools. They are known to spend long hours mentoring students in their studies. In every school almost %25 of total teachers are immigrated and expert in PASIAD system. They are spouse to be dedicated, love the students like their kids, pay attention them, spend more time with them, and always to be open to help them. The other %75 of teachers who are Indonesian origin teachers have to follow PASIAD system and cooperate with other teachers as well. They also should be dedicated and spend more time for students. Even they give extra lessons without taking any payment.

The teachers also took a different approach in disciplining their students. Besides being exemplary individuals, teachers often shower their students with love. Each student in the school has a teacher who is responsible for his/her overall educational and personal development. The famous inspirer from Turkey M. Fethullah Gülen quotes about paying attention in education for each individual:

"The best way to educate people is to show a real concern for every individual, not forgetting that each individual is a different ‘world’" (Ünal and Williams 2000:313).

PASIAD partner schools excel in academics because the instructors strive for perfection not only in having a command of their subject matter but also in (1) loving and caring for their students and (2) developing their own character as much as, if not more than, their students’ character. (Woodhall, 2009).

Teachers sought to maintain a close relationship with the student’s families. Nevertheless, teachers endeavor to ensure that the children are cared after even in cases where parents are less cooperative. Teachers will also spend after school hours to coach or sought help (in areas outside their field) for the children under their responsibility.

The role of the teachers does not just end in school. These teachers understand the important role played by the family in the development of a child’s life and education. This is the triangle relations. These are the school (administration and teachers), students, and families. In PASIAD partner schools, the administration or teachers are always in contact with the parents. They give them information their kids attitudes, attributes, and class records. If there is a problem with a kid, they come together and try to find the best solution.

Beyond the teachers, ex-students from these schools also contribute significantly to the development of these schools. Many of these students devote several hours of their time per week to assist students from the school with their studies. They not only assist students in their school work but also act as mentors and examples to these students. (Muhammad Nawab, 2010)

An American sociologist Dr. Margaret Johnson did a research about PASIAD partner schools in Indonesia. She did surveys and interviews with some teachers, students and parents. I will address some part of her research here. She said that "Principals also cite the good character of their students:
• [Our school] produces quality students who are good in science, belief and personality and [who] live side by side with others no matter what their nationality and religion is, bring good message, and live life with love and create peace in the world.

• The most important achievement in our school is student character development, success to go to favorite university of alumnus and student achievement at the national level and international.

From the point of people around school such as neighbors, they say that they trust the students of SBBS (Semesta Boarding Bilingual School, Semarang) because of their high moral values and high-level education. They support us when we need help for any kind of positive or negative situations.

• Our students have already achieved the praise of other school teachers and university professors that they are well educated and show very high moral values. They say the students are not only hardworking but also well mannered. Many government officials know about our school’s students and their achievements and they thank to our school administration for this and rewarding our staff and students. We got the best position at national Olympiads in all Indonesia receiving 11 medals.

• This year is the 11th year of the existence of our school in Indonesian education. We have many positive responses from the society, government, schools and universities. They like our school system. The boarding school is more effective and efficient to teach and guide the students to reach their goal.

Also, there is a high level of satisfaction among the students:

• The students are happy to stay and study in our school. Love their school, teachers, friends and lessons, and we have lovely brotherhood environment in our school.

• The students like their friends, teachers and school very much and they try to be together so that they don’t often ask to go home. They stay at school and enjoy most of their time with their friends and study their lessons.

The principals report high satisfaction among the parents. Below are two typical comments:

Parents see the difference in their children’s behavior and academic improvements in a very short time and they share this often with the class teachers. They not only share it with our teachers but also with other people around, their friends, neighbors and friends at their office. They are so happy that their children study at our school.

Our parents say they choose this school for the guidance the students get. The parents trust us; they see that students who go here become good people. The building is not great, but still we have no problems getting students. Parents say the atmosphere is different.

We asked the principals to discuss what they thought were the most important factors for the success of their schools. The most common response was “the teachers”.

One of the most important factors in our school is the teachers. We have quality teachers and tutors who are inspired by Gülen. They know how to deal with students very well. They have to be really patient in teaching, taking care of the students, make the students love the teachers and lessons, guide them and motivate them to be a better person for a better life.

The teachers... They are not only concerned about formal education, but they also are concerned about morality and belief. We have many students coming from different provinces, cultures, dialects and religions. What we do is to guide them to be an intelligent and good person in the future who can live side-by-side and appreciate those differences.

The teachers and tutors are not working for financial reasons, they are devoutly working for the children, and they believe that they will have a better reward in the hereafter if they could make the students successful in education and moral values.

Mainly the teacher’s efforts are one of the most important factors in this issue. They focus on maximum benefit of the students in class, and they teach the lessons like that. Students get maximum satisfaction from lessons and their motivations to study increases.

Others describe the “secret of the success” of the schools through a model of a triangle. One corner is the student, one corner is the teacher, and the other corner is the family. The teachers incorporate the families into their child’s education by having activities for them, supporting them, and through home visits. There is no idea of a “9 to 5 job”; when a family or a student needs help, teachers are there to help them.

To summarize, the success of the schools is validated from all corners. Acceptance of their graduates to universities at home and abroad, high test scores, and medal winners in national and international competitions at every school all indicate a high level of academic achievement. High praise and satisfaction from the parents, neighbors of the schools, politicians, and university educators confirm the success of the schools in not only achieving academic excellence, but also instilling good character in their students. (Johnson, 2010.)

The other important factor is school. PASIAD is very serious and sensitive about quality of the facilities. In general, classes should not be more than 20, every class has to have A.C., and most of them have smart board. PASIAD partner schools effort to serve the students modern laboratories (physics, chemistry, biology, computer etc.) gyms, dormitories, music rooms, conference rooms etc. After regular education in the school, teachers organize club activities, extracurricular programs, and moral education programs.
PASIAD partner schools focus moral education and character building as well as focus in science and social studies. The teachers stay more with students after the school in dormitory to help them in their training hours. Teachers drink tea or coffee with their students, mentor them, answer their questions, and focus moral values to build strong character.

If we look at PASIAD education system we will see more factors to achieve the success. I would like to mention some of them.

**Boarding School System**

PASIAD partner schools are equipped with boarding facilities. This boarding facility facilitates the schools to control student learning activities and their behaviors so that the guiding efforts will be more effective.

**Utilization Modern Technology**

Modern technology is used as learning facilities in PASIAD partner schools in order to harmonize the learning process implemented in the schools with the development of technology that continues to grow in the community. Each class in the PASIAD partner schools is equipped with modern technology facilities such as: LCD, smart boards, and computers and is also equipped with various international-standardized laboratories such as: chemistry, physics, biology, and computer labs. With the existence of these facilities, supported by professional educators, both from domestic and abroad, the more optimal learning process can be implemented.

**Education Curriculum**

In general, the curriculum implemented in PASIAD partner schools refers to the national curriculum that is reinforced with a curriculum developed by PASIAD Indonesia itself which is oriented to international curriculum. With active learning approach, the curriculum is developed into an active, creative, effective, and fun learning. The students become the subject of learning, while the teacher becomes the inspirer and motivator.

**Performance Oriented**

The learning process in PASIAD partner schools is oriented on student achievement, both academic and non-academic achievements. So far, such condition has been proven by students who successfully won numerous achievements in various events locally, nationally and internationally. PASIAD partner schools fully support the efforts of achievement by providing educational scholarships for those who are selected and providing learning facilities such as Olympiad preparation programs, both in national and international level.

**English Teaching Intensively**

To support the implementation of bilingual system, PASIAD partner schools are specifically formatting English subjects for elementary schools, junior high schools and senior high schools. With the presence of interactive learning models, English learning in PASIAD partner schools is increasingly useful for the students.

**Guidance Service - Character Building**

The importance of balance in human becomes the attention of PASIAD partner schools to not only provide teaching process, but also provide intensive guidance. Guidance becomes the focus of learning that is implemented in PASIAD partner schools. With this guiding activity, it is expected that, in addition to having a smart sense, the students also have noble characters who give benefit to community, nation, state, and religion by giving enlightenment.

**Self-Learning**

To complete the learning activities in classroom as well as to train students on responsibility to their duties as students, PASIAD partner schools conduct self-learning activities specifically for those who live in dormitories. This activity is conducted in the morning and evening. With the assistance of the Guides, the students review, understand and prepare subjects that have been and will be given by teachers in classroom.

**Bilingual System**

PASIAD partner schools implement bilingual teaching system using two languages, Indonesian and English. It is conducted so that the graduates are ready to face the challenges in higher education and when they live in society. By mastering the language, the students are expected to master the means to acquire higher knowledge.

**Club Activity**

The understanding of the reality of multiple-intelligence has its own right place in PASIAD partner school system. Their multiple-intelligences as in the form of talents and interests are accommodated in the means of club activities. These activities are held in order to provide the means to develop the talents and interests of students. According to the choice of the students, the school provides the facilities. One of these is the science club which organizes routine Science Fairs in an open manner for the general public. In this activity the students put their knowledge into practice and share them with the students of other schools and the general public.

**Joint Exam**

With this activity, it is expected that the learning process in each school will be better monitored. Achievement of each school can be monitored, and the schools’ motivation to continue making achievement can be maintained.

**National MGMP Meeting**

The learning quality in PASIAD partner schools are evaluated and monitored through “zumre” activity. In this activity, teachers from all Indonesian PASIAD partner schools meet in one place. They evaluate the activities for a semester that have been carried out and develop new strategies to improve
the learning quality for the upcoming semester. Teachers of each subject can share information about their efforts in increasing the learning quality in their classroom. In addition, speakers from domestic and abroad are also brought to give information in the field of education. It will of course, further solidify the teachers in managing their learning. (Pasiad Profile, pp.10-12)

**Pasiad Partner Schools Activities And Achievements**

The learning process in PASIAD partner schools is oriented on student achievement, both academic and non-academic achievements. So far, such condition has been proven by students who successfully won numerous achievements in various events locally, nationally and internationally. At national level, National Science Olympiad held in Jakarta in 2012, of total 40 gold medals, 10 of which had been successfully achieved by students of PASIAD partner schools. In 2013 PASIAD partner schools got total of 45 medals in National Science Olympiad (OSN). Meanwhile at international level also, students of PASIAD partner schools always give the best for Indonesia by obtaining many medals. For example, these schools’ students got 5 gold, 9 silver, 5 bronze, and two honorable in total 23 medallions from International Science and Research Olympiads only in 2013. (Pasiad Profile, pp. 37-39)

**Pasiad Mathematics Competition (KMP)**

Since 2005 until now, every year PASIAD Indonesia holds PASIAD Mathematics Competition (KMP) at national level that is followed by about 60,000 students from elementary schools and junior high schools across Indonesia, both public and private. KMP has obtained good responses from the Indonesian people.

It is seen from the high enthusiasm of the students participating in the activity. From year to year, the number of participants continues to rise. The high interest of the students towards Mathematics subject must be continually nurtured in order to develop the quality of Indonesian people.

KMP is held with the purpose:
1. To improve the ability of Indonesian people in facing global competition.
2. To promote the potential students and support their education.
3. To encourage students to love Mathematics.
4. To provide a forum for students to practice fair competition in Mathematics.

In this activity, Pasiad Indonesia rewards and prizes the winners in the form of educational savings and scholarships.

**Indonesian Science Project Olympiad**

As part of our commitment to improve education quality in Indonesia, we hold Indonesian Science Project Olympiad (ISPO). This activity is the first step in encouraging young people to love science, develop scientific thinking, conduct research, develop research, and generate scientific products.

ISPO activities are based on a notion that in a globalized world, the competition among countries is ongoing in various dimensions. The main factors causing such competition are about science and technology. For competition and development, the important thing is not the issue of transfer of knowledge and technology, but the efforts to produce own-technology.

To be able to produce own-science and technology, investment in creative human resource is required. As Einstein, many scientists developed and did a lot of research during their young age. Therefore we need to encourage the youth to love science, develop scientific thinking, conduct and develop research, and produce scientific products. Based on such rationale, Indonesian Science Project Olympiad (ISPO) is performed.

**International Science Project Olympiad**

The implementation of International Science Project Olympiad (ISPro) is collaboration between the Directorate General of Education, Ministry of Education and Culture RI, and PASIAD through an MoU signed on February 15, 2013. The first implementation was in May 2013 in Jakarta and attended by students from 22 Countries.

Through the implementation of ISPro, it is expected to increase the students interest to continue research and find scientific works that will be useful for the preservation of earth and its contents. Categories contested in ISPro include:
1. Biology
2. Physics
3. Chemistry
4. Environment
5. Technology Engineering

The participants who have been selected and who represent their respective countries will exhibit and present their works in front of jury consisting of academics and experts in their respective fields.

**Indonesian Arts And Language Olympiad (OSEBI)**

Indonesian Arts and Language Olympiad (OSEBI) is one of PASIAD activities to provide a forum for the development of positive appreciation from students toward arts and Indonesian Language. In this activity, students are nurtured about their talent, enthusiasm, and love to art and Indonesian Language.

The purposes of OSEBI are:
1. To improve the quality of Indonesian human resources;
2. To develop creative and positive activities;
3. To enhance the high school students’ interest to Indonesian Arts and Language;
4. To develop high school students’ ability to apply knowledge in Indonesian Arts and Language.
In this event, awards will also be given to teachers and leaders who give contribution in the development of Indonesian Arts and Language as a form of appreciation for their contribution. Categories to be contested in this activity include: singing, dancing, reading poetry, writing poetry, essays, and short stories.

**Pasiad Education Awards**

Pasiad Education Awards is an appreciation program from Pasiad to give appreciation to persons or public figures who have given contribution to the improvement of education quality in Indonesia.

In this activity Pasiad gives appreciation to:

1. National Science Olympiad Champions from International Pasiad Partner Schools.
2. Pasiad Mathematics Competition Champions in Indonesia.
3. Educational practitioners and public figures who contributed in the education in Indonesia.

Indonesian Pasiad Mathematics Competition is a Mathematics competition held by Pasiad for primary and junior high schools in Indonesia, both public and private schools. After passing the preliminary and final stages, setting aside ten thousands of participants, the 5 best participants from primary school level and the 5 best participants from secondary school level will be awarded with prizes and awards in the event of Pasiad Education Awards.

In this Pasiad Education Award, Pasiad also gives appreciation to educational practitioners and public figures who have given service in improving the education quality in Indonesia. The award recipients are divided into four criteria, namely: education practitioners, academics, heads of regions or bureaucrats, and public figures.

**Some Opinions of Indonesians about Pasiad Partner Schools**

PASIAK is well-known by Indonesian Government and people. Most of them have good opinions about PASIAK and its services in Indonesia. I would like to give some of the most important ones.

"When the Tsunami hit Aceh and more than 150,000 people lost their lives, Turkish contingent was one of the first contingents arrived there to help us. I remember when I got there; I was given a bag of bread by Turkish volunteers who have opened a bakery for free to help the survival of Tsunami victims. After that, Turkey has built two schools in Aceh, which reminded us to the inscription of strong humanitarian spirit. In addition, there were about seven Turkish schools in Indonesia with international standards, each with about 300 students. I was told that they continued to produce champions in the international science Olympiad." **Dr. H. Susilo Bambang Yudhoyono** - President of Republic of Indonesia

"On behalf of Ministry of National Education, we are very grateful and thankful to Pasiad that have participated in educating our children. What has been done by Pasiad has solved some problems that must be resolved by Ministry (of National Education). Therefore, Ministry (of Education) gave full support to Pasiad to continue developing its noble mission in developing our education. Moreover, if we look at behavior, about the mission ahead, what has been done by Pasiad was incredible, i.e. love, cross-cultural, cross-religion, cross-nation, and so on. Everything, finally, needs the men themselves. Once again, we would give our appreciation and say thanks." **Prof. Dr. Ir. Muhammad Nuh** - Minister of Education and Culture of Republic of Indonesia

"I feel thankful to Pasiad that facilitated me to visit Turkey and introduced Pasiad program together with its support network developing the education in the world. With this visiting experience I was amazed how Pasiad could have gathered so many people to help programs of Pasiad. And what amazed me more is that all the donators give contributions with no expectation in return, except their hope to have Allah’s favor. My other amazement was that Pasiad’s model of school management focuses to raise qualified and globally oriented students. This caught my attention while I was visiting one of Pasiad schools in Turkey with complete facilities and a dormitory well-managed."

**Prof. Dr. Musliar Kasim** - Deputy Minister of Education and Culture for Education, Republic of Indonesia

"I feel so grateful to be able to visit Turkey, for their support and cooperation with Pasiad, to look closely at the Pasiad activities in education, social, culture and social. The establishment of PASIAD educational institutions both in Turkey and Indonesia that have superior quality at basic level to university dormitory system gives the impression that Pasiad really pay great attention to the quality of education that is suitable to be studied and cooperate in promoting international cooperation. Therefore, the cooperation with institutions in Indonesia needs to be continued."

**Prof. Dr. Ir. Budi Susilo Supanj - Governor of LEMHANAS RI**

"With my experience of studying in Ankara-Turkey for 5 (five) years, and then added with visits to several Pasiad schools in some Asian countries, I have a strong impression that those schools were designed with a clear concept with professional, dedicative teachers who emphasized on character building."

**Prof. Dr. Komaruddin Hidayat** - Rector of UIN Syarif Hidayatullah (Pasiad Profile, pp. 6-7)

**Conclusion**

Education is dedication. Without dedication it is really hard to wait success. Human being is the reason of the problem in this world but at the same time the solution is human being. It is possible to make human being as the part of the solution not the part of the problem only trough education. So, education is one the most important issues in our
life. For this reason, Allah sent thousands prophets to educate the humanity.

In this case, we should read our time; we should follow the technology, modernity, and civilization level. We should take lessons from the past and prepare our generation for the future. Otherwise, we will not have good future.

PASIAD partner schools in Indonesia try to establish harmony between giving good scientific education and moral education and prepare young generations for the future as good citizens of the world. Because, the world becoming a village day by day. The world needs peace, harmony, and welfare. As well as it needs well-educated, open minded, open hearted, peace maker, believer in love, and dedicated generations.

I understand, PASIAD partner schools trying to educate future of humanity. I hope these schools can grove in quality and quantity. I also hope they will serve in Indonesia in peace and harmony.

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GLOBAL AND LOCAL ISSUES IN EDUCATION:
WHAT FINLAND CAN OFFER TO ASIAN COUNTRIES?

Harri Lappalainen
Finland

The presentation of Mr. Harri Lappalainen will be interactive. In the presentation we enhance our understanding and knowledge and seek for answers and solutions for topics that help us to modernize higher education.

When discussing about Finnish educational system it is essential to understand some basics about Finland as a country:

Finland vs. Indonesia: two quite different countries...
- population
- size
- geopolitical location
- religion
- competitiveness

Finland is very well known country when speaking about the quality of education. High rankings in global assessments and surveys have been reached thanks to systematic and perseverant investments to education in all levels. This success is still rather new phenomenon: in 1970’s Finland was below an average in overall welfare as well as in education. What has happened in 40 years to make this success possible?

Finnish education system
- no dead ends
- no tuition fees
- PISA success
- Efficiency.

The undeniable crown in the Finnish education system is a teacher. There are several dimensions in underlining the importance of our teachers: all teachers, including even kindergarten teachers in Finland have Masters Degree, either in some special substance or in education. Teacher is much appreciated profession and it makes also quite difficult for young adults to get a study place to become a teacher: however, at the same time this competition guarantees the quality of students and forthcoming teachers.

At the level of University of Applied Sciences teachers have previous experience from businesses, not only from academic world. Nothing is stable and teachers have to be modernized. Their role is changing and moving towards mentor and facilitator of learning. Teacher is not anymore just “pouring wisdom” into pupils and students heads but making effective learning possible.

Finnish education system gains welfare for the whole society: e.g. Finland has a low level in corruption; Finland was just nominated as a best country for mothers; public social security system works well and takes care of all individuals; Finland is supporting new companies in many ways in starting up their businesses. Global challenges demand global solutions and active international cooperation in education is a key for better global welfare.

Innovations
- radical vs. incremental
- various types; e.g. technical, environmental, process, social

We have chosen the definition that is stated in the Finnish Nation Innovation Strategy: Innovation is Utilized Knowledge-Based Competitive Advantage.

In the Global Innovation Index 2013 (made by The University of Cornell, INSEAD and WIPO) Finland’s ranking is 6th. Finland was number one in several indicators: e.g. political stability, freedom of media, efficiency of administration and human capital.

Finnish Innovations, e.g.
- Nokia
- Ms Viking Grace
- Kone elevators
- Game technology solutions
- Finnish social innovations

Rapidly developing societies, environmental change and increasingly dynamic economies with new and often unforeseen needs from business side call for ever-increasing abilities for experts and employees of companies to produce innovations. Educational system in its every level must respond to this call. Especially higher education institutions (HEIs) should focus more on producing direct societal benefits using their expertise and capabilities to innovate. Luckily we can say that Finnish higher education sector has modernized during last 10 years. Finnish universities are not a separated entity from the outer world; vice-versa they have nowadays a holistic and active approach to education. Education is moving fast from behaviorism towards sociocultural approaches, where students’ work and learning in universities is carried out in close cooperation with other players of the society.

Innovation pedagogy as a learning approach

Turku University of Applied Sciences TUAS has founded a learning approach called Innovation pedagogy which has already raised lots of international interest. Innovation pedagogy as a
learning approach is a new way to link the everyday work in HEIs to the needs coming from society and to accelerate versatile innovation processes as well as to produce innovation competences to the students. Active stakeholder cooperation means in practice that our students start to cooperate with companies from the very beginning of their studies. Students work as part of their studies in multidisciplinary teams and implement assignments coming from companies, public sector organizations and NGOs. Working with these real cases enhance several in demand competences of our students and gain direct added value also to companies, public sector organizations and NGOs. TUAS have developed several concrete educational methods that are adoptable also in Asia.

Innovation competencies

- **What kinds of competences are needed when participating in diverse innovation processes?**

We in TUAS have divided innovation competencies into three main categories:

- Individual innovation competencies; e.g. problem solving and analytical thinking skills
- Interpersonal innovation competencies; e.g. group working skills
- Networking innovation competencies; e.g. making and utilizing connections outside of one’s own circle of acquaintances

All these three categories are highly appreciated by employers and therefore we should – in addition to discipline-related contents – focus more actively in increasing these competencies in all higher education programs.

Selected methods in Turku University of Applied Sciences TUAS to enhance innovation competencies, e.g.

- **Project Hatchery**
- **Research Hatchery**

In Europe, thanks to active pedagogical development, there have been developed several functioning teaching and learning methods which combine fruitfully all main elements of the knowledge triangle: education, research and innovation. All these elements are in the focus of the Innovation Pedagogy learning approach.

We strongly believe that the most convincing way to enhance innovation competences is hands-on approach. All Faculties of TUAS are interdisciplinary. It makes our university an excellent platform to boost students’ innovation competencies.

One of the methods for applying and carrying out education according to the principles of innovation pedagogy is a method called hatchery work where the fundamentals are real life assignments, peer counselling and working in cross-disciplinary groups. There are several different types of hatcheries. In the Project hatchery participants are first year University students aiming to learn e.g. basics of project work, enhance presentation and interactivity skills and begin to create networks needed in working life. To summarize learning outcomes of project hatcheries, students start to enhance their innovation competencies. Project hatchery operates 4 months and during that period they are obligated to plan, implement, report and present their work. Every hatchery is mentored by a teacher (each teacher has 3-4 hatcheries to guide) and tutored by an upper grade student. The role of student tutors is significant in every-day guidance and also in mental support. As a reward student tutors get credit units and a testimonial for their work.

Compared to Project hatchery, Research hatchery is more substance-oriented education method and targeted mainly to upper grade students. Several main principles and cornerstones are still the same in all hatchery methods. All hatcheries get an assignment – based on existing real need – either from companies, other working life organizations or from our university’s RDI (Research, Development and Innovation) projects. In addition to learning outcomes of bachelor’s degree students, the origins of assignments get real added value.

**How to assess the enhancement of innovation competences?**

- **INCODE barometer – new tool for assessment**

Traditionally it has been challenging to assess learning outcomes, which are not related to certain disciplines or subjects. There are only very limited number of reliable tools to assess e.g. innovation competencies.

TUAS – with its three European partners: Karel de Grote Hogeschool (Belgium), Universitat Politècnica de València (Spain), Hochschule für Angewandte Wissenschaften Hamburg (Germany) – has revealed a tool to measure changes in students’ innovation competencies and therefore show the added value of selected teaching and learning methods and processes. The Finnish version of the tool has been validated after piloting it in four Finnish Universities of Applied Sciences.

The new tool, the Innovation Competencies Development Barometer (INCODE barometer), takes along all main stakeholders to the evaluation process; students will make self-evaluation, co-students carry out peer evaluation and teachers are responsible for expert level analysis. INCODE barometer is already in active use in all Universities that have been involved in its’ development process. It has also been taken into use in Indonesian BINUS University.
POLICY AND POLITICAL PERSPECTIVES IN EDUCATION

Hussein Ahmad
Malaysia

Introduction
At the outset, it should be acknowledged that the theme of the paper focuses on three interrelated concepts: policy, political perspectives and education. Hence, the three concepts need to be contextually defined before discussing further their inter-relationships.

The term 'policy' is an illusive concept in the sense that it has a specific definition as well as a broad and general connotation. As Cunningham (1963 : 229) suggests, 'policy is a bit like an elephant- you can recognize one when you see it, but it is somewhat more difficult to define'.

With respect to its specific definition, policy refers to a decision, common understanding or agreement arrived at through a process of accommodation or consultation or dialogue. It is a political process intended to foster changes that promote the common good of the affected public. It establishes a basis for action towards achieving the goals, philosophy and intentions of public policy direction. For example, in the Malaysian recent education policy direction, the goal is to achieve the ultimate objective of the Malaysian Education Development Plan 2013-2025 or the PPPM 2013-2025 in Malaysia. Programs for action are designed to achieve the goals as propounded by the plan. However, whether the implementation process in terms of actions and activities reflect the goals of the plan is another issue since there are always implementation gaps, deficits and cumulative deficits. Nonetheless, the policy adopted can become guidelines for behavior and evolve through societal process. The guidelines specify and maintains or even transforms the structures, relations, values, and dynamics of a society’s particular way of living.

In terms of its operative definition, policy refers to any authoritative statement issued by the national government to guide and control the actions and behavior of government agencies (at all levels – federal, state or local) in the task of achieving the national objectives. However, in relation to a more generalized definition, a policy is a statement of intent towards achieving broad societal or organizational vision, mission and goals through development of programs and activities. (Hussein A., 2014).

The next terminology that needs to be defined is the concept of ‘politics’. What is politics, and how does it relate to education? In a sense, politics is a process of power seeking activities, whose critical elements – participation, choices and loyalty or domination and the behavioral concepts include among others – autocratic, democratic, laissez faire - models of political leadership behavior. In a sense, politics involves the voice of the people and public opinion towards policy making.

The last concept that needs to be understood in the context of this thematic address is the definition of ‘education’. There is no doubt that a voluminous number of books and literature works have been written by scholars, researchers and writers about what education means in general and specific connotations. However, in simple language, it is a process of the transfer of knowledge, skills, values and philosophy. Specifically, It is also a process of ‘learning to know’, ‘learning to do’, ‘learning to live together’, ‘learning to be’ (UNESCO’s Delors Commission Report, 1992). However, for Malaysia, this definition has often been discussed and debated and found to be insufficient in terms of its operational coverage since the concept of education must include the process of ‘learning to go on learning’ and ‘life-long education’.

Within the framework of this thematic address of policy and political perspectives in education, the fundamental questions that often arise in political discussions and debates are focused on the basic issues of education policy and the reality in terms of implementation. There are several major political issues that have often been asked; for example, who determines education policy direction? Who sets the system and structures of the educational organization? Who decides the education law, education act, regulations? And who prescribes the guidelines of implementation practice, programs and activities? In addition, as pointed out by Kenway (1990: 24), ‘sociological questions are often asked, viz. Why was this policy adopted? On whose terms? Why? On what grounds have these selections been justified? Why? In whose interests? Indeed, how have competing interests been negotiated?’ These are pertinent policy related questions that need to be examined when looking at the relationship between education and politics.

Educational Policy and Political Perspectives
In the following sections of the paper, the concept of education policy is discussed in the context of a theoretical framework. It is clear that following the discussions above, education policy has varied definitions and meanings since its principles, theories, concepts and assumptions vary greatly between countries. Education policy studies, research, evaluation and analyses are generally helpful in the understanding of how an education policy works. There are models of actions and implementation processes which are sometimes varied due to the existence of sub-policies. The
framework however also constitutes the process of policy implementation.

In the context of education, it is important to know that note that basically, there are fundamental conceptual issues and varying interpretations when examining the context of education policy as a subject for analysis. Nonetheless, in general, education policy issues and interpretations are varied, multidimensional and contextual. Some aspects of the policy are general, for example, the Malaysian education policy and some others are particularly focused on specific components and items. Some policy aspects are common-sense based on general and specific considerations, whereas others are particularistic in nature.

Nevertheless, regardless of the varied definitions of education policy, many are tied to the political, social, economic, cultural, racial, theological, environmental issue or ideologically based on different understandings. In essence, education policy is more than the text. It is a dynamic set of ideas and decisions or intentions based on interactive sets of ideas, views or instructions and represents a set of value positions and ‘political compromises’ that becomes instruments to affect change. For example, in the Malaysian context, the Education Act 1996 was designed and adopted based on inputs of the political parties that represent various ethnic, regional and social groups.

Education Policy is multi-dimensional in characteristics. Generally, it represents many different perspectives especially political, and it is the contribution of different policy actors and players particularly politicians, educational leaders and administrators, parents and teachers. Due to different sets of actors who represent different interest groups, the possibility of conflicts and contradictions between positions and ‘stance’ is often a matter of course. Hence decision making for policy formulation is but a complex matter. Thus, education policy is often value-laden, whether implicit or explicit. It means that values permeate an education policy since the values reflect the overall political leadership stand points. As pointed by Kenway (1990 : 24), ‘whose definition and whose interest does the education policy serve’ to the extent that rejection or acceptance of education policy depends on many other related intervening variables.

It should also be noted that education policy exists in contexts. It is underpinned by significance and importance of prior contexts, history or events. For example, in the Malaysian educational scene, the policy development context was underpinned by a historical context of an educational evolution from the colonial period through the period of independence and the post-independent era to the period of industrialization and globalization. In essence, it should be acknowledged that the climate of the national politics, ideological, social, cultural and linguistic issues have underpinned the policy positions that led to the current scenario of the education policy development in the country. In a sense, education policy does not exist in a vacuum.

Education policy not only reflects the political position of political party of a given nation, but also it generates series of organizational activities by different actors playing different roles in varied capacities with varying experiences. This is to ensure that the policy is generally acceptable at the national and perhaps international level and fulfil the aspirations of the national government who represent peoples of the states, districts, corporate organizations, social service organizations and political interest groups.

**Politics and Education Policy Making Process**

It should also be noted that an education policy involves the processes of policy making as different agenda, whether explicit or implicit, are placed on the tables for dialogues, debates and discussions in parlaments, state assemblies or in the administration rooms of government offices. The policy making processes need to involve people of different political interests or expectations from different departments and units of an education ministry. Because of its character, macro-level education policies may have sub – policies that are generally interrelated and the degree of relationships depends on many factors, for example, economic, social cultural, linguistic. Hence, understanding the linkages is critical. Given the general observations on education policy characteristics as stated above, the process of policy formulation is never simple nor straightforward. The more significant the policy and its sociopolitical impact, the greater the implications since often times policy outcomes have intended or unintended consequences.

Due to its political significance, the process of education policy making and formulation is essentially designed at the macro or national level, whereas the implementation of education policy is relegated at the meso level and more significantly at the micro level – district, schools and classrooms. Hence, education policy making can be the concern of one or all of the levels.

An education policy change and policy reform is thus a critical area for the sustainability of an educational policy direction. It involves the processes of political rationalizations and inputs from different angles, using approaches and strategies of bottom up or top down or vice versa. Such approaches and strategies have different implications.

**Political Process of Decision Making in Education Policy: Malaysian Model.**

At this juncture it may be useful to summarize various models of education policy decision making. The first model relates to the common sense or rationality model it has its own strengths, weaknesses, issues and implications. The second model emphasizes the social, economic, political,
cultural and theological rationality model. All of these models have their own pro and contra arguments and have been widely debated by relevant social scientists. The third is the empirical-scientific rationality model. The implications are also widely debated because of the empirical nature of the research whose outputs and findings often become the basis of education decision making process. An example of such a model in the Malaysian education context is the national research project on School Dropouts in 1970 – 1974. The findings of the study became the basis of policy decision making that relates to many developments of education programs for the disadvantaged students (Hussein A. 2012, Ch. 4). The fourth is the behavioral rationality model which also has many types and implications.

Malaysian Experience

The framework of educational policy development in the Malaysian educational context could be conceptualized from a three-dimensional approach as indicated in Diagram 1 below. There are three external environments that seem to have a strong influence on the educational environment in schools, colleges and universities. First is the context of internal political environment whereby the socio political context of factors affect the formulation of educational law, policies and regulations. The second is the context of the socio-cultural environment. Many dominant external socio-cultural forces act on education policy development. The third is the context of internal socio-economic environment. In this factor, dominant supra- and macro-economic forces act on policy development and implementation. The relationship in terms of socio-cultural norms and values tend to influence the decision making process at the curriculum policy development level whereas the relationships in terms of socio-economic justice and benefits tend to address the issues of accessibility, equity, equality, efficiency and quality.

Diagram 2 below is an extension of Diagram 1, which focuses on the relationship of the variables especially on the influence of the political forces in terms of the political environment – ideology, constitution and political system - acting on the development of the national curriculum with respect to pedagogy and learning in classroom environment of schools, colleges and universities. The political forces also have an influence on human resource strategies in terms of selection, training, staffing, improvements and quality standards and structure, systems, regulations and guidelines. In essence, the political forces have an influence on the overall educational system, not only in respect of co-curriculum, but also on the flow of student population from different regions, districts, towns and religions.
Diagram III below is a summary of the framework of political orientation in national education policy development with respect to the contents of curriculum components in the context of Malaysian education settings. Not only the principles of the national ideology but also the philosophy, policy and Education Act 1966 and goals and challenges of vision 2020 tend to have some influence in the contents and process, knowledge disciplines and subject areas, both in the curriculum and co-curriculum aspects.

In Diagram IV below, the discussion is focused on stages of the education policy making process which involves the elements of political determination. The stages principally covers the determination of goals, needs assessment, specification of objectives, design on alternative courses of action, estimation of consequences of alternative actions, selection of courses of action, implementation. The evaluation stage provides a feedback to the decision makers for reviews on the progress of implementing the education policy.
Diagram V above shows a model of education-political dialogues in the Malaysian educational settings especially in terms of problem identification and objective settings. Basically, the whole process involves submissions of education policy plans to the offices of the secretary general of the education ministry and the director general of education. The decision making process involves bargaining and compromises with inputs from various agencies of the government and politicians of various political parties.
Diagram vi above indicates the process of policy making and the determination of an education policy law. Initial reports are submitted and discussed by political party members and supporters from the general public. The reports are discussed by the ruling national front party and opposition parties. Negotiations and decisions are generally submitted to the office of the prime ministers to be discussed by the cabinet of the government before tabling the documentation of the reports in parliament.

Conclusion

The paper attempts to discuss the issues of policy and political perspectives in education in a cursory manner. Indeed, the relationship of the three concepts is a tenuous one. However, each of the concepts has its own characteristics not only in terms of systems and structures, but also in terms of practice and implementation. The paper also attempted to indicate the processes involved in education policy and policy making in education on the basis of the Malaysian experience.

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FUNDAMENTAL CONSIDERATIONS IN EDUCATING ACADEMIC ENGLISH LANGUAGE LEARNERS (AELLS): CHALLENGES AND PROMISES

Lawrence Jun Zhang
Faculty of Education, University of Auckland, New Zealand
Lj.zhang@auckland.ac.nz

Abstract

This presentation aims to bring together two notions, genre and metacognition, which are fundamental to our understanding of classroom-based teaching and learning of academic English, generally known as English for academic purposes (EAP). To me incorporating genre and metacognition is essential to the pedagogy the teacher has adopted or is developing. Genre is a complicated concept, a term used by scholars and teachers to mean different things. It is used in literary/literature analysis with a meaning different from what literacy/language educators and academic writing researchers are acquainted with (see Devitt, 2004; Swales, 1990). "Genre began as an absolute classification system for ancient Greek literature. Poetry, prose and performance had a specific and calculated style that related to the theme of the story. Speech patterns for comedy would not be appropriate for tragedy, and even actors were restricted to their genre under the assumption that a type of person could tell one type of story best” (Wikipedia). In linguistics and literacy/language education, Bakhtin’s basic observations were of “speech genres” (the idea of heteroglossia), modes of speaking or writing that people learn to mimic, weave together, and manipulate (e.g., formal letters, grocery list, university lectures, or personal anecdotes; see Christie, 2013; Hyland, 2005; Swales, 1990; Zhang & Zhang, 2013). In this sense genres are socially specified, which are recognized and defined (often informally) by a particular culture or community. According to Norman Fairclough (2003), genre has a similar concept that emphasizes the social context of the text: Genres are “different ways of (inter)acting discursively” (p. 26). More significantly, the genre of a text may be determined at least by its four aspects, which include linguistic function, formal traits, textual organization, and relation of the communicative situation to formal and organizational traits of the text (Halliday & Hasan, 1989; Halliday & Mattiessen, 2004; Hyland, 2013).

The other key notion is metacognition. Despite a plethora of definitions about metacognition in the field of psychology, the core elements concern primarily knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises. As applied to second language research on teaching and learning, Wenden (1998) and Macaro (2006), among others, recognize the significance of understanding students’ metacognition about the multifarious aspects of language learning, stressing that this knowledge base can help teachers facilitate L2 students’ language development (Zhang, 2003). In the context of metacognition, I briefly review and critique the relevance of genre as used in the three areas mentioned above, i.e., literature, literacy education and academic writing, to teaching English for academic purposes (Zhang, 2010, 2011; Zhang & Zhang, 2013). Using an experimental study as a case in point, I intend to emphasize the importance of genre knowledge and metacognition as they relate to the English textbooks being used and the real world in which university students and school learners work as well as the way English is taught and learned in both settings. Starting from an overview of what is academic language and academic proficiency, I will move on to examine the roles of genre and metacognition in educating academic English language learners (AELL). My overarching aim is to highlight the significance of genre and metacognition in AELL learning (Zhang & Ben Said, 2014).

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Policy, politics and pendidikan: teacher deployment in Indonesia

A study of the distribution of primary and junior-secondary teachers in 23 Indonesian districts

Mark Heyward Ph.D. & Dr Aos Santosa Hadiwijaya

October 2014


Graduate School of Yogyakarta State University, Indonesia, in collaboration with the Faculty of Education, University of Auckland, New Zealand
Abstract

The problem of uneven teacher deployment has long been recognized in Indonesia. With an overall ratio of approximately one teacher to 16 primary school students (1:13 in junior-secondary), there is a substantial oversupply of teachers. However, these are poorly distributed. Urban schools are commonly overstaffed while schools in rural and isolated areas are understaffed. This situation creates inefficiencies within the system and penalizes poor and marginalized communities. The end result is a disparity in education quality between schools, and an overall constraint to quality improvement.

A joint Five Minister Edict was issued in 2011, requiring all districts to redistribute teachers evenly and according to need. The edict was issued by the Ministers of Education, Religious Affairs, Finance, Home Affairs and State Bureaucracy. Although this regulation required the redistribution to be implemented by end of 2013, few districts have complied. The major challenges to implementation are vested political interests and local resistance. Teachers and their spouses (many of whom are civil servants) commonly provide a political support base for local politicians and are rewarded with attractive placements. In addition, districts lack the capacity to accurately map teacher distribution or conduct analysis to identify policy solutions. As teachers are under the authority of districts, the central and provincial governments have played no significant role.

The USAID-funded PRIORITAS project developed and implemented a teacher deployment program known as Penataan dan Pemerataan Guru (PPG) in 23 districts. Using the national education database (DAPODIK) and working with local partners from the districts, universities and province-level education quality assurance agencies (LPMP), the project has successfully mapped teacher distribution, developed policy solutions, conducted public consultations (multi-stakeholder forums) and is supporting implementation in these districts. The program is being expanded to more districts and a national policy dialogue is underway. The analysis of teacher needs is based on minimum service standards and requirements of the curriculum (2006 and 2013).

Results from the initial sample of 23 districts were collated at national level and are summarized in this paper. The policy solutions vary depending on local contexts. These include teacher transfers, incentives for remote placements, school mergers, multi-grade teaching, mobile teachers, and retraining teachers to enable them to teach different subjects or levels. Such policies have the potential to greatly improve the quality of education throughout the country by ensuring that schools are properly staffed, improving equity, and improving system efficiency, releasing funds for quality improvement.
I INTRODUCTION

1.1 Background

The problem of uneven distribution of teachers has long been acknowledged in Indonesia. Regulations to address the issue have been on the books since 2007. Government Regulation (Peraturan Pemerintah or PP) No. 38 of 2007 on the division between Central and Local Authorities, stated that civil service teachers can be transferred between schools within districts, inter-district, and between provinces. As a follow-up to this regulation, the Minister issued Decree No. 12, 2010, on the Standards, Norms, Procedures, and Criteria (Standar, Norma, Prosedur, dan Kriteria, or SNPK). This Ministerial Decree (Peraturan Kementrian Pendidikan Nasional, or Permendiknas) regulates how teachers can be transferred between schools within districts, between districts within provinces, and between provinces.

Notwithstanding this, until 2011 only a few districts had made arrangements to redistribute teachers, and these were mainly facilitated by donors, such as USAID through the DEBE and KINERJA projects, and UNICEF through the MGPBE project. Other districts began to show interest following the issuing of a Joint Five Minister Edict by the Ministers of Finance, Home Affairs, Education, Civil Service and Bureaucratic Reform, and Religion in mid-2011. One reason is that, in addition to regulating the obligations of districts, provinces and the ministries, the regulation also specifies sanctions for districts and provinces which fail to address the issue of teacher distribution. Penalties come in the form of: (1) freezing the quota for employing new civil servants (Minister for the Civil Service and Bureaucratic Reform), (2) reducing the education budget allocation (MOEC), (3) awarding a lower performance appraisal (Home Affairs), and (4) reducing grants (Minister of Finance).

Teacher distribution is important for districts because typically over 70 per cent of civil servants are teachers. This has a major impact on district budgets, as personnel costs generally account for more than half of the total district budget.

Better teacher deployment is not just a matter of transferring teachers from overstuffed to understaffed schools, but can be an entry point for restructuring the whole school system, with benefits:

1. For students, who receive a better education, as a result of sufficient teacher supply and an appropriate number of students in the classroom (neither too many or too few) to support the learning process.

2. For teachers, teacher distribution can provide adequate assurance of teaching hours (required to receive government allowances), greater access to programs to increase academic qualifications, and a better fit between the teachers’ backgrounds (as specified in their teaching certificates) and the subject matter they are required to teach.

3. For schools, which are able to provide a better standard of education, by ensuring an appropriate number of students per class, ensuring the availability of enough appropriately qualified teachers, and improving school planning.

This paper describes a study of teacher deployment in Indonesia. The approach to mapping teacher distribution in 23 districts is described. The results of analysis conducted at national level on the outcomes of this mapping is then presented. Strategic issues arising from the analysis are discussed along with policy recommendations for addressing the issues at district and school
levels. Some constraints in implementation are identified. The paper concludes with a discussion of implications and recommendations for the provincial and national levels of government.

The research was undertaken in 2013-2014, funded and undertaken under the US Agency of International Development, Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia’s Teachers, Administrators, and Students (USAID PRIORITAS), a five-year project and cooperation between the governments of the USA and Indonesia.

The sample of 23 districts is based on the initial cohort of districts selected by the project with government partners in seven partner provinces nominated by USAID: Aceh, North Sumatra, Banten, West Java, Central Java, East Java and South Sulawesi. The sample is not random, though it does include rural and urban districts across a range of provinces as described.

1.2 The aims of Teacher Deployment Program

The teacher deployment program, known as Penataan dan Pemerataan Guru (or PPG) aimed to:

1. Develop the capacity of teacher training institute service providers as agencies or as individuals who can facilitate the teacher distribution program, known as Penataan dan Pemerataan Guru (or PPG) in districts and provinces.
2. Develop institutional capacity in local government, particularly focusing on those sections responsible for restructuring and distribution of teachers in the districts, including staff of the Department of Education, the Regional Employment Board, and MORA.
3. Map the distribution of teachers in schools, between schools in sub-districts, and between schools and sub-districts within the district.
4. Make policy recommendations to achieve a comprehensive and equitable distribution of teachers.

1.3 The approach

The equitable distribution of teachers is a positive policy, because it can improve the quality and equity of educational service delivery. But the policy needs to be sensitively developed and implemented, because it has social, economic, and even political impacts. A strong legal framework is required to reduce the resistance of those impacted, thus the implementation of teacher distribution policies must be based on current regulations. Public consultation and approaches to building ownership of the policy at local community levels also assist.

Another approach is to take advantage of international experience, learning from the good practices developed in other settings, this helps to improve efficiency of the process and effectiveness of the results of the program. In addition, sharing information on good practice can help convince district education stakeholders that other districts have implemented PPG with good outcomes.

![Figure 1: The Basis of the PPG Program](image-url)
The approach to facilitating PPG with the District Education Office consisted of four activities or stages, namely: (1) Orientation, (2) Data Analysis Workshop, (3) Policy Analysis Workshop, (4) Public Consultation, and (5) Policy Implementation Workshop.

1. *Orientation*: this initial activity aimed to build a shared commitment between USAID PRIORITAS and the partner district to the equitable distribution of teachers, as well as raising awareness of the importance of good data as a basis for policy making.

2. *Workshop 1: Data Analysis and Identification of Strategic Issues*. This activity focused on mapping the distribution of teachers in detail and formulating strategic issues for teacher deployment, based on the results of data analysis.

3. *Workshop 2: Policy Analysis*. This activity focused on policy analysis steps (identifying policy alternatives, establishing criteria for the selection of policy alternatives, formulating policy recommendations), and designing policy implementation, as well as determining the likely impact of policy determination.

4. *Public Consultation: Multi-stakeholder Forum*. In this activity policy recommendations were shared with stakeholders and decision-makers to obtain feedback and help finalize district policy.

5. *Implementation Workshop*. At this stage the main activity was to develop regulations and a technical implementation plan to enable implementation and concrete action at school, sub-district and district levels.
Figure 2: Schema for PPG Program

National TOT

Provincial TOT

Socialization

Workshop #1: Teacher Distribution Analysis
- Mentoring/facilitation 1: prepare data and materials for WS #1
  - Output from this mentoring is data prepared for WS #1

Workshop #2: Policy Analysis
- Mentoring/facilitation 2: complete analysis of teacher distribution and identify strategic issues
  - Output from this mentoring is analysis and materials for WS #2

Public Consultation

Mentoring/facilitation 3: complete policy alternatives, select alternatives, and prepare policy proposal.
  - Output from this mentoring is policy and presentation for Public Consultation

Policy Implementation Workshop

Implementation Review monitoring and meetings

Policy Implementation

Workshop

Monitoring and meetings
2 MAPPING TEACHER DISTRIBUTION

2.1 Primary school teacher distribution

2.1.1 Primary school teacher education

Law No. 14 of 2005 on Teachers and Lecturers requires that teachers at all levels of education should, at a minimum, hold a basic degree or four-year diploma (S1/D4) qualification. The time limit for obtaining this qualification was set at ten years from when the law was promulgated, meaning that all teachers at all levels must be qualified with S1/D4 by 2015. The achievement to date for primary school teachers in sample districts is 70 per cent. However, the percentage of teachers who have not yet achieved the standard of four-years training varies from between 16 to 49 per cent between districts.

![Figure 3: Percentage of Primary Teachers not yet Four-Year Qualified (Civil Servant Teachers only) by District, 2013-14](image)

Will all currently employed primary school teachers undertake further study to achieve this minimum educational qualification of S1/D4? The age of the teachers concerned should also be considered when planning for upgrading of primary school teacher qualifications. Of the total
number of primary school teachers who have not yet achieved the S1/D4 qualification, 12 per cent are aged over 50 years (meaning they will nearly all retire within ten years), while 2 per cent are over the age of 60 (these are non-government teachers), as shown in the following table.

Table 1: Primary school teacher distribution SD by qualifications and age, 23 Sample Districts, 2013-2014

<table>
<thead>
<tr>
<th>Pendidikan Guru</th>
<th>Usia Guru</th>
<th>Grand Guru</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;20</td>
<td>20-29</td>
</tr>
<tr>
<td>SMA/Sederajat</td>
<td>51</td>
<td>4987</td>
</tr>
<tr>
<td>Diploma I</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>Diploma II</td>
<td>24</td>
<td>2715</td>
</tr>
<tr>
<td>Diploma III</td>
<td>2</td>
<td>128</td>
</tr>
<tr>
<td>Diploma IV/Strata I</td>
<td>76</td>
<td>10283</td>
</tr>
<tr>
<td>Strata 2</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>Strata 3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>(blank)</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>160</td>
<td>18271</td>
</tr>
</tbody>
</table>

2.1.2 Adequacy of teacher supply

There are two main ways of assessing teacher supply at primary school level: (1) the number of teachers in relation to the number of classes (the standard is one teacher per classroom), (2) the number of students per teacher (teacher-student ratio). Based on the number of classrooms, it appears that there shortage of primary classroom teachers in Indonesia, but if the teacher-student ratio is considered from year to year, based on government standards for class size, it becomes clear that this is not the case, as shown in the following diagram:
The teacher-student ratio for Indonesian primary schools is among the highest of the countries surveyed (including both tenured civil servants and non-civil servants). As illustrated above, the teacher-student ratio in 2010 was 1:16 compared to South Korea where the figure was 1:21 and Cambodia at 1:48.

The teacher supply, as reflected in the ratio of students to teachers in primary schools in the sample districts is similar to the national average: the average teacher-student ration is 16, meanwhile the disparity between districts is high. The teacher-student ratio is less than 16 in over half of the sample districts. The distribution of districts according to teacher-student ratios is illustrated in the following diagram:

Despite the relative oversupply of teachers at primary school level in Indonesia, when looked at from the perspective of minimum service standards (MSS) the story is rather different. The minimum standard for primary education under Indonesian regulations is one classroom teacher for each class. Based on this standard, there is a major shortage of primary school teachers, especially if only tenured civil servant teachers are counted. If you take into account the non-civil servant teachers, the shortage is still evident, but not as large.

The variation in adequacy of classroom teachers supply for the number of primary classrooms is quite significant between districts, although the gap is more obvious when only civil-servant teachers are counted. All sample districts are undersupplied with classroom teachers, when calculated in this way. But, if non-government teachers are included, some districts are oversupplied. On the other hand, if non-government teachers are included there is still a shortage of classroom teachers in over half of the sample districts, as shown in the following diagram:
Why is the ratio of students to teachers relatively low in Indonesia compared with other developing countries? Does Indonesia have an excess of teachers in primary schools? Clearly not, because the bulk of the districts were found to have a shortage of classroom teachers in primary schools, based on the standard of one teacher per class. The low teacher-student ratio can be explained by the use of other indicators, namely class size, or the ratio of students to classes. Indonesia’s minimum service standard is set at a maximum of 32 students per primary class. The national education standards are slightly lower, setting the standard at between 20 and 28. Our analysis shows that the majority (2/3 of the 23 sample districts) have an average class size of less than 24. In only one district was the average class size greater than the government’s maximum of 32, namely Cimahi, a small urban district adjoining Bandung City in West Java.

The ratio of students to classes in sample districts can be seen in the following diagram:
The low teacher-student ratio is not caused by an excess of teachers, but is a result of the fact that many schools in Indonesia have very small classes – well below the minimum standard of 32. This is particularly true of the many small schools in both rural and urban areas. Figure 9, below, shows that more than a half of schools in the sample districts (57 per cent) have less than 20 students per class teacher. Meanwhile the national education standards (as distinct from minimum service standards set the ideal ratio for primary schools at 20-28 students per class. Some 13 per cent of schools have an average class size of less than 10.

When teacher-student ratios are considered, specifically the number of students per teacher, including class teachers and subject teachers (teachers of Islam Religion and PE) at the primary school level, the number is smaller again. Nearly three-quarters (73 per cent) of schools in the the sample districts have a student to teacher ratio of less than 20. Some 26 per cent of schools in the sample have a ratio of less than 10.
Based on teacher-student ratios, the number of teachers in primary schools seems more than adequate in Indonesia, but when seen at the level of adequacy in schools, a problem becomes apparent, because the distribution of teachers across schools is uneven. This condition is evident in all the sample districts. The analysis of classroom teachers at primary school level indicates a disparity in the distribution of teachers between schools in districts, as shown in the following diagram which shows analysis for Batang District, selected as it is typical of the districts studied. Each dot in the diagram represents a single school in the district:

**Figure 9: Scatter Graph Showing the Ratio of Teachers to Classes and the Ratio of Students to Classes, Batang District, 2013-2014**
The above data show that educational resource management, in particular teacher deployment, must be addressed in order for the standard of educational services set by the Ministry of Education and Culture to be realized, especially in small schools that lack teachers. In the scatter graph each blue dot represents a single school in this particular district. The vertical axis shows the average number of teachers per class, while the horizontal axis shows the number of students per class. The graph can be understood by considering the four quadrants. In the top left quadrant, schools with small classes and too many teachers are found (i.e. more than one teacher per class and less than 32 students per class). In the bottom left quadrant schools with too few teachers and too few students per class are found. The top right quadrant shows schools with too many teachers and large classes. The lower right quadrant shows schools with too few teachers and too many students per class. In this particular district, the largest group of schools is clustered in the top left quadrant, meaning that there are a large number of small schools with small classes, which are overstaffed (based on the requirement of one teacher per class).

As illustrated in the pie graphs below, some 67 per cent of schools are overstaffed by one teacher. Meanwhile, some 88 per cent of schools have an average class size of under 32 students, while 66 per cent are under 24.

Figure 10: Distribution of Schools Based on Adequacy of Class Teacher Supply and Average Class Size, Batang District, 2013-2014

<table>
<thead>
<tr>
<th>Ideal</th>
<th>Kurang Satu guru</th>
<th>Kurang 2 guru</th>
<th>Lebih dari 2 guru</th>
<th>Lebih 1 guru</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>31%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Class Size</th>
</tr>
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<tbody>
<tr>
<td>&lt;8</td>
</tr>
<tr>
<td>8-16</td>
</tr>
<tr>
<td>17-24</td>
</tr>
<tr>
<td>25-32</td>
</tr>
<tr>
<td>&gt;32</td>
</tr>
</tbody>
</table>

2.1.3 Student–teacher ratios

The question of small primary schools emerged as a strategic issue for teacher deployment in a number of the sample districts. For the purposes of this analysis, a small school is defined as one where the average class size is under 16, meaning that the school has under 96 students. While the problem is substantial enough in many districts, in some it is extreme; in one district (Wajo) over 50 per cent of the primary schools are categorized as small schools under this definition. In these cases, an appropriate distribution of classroom teachers can be achieved in two ways, either (1) increasing supply, or (2) reducing needs. It is very difficult to add to the current supply, however, since the majority of districts have had their quota of civil servants frozen by the national government. This is because personnel spending is over 50 per cent of the total district expenditure.
budget, while more than two thirds of civil servants are teachers. The more effective and efficient strategy in this context is to reduce the need for classroom teachers in small schools. There are a number of ways of doing this: merging small schools which are co-located or closely located, introducing multi-grade classes in isolated schools, and introducing mobile teachers who teach subjects (PE and religion) in two or more small schools. These approaches are described in greater detail below.

Meanwhile, MOEC is also concerned with the problem of small schools at the national level. For the purposes of calculating national per capita BOS grants, MOEC defines a small school as one with fewer than 80 students. Under the current regulation, these schools receive a minimum grant based on a school population of 80, regardless of the fact that the actual number may be less than this. According to MOEC data, some 19,800 schools are currently categorized as small nationwide (DAPODIK 2013).

Another way of categorizing small schools is according to the number of students per class. There are many schools in Indonesia with an average class size of eight or below (this is a quarter of the minimum service standard) or between nine and 16 (less than half the standard). Surprisingly, these small schools are found not only in rural and isolated areas, but also on the heavily populated island of Java. The results of the PPG analysis in the 23 sample districts highlights the large number of districts with an average of 20 per cent of small schools overall, and several districts with over 20 per cent, as shown in Figure 8. Four school districts were identified as having over 40 per cent of primary schools categorized as small (with an average class size of 16 or under): Wajo (55 per cent), Madiun (45 per cent), Situbondo (43 per cent), and Blitar (41 per cent).

![Figure 11: Percentage of Small Schools in 23 Districts (Based on Average Class Size) 2013-2014](image)

Although, based on the percentage of small schools, Blitar district ranks fourth with 41 per cent of schools designated as small, it has the largest number of such schools (222). Meanwhile, Blitar also has a shortage of classroom teachers for the number of classes (including both civil servants...
and non-civil servants). Based on the number of classes, there is a shortage of 183 teachers. This means that there are 183 classes with no designated class teacher. In practice, these classes are taught in de-facto multi-grade groups or by unregistered honorary teachers – though likely without an effective multi-grade methodology. The adequacy of class teacher provision in Blitar districts, based on number of teachers and number of class groups, is shown below by sub-district.

**Figure 12: Adequacy of Class Teacher Supply Based on Number of Classes in Blitar District, 2013-2014**

The reason for this serious shortage of classroom teachers in Blitar is the very large number of small schools. As described above, some 222 schools are categorized as small. On the surface, there appears to be a contradiction, since, while on one hand the teacher-student ratio is relatively small (indicating sufficient teachers), on the other hand there is a shortage of classroom teachers. This problem will not be solved using conventional approaches, but requires a new approach to the management of small schools, one that is able to reduce the need for classroom teachers while improving the quality of learning.

As described above, such approaches include regrouping/merging of schools in close proximity (in some districts schools actually share the same campus), introducing multi-grade teaching in isolated small schools where regrouping is not possible, appointing mobile teachers who can cover more than one school for subject teaching (religion and PE), and turning some isolated small schools into satellite branches of a group school. In the latter case, children can attend early grades in the branch school and, when they are a little older and able to walk to the group school, attend higher grades in the larger school. Group schools, such as this have been successfully developed in rural Papua. Mobile teachers are also becoming more common across
Indonesia as teachers require a minimum of 24 teaching periods per week in order to receive their monthly certification allowance (PP 74, 2008).

Merging of schools has been promoted by donor-assisted development projects over a number of years. The resistance of local communities, school principals and teachers with a vested interest, however is often high. Without strong political support from the district (such as a District Head Decree), the involvement of local communities and stakeholders in the policy-making and change process, and financial support to manage the transition, success is unlikely.

The experience with multi-grade class teaching has been less successful in Indonesia. While the practice is standard in most countries, including the developed world, and the World Bank estimates that over 50 per cent of children globally are taught in multi-grade classes, attempts to introduce the practice in Indonesia have encountered resistance and have generally not been sustained.¹

2.2 Mapping of primary school subject specialist teachers

2.2.1 Islamic Religion Teachers (Guru Pendidikan Agama Islam or PAI)

The profile of primary school subject teachers is different to that for classroom teachers. Almost all districts have an oversupply of Islamic education (PAI) teachers, especially when including non-civil servant PAI teachers in the count. In fact there are several districts where the number of government teachers is already sufficient, and the problem is compounded by the addition of non-civil servant teachers.

Why is this the case? While the calculation of need for classroom teachers is based on the standard of one teacher per class, for subject teachers, the calculation is based on the teaching load. Under the regulation, PP 74, 2008, certified teachers are required to teach a minimum of 24 lessons per week. It turns out that in some districts the teaching load for Islamic religion teachers is not based on the minimum requirement of 24 lessons per week of face-to-face teaching, and the teacher is only assigned to teach at one school.

Further analysis reveals that the oversupply of Islamic Education teachers is based on requirements for the 2006 Curriculum (KTSP): most partner districts have an excess, especially if both civil servant and non-civil servant teachers are counted. As suggested, some districts are already oversupplied when only civil service teachers are counted, the problem is compounded by the inclusion of non-civil servants. This is true in Banjar Negara, Batang, Madiun, and Sragen districts. Meanwhile, when the calculation is based on the teaching load required for the 2013 curriculum, almost all partner districts are found to have a shortage of PAI teachers. The exceptions are Sragen, Batang, and Madiun.

The number of elementary subject teachers required, specifically teachers of Religious Education and PE, is thus significantly impacted by changes in the teaching hours required for Curriculum 2013, as illustrated below:
Table 2: Number of 35 Minute Lessons per Week: 2006 & 2013 Primary School Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>2006 Curriculum</th>
<th>2013 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Civics</strong></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Bahasa Indonesia</strong></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social studies</strong></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Arts &amp; Crafts</strong></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>PE, Sport and Health</strong></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Local Content</strong></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Personal Development</strong></td>
<td>2*</td>
<td>2*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>27</td>
</tr>
</tbody>
</table>

*Not formally timetabled.

The impact of curriculum changes on requirements for teachers at primary school level is particularly relevant to Religious Education subject teachers, an increase of three to four lessons per week. This translates into a 30 per cent increase in the requirement for Religious Education teachers. Despite the additional number of lessons per week at all levels (class one to six), there is no need to increase the number of classroom teachers, as the allocation of class teachers is not based on the teaching load, but on the number of classes. The following diagram illustrates the changing needs.
2.2.2 Physical Education (PE) teachers

As illustrated in Table 4, above, the number of lessons per week is unchanged from the 2006 to the 2013 curriculum. Figure 16, below, shows the breakdown of teacher supply (both civil-servant and non-civil servant) for primary school PE teachers compared to the demand / requirements, based on the number of lessons per week (minimum standard of 24 per teacher).

Figure 15: Adequacy of Primary School PE Teachers by District, (Curriculum 2006), 23 Districts, 2013-2014
As can be seen from the figure above, the picture is varied. Based on the number of teacher hours there is currently an undersupply of civil-service primary school PE teachers in all districts. When non-civil servant are included in the calculation, most districts are still undersupplied, with an oversupply evident in a few (Batang, Madiun, Pengandaran, Purbalingga, Semarang, Situbondo).

2.3 Mapping distribution of junior-secondary school subject teachers

Based on the analysis of teacher and school data in the 23 sample districts, the problem of small schools does not exist in junior-secondary schools. Where one-roof schools (sekolah satu atap) have been established to serve isolated communities, the case may be different. In these cases, a small junior-secondary school is established on the same campus as a primary school. The challenge of adequately staffing a very small junior-secondary school such as this may be met by enabling teachers to teach across the two levels (junior-secondary and primary).

2.3.1 Education and age of civil-servant teachers

The majority of junior-secondary school teachers with civil servant status in the sample are aged between 31 and 50 years, regarded as a productive age for teachers. Meanwhile, some 27 per cent will retire within ten years. Most of the civil servant teachers (94 per cent) are four-year qualified (S1/D4) in accordance with statutory requirements. Only six per cent have not yet obtained a four-year qualification, and the majority of these (70 per cent) are aged 51-60 years. Increasing the qualifications for this age group should be considered in terms of the return on investment, especially if the cost of higher education is to be borne by the government. On the other hand, this situation is problematic because, if by 2015 they have not achieved the minimum of a four-year qualification, allowances associated with certification that have been paid by the national government are likely to be discontinued.

Table 3: Qualifications and Age of Junior-Secondary Civil Servant Teachers, 23 Districts, 2013-2014

<table>
<thead>
<tr>
<th>Education qualifications</th>
<th>Teacher Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21-30</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>3</td>
</tr>
<tr>
<td>Diploma I</td>
<td></td>
</tr>
<tr>
<td>Diploma II</td>
<td>1</td>
</tr>
<tr>
<td>Diploma III</td>
<td>1</td>
</tr>
<tr>
<td>Diploma IV/Basic Degree</td>
<td>783</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>18</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>803</td>
</tr>
</tbody>
</table>
2.3.2 Adequacy of subject teacher provision

The picture of teacher supply for junior-secondary subject teachers is different to that for classroom teachers in primary schools. While requirements for primary classroom teachers are based on a staffing formula or one class, one teacher, at the secondary level the formula is based on the requirement for a minimum teaching load of 24 lessons per week. At the primary level, classroom teacher shortages are evident in all partner districts (based on the number of classes). In contrast, almost all districts have excess classroom teachers for junior-secondary level, especially when including the non-civil servant teachers along with civil servants in the calculation. Some districts have enough teachers when only counting the civil service teachers. When non-civil servant teachers are added into the equation the over-supply is substantial. One example is the supply of teachers for science in junior secondary schools, based on teaching load and the number of classrooms per district, some districts have an excess without even counting non-civil servants. This includes Bantaeng, Madiun, Maros, Sragen, and Situbondo districts.

Figure 16: Supply & Demand for Junior-Secondary Science Teachers (Civil Servant and Non-Civil Servant), 23 Districts, 2013-2014

Excess of subject teachers for junior-secondary schools, occurs across almost all subjects in a number of project partner districts, as in the following illustrations.
Figure 17: Supply & Demand for Junior-Secondary Bahasa Indonesia Teachers (Civil Servant and Non-Civil Servant), 23 Districts, 2013-2014

Figure 18: Supply & Demand for Junior-Secondary Mathematics Teachers (Civil Servant and Non-Civil Servant), 23 Districts, 2013-2014
The oversupply of teachers can be seen from the large number of teachers unable to fulfill the minimum requirement of 24 hours of teaching hours per week. The increasing number of teachers who do not meet the requirements suggests an excess of teachers. The following figures (Figure 20 and 21) show the number of certified teachers who teach less than 24 lessons, seen both by subject, and by district.

**Figure 19: Number of Certified Teachers with less than 24 Lessons Teaching Load per Week, by Subject, 23 Districts, 2013-2014**
Figure 20: Number of Certified Teachers with less than 24 Lessons Teaching Load per Week, by District, 23 Districts, 2013-2014

Seen from the perspective of subject areas, there are certified teachers currently teaching less than the required 24 lessons per week in all subjects, the largest group being teachers of Science, Indonesian Language, Social Studies, Mathematics, and Civics. As illustrated above, all of the 23 sample districts have teachers who do not teach the required minimum of 24 lessons per week, the top five are the City of Medan, and districts of Blitar, Wajo, West Bandung, and Pamekasan.

When the calculation includes only civil servants, some districts already have an oversupply of subject teachers (based on the 24 lesson rule), while other districts are undersupplied. The following illustration shows the analysis for five subject areas (teachers of Science, Social Studies, Mathematics, Bahasa Indonesia, and English). The diagram highlights disparities between districts within the province of East Java as an example.
The disparity in the allocation of civil servant teachers at the sub-district level within districts, can be seen, in the following example of Pamekasan District.

**Figure 21: Teacher Supply for Five Core Subjects, 5 Districts, East Java, 2013-2014**

**Figure 22: Civil Servant Teacher Allocation for Five Core Subjects, by Sub-District in Pamekasan District, 2013-2014**
2.3.3 The impact of curriculum change on junior-secondary teacher requirements

The 2013 Curriculum is being implemented in all schools, commencing in 2014 in grade 7 and 8, expanding to all levels of the junior-secondary in 2015. The impact of these curriculum changes on the requirements for teachers at junior-secondary school level will create a significant burden: the overall teaching load will increase by 18.75 per cent. But seen from the perspective of subjects, the greatest increase (up 50 per cent) will occur in the following subjects: Religious Education, Citizenship Education, Indonesian, Arts, and PE. The new curriculum will also result in a 25 per cent increase in the teaching load for Mathematics and Science, as shown in the following table.

Table 4: Number of 40 minute lessons per week in Junior Secondary Curriculum (SMP/MTs)

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>1996 (KBK)</th>
<th>2004 (KBK)</th>
<th>2006 (KTSP)</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Religion</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Civics</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Bahasa Indonesia</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Math</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Science</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Social Studies</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Arts &amp; Crafts</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Physical Education &amp; Health</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Local content</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>ICT / Handicraft</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>42</td>
<td>35</td>
<td>35</td>
<td>38</td>
</tr>
</tbody>
</table>


When the supply and demand for teachers is calculated on the basis of a minimum teaching load of 24 lessons per week for each teacher, according for the 2006 Curriculum (KTSP), almost all districts are found to have an excess (including civil servants and non-civil servants). Using the same formula, most are undersupplied for the requirements of the 2013 Curriculum. This is illustrated in the following figure, which shows the needs for teachers for the 2006 and 2013 Mathematics curriculum lesson and current supply in the sample districts.
For Mathematics, with the 25 per cent increased teaching load, it turns out that all the districts have an excess of teachers (including civil servants and non-civil servants). The same is true for Science teachers, the majority still have an excess of teachers, even with the increase of approximately 25 per cent. The exception is Purbalingga. This is illustrated below.

**Figure 23: Supply and Demand for Mathematics teachers (including Civil Servants and Non-Civil Servants), Comparing the 2006 and 2013 Curriculum (23 Districts, 2013-2014)**

**Figure 24: Supply and Demand for Science teachers (including Civil Servants and Non-Civil Servants), Comparing the 2006 and 2013 Curriculum (23 Districts, 2013-2014)**
The biggest increase in teaching load in the 2013 Curriculum is for Bahasa Indonesia, which is from four to six lessons per week, or a 50 per cent increase. Notwithstanding this, the supply of Indonesian teachers is still adequate (in fact there is an oversupply), in all districts except Purbalingga and Semarang.

Figure 25: Supply and Demand for Indonesian teachers (including Civil Servants and Non-Civil Servants), Comparing the 2006 and 2013 Curriculum (23 Districts, 2013-2014)

Based on the above analysis, there are sufficient teachers (if we include non-civil servants) to handle the additional teaching load that comes with the implementation of Curriculum 2013. However, there is a shortage in all subjects if only civil servant teachers are included in the count.

One significant issue arising from the curriculum change is how to deal with the current teachers of Information and Communications Technology and Local Content, as these subjects are no longer treated as separate subjects in the 2013 Curriculum.
3 STRATEGIC ISSUES IN TEACHER DISTRIBUTION

This section highlights a number of strategic issues in teacher distribution. These are identified from two levels of analysis, the first is analysis of the aggregated data from partner districts, and the second the Teacher Distribution reports prepared for each district.

3.1 Strategic issues in primary school teacher distribution

3.1.1 Class teacher distribution

Based on the requirement of one teacher per class, the mapping results reveal a significant shortage of civil servant classroom teachers in all districts. When we include non-civil servants in the count, several districts were still found to be short of primary class teachers. This is true of Medan City, and the districts of Ciamis, Serang, and Wajo. On the other hand, when including both civil-servants and non-civil servants in the count, many districts were found to have an excess of class teachers. This is true, for example, of West Bandung, Bantang, Pandeglang and Sragen districts.

The situation is different when we consider the distribution of classroom teachers between district and sub-districts. Although all districts were found to have a shortage of civil-servant classroom teachers, some sub-districts within those districts have an excess. The excess becomes even more pronounced when non-civil servant teachers are included in the count. Only a few sub-districts were found to have an excess of civil-servant class teachers. These were located in Aceh Jaya.

An even greater in inequality is evident when the situation is viewed at a more micro level, focussing on shortages of classroom teachers between schools within the districts. Schools are now able to recruit non-civil servant teachers to address shortages in their district teacher allocation. However, as a result, many schools in partner districts have recruited more class teachers than required. The impact is an excess of non-civil service class teachers in a number of schools in the districts.

Issues of concern related to the distribution of elementary classroom teachers include the following:

1. Based on the current number of classes and the standard of one teacher per class, there is a substantial lack of civil servant teachers in all districts.
2. The distribution of classroom teachers between schools and sub-districts within the districts is uneven.
3. A number of schools have an excess of non-civil servant teachers. This is true in most districts.

Beyond this, the greatest issue in primary school teacher deployment is that of small classes and small schools as discussed below.

3.1.2 Small schools

School and class size are major factors impacting on the substantial shortage of class teachers in districts, when based on the requirement for one teacher per class. Over twenty per cent of schools in the sample districts are classified as ‘small schools’, while in a number of districts, such as Bantaeng in South Sulawesi, over fifty per cent of schools are classified as small.
Small schools are a strategic issue for teacher deployment, due to the relationship between schools size and requirements for primary school class teachers. This explains why the supply of teachers is sufficient overall (based on the average ratio of teachers to students), but there is still an undersupply in a large number of schools. If small schools were better-managed at district and school level, the need for teachers would be reduced and the shortage of teachers would be much less than is presently the case.

3.1.3 Islamic Religion teachers and Physical Education teachers in primary schools

Islamic Education teachers: When the need for teachers was calculated on the basis of the 2006 Curriculum (the so-called KTSP or ‘school-based curriculum’), and on a minimum teaching load of twenty-four lessons per week (the minimum service standard), almost all districts were found to have an excess of Islamic Religion teachers. Even when the calculation only included civil-servant teachers, several districts were found to have an excess. This includes Banjanegara, Blitar, Madiun and Sragen. Those found to have a shortage of Islamic Religion teachers, even when both civil-servants and non-civil-servants were included in the count, are Ciamis District, and Medan City.

Meanwhile, the implementation of the new 2013 Curriculum requires a thirty per cent increase in the number of Islamic Religion teachers. The increased class time allocated to religion classes, and the resulting increased teaching load for Islamic Religion teachers will not be a problem in some districts, as the number of these specialist teachers (including non-civil servants in the count) is sufficient. Meanwhile, some others will face a shortage.

The issues for distribution of Islamic Religion teachers are as follows:

1. The shortage of Islamic Religion teachers in Ciamis District and Medan City will increase as a result of the increased teaching load in primary schools based on the 2013 curriculum.
2. The change from the 2006 to the 2013 curriculum requires more class time for Religion, this will result in a shortage of Islamic Religion teachers in ninety per cent of districts.
3. The percentage of Islamic Religion teachers expected to retire within the coming five years is greater than is the case for regular class teachers, resulting in an even greater shortage of these teachers in coming years.

Physical Education (PE) teachers: The shortage of PE teachers is similar in all districts, even when non civil servants are included in the count. When only civil servant teachers are included, the shortage is substantial, reaching over fifty per cent of the requirement for PE teachers. This shortage will increase with the introduction of the 2013 Curriculum. In a number of districts the shortage is extremely large. These include South Nias, Situgondo, Serang and Medan City.

The strategic issues related to PE teachers are the very substantial shortage of teachers which is evident in all districts. Meanwhile, if the impact of teachers retiring over the coming five years is also considered, this shortage will increase further.

3.1.4 Teacher qualifications

A change in requirements for primary school teacher qualifications was regulated in the 2005 law on teachers and lecturers (UU No.14, 2005), which requires teachers to have a minimum of four-years teacher training (either a four-year diploma, or D4, or a graduate degree, or S1). Prior to this the minimum required was a two-year diploma (D2 PGSD). The gap for achieving this requirement is substantial: in a number of districts fifty per cent of teachers have yet to
achieve the minimum qualification level required. The time limit set in the regulation for teachers to achieve the minimum qualifications is 2015.

The issue related to teacher qualifications is that over half of the districts surveyed have yet to achieve the minimum qualifications for over thirty per cent of their primary teachers. In South Nias, for example, the figure is as high as seventy per cent of teachers who have yet to achieve the minimum qualifications required under the law. Without a change in the regulations, these teachers will no longer be eligible to receive the monthly allowance payable from the national budget to certified teachers. For many this will mean a substantial drop in income.

3.2  **Strategic issues in junior-secondary school teacher distribution**

In general terms, the issues related to teacher distribution in junior-secondary schools are the reverse of those in primary schools. While at the primary school level nearly all districts experience a shortage of teachers, at the junior-secondary school level there is an oversupply of subject teachers, based on requirements of the current 2006 curriculum. This is particularly the case if non-civil servant subject teachers are included in the count. The exception is for teachers of Art and Culture and Information and Communication Technology (ICT) where there is a shortage. However, this changes when the requirements for the new 2013 Curriculum are considered.

3.2.1  **Subject teacher distribution**

The distribution of subject teachers at junior-secondary school level within districts is extremely uneven, with an oversupply of teachers for some subjects, and a shortage for others. While there is not a pattern of oversupply and undersupply between districts, in general, the oversupply can be seen from the large numbers of teachers who do not teach the minimum number of twenty-four lessons per week. Meanwhile, when the distribution of subject teachers in sub-districts is considered as a variable, further disparities are revealed with some sub-districts oversupplied and some under-supplied.

3.2.2  **Teaching loads**

Of the twelve subjects at junior secondary level, based on the 2006 curriculum (KTSP), an excess of teachers is consistently found in six: Science, Bahasa Indonesia, Social Science, Mathematics, Civics and English.

This excess is inversely proportional to an insufficient teaching load for teachers. While the basis for determining the number of teachers required in primary schools is the minimum service standard of one teacher per class, at junior-secondary level, the basis is a minimum of 24 lessons per week per teacher. With the increasing number of teachers in the system, it has become difficult for teachers to meet the requirement of 24 lessons per week. Prior to the 2008 regulation on teachers (PP 74, 2008), the excess of teachers in schools and districts was not seen as a problem. However it has become an issue since this regulation introduced a requirement for teachers to teach the minimum load in order to receive the professional allowance to which certified teachers are entitled.
3.2.3 The impact of curriculum changes in 2013

In general terms, the implementation of Curriculum 2013 is resulting in an increase of teaching and learning hours. At the secondary school level the number of lessons per week has increased from 32 to 38 (an additional 18.75 per cent of lesson time). The overall required number of teaching hours has thus increased somewhat. This is also true for individual subjects with the exception of English and Social Studies, for which the number of lessons per week is unchanged, and Information and Computer Technology (ICT), which was dropped as a separate subject in the 2013 Curriculum.

The PPG analysis, based on the 2006 curriculum, found a shortage of ICT teachers, particularly civil servant teachers. However, these ICT teachers now need to retrain in order to be certified to teach other subjects in line with the regulation (Permendikbud No. 62, 2013).

3.3 Cross-sectoral strategic issues

3.3.1 Shortage of primary classroom teachers and excess of junior secondary subject teachers

The imbalance in distribution of teachers between levels in the basic education system is striking: the shortage of civil servant classroom teachers at primary level is very large, while at the secondary school level the excess of subject teachers is substantial, especially for Science, Social Studies, Mathematics, Indonesian, and Civics. This imbalance has continued for a long time, because of systemic inflexibility: the certificates for teachers differ at each level. With the exception of specialist Physical Education and Religion teachers, all teachers in primary level are generalist classroom teachers and all teachers at secondary level are subject specialists. The two types are distinguished by their teaching certificates. Teachers who teach across levels are likely to lose their monthly allowance. The exception to this is for Physical Education and Religion teachers.

3.3.2 Subject teachers teaching across primary and junior secondary levels

While there is a shortage of Physical Education teachers at primary school level in almost all districts surveyed, there is an excess of Physical Education teachers at junior-secondary level in some districts. Despite having the required academic qualification and the same type of teaching certificate, it is rare to find teachers teaching across levels. The administration of teachers in the two levels is not yet well coordinated.
4 POLICY RECOMMENDATIONS

The policy recommendations for teacher deployment vary between districts according to the local context, but there are some common patterns between districts, both within and between provinces.

4.1 Policy recommendations for primary level

Policy recommendations for teacher deployment in primary schools can be grouped into five approaches, namely: (1) reducing the need for teachers, (2) increasing the supply of teachers, (3) strengthening the role and status of non-civil servant teachers, (4) retraining and redeploying teachers, and (5) teacher transfers.

4.1.1 Reducing the need for teachers

Depending on local conditions, this is often the most efficient and effective policy solution for managing teacher deployment. There are two options for reducing the need for teachers, namely school mergers (regrouping) and multi-grade teaching.

**School mergers:** A great many small schools exist throughout Indonesia, including on the crowded island of Java. The number of schools which are co-located on a single campus is surprising. In many cases one can find two or more schools co-located, one of which is regarded as a favourite school and is overpopulated with students, while the others are underpopulated and under-resourced. This is a result of the centralist and standardized approach of the past in which every primary school was designed in the same way as a one-stream school with six classes – regardless of local context.

Two types of school mergers are relevant here, namely (1) the closure of a small school and integration of students into another nearby small school where there are no access barriers, and (2) merging schools that already co-exist on a shared campus. This not only reduces the need for teachers, but also improves equity and creates efficiencies in educational resource management.

In cases where schools share a single space, a new merged school can make use of the infrastructure from the previous schools, utilizing extra rooms for a library, multi-purpose room, early childhood or kindergarten classes, teachers’ common room and so forth. In the case of separated schools merging, the facilities of a closed school may be utilized for early childhood programs (PAUD), health services or similar.

This recommendation is proposed in the majority of partner districts, the exceptions being Aceh Jaya and Bener Meriah. Semarang and Sragen districts in Central Java have both prepared regulations (Peraturan Bupati) on school mergers and declared this a priority program for 2014. The Ministry of Education and Culture, through the Director General of Basic Education, has committed to provide assistance for the revitalization of merged schools.

**Multi-grade classes:** The population in Indonesia is unevenly distributed: while many people are concentrated in urban areas, there are also many who live in remote areas with limited access to transportation and public facilities. Schools exist on remote islands, and mountainous and forested areas where they serve small local communities. In such isolated areas, schools have few students. The availability of teachers is also a problem. The recommended solution for these schools is multi-grade teaching. Multi-grade teaching takes place when small classes are
combined and taught together by a single teacher, creating a multi-grade class, such as a Grade 1-2, 3-4 or 5-6. This means that children of different ages and grades learn together. Typically a thematic approach is used so that children can learn at their own level within a multi-grade classroom. Their lessons and learning activities focus on a shared learning theme. This approach is common across the world, including in developed nations, and has been successfully applied in Indonesia. However, it does require a high level of professionalism from the teacher and substantial in-service training to enable teachers to understand, implement and sustain the approach. The investment required to achieve this is substantial.

Blitar District in East Java has conducted an orientation program to introduce the approach to principals and teachers from areas with the potential to implement multi-grade teaching. The district has identified schools for a pilot program and has hired a consultant to train the teachers in active learning (PAKEM) and multi-grade approaches. A budget was allocated to implement multi-grade teaching in 2014. Meanwhile, the district is currently preparing a regulation (Peraturan Bupati) to support the implementation of multi-grade teaching.

Experience from previous projects, such as Managing Basic Education (MBE), Creating Learning Communities for Children (CLCC) and Mainstreaming Good Practices in Basic Education (MGPBE) suggest that keys to successful implementation of multi-grade teaching include careful school selection, building and assuring commitment within the school community, effective teacher training in active learning, multi-grade methodology and small school management, and on-site mentoring of teachers and principals by a well-trained facilitator. Payment of an extra allowance to teachers of multi-grade classes as an incentive may also assist.

4.1.2 Increasing teacher supply

Increasing teacher supply is difficult at the current time due to restrictions imposed by the national government on districts recruiting new civil servants. In particular, since 2013 government policy does not permit the recruitment of new civil servants in districts where over 50 per cent of the budget is spent on personnel. These districts are forbidden from recruiting new civil servants directly. However, they may request the national government to recruit on their behalf. Meanwhile, the number of elementary school teachers who will retire in the next five years is substantial.

Recruitment from the ranks of honorary teachers: Recruitment of new civil servant teachers from the ranks of Category 2 honorary teachers (Honorary K2) is a possibility in some districts up until the end of 2014. A total of 630,000 honorary staff were employed nationally in 2013, some 80 per cent of whom were teachers. Appointing 35 per cent of these as tenured civil servants is permissible under current rules and would add an additional 176,400 teachers into the system. This quota of new civil servants which may be recruited from the K2 category is spread evenly across all districts. However the number of teachers which may be recruited varies according to the availability of K2 honorary teachers and the need for new teachers in each district.

Incidentally, there have been a number of cases where districts have manipulated the K2 data and illegally recruited new civil servants. This is, perhaps, not surprising given the common practices of (1) officials rewarding friends, family and political supporters with tenured civil service appointments, and (2) individuals paying for such appointments.

Proposals for recruitment to replace retiring teachers and fill teacher shortages: The availability or lack of Islamic Religion and PE teachers at primary school level varies between districts. Based on 2006 curriculum teaching loads, nearly all of the 23 sample districts are
oversupplied with Islamic Religion teachers. The exception is the city of Medan. However, due to the increased allocation of lessons for Religion in the 2013 curriculum, all districts are now short of Islamic Religion teachers. As described, the addition of new employees through the normal path is not possible for districts with over 50 per cent of their budget allocated to personnel. However, districts that have completed the PPG analysis should be able to propose the recruitment of civil servants to the national government, in accordance with the Five Minister Joint Regulation of 2011.

4.1.3 Strengthening the role of non-civil servant teachers

The role of non-civil teachers (or Guru Tidak Tetap – GTT) in meeting the need for primary teachers, especially classroom teachers, is very substantial. In some districts, the number of non-civil servant and civil servant teachers is almost even: in South Nias there are more non-civil servants than civil servants employed as classroom teachers.

Increasing the status of temporary teachers to ‘contract’ teachers: A new law passed in 2014 (UU No 5, 2014, regarding Civil Servants) will enable districts to contract civil servants (Pegawai Pemerintah dengan Perjanjian Kerja or PPPK). The implementing regulation (PP) has yet to be promulgated, however, it is expected that non-tenured contract civil servants will have the same salary and rights as tenured civil servants, with some exceptions (such as pensions).

Districts which have completed the PPG process have a map of the availability of non-civil servant teachers and need for teachers. It is thus very feasible for these districts to prepare for changes in the status of non-civil servant teachers to become non-tenured civil service (or ‘contract’) teachers.

Improving the welfare of non-civil servant teachers: The regional minimum wage (UMR) does not typically apply to honorary teachers. The salaries of these non-civil servant teachers vary greatly between districts, between schools and even within schools. Salaries are generally dependant on school budgets and the allocation of national BOS and funds from district or provincial budgets for school operations. In most cases the amount paid to honorary teachers is woefully inadequate.

4.1.4 Redeployment of subject teachers as class teachers or vice versa

The imbalance in distribution between primary class teachers and subject specialist teachers is quite significant, particularly within districts. The over and undersupply of teachers also occurs between levels. Redeployment of teachers will help balance the supply for some subjects. Specifically, the redeployment of Islamic Religion and Physical Education teachers as class teachers, or vice versa, could be implemented in line with local needs.

The redeployment of a teacher must be followed by a change in the subject or level for which the individual is authorized to teach, as shown on the teaching certificate. This additional certification can be arranged under the regulation, Permendikbud No. 62 of 2013 on Teacher Certification, and based on the results of PPG mapping. The most feasible approach to redeployment is through one of the following programs: Teacher Professional Development (PPG) or Bachelor of Education with Supplementary Authority (SKKT) - PPG (pendidikan profesi guru) or Sarjana Kependidikan dengan Kewenangan Tambahan (SKKT). So far this policy has not been much in demand by teachers. As it has been unclear who pays for PPG and SKKT, the opportunity to participate in such programs has not generally been promoted to teachers. Notwithstanding this, teachers in oversupplied subjects or class levels, have a strong incentive to
retrain and be redeployed as they may lose their professional allowance if they are unable to teach the subject/class for which they are certified.

4.1.5 Transfer of teachers between schools

The transfer of classroom teachers and subject teachers can be arranged between schools within a district. If an inter-district transfer is required, then the transfer can be arranged with the agreement of the two districts and coordination from the province. The process may be staged. A teacher from an oversupplied school is transferred to a school which is closer to the target undersupplied school, and a teacher from this intermediate school is moved to the target school. This approach is effective in redistributing teachers, but the teacher is not too far removed from the school of origin. Some districts have followed this recommendation, including Bener Meriah in Aceh, which has passed a decree (Peraturan Bupati on Penataan dan Pemerataan Guru), which regulates the transfer of teachers between schools. Similarly, the district of Cimahi in West Java is preparing a Mayoral Decree on Teacher Transfers.

4.2 Policy recommendations for junior-secondary level

4.2.1 Limiting school appointments of honorary teachers

An excess non-civil servant teachers was found in some subjects in some districts, even though there are sufficient civil service teachers for the subject. The appointment of honorary employees, including teachers, should have been discontinued since 2005 under Regulation No. 48, 2005. Article 8 of this regulation states that ‘...all officials responsible for personnel, and other officials of the agency, are prohibited from appointing honorary employees or similar, unless stipulated by government regulation.’ Notwithstanding this, evidence from the field indicates that the appointment of honorary teachers is ongoing and, furthermore, is often unnecessary based on the needs of the school. Schools in remote and poor communities sometimes regard the employment of honorary teachers as a way of sharing the scarce resource of government funding (in the form of school BOS funds) around their community - rather than to meet the teaching requirements of the school.

In such cases, unqualified ‘teachers’ may receive very small stipends as honorary teachers, sometimes without a clearly defined role within the school. The downside of this practice is that such schools are poorly staffed and spend a substantial percentage of the operational funds on personnel, while well-staffed city schools are able to allocate BOS funds for quality improvement in addition to routine operational expenses.

Even though schools are permitted to allocate up to 20 per cent of BOS funds to pay ‘honorary’ teachers, the appointment of such teachers is out of control. To address this, it is recommended that district education offices limit the appointment of honorary teachers and impose sanctions on schools that appoint honorary teachers which are surplus to requirements.

4.2.2 Fulfillment of required teaching hours for certified teachers

Due to oversupply, many teachers are currently unable to meet the requirement for at least 24 face-to-face lessons per week. This is typically a problem for subject specialists (in both junior secondary and primary level) rather than for class teachers, who automatically meet the requirement. This problem was found in all subjects and in all districts surveyed. Teachers generally address this problem individually, based on their personal teaching capacities and professional networks. Teachers find ways to meet the requirement by teaching, for example, in
neighboring schools or madrasah, or by teaching outside their regular subject area. Consequently, the problem has not been addressed systemically.

The PPG program is one step towards addressing it through a systematic approach. The PPG approach takes the learning needs of students, rather than teacher needs, as a starting point, and adopts a mechanism whereby the system can be accountable for impact. The PPG program is thus related to both the overarching regulations and a consideration of the impact of teacher deployment on schools and students as well as on teachers and the system.

4.2.3 Transfer of subject teachers between schools

The overall supply of junior secondary teachers is sufficient. For some subjects it is excessive. However, there are still many schools with teacher shortages for particular subjects. The disparity in allocation of teachers between junior-secondary schools within districts is substantial. Transfer is the most common way of redistributing teachers at junior-secondary level. However, teacher transfer is not always easy. While it may appear simple on paper, teachers are individuals and members of society: the aspects of culture, community, family, economy, politics, and status need to be considered.

A further complication is the stigma associated with transfer: transfer of teachers to remote areas is typically considered to be a penalty, for example for poor performance. Conversely, transfer to a preferred posting is considered to be a reward. This attitude must change. The role of the teacher is to implement the government's education mission, to ensure that all children receive a quality education. When determining which teachers should be transferred, it is important not to use negative criteria, such as teacher performance, educational qualifications, commitment or the like, but rather set positive requirements, such as selecting teachers with potential to help develop and improve the quality of education in isolated schools.

4.2.4 Reassignment of teachers to teach different subjects

While some schools have a shortage and some have an excess of teachers, many teachers in oversupplied schools are unable to meet the minimum requirement of 24 lessons per week. In addition to transfers between schools, one of the recommendations proposed by several districts is to reassign teachers from oversupplied to undersupplied subjects. This requires retraining and recertification of these teachers to authorise them to teach a different subject. The regulation (Permendikbud No. 63 of 2013) sets out three mechanisms for teachers to retrain and gain an appropriate certificate, namely: Teacher Professional Development (Pendidikan Profesi Guru or PPG), Teacher Education and Professional Training (Pendidikan dan Latihan Profesi Guru or PLPG), and Bachelor of Education with Additional Authority (Sarjana Kependidikan dengan Kewenangan Tambahan or SKKT). Accurate and detailed mapping of subject teacher distribution (over- and undersupply) is needed to identify individual teachers for these programs. The regulation allows for a grace period in which teachers can teach a different subject and continue to receive their professional allowance while retraining in order to gain a new certificate.

4.2.5 Optimization of teaching hours

Changes in the teaching load required for the new curriculum (Curriculum 2013) are resulting in significant teacher shortages in some subjects in a number of districts. The calculation of teacher needs is based on the minimum load of 24 x 40 minute lessons per week. One alternative proposed by districts is the optimization of teaching hours. Teachers are not only responsible
for face-to-face teaching, but also for preparation, assessment and following-up on the results of assessment. Teachers only have a required minimum of 16 hours of face-to-face contact time (24 x 40 minutes). This compares with the workload of 37.5 hours required of other civil servants. For teachers who teach subject for which there is an undersupply of teachers, the alternative is to optimize the teaching hours. In this case teachers are required to teach more than 24 lessons, but not more than 40 lessons, as stated in Regulation No. 74, 2008.

4.3 Policy recommendations for elementary and junior secondary levels

4.3.1 Mobile or ‘itinerant’ teachers

In cases where the teaching load is insufficient to support a full-time teacher in one school, teachers may teach in more than one school. In one example, a local regulation provides for teachers to be assigned to teach in more than one school, with the requirement of at least six hours of face-to-face teaching per week in the school to which the teacher is assigned as a permanent teacher (Medan Mayor Regulation No.54, 2012, on Teacher Deployment). This is particularly relevant for subject specialists in small primary schools, but may also apply to junior-secondary teachers.

4.3.2 Inter-district transfers

Transfer of teachers across districts or provinces has been difficult in the past, due to poor coordination between the different jurisdictions. Nonetheless it is often an obvious solution, particularly where districts are closely located, such as in urban areas. Good analysis and coordination is required. The province may play an important role in facilitating such policies. An example of teacher transfer between districts is occurring in West Bandung and Cimahi Districts in West Java. The two districts have reached agreement that if an excess of teachers is identified in one district and is matched by a need in the other, then teachers should be transferred between districts. Similarly, the city of Medan and Benar Mariah District, have formulated Mayor/Regent Regulations on the transfer of teachers among districts. Transfers between districts should involve the Provincial Education Office Department and Personnel Board (BKD). The West Java Provincial Education Office has indicated a readiness to facilitate transfer between districts.

4.3.3 Class size management

While there are many small schools in Indonesia, with correspondingly small classes, there are also overpopulated schools, where class sizes exceed the mandated limits of 32 children per class for primary and 36 for junior-secondary. These schools do not meet the minimum service standards (Ministerial Regulation No. 15 of 2010) or the Government Regulation, Permendikbud No. 23 of 2013. While better management of small schools can reduce the need for teachers, so overpopulated schools require additional teachers. One recommendation is to reduce the number of students in such schools, by limiting the admission of new students, both within and outside the local catchment area. Another option is to split classes or split the school and open a new second school.
5 IMPLEMENTATION CHALLENGES

Although the Joint Five Minister Edict required the redistribution to be implemented by end of 2013, few districts have complied. The major challenges to implementation are political in nature. These create powerful resistance to implementation of equitable teacher distribution. In addition, technical constraints include problems with the data and local capacity. Districts typically lack the capacity to accurately map teacher distribution or conduct analysis to identify policy solutions. As teachers are under the authority of districts, the central and provincial governments have played no significant role and in all but a very few cases fail to see the positive role they can play to support implementation.

5.1 Political constraints

The major challenges to implementation are vested political interests and local resistance. Teachers and their spouses (many of whom are civil servants) commonly provide a political support base for local politicians and are rewarded with attractive placements. Without effective lobbying and advocacy – and support to identify policy solutions which are politically acceptable - it is unlikely that teacher deployment will improve.

The most celebrated case of teacher redeployment in Indonesia is the district of Gorontalo in North Sulawesi where, with intensive support from the World Bank, the district mapped and redistributed teachers to improve equity and efficiency. The political cost, however, was high. The District Head was taken to court by teachers who claimed that the redistribution was illegal. While the Government won the case, few district heads are willing to take the risk of losing the political support of teachers and public servants, an influential group at district level.

5.2 Data sources

One of the strengths of the approach to teacher deployment developed by USAID PRIORITAS is the detailed analysis of the data, not just district level aggregated data, but the analysis of data for individual schools and individual teachers. For this sharp analysis, we do not collect new data, but use existing data in the field, specifically data sourced from MOEC’s national database known as DAPODIK.

One of the principles underlying the PPG program is that making use of existing datasets such as DAPODIK has a number of important benefits. Among others, using the datasets increases the value placed on the data by those responsible for collecting and managing data at all levels – particularly at the school and district levels. As local personnel, officials, and stakeholders begin to see the value of the data for planning and policy development, so they begin to insist on better quality data, verifying data collected from schools. In the past, the data were simply passed onto the center and so little value was placed on accuracy. Another benefit of using existing data is that it makes the program easy and affordable to replicate or disseminate to other districts.

Nonetheless, this approach presents challenges, and there have been problems with the DAPODIK data, as follows:

1. MOEC’s DAPODIK team does not verify the accuracy of the data, only its completeness. As a result there are many errors and inaccuracies in the data, which need detecting and cleaning.
2. The DAPODIK system is continually being upgraded, each year there are changes to accommodate developments in the system and externally. While this is a good practice, it means that the project-developed software for PPG and other programs must also be upgraded. There are often glitches in the system after such upgrades and delays in addressing these.

3. The capacity of district DAPODIK operators for data analysis is weak, the analysis conducted so far is typically only a recapitulation of the sub-district and district data. The operators need intensive class-based and on-the-job training.

4. The use of DAPODIK at school and district levels is still limited, the data are not yet used for information-based policy and planning.

5. DAPODIK only covers regular schools under MOEC and not madrasah under MORA, which are covered by a different system. As described below, MORA’s system is inconsistent and thus unsuitable for the PPG approach as it stands.

It should be noted that this report addresses the issue of teacher deployment only in regular schools. The joint Five Minister Edict applies equally to civil servant teachers in Islamic madrasah under the auspices of MORA. However, with a few exceptions, the project has been unable to implement the Teacher Deployment program with madrasah. This is due to the very poor and inconsistent state of MORA’s EMIS database. Where the program has been applied to the Islamic education system it is only possible by directly collecting the data from the madrasah, which is generally too resource heavy and lengthy a process for the project to undertake. It has thus been undertaken in only a small number of districts where few madrasah exist.

5.3 Education resource management at district level

5.3.1 Financial resources

The national constitution mandates the following: ‘The state budget prioritizes education, at least 20 per cent of the state budget and the budget of revenues and expenditures must be allocated to meet the needs of national education’.² In most districts the education budget exceeds 20 per cent of the overall district budget by a large margin. However, the bulk of this is spent on salaries, and the amount available for teacher quality improvement programs is very small, usually in the order of 4 or 5 per cent.

If districts gain efficiencies through better teacher distribution, unfortunately they will not immediately see the financial benefits of this, as teacher salaries are covered in budget transfers from the central government, based on the number of teachers. Any savings will thus benefit the central government and not the districts.

The exception to this is where school BOS funds are used to pay for honorary teachers. If these teachers are no longer required or are paid for by the district budget then school funds are freed up for other purposes including quality improvement.

5.3.2 Human resources

The general capacity of human resources in the district education offices is adequate to implement the PPG program. However human resource management is a problem. Officials and staff are frequently transferred and, as a result, program implementation can suffer from lack of

² Founding Act, 1945, Amendment IV, Section 3, Paragraph (4)
continuity. Staff are sometimes trained to implement the program but then moved to another government office.

5.4 Constraints in policy implementation

5.4.1 Constraints associated with implementing a multi-grade approach

Some policy recommendation arising from PPG are not in line with the existing national policy framework. For example, a number of districts have proposed multi-grade teaching as a solution, but the rules are unclear for teachers who teach in multi-grade settings.

Multi-grade teaching is recommended for small schools that cannot be regrouped or merged due to distance from neighbouring schools. There is really no other practical alternative. However there are a number of constraints, including the following:

- The current system of education in Indonesia does not recognize multi-grade classrooms.
- Article 17 of Regulation No.74, 2008, on Teachers specifies the minimum number of students per class as 20, meanwhile in many small and isolated schools single-grade classes are much smaller.
- Few teachers have the skills or understanding required to teach a multi-grade class, thorough training and mentoring from a well-qualified facilitator are required.
- The experience in Indonesia has been mixed, previous efforts to implement multi-grade have had limited success and have generally not been sustained (with the exception of some private national-plus schools).
- The support of stakeholders for a multi-grade approach is lacking, most do not yet understand the benefits of the approach.
6 IMPLICATIONS FOR PROVINCIAL AND NATIONAL GOVERNMENT

Implications for policy and planning at national and provincial level are substantial. Although the implementation of teacher deployment is a district responsibility, provinces can assist through facilitating inter-district transfers and providing support to districts. Coordination between the provincial government and teacher education providers is also important as universities plan for the production of new teachers based on human resource need projections and current deficiencies in the system.

6.1 Synchronization of Teacher Deployment planning & policy at province level

The most frequently referenced source on the management of education at the provincial level is Regulation No.38, 2007, Regarding Distribution Between Central and Local Authorities. In this regulation the provincial jurisdiction in education is limited to management of international education (SBI). However, since the ‘international standard school’ program was abandoned due to a successful challenge in the Constitutional Court, the role of the province is unclear.\(^3\)

However, Regulation No. 19, 2010,\(^4\) gives greater authority to the governor, as representative of the national government, to coordinate the development of districts within the province than does the earlier Regulation No. 38, 2007. The 2010 regulation authorizes the governor to coordinate district activities, including in the field of education, in relation to planning, implementation, and control.

The Joint Five Minister Edict of 2011 states that the governor should coordinate and facilitate the transfer of civil servant teachers between schools, between levels, and between types of schools, in accordance with the requirements and authority for teacher deployment between districts in the province.\(^5\) Very few provinces have implemented the regulation as yet. One exception to this pattern is the Government of Aceh, which, in cooperation with USAID PRIORITAS and the DFAT-funded Education Policy Research in Aceh (EPRA) program, and coordinated by the Aceh Education Development Coordination Team (TKPPA), is preparing to disseminate the Teacher Deployment (PPG) program to all districts and facilitate the redistribution of teachers across districts in Aceh as required.

6.2 Incentives and sanctions for implementing teacher redistribution

The Joint Five Ministerial Regulation of 2011 specifies sanctions for districts that do not comply. Rewards for districts which implement teacher distribution are not included.

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\(^3\) The Constitutional Court decided to cancel Article 50, paragraph (3) on by Law No. 20 of 2003, on the management of international standard schools, as the result of a claim that the international standard school program was unconstitutional.


\(^5\) Joint Five Minister Edict of 2011 on Deployment of Civil Servant Teachers, Article 4, paragraph (1)
Providing financial incentives to districts which gain efficiencies in human resource management could assist. The tendency of Indonesian government to attempt to ensure compliance through top-down controls and sanctions could be balanced by national and provincial governments providing support and incentives for program implementation.

Incentives could take the form of grants from the national budget for teacher quality improvement programs. The Director General of Basic Education attended a province-level PPG forum in Central Java and pledged financial support for school mergers, to ensure that the resulting merged schools are seen as better quality than the previous unmerged schools.

6.3 Recommendations for a National Action Plan on Teacher Deployment

The Joint Five Minister Edict and accompanying Technical Guidelines for Teacher Deployment were promulgate three years ago, meanwhile teacher unrest associated with transfer as a result of the policy has grown. A more concrete action plan on the implementation of the regulation and the technical guidelines is required. In particular, concrete steps and actions that should be taken by each of the regulation’s signatories should be clarified.

Such a plan could spell out the responsibilities assigned to each Ministry and at each level, as stipulated in the regulation, and clarify how these can be followed up with concrete action and coordination between all players in the form of a National Action Plan on Teacher Deployment (Rencana Aksi Nasional Penataan dan Pemerataan Guru or RAN PPG).

6.4 Conclusion

The central government is very supportive of this program, which builds on the work of earlier projects, including the USAID-funded DBE1 and World-Bank-funded BERMUTU, and aligns with national policy.

The USAID PRIORITAS program is packaged as a set of training modules, materials including film, and a software application. Service provider personnel from partner universities and province level quality assurance centers (LPMP) are trained to implement the program, and a number of districts have expressed interest in adopting it. As pressure mounts from the central government, which issued the 2011 Joint Five Minister Edict, from teachers who are unable to teach the minimum of 24 lessons per week and are no longer eligible to receive professional allowances in 2015 (the grace period for such teachers expires at the end of 2014), and from schools and their communities which are underserved by teacher deployment, more districts are likely to want to adopt the program. The role of provinces, such as is in Aceh, can be significant in promoting and facilitating this.

Ultimately the Teacher Deployment program has the potential to greatly improve the quality of education throughout the country by ensuring that schools are properly staffed and by releasing funds for quality improvement.
THE INFLUENCE OF POLITICS AND SOCIETAL CULTURE TO SCHOOL AND CLASSROOM REFORM

Sopantini (Heyward)
Education Faculty, University of Tasmania, Hobart, Australia
Email addresses: laras.lombok@gmail.com

Abstract
This paper is informed by a case study conducted in the District of Kota Tidore Kepulauan, in North Maluku Province. The two questions that drive the investigation are: (1) How do teachers, principals, supervisors and local education administrators translate active learning that is embedded in the national School-Based Curriculum policy in the classrooms and schools? and: (2) What obstacles do they face in implementation. In particular, the paper explores the impact of politics and culture on school reform. The findings suggest that surface-level change is the dominant feature of the reform efforts and outcome. The responses made by district and school actors to translate the national policy into local practices are marked with various limitations in which the role of politics and societal culture are critical.

Introduction
Since the fall of the New Order government of Suharto in 1998, Indonesia has embarked on an ambitious program of reform in the management, governance, curriculum and pedagogy practiced in these schools. The few recent studies of school and classroom reforms that have been conducted in Indonesia all highlight a lack of success in changing current practices (Bjork, 2003; Cannon, 2007; Malcolm, McLean, Tanuputra, & Harlen, 2001; Puskur, 2007; Utomo, 2005; Semiwarn, 2001; Van Der Werf, Creemers, De Jong & Klaier, 2000). Reform in Indonesia is failing to achieve a deep-level change in the classroom. This reality has been repeated in the history of reform efforts in Indonesia over the last twenty or more years.

The common tendency to blame teachers for this failure is simplistic. More thoughtful and useful explanations are required if reform efforts are to succeed in the future. Teachers are the users of innovation and reform (Hall & Hord, 1987; Rogers, 1971). The users are critical for reform to succeed; they need to have the necessary skills and understanding to implement the change. However, this technical explanation is insufficient (Bjork 2003). An understanding of the political, socio-economic and cultural contexts is also critical.

The explanations given by scholars and practitioners alike for the repeated failure of reform efforts thus suggest a much simpler solution than is required for a deep-level change to occur. The question of culture, which is generally missing from the discourse and explanations of reform failure in Indonesia, is critical. Other critical aspects include: (1) the problematic process of policy making in Indonesia (Adams, Kee, & Lin, 2001; Elmore, 1980; Eimore, 1997; Klemperer, Theisens, Kaiser, 2001), and (2) technical, political and economic aspects of policy implementation in Indonesia. (Hall & Hord, 1984; Herbert, 2004; Hill, 2001; House, 1979; King, 1996; Nielsen, 1998; Windschitl, 2002).

This paper is informed by a case study conducted in the District of Kota Tidore Kepulauan, in North Maluku Province. This is a district in eastern Indonesia that has received very minimal intervention due, among other factors, to its geographical position which is very far from both the capitals of the province and the nation (Puskur, 2007). The two questions that drive the investigation include how do teachers, principals, supervisors and local education administrators translate the national School-Based Curriculum policy into classroom and school reform, and what obstacles they face in implementation. In particular, this paper investigates the impact of culture and politics on school reform.

The paper argues that Indonesian cultural values and politics impact on the way local responses to national policy are made. These cultural values and the way politics is manifested in education reform must be explored before a useful explanation to reform failure can be proposed. The aim of the paper is to explore the reform processes as they unfold in the district and schools, as observed in the case study. Particular attention is paid to identifying traditional Indonesian approaches to change and how powered is manifested in the education system in the districts. Once identified, the relevant cultural constructs and political manifestation provide a basis for an analysis of the experience and views of reform and its implementation held by teachers, principals, supervisors, and district personnel.

A conceptual framework: Three perspectives of change
House (1979), and subsequently House and McQuillan (1998), proposed three perspectives for the analysis of education reform: (1) the technological perspective, (2) the political perspective, and (3) the cultural perspective.

House asserts that technological perspectives dominated the discourse on curriculum innovation in the 1970s. The argument of this thesis is that technological or technical perspectives dominate the research paradigm and indeed the public policy process in Indonesia today. It will be argued in this
chapter that the dominance of this perspective is, in part, a result of the policy borrowing process, whereby technical innovations are borrowed from the West and, with the support of international donors, are implemented in Indonesia – without the cultural context necessary for successful implementation. The design and subsequent evaluation of the pedagogical reform program in Indonesia, it will be argued, were driven by the political and economic agendas of international donors and their government partners, and not, as was the case when the innovations originally emerged in the West, by a range of context-specific cultural and political factors as well as technical. The original context for House and McQuillan’s (1998) model was schools and districts in North America. This thesis thus further develops the theory by taking House and McQuillan’s three perspectives, expanding the meaning to include higher level political perspectives and broader cultural perspectives, and applying this conceptual framework in a new setting, that of Indonesia, a developing nation.

This political perspective is necessary to offer an alternative explanation for many so-called ‘failed innovations’. This perspective interprets innovation problems as primarily political, in which conflicts and compromises have to be made among what House called ‘factional groups’; the curriculum developers, teachers, administrators, parents and government. Using this perspective to make sense of the unfolding events surrounding policy development and subsequent implementation in Indonesian primary schools may help explain the failure of reform programs.

The cultural perspective is an anthropological approach to studying educational innovation. It emphasizes the importance of the context of the innovation. The perspective captures the social-cultural milieu of the classroom, school, and community. It will be argued that culture is critical to an understanding of education and education reform in Indonesia – and particularly the differences between the cultures of the West, where active learning originated, and the traditional societal cultures of Indonesia along with the expression of these cultures in schools, government and the education system.

Building on this tri-part framework, this thesis adopts a conceptual framework embodying three perspectives of change, which are somewhat broader than intended by House and McQuillan: (1) the technical perspective, which for the purposes of this study includes technical aspects of teacher professional development and classroom practice, (2) the political perspective, which for the purposes of this study includes the global politics of international aid and policy transfer, the national politics of policy (including curriculum) development and local politics involving the power relationships between school supervisors, principals, teachers, and (3) the cultural perspective, which for this study is taken to include societal culture as well as the subsets of organizational and educational culture. As is evident in the discussion below, each of the three perspectives is interrelated, thus political aspects appear in the discussion of the technical perspective and cultural perspectives and vice-versa.

The following figure illustrates this conceptual framework.

![Conceptual framework](image1)

**Figure 1. Conceptual framework**

**Indonesian school and classroom reforms – a repeated failure to affect deep-level change**

This section provides a brief outline of the ongoing and added reform agenda as set out in the national policy and a brief report of how it is translated locally in the district school and schools studied. Primary evidence gathered in the case study revolved around teaching and learning and teachers professional development activities. Two emerging themes were noted in response to the two questions asked in the case study: (1) the ongoing and current reforms have affected a surface-level change, and (2) the responses made by implementing actors are characterized by various political and cultural elements which become obstacles to implementation of education reform.
The following list sets out the reform agenda which includes the ongoing reform in pedagogy starting with child-centred learning which was adopted in 1970s and including an expanded and ambitious agenda in the reform era, commencing with the end of the New Order government in the late 1990s. (Yasin, 1987, Depdikbud, 1994, Permendiknas No. 41, 2007 Standar Proses). The additional reforms include:


2. Eight National Education Standards (PP No. 19/2005 Standar Nasional Pendidikan) consisting of: (2.1) Content and (2.2) Graduate Competency Standards (Permendiknas No. 22 & 23/2005: Standar Isi and Kompetensinya Lulusan), (2.3) School Supervisor and (2.4) Principal Standards (Permendiknas No. 12 & 13/2007: Standar Pengawas dan Kopala Sekolah), (2.5) Facility Standards (Permendiknas No. 24/2007 : Standar Sarana dan Prasarana), (2.6) Assessment and Evaluation Standards (Permendiknas No. 20/2007: Standar Penilaian Pendidikan), (2.7) Teaching and Learning or Process Standards (Permendiknas No. 41/2007: Standar Proses), and (2.8) Education Management Standards – one for central government (Permendiknas no. 19 /2007: Standar Pengelolaan Pendidikan) and one for local government (Permendiknas No, 50/2007).

3. School-based curriculum development in which the autonomy of schools and teachers is a central theme (Permendiknas No, 24/2006).

Government laws or regulations in themselves are not a sufficient ingredient for the successful implementation of education policy aimed at effecting changes at a school level. However, many policymakers and practitioners in Indonesia seem to believe the contrary. Contrary to the international literature highlighting the ineffectiveness of government decrees or regulations to affect change at school level (Marsh & Morris, 1991), up until now the Indonesian government still takes this approach. It will likely be sometime before a change of approach can occur. The approach in question, a top-down policy change approach, is defined in this context by the use of central government laws and regulations to affect the desired changes. This constitutes an externally driven school reform which ignores the many considerations, not only ideological but practical and cultural, which must be taken into account if reforms are to succeed. As has been found in an earlier study of school reform, Indonesian teachers are constrained by many obstacles including lack of support and bureaucratic culture (Bjork, 2003).

It is tempting to conclude that the above reforms, borrowing Elmore’s words, “…tinker around the edges of the core – fiddling with institutional arrangement and superficial structural features of the system – without ever influencing what kind of teaching and learning students are actually exposed to in the classroom and schools” (Elmore, 1997 p. 299). This is true. A more disquieting question is whether, given the centrality of the reforms to school improvement in Indonesia, the country can afford to continue approaching education reform in the way it has in the past. The section that follows will deal with the cultural and political obstacles as experienced by implementing actors at the district and school level.

Cultural and political constraints to reform

The following sections are primarily concerned with the Tidore experience which can be better understood if it is placed, first of all, in the context of recent history. In 2006 new regulations governing the implementation of ‘decentralised management of school-based curriculum development and implementation’ took effect. The sections below will provide a cultural and political explanation for the current practices observed which are not congruent with the policy. At this point it is important to note that a clash of both cultural and especially political values as manifested in the power of school superintendent (pengawas) are evident. A clash between values embedded in the reform and those of the teachers, principals and the school superintendents as experienced in the field at the implementation stage.

As earlier stated, the few studies of school and classroom reforms conducted in recent years in Indonesia suggest a repeated pattern - a lack of success in efforts to change current practices. Analysis of reforms in Indonesia in particular and Asia in general is made complicated for two reasons; (1) the fact that many reforms are borrowed from developed nations (Hallinger, 2004), and (2) the different contexts, in particular the cultural values of the societies in which the imported reforms find themselves in the new countries. To make matter worse, study of reforms as they are implemented in countries different from their origins is very scarce.

Two studies are central to this paper: other than Bjork’s (2003) study in East Java, Hallinger & Kantamara’s (2001) study conducted in Thailand offers useful insights. One of the many assertions made by the researchers in this study is that ‘cultural differences represent at least as significant a contextual factor with respect to the salience and implementation of findings on school effectiveness and improvement (Hallinger & Kantamara, 2001 p. 405).’
Empirical literature on educational change in Indonesia and generally in Asia is sparse. In the Thailand study, the researchers bolstered the review with theoretical and empirical studies of Thai culture. The following section offers a review of Indonesian culture and relevant constructs.

**Culture and politics as manifested in Indonesian education reform**

The term ‘culture’ in this paper refers to societal culture which underlies distinctive values of Indonesian society. The discourse on Indonesian values is closely related to a consideration of the political culture of The New Order government which governed the country for more than thirty years. It has been argued that Suharto's New Order government coopted deeply rooted cultural values of Java and Indonesia to strengthen its thirty-year grip on power, to reinforce a culture of compliance and to stifle dissent. This dynamic is most evident in the history of educational reform in Indonesia. The cultural aspects that will be discussed are those that have been identified in earlier literature as either contributing to or inhibiting reform (Bjork, 2003; Clarke, 2003).

In a study of reform in India, Clarke (2003) identified two cultural constructs conducive to reform and two cultural construct inhibiting reform. The two cultural constructs conducive to reform are ‘a shared holistic worldview’ and a ‘conception of instruction as duty’ whilst the two constructs that inhibit reform are described as ‘structural and qualitative hierarchy’ and ‘knowledge as collectively accumulated’. All of these four constructs, according to Clarke (2001), represent the broader meaning system underlying pedagogical practices in classrooms in India. The four constructs are extrapolated from anthropological and psychological research in India. The subsequent study considers the impact of these constructs on teachers' attempts at reforming instruction (Clarke, 2003). These four constructs are most pertinent to this study and are further described below.

First is the shared holistic worldview that supports the acceptance of regulation. This view also means that individuals are not autonomous but linked together in an interdependent system. Context and social relationships drive the individual. Individuals are governed by rules of interdependence, which are context specific and particularistic.

The second construct refers to the feeling of ease with which members of society accept regulating and being regulated. Duty-based cultures enshrine some blueprint for how people should live. According to the conception of instruction as duty, it is only natural to think an instruction from a superior as a duty that must be perform regardless of what one thinks or feel likes doing. It is not the thinking but the performing of duty that is important and regarded as desirable by the society.

The third cultural construct places teaching and teacher thinking within a social framework that is defined by structural and qualitative hierarchy. Both these types of hierarchy apply to the teacher: structural hierarchy in terms of the establishment of authority in the organisation of the classroom and qualitative hierarchy in terms of the teacher being more knowledgeable than the student. Students' relationships to their teachers in the classroom display, at least superficially, the respect, esteem and even reverence demanded of a novice towards an expert. The relationship of the expert to the novice in both the structural and the qualitative hierarchy is nurturing, responsible and empathetic.

The fourth cultural construct that is relevant here is knowledge as collectively accumulated, attested and transferred. An individual's decisions and choices are often constructed by the choices made by the community rather than by individual experience and perception. In this process an individual constructing his or her knowledge becomes less significant.

Stirring similarities to these four constructs can be found in Indonesian society – thanks in part to the New Order political machine which successfully manipulated traditional cultural values to promote obedience, a sense of duty, and unity over diversity (Dhakadie, 2003; Jatmiko, 2004; Mulder, 1994; Pradipto, 2007; Susena, 1997; and Vatikios, 1993). These values, when combined, constitute a world view of oneness. When tracked to its Javanese origin this worldview also gives birth to some additional constructs, including *manut lan miturut* which mean obedience, and *ewuh pekewuh* to refer to the discomfort one should feel in relation to controversy or conflict and which discourages one to bring up sensitive issues in the open (Dardjowidjoyo, 2001).

These two particular constructs play a critical role in much social interaction including that in schools. This view of oneness is also about social order which was favourable to the New Order regime which governed the country for almost 32 years. This world view originally had a spiritual tone in its Javanese origin but, in Mulder's words, had shifted into a view about social order emphasising unity over diversity (1994 p. 35).

Suseno (1997) describes the following three basic principles as the most relevant in the Javanese worldview: (1) the principle of conflict avoidance, (2) the principle of respect, and (3) the ethics of social harmony. All of these principles manifest in various cultural constructs that govern the life of both individuals and the group. One instance is the concept of *rukun* as a manifestation of the conflict avoidance principle. *Rukun* refers to the common desire to live in peace with each other or to use Suseno's words, to feel oneself to be in a state of harmony (Suseno, 1997 p. 42). *Rukun* is commonly expressed in the willingness to compromise, which is often taken to mean accommodation to the point of conformity, being cooperative, mutual acceptance, and maintaining calm (Mulder, 1994). *Rukun* is the ideal situation that should be achieved above all else, so it prevails in all relationships, including relationships at schools. *Rukun* is
desirable and lends itself to a view which prioritises the maintenance of harmony – a value which was also successfully promoted by the New Order government as a view about the nation.

As a nation, Indonesia is seen as a family (kekeluargaan) or at least guided by the principles of family life. Relevant concepts under which fit this rubric include sharing a burden (gotong royong) and consensus, subordination of the individual to the common unanimous decision (mufakat).

It is worth noting here that although the Javanese are just one of many distinct ethnic groups in Indonesia, the Javanese culture may be said to dominate both government and education in Indonesia, particularly during the highly centralized period of the New Order. Many of these constructs are now also found in the worldview of other ethnic groups in Indonesia. The Javanese make up the largest ethnic group in Indonesian society (over 45% of the population). Many leadership positions during the New Order regime were filled by Javanese and consequently many cultural constructs originating from Javanese have arguably become mainstream especially in the bureaucracy (Vatikiotis, 1993).

Through its political and bureaucratic machinery, of which education formed a part, the New Order Regime was successful in instilling many of the above values across the nation. The adoption of Pendidikan Moral Pancasila in the curriculum which forms citizenship education and is taught from primary to university levels is an evidence of this effective mechanism (Bjork, 2003; Dhakidae, 2003; Jatmiko, 2004; Kalijernih, 2005; and Leigh, 1999). An example of how some of the above constructs have become entrenched in a way that the impact is noticeably in education has been outlined in the work of Dardjowidjoyo (2001). His work analyses the cultural constraints emanating from Javanese worldview that give rise to three cultural constructs, two of which were described above:

1. Manut-lan- miturut or total obedience,
2. Ewuh-pekewuh; a feeling of discomfort and unease when discussing controversial issues, holding different opinions, questioning the words of elders or disagreeing with them, and
3. Sabda Pendita Ratu which gives rise to an attitude where an elder or a leader must be obeyed and an acceptance that their behaviours reflect the truth and must not be challenged.

These deeply embedded cultural attitudes also reinforce the disturbing habit of being unwilling to admit any fault, mistake or wrongdoing (Dardjowidjoyo, 2001, p. 316).

It is important here to note that Dardjowidjoyo’s analysis should be treated cautiously due to its methodological limitations; the bulk of the work is a conceptual analysis without any field or experiential study to support it. Dardjowidjoyo is a linguist from Java. The fact that he has conducted a study identifying these cultural constraints emanating from the values he has himself grown up with shows a deep understanding and meta-cognitive ability to critically analyse these cultural factors. Nonetheless, it does provide a good basis for a study of relevant cultural constructs. This is particularly true given the Indonesian context where there is a real lack of a research basis in this area (Hallinger, 2001).

In his analysis, Dardjowidjoyo (2001 p. 317) goes further to argue that these cultural constructs have manifested in a debilitating situation which constrains the working relationships of people in educational institutions including schools and universities. In the higher education context for example, he asserts that it is an expectation, on the part of the superior - professors in this case, not to have their words challenged by their students. Similarly, on the part of the students – they are expected not to challenge their professors’ words, ideas and so on and if they do it will constitute disrespect. Furthermore, this kind of expectation also extends to the level of the rector, whose words must not be challenged by deans, and so on down the ranks.

Another recent analysis pertinent to this cultural aspect is in the work of Hofstede & Hofstede (2005). Although Hofstede and Hofstede’s (2005) notion of national culture as exemplified in somewhat limited in the Indonesian context given that Indonesia is a nation with diverse cultures and ethnic groups, nonetheless the notions of power distance and communal society as exemplified in this work are useful. Hofstede and Hofstede (2005) define power distance as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally. In a small-power-distance situation, such as may be observed in Australia, for example, subordinates and superiors consider each other as existentially equal; the hierarchical system is just an inequality of roles, established for convenience; and roles may be changed. Organizations are more decentralized. In the small-power-distance situation, teachers are supposed to treat the students as basic equals and expect to be treated as equals by their students. The educational process is student centred, with an emphasis on student initiative' students are expected to find their own intellectual paths. Students make uninvited interventions in class; they are expected to ask questions; they may argue with teachers and express disagreement and criticism in front of the teachers and show no particular respect to teachers outside school.

In a large-power-distance situation, such as Indonesia, teachers are treated with respect (and older teachers even more so than younger ones). The educational process is teacher-centred and teachers outline the intellectual paths to be followed. In the classroom there is supposed to be strict order, with the teacher initiating all communication. Students in class speak up only when invited to. Teachers are never publicly
contradicted or criticised and are treated with deference even outside school.

The discussion above has described research and analysis into cultural constructs identified in India and Javanese society as relevant to a consideration of reform in education in Indonesia. From the outset, there are similarities of cultural constructs between Indonesian and Indian societies. The worldview found in Indonesian society that gives rise to the principle of conflict avoidance which is manifested in the cultural constructs described above find its similarity in the view of holism that underlies the way society is governed in India. The hierarchical nature of the society is also found in both Indian and Indonesian cultures although it is manifested in different forms; the caste system is more common in India than in Indonesia. (Note that the Balinese, a Hindu group, also maintain the vestiges of a caste system.) As asserted by Hofstede and Hofstede (2005), this hierarchy marks the difference between many Asian and western nations.

Since there have been very little research into aspects of societal culture such as these and how they might relate to education reform in Indonesia, the studies conducted in India and the analysis of Javanese culture provide a useful framework for examining whether these cultural constructs, along with other non-cultural aspects have the potential to inhibit or facilitate change in the Indonesian context. Given that similarities in cultural constructs between the two societies are striking, as discussed above, it is reasonable to argue that these cultural constructs could play critical role in education reform either as a facilitator or impediment. Furthermore, given the deep influence of the Javanese worldview on the Indonesian government and education system, and the commonality of many cultural constructs identified as Javanese to other cultures in Indonesia, this discussion will provide a basis for exploring the influence of culture on education reform in Indonesia, and particularly in the case study described later in this paper, located in Tidore and Ternate in eastern Indonesia.

In summary, as illustrated in Figure 1, below, there is a strong relationship between societal culture, policy, practice and real change in the classroom. As described above, a number of cultural constructs have been identified in the literature which is relevant to a consideration of educational reform in Indonesia. These may be loosely grouped as follows:

1. Collectivist society, tendency to act and think in groups, acceptance of regulation
2. Teaching regarded as a duty
3. Hierarchical society, acceptance and reverence for authority, valuing of obedience; high power distance
4. Knowledge seen as collectively accumulated, attested and transferred
5. Conflict avoidance, valuing of harmony
6. Nation and institutions modelled on the family

When central government policy advocates students to be active and critical thinkers, all of these cultural constraints reflected in the societal culture must be understood and negotiated. Policy makers and educational practitioners need to be aware of the constraints as well as the potentially supportive factors. The potential of the societal cultural constructs discussed above to hamper the interaction between teachers and students, teachers and principals, principals and school supervisors and others must be analysed if the policy is to take affect.

![Figure 2. Relationship between Culture, Policy, Practice and Change](image)

The sections that follow will deal with reform as it unfolds in the district and schools. The process and local responses made by various implementing actors will be analysed by focussing on the influence of cultural values on their behaviours of principals and supervisors which underlie reform decision making.

**Method**

A brief description of the research methods for the case study is presented in this section. I used a multisite case study to gather and analyse data on the school district’s and schools’ role in the implementation of child-centred learning and school-based curriculum development. This approach is well suited to in-depth analysis of complex processes (Miles & Huberman, 1984; Stake, 1995) such as policy implementation. The study involved mixed methods, including semi-structured interviews, surveys, observations, and document analysis. Data were collected over a six-month period in 2007 in 21 schools in Eastern Indonesia. Open-ended and semi-structured interviews were conducted with as many as 80 respondents all of whom were either individually interviewed or in groups. A survey completed by 46 respondents provided worthwhile data on what accounts for the current teaching practices, however as at the time of writing data analysis is not complete, this data is
not considered in this paper. These teaching practices form the core of policy implementation of the nationally mandated School-Based Curriculum policy.

**Autonomy versus Superordinate Command**

This section presents one exemplary story to illustrate the way in which one or more of the above cultural constructs can obstruct the implementation. It is also important to note the way politics is manifested in the form of power that was played out by the school superintendent (pengawas).

The story of an attempt to introduce competency-based curriculum in the school, Sekolah Jaya, illustrates clearly the effect that collectivism and high power distance can have on stifling innovation.

A clash of values between societal culture and the foreign or new culture embedded in the reform has been identified as an obstacle for change. Indonesian societies, although diverse in ethnicity demonstrate a strong sense of social harmony which manifest in cultural constructs such as the Javanese rukun, mufakat; and ewuh pekewuh which in Hofstede (2005) typology of national cultures is a feature of a collectivist society.

The values underlying the behaviour of various actors as local responses were made to central policy, as illustrated below, shows that there is a clash of values between culture and reform. The most relevant societal values referred to here are:

1. harmony and consensus in society as ultimate goals (Hofstede 2005),
2. mufakat or subordination of the individual to the common unanimous decision (Mulder, 1994)

The fact that similar topics was brought up by several different respondents during separate interviews provides good evidence for the veracity of the respondents’ accounts and accuracy of their perceptions. Furthermore, verification of the accounts with all actors involved shows that when combined, the different reports were consistent. Whilst on the surface, these various accounts illustrate technical and economic obstacles to reform, on closer examination, they highlight a set of deeper cultural constraints. They form a complete picture which highlights how strong values stemming from the cultural constructs outlined created an obstacle for change.

The illustration below also describes how hierarchy in society, also typical of collectivist society, plays a critical part in determining how long a reform initiative lives; in this account it lived for a very short time and was abruptly aborted. Central to the behaviours of all involved in these accounts is the notion of autonomy as exercised by a school principal when responding to central policy. The central policy in question refers to the Competency-Based Curriculum (KBK), a policy predecessor which forms the basis of the School-Based Curriculum policy which followed and is the focus of this study (Permendiknas No. 24/2006 article 2.3). KBK is an acronym for the term ‘Kurikulum Berbasis Kompetensi’, literally ‘Competency Based Curriculum’. The draft national curriculum, developed by the national curriculum centre, and based heavily on the approach taken in the earlier national Australian curriculum (1994) was never formally adopted as policy for political than technical reasons. However the draft curriculum provided a basis for subsequent policies including the ‘School-Based Curriculum’ policy and national standards, discussed above.

A revealing comment heard in the course of the case study was as follows:

Ya, otonomi tapi harus ada komando. Yes, autonomy but wait for instructions.

This account describes the experience of two principals and two supervisors as they were dealing with an initiative of the school, Sekolah Jaya, which decided to run a ‘trial’ for the new curriculum.

Being aware that authority over the actual design and implementation of KBK is concentrated at the school level and supported by a seemingly competent colleague, the Principal of Sekolah Jaya decided to adopt the 2004 KBK in the beginning of academic year of 2006/2007. Convinced that autonomy had been devolved to school and assisted by his colleague, an aspiring principal, to provide the needed training for his teachers, the Principal of Sekolah Jaya embarked on a series of school-based programs focussing on curriculum development training activities to empower teachers and improve their capacity.

Whilst this training program was ongoing, teachers no longer used the old 1994 curriculum and instead referred their teaching programs to KBK. It is worth noting that in practice the ‘trial’ of KBK involved the purchase of KBK-labelled textbooks by the schools and the usage of various KBK teaching references. When other schools in the whole district continued to use the earlier 1994 curriculum, teachers in Sekolah Jaya abandoned it and began to use KBK instead.

In the local context, Sekolah Jaya is regarded as the most reputable school in the district. The parent population consisted mainly of public servants (87%) with the remainder a mix of farmers and members of the business community. Even the aspiring principal sent his two children to Sekolah Jaya. Some 50 percent of teachers had completed further study and earned teaching degrees – a feature believed by the community as an evidence of teachers’ quality. A pass rate of 100% for the Grade Six national examinations over the past five years added to the list of pluses for the school’s reputation.

In this context and with a personal conviction based on the reforms which afforded autonomy to the school, the Principal of Sekolah Jaya felt that he had all the ammunition he needed to go ahead with trialling the new curriculum. However, this trial had to be aborted. Approaching the sixth month of the
trial, when the school examination was about to take place, a conflict with school supervisor emerged. This conflict ended the initiative of the school; an event which a year later was described as pelajaran berharga (an important lesson) for reform by one of the actors; the Principal of Sekolah Jaya.

On recalling the initial process of KBK trial in Sekolah Jaya, Principal Sekolah Merdeka commented as follows:

Saya dengan Pak A akrab dan sering berbincang tentang hal-hal baru termasuk KBK. Belum ada sekolah di Maluku yang mencoba KBK, kenapa Sekolah Jaya tidak mencoba. Saya sarankan dia untuk menerapkan KBK dan saya bilang saya siap bantu. Saya siap sosialisasi gimana KBK dilaksanakan di kelas, silabus dan sebagainya. I have good relationship with Pak A and we talk about new things including KBK. There is not yet any school in Maluku which has trialled KBK, why doesn’t Sekolah Jaya try it? I suggested that he trialled KBK and I told him I was ready to give him support. I am ready to socialise the new curriculum, its enactment in class, the syllabus, and so on.

Interview with the Principal of Sekolah Jaya verified and drew a consistent picture of the account:

Ya, bukanlah dengan KBK sekolah punya otonomi. Saya putuskan untuk mencoba KBK karena mencoba kurikulum baru adalah hal yang baik untuk sekolah. Untuk kemajuan pendidikan di sekolah. KBK entails school autonomy, does it not? I decided to trial KBK because this is a good initiative and it will be good for the school. For the improvement of the school.

Interview with the supervisor also drew a consistent picture:

Benar, waktu KBK dicoba oleh Sekolah Jaya, saya sebagai pengawas waktu itu. It is correct that I was the school supervisor when the initiative to trial KBK was conducted at Sekolah Jaya

On recalling the erupting conflict, and how principal and supervisors meeting was used by the supervisors to vent their anger over the initiative of the Principal of Sekolah Jaya, the Principal of Sekolah Merdeka reported:

Di KBK guru punya hak untuk menyesun sendiri dan melaksanakan evaluasi pembelajaran. Jadi guru-guru sudah membuat soal-soal sendiri untuk dipakai. Pada saat tes evaluasi belajar di semester pertama, karena sekolah sudah membuat soal-soal sendiri, Sekolah Jaya tidak lagi mengambil soal-soal dari kecamatan. Pengawas marah. With KBK teachers have the right to develop students’ assessment. The teachers had developed their own test items for use. When the time came for the test to be administered, because they had already developed their own test, Sekolah Jaya no longer needed the test developed in the sub-district. The supervisor was angry.

Anger was apparent by the use of his increased tone when Principal Sekolah Jaya was interviewed to verify the account:

Tentang (percobaan) KBK itu, masak djawab seenaknya. Sekolah-olah saya tidak melakukan koordinasi. On the trail of KBK in my school, their response [to my query about school autonomy] does not make any sense. They created the impression that I did it without coordinating with them.

In a separate interview the school inspector (pengawas) explained his position:

Memang saya yang melarang. Otonomi itu bisa saja tetapi harus tetap menunggu komando. Indeed, it was me who prohibits [the continuation of the initiative]. It is OK to be autonomous but you have to wait for [superior] instruction.

The above illustration highlights how the newly gained power was exercised by the two principals, in particular the principal and teachers of Sekolah Jaya. They were developing a sense of autonomy as decision makers and curriculum developers. Although it was not possible to assess just the extent of autonomy exercised by the principal and teachers in this school, the fact that they initiated the trial is worth noting. Suffice to say that this initiative was a form of experiential autonomy that was exercised in a context where external constraints are evident in various forms and in which the attitudes and behaviour of the school supervisory team form a part.

On the part of principal, his initiative to conduct the trial is something distinctive that only those with courage would do. As evident in the context: at the time, of 103 schools in the entire district, his was the only school which decided to conduct the trial. Although the reasons why other schools did not conduct the trial cannot be explained for certain, it is reasonable to assume that by not conducting the trial in their schools, these schools principals behaved according to the cultural expectations of a collectivist society; they would wait for their superior’s instruction. In this local context, the instruction of school inspectors is normally based on the unanimous decision of the group (mufakat).

On the part of the individual inspector and the whole supervisory team who believed that what they had done was justified under what they called procedural bureaucracy, a cultural explanation can be given. Culturally, as a superior, the inspector expects not to be challenged by his sub-ordinate.
The fact that the Principal of Sekolah Jaya conducted the trial comprised a great challenge of his authority in particular and the authority of the team of inspectors in general. The fact that the supervisory team decided to vent their anger in a public meeting to single out Sekolah Jaya principal confirms this.

A year later, the principal recalled the meeting and reported;

Yes, they accused me of being rebellious.

From these accounts it is clear that autonomy as entailed in the new curriculum presents as a foreign idea and, as such, faces great cultural challenge when being exercised. These accounts also suggest that exceptions to these cultural rules are possible. In this case, an individual, the Sekolah Jaya Principal, chose to break the rules by behaving courageously enough and take an initiative and follow through regardless of how short-lived his effort to conduct the trial of the new curriculum in his school would be.

On this basis of exception, it is not unreasonable to expect that the reform has potential to be implemented successfully. What is important to bear in mind is the fact that for autonomy to be successfully adopted, there are cultural challenges that must be resolved. It is therefore important to study how individuals such as the principal of Sekolah Jaya managed to act individually in a collectivist culture such as that demonstrated by the supervisory team of the school community in the sub-district of Tidore.

Conclusion

In this paper, I have explored implementation of policy by examining the Indonesian societal culture and politics as they influence the responses made by implementing actors. This analysis, though limited in scope has nonetheless yielded insights into the two propositions long known in the literature on change and implementation of education innovation; (1) the complexity of implementation, and (2) that change is not an event but a process.

The key finding of this study is that the implementation of reforms in classroom practice has largely failed at the district and school levels due to, among other factors, the influence of cultural values and politics manifested in the power of school superintendents. A number of cultural constructs were identified as relevant to a consideration of educational reform in Indonesia. These include: (1) the tendency of members of a collectivist society to act and think in groups, acceptance of regulation, (2) teaching regarded as a duty, (3) the hierarchical nature society, acceptance and reverence for authority, valuing of obedience; high power distance, (4) a perception of knowledge as collectively accumulated, attested and transferred, (5) tendency to avoid direct conflict, valuing of harmony, and (6) a view of nation and institutions as like a family.

These value sets can act to either support or constrain reform. In varying degrees they are all present in the case study reported from North Maluku. One exemplary story was provided to illustrate the way in which one or more of these cultural constructs can obstruct the implementation. The story of an attempt to introduce competency-based curriculum in the school, Sekolah Jaya, illustrates clearly the effect that collectivism and high power distance can have on stifling innovation.

Notably this analysis has highlighted the extent to which Indonesian cultural norms have shaped the responses of teachers, principals, supervisors, and district officials to external change forces. Some insights to gain from this understanding can be framed in both implementation of innovation and change vocabularies. To look for the role of culture as an addition to blaming these implementing actors for failure would be a useful implementation perspective. Unless policy makers allow for the realities, including cultural realities, of implementers at the level of classroom, school and district, their reform policies are unlikely to be implemented and the pattern of failed reform in Indonesia’s education system is likely to be repeated.

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Sociocultural Perspective in Education

Suyata
Prof. (Em,) FIP, & Pasca UNY, and Professor at UAD

School improvement needs balancing thoughts, avoids either- or thinking (Deal & Peterson, 1994) in term of policies, plans, and actions, develops synvertical thinking (Gelb, 1995), thinks with the whole brain, and be aware of minds- sets (Gelb, 1995) or mental models (Boyett & Boyett, 1998; Senge, 2000). Building community in school, building culture in school, and building human orientation in school would generate community of teaching and learning for all students. These conflicting approaches to deal with school problems have their roots in their paradigmatic position of the nature of society the schools exist and the nature of knowledge.

This article will discuss first paradigmatic roots of the different school improvement approaches, second generate improvement for all students in school, third building community in school, four developing school culture, five the central roles of school leadership, capacity building, empowerment, and broad school partnership.

Paradigmatic roots of different view dealing with school improvement

Discussing educational planning, Don Adams (1988) elaborated four paradigms of social theories proposed by Burrell and Morgan using two axes, one vertical the other one horizontal relating their view of the nature of society and the view of science. The ends of the vertical axis representing the view of regulatory of the society and the view of radical change of the society. The ends of the horizontal axis was located the view of objective and subjective view of social phenomena. The labels for the interrelated paradigms include the functionalist paradigm, the interpretive paradigm, the radical structuralist paradigm, and the radical humanist paradigm (Adams 1988, 408-409. based on metatheoretical paradigm developed by Burrell and Morgan identifying four science proposed a typology of social paradigm, paradigm defined as broad worldview or view of social reality. Put in the quandran the interrelated social paradigms as following.

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<table>
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<tr>
<th>Subjective</th>
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<td>Radical humanism</td>
<td>Radical humanism</td>
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<td>Interpretivism</td>
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Figure 1. Fig 1. A typology of social paradigms (Adapted from Adams, 1988)
Radical structuralism and functionalism share their view of objectivity in epistemology for studying social phenomena. Functionalism claims systemic whole of the society and believes in orderly change in society, while radical structuralism assumes the existence of the of structure of domination of the society and believes that society has always in conflict by nature. Both tend to view and provide with conflicting explanation to same social phenomena. Both assume the quest for objective science of society and any institution within.

The interpretive and the radical humanism paradigm share subjective view of social phenomena, society exist without being independent of its members, but contrast in dealing with change in society, the former tends to assume orderly change the latter to commit to radical change.

**Figure 2. Models of viewing educational problems(Adapted from Adams, 1988)**

The rational approach to school reform in term of the proposed policies and plans seems to dominate in overcoming the problems of schools generated by the central office of education; The government of Indonesia tended to follow this rational type of dealing with schools problems. The educational policy actions being introduced by the central government came to the districts and the municipalities without critical views adjusted the local situations by the middle and lower educational leaders. Improving access seems to be accomplished but it found short in term of quality improvement. This model of solution as one key fits for all sizes of the selected problems has been criticized as neglecting the contextual conditions of any area and any school. The expected results of this rational scientific approach to school improvement seems to be limited.

Another school improvement approach has been proposed viewing the school as unique demanding specific treatment due to its historical and sociocultural conditions and using them would facilitate the proposed improvement at work. The rational scientific view tends to be mechanistic and fragmented respond to school problems. The overlapping of the technical model and the consensual (interactive) model is the political model being able to accommodate the technical and the interactive model. It is necessary to view school problems as human problems, human social problems, human cultural problems, human religious problems as well. The problems of schools should be considered in the perspective of socio humanity, not socio-bureaucracy, and cultural religiosity, especially for developing intercultural and interreligious learning and mutual understanding for school betterment as appropriate conditions for the school products and school development progress for the benefits to all students and the community.

**Generate School Improvement for All Students**

Goodlad argues (1984) that school can be improved and all student can be better; similar claim voice by Mortimor et al. (1988), by Glasser (1990), and Murphy in Townsend (2007), among others. Decades of research experiences using and applying the rational tradition approach found certain limited improvement of school learning.
Schools tend to provide with benefits only for small portion of students due to inappropriate strategies of improvement learning conditions to varieties of student population. What has been learnt from researches on school improvement?

Twenty years of the International Congress for School Effectiveness and Improvement (ICSEI) experiences drawing from researches, international discourses, discussions and reflections it comes to believe with high optimism that schools could be improved to generate impacts of different kinds for all students with their differences... Townsend (2007,3) brings Murphy findings drawing from decades of researches four important points for school betterment. First, all student can learn with appropriate conditions. Second, the socio-economic level of the school location does not the determine the existence of good schools and the bad ones, value added is the product of the inside school factors, not the outside school factors. Third, stop blaming the victim for the shortcomings of the school. Four, the better schools are more tightly linked- structurally, symbolically and culturally- than the less effective ones. With proper strategies schools can be improved, can be made more effective, can be made better for all the students with more equity.

Hopkins (1996) sited by Harris (2002, 10) define school improvement in two meaning, the one is making schools better place for students and for students to learn, the general public use this sense. The two, more technical, school improvement as "a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for managing change" (Harris, 2002,10) The focus of the school improvement is the cultural factor, not the structural one. Building school culture would be the main strategy for school improvement. Hopkins and other (Harris, 2002,10) propose some assumptions in school improvement actions, including:

Schools have the capacity to improve themselves;
School improvement involves cultural change;
There are school level and classroom level conditions for change;
School improvement is concerned with building greater capacity for change.

So many school reforms have been introduced and implemented without proper understanding of the current conditions of the targeted school, their members, and their supporting communities with unclear status of the things being introduced. In case the things might be transferred from without no critical review being done. It good to learn from outside school, within and outside country, but the internal factors, assets, and capacity should be the primary consideration. It is necessary to make any effort to build internal belief that school can be change into the better one and each of the students can change themselves.

The process of the school improvement change has been identified using research finding from many countries discussed by many including Fullan; Hopkins, and others. These followings should be understood and reflected to learn from. (Harris, 2002,11-12) lists the matters. 1). Teacher development is vital in school level change; 2). Leadership is important to secure school level change; 3). No one blueprint for action but the improvement approach should vary according to the type of school; 4). Specific student outcome should be used to select the change efforts.; 5). The importance of understanding and working with school culture. (italic original)

Put Community Back to School: Individual Student Competition NOT Enough

Competition between schools, between parents, between students has been the main strategy to develop school quality and students outcome. Accordingly, only small portion of high level schools, higher parent status with their children enjoy the benefits the schools offer. Kim co-founder of the Center of Organization Learning at MIT defines learning as the acquiring of knowledge skill from on-line dictionary and found the inappropriate learning practices as encouraged by workplace having characteristics that

- Learning occurs in the classroom away from real workplace, knowledge presented by expert and learner should demonstrate their mastery by answering the test
- Learning is individual and passive
- Learning follows the explicit rules, operating procedures, and policies of workplace

These characteristics of most learning at school similar to these kinds and wrong. In fact most effective learning having characteristics as follows.

- Learning on the job- real life not in the classroom
- Learning is social and active, not individual and passive
- Learning is in the tacit stuff in .. dy-to-day activities

More importantly, learning occurs in the form of wheel of learning. It might start either from concept or from experience by actions and proceed around and around as concept follows by testing the concept, experience then reflect the experience to have new concept. In case learning begins with action having experience, it proceeds to reflection activities gives results in new concept and tested further in actions on and on. (Boyett & Boyett, 1008,85-87).

Building School Culture and Learning School

Researches provide with abundance evidences the positive roles of culture in creating good schools and high quality of student learning and outcomes,. The cores of any school culture have been beliefs, assumptions and values about many things include the nature of students, learning, teaching,
School leadership should be managerial leadership working in team improving the school.

School and classroom leadership could synthesized leadership in formal and informal organization. They should work more with culture and structure with more human orientation.

They should develop wide school partnership in order the school getting powerful dealing with school problems. Mutual benefit, inter trust principles, work together, sharing information should be provided,

Capacity building should be carried out to support school development via change. It would be unlikely to have steady long journey without building capacity in many kind of school, classroom and community affairs.

REFERENS


knowledge school and classroom systems, about knowledge, morality, play and work, and etc. Deal & Peterson (199), the pioneer of school culture movement, argue that school culture is the heart of leadership indicating the central role of leadership and both direct school improvement conceptualization and actions. School culture generates social tie among school members, build commitment, e energize activities, enlighten school vision, mission and strategies, give meaning of everything at school.

The main component of school culture include beliefs, values, norms, ritual & ceremony (culture in actions) and symbols (embedded in histories and stories and classroom lead (Deal & Peterson, 1999). School and classroom leaders the culture to school members and stakeholders and embodied them as role models.. School social structure should derive from the school culture so as to build dynamic school and classroom life.

John Kotter prefers seeing the culture of an organization as appearing in the last stage of organizational change contrast to those work in schools. It would be about the strategy, the importance resides in the role of culture for generating massive and long term change. School improvement requires long work treating school in its complexity.

The concept of learning organization implies that not only individual learns but group and organization do also. Peter Senge has been called the father of learning organization. It has something to do with the wheel of learning discussed before.

The results of wheel of learning in workplace know-why and know-how does not lose, but store as assumptions, notions and theories about how our world and being called mental models providing function instruct and direct members actions (Boyett & Boyett, 1998, 87). The mental models could be individual and collective ( shared mental models and these are secured by the communities of practice. To secure change members of school should be aware of their mental models, in case of failure they could build new mental models match to the conditions. Learning in school could be maintain using the learning school being established.

Building learning school at each school has been strategic for the whole school development process especially for teacher professional development by building teaching community development within as well as across schools. Fullan gives remark the weakness of teacher professional development using in-service scheme not on – the job setting. The creations of learning school provide wide scheme contexts of teacher development.

Leadership, Empowerment, Broad School Partnership, and Capacity Building Matter

School and classroom leadership have been found central and vital to generate school improvement. They have roles to empower themselves, students and their school organization.


THE EFFECTIVE OF THE PRINCIPAL’S AND SUPERVISOR’S WORK ON THE MOTIVATION OF TEACHERS OF SD IN UPTD SUB DISTRICT TEMANGGUNG

Agus Widi Sucahyo
SDN Butuh

Abstract

Teacher’s motivation is one factor in improving the performance of SD teacher. The problems in the study were: (1) Is there a positive and significant effect of the principal supervision on the motivation of teachers of SD in UPTD Sub District Temanggung, (2) Is there a positive and significant effect of the principal supervision on the motivation of teacher motivation. The study results as follows: (1) There is a positive and significant effect on the performance of the teachers SD (2) There is a positive and significant effect of motivation on the performance of the teachers SD, (3) There is a positive and significant effect supervision on the of the teachers. Teacher achievement increased significantly in the first and second cycle. It passes the effectiveness indicator which stated that at least 75% teachers could get 75 (very good). Thus it is supervision and motivation types of effective can be investigated empirically for further research in different designs. This study includes a comparative study aimed at investigating the causal relationship that is used is because aikat. Metode: Where survey research by taking sempel of the population and use koesioner as the principal means of data collection. Location Research is UPTD Temanggung the principal and elementary school teachers.

Keywords: effectiveness, principal supervision, work motivation, performance.

Introduction

The student of educational organizations is no stranger to the topic of supervision of instruction. Unlike its conception in many other is organizational settings, however, supervision in schools in concerned with the direct improvement of the work process not with bureaucratic control of subordinates. Consequently, supervision in school is viewed as a collaborative professional process among colleagues.

Effective supervision in public schools is an elusive but fascinating activity and much confusion and misapprehension surround the word “supervision” itself, “evaluation,” “rating,” “assessment” and “appraisal” are all used to describe what supervisors do; yet none accurately reflects the process of supervision of instruction.

In fact, such terms are in large parts a source of suspicion, fear, and misunderstanding among teachers. Unfortunately, supervision also has its roots in the industrial literature of bureaucracy. Close supervision was a classic response to production and control problems; it was management’s attempt to manipulate and control subordinates. It should not be surprising, then, that a good many teachers view supervisors as simply another layer in bureaucratic structure designed to watch and control their actions.

Leadership is an important part of the management plan and organize, but the primary role of leadership is influencing others to achieve the goals set. This is proof that the leader may be a manager who is weak when planning ugly that causes the group to walk in the wrong direction. As a result, although the team can move the work, but they do not run towards the achievement of organizational goals.

Principal duties as a mandate from God and the government, which must be based on the totality of motivation to serve. Devotion led urban primary schools is a different challenge and an opportunity to work as a whole. I realized it as charity land in the world of education. Commitment on the value of a work of worship at fostering the spirit at work. Sense of sincere devotion to the country grew not tersadari. Awareness of the nature of the creation of man to worship accompany each step so that foster an understanding of the nature of work. An understanding of the nature of the work led to a self aphorism that “If we are proud of the success why should grieve with difficulty”.

Challenges arise task was to improve the quality of school performance. Challenges include learning, leadership, school management, community empowerment, and the spirit of entrepreneurship. The learning process is still centered on the teacher has not shown satisfactory results. Very weak academic achievement, school leadership has not demonstrated a good climate, so that the school management has not been able to promote the progress of the whole school.

School development program is not yet clear, transparency and accountability of school programs have not been able to raise the carrying capacity of the school community. Achievement of non-academic areas of the school are very less. It is certainly not able to attract parents to enter his son and daughter to the Elementary School Butuh dan impossible not a new lesson each year fewer and fewer number of students who obtained human resources school also does not have the entrepreneurial spirit in the school, so the renewal weak creativity in schools not appear.

Identify the Problem

Minor problem that arises in the habit of learning time that students and teachers are in the
process of implementing learning activities, teacher motivation is a problem in implementing the learning activities is a matter of learning at the level of being. Severe problems in the learning process model is teacher-centered learning, teachers who have not the resources to make the learning process is not qualitatively thorough. This led learning activities tend to be static and not cause significant renewal. Static conditions at the school is reinforced by the media that there is neglect, and lack of effort to make new learning media.

All school activities are still fixated on government assistance in the form of BOP (Operational Support of Education), whose implementation is not necessarily transparent and accountable.

Shape - the shape of education reform addressed the complaints, reluctance and reaction to the anti-establishment attitude. Renewal process of learning, management, leadership, development cooperation network with education observers have not been a top priority for school development. The spirit of entrepreneurship is not a major requirement that must be prepared by the school. Schools have not been able to analyze the opportunities and the various strengths of the school. Businesses are able to create new things spearhead a renewal of basic education in the world are not at all.

Problem Formulation

Is the principal effectiveness of supervision can improve the quality of education, especially in the District UPTD Temanggung?

Resolution Strategi

Solving various problems in primary schools towards progress in education requires specific strategies. The strategy involves a variety of actors, and the observer in the world of education.

Educational actors include teachers, principals, students, parents, school committees, government agencies, non-governmental organizations, local communities, businesses, and the education observers. Details of the various problem-solving strategies in educational UPTD the time was:

a. Socialization understanding of the ever-evolving world of education.

b. Understanding CTL approach, Contextual Teaching and Learning, Critical Thinking Deep Dialog, Brain Memory, a variety of intelligence

c. Development potential student base as a whole

d. Understanding of a variety of local curriculum required

e. A balanced understanding of leadership

f. Application of the principle of priority

g. Potential development of school

h. Application of SBM (School Based Management),
i. Building a culture of openness and accountability

j. Improving social activities

k. Build a network of cooperation with business and education observers.

Understanding of the ever-evolving world of education reached by various kinds of socialization. Policy. Socialization activities mixed with various patterns of implementation that includes a working meeting, study, learning enrichment renewal design competition. The development of educational materials disseminated to teachers, is SBM (School Based Management), MBE (Managing Basic Education), DSSD (Decentralised Social Services Delivery), MBK (Performance-based management), Sosialisasi renewal Multiple Curriculum includes learning, memory brain, Brain Gym, alpha state, CTL approach, Contextual Teaching and Learning, Critical Thinking Dialogue Deep approach, the variety of intelligence, ESQ Power, quantum teaching, quantum learning, portfolio-based learning, the hidden curriculum, jigsaw technique, technique concept attainment, behavior character card, library card character, and brain friendly learning. Comparative studies were conducted to broaden teachers on educational development. Models of understanding the development of this education .mempunyai several obstacles, including the static attitude of teachers, funding, and design models of socialization. This can be overcome by keteladan principal, participatory planning, transparency and accountability are good programs.

Figure 1. Exposure Program before the Committee, the Business, and the Department of Education

Understanding of CTL approach implemented through socialization and practice in the classroom. Grip understanding approach begins with the introduction of Deep Dialogue Critical Thinking through learning with concept models attainmen, jigsaw technique. The concept of Contextual Teaching and Learning dipahamkan with implementing portfolio-based learning, field research, and the show case (show case), in the case of school performances held a contest between classes. Barriers in this program is planting concepts, facilities, and funding, but all obstacles that can be minimized with patience, participatory planning, and building networks of cooperation with other agencies Junior High School as Waterford 3, and 4, UNSIQ, and forums in a single cluster handayani KKG.
Development potential students a thorough foundation done by applying the concept of Brain Memory which is learning how to learn is good. Brain Memory is a learning approach that includes the concept of understanding the character of the brain, maximizing memory, mind mapping, speed reading practice to maximize the dimensions of laterality (right brain functions and left brain).

Effort to maximize the memory in the brain memory is done by applying the technique of elaboration rehearsal refers to the concept of high-class thinking. Various techniques to improve memory among others acrostic, plesedian, roman space, a chain of words, body location pegs, radians thinking, rhyming words, and cantol system. The concept of mind mapping which is the second level in the brain memory train students create concept maps with different colors and symbols are easy to remember the brain, are speed reading techniques is the last concept in memory brain laterality train students take across dimensions.

Another model development potential student base is done with an understanding of the reptilian brain, mammalian, neocortex and the creation of conditions of alpha or alpha waves in the brain. Alpha state is created with visualization techniques, relaxation, meditation before the lesson begins. This technique followed by sounding musical intelligence in the form of music - classical music, or sekar macapat (Javanese song). Other activities that support the development of students' potential is the basic Brain Gym (brain gym). This activity is done with the opening movement of the brain switch, Lazy Eight motion, cross-motion and development of positive affirmations that increase student motivation to learn to the maximum.

Development potential student base is also done by arranging paedagogik school environment by utilizing the school walls, courtyard, garden, plants, trees, pools, wall magazine, as a source of learning. Gradually the school also has been equipped with various facilities and infrastructure, such as libraries, computer laboratories with Internet network, karwitan (Javanese musical instruments), a media lab with educational TV programs and various KIT science, language laboratory, mosque, infirmary, Scout, dining room, and various sports facilities. All the above facilities and infrastructure developed starting the second year of my job as head of the school to date.

Another model in developing the full potential of the student base is prapembelajaran and extracurricular activities. Extracurricular activities are divided into learning improvement activities, enrichment, and character building activities. Prapembelajaran activities include a flag ceremony, a fairy tale in the morning, morning exercise, brain exercises, recitals morning / religious studies, and performing arts. Prapembelajaran conducted from Monday to Saturday at 6:30 to 7:00.

Extracurricular activities held in school is Read Write Koran, vocal arts, dance, painting, recitations, takhsinul khot,. Implementation of the enrichment program in addition be specific per subject, is also implementing a portfolio-based learning with field research studies and show case (show case).

Developing potential student base is also done with the introduction of a variety of intelligence. Various intelligence is introduced according to the concept of Howard Gardner are linguistic, logical-mathematical, visual-spatial, musical, kenistetik, natural, interpersonal, and intrapersonal intelligence. Various intelligence needs to be introduced so that students and teachers understand the opportunities students have excellent potential to work as a whole in his life.

Excellent potential development of each student can be done in the arena Tuesday Language programs, extracurricular activities and other prapembelajaran. Obstacle in the development of the basic potential students is consistency teacher, time management, resource procurement funding. Barriers - the barriers overcome by the direct involvement of the principal, the use of pre-lesson time, and participatory planning.

Achievement of educational progress is also supported by a variety of local curriculum development. Curriculum development began in 2012 to develop school curriculum includes Mathematics curriculum Bilingual, English for Tourism, Brain Memory, schools were implementing a regional local krikulum Java language, English. Various local curriculum is very helpful in developing the potential of the student base as a whole. Implementation of the English school curriculum is geared for tourism significantly in field practice at Borobudur temple in every semester break activity, being the sound art, sound art, and the art of dance embodied in various art performances and competitions. Curriculum Brain Memory realized by practice - practice of memory processing that supports student learning patterns, and show ability in each receiving visits comparative study.

Obstacles in the local school curriculum development program is funding, human resources, constancy of teachers in implementing the curriculum, and the development of cross-agency cooperation network. Barriers - barriers are solved with participatory planning, improved teacher quality, academic supervision, and improved relations with the public schools.

Planting a balanced understanding of leadership held by understanding human nature. Human nature was created to worship, either vertically or
horizontally. This diphamkan on students and teachers to foster sincerity and do work. A meaningful worship always begins intention "In the name of my Lord I worship" (hadith of the Prophet), the concept of This course will foster the spirit - the spiritual soul in every step of one's work. Another concept that should be ingrained in one's understanding of a pattern of leadership is the motto "Do not be late with praise and do not get upset by insults". The purpose of the motto is that whatever we do is keep trying what later the results are satisfactory or not and still maintain success. Understanding of human nature to make a spiritual soul in the work was shown in the life of a friend - a friend and a teacher in the school development towards progress quickly. Obstacles that arise in this strategy is the character of the teacher and students, the development of culture, faith level teachers and students. This obstacle overcome by the application of behavioral character card and library card character, exemplary principals and improving the quality of faith and devotion to the Koran and religious studies.

Figure 3. Activity Friday morning (Kultum) provide moral enlightenment provision on learners

Application of the principle of priority of the conversion carried out to design a character under the school board toward change for the better. This model is used in accelerating student achievement is predicted to have the opportunity to excel. Rationally difficult to change the pattern of low quality schools into high-quality schools, because schools generally have a low-grade low-quality input. Put junky makes school management pattern sluggishly. This chain must be decided by analyzing the opportunities and strengths of the school to compete.

Analysis of the opportunities and strengths of the school produce factors - factors tertenu yang have school competitiveness. Factors - factors that have prioritized competitiveness nurtured so that they can excel. Achievement is then disseminated to parents and students, parents, and students are expected to be the mouthpiece of the school in promoting school. Barriers of this program is the spirit, constancy of teachers in the implementation guidance, and funding. Barriers - these barriers be overcome by example, and good planning.

Effective school management also requires schools to the maximum development potential. It was also implemented to improve performance school. Development by the school include the potential development of the schools, school land, the ability of teachers, number of rooms, the relationship with the community. The development potential of school started with designing and arranging functions - functions handily space and usability. The settings include the placement of function - a function library, laboratories, media room, dining room, courtyard, mosque, pond, orchard, garden, study room, art room, and the room - another room The development potential of other schools are utilizing land area as a fun learning arena with a beautiful arrangement, clean, neat, educational, religious, nationalist and full scientific dynamics. The form of the arrangement including dictionary displaying wall, hero image, the word - the word pearl, water arrangements, setting trash, setting of trees - shade trees, and display of planning, reporting, implementation of management programs in the school board school exposure.

Form of accountability to the public schools is displaying RAPBS, school strategic plan, academic achievement .foto pictures, photos extracurricular achievement, integrated financial statements, the results of UAS, the data in SMP admissions, and educational reform in schools. Barriers in this program include consistency of work, time management, funding, passion and creativity to work. Barriers - barriers that can be overcome with exemplary principals, clinical supervision, harmonious alliances.

Application of MBS is one of the strategies to solve the problem of school management. School-Based Management applied to the schools with a form of active learning, creative, effective, fun, participatory management patterns, and determination of the program. The impact of this program is the application of a variety of approaches, methods, instructional media, learning resources is a form of creativity of students and teachers. Application of MBS impact on the creation of the real dynamics of the development of education. Performance-Based Management (MBK) implemented as a concrete manifestation of School Training program DSSD (Dedentraliced Social Services Delivery), management refers to a financial system that can be accounted for from planning to reporting and monitoring. MBK pattern gives a new discourse in the era of computerized financial management. Performance-Based Management is a clear model of program planning, transparency, public accountability and good development. Application of MBE (Managing Basic Education) implemented in 2013 to add new insight into the dynamic learning patterns. Model - a model of learning contracts, grip, mixed with affirmations positive, brain gym, brain memory, ESQ power to form a totality of learning good basis for the development of students' potential. Barriers program is the quality of human resources, consistency of work, provision of infrastructure and funding. Barriers - the barriers to be overcome by improving the quality of human resources, exemplary, clinical supervision, and participatory planning.

Development of a culture of openness and accountability of public good, done by improving education services in school. The building was
started with a meeting of all trustees, the delivery of the strategic plan of the school early to kindergarten. New student activities that began with exposure to the school's strategic plan to become a vehicle to explain access to education services. Accountability of the education program openly exposure can be seen on a board on the wall outside the school building. Another manifestation of the dynamics of a good public accountability is the dynamics of changes in school infrastructure that exceeds the quantitative and qualitative educational service standards set by the government.

Development cooperation network is done to increase the carrying capacity of educational progress. Network development cooperation carried out by two strategies. The strategy includes an increase in social activities, and increase the number of mutually beneficial relationships with the business and industrial world. School social activities that impact both for the development of cooperation networks covering, block grant scholarship grant from the private world, sharing the meat of sacrificial animals, a great day warning Islam, performing arts, home visits, awards to outstanding students, and maintaining cleanliness in the school environment. The form of a cooperative relationship with the business and industrial world has ever done include:

a. Boarding School Cekelan lecture Friday morning activities.

b. Achievement scholarship grant with Lucky Stores.

c. Scholarship grant can not afford to HIKI

d. Comprehensive Test by LJK distributor computer with a pencil in SMP I Tmg.

e. Warning Israk Mi'raj by the Department of Education Uni of Waterford

f. Labeling trees with the publisher McGraw

g. National Children's Day

h. Performing arts at the center of the city and district level

i. Comparative studies with local guest teams, in the province, outside the province.

Another form of network development efforts will be focused on the things that underlie entrepreneurial model. Efforts that include raising funds perennial, ornamental plant seed supply, toilet provision, cooperative shop, a comparative study object, and publishing a collection of pieces on. The design to the front of the school will make the hall and place of worship. Barriers which appeared in the last two programs is consistency of teachers, funding, public accountability, and management activities. Barriers are overcome by example, clinical supervision, development of positive affirmations, and participatory planning.

Results Achieved

Application of problem-solving strategies in elementary education Need yielded encouraging results. These results are:

a. The creation of the spirit and creativity of the School community to develop

b. Implementation of various educational reform creative and dynamic.

c. Reduction in repeat classes that continue to occur so that the last three years reached 0% (zero percent).

d. Performance of various potential basis of the sub-district students.

e. The development of a variety of local curriculum according to the needs of students.

f. The creation of a dynamic work situation and sincerity.

g. Achievement various school competitions mainstay activities that stand out.

h. The creation of a school environment that is clean, beautiful, neat, educational, religious, nationalist and full scientific dynamics.

i. The creation of school management a clear, open, dynamic and have good public accountability.

j. The increase in the quantity, quality inputs (input), and output

k. Increased community participation in schools.

l. The creation of a variety of network cooperation of school and business / industry.

The results of the application of problem-solving strategies of education school fosters competitiveness. It increases the competitiveness position of secondary schools of the board down towards effective schools. The effectiveness of the school produces a positive image of the school community. which is realized by increasing community participation, labeling as excellent schools, school referrals, and dynamic school.

Closing

Key ‘to’ Success

The key to success in SD Need to foster success, dedication is thorough in education. Thorough devotion covers aspects of knowledge, attitudes, and actions are realized by:

a. Understanding of the nature of the work is toworship the Lord.

b. Awareness for change towards a better life.

c. Work with sincere conviction.

d. Awareness development potential of students to the maximum base.

e. Morale thorough and consistent.

f. Awareness for change towards a better life.

g. Awareness builds cooperation and broad social relations.

Sustainability

The author hopes to change the paradigms of educational actors and observers. Local governments and local governments are able to improve the coaching I expect the real with the more rewards for...
achievement and school principals. For teachers, parents, school committee, board of education and the community I hope able to establish synergistic relationships and in improving the overall quality of service pendidikian. School as a center of education services should be expected to have properties paradikmatik to educational reform. Similarity awareness of the dynamics of the development of education should be realized by the totality of optimal performance. Estuary end of this paper I hope is a very, towards awareness and education as well as the relationship alive the spirit filled life with sincere devotion.

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Learning community in primary schools becomes the basis of developing the quality of education since in the early ages of the students. Learning community is the community of learning among students, among teachers, both students and teachers which learn collaboratively in the process of learning. It leads to the strengthening of the character values of the students because it creates community of learning. Basically in learning community, there is no rivalry in learning and no competition among the students but they are collaboratively learning and caring to each other instead. There are 3 basic principals of learning community: 1) the right to learn, where every student has special uniqueness and potential and the teachers should give opportunities for each student to learn; 2) teachers do not teach but they make the students learn; 3) education is for public, the class should be opened for public to observe. Those three basic principles become the basis in conducting school reform. School reform here means how schools build learning community where students and teachers learn to each other to create quality education, equality, and social harmony through open class based on collaborative learning. Japan has progressively implemented LSLC for several decades, especially in some areas like in Fujikawa, Yoshiwara, Shimone Ushiku, and currently in Agarie, Yagachi, Sate Kunigami, Nago. While in Indonesia, it is currently occupied in schools such as in Pasuruan, Halmahera, and Bantul.

Key words: School Reform, Collaborative Learning

Introduction

Lesson Study for Learning Community in Schools

Realizing a quality education in Indonesia and in Japan is the main goal of school reform execution. One of them is by implementing Lesson Study for Learning Community (LSLC). LSLC is a Lesson Study which includes plan, do, and see based on collaborative learning implemented through Open Class to create a Learning Community. Basically, Lesson Study is a learning activity that begins with a "Plan" by the teacher then followed by the implementation of learning process "Do" in the Open class where students' learning activities which are based on collaborative learning are directly observed by the principal, peer-teachers, supervisors, advisors from college, even students’ parents, etc. The one becoming the focus of observation is how students learn rather than how teachers teach. After that, all of them analyze the results of these observations in detail in a reflection forum for the purpose of mutual learning and improving the quality of student learning.

In LSLC, the learning is oriented to form a Learning Community among schools, teachers, parents, and students. Besides, the system is also oriented to be able to create Caring Community in Collaborative Learning between teachers and students, among teachers, and among students because, in a collaborative learning, there is no competition or rivalry among the students but mutual learning. LSLC basic principle is "Guaranteeing Rights of Learning for Every Child" where each child has his/her own specialty, uniqueness, and potential; this is in line with the assessment system in 2013 Indonesian curriculum that uses Authentic Assessment. In addition, another basic principle, "Teachers do not teach but teachers learn", at a glance seems simple enough but the principle has a very deep philosophical meaning. This is the one which is consistently done with a high commitment by education system in Japan packed in the spirit of School Reform.

School Reform in question refers to how the school is able to realize a learning community where teachers and students, even parents and society learn from each other as what has been implemented in Japan on an ongoing basis. Such best practice is based on the interpretation that schools as a learning community is a vision, philosophy, and activity system, that school is a place where children learn together, teacher also learn together as teaching professional, and even parents learn together through active participation (Prof. Manabu Sato). "The teacher does not teach but learn" is the basic philosophy of the learning community. In addition, every child has the right to learn that the Japanese government guarantees the right of every student to learn. Then, based on that philosophy also, it can create a joyful and meaningful learning in each child, each of whom has the right to learn.

Real and basic activities that must be implemented in a learning community is implementing an open class, teaching by designing the lesson plan first, implementing the learning process openly by being observed by other teachers, lecturers/experts from universities, and also the students’ parents, then the results of these observations are used as a material to reflect how
the students learn and not to reflect how the teachers teach. Thus, the reflection forum is not used to criticize teachers but to analyze in detail each phenomenon or fact related to students activities in the learning process. In a learning community, teachers also learn from each other, especially between principals and teacher and also among teachers which then may form a cultural collegiality. The principle of collegiality and equality exist because teachers help each other, no teacher 'rockets' himself/herself and also no teacher is 'left behind'. It is also happens to students where there is no competition between them. They only perform collaborative learning where students who have more ability help the less able ones to create an atmosphere of mutual learning.

![Diagram](image.png)

**Figure 1.** The Concept of ZPD Vygotsky (adopted form Masaaki Sato 2014)

No student "rockets" himself/herself alone and no student is "left behind" and eventually it may develop a Caring Community. The practice of collaborative learning based on the caring community is effectively able to establish social harmony.

**Fundamental School Reform**

School reform through Learning Community is the realization of the 21st century educational paradigm. The concept of 21st century education is debated among the countries of the world against the backdrop of globalization after the fall of the Berlin Wall in 1989. After that, the term 'modern school' emerged because of two main motives, the nation-state and industrial society. Then, globalization that emerged from the collapse of the cold war structure has weakened the second motif foundation. Twenty years after the fall of the Berlin Wall, 21st century educational paradigm continues to evolve and becomes a new foundation of every country in the world, both developing countries and developed countries in North America, Europe, and even Asia.

Referring to the data of educational development of the developed countries belong to the Organization for Economic Cooperation and Development (OECD), Manabu SATO (2012: 5) states that there are four characteristics of 21st century educational paradigm: knowledge-based society, multicultural society, the risk of disparity society, mature civil society: a) Knowledge-based society: Developed countries are experiencing a transformation from an industrial society towards a post-industrial society where there is a dramatic transformation of labor market population in the field of information science and interpersonal services (welfare, health, education, culture, etc.). Along with the development of science, schooling education as the basis of learning is required to foster communication, interaction, and collaboration through creative thinking and exploration that is driven by the need to educate the learners for lifelong learning; b) Multicultural society: Due to the influence of globalization, people all around the world move and pass the state boundaries which then they form a multicultural society and it will even continue growing rapidly along with the development of science and technology; c) Risk of disparity society: In addition to forming a multicultural society, globalization also causes individual inclusion or exclusion. For example, in a democratic and political society, there are some barriers, like political parties, groups, and specific interests such as social strata and power, and even there is a marginalized class which proves that maturity, in terms of self's existence, greatly affects people to socialize in the community; d) Mature civil society: Decentralization and deregulation as a result of globalization in every country makes the protective layer of nationalism and humanism value thinning and civil society increasingly exposed to democratic populism crisis, public morals decline, lawsuits and conflicts of interest based on egoism and individualism rising causing the increase of burden and mental illness. Of these situations, the 21st century educational paradigm emerged and built by two basic principles of "quality" and "equality". Those basic principles are clearly illustrated in some surveys of international academic...
skills such as PISA and OECD since 2000 which show the educational success of some countries such as Finland, Canada, Australia, Japan, and South Korea.

The paradigm of education and schooling slowly performs a historical changing with its own background and characteristics. Changes of School Reform in the 21st century educational paradigm include 3 things: a) First, the curriculum shifted from the "model program" to "project model". Model program is described as a form of learning design that is described as the prototype of assembly line in the production system where the curriculum is formed as climbing the stairs one by one and each of its parts is arranged based on the activity unit, 'goal-achievement-evaluation'. While in the project model, the learning is designed based on the unit of learning subjects, 'subjects-exploration-expression', which is described as climbing a mountain where there is a climbing lane in learning and the learning subjects obtain a meaningful learning experience. In other words, the model program focuses on the 'purpose' or 'outcomes' while project model pursue 'meaning' of the learning experience; b) Secondly, there is a transformation from 'conventional' learning to 'collaborative' one.Hallmark of the conventional learning is that all students face the board, listen to the teacher's explanation, where lecturing dominates and teacher centered condition occurs there, then students write back what is on the blackboard into a notebook. It is far different from collaborative learning where the learning activities of elementary school students of grade 1-3, who became the model of collaborative learning, involve whole class and pair activities. Then, for students of elementary school grade 4-6, junior high school grade 7-9, and also high school, the model applied was mixed-cross-group collaborative learning consisting of four students, two female students and two male students. Based on the research by Manabu SATO from twenty countries in over 300 schools over 25 years, the school reform began from Canada in the 1980s, spread out to America in the 1990s then to Europe and to Asia in the 2000s; c) Third, the last change is in terms of school functions. The growth of decentralization since the 90s demands for school autonomy and school functions as the center education and culture in the local community. Simultaneous achievement of quality and equality encourages the development of teachers' professional skills and the school should be a place for teachers to develop their professional abilities (professional learning community) and to play the role as the cultural center of the local community.

Discussion

Indonesian practices of LSLC
In order to improve the quality of education in Indonesia, the government continues to work on improving the quality of learning including developing curriculum and increasing the number of educators as a form of school reform which will be pursued on an ongoing basis. In terms of improving the quality of learning, the government through the Ministry of Education and Culture uses Curriculum 2013 starting in 2013. Meanwhile, in terms of resource educators, government through the Directorate of Teachers and Education Personnel provides skill reinforcement to develop and implement the policies aimed at improving the quality of education. Many activities have been and are being implemented in support of these efforts. One of them is the Collaborative International Training on Lesson Study for Learning Community (LSLC) in Indonesia and Japan. This scientific activity was held in cooperation between the Directorate of Education Personnel with Japan International Cooperation Agency (JICA). School Reform implementation becomes an important agenda for the two countries to improve the quality of learning in schools and it is done through Lesson Study for Learning Community in schools. In contrast to the implementation LSLC in Japan that have been implemented over decades and even centuries and have proven effective in improving the quality of learning in there, LSLC implementation in Indonesia is relatively new and it developed in a top-down way.

Historically, the implementation begins by the program of IMSTEP (teaching development project for primary and secondary education in 1998-2003), SISTEMS (Program of teacher training empowerment in 2006-2008), and PELITA (school improvement program in 2009-2013) and planned to be continued in subsequent years and will continue to be pursued by the government, particularly through the implementation of curriculum 2013. Cooperation with educational experts in Japan is intended to improve the quality of education and educators through the implementation of LSLC. Then, for the level of secondary school, the lesson study is carried through LBBS system, especially in Subject Teacher Association or MGMIP where the program of Quality Improvement (Pelita) in 2009-2013 was conducted in Minahasa, Pasuruan, Banjarbaru, and Bantul regency. LSLC in question is the Lesson Study which includes Plan, Do, and See based on Collaborative Learning implemented through Open Class to create a Learning Community and Caring Community with hopes of creating social harmony. Open class in question refers to how the teaching and learning process in the classroom were opened to the observers (principals, peer-teachers, students’ parents, school supervisor, people from college, government, society, and other educational fields) that can observe how students learn.

Here is an example of LSLC implementation in Bantul Indonesian:
Plan (designing the learning process)

Figure 2. The process of designing learning (Plan) in the implementation of LSLC in SMPN Pandak Bantul Indonesia

Do (implementing the learning process in the Open Class)

Figure 3. The process of implementing open learning class (Do) in the implementation of LSLC in Indonesia

See (The process of reflecting the observation results of how students learn)

Figure 4. The process of reflection (See) in the implementation of LSLC in SMP Pandak Bantul Indonesia
Japanese practices

In the practical level of learning implementation in Japan, the government, in this case the Ministry of Education, authorizes any Board of Education (BoE) and the schools to perform and develop creative ideas. In other words, education in Japan is implemented using a bottom-up system, where creativity, as the basis for the development of schools and school reform, emerged from the bottom. The BoE with schools innovate then the government support in accordance with the school potential. There is a general innovation which covers a wide area of the region such as the implementation of Lesson Study based on Collaborative Learning because almost all prefectures apply the learning system. In general, there is also a shared vision on how to teach students using student center approach with mixed-cross-group system consisting of four students, two male and two female students in each group. In addition, the seating is formed in U pattern where one-third of students look toward the right side, one third of them look toward the left one, and one-third face the board.

Besides, the chairs and tables for student are also standardized nationally. They are made of good quality materials, so lightweight that easily moved especially in forming a group for one student has one chair and one table. In addition, they also can be used multifunction to protect students when an earthquake happened. There are also innovations that are specific or simply carried by the BoE of a particular City or by certain schools. For example, schools in Fuji City, like State Junior High School of Fujiwara and Yoshiwara, apply the philosophy of Mount Fuji. The school and the teachers asked all children to learn as climbing to the top of a mountain. It can be guessed that not all of them can reach the peak. Therefore, children who seemed to reach the peak should back down to the other students to help their friends who have difficulties in learning. Another example is available in Shimone Ushiku Junior High School which apply a pattern of effective communication with students where teachers use very low sounds/low volume. However, even by only using a very soft voice, the students seek to listen to develop a very effective communication. There are also schools requiring teachers’ commitment on approaching the students who ask to crouch so that the head of teachers is equal or in the lower position to the head of the students. At a first glance, it seems unique but the school creativity has been proved to be capable of realizing the school culture reflecting a place of learning that make up social harmony. Another experience was found in Okinawa prefecture, at Agarie school in Nago City. LSLC is relatively new to be applied in this area compared to some areas in Japan. BoA of Nogo City raised an advisor in executing school reform through LSLC. Other than that, there is ‘one roof’ policy where the elementary and junior high school are built in the same area at one complex for the purpose of simplifying the vision and mission between the two school levels in implementing LSLC.

Still in Okinawa prefecture, especially in the area of Kunigami, BoA Kunigami implements the system of cross schools where teachers in a particular school teach in other schools also. So do the students where they can also learn from other students. In fact, there are students of different classes who learn in one same space. This is done so because in Kunigami area, including Nago area, the number of school-age children is quite a bit.

Here are some sample images of LSLC implementation in some schools in some areas in Japan such as in the Fujikawa school and Yoshiwara school in Fuji City, Shimone Ushiku school, Hamanago school, Agarie school and Yagachi school in Nago, Okinawa, and Sate school in Kunigami, Okinawa:
Plan

Figure 6. The process of executing Plan in LSLC implementation in Japan

Do

Figure 7. The process of conducting open learning class (Do) in LSLC implementation in Japan

See
In general, it can be concluded that schools in Japan implement several educational philosophies which were initiated by the leaders of education in Indonesia, such as ‘ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani’, a philosophy of gotong-royong (mutual hone) and asah, asih, asuh (teach, love, care). Furthermore, schools in Japan do not explicitly teach/develop character building but students here practice the values of good characters such as hard work, discipline, being clean, friendly and respectful even to guests or people they do not know, being honest and responsible, and also bringing positive attitudes to others. In addition, in some schools there was an interesting moment like the one happened in Shimone Junior High School where students will not come home before the classes and the school environment are clean. So, they mopped all the floors of the school, a phenomenon which may be rare to be seen in some countries, as shown in the following pictures:

Social Harmony in LSLC

In other words, Lesson Study for Learning Community (LSLC) is a form of concrete ways to reform schools, especially in Japan and began to be implemented in Indonesia. In principle, the implementation of LSLC is intended to build Social Harmony. Social harmony is formed of several pillars of learning community that is manifested in students’ learning activities based on collaborative learning and caring community. It can be seen in the following pictures:
Social harmony in learning community also includes creativity in terms of how teachers use a very slow volume of voice then the students will seriously try to listen to them. In addition, the teachers’ strategy to approach students by bending their heads to be in the same or lower position than the students’ head is capable of improving students’ confidence in learning.

School reform to build social harmony is implemented based on three philosophies: Public philosophy, Democracy philosophy, Excellency philosophy. Here are the description of those three philosophies:

Public philosophy, schools belong to the public, then the schools should be open. The first step of school reform is that school should provide open classrooms to be seen, to be by the principal, other teachers, supervisors, parents, universities, etc. If there is one teacher in the school, still, close the class, school reform is impossible to happen in the school. No matter how great is the teachers in their teaching practice, if they do not want to open the class to their colleagues, at least once a year, then they can not be recognized as a public school teacher because they have made the student, the class, the school, and their teaching practice as their private property. To make the school become public belonging, it is necessary to open a class, at least once a year, and to build mutual learning among teachers.

a) Democracy philosophy, there is no place which is more important to emphasize democracy but school. However, there is no other place as well, except school, which does not run a democracy. Democracy in question is not the vote majority but it is the one proposed by John Dewey where democracy is a way of associated living. Manabu SATO research results in a school with 350 students sought data on how many students becomes the topic of discussion in teachers’ room, at least once, in a year. The number of students whose names are discussed in the staff room no more than 10%. They are troubled students, students with low academic ability, students with very high academic potential, and students who are active in extracurricular activities. From these data, is it appropriate to say that such school is a democratic school? It is totally no. Schools that do not talk about their students, without exception, cannot be called as a democratic school. Even within groups of teachers, democracy is ignored. School where the same people always talk in teacher meetings, school whose manager executes programs based on the idea of influential teachers, and school with many teachers never speak is not a democratic school. Teachers who always ‘talk much’ are not superior education practitioners. Superior teachers are those who are quiet and unpretentious. Calm teachers do their jobs calmly, change their school with their ‘soft voice’ management, develop schools and enable the realization of high-quality education. If school is not a place where each student, teacher, principal, and parent is the main character (protagonist) to work together, then the school reform will not succeed. To realize democracy in schools and in classrooms, ‘mutual listening’ among students, between students and teachers, and among teachers should exist. Although there is no place
other than school to articulate the importance of 'dialogue', there are only a few schools that truly embody the dialogue. Opinions of teachers in teachers' meeting should not be a monologue, including the interaction of students in the class. With 'mutual listening,' we are ready for dialogical communication that allows the creation of a learning community.

b) **Excellence philosophy**, without efforts to achieve excellence, learning will not show good results. Excellence in question does not mean superior to others. It means doing the best suited to the existing conditions. If not chasing the best in instructional practice, the better learning will never realize. The level of learning quality cannot be lowered solely due to the low students' ability or the unconducive environment. It does so for the teachers. The level of teaching quality cannot be lowered just because the teacher are not feeling well or being too busy. In any circumstances, teachers need to get used to pursue maximum learning. The notion delivered by John Dewey, 'education is a process of habit formation', needs to be supported by excellence philosophy.

**Conclusion**

The practices of LSLC implementation holds the school principle that class is for public so that classes should be open in which the democracy of learning: child, teacher, and parent are all "protagonist" as reaffirmed that democracy of learning is "a way of associated living" and respect for the dignity and diversity of individuals (John Dewey). This learning perspective is better known as the philosophy of excellence in which each person does best. Starting from the best practice, it is time for education to rise. Of course, to realize it, the support and involvement of all the parties that are directly or indirectly related to education are needed so that the ideals to build a quality education, equality, and social harmony as an educational paradigm of the 21st century can be realized.

**REFERENCES**


FUNDING POLICIES ON EDUCATION REFORM IN INDONESIA

Bambang Ismanto
bam_ismanto@yahoo.com
Satya Wacana Christian University – Salatiga – Indonesia

Abstract

This study examines the management of government funding for education reform in Indonesia. Funding education is strategic in improving the equity and quality of human resources in Indonesia. Regional differences, educational resources between districts/cities and the ability of parents and the community bring about differences in the amount and sources of funding for education. Education funding is the responsibility of the central government, local government and the community. The Indonesian government established a policy to meet the needs of the education budget from the state budget in the form of budget of the Ministry, the General Allocation Fund, the Special Allocation Fund and school operating costs. The education fund from the local government is to increase the aid budgets of school operating costs and scholarships. The implementation of education funding is according to the regulations set forth in the financial area of Law Number 17 of 2003. The findings of this study show that the implications of education reform authorize the regency/city governments in managing education funds both from national and regional budgets. The district government, and parliament establish policies and budgetary priorities of education. More than 20% budget allocations for education in Indonesia state and local budgets. Reform education funding also carries implications for every school and school operational assistance to manage the special allocation fund derived from state and local budgets. The Principal in collaboration with the School Committee do the planning, administration, supervision and accountability of education funding. The problem of education funding reform is the financial systems and procedures, planning and budgeting, financial management and skilled manpower limitations. The legal uncertainty into the management of public financial management in the implementation of education funding problem in Indonesia.

Keywords: Funding, School Reform, Education, Accountability.

Introduction

The implications of the mandate of educating the nation, the Government is responsible for funding education by allocating a budget for education in the state budget and the budget. Law No. 20 Year 2003 on National Education System Article 49 mandates that education funding in addition to the salary of educators and service education expenses allocated at least 20% of the State Budget (APBN) in the education sector and at least 20% of the Revenue and Expenditure (budget). But unfortunately, this mandate is countered by the Constitutional Court decision No. 13 / PUU-VI I, 2008, the education budget at least 20% of the state budget and the budget, including the salaries of educators in it. Funding education is the provision of financial resources required for the implementation and management of education funds. Management based on the principle of efficiency, transparency, and public accountability.

Financing of education is also the responsibility of society. Parents / guardians of students. Responsible for personal expenses learners i.e costs associated with basic needs and relative of the learners themselves, such as : transport to school, pocket money, school uniforms, books supporting, additional courses, and the like. In addition, the parents / guardians of students also bear some of the costs of the educational unit to cover the lack of funding provided by the organizers and / or educational unit.

In the decentralization of power (autonomy), the government assist local governments in implementing public services that submission. from the above table shows that majority of the basic education budget from the state budget is the transfer to local governments. basic education as the implementation of regional autonomy (Ismanto:2014). Government is obliged to allocate the budget for education to help local governments cope with fiscal needs.

Education Sector Development Policy is directed primarily to: (1) improve the quality of compulsory education nine-year basic education equitable; (2) improve access, quality, and relevance of education universal medium; (3) improve the quality, relevance, and competitiveness of higher education; (4) increase professionalism and equitable distribution of teachers and education; (5) strengthening the implementation of the system national education; (6) improve the efficiency and management effectiveness of educational services; and (7) strengthening education governance to support the efforts improving the quality of education services, the impact on improving the performance of national education. Target development of education in the Medium Term National Development Plan (RPJMN 2010-2014) is increasing access and equity in education ranging from primary education to higher education, indicated by the increase in the average length of school population aged 15 years and over, blind reduction literacy of population aged 15 years and above, the increase in nett enrollment ratio
(NER), and an increase in school enrollment ratio (SER) at all levels of education.

Education is essential for all human beings. It is an effort for realizing their potentials through learning and/or other education activities which are socially recognizable. The 1945 Constitution, Article 31, Verse (1) states that every Indonesian citizen shall have the right to education. Verse (3) also states that the Government is responsible for the provision of a single national education system. Such a system would enable individuals to become faithful and pious to God and to possess morals and noble character, such that augments intellectual capacity and promotes character building, that is stipulated by an Act.

Education is a right for every citizen of Indonesia to improve the dignity and quality of life. Government guarantees education to all citizens without discrimination. The government also guarantees educational evenly throughout Indonesia. This in accordance with Article 5 of Law Number 20 of 2003 which states that:

(1) Every citizen has equal rights to receive a good quality education. (2) Citizens with physical, emotional, mental, intellectual, and/or social deficiencies shall have the right to receive special education. (3) Citizens in the remote or less-developed areas, and isolated areas have the right to receive education with special services. (4) Citizens who are proven intelligent and especially gifted have the right to receive special education.

The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners'potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible (Article 3 of Law Number 20 of 2003). The principles of education in Indonesia is based on (1) the principle of democratic, equitable and nondiscriminatory based on human rights, religious values, cultural values, and national pluralism. (2) as a systemic unit with open systems and multi-meaning; (3) as a lifelong process of instilling cultural values and empowering learners. (4) based on the principles of modeling, motivation and creativity in the learning process. (5) is done by developing a culture of reading and writing and, arithmetic, for all members of society. (6) is done by empowering all components of society through their participation in the implementation and monitoring of the quality of educational services.

The reform movements in Indonesia in general require the implementation of principles of democracy, decentralization, justice, as well as respect for human rights in the spirit, which characterizes both the nation and the State. In relation to education, these principles shall have fundamental impact on the contents, processes, and management of the national education. The reforms in education system are intended to renew vision, missions and a strategy of the national education. Education funding reforms will set the standard of education funding for each unit of education according to the principles of equity and justice.

Funding policy must be able to secure community education equalization of educational services across the country. Reform education funding should be able to set a standard preparation of educational funding for any educational institution according to the principles of equity and justice. Resource potential differences between regions affect the facility's ability to provide educators, teachers, facilities and personal abilities of students and parents.

In 1945 responsibility for the nation's education, especially basic education is the responsibility of the government. This is especially the government described in section 31 paragraph (2) that "every citizen is obliged to follow the compulsory basic education and government finance". Critical issues arise in this discussion is how the government's commitment to addressing this constitutional mandate, even though we know that basic education has not enjoyed by the whole society, and the cost of education to date are still to society itself. That is, the 9-year basic education is still not completely free, even still impressed still expensive for the poor.

Arrangements regarding education funding in Article 46, Article 47, Article 48, and Article 49, Law Number 20 Year 2003 on National Education System is based on spirit of decentralization and autonomy of the educational unit in financial balance (funding) between the central and regional education. Responsibility of the Government and local authorities to provide education budget based on the principle of fairness, adequacy, and sustainability. In order to meet the funding responsibility, the Government, local governments, and mobilizing community resources available in accordance with the laws and regulations that are managed based on principles of equity, efficiency, transparency, and public accountability.

Funding education is a shared responsibility of government, local governments and communities. Government Regulation Number 48 of 2008 brought about fundamental changes to the implementation of education in order to carry out the mandate of the nation's founding to the intellectual life of the nation. In Article 2, paragraph (1) of Government Regulation No. 48 of 2008 clearly stated that funding education is a shared responsibility between government, local governments and communities; in paragraph (2) explained that the society in question is included (a) providers or educational unit established community, (b) learners, parents or guardians of students, and (c) the other parties that have a role in the field of attention and education. Understanding on Article 2 of the regulation further than Chapter XIII of Article 46 paragraph (1) Law of the Republic of Indonesia Number 20 Year 2003 on
National Education System, the point is that funding for education is a shared responsibility between government, local governments and communities. Article 3, Section 4, and Section 5 describes in detail about the definition and components of cost of education is the responsibility of government is allocated in the state budget and that is the responsibility of local government budgets allocated in accordance with the budgeting system in the legislation.

The euphoria society in the implementation of the decentralization of education, polarization occurs on the responsibility of education and school funding. The 9-year compulsory education established by the government in the implementation of the mandate of basic education, public perception about education funding is the responsibility of government, provincial governments and local governments. The campaign by the government of a free school is also one of the things that weaken the participation of parents and communities in support of education funding. This is an obstacle for local governments and education departments and school principals in the search for alternatives in solving the shortage of financial resources of the parents and the educational community.

Findings and Discussion

Decentralization of education as the implications of decentralization that began in 2001 gave the authority of local governments to manage resources according aspiration needs of the community. In fact, most of the local governments in Indonesia have not been able to provide the necessary budget authority intended to hold. Over the last 10 years, most of the needs of local government budgets to support with State Budget. Approximately 82% of the budget of local governments in Indonesia funded by the state budget transfers. The remaining approximately 18% is revenue of the local government concerned. This condition as the implications of the government's responsibility in the public service are met secure community include education, health, and infrastructure. In addition to the transfer of funds, education funding from the Government consists of school operational assistance and special allocation fund. The implementation of this national program to support government school operational assistance in order to accommodate for the population of primary school age.

Revenue Sharing between the Government and the Regional Government is a subsystem of the State finances as a consequence of the sharing of task between the Government and the regional government. Revenue Sharing between the Government and the regional government is a comprehensive system in the funding of Decentralization, Deconcentration and Coadministered Tasks (article 2, Law Number 33 / 2004). The funding of basic education funding from the state budget (APBN) consists of: a. Revenue Sharing Fund (DBH); b. General Allocation Fund (DAU), and c. Special Allocation Fund (DAK). Special Allocation Fund (DAK) shall be allocated to certain region to finance special activities being the affairs of the region. Special activities shall be in accordance with the function as established in APBN. The Government shall establish criteria for DAK, including general criteria, special criteria and technical criteria. General criteria shall be established with due regard to the financial capacity of the region in APBD. Special criteria shall be established with due regard to the prevailing laws and regulations and the characteristics of the region. A regions receiving DAK shall provide Matching Funds in an amount of at least 10% of DAK allocation. Matching Funds shall be budgeted in APBD. A region with a certain fiscal capacity shall not be required to provide Matching Funds. Further provisions on DAK shall be established by Government Regulations. To improve access to basic education, the government provides school operational assistance (BOS) and help poor students (BSM). (Ismanto:2014).

According to the Minister of Education Rule number 69 of 2009, operating expenses non personnel standard is the standard cost required to fund operations nonpersonnel for 1 (one) year as part of the overall education funding to education units can conduct educational activities on a regular basis and appropriate ongoing National Education Standards. BOS is a government program which is basically the provision of funding for operating costs for units nonpersonnel basic education as a compulsory program implementers. However, there are several types of investment financing and personnel are allowed financed with BOS.

BOS program aims to ease the burden of financing public education in order to 9-year compulsory quality. Specifically BOS program aims to: (1) Freeing levies for all elementary students / SLB country and SMP / SMP LB / SMTP (Open) country towards the operating costs of the school, except for the pioneering international school (RSBI) and international standard schools (SBI). Donations / levies for schools RSBI and SBI should continue to consider the function of education as a nonprofit activity, so donations / fees should not be excessive; (2) Freeing the entire collection of poor students of all charges in any form, both in public and private schools; and 3) Ease the burden of the cost of operating a school for students in private schools (The Ministry of Finance :2013).

Fund transfer from the state budget aims to reduce fiscal gap between the Government and Local Government and inter-Regional Government. This is in accordance with article 2 of Law 33/2004, which states that Financial Balance between the Government and Local Government is the country’s Finance division as a consequence of The Government and Local Government. The source of the financial to Regional governments in order to implementation of Decentralization is based on the handover by the Government to local government in participating districts with fiscal balance and stability.
attention. Financial Balance between the Government and Local Government is a system, a comprehensive in order to finance the basis of Decentralization, within assisting task, and Deconcentration. Funding sources include the transfer of the general allocation fund (DAU) and special allocation of funds (DAK). General location Fund, here in after referred to as the DAU is funding sourced from the state budget revenues are allocated with the objective of equity inter-regional financial capacity to fund. The area requirement for the implementation of decentralization. DAK Education Sector is sourced funds from the state budget revenues allocated to the regions with the aim to help fund educational activities in the region in accordance with national priorities in education.

The government allocated the necessary budget to implement the decentralization of education across districts / cities in Indonesia. Details of the education budget is described in the following table.

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<th>Education Budget</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Central Government Expenditure</td>
<td>96.50</td>
<td>105.40</td>
<td>117.00</td>
<td>126.20</td>
<td>130.30</td>
</tr>
<tr>
<td>2 Transfer to Region</td>
<td>127.70</td>
<td>159.00</td>
<td>186.60</td>
<td>214.10</td>
<td>238.60</td>
</tr>
<tr>
<td>a Revenue Sharing Fund (DBH)</td>
<td>0.70</td>
<td>0.90</td>
<td>1.00</td>
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<td>1.00</td>
</tr>
<tr>
<td>b Special Allocation Fund (DAK)</td>
<td>9.30</td>
<td>10.00</td>
<td>10.00</td>
<td>11.10</td>
<td>10.00</td>
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<td>c General Allocation Fund (DAU)</td>
<td>95.90</td>
<td>104.30</td>
<td>113.90</td>
<td>128.10</td>
<td>135.60</td>
</tr>
<tr>
<td>d Additional income of teachers</td>
<td>5.80</td>
<td>3.7</td>
<td>2.90</td>
<td>2.40</td>
<td>1.90</td>
</tr>
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<td>e Teachers’ professional allowance</td>
<td>11.00</td>
<td>18.50</td>
<td>30.60</td>
<td>43.10</td>
<td>60.50</td>
</tr>
<tr>
<td>f Special Autonomy</td>
<td>2.30</td>
<td>2.70</td>
<td>3.30</td>
<td>3.70</td>
<td>4.10</td>
</tr>
<tr>
<td>g Regional incentive funds</td>
<td>1.40</td>
<td>1.40</td>
<td>1.40</td>
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<tr>
<td>h Infrastructure development acceleration fund education</td>
<td>1.30</td>
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<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>i The School Operational Assistance</td>
<td>-</td>
<td>16.80</td>
<td>23.60</td>
<td>23.40</td>
<td>24.10</td>
</tr>
<tr>
<td>j Regional infrastructure development acceleration fund (DPPID) education</td>
<td>-</td>
<td>0.60</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>k The expenditure Financing</td>
<td>1.00</td>
<td>2.60</td>
<td>5.05</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>l Total of Education Budget</td>
<td>225.20</td>
<td>266.90</td>
<td>310.80</td>
<td>345.30</td>
<td>368.90</td>
</tr>
<tr>
<td>The Expenditure Budget</td>
<td>1,126.10</td>
<td>1,320.80</td>
<td>1,548.30</td>
<td>1,726.20</td>
<td>1,842.50</td>
</tr>
<tr>
<td>The ratio of education spending to total spending in the state budget</td>
<td>20.00</td>
<td>20.21</td>
<td>20.07</td>
<td>20.00</td>
<td>20.02</td>
</tr>
</tbody>
</table>

Source: Ministry of Finance of The Republic of Indonesia

Budget for education is the education budget in ministries / agencies, transfers to the regions, and financing expenses. During the last five (2010-2014), budget allocation for education from the State Budget of the Government of Indonesia, an average of 20%. Most of the education budget is the allocation of public funds, earmarked grants, and school operational assistance.

The responsibility of funding education by government and local government as stipulated in Article 7 to Article 31 covers the cost of the educational unit of investment, the investment cost of implementation and / or management of education, the education unit cost of operations, cost of operation of the organization and / or management of education, cost of education aid education funding and scholarships as well as abroad. Investment unit cost of education and the cost of investment holding and / or management education is the responsibility of the government will cover the cost of education and the cost of investment land other than land investment education. Medium education unit cost of operation and the operating cost of implementation and / or management education is the responsibility of the government to include the cost of personnel and non-personnel cost.

Similarly, the cost of assistance, scholarships and study abroad funding are all set out clearly in government regulation number 48 of 2008, accompanied by the threat of the imposition of sanctions in accordance with the legislation. Social responsibility in funding education can be divided into two (2) categories, namely education funding responsibility by the organizers or community education unit established and responsibility for education funding by outside providers and community education unit established community. Component cost of education at the organizers or community education unit established to cover the cost of the educational unit of investment, the investment cost of implementation and / or management of education, the education unit cost of operations, cost of operation of the organization and / or management of education, cost of education and scholarship assistance. While the responsibility of the organizers of the educational unit of society beyond the established community or in other words the responsibility of society as parents or guardians of students will include the cost of private learners, in addition to the investment cost of the land required to cover the shortfall of funding, cost of personnel needed to cover funding shortfalls and funding a portion of the
operating cost of education in order to develop a school that is usually levied based on deliberation and consensus through the School Committee.

Dependence on government funding of education is still relatively high. Establishment of compulsory education for the population aged 7 to 15 years, carries implications for the government to provide the necessary budget. The government has allocated a budget in the form of school operational assistance and special allocation fund.

Human resource competence in the education and schools to be a problem in the management of funding in the implementation of educational reform. Regulations governing the financial guide the management of financial resources from the government budget, the provincial government and local government. Department of compulsory education from local government planning and budgeting that can reach all the needs of the school budget. Technical planning must be in accordance with the Act, regulations, and policies as well as the regional head of the head of the local government.

In the following sections, presented the program planning process and local government budgeting. The process of financial planning education, each school based program proposed development plans to local education agencies. This proposal will become part of the work plan (working plan) that will be proposed to the planning agencies are incorporated into the work plan of regional development (RKPD). Further defined RKPD legislature with the Regional Head of Provincial and Local Government. To prepare the budget, the government team of local budgets (TPAD) mengusulkan general policy and budget priorities pai fon budget priorities while the Parliament to set as the basis for calculating the budget. After discussion with the budget commission, TPAD and offices, along with the Regional Head Council will set the budget. Department of Education will implement the budget that was approved regional head. Department of Education to implement coordinated school programs within the budget set out in the budget. Problem being solved is the school of skilled personnel in the planning and management of financial administration in accordance with the laws and government regulations. Most schools do not have a force field program planning and financial administration. Problem to be solved is the local education authority planning programs that can accommodate the needs of the school. Education programs is determined based on local development plans and strategic plans. Additional programs that are sudden from the provincial government and the central government become an obstacle in solving the school problem area concerned. Besides, the obligation to provide a companion budget of about 10% in the implementation of the budget will be an obstacle for a relatively small area of internal revenue.

The implications of the financing sources of government funding for education is resource management should follow financial regulation countries / regions. Education and schools implement programs must follow the financial system and financial procedures state / region from the planning, implementation, and accountability. Education budget on education office at the district / city planned according to the work plan of the development of the local government of customized vision and mission of regional development is concerned. School budget to be part of the education agency coordinated programs and services revenue Bappeda. Furthermore, the proposed program and budget of each school will be discussed and defined as a decision between the governor, or the head of the local government and parliament. From the results of the study, found a few things related to capital expenditures in the region, namely:

a. Local governments tend to allocate very pessimistic (underestimate) the income which has not been taken during the budget planning process in the region.
b. In terms of regional planning, the determination of the budget revenue figures are very dependent on the transfer of information from the Center.
c. The amount of fund balance allocation per region each year there is no certainty, whether the area allocated funds or the allocation of funds go up or down, in
particular the transfer of DBH, so the area tends to only compare with last year’s allocation.

d. Low actual Capital Expenditure funded, especially in the area of DAK is not only caused by the lack of the functioning of the planning and implementation of activities in the area well, but is also influenced by the policies made by the central government, especially related to planning and budgeting mechanisms, mechanisms to transfer area, and the establishment of technical instructions DAK delayed thus affecting the completion work in the area.

e. Budgeting and planning DAK influenced by technical instructions issued by the Minister of Technical related. Delay the establishment of technical instructions and guidance in it that are too rigid to restrict the area in plan activities / projects that can be funded from the DAK is a priority area that will create the potential delays in the completion of activities / projects DAK.

Allocation of 20% of the education budget and regional budgets, mostly to be used to pay the salaries of teachers and other personnel. Schools find it difficult to carry out routine activities and development. APBDN allocation in the form of BOS, BOSDA, DAK, BSM is expected to meet the needs of the education budget, thus, each resident has the opportunity to access basic education. Focused special purpose grants for the construction and repair of classrooms and library and information technology needs. Human resources in the education office and school less support in the implementation of the financial regulation of public / area. in a performance-based budget management support necessary expertise in program planning, budget unit calculations, coordination with local planning agencies and local finance and skills in financial administration. In the management of programs and activities of the school, assisted the school committee that serves as the giver consideration (advisory agency), Supporters (supporting agency), controller (controlling agency) and the mediator between the government (executive) with society (Minister of National Education number: 044 / U / 2002). The school committee will assist principals and teachers in program planning, budgeting, program implementation and budget accountability.

The school operational assistance (BOS) from the state budget apparently has not been able to meet the needs school budgets in order to carry out standard national education that must be carried out every school standards that are intended. include: graduates’ competency standard; contents, process teachers and educators, facilities, infrastructure, management, financing, assessment, thus, the boss determination according to the number of students in the school at once. meanwhile, school operational cost most is the cost is still, not calculated based on the number of students, for example: cost electricity bill, water, telephone, teachers and in extracurricular activities and development of the school. The implications of this shortage, local government gave additional school operational assistance from the region at once. Aid consist of : the cost is still operational costs per year and schools. This assistance is derived from the government province and local government.

Financial management is a subsystem of the financial management system and an essential element in the regional administration. Settings on the planning aspect is directed to the entire budget process as much as possible can show the background of decision-making in determining the direction of public policy, priorities and allocation and distribution of resources by involving the community. Therefore, in the budget preparation process and the mechanism set out in government regulations will clarify who is responsible for what as the foundation of accountability between the executive and parliament, as well as in-internal executives themselves.

Budgeting documents submitted by each work unit (SKPD) are arranged in a format of Work Plan and Budget (RKA) on education should really be able to present clear information on the goals, objectives, and the correlation between the amount of the budget (workload and unit price) with the benefits and results to be achieved by the public or of an activity that is budgeted. Hence, the implementation of performance-based budgeting implies that every state officials are obliged to take responsibility for the results of the process and the use of its resources. Budget process aims to harmonize macroeconomic policies and available resources, allocate resources appropriately according to government policy and prepare the conditions for the implementation of good budget management. budgeting setting function that (1) in the context of the policy, the budget provides the policy direction of the economy and explicitly describe the use of resources owned by the community; (2) The main function of the budget is to achieve macroeconomic balance in the economy; (3) a means of simultaneously controlling the budget to reduce inequalities and disparities in various ways in a country.

Budget process begins with the submission of the budget in line with the general policy of the Local Government Work Plan, as a foundation for preparing the local budget to Parliament to be discussed in a preliminary discussion RAPBD. Based on the general policy of the budget that has been approved by Parliament, along with Parliament Local Government to discuss priorities and budget ceilings as a reference for any regional work units. SKPDs head further develop the Work Plan and Budget on education (RKA-on education) which is based on work performance will be achieved. Work Plan and Budget was accompanied by expenditure forecasts for the next year after the fiscal year has been prepared. Work Plan and Budget is then submitted
to parliament for discussion in a preliminary discussion RAPBD. The result of this discussion shall be submitted to the financial management officer as the material for the preparation of the budget draft Regional Regulation. Further, the Local Government submitted draft Regional Regulation of the budget along with an explanation of the supporting documents to the Parliament for discussion and approval. The Parliament approved the budget detail to the organizational units, functions, programs, activities, and types of expenditure. If Parliament does not approve the budget of the draft regulation, the purpose of each month to fund local governments can implement high-spending areas in height at the budget figures with the previous fiscal year’s spending priorities binding and obligatory.

Still not the full rules governing local government education funding policy / school into obstacles and constraints in the implementation of decentralization. Determination program and the education budget comes from the state budget that are not equipped with the implementing regulations and technical instructions into doubt in its implementation, as an example of DAK development budget for the library, the budget has been transferred to the treasury of the school, but because there are no rules either from the central government and local government, the school will not execute. The principals also face the fear and psychological pressure, from the implementation of DAK entered law corruption cases because of a clerical error. This issue becomes complex, the support of experts from the education department of the local governments and schools, mostly less mastered the principles of administration and financial management of appropriate laws and regulations of public finance / region / local government.

Conclusion

Basic education as a national program must be made at the level of SD / MI and SMP / MTs. As compulsory education, the government will support the needs of the operational costs. This as well as the implications on education funding from government sources, provincial, local government and the community. Funding sources is governed by laws, regulations, rules and regulations of the ministry of finance ministry of education and culture of the republic of Indonesia.

Since the phases of program planning, budgeting, implementation and accountability of education funding from the state budget and provincial budget and the budgets of local governments carried out according to regulations. Education budget by 20% of the state budget largely used to pay the salaries of educators. Schools find it difficult to develop sources of funding from the student. promotion and euphoria free school is a constraint in developing funds from parents and the community.

To solve the problem of differences in potential resources and financial capacity of local governments, the government allocated budgetary support in the form of a general allocation fund, and a special allocation fund. Meanwhile, to help the school routine, the government provides school operational assistance (BOS). The increase access for poor families, the government provides assistance program fee in the form of poor families (BSM).

In program planning, budgeting, implementation and accountability of the education budget and the school needed a skilled workforce and expert. The limited number and competence of personnel in the education office and school become obstacles in managing the funding of education. Regulatory limitations (law enforcement) on the implementation of educational funding constraints in the implementation of the program comes from the state budget. This resulted in a program is not performing optimally and the rest of the budget to the budgets of local governments.

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URGENCY OF THE NATIONAL EDUCATION PHILOSOPHY IN REBUILDING THE NATIONAL IDENTITY

Dwi Siswoyo
Universitas Negeri Yogyakarta

Abstract

Nowadays more apparent phenomenon in the world of education, that the fundamental ideas have been marginalized and reduced so that it appears technical thoughts or ideas. Technical ideas more prominent in the various aspects of educational reform. This presents a very pragmatic attitude, not a comprehensive look at the issue of education. Although in many educational reform efforts appear bustle, but it is more likely to be partial without solid educational philosophy. Indonesia's national philosophy of education, the national education philosophy of Pancasila, has a role as a core, basic and guidance in various aspects of the national education reform.

Keywords: national identity

The Meaning Of Arousing National Identity

I have not had a lot of contemplating to respond and to exposure to three keynote address, but I will try to leave a comment. A response can be in the form of three terms, i.e. negating, agreeing, or smiling. I prefer the latter two. What is a 'arousing'? Does it mean standing from a sitting position, or getting up from lying down, waking from sleep, or waking up from suspended animation. From this latter sense, Winarno Surakhmad once wrote "Is National Education Faint Dead?" (Kompas Daily, May 2, 2001). Additionally Winarno Surakhmad (2003) also once wrote "Philosophy of Education: The Necessary, The Wasted." So, which 'arousing' do we choose? 'Arousing' means to wake (to live) (KBBI, 1988). 'Arousing' in the context that we discuss can be interpreted reawaken, revive, or re-cemented.

Identity can mean: (1) the characteristics, identity, (2) core, passionate soul, the power of the motion; spirituality (KBBI, 1988). Japan in its education, for example, has the motto "Wakon Yosai", which is interpreted: developing the "Japanese spirit", Japanese Nationalism, and developing Western science and technology. 'Character', can be interpreted as psychological traits, morals or manners (KBBI, 1988). National identity can be interpreted as a characteristic, identity, core, and vibrant soul of the nation. Therefore, 'arousing identity', in this case, can be interpreted as "to reawaken, revive, or re-establish the identity of the nation, the spirit of the nation, the nation's character based on the values of Pancasila which are religious, humanist, national insight, democratic and fair."

Pancasila

Historically, Ki Hajar Dewantara have confirmed that Pancasila teaches and shows us how we should stand, behave and act, not only as loyal citizens, but also as an honest and wise men (Ki Hajar Dewantara, 1950). Hamka wrote about the importance of understanding the Pancasila in his work entitled 'The Nerves of Pancasila (1952). Bung Karno confirmed the importance of Pancasila as static principles and dynamic "Leidstar" (Sukarno, 1958). Bung Hatta, wrote 'Pancasila, the Straight Path', in achieving the ideals of the Indonesian revolution (1966). Ruslan Abdul Gani stated in the Foreword of the book written by Eka Darmaputra (1987), "... we must not let the Pancasila frozen. Pancasila should be developed in a creative and dynamic ways. This is to address the challenges of the ever changing times which growing forward. Pancasila still needs to further description". The last three years, Azumardi Azra (Kompas Daily, June 17, 2004) wrote "Rejuvenating Pancasila and the National Leadership". Sayidiman Suryohadiprojo (Kompas Daily, June 23, 2004) wrote "Rejuvenating Pancasila". In order to be able to deal with and anticipate the challenges of the times, Pancasila as an open-ideology containing the following dimensions: ideals, realities and flexibility, must also always be discussed endlessly.

The values of Pancasila are dynamic frame in the life of society, nation and state. In order not to be fragmentary in establishing the values of Pancasila, beside integrating through a variety of subjects, fields of study or other courses, PANCASILA EDUCATION SHOULD REMAIN IN ITS OWN LESSONS or COURSE, so it frames dynamically in establishing the national personality. Thus the values of Pancasila are increasingly enriched. Pancasila education, borrowing Notonagoro's term, as a core, basic and summary (1973). Therefore Pancasila education should not be reduced to only in one subject which is inserted or loaded in other subjects. Moreover, according to the terms of Damardjati Supadjar, Pancasila education is corrupted, but it should be internalized as a whole figure of the ideal nation's values, national personality, and national identity, which is expected to continue to 'ringing' in memory and behavior of learners as well as to be developed and practiced in the life of society, nation and state of Indonesia.

We, indeed, are devoted to build, to grow and change, but not at the price of destroying our
national identity. We want to enjoy and also contribute to the spectacular victory of the development of science and technology, but not the empty one, which contains a total defeat in terms of human values.

**Why Does Education Need philosophy?**

It is believed that principles of life can reinforce the fulfilment of the needs of modern era. If there is no principles, a nation will lose its identity. It will alienate the identity from the development of technology surrounding and from knowledge that has no moral wisdom. As the implication, people get feelings with zero values and they will get lost with no determination. We need new reconstructed visions and values. In addition, we need remedy to cure our sickness in this dangerous era.

Today, people are busy with their desire to follow anything they want regardless ‘healthy’ consideration of future possibilities. Quick satisfaction may cause long negative impacts. Beside religion, philosophical ideas lead to the right paths in our life.

Rapid improvement of human knowledge and skills about superficial world and intelligence may potentially lead to positive and negative effects. It implies that there will be possibilities to run their existence and establish their ‘being’ to grow and make changes. We, indeed, are devoted to build, to grow and change, but not at the price of destroying our national identity. We want to enjoy and also contribute to the spectacular victory of the development of science and technology, but not the empty one, which contains a total defeat in terms of human values.

Harold H. Titus states that our intelligence, responsibility, braveness, and determination are able to construct our world in which we lay our values and beliefs. Philosophy along with other disciplines play essential roles in integrating personality and social stability.

**Moral Disasters**

T. Jacob, claims that our nation struggles for the disaster we create, such as: corruption flood, ethic erosion and landslide, discipline fire, tradition earthquake, chaos explosion, primary emotion eruption which are closely related to egoism and survival, crime storm, iman drought, narcotic hama, and bribe epidemic. The failure in the education field is dramatically shown by our parliament members, who are actually not the representatives of the people but those of the party (Kedaulatan Rakyat, 5 February 2004). Education takes an important role in the good character building integral comprehensive, which is according to Lickona has the three components of the moral: moral knowing, moral feeling, and moral action (Thomas, Lickona, 1992), in the organic unity, dynamic harmony, so the young generations of the nation have identity, privacy, and good character of the nations.

**The Role of Education**

We need to remember the meaning of education proposed by George F. Kneller (1967), in terms of the process, education is the activity of educating someone or himself. In this case, the educators (teachers and lecturers) have to be the model of the students. Bung Karno suggested in his writing *Di Bawah Bendera Revolusi* (1964) that “We cannot teach what we want. We only teach what we are” (Soemarno Soedarsono, 2007).

I agree with the statement that education is a compound process; it is not only affected by the schools but also by the family, mass media, and the society. Do you remember who influence Boeng Karno when he was young, besides his parents? They were his caretakers, Mbok Sarinah and Pak Suro. Mbok Sarinah taught him to love the masses, to do no sin, and so on. To express his thanks, he wrote a book about women matters entitled “Sarinah”. Meanwhile, Pak Suro once asked him when they were sitting under a tree, “Sukarno, where were you when your mother has not meet your father?” The 12-13 year old boy had no answer so he just laughed. "He, do not laugh", Pak Suro said. "You were in God’s pocket, was kept by Him. When He wanted you to be born, He created a kitchen from your father and mother. Therefore, you must love your God, your parents, and the nation where you belong to.”

The honorable ladies and gentlemen, let us back to the discussion about teachers and lecturers. They hold a fundamental role in building the scaffolding of the future of human beings. They are essentially humble people who are hardworking, full of dedication and sacrifice, for the sake of human’s happiness. This is in line with the aim of education: to get the highest safety and happiness (Ki Hadjar Dewantara, 1956) and to get the perfect happiness (Notonagoro, 1973).

Daoed Joesoef suggested the importance of school as the centre of the culture. Engkoswara (1999) claims the importance of Higher Education as the centre of culture. Nowadays, according to Suyata (2007), some things miss from our education: (1) sense of identity, (2) sense of culture (values), and (3) sense of community. These three are essential to construct education and the identity of the nation. In line with this, Tilair (2007) also says that education holds a big role to grow and develop the identity of Indonesia.

Notonagoro (1973) proposes two characters of the national education: developing the skills and behavior in the organic, harmonic, and dynamic unity. The development includes the four protective belts: (1) teaching and learning, (2) student assessment, (3) staff development, and (4) quality assurance process (Ronald Barnet, 1992). In addition to this, there are auxiliary belts included: (1) research and publications, (2) institution’s academic development plan, (3) access (including
total process of recruitment, admissions, and counseling), (4) links with industry, commerce, and the professions, which are linked to the quality of the students’ learning experience. The development of the behavior is linked to the internalization of the values, so they are displayed in the life.

The Position of the Philosophy of Education

The position of the philosophy of education, hierarchically drawn by Notonagoro (1974) as it is shown in Model 1 attached. Looking at the model, we can conclude that the deepest knowledge is the philosophy of education, followed by the theory of education, the teaching of education, and the last is the practice of education.

Among the knowledge, the teaching of education is the most imperative one, meaning that it must be done. The theory of education and the philosophy of education must be done when the teaching of education has already been able to answer the questions in the practice of education. However, because of the variation of the depth and complexity of the education matters, the teaching of education seems not to be able to deal with the matters of education. Therefore, we should look for the solutions in the theory of education. The same goes for the matters that cannot be solved by the theory of education; we must look for the solution in the philosophy of education.

The philosophy of education is the application of philosophy in the education (George L. Newsome JR., 1970), or the application of philosophic analysis in the education field (Imam Barnadib, 1994) to answer the questions of the philosophic education matters. Meanwhile, the theory has an honorific state. It is mainly mentioned but is rarely defined. The same goes for the word practice.

Theory, originally, is constructed by the concepts which are logically arranged (Imam Barnadib & Sutari Imam Barnadib, 1996). Etymologically, theory means something found in the mind, plan or good willing, proposal or systematic view about a study field. Meanwhile, practice refers to the performance, action which are based on the habit, art, or strategy. George F. Kneller (1971) claims that the theory of education, in a way or another, can be described as a series of hypotheses which are verified through an observation or experiment. Besides, it can be defined as a systematic or coherent view of education. The theory of education or pedagogic or science of education is the dependent or autonomic science (Sutedjo Brodjonagoro, 1996; Endang Soekarlan, 2007). The teaching of education refers to requirement of education constructed by someone or a concern party and holds a force. Notonagoro, gives an example of the teaching of education: education act. Education act is imperative, meaning that it must be done. Model 2 of the hierarchy of education that is proposed by the writer is in line with the idea.

The study of the truth and the aim of education are mainly replaced by reductionism: the derivation of skills or competences of the teachers’ assignment are translated into behavioral objectives or outcomes. It is rarely found that a professor or teacher in the classroom include the education discourse as it is mentioned by Gary Fenstrmacher or Israel Scheffer, which is about the habit formation of the decision making, character building, standard increasing, understanding skills, development of feeling and diversity, stimulation of curiosity and wonder, style making and the feeling of beauty, growing of the curiosity of the new ideas and visions (John I. Goodlad, 1994). Education as a part of culture must always be in the frame of morality because education (and teaching) is moral enterprise.

Stop Reducing Education

![Figure 1. Adapted from E.S. Maccia (1967), cited by Ronald Hyman (ed, 1971).](image-url)
"Teaching, characteristically, is moral enterprise. The teacher, whether he admit it or not, is out to make the world a better people" (Philip W. Jackson, 1971). "Instruction is teaching-learning viewed as influence toward rule-governed behavior" (Ronald Hyman, 1971). In addition, John Dewey (1950) confirms that "instruction as the means of education". Frederick Mayer (1963) states that "Education, I believe, demands a qualitative concept of experience. Thus, we should regard education as a process leading to the enlightenment of mankind.”

According to John Dewey (1950), the process of education means the process of reorganizing, reconstruction, and transforming the endless experience. It emphasizes the quality of experience for life. Dewey sees the education not as the preparation for running one's life, but education is an essential part of life itself. We must consider the essence of education as it is, so that the missions of education lead to reach true happiness in unity, harmony, and dynamic (Notonagoro, 1973). Furthermore, Ki Hadjar Dewantara (1977) confirms that the purpose of education is to achieve the highest wellbeing and happiness of learners.

The mission of education is supported by the function of education. Noeng Muhadjir (2000) states that there are three functions of education i.e.: (1) developing learners’ creativity, (2) enriching cultural insight of humankind, human values, and spiritual values, and (3) preparing productive ready to work men. In respect to the national education, the main function of education is "to develop skills and forming characters as well as the noble nation's civilization in order to educate the nation... (Regulation No. 20/2003, article 3). To develop good characters, it is necessary to have interactive approach or reciprocal approach as well as to develop learning community. "Only in a learning community can adults and children together explore and practice the mutuality and reciprocity essential to sustaining human life and democratic society". ((Joan Lippitz, 1995).

Regeneration of the nation is not enough just passing fruitful, but also through the forwarding of values and vision. A nation survives beyond one generation because of the sustained continuity of values and vision. So far the growth of values has not been the focus of national education. (Yonky Karman, Reuters May 12, 2007). Prospectively, values development is very essential in the present and the future.

Education needs to be viewed prospectively, i.e. as a utilization of the past as well as a source in a future development (John Dewey, 1950). The future is long for the successful development of the two sides of the coin of the nature of our national educational, namely the development of personality and ability/expertise in organic unity, harmony, and dynamic (Notonagoro, 1974).

Soedjatmoko (1985) has confirmed that universities should be able to more effectively link the study of human knowledge and culture to the moral issues that are either small or large, micro or macro, which is about the social and national objectives, including social justice in the context of national, regional and global; also development issues concerning the search for a more human form of society within the Third World is increasingly controlled by technology. In short, this means that we need to strengthen our nation's ability to run a "moral reasoning" in connection with development efforts.

Expertise, intelligence, and science, all may not be ignored. However, the more likely not to be ignored is the "dignified and perfect human". Without ethical people, there will be no democracy, no regular state, no healthy economy, and no higher technique used for shared prosperity. "Smart" without morality will only be "minteri-Javanese term" (misuse of cleverness) (Driyarkara, 2006). Many people are "smart" but they have no noble character.

"Humanizing the young men", that is the basic description of each act of educating. The meaning of educating is that education humanize the young men. Appointment of people to `human' level, is manifested in all the works of educating which has incalculable variety. Shortly, but it is rather odd, we can say that the essence of education is humanizing the young men. That is actually the essence of education. The educational science is not only in a practical sense, but also in theorization and universalization (Driyarkara, 2006) which scientifically framing the contextual educational praxis.

RM. Hutchins (1953) also stated that the education system aims "to improve man as a man", in order to be a true man. Humanization is important because most of us are still at a low level of civilization, which can be seen in the attitude of the people. Technology, demographic cramping and natural changes cause sudden dehumanization. Thus, the efforts of humanization cannot be ignored. We must strive to make human more perfect and, surely, better than yesterday's man (T. Jacob, 2007). We are devoted to build, to grow and change, but not reduce education, or even to cost the destruction of human existence and values. We would like to get and contribute to the advancement of science and technology, but it is not apparent that the progress of "built-in" contains a total setback seen from the values of human.

Urgency of Philosophy Development in the National Education

In the lately decades, there appears a phenomenon in many areas of life, including in education, namely that the fundamental and comprehensive ideas are marginalized and reduced so that prominent ideas that are economical and technical tend to be more considered. The economical thoughts more technically are able to address the problems of life (education). However, the root of the problem is more fundamental and comprehensive. In our national education, education reform efforts appear to be more likely to be patchy, frameless and partial, whereas the
purpose or estuary of national education should not deviate from the basic philosophy and goals of the national education.

The National Education Philosophy of Pancasila can be used as our philosophical reference and our right guidance to address issues of national education. In connection with the importance of efforts to build the National Education Philosophy figure, the authors conducted a study using dialectical-hermeneutics approach, particularly the dialectical hermeneutics of Hans-Georg Gadamer.

In a lecture, which the authors followed in 1973, Notionagoro asserted that the nature of the national education is the development of personality and ability/expertise, in a harmonious and dynamic organic unity. Thus, we need to continue the national education development through burning the "Indonesian spirit" (nationalism) and science and technology which are not in conflict with the Indonesian identity in the process of formation. Thus, we become a developed nation, dignified, and has strong and dynamic identity, and can meet the national and global challenges. The concern in our national education today is that many people (children) "clever" but they have "poor character".

Looking at the condition of our national education issues, Sastrapratdeja M. (2001) recognizes the importance of education as humanization, and Tilaar (2005) sees the need for a national education manifesto, so that national educational efforts in educating the nation and in achieving national goals can be realized gradually. Hence, the national philosophy of education in Indonesia needs to be formulated.

Education is a human phenomenon (Driyarkara, 1980), so that national education is a human phenomenon of Indonesia. M. Hutchins (1953) states that the purpose of education is "to improve man as a man", so that humankind can carry out his life in the encounter and interaction with others and the world, as well as in his relationship with God.

The model of 3 hierarchy of knowledge about education (integration Model 1 and 2) above that associated with the preparation efforts of the Indonesian National Education Philosophy can be summarized as attached. Development of Philosophy of Education is expected to be the philosophy that can actually act as base of resource of the frame that is contextual, dynamic and anticipatory development of the theory and praxis of national education. The material object of the national education philosophy is a national education and the formal object is radically examining the phenomena of education and all phenomena that has to do with national education in a comprehensive perspective, rejuvenated and integrative. It is the basic concept and principles of development efforts of capability/expertise and personality in a harmonious-organic unity and dynamic.
ATTACHMENT 1
The position of the national education philosophy in a hierarchy by Notonagoro

ATTACHMENT 2
Model 2 of the hierarchy of education based on Notonegoro is presented as follows:
ATTACHMENT 3
Model 3 is a combination hierarchy of Model 1 and 2 which represents the efforts of

THE PHILOSOPHY OF THE NATIONAL EDUCATION

THE NATIONAL EDUCATION THEORY

PRACTICAL THEORY OF EDUCATION

THE NATIONAL EDUCATION PRACTICES

Deductive

Inductive
REFERENCES


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Identification of student think section’s are very important to develop the knowledge of students. Meanwhile, the study looks at and involve mental processes when the students completed the subtraction of fractions is still hard to find. This research is a qualitative descriptive study aimed to describe schemes for the fractional number of fourth grade students of Pulutan 02 Elementary School. The subjects of this study are 5 students of fourth grade students of Pulutan 02 Elementary School determined by purposive sampling. The results of this study showed that there were eleven fractions subtraction scheme used student reduction, including the over subtraction directly scheme, the over guessing scheme, the over addition directly scheme, the equivalent under-subtraction scheme, the over subtraction-under subtraction directly scheme, the under equalization-over subtraction directly scheme, the over addition-under addition directly scheme, the over addition directly-lower right equalization scheme, the over addition-under subtraction directly scheme, the under equalization-over addition scheme, and the over subtraction directly-middle bottom equalization scheme. Other meaning and thought processes used students that is the meaning of fractions, the subtraction of number process, the finding of least common multiple process, the multiplication by queue process, and the multiplication by repeated addition process.

Introduction

The level of understanding of a student is more influenced by the student's own experience in constructing knowledge or cognitive frameworks through the process, knowing it is a process not a product [5]. Santrock in [4] states that there are two processes responsible for the way children use and adapt the cognitive framework of assimilation and accommodation. Someone structuring things in mind depends on the facts or experience that it faces, so that the process of assimilation and accommodation between the child and another one is different. Differences in the process of assimilation and accommodation of each child's thought process resulted in each child in building his own knowledge also different (Piaget in [6]).

The process of formation or of construction of knowledge based on the experience of each child in accordance with the schools of constructivism (Boghossian in [2]). Schools of constructivism provide the foundation to skim built or constructed by the child based on the child's experience. Piaget in [9] define a scheme as a pattern of behavior or general measures that can be repeated or generalized through the use of the new objects.

Smithers is one of the important topics in elementary school mathematics instruction that consists of several operations, one of which is a reduction operation. In [3] states that in a matter of 186 students completed the 10 students who are changing the mixture fraction into a regular fraction first and then subtracting multiplying the numerator and denominator, and there are 13 students who convert fractions into fractions usual mix first and then equating the denominator by using the Commission. Based on the above research shows that these students have the knowledge and diversity schemes to reduced material fractions. Meanwhile, the study tried to see and involve mental processes when the students complete the subtraction of fractions is still difficult to find.

Based on the above, it will be conducted research titled "Reduction Scheme Fractions Students In grade IV SD N 02 Pulutan" in order to determine the reduction skim fractions in fourth grade of 02 Public School Pulutan. Theoretical benefits of this study was to determine the appropriate mindset students' knowledge of the students, especially scheme fractions reduction. The benefits of this study for students is to determine the reduction scheme fractions of the students so that students can develop the existing scheme. The benefits of this study for teachers is to help teachers know which students have reduction scheme, thus teachers can know the mindset which each student in solving problems related to the reduction of fractions.

Research Methodology

The study used in this research is descriptive qualitative research. In Sangadji Creswell (2010) states that qualitative research is descriptive research that seeks to describe and interpret the object as it is so that the data is expressed in the form of verbal and analyzed without the use of statistical techniques. The subjects of this study were students in fourth grade of 02 Public Elementary School Pulutan were determined by using purposive sampling, ie sampling as a data source based on the objectives and specific considerations (in [8]). This research was conducted in grade four is located at No. 11 Jalan Dipomenggolo Salatiga Telephone (0298) 324 930 Postal Code 50716 with reduced material fractions. The study was conducted in February-March 2014 in the 2nd semester of data collection technique used is the technique of...
triangulation. Technique can be interpreted as the triangulation of data collection techniques using participant observation, interviews, and documentation (in [8]). The main instrument in this study is the researchers themselves, but in this study there is a supporting instrument that tests the ability of a mathematical description of the later explanation about obtaining an answer to the question above description is obtained through clinical interviews so it can be schemed reduction fractions to each student. The data obtained during the study, and then analyzed using a 4 stage is data collection, data reduction, the data display, and conclusion drawing/verification.

Research Results

Results of interviews with five subjects on reduction fractions activity with the same denominator obtained several schemes that use the subject to complete the operation and meaning of the subject constructed in the same fractional reduction operation. Used scheme the subject was immediately reduced scheme over guessing, and direct addition of schemed over. Here is the meaning of the subject constructed in the same reduction fractions.

Table 1. Built meaning subjects in Reduction Fractions with the Same Fraction

<table>
<thead>
<tr>
<th>No</th>
<th>Built Meaning</th>
<th>NS</th>
<th>SR</th>
<th>FK</th>
<th>MA</th>
<th>WU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reduction Form ( \frac{2}{5} - \frac{1}{5} = \frac{1}{5} )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Subtracting the numerator by the numerator then the denominator remains</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Subtracting the numerator is known then the result of the reduction in numbers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5</td>
</tr>
</tbody>
</table>

| Reduction Form \( \frac{1}{5} - \frac{2}{5} = \frac{3}{5} \)                 |    |    |    |    |    |       |
| 1  | Guessing numerator while the denominator number abated numbers remain         | ✓  |    | ✓  | ✓  | ✓  | 4     |
| 2  | Direct summing numerator while the denominator is known abated numbers remain | ✓  | ✓  | ✓  | ✓  | ✓  | 4     |
| 3  | Directly subtracting the known numerator while the denominator remains abated | ✓  | ✓  | ✓  | ✓  | ✓  | 3     |

Results of interviews with five subjects on reduction surgery fractions with different denominators obtained several schemes that are used to complete the operation subjects and subjects constructed meaning in different fractional reduction operation. Used scheme the subject was under-reduction equation scheme over, scheme the direct reduction of above-under reduction, equalization scheme under direct reduction of the above, the direct reduction scheme on the lower right-equation, the direct addition of scheme top-down addition, the direct addition of scheme over equation lower right, scheme the direct addition of a top-down reduction, equalization scheme under-adding up, and scheme the direct reduction of lower-middle equation. Here is the meaning of the subject constructed in the reduction of different fractions.

Table 2. Built meaning subjects in Reduction Fractions with Different Fractions

<table>
<thead>
<tr>
<th>No</th>
<th>Built Meaning</th>
<th>NS</th>
<th>SR</th>
<th>FK</th>
<th>MA</th>
<th>WU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reduction Form ( \frac{2}{3} - \frac{1}{3} = \frac{1}{3} )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Equating the denominator becomes the new denominator then divided each new</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>denominator multiplied each denominator and numerator then subtracted into</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the new numerator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Subtracting the numerator by the denominator and then subtracting by</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>numerator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Reduction Form \( \frac{1}{3} - \frac{2}{3} = \frac{2}{3} \)                 |    |    |    |    |    |       |
| 1  | Equating the denominator then subtract directly numerator                     | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |
| 2  | Directly subtracting the numerator by numerator                                | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |
| 3  | Equating the denominator becomes the new denominator then divided each new   | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |
|    | denominator multiplied each denominator and numerator then subtracted into    |    |    |    |    |    |       |
|    | the new numerator                                                             |    |    |    |    |    |       |

| Reduction Form \( \frac{1}{3} - \frac{1}{3} = \frac{0}{3} \)                 |    |    |    |    |    |       |
| 1  | Adding directly numerator with the numerator by the denominator and then add  | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |
|    | directly denominator                                                          |    |    |    |    |    |       |
| 2  | Adding the numerator by the denominator then the new numerator equal to the   | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |
|    | denominator results in a reduction                                            |    |    |    |    |    |       |
| 3  | Adding direct numerator known then subtracting the known direct denominator   | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |

| Reduction Form \( \frac{2}{3} - \frac{1}{3} = \frac{1}{3} \)                 |    |    |    |    |    |       |
| 1  | Equating the denominator becomes the new denominator then divided each new    | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |
|    | denominator and the numerator is then added into the new numerator            |    |    |    |    |    |       |
| 2  | Directly subtracting the numerator by numerator                               | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |
| 3  | Directly subtracting the numerator by numerator and denominator by the       | ✓  | ✓  | ✓  | ✓  | ✓  | 2     |
|    | subtracting direct numerator                                                  |    |    |    |    |    |       |
Discussion

Based on the meaning of fractions reduction provided by the subject can be found at the top of the scheme that is used by 11 subjects when performing operations with fractions reduction of some type of problems. Scheme found when subjects perform subtraction of fractions equal subject namely direct reduction scheme over, scheme over guessing, and direct addition of schemes over. Scheme found when subjects perform a reduction operation different fractions, namely under-reduction equation skim over, scheme the direct reduction of above-under reduction, equalization scheme under direct reduction of the top, skim the direct addition of top-down addition, the direct addition of skim over-equalization bottom right, the direct addition of scheme top-down reduction, equalization scheme under-adding up, and scheme the direct reduction of lower-middle equation.

The following are the types of fractions reduction scheme with three basic components, namely originators, actions and operations, as well as the expected results.

Direct Reduction Top Scheme

Originator:
Have the same denominator need not be equated to first
Action and operation:
Subtracting the numerator with the numerator
Expected Result:
The results become numerators fractional reduction of the numerator and denominator fractions were asked in question together with the known fractional denominator

Guessing Top Scheme

Originator:
Fractional reduction of one of the unknown fragments found by trial and error and the numbers that have the same denominator need not be equated first
Action and Operation:
Looking numerator which can be reduced by a fraction the numerator of known then the result is a fraction the numerator of the existing result
Expected Results:
Results for guessing the numerator becomes the numerator and denominator fractions were asked the same fractions with denominators asked fractional known

Direct Subtracting Top Scheme

Originator:
The addition of fractional numerator is known to result in the numerator and denominator fractions were asked who had the same need not to be equated first
Action and operation:
Adding direct numerator by numerator is already known
Expected Results:
The result of the addition of the numerator becomes the numerator for the fraction in question and asked the same denominator fractions with denominators fraction of known

Equation Scheme Under-Above Reduction
Originator:
Same denominator should not be equated first
Action and operation:
Equating the denominator by finding the Highest Common Factor (HCF), HCF then becomes the denominator for the fractions in question then the denominator of the fraction in question divides the denominator of each fraction is then multiplied by the result of the division of the numerator of each fraction then the result of multiplying the numerator is subtracted
Expected Results:
The result of the reduction of the numerator becomes the numerator for the fraction in question and asked the same denominator fractions with denominators fractions after equated

Direct Scheme Above Reduction-Under Reduction
Originator:
Denominators are not the same need not be equated with the search for the HCF
Action and Operation:
Subtracting the known fractional numerator and denominator fraction subtracting the known
Expected Results:
The result of the reduction of the numerator for a fraction the numerator be asked and reducing the denominator to the denominator of the fraction in question

Equation Scheme Under-Direct Reduction Above
Originator:
Unlike denominator should be equated first
Action and Operation:
Looking for the HCF, HCF then becomes the denominator for the fractional numerators directly asked then subtracting fractions that are known to be a fraction the numerator in question
Expected Results:
The results of the direct reduction of the numerator becomes the numerator for the fraction in question and asked the same denominator fractions with denominators fractions after equated

Direct Scheme of Subtracting Above-Subtracting Under
Originator:
Looking fractions were asked simply add the numerators directly known then added directly denominator is known
Action and operation:
Adding direct numerator known then added directly denominator is known
Expected Results:
The result of the addition of fractions numerator be asked numerator and denominator to the result of adding the denominator for the fractions in question

Direct Scheme of Subtracting Above-Equation of Bottom Right
Originator:
Asked denominators must be the same with the right fractional denominator
Action and Operation:
Add the numerators are known to be directly asked numerator then the denominator in question equate with the right fractional denominator
Expected Results:
Be the result of adding the numerator and denominator fractions were asked in question together with the right fractional denominator

Direct Scheme of Subtracting Above-Reduction Under
Originator:
Which has not been the same denominator can be directly deducted
Action and Operation:
Add the numerators are known to be directly asked then subtract numerators directly into a known denominator denominator fractions were asked
Expected Results:
The result of the addition of fractions numerator be asked numerator and denominator to the denominator reduction results in question

Equation Scheme Under-Subtracting Above
Originator:
Denominator should not be lumped together in advance
Action and Operation:
Equating the denominator fractions were determined by searching the KPK and the result becomes the denominator fractions were then asked to divide the denominator by the denominator of each note and the result should be multiplied by each numerator is then added
Expected Results:
The result of the addition of fractions numerator be asked numerator and denominator to the denominator of the equation results in question

Direct Scheme of Reduction Above-Middle Bottom Equation
Originator:
Asked denominator equal to the fractional denominator middle
Action and Operation:
Subtracting the known numerator and denominator of a fraction equalize middle
Expected Results:
The result of the reduction of the numerator becomes the numerator and denominator fractions were asked in question is equal to the denominator of the middle fractions

Skim reduction fractions of the students to each other of course different. Here is the use of various schemes in different contexts made about each student.

Table 3. Used Scheme for Each Student

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>USED SCHEME</th>
</tr>
</thead>
</table>
| NS      | 1. Direct Scheme of Reduction Above  
2. Direct Scheme of Subtracting Above  
3. Equation Scheme Under-Reduction Above  
4. Equation Scheme Under-Direct Reduction Above  
5. Direct Scheme of Subtracting Above-Subtracting Under |
| SR      | 1. Direct Scheme of Reduction Above  
2. Direct Scheme of Subtracting Above  
3. Equation Scheme Under-Reduction Above  
4. Direct Equation Scheme Above-Reduction under  
5. Equation Scheme Under-Direct Reduction Above  
6. Direct Scheme of Subtracting Above-Subtracting Under |
| FK      | 1. Direct Scheme of Reduction Above  
2. Guessing Scheme Above  
3. Direct Scheme of Reduction Above-Reduction under  
4. Direct Scheme of Subtracting Above-Equation of right under  
5. Direct Scheme of Reduction Above-Equation of bottom center |
| MA      | 1. Direct Scheme of Reduction Above  
2. Direct Scheme of Subtracting Above  
3. Equation Scheme under-Reduction Above  
4. Direct Scheme of Subtracting Above-Reduction Under |
| WU      | 1. Direct Scheme of Reduction Above  
2. Direct Scheme of Subtracting Above  
3. Equation Scheme under-Reduction Above  
4. Equation Scheme under-Subtracting Above |

Conclusion

Based on the results of the research, discussion, and findings in this study indicate that there is some process/model of thinking that students use in solving fractions reduction on the same and different subjects, it shows that the one with the other students have to think of different models in solving about the same. The model provides the foundation for students’ thinking in the formulation of the reduction scheme fractions. Eleven fractions reduction schemes have been identified in this research. These efforts are a direct reduction scheme over, scheme over guessing, direct addition of scheme over, scheme under-reduction equation above, scheme directly under the reduction above-reduction, equalization scheme under direct reduction-top, scheme the direct addition of above-under addition, the direct scheme the addition of
above-under equation right, the direct addition of scheme above-under reduction, equalization scheme under-adding up, and scheme over the direct reduction-equalization bottom center.

In this study not only found eleven reduction scheme and its fractions subscheme and its subscheme, but also found another meaning and thought processes that understanding fractions, the reduction of two numbers, the process of searching for the HCF, by means of a double multiplication process, and the process repeated multiplication by the sum.

**REFERENCE**


THE IMPROVEMENT OF CULTURAL CAPITAL AS THE INDICATOR OF THE SUCCESS OF EDUCATION

F. Widya Kiswara
English Studies Program, Sanata Dharma University
widyakis@yahoo.com

Abstract

An old Latin saying says non scholae sed vitae discimus which means we do not study for the sake of academic matters but for life. Therefore the ultimate aim of education is that someone can live well, or can be a good citizen who is ready to bring about the reform of the social order as the Reconstructionists say. People sometimes use objective orientated curriculum as the implication of the reconstructionism. However in practice the objective here is simply interpreted as passing final passing grades, especially of the national exam. Therefore, the teaching learning practices always refer to final exam orientation activities. Consequently, competence achievement is not the priority in education and education cannot change someone’s behavior as proposed by reconstructionism. This paper is aimed to review the use of national exams to measure the success of education instead of measuring the improvement of students’ cultural capital. Some research on cultural capital which findings say that it influences the success of study will be the basis of the discussion. As we know, those who have better cultural capital will achieve educational capital better. Those who have good cultural capital has good habitus where the act or behavior comes from. Improving one’s cultural capital will improve one’s habitus which will lead towards the improvement of students’ success of education.

Keywords: cultural capital, national exam, habitus, reconstructionism

Introduction

An old Latin saying says non scholae sed vitae discimus which means we do not study for the sake of academic matters but for life. Therefore the ultimate aim of education is that someone can live well, or can be a good citizen who is ready to bring about the reform of the social order. Ornstein, et al. (2011) give an example how Indian people the past taught their youngsters how to use spears, arrows and knives, where the youngsters did not only inherit the competencies but also the culture for the sake of their life. The youngsters did not think about marks nor the academic cumulative index. The most important for them were survival and contributions for their community.

Nowadays, education is not as simple as what Indian people in the past had. Knowledge, competencies and the cultures are getting more complex. The aim of education has been changing and the curriculum has been either. Finney, (2006, 68-88) provides her analysis of the changes of education philosophy and its curriculum from the content model or classical humanism to the new pragmatism or mixed-focus curriculum. The aim of education is transferring cultural heritage only but achieving the target which is of social changes with humanistic process.

As a system, education needs to focus on its input, process and its output. The new pragmatism which focus on both objectives and process also needs good way of measuring the output. The problem is in the current practice the objective here is simply interpreted as passing final passing grades, especially of the national exam. Therefore, the teaching learning practices always refer to final exam orientation activities. Consequently, cultural, values and competence achievement are not the priority in education and education cannot change someone’s behavior as proposed by reconstructionism and the process tends to not be humanistic. Such situation makes people question on the benefits of the National Exam, moreover when they know that Finland which does not conduct a national exams for elementary school students and junior high school students have very good educational index (OECD).

Here are some examples which could be the effects of sing the national exam to measure the success of educational achievement. Ryan, a master graduate from a very reputable university with index cumulative more than 3,3, asked the supreme court to legalize committing suicide. He was frustrated of being no jobs though he was successful in study (The Kompas, Monday, 14 August 2014). The Indonesia Corruption Watch also reported the unfairness in the process of the national exam. Students could buy the exam answer keys (The Kompas, 27 May 2013). The general secretary of Indonesian Teacher Association Federation, Retno Listyarti reported that some Heads of the Local Education Offices urged teachers to success the UN with any efforts, meaning teachers have to do anything to pass students examination (The Kompas, 20 April 2012). No wonder the number of the juvenile delinquency in Indonesia is improving.

This paper is discussing problems of the national exam as the main tool to measure the educational success. It also proposes measuring the improvement of cultural capital of the students to measure the success of study.

The Changes of Philosophy of Education and the Implications

Some educational experts such Gutek (1974), Ornstein et al.(2006), Tilaar (2012), summarize the
improvement of the educational philosophy which really influence the educational practices. Each philosophy influences its metatheories, epistemology, axiology and the educational implications. For instance, the idealism implies that reality is spiritual or mental and unchanging, knowing means the recall of latent ideas and values are universal, absolute and eternal. The implication for education is that a subject matter curriculum emphasizes the culture’s great and enduring ideas. While Postmodernism implies that schools are sites of democratic criticism and social change to empower dominated groups because it rejects metaphysics as historical constructions. People have to deconstruct texts to find their origin and use by dominant groups and classes. Schools are sites of democratic criticism and social change to empower dominated groups (Ornstein et al., 2012, p. 169).

Denise Finney (2002) in her paper explains the development of educational philosophy and its implications to educational systems. She divides it into four, namely the content model or classical humanism, the objectives model or reconstructionism, the process model or progressivism, and the pragmatism or a mixed focus curriculum. Each development came one after another because the new one is always intended to overcome the weaknesses of previous one. Therefore each development implies different understanding of what to be learned and how to learn things to learn.

The content model or classical humanism

The focus is the content or things to learn by students. The content is valued cultural heritage which contributes to the overall intellectual development of the learners. Teacher will be the resourceful person as the center of knowledge who has to share their knowledge, skills and all cultural heritage. This has become the dominant philosophy in education especially in the history of western education. However, it has its weaknesses considering the complexity of the learning process, it cannot justify the transmission of one particular culture so people with different culture might have different educational achievement and it does not give enough space for any new knowledge. The weakness of this educational philosophy is of the failure to update with new theories and technologies which keep improving. Memorizing concepts and theories is dominant in the process of teaching learning.

The objectives model or reconstructionism

The curriculum planning is no longer he content but the objectives of the teaching learning programs. It is based on the behavioral psychology theories which says that education should be able to bring about some kind of social change. The process of learning is observable and measurable. Therefore, in the process of learning the objective should be clear or must be unambiguously describe the behavior to be performed. The condition under which performance will be expected to occur should be well described. There must be standard or criterion of acceptance performance. Standardized test or national exam is applicable with this philosophy. With this reconstructionism philosophy education has clear goals, the evaluation is ease and accountable. However this kind of education reduces the concept of autonomy, self-fulfilment and personal development. Usually, a teacher gives a certain material with a certain method and students who have their individual differences, different learning styles and cultural capital. Students are considered as the objects of education, not the subjects. In Indonesia, the national curriculum and its national exam are the product of the educational philosophy. With various situations such as various facilities, teacher’s competence, economical background and student's ability all students have to have the same final test.

The process model or Progressivism

As the answer of the weaknesses of the previous philosophical education which was not really humanistic this educational philosophy focuses on individual progress towards self-fulfilment. The goals of education are not defined in terms of particular ends or products, but in terms of processes by which individual develops understanding and awareness and creates possibility for future learning. This educational philosophy is aware of individual differences and therefore it is humanistic. However, it is not attractive enough as a national curriculum especially when education is intended to produce massive workers ready for industries. In Indonesia this educational philosophy inspires the existence of inclusive schools.

The new pragmatism or mixed focus curriculum

The new pragmatism is a combination between objective oriented and the process model. Curriculum sets the goals to achieve but in the process of achieving them humanistic education is done. School-based curriculum was the implication of this educational philosophy where minimum requirements are nationally set up but in practice each school can design their own curriculum based on the local needs and local capabilities.

These four different educational philosophies and curricula proposed by Finney show different constructions of education. In the real practice of education in Indonesia, however, there is no clear cut of these four especially of its input and how to measure the educational achievement. In fact, national exam has been used to measure how successful someone in education. Therefore, problems as mentioned in the previous part such as unfairness in the process of doing the exam, the raising of the number of jobless educated people and juvenile delinquency still exist. We need alternatives to measure the success of education in any educational philosophy.
What UN measures?

Based on Finney’s classification, the current Indonesia curriculum, the 2013 curriculum, is a mixed focus curriculum. In one hand, it is considered standard based curriculum. Every students should be able to achieve the minimum national standard (Kementrian Pendidikan dan Kebudayaan, 2013). It is also said as an outcome based education because the whole processes are intended at achieving standardized outcomes. In the other hand, however, the use of the scientific approach which belongs to progressivism proposed by John Dewey makes it quite complicated in the concept since progressivism tends to focus on the individual process. Students are as the center or as subjects not objects. It also emphasizes cooperative group activities to enhance social intelligence (Orstein et al., 2006, p.112). Therefore this curriculum is categorized as the new pragmatism or mixed focus curriculum.

In the book entitled Materi Pelatihan Guru Kurikulum 2013, it is mentioned that the curriculum is designed to overcome problems listed in introduction, such as unfairness in UN and juvenile delinquencies. Therefore all subjects should contribute to the formation of knowledge, attitudes, and competence. In the way, the curriculum doesn’t merely focus on knowledge, it also deals with attitudes and competence which belong to habitus proposed by Bourdieu.

Instead of positive aspects of UN as mentioned in the research conducted by Prof. Djemari Mardapi and Prof. Badrun such as motivating students and teachers to do the better in mastering the material (2009), UN is also considered as not fair, not objective and not accountable (Hasan, 2010). Using UN to measure the success of study is not fair because there many things which are totally different in the process of studying such as student’s individual differences, facilities, teacher’s quality and so on. UN which can only measure student’s knowledge is considered not objective since the input and process of curriculum also includes attitudes and competence. UN cannot measure student’s success by measuring the knowledge only. UN is also considered unaccountable, the result of UN cannot show the real quality of a student, especially when we considered multiple intelligence theory.

With above consideration it seems that a test would not be enough to measure the success of study. There should be authentic assessments on the aspects of attitudes, knowledge, skills on the portfolio based assessment. Therefore, portfolio assessment is suggested. Beside, teachers should act as researchers (Finney, 2002), meaning they have to observe student's individual progress from different aspects of learning to formulate their progress. So, a test can only measure one aspect of the objectives of study among some. Education needs holistic method of assessing student’s success.

Cultural Capital to Measure the Success of Study

Until 1960’s people could not understand why rich students were more successful than the poor ones. Bourdieu’s proposition that those who have high cultural capital have better chance to get better educational attainment (1960) has giving an insight that beside psychology and pedagogy education also needs sociology. Only considering learning theories and pedagogy is not enough to help all students with different social classes achieve good educational attainment.

According to Bourdieu, the family background contributes a lot to the success of one’s study. Someone inherits cultural capital from his/her family. DiMagio(1983), Lareau (1987), Sullivan (2001) conducted a research on the family background, and they found out that educated parents or parents with high financial capital provide better cultural capital to their children. However, De Graaf & De Graaf (2002) in their research concluded that education influences one’s cultural capital than family does. This conclusion is supported by Giroux (2006) who says that agency factor is dominant to inherit cultural capital. So, education is believed to be very important factor in inheriting cultural capital. Therefore, education system, including English education needs to address cultural capital and to consider sociology as an important thing to improve the system.

Cultural capital was firstly proposed by Bourdieu in 1960. It is called capital because it is convertible into economic capital and may be institutionalized in the form of educational qualifications yet it cannot be transmitted instantaneously (unlike money, property rights, or even titles of nobility) by gift or bequest, purchase or exchange. Cultural capital is also work on oneself (self-improvement), an effort that presupposes a personal cost, an investment especially through education. People inherit cultural capital from the family and Paul DiMagio found out that parents’ jobs and education play important role to the success of their children education (1982). However, De Graaf lately says that parents’ educational background influence one’s educational attainment more than parents’ economic background (2002).

To transfer cultural capital at school one needs academic ability which is in the forms of linguistic fluency, broad cultural knowledge, and knowledge of the ‘rules of the game’ of academic assessments. These academic abilities can be distinguished from other styles and behaviors which may be rewarded within the education system, such as interacting with teachers in an approved way (Sullivan, 2007).

Firstly, Bourdieu formulated cultural capital as informal academic standard that also are class attributes of the dominant class, consisting of such factors as informal knowledge about education, linguistic competence, and specific attitudes or personal style (Bourdieu & Passeron, 1964). In 1970 Bourdieu and Passeron redefined the cultural capital into academic standards and class attributes to
include linguistic aptitude, previous academic culture, formal knowledge of general cultural, and diplomas (Bourdieu & Passeron, 1970). In the second definition Bourdieu changed his perspective from informal academic standard into the formal one and he also considered class attributes in the same level as academic standard. The third definition of cultural capital is instruments for the appropriation of symbolic wealth socially designated as worthy of being sought and possessed (Bourdieu, 1977:190). In 1979 Bourdieu and Passeron proposed another definition of cultural capital as an indicator and a basis of class position, including cultural attitudes, preferences, and behavior that are conceptualized as tastes used for social selection (Bourdieu, 1979).

Cultural capital was not considered as formal academic standard any longer but as an indicator of class position it was not class attribute but the basis of class position. So, cultural capital is an indicator and a basis of class position which can classify social status of a family. The indicator can be in the form of different taste, language and habitus.

Habitus refers to lifestyle, the values, the dispositions and expectation of particular social groups that are acquired through the activities and experiences of everyday life. Perhaps in more basic terms, the habitus could be understood as a structure of the mind characterized by a set of acquired schemata, sensibilities, dispositions and taste. The way a teacher teaches depends on what she or he believes how she/he puts values on it. What she/he does in the class is the result of her/his habitus. Habitus is not fixed or permanent, and can be changed under unexpected situations or over a long historical period (Navarro 2006: 16).

Taste is an individual's personal and cultural patterns of choice and preference. Taste is about drawing distinctions between things such as styles, manners, consumer goods and works of art and relating to these. Social inquiry of taste is about the human ability to judge what is beautiful, good and proper. Taste is the ability to make discriminating judgments about aesthetic and artistic matters. Seeing one's writings people can see her/his taste, especially his/her style in writing, its concern and the diction. When someone has good taste she/he can express in an appropriate expression based on the context.

Language is also important to be considered in understanding cultural capital especially when language is used to classify social classes in the society. High social class people have different ways in expressing ideas compared to people from low social class. DiMaggio explained that teachers understand questions from students with high cultural capital than those which come from students with low cultural capital.

There are three different forms of cultural capital. The first is embodied state, widely shared, high status cultural signals (attitudes, preferences, formal knowledge, behaviors, goods and credentials). It is in the form of long-lasting dispositions of the mind and body. It cannot be accumulated beyond the appropriating capacities of an individual agent; it declines and dies with the bearer (with his biological capacity, his memory, etc). The second form is objectified state, in the form of cultural goods (pictures, books, dictionaries, instruments, machines, etc.), which are the trace or realization of theories or critiques of these theories, problematic, etc. The third one is the institutionalized state, a form of objectification which must be set apart because, as will be seen in the case of educational qualifications, it confers entirely original properties on the cultural capital with which it is presumed to guarantee.

Measuring student’s cultural capital to measure the success of their study means researching personal development of attitudes, preferences, formal knowledge, behaviors, goods and credentials which belongs to the internalized cultural capital. To be more comprehensible, the cultural goods and any certificates can also show student’s cultural capital. The improvement of student’s attitudes, preferences, behaviors and credentials towards the culture of people from high social status can be noted during daily practices. Teachers can make notes on whether students change let say from indiscipline to discipline, from demotivated to motivated, or becoming more interested in reading. Teachers can use rubrics to see whether the expected changes happen to the students or not. Though measuring soft data is not as simple as the hard data, measuring the improvement of cultural is still possible to be conducted. The improvement of student’s cultural capital can be used as the indicator of the success of the education.

Conclusion

Any tests, including the national examinations (UN), is not valid to measure the success of education, especially of 2013 curriculum since the ultimate goals of this curriculum is improving student's attitudes, competences and knowledge. Tests can only measure knowledge. Therefore, measuring the improvement of student’s cultural capital will be better. Teachers can conduct observations, use portfolio and rubrics to measure the improvement. Though it needs long process to do it, but it can tell us the real success of education.

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DEVELOPMENT GYMNASICS PREVENT SENILE UP BRAIN’S GAME
TO IMPROVE HEALTH ELDERLY

Ida Untari¹, Siti Sarifah²
STIKES PKU Muhammadiyah Surakarta ¹,²
Jl. Tulang Bawang Selatan No 26 Tegalsari RT 02 RW 32
Kadipiro Banjarsari Surakarta 57136
idauintari@yahoo.co.id ¹, sitis88@gmail.com ²

Abstract

One these success indicators of nasional development is the increasing life expectancy of the population. With the increasing life expectancy of the population, causing the number of elderly people continues to increase from year to year. The prediction results showed that the percentage of the elderly population will reach 9.77 percent of the total population in 2010 and 11.34 percent in 2020. The problems that arise in the elderly one form of cognitive impairment or dementia. Dementia is a clinical syndrome that includes loss of intellectual function and memory so serious that it causes dysfunction of everyday life.

The purpose of this research is to develop a model form of gymnastics prevent senile Up Brain's Games and analyze their effects on memory enhancement elderly.

Research methods such as experimental dementia by comparing the control group with the given group exercises. The entire population of elderly who stay in Panti Wreda Dharma Bhakti Surakarta by taking a random sample of 30 in each group. The research instrument using the Short Portable Mental Status Questionnaire (SPMSQ) to measure dementia elderly and audiovisual media gymnastics Up Brain’s Games. Gymnastic exercise performed three times a week for a month. Analysis of the data was tested by t test.

The results, the available of a model gymnastics Up Brain’s Game with 5 core movements and there is a positive effect of exercise training on elderly memory loss becomes better with p=0.000.

Keywords: Gymnastics prevent dementia, Up Brain's Game, Senility, Elderly

Introduction

Indonesia ministry of Health limit the classification of old age as Period virilitas (towards the elderly): 45-55 years, Period Pre senium (elderly): 55-64 years, Senium Period:> 65 years.

The aging process of the population would have an impact on various aspects of life, at social, economic, and especially health. The impact, in the health the elderly decline of body functions either due to natural factors as well as disease. Some terms in the Java language is known in terms of a decrease in the function of the elderly body is 6 B, ie: Blawur (eyes do not clearly see), deaf (ears can not hear clearly, Chatty (nag), Beser (not able to hold a bowel movement or waste small water), Buyutan (tremors occur / rhythmic movement in particular locomotor hand), Confused (senile). Just as in the Qur'an Surah Yasin (36) verse 68, "And whoever we undoubtedly long life he refunded the circumstance", then if they do not think of ?. Spliced also in Surah Ar-Rum (30) verse 54, "God, He Who created you from a position of weakness, then He makes (you) weakened state after it becomes powerful, then He makes (you) after the strong become weak again and gray, He creates what He pleases, and He is the All-Knowing, Almighty ".

The success of development has many indicators. One is the increasing life expectancy of the population. With the increasing life expectancy of the population, causing the number of elderly people continues to increase from year to year. Elderly population in the worldwide aged 60 or older grew very quickly even the fastest compared to other age groups. It is estimated that begin in 2010 will be an explosion of the number of elderly people. The prediction results showed that the percentage of the elderly population will reach 9.77 percent of the total population in 2010 and to 11.34 percent in 2020 (Central Bureau of Statistics: 2010).

These data concern by all parties, including government, public institutions or the community itself so that the process of development in Indonesia is not an obstacle. So the mindset that assumes that the elderly population is a vulnerable group that is only dependent families, communities and countries, must be changed. We have to make the elderly as a national asset that must continue to be empowered.

Another issue that arises in the elderly is consciousness and cognitive disorders such as dementia (Kane et al, 1994; Folstein, 1990; Whaley, 1997; Mc Keitch, 1997; Hecker, 1997). Dementia is a clinical syndrome that includes loss of intellectual function and memory / memory so serious that it causes dysfunction of daily living (Darmojo, 2000). Another definition, dementia is cognitive decline such severity that it interferes with activities of daily living and social activities (Nugroho, 2008). Other definitions as well, or senile dementia is a condition in which the ability of intellectual / cognitive decline at a rate that is heavy enough without any disturbance of consciousness that interfere with social and occupational functioning (Linden, et al: 2008).
Components at impaired intellectual abilities: include memory and thinking skills, numeracy, language and geographical Orientai.

Dementia, commonly experienced by persons over the age of 60 years, though dementia is not a normal process of aging. There are many elderly people who do not have dementia. The cause of dementia is damage to brain cells that regulate human cognitive.

Various kinds of dementia include: 1) Alzheimer's dementia, 2) vascular dementia, 3) Lewy body dementia, 4) dementia syphilis / HIV, 5) dementia hypothyroidism, 6) neuritis brain dementia, 7) dementia defissensi vitamins, 8) dementia post head trauma, 9) dementia toxicity, 10) dementia infection (Alicia et al, 2013).

Dementia can be prevented by: 1) stop smoking, 2) treat the disease being suffered, 3) eat a balanced diet, 4) do not drink alcohol, 5) regular exercise (Untari, 2012).

The results of other studies, the human brain is just used by 20%, 80% of them have not been used optimally. Various methods are used to slow down and fix dementia. One of them is brain gym. Gymnastics is an activity of the brain to improve brain function. Other terms of brain exercise is a series of exercises based on simple body movements (Cahyo, 2011). Various models are used to give different effects on memory enhancement is not just limited to the elderly, but can also be used all ages. The objective of stimulating brain exercises are the left and right brain (lateral dimension), relieve and relax the back of the brain and the front of the brain (focusing dimension), stimulates the system associated with the feeling / emotional, namely midbrain (limb) and cerebrum (dimensions concentration).

The results of the study by Anton et al (2010) One of the benefits of cognitive therapy and brain gym in the elderly is lower levels of depression, so it recommends cognitive therapy and exercise to train the brain into the work program of the elderly in health centers and homes.

The purpose of this study was to develop a model of gymnastics prevent senile Brains Up Games as well as to determine their effects on memory loss or dementia in the elderly in order to improve the health of the elderly.

Methods Research
Design of this research is experimental research (Arif, 2011). Design comparing the results of measuring dementia in the elderly group were given treatment with the control group. (Sugiyono, 2007).

The research instrument is a questionnaire to measure the short portable mental status (SPMSQ). Short Portable Mental Status Questionnaire (SPMSQ), the following model:

Table 1. Short Portable Mental Status Questionnaire (SPMSQ)

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What's the date today?</td>
</tr>
<tr>
<td>2</td>
<td>What day is today?</td>
</tr>
<tr>
<td>3</td>
<td>What is the name of this place?</td>
</tr>
<tr>
<td>4</td>
<td>What is your home phone number?</td>
</tr>
<tr>
<td>5</td>
<td>How old are you?</td>
</tr>
<tr>
<td>6</td>
<td>When were you born (date / month / year)?</td>
</tr>
<tr>
<td>7</td>
<td>What is the name the president now?</td>
</tr>
<tr>
<td>8</td>
<td>What is the name the previous president?</td>
</tr>
<tr>
<td>9</td>
<td>What is the name of your mother?</td>
</tr>
<tr>
<td>10</td>
<td>5 + 6 is?</td>
</tr>
<tr>
<td>11</td>
<td>Compute backward rate 100 minus 7 : 100, 93, 86, 79, 72, 65, 58, 51, 44, 37, 30, 23, 16, 7, 2.</td>
</tr>
<tr>
<td>12</td>
<td>Spell the words &quot;ORPHAN&quot; on back order</td>
</tr>
</tbody>
</table>

How to use: centhang mark on the right column, or one of each answer given to the elderly and calculate the correct value, then put in the category:

a. Mild senile = true value between 10-12
b. Senile is = true value between 7-9
c. Senile Weight = true value between 1-6

In addition to the questionnaire, the other instrument is a model gymnastics Up Brain's Games. The data used for analysis is the T Test at the 5% significance.

Results And Discussion Research

Results
Gymnastics model prevent dementia or Up Brain's Games.
Gymnastics prevent senile compiled include hand movements that coordinate with each other in performing different movements and in the same time. The movement includes 5 movements:

Movement I: The fingers clenched right hand except the thumb, while the left hand clenched fingers except the little finger. Movements alternates between the right hand with the little finger of the left hand not clenched and the thumb is not clenched. Repeat the movement as much as 8 times. The following motion picture 1:

Figure 1. Movement-1

Movement II: The fingers of his right hand clenched except the index finger and middle finger, left hand clenched fingers except the index finger and thumb to form a gun. Moving the left hand right hand gun-shaped pursue existing index finger alone,
alternating between right hand and left hand. Repeat the movement 8 x 2. The following movement:

Movement III: The left hand flat on the head with a patting motion light head and his right hand was on her stomach with a belly rubbing motion to the left and to the right. Perform movement together between right hand and left hand. Repeat the movement 8 x 2. The following movement:

Movement IV: The right hand and left hand clenched and face each other. The right hand doing the twist out while the left hand into the rotating motion. Repeat the movement 8 x 2. The following movement:

Movement V: Both hands folded forward with arms at shoulder level. The right hand clenched to make a move as attractive gas motorcycles, the left hand and fingers straight rubbing movement left and right. Perform together for 1 minute and replace the movement in both hands. Repeat the movement 8 x 2.

To perform all movements to the accompaniment of music developed lasted approximately 5 minutes and repeated 3 times, so the total time spent 5 minutes x 3 = 15 minutes.

Univariate Analysis.
Memory elderly (dementia) before treatment gymnastics models elderly prevent dementia in the control group average: 5.20. Category senility before gymnastics as follows:

<table>
<thead>
<tr>
<th>Category Senility Elderly</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lightweight</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>2 Medium</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>3 Severe</td>
<td>21</td>
<td>70.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows the elderly who are in the majority in the state of the control group decreased memory / dementia weight by 21 people (70%).

Memory elderly (dementia) after treatment of the elderly prevent dementia gymnastics models in the control group on average: 5.03, elderly dementia category as follows:

<table>
<thead>
<tr>
<th>Category Senility Elderly</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lightweight</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>2 Medium</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>3 Severe</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows the elderly who are in the control group over a period of approximately one month, after repeated measurements of his memory, weight gain becomes a state of dementia by 23 people (76.7%).

Memory elderly (dementia) before treatment models elderly exercise prevent dementia in the treatment group average: 8.17. Category senility as follows:

<table>
<thead>
<tr>
<th>Category Senility Elderly</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lightweight</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>2 Medium</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>3 Severe</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows the elderly who are in the treatment group, the majority in a state of decreased memory / dementia are at 14 people (46.7%).

Elderly memory (dementia) after treatment of the elderly prevent dementia models gymnastics in the treatment group on average: 10 Category elderly posttest memory as follows:

<table>
<thead>
<tr>
<th>Category Senility Elderly</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lightweight</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>2 Medium</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>3 Severe</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that the elderly who are in the treatment group, dementia experience changes conditions in which the elderly with dementia are being reduced from 14 (46.7%) of people to 7
people (23.3%), the condition of the elderly with severe dementia by 7 people (23.3%) was reduced to 3 people (10%) and with mild dementia 9 people (30%) increased to 20 people (66.7%).

Effect of Brain’s Up Gymnastics Games to memory / dementia at elderly

<table>
<thead>
<tr>
<th>No.</th>
<th>Effect Type</th>
<th>Value</th>
<th>t</th>
<th>Probability (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paired t test in the control group</td>
<td>1.306</td>
<td>0.20</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Paired t test in the treatment group</td>
<td>-5.514</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

P = 0.20 in the control group: critical value of 0.05, indicating no effect of the condition of the elderly in nursing homes. While the treatment group with p = 0.00 <0.005 no significant effect of exercise prevent senile Up Brain’s Game of the memory where the condition of the elderly elderly with memory decline / dementia weight reduced to decreased memory / mild dementia.

Table 6. Hypothesis test results

The difference in memory of elderly in the 2 groups before treatment models gymnastics prevent senile

<table>
<thead>
<tr>
<th>Type Testing</th>
<th>Value</th>
<th>t</th>
<th>Probability (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent t test memory before treatment</td>
<td>4.606</td>
<td>0.000</td>
<td>0.05</td>
</tr>
</tbody>
</table>

P-value = 0.000 <0.05 was no significant difference in the condition of decreased memory (dementia) between the 2 groups after treatment gymnastics prevent senile (Up Brain’s Game).

Differences in memory of elderly after treatment models gymnastics prevent senile

<table>
<thead>
<tr>
<th>Type Testing</th>
<th>Value</th>
<th>t</th>
<th>Probability (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent t test recall after treatment</td>
<td>8.028</td>
<td>0.000</td>
<td>0.05</td>
</tr>
</tbody>
</table>

P-value = 0.000 <0.05 meaningful critical value there is no difference between the control group and the condition of the treatment group after treatment gymnastics prevent senile (Up Brain’s Game).

Discussion of Research

Memory/dementia of elderly before treatment models exercisers.

In different test groups, there is no distinction has to be avoided because of the condition of the elderly in nursing homes varies widely, ranging from independence, psychology changes, physiology changes. Actually grow old is a natural process which means that someone has gone through three stages of life ie childhood, adulthood and old age. The three stages different, in both biologically and psychologically. Another change is the change of cognitive one of then is dementia. Cognitive changes in the elderly (dementia) is part of the component impaired intellectual abilities: include memory and thinking skills, numeracy, language and geographical Oriental.

Dementia, commonly experienced by persons over the age of 60 years, though dementia is not a normal process of aging. The cause of dementia is damage to brain cells that regulate human cognitive. Data elderly in panti wreda in the month of May 2014 a total of 97 people showed almost all of the elderly aged over 60 years.

The selection of respondents in the treatment group of elderly who have taken part independence and full independence especially capable of movement in the hand. While respondents in the control group there elderly more varied, with full independence, self-reliance and depend partly on others. This makes the limitations of the study, especially in sampling.

In addition to the different initial state, the elderly who are in the majority in the state of the control group are also decreased memory / dementia weight are 21 people (70%). While the condition of dementia are 7 people (23.3%) and the other 2 mild dementia (6.7%). Memory loss (dementia) had average elderly: 5:20 by weight category.

In the treatment group the initial conditions of the elderly with dementia are dominated by 14 people (46.7%). While with severe senile conditions was 7 people (23.3%) and the other mild senile was 9 people (30%). Elderly memory loss (dementia) before treatment models elderly exercise prevent dementia in the treatment group on average: 8:17 with medium category.

Memory/dementia (dementia) after treatment of elderly gymnastics models.

The results of measurements made between treatment groups and control group after treatment showed that there are differences in the condition of memory loss (dementia) with p = 0.000 and the value of t = 8.028. These data could mean that an intervention will provide a change to a condition. Gymnastics prevent senile (Up Brain’s Game) is a series of exercises based on simple body movements to stimulate the left and right brain (dimensions lateralis), relieve and relax the back of the brain and the front of the brain (focusing dimension), stimulates the system associated with the feeling / emotional, namely midbrain (limbis) and cerebrum (dimensions concentration). Brains Up Game is easy to do when it is accustomed. Initially this movement requires concentration and familiar. At the beginning of training, the elderly are still fraught with difficulties, especially the first movement, the second and fourth movements. The third and fifth movements are relatively easy to do by the respondent.

Difficulty doing this exercise, one of which is caused by the elderly themselves physically decline of the musculoskeletal system-where happen joint stiffness. Joints are needed for this exercise is the
joints of the fingers and wrists. Aside from the causes of joint stiffness, gymnastic movements require concentration to coordinate with each other doing different movements in the same time.

Conditions train elderly to do gymnastics routine, and the gymnastic movements that train the brain to make the concentration of the elderly may be thinking or intellectual activity. In seventh training of the plan 12 times, a lot of elderly people who have started to memorize the movements of gymnastics and eventually become accustomed to and memorized. In fact, this exercise can be done at any time when relaxing or no other activity.

In the routine activities except in the month of Ramadan outside the Wredha Panti, there are activities such as: spiritual cleansing on Tuesday for Christian, Thursday for check up, , Friday for elderly gymnastics and on Saturday for spiritual cleansing for moslem. But during the month of Ramadan, all the activities were closed except Thursday continued to be used for medical examinations for the elderly. Activities were closed with diverted for activities to improve the form of worship in Ramadan tarawih prayer and others.

Giving gymnastics prevent dementia (Up Brain's Game) is very proper done in Ramadan because there are no other activities that match the form of gymnastics. In addition, this exercise training does not require a lot of energy to perform. Implementation of this exercise is done by sitting upright and in a relaxed atmosphere and first-round gymnastic movement only takes about 5 minutes and can accompany by music.

If this exercise becomes a habit, the human brain will continue to work so that the intellectuals will continuously honed. At the function, the human brain is the center of the human body regulation system. The brain is responsible for a wide variety of experiences sensation or stimulation of the human ability to perform movements which follow the will (conscious), and the ability to implement a wide variety of mental processes, such as memory or memory, emotional feelings, intelligence, communication, nature or personality and forecasts. The ability of humans to think require assistive devices or media that constantly sharpen.

Effect of exercise models to prevent senile elderly memory

The result of the calculation in the control group showed the value of t = 1.306 and p = 0.202 greater than the critical value of 0.05, this result bemakna no influence on the conditions of elderly nursing Panti. While the treatment group, t values of -5.514 and p = 0.000 with less than the critical value of 0.005 means no influence gymnastics prevent senile Up Brain's Game of the memory where the condition of the elderly elderly with memory decline / dementia weight was reduced to memory decreased / mild dementia. Indicator of the success of this study, an increase in the number of elderly who suffered senile dementia becomes severe or mild after being given training models Brains Up Games over a period of 1 month. These results can be concluded that Ho is rejected and Ha accepted meaning gymnastics prevent dementia (Up Brains Game) may improve memory in the elderly.

Conclusions and Recommendations

Conclusion:
There is the influence of gymnastics prevent dementia (Up Brain's Game) to increase the memory of elderly with p = 0:00 at the 5% significance .

Model gymnastics prevent dementia (Up Brains' Game) can improve the health and rights filed in a simple incompetent.

Recommendations
Institutions are expected to conduct business activities prevent dementia gymnastics Up Brain's Game routinely.

Gymnastics prevent dementia (Up Brain's Game) can as a pastime in daily activities

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LOCAL GOVERNMENT BUREAUCRACY AND IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN FREE EDUCATION SERVICES IN SOUTH SULAWESI PROVINCE

Jamaluddin Ahmad
Dept. Of Public Administration, The Social and Political Science College Muhammadiyah Rappang
jahmadlado@yahoo.co.id

Abstract

The main objective of this article is to discuss local government bureaucracy and the implementation of Total Quality Management in the service of free education as one of the public service in the province of South Sulawesi. This is in view of the central position of public bureaucracy in good governance. The election of governor by the people to bring significant changes in the public service. The provincial government bureaucracy in Indonesia went to be the best service to the community. One of that is a free educational services to improve the quality of human resources, so they get a positive image to reelected. Therefore, the purpose of this study is to describe the application of total quality management in the service of free education in the province of South Sulawesi. The results showed that the application of total quality management improvement dimensional continuous process has been implemented in an optimal consensus effort marked the provider and the customer, the dimensions of the importance of cooperation between all the components of the provincial administration organization characterized and cooperation with the government regency, dimensional clarity of purpose characterized equalization learning opportunities for all children of school age but not yet optimal clarity in the implementation of quality goals and quality of graduates clarity as well as improving the relevance of competency-based education to keep pace with global developments, and improve the efficiency and effectiveness of the implementation of free education to meet the quality and productivity of superior human resources. As for the aspect of participation in improving the quality of the bureaucracy tends to be determined by the government regency. These factors are influenced by the behavior of teachers and principals who become agents of government bureaucracy.

Keywords: Local Government Bureaucracy, Total Quality Management, Free Educational Services

Introduction

Man is "Zoon Politikon", says Aristotle, who never (342-335 BC) became a teacher of Alexander the Great (Alexander The Great) in Macedonia. Contain malignant human nature, Thomas Hobbes called the "Homo Homini Lupus". If man is left free to organize themselves, respectively, it can create a vicious nature "Omnem Bellum contra omnes" which will one man war against the others (Rudy, 2003:35).

On this basis it takes the state as a container or place the human being arranged. Executing governmental functions is setting. As mentioned that the "raison d'être" or reason is the presence of government services to the community so that people can be inventive. This is in line with the paradigm shift from government to governance, which emphasizes service to the community. Denhardt and Denhardt (2006:444) focused the importance of service to the community. The services implemented by the government through the so-called government official government bureaucracy. Government bureaucracy interpreted by Ndraha (2003:522) as a relationship out of government, in the form of activities performed directly in contact with the society.

The role and functions of the bureaucracy in the current era and even thrive in such a way. Some functions of modern bureaucracy in government, among others, are: First; instrumental function, which describes the bureaucratic legislation and public policy in routine activities to produce services, service, commodity, or realize a particular situation. Second; the political function, namely to give input in the form of advice, information, vision, and professionalism to influence policy figure. Third; the public interest function of the catalyst, which articulate the aspirations and interests of the public and integrate within other government policies and decisions. Fourth; entrepreneurial function, namely to inspire innovated activities and non-routine, activate the potential sources and creating a resource-optimal mix to achieve the goal (Tamin, 2004).

In addition, government bureaucracy also has a political function. The political function of bureaucracy is special attention Charles O Jones. According to him, there are three important reasons why bureaucracy also has a political function. First; bureaucracy always be in a position of political pressure. Second; because of the activities to implement the policy, the bureaucracy faced with the single option that is ideal for running errands and satisfy everyone in all situations and conditions. This means political function. Third; there is no single bureaucratic apparatus (Jones, 1984).

Government bureaucracy is driven by the vision and mission of many described in strategic management. The focus is on quality service, one strategy is to highlight the application of Total Quality Management. Although this concept is widely used in business or private organization, but
it is not impossible that this could also be applied to public and non-profit organizations. Salusu (2008:455) cited President George Bush during his reign, has stressed the importance of Total Quality Management is applied within government organizations.

Total Quality Management puts the human factor as the most important factor in creating a quality public services. According to Zemke A Albrech and quality of public services will, if supported by a variety of aspects, namely service system, human resource service providers, strategies, and customers (Tjiptono, 2005:56)

In line with the quality of education services, as a consequence of government policies of President Susilo Bambang Yudhoyono is committed to education, the education budget allocates 20% of the State Budget (APBN), as mandated by the Act of 1945, the quality of education services should also be has increased, as are health care and other services.

This policy coupled with the launch of the School Operational Assistance (BOS) which continues to increase every year since it was first launched. From 2009 to experience the difference the amount of aid to counties and cities for cost of living differences.

On the basis of allocation of the school operational funds from the state budget revenues and expenditures, the provincial and district / city responded positively. One form of appreciation is to do with trying to raise funds in the form of the addition through the Budget and Expenditure (Budget). Therefore, how the implemented of Total Quality Management in the service of free education in the province of South Sulawesi?

This study aims to describe the application of Total Quality Management in a free educational services program that can benefit the development of science, especially the science of public policy. Use of concepts and theories Integrated Quality Management in relation to empirical, can result in the development of the concept of public administration studies. Practical aspects, the results of this study would be able to contribute ideas for local government in management education. Steeped in public service, is expected to emerge with clarity of thought reform tasks and authority, impersonal, which one must follow the rules, not following the rules of human taste.

**Overview of The Literature on Total Quality Management and Government Bureaucracy**

The concept of Total Quality Management is one of the strategies to realize the mission of the organization. This concept is the notion of Total Quality Management (TQM) which according Salusu (2008:454) originally developed by W. Edward Deming, an American physicist, who became known also as the father of quality management.

Quality is a top priority in this draft, so the essential qualities are defined separately. Juran defines quality as fitness for use. This definition emphasizes the orientation on meeting customer expectations. Philip B. Crosby insists on quality culture transformation, the importance of involving everyone in the organization in the process, namely by way of emphasizing individual conformity to the requirements or demands. Then Taguchi defines quality as the harm caused by a product caused by the intrinsic function of the product (in Tjiptono, 2005:11-12).

The results Zaitamal and Berry (1990:46) relating to the quality gap between the expectations of the service provider and the service recipient. Gap the process can be described as follows:

![Figure 1. The Conceptual Model of Service Quality](image)

Actualization of dissatisfaction with the services can be observed from the attitudes and behavior of consumers. They found that the cause of service quality is not "the gap between consumers and service providers". Gap in question is the gap between expectations and reality are perceived consumer with what is perceived by the essence of these ideas is that the cause of public dissatisfaction with public services provided by the service providers is the gap between what is expected by the public to the fact that the service received. It means that if what is accepted by society, if in accordance with the expectations of people's behavior will follow the expectations of the satisfaction and trust in the service provider. Therefore, Tjiptono (2005:5) confirms the behavior of each individual is very important in building cooperation within the organization.

Based on the concept of quality, Salusu (2008:456) defines quality management as an earnest commitment to improve the quality, long-term, and requires the use of equipment and techniques specified. Integrated quality management is management that creates and develops a set of values and beliefs that will make everyone aware that the quality for the consumer is the most important demands.

Axline (in Salusu, 2008:456) defines quality management as an integrated dedicated
To achieve quality through continuous process improvement by all members of the organization. Integrated quality management work based on data and facts, so often times also known as management based on facts and data. Integrated quality management will fail if it is based on facts and incorrect data.

Tjiptono (2005:2-3) confirms that quality starts from every individual whatever their position in the organization. Therefore the basic strategies that can be done is:
a) Establish a clear purpose;
b) Initiate or redefine the organizational culture;
c) Develop an effective and consistent communication) Instituting education and training;
d) Encourage continuous improvement.

Salusu (2008:459-460) then identifies some basic concepts of Total Quality Management as follows:
a) The Customer is the final determinant of quality. A product may meet the standard specifications, but if it can not reach consumer tastes, the product failed to deliver a good quality for the users;
b) The quality should be developed at the beginning of the production process and not added later. Starting a job properly will reduce the holding of examinations, reducing consumer complaints, save a lot of money, power, time, reduce absenteeism, and delight the consumer;
c) Prevent diversity is the key to offering a high quality product. Included here is the reduction of critical information. Therefore, the use of the chart is one way of saving the required information;
d) Quality emerge from the people who work within the system, not of individual businesses. If the quality is threatened then the system should be questioned, not people. People work to follow a system, a chain, which ultimately fruitless. If the system was good, small errors will likely occur;
e) Quality improvement requires feedback and continuous process. This statement confirms that the quality is not static, but dynamic follow consumer tastes or desires increase, the quality must be improved. The best quality products today, is not the best the next day;
f) Improved quality requires the full participation of all employees in the organization. Participation is very important because they are the ones who are very close to the implementation of quality improvement processes;
g) Quality requires an integrated organizational commitment. Quality of products and services can be achieved only if the organizational leaders create a climate of organizational culture that consistently focuses on improving the quality and then refine them periodically.

The descriptions provide limits to the author that the application of total quality management in service programs can be traced through the free Education Completion continuous process and the importance of cooperation between all components of the organization, clarity of purpose, and participation in quality improvement. However, learning from the (orde baru) regime which is a storehouse of experience about various practices of government bureaucracy that did not positively for the achievement of the state goal. In fact, no red tape in order to achieve state goals. But in the context of the orde baru according to Said (2007:295) bureaucracy seems to be the goal in itself, or in other words, his aim is precisely to preserve his own power. Bureaucracy is not there to serve or serve on the state's goal, but it is all things must serve or serve him.

Said (2007:315) later added that government bureaucracy is the fundamental weakness of the morality that used to await orders are then confused when given the opportunity to take the initiative themselves.

Rozi (2006:125) asserts that in practice in the third world who has a patron-client nature of the condensed, characteristic of hierarchical bureaucracy deadly impact community initiatives, the quality of public services to be inefficient. An example is seen when there are work habits that regardless of the level of urgency of any business or occupation must wait instructions, orders and approvals from superiors. Results are creativity, initiative, and self-reliance attitude of bureaucracy in delivering the service to be very less. Bureaucracy rate the quality of service to be bad, slow and convoluted.

Government bureaucracy like this, by Siagian (1994:36) called bureaucratic pathology or disease. The pathology caused more behavioral aspects. As for the concept of bureaucratic pathology can be caused by several things:
a) Pathologies arising from perceptions and managerial style of the officials in the bureaucracy;
b) Pathology caused by the lack or low level of knowledge and skills of the officers of the various operations;
c) Pathologies arising from the actions of the members of the bureaucracy violate legal norms and regulations in force;
d) Pathology is manifested in the behavior of the bureaucrats that are dysfunctional or negative;
e) Pathology is due to the internal situation in the various agencies within the government.

In fact also, among other educational management problems seen in educational equipment supplied not always fit the needs or demands school. Behavior of local government officials are stiff, highly bureaucratic and centralized (Sagala, 2008:9).

Although the face of bureaucracy (the behavior of local government officials) reveals specific weaknesses and various pathologies, but their role can’t be underestimated. For Weber, bureaucracy is unavoidable presence in the management of a modern government based on the
rule of law. It is as a consequence of the implementation of democracy and the legal system in the modern government.

To respond to such a bad impression of the bureaucracy, the bureaucracy needs to do some changes in attitude and behavior among other things: (a) the nature of the bureaucracy should give more priority assignment approach that is directed at the shelter and community service approach and avoid the impression of power and authority, (b) the bureaucracy needs to do improve the organization characterized by modern organizations, lean, effective and efficient are able to distinguish between tasks that need to be addressed and that does not need to be addressed, (c) the bureaucracy must be able and willing to make changes to its systems and procedures that are more oriented to the characteristics of the organization Modern namely: service fast, precise, accurate, open, while maintaining the quality, timeliness and cost-efficiency, (d) the bureaucracy must position themselves as facilitators rather than as an agent of a public servant reformer development, (e) the bureaucracy must be able and willing to transform themselves performance of the bureaucracy stiff (rigid) into bureaucratic organizations whose structure is more decentralized, innovative, flexible and responsive.

Thus the existence of bureaucracy should be more, so in practice, can be executed, without having to declare the weaknesses that exist in the body of the bureaucracy itself. Moreover, in its development, the bureaucracy is not merely an administrative function but also a political function.

As written Osborne and Gaebler (in Tjokrowinoto, 2004:17) public organization that is run by the rules will be ineffective and inefficient. Because it is performance will be slow and long-winded impressed. But bureaucracy is driven by the mission as its basic purpose would be more effective and efficient.

Research Methods

This study uses phenomenological models because it is a model that describes the study of the meaning of life experience of the individual. Said, because according to Edmund Husserl (1859-1939) in Moleong (2008:14-15) defined phenomenology as the study of subjective experience and awareness of one's basic perspective.

For this purpose there are four techniques of data collection in this study, namely: literature, observations, interviews, and documentation. The technique of data analysis is the reduction, presentation and drawing conclusions. Validity of the data required technical inspection, especially checking the information obtained in the field, based on the results of the various documents and educational services field data. Test confidence by extending the observations, increasing persistence, triangulation, negative case analysis and use of reference materials.

Results and Discussion

Refinement process continuously and the importance of cooperation between all components of the organization.

There is a continued process improvement in the process of educational services, from South Sulawesi Governor Dr. H. Syahrul Lompo, SH, M Si declared free education in 2009 through Regulation Number 4 of 2009 the region has cost around 500 billion U.S. dollars, the sourced funds from the budget of the provincial revenue and expenditure by 40% and revenue budgets of regency by 60% in APBD. Although according to the Head of Education Department of South Sulawesi Patabai Pabokori (Reuters News.com) that there are some districts that have not been optimally implement the program.

There is a continuous improvement effort implemented by the provincial government, in this case to convince the regency governments that have not been optimized in order to consciously carry out activities to implement the interest of people of South Sulawesi. At this position, the local government district / city in the position of the customer, while the provincial government in the position of the provider. As provider because the provincial government tried to convince the regency on the importance of free educational services for the community. As Customer due to the regency that has a school facility as a place of free educational services.

This is in accordance with Zeithamal & Berry (1990:46) states that the quality of public services will be created if the provider and the customer have the same perception about the quality of public services.

Similarly, efforts to develop effective and consistent communication has also been created in accordance Tjiptono (2005:5) there is still some of the regency that has not been optimally implement free education services. But until 2013, the entire regency has done it.

Realizing the importance of education services free then government regency approved the program so as determinants of quality consumers are willing to allocate 60% of the finance required. This position, the local government district / municipality meets the standards and specifications of services such as Salusu (2008) to get the quality of public services should be standard service specification.

Clarity of purpose

Similarly, the purpose of free education services in South Sulawesi province, local regulations in Article 7 No. 4 of 2009 that the goal of free education is improving equitable learning opportunities for all school-age children, improve the quality and organization of graduates, increasing the relevance of competency-based education in order to follow global developments, and improve the efficiency and effectiveness of the
implementation of free education to meet the quality and productivity of superior human resources.

Aim to improve equity of learning opportunities for all school-age children is one example of the clarity of purpose required on integrated quality management. School-age children have been outlined by the Indonesian government for primary school aged 7-12 years, secondary school aged 13-15 years, and high school aged 15-18 years. Equitable distribution of learning opportunities are clear directions that are given free education services are school-age children, so there is no more reason for school-age children do not get education services for all aspects of the financing has been covered by the local government. Tjiptono and Salusu acknowledge it as one form of integrated quality services.

The goal of improving the delivery and quality of graduates and improving the efficiency and effectiveness of the implementation of free education to meet the quality and productivity of superior human resources, is still a debate among education experts. Free quality education is still questionable among legislators and the public areas are still likely to be affected by the local government bureaucracy. It happens that most of the regency experienced delays in the disbursement of the budget process, as well as the quality of graduates.

So that the clarity of purpose of the implementation of quality dimensions and quality of graduates in the framework of the efficiency and effectiveness is likely to cause unproductive. This condition is one of the obstacles in achieving total quality management.

The purpose of improving the relevance of competency-based education to keep pace with global developments as well be something that is not clear on the program free educational services. This program is touching the elementary and secondary education, it is known that primary and secondary education is still limited to the implementation of the curriculum that has been established by the Indonesian government. Model curriculum is contrary to determination of service quality proposed by Zeithaml & Berry and Salusu which emphasizes that quality is determined by the consumer or customer. Making it difficult for the program of free education ministry will bear relevance of competency-based education.

Participation in quality improvement

Government bureaucracy districts / cities have participation in quality improvement, it can be traced from the amount of public and private schools. According to data from the year 2010 in South Sulawesi number of public schools and 873 private schools 336 pieces of fruit. This condition affects bureaucratic participation in quality improvement. Public schools are very controlled by the government bureaucracy regency (bupati/walikota) especially mutations teachers and principals. Not a few principals involved in every election district heads and mayors. So there is a tendency principals serve as the agent for the benefit of local government bureaucratic power.

Such participation, tend to be slow in repair quality. Commitment required quality in total quality management will be disrupted. Component of government bureaucracy regency (bupati/walikota) will be busy with the election of regents and mayors so they tend to forget about quality. Chain quality system implementation will be interrupted, a sudden mutation of teachers and principals.

So that, this situation tend to like Jones (1984) bureaucracy always be in a position of political pressure and activities to implement the policy, the bureaucracy faced with the single option that is ideal for running errands and satisfy everyone in all situations and conditions.

Conclusion and Recommendations

The role of local government bureaucracy and the implementation of total quality management in the service of free education in the province of South Sulawesi colored three-dimensional quality. Each dimension tend to follow the pattern of local government bureaucracy.

Dimension improvement continuous process and dimensional importance of cooperation between all the components have been implemented in an optimal consensus effort marked the provider and the customer. Provincial government is governor as a provider and local government regency (bupati/walikota) as a customer, because who have the authority to directly regulate education at the school level as an educational unit is the local government regency.

Dimensional clarity of purpose characterized equalization learning opportunities for all children of school age have been successful, but the clarity in the implementation of quality goals and quality of graduates has unoptim. So that clarity also improving the relevance of competency-based education to follow global developments, and improve the efficiency and effectiveness of the implementation of free education to meet the quality and productivity of human resources also excels not optimal.

The dimension of participation in improving the quality of the bureaucracy tends to be determined by the regency. These factors are influenced by the behavior of teachers and principals who become agents of government bureaucracy.

Therefore, suggested to the government bureaucracy regency (bupati/walikota) in implementing total quality management program to reinforce the purpose of free education service delivery and quality, especially the quality of graduate education at every level unit, it is suggested that the teacher and the principal neutral toward bureaucratic power.
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THE INFLUENCE OF PROBLEM BASED LEARNING TO STUDENTS’ COGNITIVE STYLE DYNAMIC ON ACID-BASE SOLUTION CONCEPT IN SENIOR HIGH SCHOOL

Johnsen Harta1, M. Rusdi2, Syamsurizal3
john90hart@gmail.com

Abstract

The activity of students and teachers are specific individual behaviors, each of which is called learning styles and teaching styles, which describe the personality styles of the individual concerned. However, most of the learning process in class are still held by the assumption that each learner is identical. Almost ignoring the uniqueness of each learners’ learning style. Problem Based Learning is starting point of the process of learning based on real-life problems. These problems stimulated students to study the problem based on the knowledge and experience they have had previously (prior knowledge), so that prior knowledge of these will form the knowledge and new experience. This paper is a mixed method experiment, a pre-experimental design; the one group pre-test-post test experimental design with embedded design with 30 natural science students in Senior High School, SMA Negeri 3 Jambi. Cognitive Style’s has been obtained such as Analytic-Imagery, Analytic-Bimodal, Wholist-Imagery, Analytic-Verbalizer, Intermediate-Imagery, and Intermediate-Bimodal showed difference the cognitive style’s dynamic of students before and after intervention by using Cognitive Style Questionnaire for measure cognitive vulnerability and Problem Based Learning. Both has increased the chemistry learning’s outcome from 55.33% to 78.76%. The various dynamic is due to the high school adolescent students began to show that things become the focus of the ability to think hypothetically, counterfactual, and imaginative of adolescents although it was not easy to predict exactly when cognitive style that could change in intervention.

Keywords: Problem Based Learning, Cognitive Style, Cognitive Style’s Dynamic

Introduction

One of the efforts to improve the quality of education quality is to improve the quality of learning for each learner. If students are more active learning, the quality of its human resources will also increase. However, one thing that should be noted, that we can not force others to learn by imitating our learning styles. Let others learn by his own style, as long as their learning style can be used to understand the material being studied. Furthermore, Uno (2008) described some students prefer their teachers who teach the way to write everything on the board. That way they can read and then try to understand it. However, most of the other students prefer their teachers to teach the way to do it verbally and they listen to can understand it. Meanwhile, there are students who prefer to form small groups to discuss questions related to the lesson. Such conditions as the cause of the lower quality and quantity of learning. During the learning process of students who are learning and teachers who teach. This learning process is no oriented students, some are centered on the teachers. Students’ learning activities and teaching activities of the individual learner is a specific behavior, each called a learning style and teaching style, which describes the personality style of the individual concerned. However, most of the learning process in the classroom is still held by the assumption that each learner was identical. That is, the learners in the learning process barely care about the uniqueness of each learner’s learning style. There are still a lot of learning practices that lack of looking to the characteristics of the students. Learning activities look as only complete the programs contained in the curriculum. Correct understanding of the concept is the foundation that allows the formation of a correct understanding of other concepts related or more complex concepts, facts, laws, principles and theories in science. Especially when one considers that one of the characteristics of the concept of science is the interdependence and evolve from a simple concept into a more complex concept (Middlecamp and Kean, 1989; Sastrawijaya, 1988). Understanding a concept that does not really allow the formation of other concepts related not true anyway. In science learning, factors affecting learning outcomes of cognitive science is the style (cognitive style) owned by each student. Raven (Yunos, 2007) explains that “learning should be designed so that it can accommodate differences in learning styles”. Reflect the individual’s cognitive style in the learning process (Lin and Chen, 2008).

According to the data collecting of students’ learning outcomes in academic year 2010/2011, for an average value of cognition in a solution of acid-base concept in grade 11 natural science in Senior High School, SMA Negeri 3 Jambi, is about 75 (including remedial programs), whereas can be estimated more than 75 for subjects of chemistry. Students always have difficulty in understanding the concept of acid-base solution. Students are still less accurate in analyzing the pH of acid and base based on the color change of the indicator solution. Most students are interested in the discussion of the calculation of pH rather than theoretical concepts,
but still less accurate in the calculation of the pH of a solution of some kind.

The lower of student learning outcomes is influenced by various factors such as lack of motivation that have been given to the student, the student inaccuracy in answering any questions about the acid-base solution, both theoretically and pH calculations need skills in understanding the concepts of acid-base solution and determination of the measuring the pH of solution based on the color change of the indicator. PBL (Problem Based Learning) is the starting point of the learning process of learning based on real-life problems in the past on this issue stimulated students to study the problem is based on the knowledge and experience they have had before (prior knowledge) so that prior knowledge of this will form the knowledge and experience. The new, Cognitive processes that occur in the processing of information of each individual is different so that differences in proficiency level of each individual show the characteristics in perceiving, thinking and remembering, and problem solving (cognitive style). Cognitive style in which individuals tend to organize and structure information is known as cognitive style type Wholist-Analytic, Cognitive Style of students while explaining the individual modes of representing information in memory is known as the Cognitive Style type Verbal -Imagery. In order to improve the quality of learning, the researchers in the field of learning and the learning designer needs to make students and cultural characteristics as a basis in developing the principles and programs of learning through the dynamics of cognitive style, how is the direction of change in cognitive styles of students from early learning to the changes that occur during the learning process and the learning.

METHOD

Research Design
This research used mixed method, embedded design, pre-experimental design: the one group pre-test-post-test. (Creswell, John, 2007)

Participants
30 natural science students grade 11 of Senior High School, SMA Negeri 3 Jambi has contributed in this project, only used one class, selected by the homogeneous characteristic of skill, both in terms of study habits, interaction with peers, and how the responses of others and between genders.

Data Collection Instruments
In an effort to collect data, were used Cognitive Style Questionnaire as main instrument for observing the condition and dynamic of student’s cognitive style, the scientific approach were represented by Problem Solving Skill Questionnaire and Scientific Attitude Questionnaire. For supporting analysis data, test and interview were used too.

Procedure
Mix design procedure is different from the data collected at the design level with the type of data inserted in a methodology, framed by other data types. At the stage of Qual Before Intervention, conducted through a questionnaire measuring to gathering the beginning cognitive style to see the profile of students, then proceed to the stage of Quan Pre-Measure (Pre-test). During the implementation of intervention (Qual during intervention), qualitative measurements through observation sheet of PBL on student activity and also analyzed students’ understanding through practical work and after the study ended, the stage Quan Post- Measure, post-test performed the learning outcome and proceed in stages Qual After Intervention by measuring the cognitive styles of students again through the cognitive style questionnaire to see the dynamics that occur in cognitive styles of students and interviews with students according to cognitive styles respectively. Interpretation of the data by analyzing Quan (post-test data analysis) and Qual (using qualitative data interpretation techniques).

Data analysis
Design inserts data, both quantitative and qualitative, but one type of data is used as an additional role in the overall design. CSQ consists of 24 items, each of which consists of 12 statements were significantly positive and 12 negative statements are meaningful. However, the adjustment in this study, taken only a few items matching statements, each consisting of 6 main indicator that refers to: (A) cause, (B) internality / externality, (C) globality, (D) stability, (e) Consequences, and (F) self-worth implications. This questionnaire was then classified into two types returned questionnaires for Wholist-analytic cognitive style and Verbal-Imagery after the end of the lesson. This questionnaire has been modified in such a way in the form of scale 1-7.

Quantitative Data Analysis
Analysis Cognitive Style Questionnaire
Cognitive style questionnaire consists of 24 items which are a combination of two versions of
the questionnaire, Wholist-Analytic and Verbal Imagery with the following provisions:

**Questionnaire number 1-12 type Wholist-Analytic**

If the questionnaire is filled with a scale of 1-3, then the highest score taken Wholist-Analytic, scale 4 was represented by the code of B (Bimodal), and given the scale 5-7 tally was represented by code A (Analytic)

**Questionnaire number 13-24 type Verbal-Imagery**

If the questionnaire is filled with a scale of 1-3, then the highest score taken Wholist-Analytic and Verbal-Imagery representing taken Wholist-Analytic and Verbal-Imagery that will determine the stage of cognitive styles of students

**Analysis Problem Solving Skill dan Scientific Attitude Questionnaire**

The second questionnaire was administered after the learning process to see how much the students' skills in problem solving and scientific attitude of the students in learning science. Each questionnaire consists of 20 items that refer to the Likert Scale

**Qualitative Data Analysis**

**Analysis Cognitive Style Questionnaire**

Cognitive Style Questionnaire given to students at the beginning of learning to know the type of beginning of each student Cognitive Styles and given back at the end of the lesson so that it can be analyzed map the dynamics of cognitive styles of students during the learning process that occurs in students during lab work, discussions, presentations, and question and answer. Cognitive style questionnaire consists of 24 items which are divided into two versions of the questionnaire-type questionnaire Wholist-Analytic and Verbal-Imagery. Researcher analyzed the answers of each student, then based on the 1-7 scale questionnaire that had been made, to determine the initial profile of cognitive styles of students before and after the implementation of PBL models, tend to be characterized whether wholist or analytic and verbal or imagery or even Bimodal / Intermediate. After that, proceed with analyzing the results of the questionnaire answers of each student with the provisions of a higher scale indicating the level of cognitive style tendencies towards, positive, for positive situation and negative, for negative situations. After the obtained highest score representing taken Wholist-Analytic and Verbal-Imagery. From these scores, then we can determine the stage of cognitive styles dynamic of students before and after intervention by PBL.

**Analysis of Issues and Students’ Worksheet**

Usage students’ worksheet in the experimental lab characterized as acid-base is needed for comparison in order to view and analyze the level of students' ability to argue, both in the presentation, the discussion information, and solve problems with a certain level of difficulty based on a cognitive style that is owned by each student.

**Analysis of Cognitive Psychology Interview Result**

This analysis to describe the characteristic of students by the cognitive style that they had. Dividing student in some group by the profile of cognitive style and analysis their characters.

**Result and Discussion**

**Qual Before Intervention (Initial Analysis)**

The analysis showed a difference between the cognitive style level of Students. The data of cognitive style of show that 10% of students type Wholist-Imagery, 33.33% Intermediate--Imagery, 33.33% Intermediate-Bimodal, 66.7% analytic-imagery, 13.33% Analytic-Bimodal type, and 3.33% Analytic-Verbalizer. The difference is due to differences in cognitive psychology students when students are exposed to different psychological condition at the time of filling the Cognitive Style Questionnaire.

**Quan Pre-Measure (Initial test result)**

Results of Pre-Test Acid-Base Solutions does not show a strong description of Cognitive Style for each student. The results of the Pre-Test numbered 25 items show that pre-learning, prior knowledge of students is still relatively less and have not reached the minimum limit of 75. Learning Outcomes with the highest score is 64 and the lowest score was 32.

**Qual during Intervention (Qualitative Analysis During PBL)**

At this stage, has entered the initial learning phase, in which high school students who enter adolescence began to recognize the Learning Model of Problem Based Learning, which will study the implementation of the system changes from the original lectures before teachers will be transformed into a model that can enable the participation of student learning.

**Quan Post-Measure (Final Quantitative Analysis)**

Learning outcome from the implementation of Problem Based Learning will cause an increase when compared to the pre-test. Students are able to understand the material, both in the learning process and then supported by the results of Problem Solving Style which includes the analysis of grain answer 25 questions in the Post-Test. The highest value obtained at the score of 100 and the lowest value at which 76 have reached the limit of mastery learning minimum 75 Student Results in Acid-Base Solutions material increased with the percentage from 55.33% to 78.76%.
Qual After intervention (Qualitative Analysis After PBL)

At this stage, be re-charging the Cognitive Style Questionnaire by 30 students, to see the dynamic of the cognitive style of learning that occurs subsequent to the Problem Based Learning Model. It was observed during the 10 indicators of learning, namely the dynamics Cognitive Style of 3.33% students Wholist-Imagery-type, 10% of students of type Intermediate-Imagery, 13.33% Intermediate-Bimodal, 63.33% students of type Analytic-Imagery, 3.33% of students Analytic-Bimodal type, and 3.33% of type Analytic-Verbalizer students. These dynamics result from differences in cognitive psychology and thinking patterns observed each student in cognitive (problem solving ability in the learning process), psychomotor aspects (high scientific attitude), and affective aspects (communication and arguing). These three aspects are always associated with what should be measured as set out in the Cognitive Style Questionnaire. Area Distribution of Cognitive Style Stage still survive in Stage Analytic-Imagery, although the change is accompanied by strong decrease in analysis when compared to pre-learning. Still other types such as Student that had type cognitive style M code that does not change as Intermediate-Bimodal (located at the center point 0.0) in a static position.

Figure 2. Cognitive Style’s Dynamic Before Intervention

Cognitive Style Questionnaire was the main research instrument that can determine the type of student cognitive style in learning. Cognitive Style Questionnaire Results of the analysis showed a difference between the Cognitive Style Level Students. Cognitive Style Type Students generally dominate in quadrant II, Analytic-Imagery stage, where the level of sharpness for the analysis and translation of a stable symbol. The character of the student is subject to change as a result of an innovation in teaching. The main steps in PBL are study questions or problems, focusing on the relationship of science disciplines, authentic investigation, produce a product or work and show it off and collaboration in the group.(Trianto,2007)

Cognitive Styles type Wholist-Imagery

Wholist-Imagery Cognitive Style is located at the level of "extreme wholistic",(Riding,1998). The character is described as a type of cognitive style who likes to solve problems, but the level of analysis is not too sharp. Type these students so spontaneous, caring with ambient conditions, flexible, and very open. Seen in the dynamics of the student code of Y, which changes the position of the stage but still in Wholist-type imagery, from the position of (29I, -20W) into (30I, -24W), in this case an increase in the level sensing images, but decreased levels of analysis, the need for aid to visualize all his images. Unlike the case with the student code of O and Z which have changed the cognitive style of Quadrant II (Wholist-Imagery) to Quadrant III (Analytic-Imagery) as indicated by the increased ability of analyze. Student Code of O seen protruding from the stage (30I, -21W) into (31I, 25W) and the student code of Z (30I, -22W) into (28I, 38W). PBL models have been able to change the way of thinking in students.

Cognitive Style type Intermediate-Imagery

Characteristics of type Intermediate-Imagery students still highlight the picture translation/ special symbols as a learning development tool, even though the student is not too strong highlights the quality of analysis. Not rule out the few students there as opposed to the type of Cognitive Style-Intermediate Students like Bimodal (located in the center 0.0) that looks good from the behavioral and psychological analysis of the interview feel difficulty in learning Problem Based Learning, which do not reveal the analysis / translation that is so mean. As happened in the student code V with position changes (32I, 0B) into (28I, 0B), the pattern of thought is not experiencing rapid change, but the actual character of these students are still able to overcome the problem by asking / need for peer tutors in learning and Style this is more likely to be interested cognitive explain the symbols / special picture that became his trademark, although it is not accentuate sharp analytical results. Cognitive Style dynamics experienced by the student code of Analytic-Imagery of student D and student AC type Intermediate-Imagery can be influenced by the
difficulty in overcoming the problems that both students tend to solve problems with a visual aid.

Cognitive Style type Intermediate-Bimodal
Students with this character are generally not to highlight the talent and ability to analyze problems that are too complex. There are some psychic students who sometimes feel burdened by learning they are not unusual and in accordance with their learning styles. For these students, sometimes can actually explore a problem with simple things such as visualization and some formulations are made simpler. As happened in the student code of M, which is static in the position of the center point (0,0), which is easily bored, unstable, and generally tend to alternate solutions in solving problems. These students also need the help of peer tutors in the learning process.

Cognitive Style type Analytic-Imagery
This study shows that the majority of students dominate in Analytic-Imagery Cognitive Style with the strength that starts from weak to strong analyst. Character problem solving supported by prior knowledge into their main capital in problem analysis, problem solving skills supported skills and scientific attitude that can be said relatively moderate to high. Retrieved 14 students who still persist in quadrant II, although none of them had decreased levels of analysis such as student A, L, Q, T, and AB, there is also increasing and is quite good in its development such as students E, F, R, S, and a very strong increase, both in the level of analysis and how to visualize as students B, G, I, X, and AA. For them, the things that is difficult is the challenge and they are always trying to find solutions and provide the best for the results of the analysis and translation of picture / special symbols. Along with the use of PBL in the class model, there are also changes in cognitive style, some students from another quadrant to the second quadrant, as the K student, students of O and Z, C and H. The ability of students to think of new and allows the individual to think abstractly and hypothesized.

Cognitive Analytic type Analytic-Bimodal
Analytic-Bimodal character can indeed be said to be interested in the analysis of the problem, but sometimes this type of erratic student in the translation problem, either in the explanatory sentence also special symbols. The character of the student is classified as a conscientious student and good in business maslaah analysis. Analysis of the scientific attitude is maintained, although not yet know when the codes are suitable for use in the imaging analysis. This character also maintain cohesiveness in communication with peers. As happened in several student code of C, H, and J which was originally located at the position of the Analytic-Bimodal turned into Analytic-Imagery has been an increase in terms of visualization. However, there is also a drastic change in the students' P, where a decline in terms of its analysis that changes the position of the Intermediate-Bimodal stage.

Cognitive Style type Analytic-Verbalizer
Analytic character-Verbalizer tend to analyze the use of explanatory sentences compared to images / special symbols. Cognitive style character like this is unique, although not too keen to highlight the strong analyst. As happened in the student code of the original character of students K Analytic-Verbalizer, analysis capabilities that can drive change throughout the verbal ability to the ability of imagery as a learning medium. In contrast to the student code of AD, which was originally to have a habit like to analyze the visual coded entirely changed the character into a verbal code in the analysis of the problem. In Sukmadinata (2010) explained that the dynamics of the individual's behavior is dependent on several factors such as:

Student Motivation and Character
The strength of the driving motivations activity called individual motivation indicate a condition within the individual that push or move the individual activity goals to achieve something. The higher and mean a goal, the greater the motivation, and the motivation will grow stronger activity undertaken. The strength of the motives or need something subjective and situational, not always the same for every individual and situation. Motivation for Cognitive Style diverse students clearly differ, depending on the type of motive individu, though individuals are in the same type of cognitive style, the motive is different. This teen age feels quite open and can begin to grow a variety of scientific attitudes, especially in science learning as problem-solving skills, each argues, opinions, and work together in groups as well as of different types. Rapid development as a result of changes in emotionality social influences also be complicated by the fact that the individual is experiencing cognitive changes.

Quality of Social Interactivity and Gender
There are two tendencies of individual interaction with the environment that the individual receiving environment and the individual refuses environment. Adjustment is one form of interaction that is based on the existence or the acceptance of each other closer. To the things that endeared or perceived benefit, the individual will perform a variety of forms of self adjustment activities. In this adjustment, the change could be things that exist in the individual or things that exist in the environment modified according to individual needs. Problem solving is one form of adjustment is very complex. Through the process of solving this problem developed or developing real human. This is in accordance with the character of the Analytic-Imagery. In this study, the dynamics is possible comes from good communication between members of the group that contains several different cognitive
styles. It is estimated that students Analytic-Imagery character can spur the development of other students with cognitive styles through their interactions. In this study also found female students that hefty influence in each analysis because of problems of type Analytic-Imagery than male students.

Problem Solving Skill and Cognitive Style of Student

Problem Solving Skills, known as Problem Solving Style to each individual with different cognitive styles. The results of the analysis score Level Problem Solving Style 61 students score lowest on the Analytic-Imagery cognitive style (weak) and 88 points with the Analytic-Imagery cognitive style (strong). For students with Analytic-Imagery cognitive style on average have a good rating and very good at problem solving. This capability has been adapted to the PBL learning process experienced by students, in which students are required to communicate, argue in discussions and practical work and individual presentations to the class. This result is supported by another of student learning outcomes, such as for Analytic-Imagery Cognitive Style can improve their learning outcomes by optimizing the full PBL has been implemented so that the maximum post-test with the highest score of 100, although there are also some weak analytic-imagery that the score of 76, who have met the minimum limit for the completeness of the acid-base solution concept.

Conclusion

Based on the above, it can be seen that the dynamics that have occurred in each Student Cognitive Style, Cognitive Style of characters ranging from students who are so unique and after treatment did PBL model also changed the thinking of students and improve student learning outcomes. This model is very suitable to be applied and can also be used as innovations in more active learning by students. Students are also required to have a suitable problem solving strategies and tailored to their cognitive style, although we can not be sure exactly when cognitive style that could change in the provision of intervention.

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CHILD-FRIENDLY SCHOOL (CFS)
In SD NEGERI GEBUGAN 01 BERGAS SUBDISTRICT
SEMARANG REGENCY

Jumriyah
Unit For The Education Bergas Subdistrict
Office of Education and Culture
Semarang Regency

Abstract

Jumriyah, 2014, the planning of child-friendly School (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict, Semarang Regenc. Graduate school of management master's degree of education. Satya Wacana Christian University Salatiga. Supervisor Prof. Dr. Slameto, M. Pd

The purpose of this study was to describe (1) the role of the teacher, (2) the role of the parents, the community and the Committee in the planning of child-friendly schools, (3) Creating a child-friendly school planning is participatory in SD Negeri Gebugan 01.

Using data collection techniques of observation, interview and question form. Technique of data analysis performed with the collection of data, data presentation, data reduction, and conclusion. Test the validity of the data in this study using a triangulation source with validation by experts and tested the effectiveness of the product in the activities of the Focus Group Discussion (FGD).

The results of this research are (1) the role of teachers in the planning of child-friendly school (CFS) among others in selecting and planning the fun and learning method oriented to students, compassionate in serving students as well as participate in determining the planning measures that are child-friendly. (2) the role of parents, community child-friendly schools in planning between the concern in the development of the school, and participation in the creation of the school work plan (RKS). (3) results in a child-friendly school which planning comprises 12 indicators are validated and tested their effectiveness until it becomes a ready planning carried out in schools.

Keyword: Planning A Child-Friendly School (CFS).

Introduction

Education is a human right and a means for the realisation of the rights of other human rights. As the right capabilities, education is the primary means for everyone including children who have barriers economically, socially and geographically to grow independently, including to participate in sustainable development. Education has an important role to empower women, protect girls and boys from exploitation of labor and dangerous sexual exploitation, promoting human rights and democracy, protecting the environment, and controlling population growth. Education is an important asset for the progress of a nation, therefore every citizen is obliged to follow the level of education, both early childhood education, elementary education, secondary education and higher education (Munandar, 2012: 3).

Departing from the awareness of the strategic potential of the child for a nation, the Government tried to make the entire city in Indonesia as the city who care for children. It is realized by the Ministry of women empowerment and child protection in 2006 that made the city of Surakarta, Malang, Manado, Padang, Jambi and Kupang as a pilot project the development Of a Child Worthy City (CWC). CWC is a regency / city with rights-based child development system through integrating the commitment and resources of Government, the community and the business world that is thoroughly planned and ongoing in the policies, programs and activities to ensure the fulfillment of the rights of the child (Candy PP and PA no. 11 in 2011).

The Government and local authorities have been carrying out various efforts in running the State obligations to respect, protect and fulfill the constitution rights of citizens in enjoy the education. However, it still needed improvement availability in terms of service excellence, affordability, quality and relevancy, quality/equality and finality/security in fulfillment of the educational rights of girls and boys, including children who require special education and special education services. The Ministry of Women Empowerment and Child Protection of Indonesia (KPP and PA) according to their duties and functions trying to do socialize and advocacy with relevant ministries and institutions to develop policies, programs, activities in order to fulfill education children right.

Research carried by UNICEF in 2006 in Central Java, South Sulawesi and North Sumatra said that almost 80% of teachers ever give sanctions in the form of punishment including verbal punishment. It also shows that the majority of child abuse done by the people around the child such parents, teachers and friends (Education Department of Central Java Province, 2013: 4).
In addition to the mapping form of violence in schools in order to develop a child-friendly school through teacher and student consultation in Klaten district, Pemalang started in June 2012 that has been ago, show that there are violence towards students in elementary school (SD/MI), junior high school (SMP/MTs) or senior high school (SLTA) either physical violence, psychological and sexual abuse made by teachers, including seniors, as well as a school guard, parents and people around the school (Education Department of Central Java Province, 2013: 4).

Supiani, et al (2012: 9) states that the Child Friendly School is a school / madrasah which safe, clean, healthy, leafy, inclusive and comfortable for the development of physical, cognitive and psychosocial girls and boys, including children who require special education and / or special education services.

Child Friendly School is a school that consciously seeks to ensure and fulfill the rights of children in every aspect of life in a planned and responsible (Risnawati, 2013: 1). The main principle is a non-discrimination interest, the right to life and respect for children. As the sound of Article 4 of Law 23/2002 about the protection of children, states that children have the right to life, to grow, to develop, and to participate fairly in accordance dignity of humanity, as well as get protection from violence and discrimination. The above mentioned one is participating as outlined the right to argue and be heard his voice. Child Friendly School is a school that is open involving children to participate in all activities, social life, and encourage growth and development and child welfare.

adjusted to Child-friendly schools program aims to provide welfare to the students in the school with emphasis on the rights of children which include the right to life, right to growth and development, protection of rights, and the right of to education. In the implementation of the program, the school management should be friendly to the students by involving students in making school rules for mutually agreed; classroom management adjusted to the developmental and psychological needs of students; governance and friendly school buildings for the safety of students; make programs as a cultural reflected in the behavior of the school community to establish good relations between the school community through a friendly attitude and not using force on students; in the teaching model implement teacher learning comes PAIKEM universal values through motivational approach, democratic and educate students with love. With this program the school is expected duties and functions remain able to provide help and support to students with a friendly nature as the executor of education.

There are several characteristics of the Child Friendly School viewed from several aspectssuch as (a) attitude toward students, (b) Method of Learning, (c) Arrangement Class, and (d) Classroom Environment (Umy, 2010: 7-8). Moreover schools must create a conducive atmosphere so that children can feel comfortable and free to express at their potential. In order for conducive atmosphere is created, then there are some aspects that need to be considered in accordance with the guidelines of the Department of Education Central Java (2013: 11-12) as follows: (a) the appropriate school program, (b) supportive school environment, and (c) aspects of adequate infrastructure.

A child-friendly school is a model school that gives more good prejudice to the child, the teacher aware of the different potential of all learners so that in providing opportunities to students in selecting activities and play activities that suitable with their interests and talents, Aqib (2008: 55).

The real conditions in the field there are still plenty of violence toward children that occurred in Indonesia, where most of the violence was carried out by the people closest to the child. Based on data from BPS in 2006, teachers accounted for approximately 3% for the violence that is done in school children. Various forms of school violence, such as physical violence, psychological, verbal abuse, and sexual abuse (Bapedda) Surakarta, 2013, therefore, comfortable and friendly environment for the growth and development of children is not only limited to the family environment alone, but more broadly in a community environment. A study on the implementation of child-friendly schools done by Balgia (2013) entitled "Child Friendly School Initiative At Three Primary Health Centers Of Belgaum District, Karnataka" states that to be child-friendly schools are at least 10 commitments that must be fulfilled by the school (1) there is no physical punishment, (2) an adequate number of classrooms, (3) an environment that is safe and appropriate for school, (4) an adequate number of classrooms, (4) hygienic drinking water, (5) a clean canteen (6) schools do refreshing activity for students, (7) classrooms are bright and comfortable, (8) health check-ups at regular intervals after school, (9) facilities for first aid in an emergency, and (10) an adequate number of restrooms.

The real conditions existing in SD Negeri 01 Gebugan are not yet qualified as child-friendly schools. From the results of observations conducted by pre researchers obtained a description of the real conditions in the field as follows:

1. Do not have protective fencing school.
2. Access to clean water is limited
3. The Bathroom / WC for students and teachers have not been standard
4. The means of infrastructures is not adequate
5. The School yard is still ground
6. The security guarantee is still less because often occurs theft
7. The school canteen service is still not feasible
8. The student activities (Karawitan, rebana, computers) the process of turns with classroom training.
9. The teachers teach monotonous, uncreative and less teaching aids
10. The Teachers are not mastering IT.
11. There are often fights happen, and sanction acts of violence in schools as a twisted, pinching, hitting, etc.

The description above being the motivating factor for researchers to do a child-friendly school planning. The reason is that if the condition is continues to be left, then the SD Negeri Gebungan 01 can't carry out a child-friendly learning and educational goals can't be realized.

Child Friendly Schools (CFS) can be realized if education centers (schools, families and communities) can assist each other to build the Child Friendly School (CFS) is. So it is needed good planning in order to implementation can run smoothly. Planning can be done by the school such as the preparation of the appropriate school programs, the creation of a supportive school environment such as the availability of a protective fence around the school environment, access of healthy drinking water as well as the completeness of facilities and adequate infrastructure such as clean canteen, the clean bathrooms, and friendly service to children and so on.

Therefore, it needs an active participation by all members of the school, they are principals, teachers, parents, school committees and stakeholders.

Based on the background above researcher interested to do a study entitled "Planning the Child Friendly School (CFS) at SD N Gebungan01 Bergas subdistrict". This study aimed to the role of teachers, parents, community and school committee to produce a plan that is participatory child-friendly schools in SD N Gebungan Bergas Subdistrict.

**Research Methods**

Based on the formulation of the problem, objectives and benefits. The right kind of research is developing.

According Sugiyono (2009: 297) states that the development method is the research methods that are used to produce a certain product, and test the effectiveness of these products. In this study, the development of which is done only up to revision stage of the product without trial and the use of mass production because products produced in this study only as a recommendation for planning a school is not up to the implementation.

According to Sugiyono (2009: 198) measures of research and development is shown in the picture below.

![Figure 1. The Picture of steps of using the research method and development (Sugiyono, 2009: 298)](image)

This research development is only reached the stage of the revised product, not to the use of trial and mass production because this study is only produce a plan without implementation. The following are the steps in the development of research in this study to produce a product planning.

![Figure 2. Stages of development research](image)
Based on the picture above can be explained that the development in this study is limited to the revision of the results of testing the product does not arrive at the testing stage and the use of mass production, the reason was because products produced only up to a plan that is expected to be used as a recommendation for schools in implementing child-friendly schools in SD Negeri Gebugan 01 Bergas Subdistrict, Semarang Regency. According to Lofland (1984) was quoted by Lexy J. Moleong (2008: 112), “the primary source of data in qualitative research is the words and actions, the rest is additional data such as documents and others. The source of the data used by researchers of doing this study include informants, documents and archives, places and events.

The data collection techniques in this study using interviews, questionnaires, and document analysis. The validity of the data in this study uses triangulation. The data analysis is done using the model of Miles and Huberman (Sugiyono, 2008: 337), namely (1) data reduction, (2) the presentation of the data, and (3) conclusion drawing or verification. From the three grooves activities are expected to make the data be meaningful.

Exposure Data and Discussion

The role of teachers in the planning of child-friendly school (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict.

SD Negeri Gebugan 01 is planning to be child-friendly schools. In realizing the school plan be child-friendly schools, the school actively communicate with the teachers. According Supiandi (2012: 20-24): states that in the technical manual implementation of child-friendly schools (CFS), educators and education personnel play an active role in the implementation of the SRA, the governments and regional governments need to encourage teachers and institutions as well as Professional Teacher Unions (SPPG) in order to participate actively in ensuring the availability of teachers and educators who have the ability to apply the CFS.

The role of teachers in a child-friendly school planning can be seen from the participation of teachers in determining the purpose of the school program. The purpose of the establishment of child-friendly schools in SD Negeri Gebugan 01 is so that students feel safe and comfortable when following the teaching and learning activities in the classroom. When students feel safe and comfortable, it is expected that they can explore their potential. Therefore, teachers as educators involved in school planning child-friendly activities.

After the purpose of the school programs formulated then continued by identifying and analyzing the data related to the problems. Principal, teachers and committees in SD Negeri Gebugan 01 identify the condition of the school. Identification of the condition of the school is carried out by the School Self Evaluation (EDS) and SWOT analysis. EDS and SWOT analysis is carried out to know the condition of schools more deeply. From the result of EDS obtained the real conditions of school and from the SWOT analysis we know strengths, weaknesses, opportunities and threats faced by the school. And it will be done the analysis of such data.

The next stage is to compare the condition of the schools owned by the requirements that must be owned by the school to be a child-friendly school. To empower the potential of school children would have to program something that caused the child's potential to grow and develop. Consequences of creating a child-friendly school is not easy because in addition to the school should prepare adequate funds, schools must create an educational environment.

The school trying to find alternative funding for schools in the hope that the school can be a child-friendly school such as by digging through the activities of the Fund and digging Friday infaq from outside the school. The final stage of the planning process is to arrange a plan of action. Plan activities that are organized by the SD Negeri Gebugan 01 contained in a child-friendly school plans that include 12 indicators, they are the location of schools, the child-friendly curriculum, the use of PAIKEM methods, serving the needs of children's learning, school conditions are appropriate for the child's condition, the presence of means of supporting education, school yard wide, green and friendly, the availability of learning resources, educators and education personnel in accordance with their fields, the transparent school management and an exact strategy. Plan activities in stacking together by a school development team and alumni truly have concern for the development of primary education in SD Negeri Gebugan 01.

The role of parents, students, the community and the Committee in planning the child-friendly school (CFS) in SD Negeri Gebugan 01, Bergas Subdistrict.

Parents of students and the communities around the school are also expected to participate actively in school activities. The aim is to keep parents and communities more aware of what's going on in the school environment. In an effort to create a child-friendly school in SD Negeri Gebugan 01, the school also seeks to involve parents, the community and the committee.

Educators besides performed by teachers, also performed by parents in the household and the community. Parents are the first and primary educators of the child as stated in Article 7 of Law No. 20 Year 2003 concerning National Education System, which reads: (1) Parents have the right to participate in choosing the education unit and obtain information about their children's educational development; (2) Parents of school age children, obliged to provide basic education to their children.
Parents of students who are members of the school committee is an independent institution in the school/madrasah play an important role in school-based management/madrasah. Parents/guardians, family, community, and business should work together to encourage children's participation in the planning, design, implementation, monitoring, and evaluation of the CFS in coordination between the school committee / madrasa.

Community participation as stipulated in Law No. 20 of 2003 Section 8 states: "Society has the right to participate in the planning, implementation, monitoring, and evaluation of educational programs", and Article 9 states: "The public obliged to give support in the implementation of educational resources". Increasing the effectiveness of public participation especially the business world should be governed by the district / city governments to support the implementation of the CFS.

SWOT analysis results obtained by researchers in the field shows that parents and the community around the school as well as play a role actively in the planning of child-friendly schools. Form of caring parents and the community around the school, among others, to create a harmonious relationship between the school community, parents and alumni also have a high concern on the progress of the school.

Form of participation of parents of students and the community against the school and the other is to create an inclusive and friendly environment for the child's learning at home. It is one of the aspects of the development of child-friendly school where the atmosphere of the home environment into a safe place for children to learn. Because of the existence of a secure environment for the child to become more concentrate in learning so that achievements earned will also be increasing.

Parents, students, the community and the Committee participated actively in the preparation of the planning participating of the school. The participation of parents, students, the community and the Committee, among others, caring parents and alumni in helping the development of the school, and participation of parents, the community and the Committee in making school work plan (RKS).

Generate a child-friendly school planning (CFS) that are participatory in SD Negeri Gebugan 01 Bergas Subdistrict.

Planning is a series of activities sets out the things that will be working on the future based on facts and a mature thinking in order the desired goal achievement. Planning is also the guidelines and reference for implementing the activities, so that the activities can run according to the plans and goals which be appointed together.

As an effort to produce a participatory planning, researchers conducted a development study. The activity begins with the introduction study stage. In the the introduction study stage researchers conducted a literature review or literature and conduct needs analysis relating to information about the child-friendly schools (CFS). The literature review includes the collection of data or information about the implementation of child-friendly schools (CFS) which includes as well the concept of management education.

At this stage of the preliminary studies researchers doing data collection about the condition of the SD Negeri Gebugan 01 in particular is used as a school requirement to be a child-friendly school. For example the school conditions there is no protective fencing so that when students are in the school environment less secure. Based on the preliminary results of the study, pointed out that the condition of the SD Negeri Gebugan 01 is not eligible to be a child-friendly school. It was seen from the condition of schools that do not have protective fencing school, clean water is very limited, students and teachers bathrooms are not standard, the school yard which is still the land and school canteen services are still not feasible.

Based on the preliminary results of the study data, followed by the development phase. In this phase, researchers conducted observations and interviews with teachers, employees and school Committee in SD Negeri Gebugan 01. The results of these observations and interviews as input materials to create a product that will be produced in this study. Researchers designed a lattice formulation of planning a child-friendly School (CFS) which is participatory. Plan Lattice made together with teachers and employees of the school committee, includes:

**EDS**

School Self-evaluation (EDS) is a process of internal evaluations involving stakeholders to look at the performance of the school based on the National Standard of Education (NSE) used as the base for preparing the RKS and RKAS in improving the quality of education in schools consistently and continuously, as well as an input for the planning of educational investment at the level of district / city (Sudrajat, 2012: 1).

EDS includes 8 standards, they are standard process, standard of competency graduates, educators and educational personnel standards, standards, facilities and infrastructure standards, management standards, financing and assessment standards. EDS is done through a questionnaire is given to the principal, teachers, school committee and the student. From the results it can be seen EDS SD Negeri Gebugan 01 is not worthy to be a child-friendly school.

**Vision and Mission**

The vision is a statement that is spoken or written today, which is the current management processes that reach out to the future. The mission is a statement about the things that should be achieved for the organization of interested parties in the future (Akdon, 2006: 94-97).

Based on the vision, mission and goals of the school, SD Negeri Gebugan 01 wants to be a school
that is able to improve the mastery of science and technology and to foster and develop an interest and talents for achievement. By becoming a child-friendly schools, SD Negeri Gebungan 01 is expected to easily reach the vision, mission and goals of the school.

**SWOT analysis**

SWOT analysis in education is used to evaluate the function of curriculum development, planning and evaluation functions, the function of workforce, financial functions, functions of teaching and learning, student service functions, the function of the academic climate development, involved relations with the public school functions and so on. So to achieve the level of preparedness of each function and these factor SWOT analysis was undertaken (Moe, 2002).

A SWOT analysis is carried out in SD Negeri 1 Gebungan to know the strengths, weaknesses, opportunities and challenges that are owned by the school. Based on the results of the SWOT analysis can be known that power belonging to the school in relation to CFS, among others, have websites that are easily accessible, relations between citizens of a conducive school, has a network of electricity, telephone and sufficient internet. Based on the results of the SWOT analysis in SD Negeri Gebungan 01 it can be seen that weaknesses of the school including teaching facilities and infrastructure is still inadequate, the school yard is narrow and not meet the standards, school security is still lacking, and the school does not yet have a permanent security fence.

In addition to strength and weakness, SWOT analysis is also performed to find out the opportunities and challenges facing the school. The opportunities include the development of science and technology and IMTAK, establish cooperation with relevant agencies, as well as having an established alumni and concerned with the school. While the threat faced by the schools includes technology demands continue to advance, there are four basic educational institutions around the school.

The results of SWOT analysis is carried out of the school as a reference for schools to make school programs such as child-friendly schools.

**Strategic Planning**

Strategic planning is an organization's process undertaken to determine the strategy or direction, and making decisions to allocate resources (including capital and human resources) to achieve this strategy. Strategic plan owned by SD Negeri Gebungan 01 among other schools to minimize the weaknesses, improve and develop the strength of the school, capturing and utilizing the opportunities the school as much as possible, anticipating threat to the strength of the school, as well as establishing a good relationship to parents, committee, community, and stakeholders including students, to take the child-friendly school planning strategy (CFS) which is participatory.

**Strategies**

The strategy is as a whole approach that is related to the implementation of the idea, planning, and execution of an activity within a certain time. Based on the results of observation and interviews can be seen that the strategy which is owned SD Negeri Gebungan 01 including (a) attempt to compensate for the shortcomings of existing schools with strength, (b) improve and develop the strength of the school, (c) pressing weaknesses by using existing opportunities, (d) establish a network of schools with the development team to create action in anticipation of the possible emergence of a threat at the school, (e) unify perceptions, coordinate and establish good cooperation with a team of developers to arrange a school plan that participatory child-friendly schools that can be used as a guide for all schools in District Bergas. (f) Achieve the dream together with go hand in hand among the entire school community, parents, school committees, community, village government agencies, and all education stakeholders in the local environment in accordance with procedures and rules.

From the above data produces a child-friendly school planning draft, consisting of 12 indicators includes:

1. The layout of the school locations.
2. The presence of a child-friendly curriculum.
3. The use of PAIKEM method in study.
4. Learning serves the needs of learners individually and groups with patterns of caregiving.
5. Building the classrooms, a sturdy, secure, healthy, healthy classroom standards and free from pollution.
7. School yard is large, shady and kid-friendly.
10. Educators and educational professionals who are competent in their field.
11. The management of a transparent and accountable school.
12. School strategy that is applied along the school development teams.

This study only up to following product revision without trial tested the effectiveness of the implementation and mass production because the resulting product is of planning without implementation and expected to be used as a recommendation for the school in implementing child-friendly schools in SD Negeri Gebungan 01 Bergas Subdistrict, Semarang Regency.
Summary

1. The role of teachers in the planning of child-friendly school (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict. The teacher together with the principal and school Committee indentifying and analyze data through the school-owned EDS and SWOT analysis. The teacher together with schools looking for an alternative to solve the problem and ends with drafting plans for activities that are contained in the child-friendly school planning draft.

2. The role of parents, students, the community and the Committee in planning the child-friendly school (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict. The participation of parents and communities in planning of child-friendly schools including by creating an inclusive and welcoming environment for children's learning at home. The parents concern and alumni in assisting the development of the school, and the participation of parents, the community and the committee in making the plan work (RKS)

3. Generate a participatory planning in creating a child-friendly school (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict. The activities carried out the school are to produces a plan begins with a preliminary study by doing a literature review and collecting school data. Then the data is used as inputs to make a product that is the lattice child-friendly school plans that include EDS, school vision, mission and goals, SWOT analysis, strategic planning and strategy. Then the data becomes a draft.

Suggestions

Principal
a. Expected in drawing up the planning school programs conducted by involving all members of the school.
b. Expected in collaboration with the school Committee and the Office of education to improve the condition of existing facilities and infrastructure in schools.

Teacher
a. Expected to more actively participate in the activities in the school.
b. Expected to use a method of learning more in price.

School Committee is expected to be more active in all existing activities at school, so his involvement is not just a fundraising only.

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DECENTRALIZATION AND QUALITY SCHOOLS: LOCAL POLITICAL DYNAMICS

Kartono
Student Post Graduate IP UNY
kartonokebumen@yahoo.co.id

Abstract

This research examined the role of local politics in supporting school improvement in Kebumen and examines the efforts of school stakeholders in improving the quality of schools in Kebumen. This study found that local politics is very important in realizing the quality of schools. Local elite joined the ranks of the board of education and the House of Representatives, and NGOs to be decisive political dynamics of education at the local level. Meanwhile, at the school level tactics and strategy relies heavily on the ability of the principal in influencing and implementing ideas to actions taken by the subject teachers, guidance counseling teachers, administrative staff, and the school committee including parents.

Keywords: local politics, political dynamics, local elites, quality of schools.

Introduction

Decentralization of education into a worldwide phenomenon that gained since the last three decades. In some European countries since the 1980s have a strong desire to move the power and responsibility in education from central government to local government. Removal efforts are in fact not an easy task. It is caused by the presence of tradition still is centralized education system until the end of the 1970s in a number of European countries. The tradition of the education system was controlled by the cen-tral government such as in Spain, France and Italy, or held by federal states in Germany [1].

Davies et al [2] argued that decentralization as a function of government be a panacea (panacea) or sometimes as a mantra in the global discussion about good governance even be a form of decision-making more effective. It is based on some evidence that decentralization will increase the responsibility of the government, greater community participation, planning and implementation can be more flexible, the provision of public services more efficient and cheaper.

Meanwhile, in general, the use of decentralized formulation is usually anchored in the statement Rondinelli et.al [3] who states that, "as the 'transfer of responsibility for planning, management, and resource-raising and allocation from the central government and its agencies' to either the lower levels (territorial decentralization) or more specialized units of government (functional decentralization). Rondinelli formulation emphasizes that decentralization as a policy of transfer of authority planning, decision-making or administration of the central government to field organizations, local administrative units, semi-autonomous organizations and formed the state (parastatals), local government or NGO[4]. When examined in this formulation turns out they were attempting to show a trend towards decentralization of administration or territorial and functional, so that will be used in the functions of government and politics is also applied in other fields. fact by Hidayat formulation can be used to observe the motion step Governmental Organization Organisations (NGOs). Perhaps it was the refuge to the functional decentralization. Hence, this formula can also be used for more education one of the areas of government care.

In line with the above, the Indonesian government to implement a policy of decentralization and regional autonomy that is regulated by law. No. 22 of 1999 on Regional Government which was then replaced by Law No. 32 of 2004 as the real solution of the wishes of the people in this global era. The law confirms that there is a transfer or surrender the authority of the central government to local governments, especially counties that enable foster creativity, innovation and improvisation in the development efforts in this regard are education[5].

The transfer of management authority is of course expected to improve the quality of education. Improving the quality of education or the quality of schools can not be released by the efforts made by the regent (top leader) and the local elite. They became the driving force education or school principals in achieving a better quality of schools. A number of ideas from the regents and the local elite into a political platform which is then applied at the local school level.

Based on the background of the problems above, this paper seeks to examine two issues as follows. First, it examines the role of local politics in favor of school quality in Kebumen. Second, it examines the efforts of school stakeholders in improving the quality of schools in Kebumen. The selected schools are the SMP N 3 Kebumen representing public school and junior VIP Al Huda representing private schools.

Role of Local Politics in Supporting Quality Schools

Education decentralization policy essentially aims to empower government at district and city level in managing a number of areas delegated to him. Management has influenced the constellation
of government at the district and city. District and the city government and the political elite need to rearrange the device and its agents in order to work optimally. It is caused by the limited ability of the district and the city (read: local government) and its political elite in finding and providing sufficient funds to the given workload can operate optimally.

While not every local government has a skill in digging of the "donors" were needed to finance a given workload or delegated it. There is indication that there is a tendency of local actors still awaiting orders / instructions from higher levels to manage and carry out the given tasks in order to work optimally. This may be caused by officials and local elites have long been under the system of government that is centralized. This needs to immediately change the mindset of local actors as a whole. If this can be done properly it will allow the formation of management education to the fullest. The implementation of the decentralization of education in government in Kebumen the first time during Rustriningsih Regent and Vice Regent Nasiruddin. Government is seen as a complete government in terms of the competence. Rustriningsih have the managerial skills of government were quite adequate. He gets the science of public administration from bona fide universities: Universitas Gadjah Mada. Meanwhile, vice-regent from among the pesantren. He is one of the famous preacher in Kebumen and surrounding areas. Therefore, this government has a strong capital in empowering communities, especially in education.

Empowerment of government in improving the quality of education is carried out through a number of existing facilities through new institutions at the district and school level. The government swiftly rearranging of new institutions such as the formation of the Board of Education and the School Committee. Both of these institutions, as a new institution, is seen as the fulcrum realization of school quality. The managers of these two institutions would have to have sufficient competence. Therefore, the managers of these institutions must of course be left to the person who is able to understand the world’s problems, especially education in the district schools Kebumen.

Chairman of the Board of Education is the first in Kebumen Drs. Agus Purwanto, who previously as a teacher at SMAN Gombong [6].). At the beginning of leadership Agus Purwanto trying to criticize the existence of institutions K3S (Principal Working Group) and supported by the perpetrators of critical education incorporated in SAKOBERE. K3S is regarded as one of the institutions that still smelled centralized. The institute is also considered highly influential in determining policy District Education Office and schools. It is undeniable that K3S should be able to solve the problems that exist at the school level. In addition K3S also in charge of managing the implementation of the semester replicates in all schools in Kebumen. In line with this, the school must spend a certain amount of funds which are then managed by K3S. This fee is in addition used to cost K3S performance, also used to repeat the semester. Agus Purwanto view that K3S as a "nest" of corruption, especially in the era of leadership Barkah Hernadi [7]. In line with these criticisms also attended by NGOs are concerned about the quality of education in Kebumen [8] which states that in the era of decentralization in education right now is not to perpetuate the legacy of the centralized institutions it. Over a number of criticisms mentioned above, the agency finally K3S in Kebumen dissolved.

In addition, also the Board of Education since its establishment suggested that there is a certain amount of funds that can help students not able to but have achievements. These funds must be realized through local legislation passed by Parliament [9]. And this proposal can then be approved by Parliament and sought the Regent Rusminingsih.

Improved quality can not be performed by actors at the school level only. However, school quality improvement should be supported by local elites (who joined in Parliament, the Council of Education and NGO). The local elite believes that school improvement can not be only party only. Therefore, a number of parties sought energetically to advance Kebumen schools in the district.

In addition, local governments are also working hard to find pedanaa to the central government through a special allocation fund. This effort was inspired by the presence of tsunami events in the District of Croton and floods and tornados in District Adimulyo [11]. The Government considers that these events require serious attention to the learning process can be run effectively. There are a number of schools that were damaged. The success of the acquisition of a special allocation of funds has affected education in the district actors Kebumen. That effort was followed by officials in the next era, even up to the present. At the present time can be seen that the school facilities and infrastructure in Kebumen relatively very adequate for learning and allow creation school quality.

Another effort made by this administration is structuring a school superintendent. In the era before Rustriningsih official overseer known only as overseers based on a particular school. The school is appointed overseer of the principals who have seen the performance of "the best". This is based on an elected school principal already has a service life of a relatively long and adequate capabilities as well as good performance. It was considered important to be able to affect optimal school performance.

However, reality proves the quality of schools in the district until Rustriningsih ruling Kebumen never ranked outside the top 32 of the 36 districts and the City. This has raised Rustriningsih government efforts to work hard to improve the quality of school rankings. One of the initial strategic effort done by changing the pattern of oversight. Rustriningsih the government also has the means to influence overseers teacher performance based on the subjects raised. It is
based on the assumption that the cutting edge of school quality is not the broad scope of the school but the teachers. Master who must be monitored in order to own a better ability in teaching and learning Master who directly deal with students. Master who was able to understand the performance of the students. Master who is able to capture the ups and downs of child quality. So, in essence the teacher should be the leading force for improving the quality of schools.

Selection of teachers to be submitted to the supervisor LPMP Central Java. District party establishes the requirements of both work and class, while LPMP as an institution that will test the. This is done in order to control the selection of candidates thoroughly tested and qualified. Regional administration of the next set of results LPMP Central Java. It is based on the assumption that the elections were conducted by the LPMPs will have a better quality assessment.

The supervisory pattern during the next administration, Nasirudin (as successor Rusminingsih appointed as Deputy Governor of Central Java) was little changed. Originally superintendent of schools was based on the subject then turned into overseers subjects were also given the task by the supervisory school. This seems to be overlapping because on the one hand an overseer certain subjects in school subjects came as a supervisor, but sometimes also in some schools become a school superintendent. Hence then there is division of labor between them so as not to overlap, especially supervisory school.

The results of a number of efforts made by the local government Kebumen turns out to be enjoyed beginning in 2010. In the ranking of schools in Kebumen was ranked 24th the following year's ranking increased to 18 and in 2013 ranks 12. This suggests that effort to influence the world of education has a positive value and not one direction [12]. In fact there is an argument that has actually been a long time, the early 2000s, in Kebumen have a better quality of schools especially supported by the diversity of problems and codes the national exam.

Efforts in Improving the Quality of School Stakeholders School

Decentralization of education in a number of countries basing itself on the four terms of efficiency, effectiveness, quality and access. Proponents of decentralization of education assume that the shift of authority and responsibility for the management of the central level to the local level, in this case the school level, will increase the number of terms as follows. Ainley and McKenzie [13] states that, "A range of arguments has been advanced in support of Decentralisation but a common belief is that shifting authority to schools will Enhance the quality, effectiveness and responsiveness of public education." Dimension levels of decision occupy an important position to establish the level of responsibility the school has a large formal. The decision to be made by the school assumed that the capacity of its resources both internally and externally have had considerable ability. Proximity to existing resources will be put to decision-makers at the school level have more professional expertise through experience and knowledge.

The decision makers are in a position to solve the problems at the micro level. They will solve the existing structure and then create a framework to be applied to them. However, these decision-makers are not necessarily always be removed from the framework to improve the quality of the school. The efforts made by the two selected schools in the Kebumen 3 bumen and SMP SMP Al Huda Kebumen VIP showed no differences in school quality improvements in both strategy and tactics.

Decision makers in SMP 3 Kebumen not so troubled by the quality of the existing resources. School was once used as an International School for two years running. Please also note that this school has long turned out to be a school that was ranked two or three in Kebumen, who always competes with SMP 2 Deal. Positions that coincide with the school SMPN1 Kebumen makes this "will not be able to" be the best / rank 1 in Kebumen.

This inability is seen as a fairness, because the quality of SMPN1 Kebumen since the 1970s has been ranked first. When SMPN3 into international schools seem to be able to shift positions SMPN1 Kebumen especially in the second year as an international school, by a margin of 0.11. According to Sardi [14] as the principal for 2010-2012 states that if there is no change of policy on the international schools in the next year will certainly SMP 3 was ranked one in Kebumen. This belief is based that before he became head of SMP 3 was ranked three by a margin of two-digit numbers (2), while during his two years can obtain a value of less than 0.11 and it can be accomplished with existing resources.

Meanwhile, Al Huda Junior VIP working with the SMPN1 Kebumen as new school, established in 2006, was able to surprise the actors, especially the private school education. This school is still young, but that's why the managers are energetic working hard to achieve a quality school. As realization to achieve this goal, the school takes advantage of the teacher is very close to the chairman of the foundation that will assist in managing the school [15]. This is based on the quality SMPN1 have enough qualified teachers and also many alumni who became a teacher at the school.

Al Huda VIP junior high school students then participate in a trial school at SMPN1 Kebumen. It is based on the assumption that students will be able to gain experience in working on the trial. Trials carried out eight times during the year. Even the response correction implemented by the corrector of SMP 1 and the results are sent to the school. The results of the experiments performed apparently increased the confidence of junior high school students of Al Huda VIP. It is evident that the value of the experiments carried out it has the result of
increasing. Even the national exam results forces first occupied the first rank to private schools while private and public schools rank ranks six [16].

While a number of senior teacher or other teacher groups remain involved to solve the problems of teaching and learning that occurs in schools autonomously. It is based on the consideration that basically they were the most knowing good fundamental issues about the ability of the students, learning resources, curriculum and teacher itself, so the learning process will be more effective and quality [17].

Even in SMP 3 Kebumen in cooperation with the alumni held a very important sejumlah facilities including a mosque, two classrooms and help the bike as much as 50 pieces. Bike as much as it is used by students as a means of transportation. Help bike is intended for students not able to and away from school. Help is only valid for one year. If it is due to arrive then the student must return the bike to school. However, if in the next year the student is still deemed not able to also be facilitated again by using the bike in the previous year. When the student concerned shall move or pass then the bike should be returned to the school in a state worthy to be used. This effort is to help the facility to the needy students and also as a strategy to attract potential students who are deemed smart but not able to get into the school. This effort was supported by the school committee and parents.

In addition, the strength of the resources of the school committee and parent support will also be optimized. School Committee will do all it can to support the planning and funding required by the school. This is of course the school committee "more used" as a legitimate means of financing search. If this happens of course the performance of the school committee away from the task at hand load. While the parents were engaged by the school as partners with regard to the process of improving student learning outcomes. Parental involvement presupposes that the student will get a more intense educational process at home. Parent participation have greater opportunities to improve the conditioning of certain behaviors to students. But no less important is the parents will be able to assist the teachers homework given to students. Support the participation of the parents will have a positif effect on student achievement results [19]. Be aware that the first learning process for parents or children are at home. The success of the education of the parents in the house would determine the success of learning in school. Moreover, learning from home have a lot more time and has been since childhood, even while in the womb.

**Conclusion**

Local politics are conducted by the local government district in education Kebumen preceded by Rustrimingsih leadership. He has to change the supervisory efforts, the special allocation fund search and selection are performed by supervisors LPMP Central Java. In addition there is the support of local elites (Council, Board of Education and NGO). This effort seems to be able to influence the educational actors in Kebumen. The final result is no increase in the quality of schools, though long after his leadership.

Meanwhile, efforts made by schools selected in this study have different strategies and tactics, but in essence both schools want the best quality school. Both of these schools to improve the quality has significant differences resulting from experience and quality managers. Therefore, management training schools and learning become very important to be implemented continuously.

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CHARACTER EDUCATION AND THE APPRECIATION OF NATION’S HISTORY
(The Abandoned Education Dialecics)

Khirjan Nahdi
(STKIP Hamzanwadi Selong NTB)
nahdi_nw@yahoo.co.id

Abstract

The term of character education tends to deal with global context and school’s roles. People’s character today is believed to be the result of global tendency, and one of institutions responsible for the betterness of this is education institutions (schools) through character education. Character is a whole anthropological structure of an individu determine the destiny and the ability to integrate with life changes. This fact demands critical thinking in taking action based on the appreciation on history. The building of critical thinking in character education at school seems to be theoretic, methodologic, and exclusive. This action is still debated especially about the definition, method, and approach for the teaching and learning, and this becomes the teacher’s responsibility.

The term of character education and the appreciation on history in this context does not merely put the nation’s history as the only strategic basis of character education by ignoring the other strategic basis such as religy, social, and culture. Individual character is determined also by the ability of searching the oneself as a part of the present and others in the past. The result of the thinking process produces critical awareness of the choices for future. The thinking process is a reflection of individual and societal action in the past in the historical perspective and responsibly appreciated as a reference of action today. The character education nowadays is shown by the ignorance of history, so it can be said as the action without thinking, or thinking differently from the action.

Keywords: character, historical appreciation

Introduction

The term of character education in this context deals with three things: the knowledge of, the feel of, and the behavior of moral, the knowledge about good things, good will, and doing good things (Lickona, 1992). Understanding this does not only deal with education in micro scale such as school, teacher, and teaching-learning system but also with education in macro scale like policy, planning, and education programs because historical appreciation implying the character formation is personal and communal identity. Historical appreciation is meant as the process of thinking, feeling, and acting to appreciate history and take it as reference to think, feel, and act today and in the future. Appreciation is not merely only related to understanding through remembering the past but also related to verstehen competence on the value of events, characters, actions, thoughts, and words in the past as a process saving and interpreting the past in relation to problems today (Lewis, 1987; Kuntowijoyo, 2008; dan Azra, 2002). Mainly, education today in form of thought and act (education practices) must be inspired by the process of verstehen of the national history in the past. Heroic value, willing to sacrifice, communal needs first, democratization, multiculturalism, appreciation toward process, self-existence and idealism of the nation founder must be the basis of the education dialectics in order to create characterized education. A question to be answered through this paper is in what cases is education dialectics neglected today as the result of lacking the historical appreciation that block the process of character education? To answer this question, this paper is organized into: a) history as the basis of character; b) historical value and education practice; and c) conclusion. Hopefully, these sections may give syllogism structure explaining the relation among all propositions offered through this paper.

History as the Basis of Character

A discussion about national history strategically becomes a reference in developing character education (Pemerintah RI, 2010). Cohen (1947) states that history functions to shape the life value and to rise the personal, communal, and national identity. History as the basis of character education today is responsible of shaping the vision and new perspective about the past relevant to today needs and hope for future. History is not only knowing the past, importantly learning moral. Obviously, history as the basis of character in character education does not put history as reality of events, characters, actions, thoughts, and words in the past containing reality (virtuality) because eventually history of a nation is not always joyful or priding for the generation. The young generations’ verstehen power is needed here so each can make a choice to or not agree and to refer to the history.

History as the basis of characters in character education is the result of academic process and turns to be a communal property outside the academic society (high history to low history in Azra’s term, 2002). It means that history as the basis of character must be learnt to get virtual value on events, characters, actions, thoughts, and words in the past as reference value today and hope for
future. History as reference of communal value shaping the individual virtual character is no longer understood as knowledge as a result of learning process. Virtual character pours into the whole educational activities outside the teaching-learning system in micro education context. History in a historical view (total history) totally becomes the whole properties of history importantly to be known by all today generations to build the spirit of appreciation as reference of thinking, feeling, and acting individually and mutually today and in the future. Not following the undeveloped and referring to the superiority of the past in the anthropological history inspires the culture formation at present. Suppression, discrimination, and ignorance among the historical generations are a lesson learnt not to reoccur. Cooperation, friendliness, pleasantness in social history are an excellent illustration to be nurtured in this complex dynamics.

History as the basis of character deals with events, characters, actions, thoughts, and words in the past. Suppression incident and ignorance of human identity through colonialism should emerge the today generation’s sympathy and empathy to others in the social and anthropological process as was done by the national heroes. The clarity of idealism and national identity struggled by the heroes of independence should be a concrete basis for the today generations to conduct their responsible. Willingness to sacrifice body and soul as was done by the founder of Indonesian independence must be taken into account as model for today generations in holding the social and humanity responsible in their freedom. Independent thoughts and acting by appreciating other human being become individual and communal awareness today so each does not underestimating each other. Creative thoughts and actions for future as was owned by the founder should be inspiration of creative thinking and acting for personal and communal beneficence today. Words, slogan, and symbol raising the spirit of nationalism, love of mother land, patriotism to be continuity of history in the past, present, and in the future. Words like Indonesia Raya, Sekali Merdeka, Tetap Merdeka, Bagimu Negeri Aku Berbakti dan Mengabdi, and the like should trigger spirit to be good to oneself and others today and in the future. This is the gist of history as the basis of character in character education.

**Historical Value and Education Practice**

The presence of value from history creating appreciation is the result of intellectual and methodological process because there is no eventually history occur the same way at different period of time. Relatively, historical value is reality shaped through historical exclamation (Popper, 1959). Every generation of history has right, and indeed it is a rational need to direct aims and plans at present and the future through the exclamation of historical events in the past which deal with person, thoughts, events, and actions. In other words, the process of valuing and interpreting history needs acuteness of logic and methodological accurateness to create interpretive history as periodical intellectual process (Dewey, 1959). Referring to Popper and Dewey, understanding history is experiencing the educational process through teaching-learning process. Historical understanding to get historical value is the stages of historical process academically (high history), as proposed by Azra. It is clear that learning history is not only knowing the physical history but also understanding the details rationally and methodologically. History as historical academic is intellectual process in education which is limited to observation, identification, limiting, and rationalizing history. This understanding puts history as entity limited to abstract academics and becomes the individual domain of researchers and historians.

The noble purpose of history is continuity of academical history (high history) and non academical history (low history). Researchers and historians should make the historical value as a result of academical process be the communal possession as a whole in taking the historical responsible at their time as historical beings. One of the responsible is fostering the historical value as an academic product (micro education) in the whole educational practice in macro scale. In the level of cogitation of education, policymakers, planners, and education managers always think and expel patriotic commitment (empire era), self-reliance (colonial era/VOC), equality (ethical politic era), freedom and nationalism (hassle for freedom era), and national unity (beginning of independence era) as inheritance of historical value in our educational practice (Jalal et al, 2001). The question is ‘how is the historical value in our educational policy, planning, and management today?’ Our amending reference is Education National Standard (Standar Nasional Pendidikan).

Our curriculum structure and content, reasoning for global competence and competition, no longer puts history subject as an important matter significantly as part of Geisteswissenschaften (knowledge about human being), but place forward the Naturwissenschaften (knowledge about the outer world of human) (Dilthey, 1961). Moreover, history is made as a part other Geisteswissenschaften by a unified reason. It can be imagined from this kind of educational practice that the process of understanding history as academical history is not the priority of our educational policy, planning, and management. Thus, the rationally and methodologically understanding of history is disturbed and it diminishes the appreciation historical value, also disturbs the practice of historical value in the context of non academical history context (real world). Patriotic commitment, self-reliance, equality, freedom, nationalism, and national unity as the initial thought becomes only thought in the policy formation, planning, and educational management which are not implemented.
The same thing happen to education national standard about the passing grade. Passing grade is not use as a reference of education working standard, but as reference of nationally graduation through National Examination (Ujian Akhir Nasional/UAN). In fact, the passing grade through UAN results the management of education in some levels does not appreciate the self-reliance, honesty, and the continuity process as it is and the historical value itself. This statement is not to weaken the passing grade and UAN. The problem lies on UAN as standard reference of graduation in educational unit (school). In the level of cogitation, policy, and planning, the existence of passing grade is good, yet it is not followed up by an adequate supervision.

What about the official standard? Because policy and planning in curriculum substance is dominated on the Naturwissenschaften, the management of the educational manpower (teacher of history subject matter) is ignored. Teachers on Geisteswissenschaften besides history are demanded to teach history. They are not to blame if their understanding about history academically is limited. This kind of curriculum policy and planning also causes the limited recruitment of history teacher because the responsible of history teacher can be taken over by other teacher in Geisteswissenschaften. This kind of policy, planning, and management is not only on the process of developing history educational manpower in a higher educational compartment (LPTK), but also influential to the interest of the learners to learn history in the view of academical history. Indirectly, this kind of educational practice creates the spirit of impartiality in education.

The management of the process of education according to Education National Standard also needs to be researched from the appreciation of historical value point of view. The changing of state structure context from centralization into decentralization agreed with UU No. 30/2004 about the Regional Autonomy overlooked the historical aspects in nationalism by the aim of putting forward the national interest before the group and communal interest. With less comprehensive understanding (TPE, 2005), meritocratie consideration was not taken into account in deciding the educational responsible in many educational working unit. The selection of education technical executors in region is interfered by the local rulers' local politics. This kind of educational practice obviously affects the effectivity of educational movement as historical process in conducting and taking responsible of independence. It is the same as the infrastructure and capitals standard which is not fulfilled yet in some parts of this country. It is understood that the Indonesia geographical condition is the reason of the uneven spread of educational infrastructure and capitals agree with the education national standard. That is why the assessment agree with the education national standard is not evenly applied in different field or area. Certainly, this kind of management disapprove the historical values in case of equality and impartiality. For this reason, the education milestone with 'equality access' concept is not that appropriate, and it is better to take the 'access to be equal' concept. It is not impossible for one standard is achieved by educational community with different various willingness to hold process.

The educational funding also experiences today historical problem which ignores the past historical value. The Regional Autonomy with its attributes results regional disparity in many aspects which then influence the level of disparity of educational organizer disparity in the autonomous region. It will be much easier and more flexible for area rich with natural resources and regional native income (Pendapatan Asli Daerah/PAD) to manage the educational fund estimation, but less wealthy area find it difficult to work it the same way. This condition disapprove the commitment of nationalism and unity as the tenet of nation's history, and it is apprehensive to be the trigger of nationalism and unity to fade away.

The management of education is still interfered by the inequality toward community's education (private education). This condition seems to ignore the principle of education as agreed in UU Sistem Pendidikan National (National Education System) (Pemerintah RI, 2003). In the historical view, this condition disapprove the order of history yearning impartiality and equality in education as a reaction toward the policy of colonial ethical politic. Most of the government's great educational capitals/facilities are accessed by the state educational institutions. In many debility cases of strategic analysis, the society's education with its uniqueness of the local policy is slowly weakened by state educational institutions. This kind of educational practice disapprove the moral order of history about self-reliance of thought, feeling, and action.

The educational valuation is also still debated dealing with the tendency of cognitive and quantitative valuation which is equal with affective-psychomotoric and qualitative. Educational valuation practice has already created today generation with cognitive-quantitative logical way of thinking rather than affective-psycomotoric and qualitative. This shows that our education process disapprove different various human nature. The individual differences fade away because of cognitive tendency. This kind of educational reduction practice has weakened the democratic values ordered by history in the past.

The previous description and example is not meant to jerk or push away the existence of National Education Standard (Standar Pendidikan Nasional) as the product of educational thoughts in form of educational planning policy, but it is to give inscription about the ignorance and the inappropriateness between the educational thoughts and some reality educational practice today. This fact—to the writer—is a form of a stumpy appreciation toward the past historical value at present. The educational thought based on nation historical values which is reduced through
educational practices as shown in the previous example causes the educational practices become abandoned or ignored dialectics.

Conclusion

History is a number of continuum values in the history of the historical value owner, which is human as historical creature in historical process. Being a value, history is gained through academical process (high history) and transformed in non academical world (low history). This process lasts following the history of human in creating new history. The present thoughts, feelings, and actions should be the process of appreciating the history conception academically in non-academic world, including historical value and its implementation in educational field. If the thoughts of history and its value are the reference of educational practice, it is meant educational dialectics appreciating historical value in shaping the nation's character.

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INTRODUCTION

In this era of citizen democracy, it is not enough to just have the political knowledge in all its aspects, but also required to have practiced critical skills such as listening skills, identifying, describing, analyzing, evaluating, and creating political problems become public issues. Participatory citizens are required to have skills and abilities interact to communicate thoughts and feelings, monitor public issues and even capable to influence public policy.

According to data from the election commission, in the 2014 elections, there are about 69 million voters are beginner voters. The behavior of the beginner voters in determining their political choice, is based on the persona, popularitas and primordial sentiments. Election commission data in 2009 showed that voters tend to choose large and stable parties as their political choices. That's why many political parties that recruit beginner voters in the arenas of education, including college. How do voters respond to the situation and the condition is a major study in this paper.

The quality of democracy that is built up in Indonesia determined by intelligent choices of youth. As the position of Huntington (1982: 56) that the best democratic model includes three stages substantially, the first stage is the formulation and development of national identity, the second phase is the development of institutions or effective political institutions, and the third stage is political participation. From this condition, the beginner voters should be encouraged in order to position itself as a voter who has proficiency participatory, because after all they are the future generation that is expected to develop a political culture because of his political stance. A special experience in that particular age creates political understanding is crucial in seeing political experiences in the future (Mannheim in Seymour, 2007: 174).

Politics is the being-together of individuals as well as citizen subjects, the formulation of ideas, run missions, built fate, sacrifice, carved history, and shared meaning. In the common room was built knots (knots) which binds individuals as a community. That space is the dialectic between interiority - that meanings are internalized with political actors - and exteriority - the individual meanings are donated to "shared space" (Jean-Luc Nancy, 1993).

Therefore, the individual as a citizen should be transformed into the subject through a process of "subjectivity", namely the production of a series of actions, phrases, and expressions in the existing field experience, but was able to reconfigure the field experience. With the experience, they will offer a new experience in a value that is constantly changing political constellation.

Discussing

Politics in the broadest sense is a dimension of power that regulate and direct the social life as a whole. As a means of social construction, politics can not be separated from the will of the social life of the community as part of the universal will of humanity. Politics requires basic epistemological foundation. Now this tendency to give consideration to the rational political decisions that show symptoms of "making political as a science". Community as the largest investor in realizing the legitimacy of social capital should be established in the balance of power dimension born of political processes.

Civil Society as social capital lies in the assumption that democracy requires citizen involvement in social activities, and the affirmation of the importance of community tenure in giving
value to various state regulations, whether it has the political will of cognitive load or more likely the dominant political temperament. The weakening of the structure of the non-governmental community will be more likely to create hierarchy-economic-political ideology that does not tolerate the existence of a single power rivalry. However, Civil Society are not intended to preclude the state from its role as peacekeepers and referees between a large variety of interests, but may hinder the country from dominating treatment and atomize society.

The strengthening of community resilience in the form of Civil Society states will feel the need to create an open public space, such as increase research funded by the government and scientific considerations underlying the birth of public policies. Thus the stronger countries legitmasinya value beyond legitimacy in formal forms, because it is the State or the power needs legitimacy to be effective for all parties. Power should appear correctly in front of the controlled parties. From this will be born a power cycle of rationalization desire towards penglimianah political process.

The issue of democracy in the sense of the common forms of communication and public guaranteed free and institutionally. The general communication not only in the perspective of formal political institutions, but involves all layers of social life which allow for opinion-forming public opinion in transforming and strengthening the democratic community satisfaction. Expected then the scientific world is criticism that can be applied in the political world. Because democracy is not only limited to faktualisasi mass by means of a vote that was still far from the concept of democracy in the sense of rational discussion among the community to reach a rational consensus domination free.

In his essay on The Scientization of Politics and Public Opinion, Jurgen Habermas saw rationalization as a manifestation of power politics penglimianah. Its size lies in the extent of intimacy between politics and power relations are established intellectual group. Over much space reciprocal communication between intellectuals and rulers, in turn, allows the intellectuals provide scientific advice to the lawyer-political decision making according to practical needs. At least through the relationships that will take birth as a political character which tends to have the intellectual validity.

Political power is determined by a critical public discussion of political power rationalized. This discussion is only possible in a social area that is free of censorship and domination. In the world of politics and public occurred not domination-free communication that ideally we imagine, it is very dense distorted communication, so that the political world loses its critical function.

This kind of communication is a communication which not only woke up the ideological legitimacy of power but a scientific informative discussion. Here assumed that the progress of society governed by the needs and interpretation of the historical society needs in the form of a value system, contrary to social interests, as reflected in the value system of society according to the test laid out by the technical possibilities and the technical means of compliance.

Berger and Luckman (Bungin, 2008: 14) explains social reality by separating understanding 'reality and knowledge'. Reality is defined as the quality contained within the realities recognized as having existence (being) which does not depend on the will of our own. Knowledge is defined as a certainty that the realities of the real (estate) and have specific characteristics. Berger and Luckman (Bungin, 2008: 15) says occurs individu creating a dialectic between society and society creates the individual.

This dialectical process occurs through externalization, objectivation, and internalization. The dialectical process has three stages; Berger called it a moment. There are three stages of the event. First, externalization, the outpouring of effort or human self-expression in the world, both in mental and physical activities. It has become the basic nature of man, he will always devote themselves to the place where it is located. Humans can not we understand as the closure is separated from the outside world. Humans tried to arrest him, in this process produced a world, in other words, man finds himself in a world.

Secondly, objectivation, the results that have been achieved, both mental and physical of the human externalization activities. The results it generates an objective reality that could be going to the producer’s own face as a facticity which is beyond and different from the man who produced it. Through this process of objectivation, the community became a reality suigenesi. The results of the externalization of the culture, for example, created a tool for the convenience of human life or non-material culture in the form of language. Both the tool and the language is human activity ekternalisasi when dealing with the world, it is the result of human activity.

Once generated, both objects / language as the externalization of products into objective reality. Even he can deal with human beings as producers of cultural products. Culture that has existed as an objective reality, is beyond human consciousness, there is a “there” for everyone. Objective reality that is different from the individual subjective reality. He became the empirical reality that can be experienced by everyone.

Third, internalization. The process of internalization is more a re-absorption of the objective world into the subjective consciousness such that individuals affected by the structure of the social world. Various elements of the world that has terobjektfikan will be captured as a symptom of reality outside consciousness, as well as internal symptoms for awareness. Through internalization, be the result of human society. For Berger, the reality was not established scientifically, there is also something that is handed down by God. But instead, he formed and constructed. With such an understanding, the reality faced double / plural.
Everyone can have a different construction on a reality. Every person who has the experience, preferences, certain education and certain social milieu or to interpret the social reality that the construction of each

The substance of the theory and the social construction of reality approach of Berger and Luckmann is the simultaneous process that occurs naturally through the language of everyday life in a community of primary and secondary spring. Theory and the social basis of this approach is the transition of modern society, in which the mass media as a variable or phenomenon became influential in the social construction of reality.

Theory and the social construction of reality approaches Peter L. Berger and Luckman see variable or phenomenon becomes very substance of the mass media in the process of externalization, subyektivasi, and internalization. is then known as the social construction of the mass media. The substance of the social construction of the mass media is the rapid circulation of information and broad social construction underway dengansangat so quickly and spreading evenly. Jugamembentuk constructed reality that mass opinion, the masses tend cenderungsinis priori and mass opinion. Citizens not only have enough political knowledge in all its aspects, but also required to have skills that are critical intellectual skills practiced like to hear, identify, describe, analyze, assess and create political problems become public issues. In addition, citizens are required to have a participatory skills including ability to interact to communicate his thoughts and feelings, monitor public issues expected to be efficient even influence public policy.

Participatory skills are skills related to the person's involvement and participation. This involves: interacting, monitoring, and influencing such an active role, critical thinking, and responsive to the political situation. It is related to the ability to interpret political processes of government, both informal processes within the family, the community and non-formal education through formal schooling. Skills voters are closely related to the election.

Beginner voters is voters who are aged between 17 years / already married until the age of 21 years coincide with the election. It is beyond the retired military and police for the first time voting.

When someone interprets social reality is not with vacuum conception. Someone always organize events every day. Experience and reality are organized into reality experienced by a person. From this perspective, the frame classify, organize, and actively interpret our life experiences so that we can understand it.

A frame is an interpretation scheme, where the picture of the world that someone entered is organized so that these experiences have meaning and significance. Frame offers a variety of interpretations of social reality that takes place every day. So voters should determine the attitude, skill and proficiency partisitorisnya when dealing with the determination of political choice of candidates offered by the leaders of political parties.

Method

Data obtained from interviews, recorded as accurately and detailed as possible so that it becomes a record field. All data were analyzed qualitatively so what data analysis techniques that writers use to analyze the data obtained from the study is a qualitative analysis technique, which analyzes which do not use statistical and
mathematical formulas, describe the issue based on the facts that there then draw a conclusion. These statistics are only used as the data support of all of the facts to be described.

To obtain a profile picture of political voters in Surabaya distributed questionnaires to the respondents (voters) to be asked for their answers. Questionnaires were collected done editing, coding and tabulation.

For participatory skills used to capture information theory and the social construction of reality approach of Berger and Luckmann as a simultaneous process that occurs naturally through the language of everyday life in a community of primary and secondary spring. This involves: interacting, monitoring, and influencing such an active role, critical thinking, and responsive to the political situation of the phenomenon of mass media, the very substance in the process of externalization, subjektivasi, and internalization.

The Result

In general overview of the characteristics of voters can be framed in the table below. These characteristics provide a preliminary picture of the profile of voters student respondents in this research. Most of them have had political affiliations may be due to the characteristics of urban areas dominated by middle class and the mass media became the main reference in the dynamics of urban information. Students struggling with the daily tasks that many classes use electronic resources. So the political orientation of the growing media construction. As part of a middle-class family, the family of affiliate / parents have also contributed in determining the student political choice.

<table>
<thead>
<tr>
<th>Table 1. Beginner Voters Characteristics</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1 Sex</td>
<td></td>
</tr>
<tr>
<td>- Female</td>
<td>49 %</td>
</tr>
<tr>
<td>- Male</td>
<td>51 %</td>
</tr>
<tr>
<td>2 Organization Activity</td>
<td></td>
</tr>
<tr>
<td>- Active</td>
<td>36 %</td>
</tr>
<tr>
<td>- Not Active</td>
<td>64 %</td>
</tr>
<tr>
<td>3 Parents Background</td>
<td></td>
</tr>
<tr>
<td>- PNS, TNI, POLRI</td>
<td>32 %</td>
</tr>
<tr>
<td>- Entrepreneur/Privat Sector</td>
<td>47 %</td>
</tr>
<tr>
<td>- Farmer/Labor</td>
<td>17 %</td>
</tr>
<tr>
<td>- Others</td>
<td>4 %</td>
</tr>
<tr>
<td>4 Political Choices</td>
<td></td>
</tr>
<tr>
<td>- Have a choice</td>
<td>13,5 %</td>
</tr>
<tr>
<td>- Have not yet</td>
<td>86,5 %</td>
</tr>
</tbody>
</table>

Characteristics of the different voters with voters who are already involved / have experience in previous elections, namely; (1) has never choose or do a voice in the determination of the TPS; (2) has no experience choosing; (3) has a high enthusiasm; (4) less rational; (5) has the emotional turmoil and high spirits; (6) were subjected to political parties participating in the election since they were quite large; (7) has a curiosity, try to participate in elections

Student Political Knowledge

Political Knowledge voters about the election and legislative elections indicate that voters knowledge to be inadequate intelligent voters, voters trust the case to the candidates for various reasons have not convinced expressed in interviews with several informants study. It can be illustrated in the following chart.

Figure 2. Chart 3 Student Voter Beginners view on Politics and Elections

Students Political attitudes

Political stance voters about the election and legislative elections showed that the attitude-partisan pragmatic attitude coloring preferences of respondents. It was reinforced by the attitude of apathy that appears to the values of the political ideal, so the attitude of pragmatism be used as a reference option.

Figure 3. Chard 4. Overview of Student Political Attitudes

Students Political Assessment

Assessment voters on election politics and legislative elections show that the electoral process is important in the life of the state, but at the level of practice, pragmatism and transactional mechanisms are still considered to be dominant.
General Election and Legislative politics dominated by money than attitude.

- Being able to run an effective power amidst flogging various political interests
- Not corrupt and self-serving
- Both moral integrity and character of the populist

<table>
<thead>
<tr>
<th>Good Government</th>
</tr>
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<tbody>
<tr>
<td><strong>participate active</strong></td>
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<tr>
<td><strong>Has Integrity</strong></td>
</tr>
<tr>
<td><strong>concern on public space</strong></td>
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<table>
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<tr>
<th>Good Citizenship</th>
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</thead>
<tbody>
<tr>
<td><strong>Being able to run an effective power amid flogging various political interests</strong></td>
</tr>
<tr>
<td><strong>Not corrupt and self-serving</strong></td>
</tr>
<tr>
<td><strong>Both moral integrity and character of the populist</strong></td>
</tr>
</tbody>
</table>

Figure 4. Chart 5. Students Political Assessment

There are several fundamental reasons that cause voters to have a strategic position and significance in the election or the election of 2013 and 2014 elections; (1) quantitatively voters is relatively large group of voters from any election; (2) voters is one of the segments that have distinctive patterns of political behavior, unruly / predictable; (3) there is a concern that voters will tend to abstention, whether by reason of the confusion that determine the choice of many political parties, administrative technical, pragmatic, is not important; (4) the respective parties claimed to be the most suitable political party / cares to channel the aspirations of first-time voters, so that almost all political parties are trying to determine a strategy to influence and gain the support of voters by engaging them in the political activity.

Characteristics of beginner voters at least can be classified into 4 categories: (1). Voters who are loyalists-sentimental, namely, political choices are caused by factors naturalist considerations (culture) and ideological (religious). (2). Voters who are emotional-irrational in making political choices that tend to be based emotional bond without critical thought on the pros and cons of the choices. (3). Voters who make the political choice only on the shape represents (delegate) a particular candidate without any hope. (4). Voter mobilization practical-pragmatic, participating in a political choice as mobilized by local political elites to choose a particular candidate in exchange for a certain material.

Catherine barner (2001) mentions, the pattern of public empowerment or political education of voters in the frame can be done through three stages. First, voters information or voter education more toward the election of technical information, such as voting procedures, place, date of choosing, and the terms pemilih.Kedua, voters education, namely, the empowerment of voters have entered the stages of philosophical, sociological, psychological, and the importance of an election / legislative elections, as well as public participation in the democratic system. Third, civic education or public empowerment as a political entity consider the human rights of citizens in a democratic system.

The third stages of public empowerment is to be done properly, carefully, consistently, and simultaneously in this country, if we want to memupukkan actual voters. In the election / legislative elections, the pattern of empowering voters to be done simultaneously and not be stopped in one step, in order to create public awareness on the meaning of the election / elections for the legislative changes in the future fate of a region / nation. In order to achieve these objectives, this research tries to do the engineering model of political education for first-time voters in the era of political skepticism and pragmatism, to be able to revitalize the political values rooted in the values of nationalism and citizenship.

In the context of education for students, political education is defined as a planned effort, consciously to give awareness to the citizens who have the right to choose (Alfian, 1990: 245). The awareness effort is done so that the voters understand the urgency of events elections.

Another political education has an important meaning and strategic in order to encourage the citizens (voters) to have adequate knowledge of the political, as well as an awareness of the importance of the ideal political system.

On the other hand, political education also provide insight on citizen that to change the existing political reality into an ideal political system, which, among others, marked a change in the new political culture. This condition is often tempting idealistic society become apathetic and some non-voters (white group). There in lies the urgency of political education. On one hand it can function as a political socialization (preservation of political values) are considered good long. On the other hand, political education can serve to make political reforms (political reform), a political change that predictable, and well-planned.

**Conclusion**

Based on the description of the results and the above discussion it can be concluded that the knowledge, attitudes and political assessment of students in Surabaya shows some of the following things:

a. Political knowledge of students about the election and legislative elections indicate that voters knowledge to be inadequate intelligent voters, such as the candidate voters trust has not lead to a rational political disclosed for various reasons. Students tend to be based on knowledge-based information from media opinion, information berangkatdari not tested and can be used as a reference truth.

b. Political stance voters about the election and legislative elections showed that the attitude-partisan pragmatic attitude coloring preferences of respondents. It was reinforced by the attitude of apathy that appears to the values of the political ideal, so the attitude of pragmatism be used as a reference option. Confidence voters have not led to the collective values in creating a common good. Political rationality that developed more leading to political pragmatism.
c. Assessment of student politics and legislative elections show that the electoral process is important in the life of the state, but at the level of practice, pragmatism and transactional mechanisms are considered still dominant done. General Election and Legislative politics dominated by money than attitudes and goodness (virtue) politics. Public officials do not represent the attitudes and perceived political goodness. Disillusionment with the political reality that, on the one hand encouraging student political ideals on the values and ideologies that developed at this time (ideology transnationalism), but on the other hand also encourage students to imitate the practices of politics.

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STUDENT-CENTERED LEARNING: SELF-REGULATED LEARNING

Muhammad Nur Wangid
Educational Psychology and Guidance, Educational Sciences Faculty, Yogyakarta State University
e-mail: m_nurwangid@uny.ac.id; nurwangid2003@yahoo.com

Abstract
Since mid the year 2013 in Indonesia enacted curriculum 2013, which seeks to change the habit patterns of teachers teaching and students learning. Government or other agencies typically try to help solve the various barriers faced by teachers when the teachers faced various changes to the duties and responsibilities. Various training, workshops, mentoring, and so on are provided for teachers in order they are able to implement the curriculum 2013. But not so with the students, there is no training or workshops are held to deal with changes in the curriculum. Like or not they have to follow the curriculum changes that occur. Study habits at school that has done so far turned out to be changed. This is because students's study habits it is no longer compatible with the new curriculum. Students should not be passive, they should be active and dynamic, students must arrange their own activities to compensate for changes in teachers' teaching activities. Therefore, students need to learn how to learn, which is done in self-regulated learning abilities.

Keywords: student-centered learning, self-regulated learning

Introduction
Since the year 2013 in Indonesia enacted curriculum Curriculum 2013, which seeks to change the habit patterns of teachers teaching and students learning. Previously, students' learning approach is informed about the material to be memorized [students were told], then turned into a learning approach based on observations, questions, collecting data, reasoning, and presentation of the results through the use of a variety of learning resources [students find out]. These changes require teachers to change the view and treatment of teachers to students. Changes in the outlook lies mainly in view of the students are passive towards active learning in individuals, from the view of the student as the object turns into a student as a subject of study, from the view of the students who received the knowledge turns into a self-governing learning needs. In other words, these changes actually change the mindset of teachers in interacting with the student as a learner. Teachers can no longer teach blindly, because teachers must be to make students to learn.

This change is a very big change in the duties of a teacher. In addition to the need to change the mindset that has lasted a long time, teachers also must be able to demonstrate a change in behavior in teaching. Paradigm shift in the learning process which previously teachers-centered turned into a student-centered learning is expected to encourage students to be actively involved in building the knowledge, attitudes and behavior. Through the learning process with the active involvement of students means teachers do not take the child's right to learn in the real sense. In student-centered learning process, the students gain the opportunity and facilities to build their own knowledge so that they will gain a deep understanding, and can ultimately increase the quality of students.

Innovative learning with student-centered learning approaches have diverse learning model which requires the active participation of students. These methods are: (a). Information Sharing by: brainstorming, cooperative, collaborative, group discussion (focus group), panel discussions, symposia, and seminars; (b). Learning from experience (Experience Based) by means of simulation, role playing, games, and a group meeting; (c). Learning through problem solving by way of: case studies, tutorials, and workshops (Williamson, 2008; 21-32). Learning student-centered learning is now considered to be in accordance with the external conditions present a challenge for students to be able to take decisions effectively to the problems faced. Through the application of student-centered learning students must participate actively, constantly challenged to have the critical power, able to analyze and can solve his own problems. The challenge for teachers as student learning companion, to be able to implement student-centered learning needs to understand about the concept, mindset, philosophy, commitment methods and learning strategies. To support teachers' competence in student-centered learning process it is necessary to increase the knowledge, understanding, skills, and skills of teachers as fasilitator in student-centered learning. The role of teachers in student-centered learning shifted from initially becoming a teacher (teacher) become facilitators. The facilitator is the person providing facilitation. In case this is facilitating the learning process of students. Teachers become learning partners who serves as a companion (guide on the side) for students.

Preparation to become a facilitator requires special efforts are sustainable. In addition to the stock of knowledge, it is also necessary exercises ongoing in order that knowledge into skills. Like the person making the cake, is not enough just to gather ingredients and reading recipes, but also have to draw on the appropriate recipe, then cook it. Even sometimes necessary in different ways, and
the addition of materials with appropriate procedures to produce a delicious cake. Similarly be facilitators in addition to the preparation of knowledge, exercises, also need experience. Through experience and practice to become a facilitator will be obtained by the additional provision that the more that we will be able to find yourself the right way, effective, and efficient in facilitating the learning process of students.

All changes in the ability of teachers to implement the curriculum in 2013 was facilitated by the government or other institutions. In other words, even if teachers have difficulty implementing the curriculum changes they are not alone, provided assistance to implement the curriculum in 2013. The Indonesian government has invested huge funds for the implementation of the 2013 curriculum Various requirements for the implementation of the curriculum in 2013 sought the government, ranging from educational facilities to increase the ability of teachers to implement the curriculum in 2013 in the form of education and training, refresher courses, workshops, mentoring, and so on has been provided by the government. Thus, the teacher is not too long to feel the difficulties in implementing the new curriculum.

But not so with the student, no help from anyone. Parents, teachers, and even the government does not care about the difficulties faced by students face new curriculum changes. Study habits that have been done was not in accordance with the new curriculum. Teachers' teaching process previously only requires students to listen and pay attention to the teacher. That is enough. If you want more, to ask the teacher, it was very good. This is learning that makes the students passive. It was also during this justified. When the curriculum change that study habit apparently does not fit.

And what the students will be able to compensate for changes in teaching style of teachers implement the new curriculum in 2013? Doyle (2008, xvi) stated that:

"These changes will initially be difficult for many students. Most will be uncomfortable with their new roles and responsibilities, and some will be downright hostile toward them. It is up to us, their teachers, to help them understand these changes and teach them how to learn in this new environment. We must work with them to develop the skills and knowledge they need to be successful in learner-centered classrooms. Our students are not prepared to do this on their own; it is too unfamiliar and requires too many new skills that many students do not possess".

Changes that occur in the world of school or education should not be for consumption only teacher. Changes must be open to all, no exception to the students. This implies that students need to communicate about the changes the school. An understanding of the changes will lead to behavioral adjustments (Hopkin, 2005:14). Similarly, changes to the curriculum in 2013 demanding students' understanding of the role will be and should be done facing the implementation of the new curriculum. New roles and tasks should be socialized to the students, one of which is a way of learning in the curriculum in 2013.

Students have a very large role in the implementation of the curriculum in 2013 in the study. Students become the center of learning both at school and at home. Therefore, students must be active and dynamic implement learning activities. Learning should be seen as its own needs, so students must arrange their own fulfillment. This is the essence of Student-Centered Learning (SCL)

Student-Centered Learning (SCL), which emphasizes on the interests, needs and abilities of individuals, promising models that explore the intrinsic motivation to learn to build a society that likes and is always learning. This learning model can simultaneously develop the quality of human resources required by the community such as creativity, leadership, self-confidence, self-reliance, discipline, critical thinking, the ability to communicate and work in teams, technical expertise, and global insight can always adapt to change and development.

Principles of Psychology SCL

Provision for teachers to be able to perform its role as fastitator one of which is to understand the principles of student-centered learning. There are five important factors dipematikan the psychological principles of student-centered learning, namely: (a) Metacognitive and cognitive factors that describe how students think and remember, as well as depictions of the factors involved in the process of establishing the meaning of information and experience; (b) Affective factors that would draw how beliefs, emotions, and motivations influence the way a person accepts the teaching situation, how many people to learn, and they do attempt to keep learning. Person's emotional state, beliefs about personal competence, expectations of success, personal interests, and learning objectives, all of it affects how students' motivation to learn; (c) Factors which illustrates that the development of physical, intellectual, emotional, social and genetic factors influenced deh dai unique environmental factors; (d) Personal and social factors that describe how others play a role in the learning process and the ways people learn in groups. This principle reflects that in social interaction, people will learn from each other and can help each other through sharing of individual perspectives; (e). Individual Differences Factors that describes how the individual's unique background and capacity of each effect in learning. This principle helps explain why individuals learn something different, a different time, and in ways different. Here will be described the translation of each factor adopted from American Psychological Association (1997).
Metacognitive and Cognitive Factors

Principle 1: Basic learning process.
Learning is a natural process to achieve personally meaningful goals, be active, and internally through mediation, the search process and the formation of meaning to information and experience filtered through the unique perceptions, thoughts, and feelings of students.

Principle 2: The purpose of the learning process.
Students seeking to create meaning, knowledge representation through the quantity and quality of available data.

Students relate new information to prior knowledge that has been owned in ways that are unique and meaningful.

Principle 4: high-level thinking.
High-level strategy for "Benkir about thinking" - to monitor and monitor the mental processes, facilitating creativity and critical thinking.

Affective factors

The depth and breadth of information processed, as well as what and how much is learned and remembered is influenced by: (a). self-awareness and self-control confidence, competence, and ability, (b). clarity of personal values, interests, and goals, (c). personal expectations of the success and failure, (d). affection, emotions, and state of mind in general, and (e) the level of motivation to learn.

Principle 6: Intrinsic motivation to learn.
Individuals basically curious and enjoy learning, but thoughts and negative emotions (eg, feelings of insecurity, fear of failure, embarrassment, fear of punishment, or labeling / stigmatization can threaten their enthusiasm.

Principle 7: Characteristics of tasks that can enhance learning motivation.
Wanted to make know sense, creativity, and higher level thinking can be stimulated through the tasks that are relevant, authentic which has a level of difficulty and novelty for each student factors development

Principle 8: Constraints and opportunities for development.
Individual progress influenced the development phases of physical, intellectual, emotional, and social which is a unique function and genetic factors influence of enviroment.

Personal and Social Factors

Principle 9: Social and cultural diversity.
Learning is facilitated by social interaction and communication with others through flexible settings, diversity (age, culture, family background, etc.) and adaptive instructional.

Learning and self-esteem is very relevant when individuals are valued and caring relationships with one another so that they are able to determine the potential, appreciate the unique talents sincerely, and they accept each other as individuals can receive.

Factors Individual Differences

Although prinisp basic principles of learning, motivation, and instruction affection effect on all students (including ethnicity, race, gender, physical ability, religion, and social status), siava have different abilities and preferences in the model and learning strategies. These differences is the influence of the environment (what is learned and communicated in culture and different social groups) and descent (what appears as a genetic function).

Principle 12: Filter cognitive.
Personal beliefs, thoughts, and understanding comes from learning and interpretation previously, this can be the basis of the individual in shaping reality and interpretation of life experience

Based on these principles then it seems clear that students should improve in the way of learning. The absence of the ability to adjust to the demands of the learning makes students tend to have problems in the following learning activities. This condition can not be overlooked or underestimated only just. Obstacles in learning activities will impact specifically and clearly visible in the performance of students in the form of learning achievement, or student exhibit behaviors that interfere with a classmate or learning in the classroom. In general, the impact of learning disabilities will be seen that the education of students in the school becomes ineffective.

Considering the impact of learning disabilities on students, it is the necessary thought and effort to anticipate or cope when these conditions occur. In particular, efforts to empower the student can be equip students with various learning abilities so that they will be able to set or regulate their own learning needs.

Self-Regulated Learning


"Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skill. Learning is viewed as activity that
students do for them selves in proactive ways rather than as covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thought, feeling, and behavior that are oriented attaining goals”.

From the definition above it is understood that the self-regulated learning is learning that occurs at the initiative of the students who have the ability to evoke so can affect their thoughts, feelings, and behavior strategies aimed at achieving the goal. Therefore, the problem becomes very important initiative students the ability to start this. Students who are active, creative, dynamic usually will have a lot of initiative to do the activities, it can be expected that students who have the ability to self-regulated learning is likely to demonstrate the behavior of a dynamic and active. Because it is so that if he (the student) has a goal to be achieved, then the thoughts, feelings, strategies, and directed his behavior and sought to obtain that goal. Similarly, in the study, a student who already know the purpose of learning activities will direct all the thoughts, feelings, implementation strategies, and behavior for the purpose mendapatklan which he discharged. So, how effective learning if a student has the skills of self-regulated learning. Thoughts, feelings, and behavior strategies have focused on a learning objective of capital most crucial for the students' learning process.

What is proposed by Zimmerman basically emphasizes the ability to use strategies that direct the behavior to obtain information or purpose. Also, their awareness of the effectiveness of learning strategies, namely awareness of the relationship between the process of setting and learning outcomes, as well as the use of strategies to achieve academic goals. And, students' independence marked with the student's efforts to initiate and organize themselves proactively involved in setting and time setting, the spirit, vigilance, and a willingness to try.

Thus, the notion of self-regulated learning and understanding in line with the principles of student-centered learning. These similarities include cognitive and metacognitive factors, and motivational and affective factors. In other words, the development of cognitive, affective, and psychomotor learning is a key aspect in activity to manage their own learning activities.

Learner-centered psychological principles provide a framework for developing and incorporating the components of new designs for schooling. These principles emphasize the active and reflective nature of learning and learners. From this perspective, educational practice will be most likely to improve when the educational system is redesigned with the primary focus on the learner. Psychologists, in collaboration with educators, can help decide how best to apply sound psychological principles in the redesign of Indonesia’s schools. A new and exciting vision of schooling, and psychology's role in this vision, can then emerge.

Based on common understanding the above, the principle of self-regulation consists of three components, namely:

1) Self-Regulation of Cognition. Cognitive abilities in the form of activities and the ability to monitor and use learning strategies and recall. Activities included analyzing tasks, establish learning objectives, define learning strategies, monitor and adjust the learning strategies. So for students who have a positive cognitive strategies to process the material will demonstrate in-depth lessons, repetition (rehearsal), expanding (elaboration), and organizing lesson materials properly. While the students were negative strategy will act recklessly in understanding the material, or in other words the process of lessons in shallow (shallow processing), just do the memorizing.

2) Self-Regulation of Motivation and Emotion. Monitoring and modification of the conditions of motivation and emotional reactions that support the business and learning. Students who have a positive strategy will demonstrate mastery goals, monitor the “self-talk”, supplemented realistically, was able to learn, whereas a negative strategy is only temporary goal (value), is pessimistic, was feel not able to do something (self-handicapping), learning with hopelessness, listlessness, lackluster, and so on.

3) Self-Regulation of Behavior. Monitor, develop and allocate resources, including time, labor, and materials to maximize comfort and efficiency of learning. Positive so that they will realize the need for strategy planning time, manage the orderly use of time, work in place and pay attention to rest, food, and relaxation. While the strategy was not negative time organizing, coercing in studying (cramming), do not pay attention to rest, do not pay attention to a matter of eating.

Teaches students Self-Regulated Learning

Self-Regulated Learning (SRL) can be taught in several ways that can be taken:

1) SRL can be taught directly (explicit instruction), a direct reflection and metacognitive discussion.

2) SRL can be enhanced indirectly through modeling and through activities that require reflective analysis of the study.

3) SRL can be improved by estimating, mapping and discuss evidence of growth in private (personal).

Then, to apply SRL there are several phases that must be considered. There are three main phases in the Self-Regulated Learning (SRL) Cycle is conceptualized in the following image below (http://vcs2.ccc.cccd.edu/edu120):
There are three main phases in the application of the proceeds circle SRL along with critical reflection center:

1) Phase 1 planning.
Planning phase of SRL sets the stage for learning. During this phase the students do:
  a. Analyzing the learning task.
  b. Setting goals (making sure that the learning objectives have been clearly understood).
  c. Planning for learning strategies (consider a variation on how to approach the task of learning)

So students should be familiarized to ask about:
  a. What is the purpose of the task?
  b. What other strategies are effective with this type of task is it?

2) Phase 2 monitoring.
During the monitoring phase, the students have to implement a plan of the first phase, while monitoring the progress of learning is done should also be considered to achieve the goal. Therefore, students harsu helped to answer these questions:
  a. Is the planned strategy has been used?
  b. Do not slip back again hello to old habits?
  c. Is attention focused?
  d. Is defined strategy goes well or need adjustment?

3) Phase 3 evaluation.
During the evaluation phase, the students helped to determine the degree of goodness of the chosen strategy, through an understanding of:
  a. The use of appropriate strategies have been / should be?
  b. How is the strategy that has been running?
  c. Is the strategy appropriate to the type of learning task?

4) Reflection.
Reflection is not a separate step four with circle SRL, but the reflection is done during the process cycle SRL. Ertmer and Newby (1996) states that reflection provides the connection between what students know about learning and what they are doing about learning (self-regulation). It further recommended that the students that put reflection as a strategy or skill that runs on other strategies. Ask yourself (self-questioning) will facilitate the process of reflection. Reading the questions above is an example of that by Ertmer and Newby (1996) referred to it as "a reflection on the implementation of activities" (reflection-in-action).

Closing
Capabilities of students who have high self-regulated learning will be demonstrated by the ability to evoke thoughts, feelings, and behavior strategies aimed at achieving the goal. Because, in the ability of self-regulated learning abilities, there are three main components, namely the ability to regulate cognition, motivation and ability to regulate emotions, and the ability to regulate behavior. One attempt to instill and develop students' self-regulated learning is the direct teaching, metacognitive direct reflection and discussion. Implementation through planning activities, then the implementation and monitoring of the implementation plan, and evaluation of the effectiveness of implementation.

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http://vcs2.ccc.ccd.edu/edu120
THE ROLE OF KKG IN IMPROVING TEACHERS PROFESIONALISM
IN BIMA LUKAR CLUSTER KEJAJAR DISTRICT

Nurul Ngaeni

Abstrak

Teachers have a place to accomdiate their problems in teaching and a place to solves them .As stated in education ministry decree no: 079/c/Kep.I/93, date April 7 th 1993 about the guidelines for Teachers Professional Development system through School Cluster Formation in Elementary School ( KKG ).KKG Bimalukar which in placed in Kejajar district on Wonosobo Region do the activity in SD N Kejajar as the core of KKG Bimalukar ,he has eight members which is consist of elementary school on it,and all of them have same purposes that is improving teachers profesionalism, it might be useful for teachers ,student,and school. The implementation of it starting from planning ,realization and evaluation gathering all of the members.

Introduction

According to the teacher and lecturers law, teachers have to have undergraduate education or most of people said Strata I (Diploma IV), have great experience to be practice in their class, master in four domain competencies, such as: paedagogie, personality, social and professionalism.

Teachers have an important role in achieving national education purposes, that is develop students potenital to become people who faith and fear to their god, noble, healthy, knowledgeable, skilled, creative and independent and always hope from study in school they will be democratic and responsible citizen. Therefore, teachers competences should be continously developed to become professioal teacher (educator) and credit figures. Based on Minister of state for Administrative and bureaucratic Reform that profesionalism of teachers is increasing or not depend on their credit scoring in a certain time. Activities are taken into account for credit scoring such as improve profesional development and support activities. The continous profesional development could be done through self development, publish the scientific research paper, and innovative work. Improving quality of education, especially in primary school education has been the achieve it is by improving quality of human resources those are teachers. This dise is very important to teachers or educators for learning management.

Therefore, teachers should be professional in carrying out their duties. But infact, most of Indonesion teachers are not qualified in their studies most of them are not reach the sarjana degree, as mandated by rule of law no.14 of 2005. It proved by first group (dabin) from fifty five teachers only twenty seven that have sarjana degree (S1/undergraduate education). The change of educational. Paradigm in this globalization era is requires a change in mindset and followed by the action set for teachers, especially in implementing and developing the curriculm (KTSP) that applies now. A changes of paradigm and act for teachers in classroom in globalization era is requires change in mindset and followed by action set for teachers, especially in implementing and learning process, teachers must be creative and innovative in improving the quaically of education services according to the standard process (permendiknas no.41 of 2007) The shift of paradigm in educational between learners and teacher, between learners and a learning resources in a learning environment. Learning process needs to be planned/implementation assessed and monitored in order to run effectively and efficiently learning process in and motivate the students to participate actively, also give a chance them to be creative, initiative, and independe according to their talents, interests, physical and psychological development of the learners (Government Regulation No 19 of 2005 article 19 paragraph 1).

In order to improve teachers profesionalism need a place to accomadate their learning problems and looking for the way to solving them, in Director General of Basic Education Decree No.079 / C/ Kep I / 93, dated 7 th April 1993 which is decided the Guide lines for professional development system by creating school cluster in Elementary School, then as the concrete effort to empower and improving teachers compotence as aur expectation and people needs in dynamic situation. The existence of teacher Working Group (KKG) is a place or profesional forum of teacher in school cluster district, region or sub region level which is take an important role to improve their compelence so that they would be profesional teachers. Through KKG our government hope the learning problems faced by teachers in their classroom can be improve the national education quality. By empowering KKG as teachers organization and their activities, from KKG expected hold a variety professional development for teachers inculers accredited training for teachers who have not had sarjana degree or diploma IV without leaving their their works, so they would fill their education qualified.

But the fact must of teachers are not effectivey empower KKG with avarrous reasons such as materials are not match, with their needs, facilitator are not the expert, they only their friends, the location for meeting of KKG are not reachable or far, there is no principal office accompanying the activity and many task for KKG activities the situations caused by the less awareness of teachers. Such as KKG which is placed in Bimalukar, although
the Bimalukar although the Bimalukar school cluster had been running for a long time since 2009 to 2012 and had government assistance for this activities so there is no reason not to run the KKG programm ,but the result of it is not satisfied, the evident of it from fifty there teachers only 75 % .That laziness of teachers caused the teachers professionalism has not achieved as expected.

Conditron before Initriative

The implementation of KKG Bimalukar cluster in Kejajar distrik had been running in core shool that is SDN Kejajar located in Street of Dieng km.17 Kejajar, Whose members contained eight elementary school ,with the following is sues:

1. The laziness of teachers to come KKG
2. There is apart the profesion ,it prove by they did not do the KKG task.
3. Most of teachers are old ( 49 % of members)
4. The learning process in classroom are still confensional and do not use the props.
5. Teachers are still get difficulties in making lesson plan.
6. still many teachers who have not able to operate the computer and it give an impact on student achievement.

Purposes

1. Increase teachers awareness to participate KKG program and do the KKG task actively
2. Improve teachers knowledge and their understanding a bout teachers performance assesment (PKG) Sustainable professional development and young teachers induction program.
3. Improve teachers knowlenge and skill in managing their class with PAKEM approach.
4. Improve teachers in mastering of curriculum in force (KTSP) especially arrange the syllaby and National Character lesson plan.
5. Improve teachers in prepare scientifc Writing (PTK, Paper, or Critical Studies)
6. Improve teachers knowledge and understanding to learning materials materials through studying materials closely especially ICT.

Benefit

1. Students Improving learning quality of students undertaked by teachers as members of KKG Bimalukar, so it will increase learners achievement in learning.
2. Teacher Improve teachers professionalism
3. School Improve educational service quality in KKG Bimalukar members.
4. KKG Improve KKG Bimalukar member quality where they are participate.

Prinisp and Approach

The principle which is used to improve teachers professionalism is empower all teachers to participate in KKG program totally and all programm that will be running would be discuss and planned together all teachers in Bimalukar cluster ,so that most of them have a need and responsible to programm which is planned.

Initiative and Implementation Strategies.

Basically teachers professional development would be realized if all teachers have the same vision fill their lack of awareness in their professionism ,the way to reach it is by empower KKG totally this is needed from self encouragement and external encouragement ( educational office (UPT ),superintendent ,principlees school and facilitator ) because in KKG programme the participant are free to ask everything that they did not know as long as related to education such as preparing asyllabus,lesson plan,determine the effective hours,PKG and ete ,in KKG we can share anything ,for example teachers who just got training could pass on his knowledge to others.
headmaster from eight elementary school, and also survivors in preparing management structures consist of chairman, secretary, treasurers and board of three days, activities schedule, the funding discussion also determine the KKG employment contract.

2. The facilitators consist of UPT, survivors, guess speaker and teachers guide, Which is held TOT (Training of Trainers) from LPMP who also has aduity to prepare the materials that has been scheduled and facilitated KKG.

3. Regular meeting of KKG are carried out in Saturday, at 10.00 01.am to 02.00 p.m

4. All the tasks done by members and responsible man for each elementary school do the activitres as meeting result.

5. Cross study to others elementary schools that more bonafit in other districts.

6. All participants has an initiative to give funding for KKG Rp.10.000,00 each teacher in every meeting, to get right: lunch and beverage Rp.6000,00 and simple ATK ( fotocopy and folio )

In order to improve teachers profesionalism by empowering KKG activitres in meeting planned giver a positive effect:

1. The structur board depend on all teachers choices, so the board of complied the responsible and teachers complied the board’s decision.

2. The schedule arranged in detail time and materials as needed and determined all the teachers and the consequences for all teachers must follow with responsibility.

3. The task completely with responsible man in Elementary School who has been pointed out in meeting, it helps the the board, also for elementary school who do has spirit and responsible to their duty.

4. Officers consumption is a primary duty officers according to schedules the elementary school have a responsibility to determines lunch menu for all participants in KKG. The members also have responsible to keep clean the rome before and after KKG activities, and the members would come earlier and leaving late.

5. The eight headmaster of Elementary School would be shifth in schedule to give present motivation in KKG activities.

Finally, the implementation of KKG could be running regular and KKG task can be fill totally.

The board structure of KKG Bimalukar

Chairman : Paijan, S.Pd.SD
Secretary : Nurul Ngaeni, S.Pd.SD
Treasurer : Sri Yanti, S.Pd.SD
Trainers : Nurul Ngaeni, S.Pd.SD, M. Zamroni, S.Pd. M Afif Widiyanto, S.Pd.SD

Real Achievement

After teachers empower the KKG for result achievement, we can show by teachers activities:

1. Teachers want to come and follow KKG by their own awareness and responsible to did KKG tasks which planned.

2. Teacher had awareness to improve their professionalism by continuing their study to sarjana degree, from orginal data only 53 teachers only 20 teachers who passed the sarjana degree (S1) and now according to report there are 30 teachers continuing their studies.

3. Teachers al ready use appropriate learning prop, so the students got better understanding for subject and students achievement are increased, and most of teachers practice teaching used (micro teaching) fun learning.

4. Teachers are skilled to prepare syllabus and lesson plan also implemented in learning activities.

5. Teachers understand various learning model so in their learning proses, teachers more creative, use learning models which is appropriate to learning materials.

6. Teachers had been master to operate computer support there learnings and also to finished their administrative task.

Increased teacher professionalism it proven by teachers skilled in composing syllabus, lesson plan, using the model of learning in teachers, use props also ICT in learning, the result could be seen as follows:

Students achievements in 2013:

- Kejajar Elementary School got 17 trophies as winner and non academic which is consist of 6 trophies as winner, and 11 trophies as runner up in distric level. Student achievement (pa) drawing series story (pi), reading poetry (pi), Javaness language olympiade (pa), Kid atletik Kangas Escape (pa) as the runner up in district level, and for reading poetry, batik craft, Kid Atletik leap frog (pa), Nursing Olympiade, comic art competition (pi) weaving art (pa) gegeritan (pi), pantomim, and choir the winner.

- Kreo Elementary School got 4 trophies, that is table tennis for male and female students as winner in wonosobo region, takrow as the third winner in local distric, jumping frog (leupfrog) as the first winner in distric.

- SD N 1 Tambi as the first winner in : chess (pa), pantomim, LCC maple, and become a runner up in nursing olympiade, Science olimiade.

- SDN 2 Tambi as the runner up in single singing and as the third winner in volleyball (pa).

- SD N 1 Sigedang as the winner in volley ball (pa & pi), As the runner up in science olimiade.
• SDN 2 Sigedang as the third winner in mathematical olympiade.
• SDN 1 Buntu as the first winner in choir and kid atletik (pa) as the runner up in badminton, as the third winner in speech competition (pi) and painting (pi).
• Beside the achievement in non academic programme in academic programme also has increasing achievement, it showed by the 6th mark in passing grade. The value of passing grade (NEM) in 2013 has better than 2012. SDN Kejajar had increased in 2012 the value average was 7.98 and in 2013 the average was 8.05.

Teachers achievement
• As the winner in Wonosobo region for Creating Class Research Action paper (PTK) entitled “Effort to Improve Student Achievement by Multiplication Technique” by Triyono from SDN Kejajar.
• As the runner up for Teacher Achievement in 2012 followed by Nurul Ngaeni, teacher from SDN Kejajar.
• Follow best practice symposium in Jakarta 2013 entitled “Use of Multiplication” followed by Triyono from SDN Kejajar.

The Lesson to be Taken

The writer got the lesson from improving teachers professionalism through empower KKG as bellowed:
• Involve all teachers and evaluation the program to foster teachers cooperation and motivation
• Openness among teachers in cluster And complementary to the teachers
• Improve teachers courage to try new model of learnings.
• Increase the willingness of teacher to create good critical reviews, articles, paper, and class research action (PTK).
• Increase teachers skill in operating ICT

Sustainable of Possibility
• Thougthout cooperation and penness between teachers and KKG administrators so that KKG would be useful place for teacher to improve their professionalism.
• If All teachers have purpose and spirit to go forward, then KKG is helpful organization to improve teachers professionalism.

Name and Contact
1. Nurul Ngaeni
   Kejajar Elementary School
   Kejajar Distric
   Wonosobo Region

CHAPTER III

Closing

Teachers professional development can be realized if the teachers have to complete their lack awareness in its professionalism the way is empower the KKG totally. It is the aim to improve teachers awareness following KKG program and active do the KKG task, Teacher Induction Program, Skills of teachers in managing their class with PAKEM approach teacher mastery in applied curriculum (KTSP) especially creating syllabus, and national lesson plan The Ability of teachers in preparing Scientific Writing (class Action Research Paper (PTK), paper, or Critical studies), Learning material through closely studied especially ICT.

The expected result, goals, and beneficial for schools, teachers students and the community.

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Building Gender Skills of Teacher Candidates for Gender Perspective Education

Oksiana Jatiningsih
Faculty of Social Sciences, UNESA
oksianajatiningsih@yahoo.com

Abstract

Education is still "constrained" by patriarchy gender values. This is contrary to education policies formalized in the form of a presidential decree and ministerial decisions on gender mainstreaming in education, which put gender equality values in education practices. Unfortunately, that this policy has not translated well operationally, so that the educational process to prepare teacher candidates still do not apply this rule well. What does educational sphere construct space to build perspective gender on education? What does the curriculum construct teacher candidates' knowledge on gender? The study is descriptive and located at Civics Department UNESA. The subjects are 44 students who will graduate from the institution. The results can be described that UNESA's sphere is dominated by unequal gender values, even patriarchy gender ideology. The institution does not fully translate the educational policies to prepare teacher candidates toward to implementing of a gender perspective education. The students do not have well gender knowledge yet. They do not understand the effect of gender patriarchy on the injustice life. The subject as an individual can only become a place the patriarchy ideology as the episteme of dominant gender discourse works, and controlled and dictated by the true regime through the social context that shapes unconsciously them to continue socializing patriarchy gender values to their students. Repetition of these values through various aspects of the life and practices of education expresses the "acceptance" simply patriarchal gender values. Without anything, this becomes "the death knell" in building a gender perspective education.

Keywords: gender perspective education, teacher candidate, gender discourse

Introduction

Education has strategic roles in building society. What it's work has large effects on the society's life. Education becomes social engine to move on society. Education is a sphere to construct society. It is not only due to the subjects who have motivation to build and develop their potencies, but also society, included in parents, have their hope to keep and socialize their values to the members. Education is needed to develop the life quality of society. Education is a very important arena to prepare the future life, even the life itself. Therefore education should build educative experiences to live. Education functions to anticipate and participate on creating better future life. Dewey (1997:47) told that every experience would give a moving force toward better life in the future. Education gives strategic tools to battle injustice, included in gender discrepancy (Suryadi and Idris, 2004:29). For the purpose, education not only socializes children with certain values, but also stimulates changing to create equal and justice life. Here, create and build gender awareness and sensitivity through critical thought accordance with egalitarian life order. Gender is social-cultural construct on men and women. As a social construction, gender may change and differ from time to time and place and place. Gender is social label consisted of attitude and behavior characteristics as the culture ascribes to each of man or woman (Brannon, 2005:15). That is why, gender construction is relative and its existence depends on the supporting or refusing of the society itself. Through social reproduction, society force all individual wherein they obey the values. Individual, especially the young, is taught and socialized the society's gender values. The values become standard to justify the true and false. Of course, the more those values are supported, the stronger they become social norms. Finally, all people place the values as the general norms and I knowledge that inform and teach people to execute them in everyday life. In other words, gender is constructed by society, and then constructs society the o internalize and keep them as individual value system.

Generally, gender construction is patriarchy. Gender consists of values that put in order how women and men behave and relate each other. The gender ideology places women and men in asymmetric relation. In patriarchy gender ideology, women and men are differently positioned, even unequally. Men as the first and the genuine subject, whereas women as the second and the other (Beauvoir, 1956:20; Bauer, 1960:44). Women are complement of men as the absolute. Men define what they think as the true and the false. Men define how the women should become ones. Women are constructed and defined by men (Beauvoir, 1956:15-16; Bauer, 2001:44). Women are subordinates, marginalized, and violence object. Men are the master. “He is the Subject; he is the Essential, he is the Absolute, but she is the Others” (Beauvoir, 1956:16). As a result, men are powerful and women are powerless.

Gender builds social stratification. Men and women have different roles, but they are asymmetric in a vertical line; men are in the top and
women are in the other side. Women are inferior and men are superior. Simone de Beauvoir in “the Second Sex” told that women were created inferior due to the social structure was held by men’s hand. Society formulates different characteristics for men and women. Men are to be masculine and women are feminine. Masculinity and feminity then become parameter to formulate kinds of each of their activity. Men works in a public sphere (culture sphere) and women works in a domestic sphere (nature sphere). In a family a woman is a housewife and a man is a breadwinner. Then, the stereotypes result in different, even unequal and injustice relation between the two sexes in social life. Men are important, whereas women are not important.

The power of patriarchy values dominates social life. The values are socialized from time to time and from place to place, so that they become common knowledge taught and internalized by all the individuals, included in teaching at schools. Sunderland (2004:21) said that the conditions as gendered schools. The values become standards that regulate and are obeyed by all people to think, speak, and behave. Foucault calls the values as episteme.

Episteme is a kind of ideology, paradigm, or magical power that moves all people to do its order. It dictates and controls them to think and behave unconsciously in the line of the invisible regulation. Episteme is a dominant ideology gives historically a set of regulation as a manual script on behave by most people of a society (Sweely, 1987:2). Through these social practices, the episteme is kept, obtained, obeyed, and continued existing. Consequence, the values become much stronger together with the power of the dominant group. The episteme guarantees the group to exist and hold the power. Because patriarchy as the dominant values have a social sphere regulated, the values become stronger to put in social order.

Episteme tells what the true or the false. The true is not the objectivity of an object like in a scientific procedure (Harland, 2010:141). The true is assurance quality built by the dominant group through the knowledge they have. Knowledge implies that "what is said or thought is true and that the individual has grounds for what he/she says or thinks“ (Peters, 2005:58). The true is discourse construction and knowledge regime to define the true and the false (Jorgensen and Phillips: 2007:24; Eriyanto, 2009:74). Of course, the dominant group has its power to control the true through the construction of knowledge. In patriarchy society, the episteme works to control the individuals on thought and behavior. Therefore, patriarchy not only works as limitation for women, but also to corrupt their consciousness to just receive and internalize themselves to the true of the ideology so that they lose their own conscious to leave it. The power of men as the truth regime has become stronger and stronger (Lie, 2005:71). Therefore for Foucault, knowledge is the effect and also instrument of power (in Latief, 2012:42).

Knowledge are means and products of the dominant power. Knowledge are closely connected with the power. The power works through the knowledge discourse which shares power to keep people in the line of the episteme. Discourse is complex relations and functions to definite game rules of social discursive practices (Foucault, 2012:137). Here, power is a strategy to force people to become what they want. Of course, patriarchy gender ideology is constructed in dominant relations and connected with the power (Hodder, 2005:76). Power comes from different vigor spreading in a certain space wherein there many strategic position are connected each other (Sarup, 2011:112; Eriyanto, 2009:65). Power is not about possession or capability, but it is a strategy (Mills, 2004:35). Power spreads through discourse working through many different social practices; it is not negative and repressive, but positive and productive. Power through the discourse forces people to think and obey according to the knowledge and the true they built. Based on the rule, it can be constructed the common and taboo objects of statement and practices in a society (Barker, 2004:144-145; Baxter, 2003:7). Discourse forces individual to follow and participate in social life as well as construct object in a certain way (Wooffitt, 2005:148). The disciplining machine runs based on controlling mechanism through defining discourse of knowledge/truth that influences society or other people to receive and implement voluntarily the knowledge/truth, not repressive. Therefore, discourse contains constraint to arrange and restrict as well as give possibility to people to know something.

Discourse is always in a struggle condition. The discourse winning the struggle will come as the exist and dominant discourse in a society, and others as marginalized discourses. It will define the knowledge as the true. And this will use to define, classify, and categorize the true and the false, the right and the wrong, etc. But, never knowledge have passing over its own power true. It is always emerged and composed in a certain condition and space. Alternative discourse may come to touch on the dominant discourse, although it is not easy. This needs awareness to reveal the injustice life that will drive toward to the better life. Here, education will be very important to develop critical thinking and capability to struggle to improve the quality of life. Of course for the purpose, the new discourse must battle the dominant one.

Patriarchy gender discourse runs people to think and behave according to the values. Due to the strength of the discourse power, many people think that the gender values are natural and can’t be changed. In education, the ideology obsesses and spread through educative practices at schools. The ideology can be found like on textbooks, media, social interaction, and school culture. Patriarchy gender ideology has been being worked to construct people in order to receive and obey the values. As mentioned above, the values put men and women in asymmetrical position. This products injustice life;
men as the first and women as the second; men as the dominant and women as the subordination. Gender bias in educational practices can lead social injustice (Subrahmanian, 2005:405). The condition causes to emerge consciousness on building new life order based on egalitarian values.

Gender Mainstreaming has designated that egalitarian gender should be run in education. Indonesian government has formulated regulation to run gender mainstreaming in development program. This is continued on education through National Education Ministry Regulation number 84/2008 about Gender Mainstreaming Manual on Education. Based on the regulation, education is executed based on gender equality and equity. In higher education, through the official letter of Direktur Jenderal Pendidikan Tinggi and Direktur Jenderal Peningkatan Mutu Pendidik and Tenaga Kependidikan Number 67684/A5.2/HK/2010 on August 30th, 2010 and Dirjen Dikti Number 1525/D/T/2010 on December 20th, 2010, it is commanded that all implementation of education in higher school run based on gender perspective. Of course, UNESA as a teacher training institution has important role to implement gender perspective on education.

At school, teacher has a very strategic role on struggling against patriarchy ideology in order to build egalitarian life order. Many previous researches have been reveal that teachers behave and interact in the line of gender bias. They do not understand well the gender concepts. They also tend to construct patriarchy gender ideology. These can create barrier to perform equal education. Therefore, preparing teacher who is capable to perform gender perspective education is very important. This specific matter is connected with the role of teacher training institution in preparing teacher candidates.

In Foucault construction, university has modality to build power. Power is not possessed, but it is shared through social practices. Nevertheless, every individual has his/her own capacity giving him/her recognition as power holders to make statements considered as the true. “There is no power without correlation constitutive from its field of knowledge ...” (Foucault, 1979:27).

Of course university or higher education as science central and scientific lighthouse has modality to become a central of knowledge or science. Roth (2005:184) tells that higher education producing teacher candidates is the most institution having responsibility to prepare quality and skill of teacher candidates. Their statement containing the true usually received as a discourse of the true. Due to the official and social legitimating adhered in the higher education, it has extraordinary power to change and create the better world.

For the purpose of changing toward to better life, education must be an important sphere to create the future life. The process can be started from growing critical thought and sensitivity of gender. Because they will be teachers taking the most important and central policy in education (Datnow, 1998:9), therefore giving educational experiences to help teacher candidates to be ones with gender skill is important, of course. Educational practices are influenced by the gender discourse of people living in the society. What does educational sphere construct space to build perspective gender on education? What does the curriculum construct teacher candidates’ knowledge on gender?

**Gender Sphere at UNESA**

The changing of State University of Surabaya (UNESA) from IKIP Surabaya (Teacher Training Institution of Surabaya) does not eliminate its primer role as an institution of educational personnel. UNESA consists of seven faculties; those are Faculty of Education (FIP), Faculty of Mathematics and Natural Sciences (FMIPA), Faculty of Language and Literature (FBS), Faculty of Engineering (FT), Faculty of Social Sciences (FIS), Faculty of Sport Science (FIK), and Faculty of Economic Sciences (FE). Each faculty organizes educational and the non-educational programs.

Currently UNESA has 66 study programs composed of 34 educational and 32 non-educational study programs.

Composition of UNESA’s lecturer shows that there is gender inequality in UNESA. Some previous studies revealed that the number of female teachers is inversely related to levels of education; the higher the education level, the fewer number of female teachers. The higher the level of education, the stronger dominance of man teachers. Suryadi and Idris (2004:127) revealed that the female teachers still dominate the lower level education. In general, in every faculty of UNESA, the number of man lecturers greater than the number of woman lecturers, except in the Faculty of Mathematics and Natural Sciences (FMIPA). The fact that the number of men lecturers in UNESA is more than the number of female lecturers helped strengthens the inequality gender. There is an inverse relationship between the number of teachers by education level (Jatiningsih, 2009:265).

Based on the data in table 1, it can be argued that in 2014, UNESA has 836 lecturers, which consists of 54.43% male and 45.57% female. The difference in the ratio of men and women lecturers is noticeable among the faculty of Sport Sciences (FIK) and the Faculty of Engineering (FT). The difference between the two sexes in FIK is 2.16% while in FT the difference is at 5.86%. The two faculty is socially constructed as masculine faculty because sport is seen as a field of science that rely on muscle strength, and technique is related on technology skill. At school sport and Engineering are considered as the two subjects that are more suitable to be taught by male teachers than female teachers. Although not fully be noted that the choice of field of study reflects the gender bias conditions, but it can be argued that this fact will help strengthen traits of sexes in both these disciplines in schools.
There is an inverse relationship between the level of functional position and the number of female lecturers who possess it. Based on table 1 it can be seen that the functional position of female lecturers left behind men. Consecutive number of female lecturers in functional pre assistant, assistant, and lector are 1.80%, 8.37%, 16.03%. This amount is not much different from the number of male faculty at each position; it is 1.44%, 10.17%, and 14.11%. Base on the data in table 1 it can be seen that the number of female lecturer in these positions a little more than male lecturers. The difference between the two is 0.36%. In the functional position of “expert assistant” that the difference of both is 1.8% and in the “lector” is 1.92%, with the advantages of the female lecturers. These conditions differ in functional “associate professor” and “professor.” In the functional position of “associate professor” the difference is 7.94% (24.52% male and 17.58% female) and the office of “professor” difference is 2.39% (4.19% males and 1.80% of women), both with the man advantage. Based on these figures it can be argued that there is gender bias in the number of functional position of lecturer in UNESA. The higher functional position, the fewer the number of women lecturers are.

Not only functional position, gender unequally also occurs in the structural position and level of education lecturer. In a patriarchal gender ideology, leadership positions are often regarded as a status suitable for men. Women are considered unsuitable to be a leader because their stereotypes. In general, people view that education is important for men than women, but the benefits of education are constructed differently in men and women. For men, education is seen as a ladder to the level of employment and income gains better to be a good head of the family, while not so for women. There is a glass ceiling faced by women when they climbed to the structural hierarchy. In contrast to men, there are many considerations that women do when they are promoted to officer. The same thing happens when they choose to continue their studies. Based on preliminary observations made, a young child or give him a chance to advance to advance further his studies into the reasons which often prevents woman lecturer's motivation to continue their studies. Feeling quite at the level of S2 education is also one of the things that make them stop continuing their studies up to the S3 level. This bring the reality that woman lecturer’s lag behind the male lecturer in structural position and education. Of course the construction of patriarchy is not revealed in table 2 but it should be assumed that there are certain values that underlie gender inequality.

Table 2 states generally that the functional position and educational level of women lecturers lag than male ones. Distribution of female lecturers who are in this structural position mostly located at the department level and diminishing returns on higher structural position. Start in the department level, the number of men lecturers who hold structural positions is greater than the number of the woman. Of 84 leaders at faculty level, only 33.33% were occupied by women and 66.67% occupied by men. In the seventh faculties in UNESA, no one is a woman dean. Meanwhile, only one female and the rest males who are in the status of the office of the first Dean Assistant (PD 1), there.
are three female lecturers who play as Dean Assistant 2 (PD 2). Similarly, it can be found at the third Dean Assistant (PD 3). In university level, since UNESA stands to date, there is only one woman who was in the position of rector’s office (Vice Rector 1). Gender inequality deepened when last observed level of education pursued by the lecturer UNESA. Increasing levels of education, the less the number of women faculty who follow it.

At all levels of education, academic degree, level, functional, and structural position can be argued that male professors more than female professors. This gender bias phenomenon confirms that the university is a man’s world (Bourdieu, 2010:136; Gunnarsson, 2001:247-248). The number of male professors more than female professors in almost every faculty, except in FE and Natural Sciences. Rank of lecturers and professors of education levels were more male than female professors. Therefore the chances of male professors to be a structural officer who was instrumental in the decision-making and policy were larger than female professors. Furthermore, as stated by Suryadi and Idris (2004: 141) that the decision-making positions held by men will lead to a decision taken from the point of view of men as the decision makers.

UNESA has 15,809 students on educational study program. According to the statement of the UNESA’s Rector, the mean of the number of the UNESA’s output who will be teachers is 80%. It means there are 12,647 future teachers. Gender inequality also occurs in UNESA students. Gender inequality occurs on students in terms of the number and distribution of students in various faculties. As noted earlier, the study of non-educational programs play a role in generating the candidates academics and professionals a variety of non-educational science, while educational courses contributes to the prospective educational personnel, especially prospective teachers. Way of thinking which holds that women are constructed as educators, administrators domestic, and economic life support families make for interested and deemed fit to work in the scope of work that feminine. The teacher is seen as feminine and suitable jobs for women (Suryadi and Idris, 2004: 124). In the educational program, the number of female students is greater than the number of male students. Based on these data in 2014, there were 15 809 students educational program consisting of 9986 (63.17%) women and 5,823 (36.83%) males. The difference in the number of student teachers women and men do not necessarily reflect the gender bias conditions, but these conditions may be motivated by a social construction that considers the teaching profession as a suitable profession for women in accordance with her stereotypes. Such differences can also strengthen social construction that the teaching profession is a profession that is more suitable for women.

At all levels of education, academic degree, level, functional, and structural position can be argued that male professors more than female professors. This gender bias phenomenon confirms that the university is a man’s world (Bourdieu, 2010:136; Gunnarsson, 2001:247-248). The number of male lecturers more than female lecturers in almost every faculty, except in FE and FMIPA. Functional position and education level of female lecturers left behind male lecturers. Therefore the chance of male lecturers to promote to structural position who is important in the decision-making and policy is larger than female professors. Furthermore, as stated by Suryadi and Idris (2004:141) that the decision-making positions held by men will lead to a decision taken from the point of view of men as the decision makers.

### Table 2. Structural Position and Level Education of UNESA's

<table>
<thead>
<tr>
<th>SEX</th>
<th>Stuctural Position</th>
<th>Level of Education</th>
<th>Sum</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Dean</td>
<td>PD 1</td>
<td>PD 2</td>
</tr>
<tr>
<td>Male</td>
<td>f</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>8,33</td>
<td>71,43</td>
</tr>
<tr>
<td>Female</td>
<td>f</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0,00</td>
<td>1,19</td>
</tr>
<tr>
<td>Sum</td>
<td>f</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>8,33</td>
<td>8,33</td>
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</tbody>
</table>

Stereotypes of men and women give birth to different perspectives on the fields of science that are considered suitable for men or women. In the social sciences there are seen as masculine and feminine characteristics; Sciences that are soft tend to be suitable for women, while the heavy field and technical studies tend to be suitable for men. Consistent with it, there is a faculty dominated by male students and faculty there are also dominated by women. The number of female students is greater than the number of male students in all faculties, except on two masculine faculties (Faculty of Sport Science and Faculty of Engineering). Meanwhile, successive striking faculty dominated by women is FIP, Science Faculty, FBS, FE, and FIS. Suryadi and Idris (2004:122-123) suggests that the cultural connotations to be considered a suitable female companion professionals in the world of
business and management and technology majors suitable for men. UNESCO study at various universities world show that women are more interested in the fields of education, health and welfare, human and arts, and social sciences; he is less participate in the areas of engineering, manufacturing, and construction (Leathwood, 2009:34-35;161). Therefore, the gendered subject or gender bias in the sciences is seen as feminine or masculine will still occur.

Based on the above information, it can be inferred that the context (social sphere) where the learning process runs is still colored by unequal gender values. No policy (interruption) has been done to create equal gender condition. This seems gender neutral. It may be controlled by patriarchy gender ideology. In this situation can be understood that the subject as an individual can only become a place the dominant ideology (patriarchy) works. They are controlled and dictated by the true regime through the social context that shapes unconsciously them to be an obedient individual, who will continue socializing patriarchy gender values to their students.

**Gender Knowledge of Teacher Candidates**

Education is a force to change society and be a vehicle for reproducing existing social hierarchies. This reveals struggle condition between all powers. For Giroux, education is a part of the public sphere in which the struggles of cultural production occur. As a manual to implement education activity, curriculum is important. In connected educational discourse, as Apple said, curriculum is never neutral; Curriculum always places the groups' knowledge legitimized as the core and marginalized other groups’ knowledge also considered as passive consumers. Education is not only about transferring knowledge, but “education is political, cultural, and social action” (Lean, 2006:1). Therefore, preparing students as future teachers is activity to transfer the knowledge (political, culture, and social values) of the dominant truth regime. Of course, as the standard and regulation, curriculum expressing what and how the dominant knowledge power of the regime becomes a document of the power. The content states the knowledge as the true.

One of the objectives of the education program as mentioned in the UNESA’s curriculum, produce excellent education humen who have characters of “honest, smart, creative, tough, caring, discipline, responsibility, and a steady personality.” No word which tells equality or equity in order to build equal and equity relation in education. Moreover, no word telling gender equality and equity. Whereas, this becomes hot issue in development including education.

Moreover, the curriculum states that there two group of courses; they are Personality Development Courses (MPK) and Community Living Skill Couses (MBB). One of the Mission of MBB is building "democracy attitude civilized and uphold human values ... “. The word democracy, of course, connect to the values promoting equality and equity as well as egalitarian relation between plural elements. One of the difference that should place in egalitarian relation is women and men in gender relation. But this is not a part of the knowledge in the curriculum. It seems that gender is not a part of the true knowledge that is important to hold by the students.

Scrutinizing the detail curriculum of each education program in UNESA, it can be found that no one a courses with lable of “Gender” and no one courses with content of gender, whereas gender education. Some students told that they know terminology of gender from internet or mass media, and a little material of a course like Sociology, Political Sociology, Anthropology, Human Rights, and Multicultural Education.

Students do not have enough knowledge of gender. Some students can differ the concepts of gender, sex. They can describe that gender is social cultural construction of men and women; and sex is the biological construction of men and women. They also know characteristics natural that attaches to concept of sex and dynamics to gender. But they do not understand well the implication of the concept to role concepts in social context.

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>25-30</td>
<td>Very good</td>
<td>18</td>
</tr>
<tr>
<td>20-29</td>
<td>Good</td>
<td>19</td>
</tr>
<tr>
<td>15-19</td>
<td>Moderate</td>
<td>5</td>
</tr>
<tr>
<td>10-14</td>
<td>Less</td>
<td>2</td>
</tr>
<tr>
<td>5-9</td>
<td>More Less</td>
<td>0</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>44</td>
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</tbody>
</table>

Based on the above information, it can be inferred that the context (social sphere) where the learning process runs is still colored by unequal gender values. No policy (interruption) has been done to create equal gender condition. This seems gender neutral. It may be controlled by patriarchy gender ideology. In this situation can be understood that the subject as an individual can only become a place the dominant ideology (patriarchy) works. They are controlled and dictated by the true regime through the social context that shapes unconsciously them to be an obedient individual, who will continue socializing patriarchy gender values to their students.

Table 3. Students’ Knowledge on Gender and Sex Concepts

**Students as future teachers do not have well gender skill. Their concept of gender is still limited on the definition. Students do not understand well the effect of gender patriarchy on the injustice life for both men and especially women. Concepts of marginalization, the second sex, subordination, as well as gender sensitive, awareness, and marginalization, are not understood well, let alone the implementation of them in education and egalitarian relation.**

The regulation of mainstreaming gender perspective in education has been published since 2008. In Higher education, the regulation came in
2010. It has been almost 14 years ago, but the response of the teacher candidate education institution does not run obviously. The curriculum does not touch the gender issues. Gender is only a part of a little things to speak at class. There is no serious discussion about it.

Those practices indicates that gender is not an interesting issue. Gender is not an important issue. Gender education is also considered as unimportant issue to take in order to be apart of curriculum. The fact that gender knowledge and skill do not become a part students’ gender capacity reflects that educational practices when they were learning did not contact to gender issues. The practices are not sensitive to the condition that may open gender bias, as well as unequal and injustice life.

The learning processes does not come into sight that building critical thinking skill. Learning process does not become hard effort to build students’ consciousness to unequal, unequity, and injustice conditions. Education is only sphere and place to run social reproduction.

Life is always a struggle area of discourses and education is always about political, social, and cultural discourse. As Foucault said, consciousness was good means to discharge from the dominant power. But when the teacher education instution seems do nothing for building the teacher candidates’ cosciousness, it can be predicts that the power of the dominant ideology still develops the dominant discourse. Repetition of the dominant discourse is only a way to "help" the dominant discourse to strengthen its power. The dominant discourse becomes stronger and stronger.

Conclusion

It can be inferred that teacher candidate institution does not fully translate gender policies as part of the educational policies that embody institutional commitment in preparing teacher candidates toward to implementing of a gender perspective education.

The social context as the space of learning process is still colored by unequal gender values. No policy (interruption) has been done to create equal gender condition. It shows gender neutral, even the domination of patriarchy gender ideology. In this situation can be understood that the subject as an individual can only become a place the dominant ideology (patriarchy) works, and controlled and dictated by the true regime through the social context that shapes unconsciously them to continue socializing patriarchy gender values to their students.

Students as future teachers do not have well gender knowledge. Their concept of gender is still limited on the definition. Students do not understand well the effect of gender patriarchy on the injustice life for both men and especially women.

Educational practices in higher education producing teacher candidates is still gender neutral, even patriarchy gender values. Of course, educational practices cannot be separated from the individual as an education actor, so that individual’s attachment to the values of a patriarchy gender will create the education practices characterized by patriarchal gender values. Repetition of these values through various aspects of the life and practices of education expresses the "acceptance" simply patriarchal gender values.

In Foucault’s language, patriarchy gender values as the episteme of dominant gender discourse get reinforcement through the enactment of the routine practices of education. Without anything, education (teacher training institution) becomes “the death knell” in building gender perspective education.

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EARLY CHILDHOOD EDUCATION BASED ON MULTIPLE LITERACY PRINCIPLES FOR DEVELOPING CHARACTER OF THE CHILDREN AT GUNUNGKIDUL, YOGYAKARTA, INDONESIA

Puji Yanti Fauziah, Lusy Nurhayati
Yogyakarta State University
pujiyantif@gmail.com

Abstract

The general objective about this paper is to improve access of rural children in Gunungkidul Yogyakarta to early childhood education (ECE) based on multiple literacy principles. The aim is to identify and develop multiple literacy-based ECE model for children 3–6 years of age, with a community and poverty targeted focus for selected rural families to develop their character. The specific objectives are to (a) identify and conduct cost-effective programs that are accessible for the target groups; and (b) strengthen the capacity of the ECE based on multiple literacy principles of practitioners in planning, managing, financing, coordination, monitoring, and evaluation the programs. (c) improving society’s awareness and the independence in the establishment of ECE. (c) ensuring the sustainability of the program.

Introduction

Gunungkidul is one of districts which has illiterate number is the highest comparing to the other districts in Special Region of Yogyakarta province. The inhabitants are concentrated in remote areas which are difficult to access.

In the practice of early childhood education, there are three aspects that need to consider, i.e. input, process and output. The problems that occur are caused by the following: (a) low input (b) low education background of parents and ECE teachers (c) monotonous learning activity (d) irrelevant learning activities to the children developmental stage (e) lack of systematic and sustainable training program for the teachers/caregivers (f) different treatment and belief of parents and teacher (g) inexistence of ECE model that fit rural situation, especially Gunungkidul (h) lack of education media (i) lack of module/course book that can be used for independent learning.

Regarding this fact, some of the local government educational development foci are to enlarge access to education, to accelerate illiteracy reduction, and to promote multiple literacy. In the last 5 years, PAUD (Early Childhood Education) in this area is mushrooming. The local government and also some NGOs actively socialize this program to the society. At the moment, there are approximately 378 PAUD centers and 1542 PAUD teachers in Gunungkidul. The service is usually conducted in the afternoon starting from 3.p.m up to 5 p.m. Majority of the young parents are farmers. Children do not have optimum access to quality education and the literacy level of the society surrounds is low. Parents’ awareness of the importance of the early childhood education in general is also low since their education level is low. Therefore, an ECE model that meets the needs of the target group must be developed.

Many families in the target area do not have any specific plan on how to improve the life quality of their children. Poverty makes them busy thinking of how to survive and continue their life. Children are often seen as economic asset. They have to generate money for the family by working in various low paid jobs. As the result, the poverty cycle sustains as if it is inherited. Therefore, an intervention program is needed to cut the cycle.

The general objective of this program is to improve access of rural children in Gunungkidul Yogyakarta to early childhood education (ECE) based on multiple literacy principles involving multiple participants.

The following table shows the attitude of the key stakeholders involved in the action.

<table>
<thead>
<tr>
<th>Key stakeholder group</th>
<th>attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>strengthen the implementation of the Policy on Early Childhood Education and provide recommendations for strengthening provision of ECE programs for rural groups.</td>
</tr>
<tr>
<td>Academic</td>
<td>Develop, Use and apply the theories to solve the problems identified in the field and developing/ finding alternate model in ECE</td>
</tr>
<tr>
<td>ECE practitioner</td>
<td>Applied the suggested concept/model/technique</td>
</tr>
<tr>
<td>NGO, EU and partner countries</td>
<td>Provide financial and human resource support and ensure the accuracy, accountability and transparency of the program</td>
</tr>
</tbody>
</table>
Type of activities and related outputs and results are shown in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Actions</th>
<th>Outputs</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying and analyzing the needs</td>
<td>Identified the needs of children, parents, teachers/caregivers and stakeholders</td>
<td>Data of ECE based on Multiple Literacy Principles (MLP)</td>
</tr>
<tr>
<td>2</td>
<td>Designing early childhood education model based on multiple literacy principle</td>
<td>ECE learning model based on MLP</td>
<td>Implementation of the model</td>
</tr>
<tr>
<td>3</td>
<td>Developing learning kits and modules</td>
<td>Modules for the parents, teachers/caregivers and manual for the stakeholder</td>
<td>Improvement of practitioners’ capacity and parents’ knowledge and skills that lead to integrated ECE</td>
</tr>
<tr>
<td>4</td>
<td>Communication and supervision</td>
<td>Evaluation and assessment guidelines</td>
<td>Sustainability of the program</td>
</tr>
</tbody>
</table>

Each of the target groups and final beneficiaries are described below:

**Rural children**

Approximately 1,000 rural children, especially children from poor family groups, from 3 to 6 years of age across three sub districts will benefit from this programs. They are selected because they are marginalized and cannot access quality early childhood education. They need to improve their cognitive and psychosocial skills to face global challenge. The constrains that usually appear in dealing with rural children come from their special characteristics that need specific treatments, cognitive capability, health problem (malnutrition). This program is designed to stimulate their literacy. They will participate as students.

**ECE Stakeholder and practitioners (teachers/caregivers)**

Approximately 50 ECE stakeholders will benefit from this program as they will learn how to plan and manage the ECE program better. Approximately 300 teachers/caregivers will participate as collaborator and trainee and user.

**Local Governments of Gunungkidul District**

Three subdistricts will participate in project implementation. This program will help them gaining accurate information of the existing problem in the field that furthermore can be used to formulate policy.

**Parents and society**

Almost 500 people living in the targeted project areas will benefit from ECE based on multiple literacy campaigns. They will participate as the users, supporter.

This program emphasizes the importance of basic education mainly early childhood education. **Early childhood** is a moment in which significant transformation and extreme vulnerability take place. The multiple literacy knowledge will be more effective when it is introduced and exposed earlier involving all elements of society. The government, early childhood education stakeholders and educators, and parents are important participants of multiple literacy internalization. Programs that support young children prior to primary school education provide strong foundations for subsequent learning and development. Moreover they contribute to the improvement of the individual, group, and society capacity and furthermore offer a way out of poverty. A literate society will be able to empower itself and contribute to sustainable poverty reduction as the result of accessing quality information and education.

**Poverty** has become one major problem in Indonesia. It is very clear that poverty affects children’s access on quality education. Children from the poor family do not have opportunity to study in any qualified education institution nor can they have better education from parents and society. Quality education may lead to better living. So, when children cannot access it they will keep trapping themselves in poverty and it goes on and on. Therefore, one of the ways to reduce the number of poverty in Indonesia is by giving children larger access to quality education as earlier as possible.

**Multiple Literacy** means advanced functional literacy comprising literacy in various aspects of life namely economic and financial literacy, health literacy, civic literacy, information and mass-media literacy, social literacy and critical literacy. Multiple literacy acquisition will lead to optimum development of an individual, group, and community. Moreover, literacy in various aspects will make the society become dynamic, focus, and effective in achieving the aim of the transformation.
or change which are stimulated by internal power or external power as a result of interaction. Literacy competence which is supported by strong commitment, the supervision and assessment of transformation can be done professionally and holistically. Literacy has become a major need of rural society as it will help them accessing, participating and corresponding the development of global society.

The expected results are (a) identified cost-effective programs, (b) increased access of the target group to quality early childhood education by setting up ECE centers in 3 sub districts, (c) improved capacity and participation of teachers/caregivers through training and supervision to improve their ability in planning and managing the learning process based on multiple literacy principles, focusing on information and technology literacy, health literacy, civic literacy, social literacy and critical literacy, (d) improved parent and society participation in ECE, (e) Sustained early childhood education in community. (f) developing the character building of the children about literacy.
MENTORING TOWARDS IMPLEMENTATION OF
CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
THROUGH REFLECTIVE TEACHING
AMONG HIGH SCHOOL TEACHERS IN YOGYAKARTA

Reni Herawati
School Supervisor, Yogyakarta Education Office
herawatireni@yahoo.com

Abstract
Teacher can be regarded as the main player of education implementation. Teacher leads directly all activities of learning-teaching in a class as the core activity of education. Therefore, teacher is the first person who is responsible for the quality of education. The role of teacher is so important that he has to meet the demand of high professionalism. Experts have proposed may kinds of ways to develop teacher’s professionalism; one of them is by reflective teaching.

To improve teacher professionalism, the government imposes a regulation that teachers have to undergo Teacher Performance Assessment that is done twice each year: Formative and Summative Assessment. Consequently, since 2013 all teachers in Yogyakarta have been assessed by the Teacher Performance Assessment (TPA) assessors in their schools. There are 14 (fourteen) competences are measured in TPA and one of them is Competence Number 14 “developing teacher’s professionalism through reflective teaching”. Based on the Summative TPA result among High School teachers of Yogyakarta in 2014, the average result of the competence above is still unsatisfied. To solve this problem, the writer as a school supervisor made a mentoring program to enhance teacher professionalism through reflective teaching.

The mentoring program could encourage teacher to do reflective teaching as a good habit that create academic climate. Reflective teaching was done by looking at what they do in their classroom, thinking why they do it, thinking about if it works, and collecting information from students and teachers. They identify what goes on in the classroom, and analyze and evaluate this information to improve their teaching.

Keyword: teacher professionalism, teacher professional development, reflective teaching

Introduction
The roles of teacher are very significant in education consequently teachers are expected to meet high professionalism. Learning quality is the core of attention in education activities. Teacher’s performance really influences the meaning of learning experience for students. Learning experience indicates the relation among conceptual substances to create effective learning.

To promote teacher’s performance and professionalism, the government enforces State Ministry of Government Employee Empowerment and Bureaucracy Reformation Regulation Number 16 Year 2009 about Functional Post and Its Credits. It is stated in this regulation that all teacher have to undergo performance assessment each year consisting of formative and summative assessment. Teacher Performance Assessment is intended to guarantee the quality of learning process and to enhance teacher’s professionalism. Teacher’s professionalism need to be improved continuously.

Teacher Performance Assessment conveys three activities: planning, learning process, evaluation. There are four domains of teacher competences namely: pedagogic, personal, social, and professional competences.

Based on the result of Teacher Performance Assessment among SMA teachers in Yogyakarta in 2013/2014, it could be concluded that the professional competence number 14 average result was not satisfied. The result of competence “developing teacher’s professionalism through reflective teaching” was “fair”. Based on the result of the questionnaire and interview, the finding was found that:

1. A lot of teachers still don’t understand how to do reflective teaching.
2. Teachers rarely do self-evaluation
3. Teachers are not accustomed to make learning journal
4. Only few teachers ask for suggestion and opinion from colleagues about their teaching performance
5. Teachers have never created academic climate by inviting their colleagues to visit their classes to do peer observation
6. Only few teachers do Class Action Research
7. Teachers never do collaboration to improve the quality of teaching

Based on the background above, the writer conducted a program entitled “Mentoring towards Implementation of Continuing Professional Development (CPD) through Reflective Teaching among High School Teachers in Yogyakarta”. Teacher as a leader and manager of learning in the classroom are responsible for the quality of the learning process. Due to their significant role, teachers are required to improve the
There are many ways to improve professionalism proposed by many experts, one of them is through a “reflective teaching.”

The mentoring program is intended to guide and encourage teachers to do reflective teaching. The writer supported teachers to conduct reflective teaching collaboratively. By collaborative approach, it was intended to improve motivation of teachers to develop their professionalism. The collaboration was expected to create an academic climate as a good habit.

There are several ways to encourage CPD. Experts have encouraged CPD through many kinds of ways; one of them is by reflective teaching. In reflective teaching, teacher makes use of every chance in his daily teaching to find out the data that can be used to make the betterment of teaching quality. Teachers make exploration, questioning, and wraps the whole teaching practice to create the right interpretation based on the real condition. The data from reflective teaching can be used to improve their teaching performance. There are some alternatives of doing reflective teaching: 1) learning journal, 2) questionnaire, 3) audio and video recording, 4) observation, 5) student’s feedback and action research, and 7) lesson study. Reflective teaching that is done collaboratively is effective to improve teacher's professionalism.

The objectives of the program were: 1) To enhance professionalism among teachers of SMA Negeri 10 Yogyakarta, SMA Muhammadiyah 6 Yogyakarta, and SMA Marsudi Luhur Yogyakarta; 2) To improve learning quality in SMA Negeri 10 Yogyakarta, SMA Muhammadiyah 6 Yogyakarta, and SMA Marsudi Luhur Yogyakarta.

Some Tools of Reflective Teaching

Teaching Journal

Teaching journal is a note about what happens in class. Events and ideas are recorded for the purpose of reflection. The process of writing itself helps trigger insight about teaching. Many different topics from classroom experiences can be explored through journal writing, for example:

a. personal reactions to things that happen in the classroom or in school;
b. questions or observations about problems that occur in teaching;
c. description of significant aspects of lessons or school events;
d. ideas for future analysis or reminder of things to take action on.

Journal will be about the daily routine actions in the classroom, for example:

a. conversations with students
b. critical incidents in a lesson
c. events outside the classroom that influence the learning process
d. teacher’s view about language teaching and learning.

The following procedures are recommended for keeping journal (Bailey, 1990):

a. Make entries on a regular basis, such as once or twice a week, or even daily if possible. It may be useful to spend five or ten minutes after lesson to write about it.

b. Review journal entries regularly. What might not have been obvious when written or recorded may become apparent. Teacher usually uses reflective questions to guide journal entries. The questions can be like these:

- What do I do as a teacher?
- What principle and beliefs inform my teaching?
- Why do I teach the way I do?
- What roles do as learners play in my classes?
- Should I teach differently?
- What were the main goals of the lesson?
- What did the learners actually learn in the lesson?
- What teaching procedures did I use?
- What problem did I encounter and how did I deal with them?
- What were the least effective parts of the lesson?
- What were the least effective parts?
- Would I do anything differently if I taught the lesson again?

Student’s Feedback can be used to ask the students what they think about what goes on in the classroom. Student feedback is very easy to conduct. Their opinions and perceptions can add a different and valuable perspective. Student’s feedback is a tool used for finding out the learners’ opinions and perceptions about the teaching process, and teacher’s effort that can add a different and valuable perspective.

Peer Observation is effective to reflect on teachers’ observation in the classroom there are some techniques that lead to a reasonable reflection. Cosh (1999) states that widespread implementation of various models of observation has recently been carried out. Peer observation is one of the models in question and has widely been criticized due to its judgmental and threatening nature. Most of teachers think that being observed disturbs them no matter what technique is used.

Cosh (1999) suggests that while assessing or judging the performance of a teacher the following points should be taken into account. Firstly, the feedback should be as nice as possible. Secondly, as it is obvious, when there is only one observer he/she can be uncritical, which influences the objectivity of observation. Finally, peer observation should be done at least two observers.

Richard J.C. suggests some guide lines for peer observation. The general principles of peer observation are as follows: 1) observation should have a focus; 2) Observers should use specific procedure; 3) The observer should remain an
Lesson Study is a professional learning process. It works because it focuses on the learning and progress made by children as their teachers develop specific pedagogic techniques designed to improve an aspect of teaching and learning identified within their school. It is a model for collaborative classroom professional learning which embodies all the features of effective teacher development.

Discussion

The mentoring program took 9 (nine) teachers as the subjects/mentees. The selection of the mentees was done by taking the priority based on the results of Formative Teacher Performance Assessment 2013/2014.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>School</th>
<th>Teaching Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ery Iwandyati Kuswardjo</td>
<td>SMA Negeri 10 Yogyakarta</td>
<td>History</td>
</tr>
<tr>
<td>2</td>
<td>Rr. Wuri Handarini, S.Si.</td>
<td>SMA Negeri 10 Yogyakarta</td>
<td>Biology</td>
</tr>
<tr>
<td>3</td>
<td>Suciningisih, S.Pd.</td>
<td>SMA Negeri 10 Yogyakarta</td>
<td>English</td>
</tr>
<tr>
<td>4</td>
<td>Aspiyah, S.Pd.</td>
<td>SMA Negeri 10 Yogyakarta</td>
<td>Civics</td>
</tr>
<tr>
<td>5</td>
<td>Drs. Suleman</td>
<td>SMA Negeri 10 Yogyakarta</td>
<td>Physical Exercise</td>
</tr>
<tr>
<td>6</td>
<td>Noor Rochmah Suci Astuti, S.Pd.</td>
<td>SMA Muhammadiah 6 Yogyakarta</td>
<td>Mathematics</td>
</tr>
<tr>
<td>7</td>
<td>Dwi Rahmandani Vitasari, S.Pd.</td>
<td>SMA Muhammadiah 6 Yogyakarta</td>
<td>English</td>
</tr>
<tr>
<td>8</td>
<td>Rina Dwi Astuti, S.Pd.</td>
<td>SMA MArsudi Luhur Yogyakarta</td>
<td>Economy</td>
</tr>
<tr>
<td>9</td>
<td>Wulan Jihad, S.Pd.</td>
<td>SMA Muhammadiah Yogyakarta</td>
<td>Economy</td>
</tr>
</tbody>
</table>

The instruments used to do the reflective teaching in this program included: 1) Student’s Feedback Sheet 2) Peer Observation Sheet 3) Questionnaire Sheet, and 4) Video Recording.

The procedures of mentoring were as follows:
1. Step One was introduction to reflective teaching
2. Step Two was application of reflective teaching through Student Feedback Sheet
3. Step Three was application of reflective teaching through Peer Observation
4. Step Four was application of reflective teaching by Video Recording
5. Step Five was reporting and dissemination of mentoring results

Each step consisted of Planning, Implementation, and Reflection. In the planning step, preparation dealing with all the things needed: Describing the mentoring plan: what, why, when, where, how the action is performed; Together with the teacher selecting the technique of "reflective teaching" to be performed; Preparation of administrative documents such as notes,
observation sheets, questionnaires, and student feedback sheet; and preparation of Lesson Plan.

Implementation step was done by applying the technique of reflective teaching in accordance with planning. Observations made by other teachers as observers, especially in the application of Peer Observation.

Reflection step was intended to review the overall actions based on the data. The data then was evaluated in order to decide the next strategy.

Before starting the implementation of reflective teaching, the writer conducted a coordination meeting with the teacher on Friday, January 17, 2014. In this meeting the questionnaire was distributed to the teachers. The teachers concerned with competence number 14 of Teacher Performance Assessment: "developing professionalism through reflective action". The results of the questionnaire, indicating a lot of teachers didn't understand and didn't conduct reflective teaching. They didn't know that reflective teaching was effective to enhance teacher’s professionalism and to improve learning quality.

The result of questionnaire indicated that teacher needed the guidance to do reflective teaching. They also needed mentoring in doing class action research and participating in teacher forum, seminar, or conference.

In step two, reflective teaching was implemented through Student Feedback Sheet. The results of the student feedback sheets for teachers were not only the compliments but also critics about the teacher’s punctuality to start the class. Students were excited when the teacher discipline because students felt being treated fairly, but they didn’t like a rigid discipline teacher. The warmth of the relationship between teachers and students is necessary to increase motivation. The result could be seen in the following table:

### Table 3. The Average Result of Student's Feed Back

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher is ready to teach.</td>
<td>33.33</td>
</tr>
<tr>
<td>2</td>
<td>Teacher masters the material</td>
<td>33.33</td>
</tr>
<tr>
<td>3</td>
<td>Teacher is neat and dresses well</td>
<td>44.44</td>
</tr>
<tr>
<td>4</td>
<td>Teacher starts the class on time</td>
<td>33.33</td>
</tr>
<tr>
<td>5</td>
<td>Teacher is consistent and discipline</td>
<td>33.33</td>
</tr>
<tr>
<td>6</td>
<td>Teacher treats all students well</td>
<td>44.44</td>
</tr>
<tr>
<td>7</td>
<td>Teacher follows the procedures but flexible</td>
<td>22.22</td>
</tr>
<tr>
<td>8</td>
<td>Teacher make good communication using appropriate language</td>
<td>44.44</td>
</tr>
<tr>
<td>9</td>
<td>Teacher’s voice is clear and has good volume</td>
<td>33.33</td>
</tr>
<tr>
<td>10</td>
<td>Teacher gives clear direction</td>
<td>33.33</td>
</tr>
<tr>
<td>11</td>
<td>Teacher is creative in learning process</td>
<td>44.44</td>
</tr>
<tr>
<td>12</td>
<td>Teacher motivates students</td>
<td>44.44</td>
</tr>
<tr>
<td>13</td>
<td>Teachers encourages the students to take active participation</td>
<td>33.33</td>
</tr>
<tr>
<td>14</td>
<td>Teacher gives good responses to students’ questions</td>
<td>33.33</td>
</tr>
<tr>
<td>15</td>
<td>Teacher listens to the students</td>
<td>44.44</td>
</tr>
<tr>
<td>16</td>
<td>The ways of teaching is good</td>
<td>44.44</td>
</tr>
<tr>
<td>17</td>
<td>Teacher uses effective procedures</td>
<td>44.44</td>
</tr>
<tr>
<td>18</td>
<td>The learning process is enjoyable</td>
<td>33.33</td>
</tr>
</tbody>
</table>

Notes: 1 means strongly agree, 2 means agree, 3 means less agree, 4 means disagree

In step 3, reflective teaching was done through video recording. Using video camera, the learning process was recorded. The result of video recordings was used to make observations of the process of learning and reflection. This recording proved to be a powerful tool to develop the competence of teachers. Video recording could be a mirror which emits an objective overview of the learning process. The recording could provide valuable insights for individual teachers.

Reflection in this stage was done by nine teachers observing video recordings of the learning process. The general criticism was that learning process was still dominated by the teachers. It was recommended that cooperative learning should be done to give chance to all students to be actively involved in learning.

Video recording was very effective because it can select the desired focus, the recording can be played back and studied several times. Moreover the recording could capture the learning process to be observed in detail and carefully. Video recording could give an idea of the volume of the teacher’s voice, appearance, and student participation.

From the interview, it was concluded that reflective teaching using video recording provided a high motivation for teachers to implement the best
models. Teachers gradually increased their confidence because they wanted to get input from colleagues to improve learning. The positive side was felt by all teachers. Collaboration in the implementation of reflection produced a useful academic climate to change the teacher’s mind-sets.

Conclusion and Suggestion

"Mentoring towards Implementation of Continuing Professional Development (CPD) through Reflective Teaching among High School Teachers in Yogyakarta” has given result as follows:

1. There was significant development of teacher professionalism at SMA Negeri 10 Yogyakarta, 6 SMA Muhammadiyah Yogyakarta, SMA Marsudi. Openness, enthusiasm, and cooperation among teachers in reflective teaching through student feedback, peer observation, and video recording have indicated a positive breakthrough.

2. The development of teacher professionalism has improved the quality of learning at SMA Negeri 10 Yogyakarta, Yogyakarta SMA Muhammadiyah 6, and SMA Marsudi Luhur Yogyakarta.

Suggestion:

1. Teacher professional development will be successful if it is carried out continuously and collaboratively.

2. Reflective teaching should be carried out by teachers as part of a good habit that it will create an academic climate that is favorable for the improvement of professionalism.

REFERENCE:


Dewey. J. (1933). How We Think in Modern Education


FUNDAMENTAL PRINCIPLE OF LEARNING ENGLISH

Santi Chairani Djonhar
Graduate School – English Education Department
Universitas Muhammediyah PROF. DR. HAMKA – Jakarta
djonharsanti@yahoo.com

Abstract
The preconditions that learning EFL in a setting like Indonesia may take place are among others sufficient exposure to and opportunities to use the language. In Indonesia the learning and the use of EFL is mostly done in the classroom. To make up for the classroom’s limits and to raise the chances for language learning, the students need to be encouraged to develop their learning strategies so that gradually they gain their autonomy in language learning. This may help them to sustain their motivation to keep on learning the language. However, not all students adopt this kind of agency – to be the doers rather than recipients of their own learning. Some of them see the benefit of learning whereas others are reluctant to take responsibilities for their learning although they are given encouragement and opportunity as autonomous learners. The task – to make learners autonomous – is not an easy one, as training learners to be responsible for their own learning involves changing their attitudes: the learners’ over reliance on the teacher or the teacher should be in charge of what happens in the teaching and learning process in the classroom. There are indeed some other factors that contribute to this predicament, for example, their (past) learning experience. How do EFL teachers develop the learners' sense of learning responsibility so that they understand why and how they learn and be willing to take an active role in their learning? First of all these teachers are to equip themselves with enough knowledge of English language skills and English linguistics so that they (teachers) can lead and guide their learners in the process of learning the language. That is to promote learners' autonomy, teachers should work on stages; it is part of a wider course design.

Keywords: Autonomous learning, learners’ autonomy, agency, encouragement, responsibility, EFL, promote, course design.

Introduction
English that is learned in a setting like Indonesia is called English as a foreign language (EFL). This language is usually learned and used only in a classroom. There are indeed some notions from experts that EFL may take place depending much on the amount of time learning the language (Lindfors, 1980), what is learned and how it is learned (Ellis, 1994), the kind of socio-cultural exposure of the language being learned (Moon, 2000), and the process of learning the language at schools (Nunan, 1999; Foley and Thompson, 2003). The preconditions that the learning of EFL to take place are among others, sufficient exposure and opportunities to use the language both inside and outside the classroom (Lindfors, 1980; Chomsky, 1999; Dardjowidjojo, 2000; Foley and Thompson, 2003; Tomasello, 2003; O’ Grady, 2005, Harmer, 2007; and Renanda & Yacob, 2010). So, how much English these students learn in a language program among others depends on how much exposure and opportunities to practice the language. I would like to illustrate the percentage of this English learning on the following “Language Learning Continuum” (Djonhar, 2012):

0%-learning __________________ 100%-learning

As we know that the learning of EFL in most schools are done only in the classroom and students approximately learn the language for two hours a week. In addition, most language teachers have experienced the frustration of spending an ample of energy in their students but gaining little response. For example, students are reluctant to do their homework, to use the target language while working in pairs or groups, and to use opportunities to learn outside the classroom. Such manners may stem from one common cause – students’ over reliance on teachers. Students may feel that teachers are in charge of everything that happens in the classroom. Apparently, it is not possible for language learning to take place since students do not gain enough exposure to and do enough opportunities to practice the language. To compensate for classroom’s time-limits and to raise the chances for language acquisition, students need to be encouraged to develop their learning strategies so that they may gradually gain their autonomy in language learning. This may help them sustain their motivation in keeping on learning the language. The discussion of the topic: The Fundamental Principle of Learning English may answer these two subsidiary questions – what is the fundamental principle of learning EFL?, what are teachers’ and learners’ roles to make learning autonomy happen?

Discussion
What is the fundamental principle of learning EFL?
Chomsky (1999) asserts that principally children can learn any language since they also
possess the qualities owned by L1 and L2 children. Following the theory Universal Grammar (UG), the language learning principles are endowed in the children’s brain. This enables them to make hypotheses of all the language input the get from their environment. To gain the language input they need environment that provides them with exposure to the language and opportunities to use this language. These preconditions in language learning may make the learning of EFL similar to that of English as first language (L1). Research on the development of an Indonesian child English was conducted by Djonhar (2012) and the findings showed that acquisition of EFL can be just like that of English as a first and second language. This is because this child gained sufficient exposure to and opportunities to practice English. Another study conducted by Renandy (2010) on a high-school student, grade 11 also showed that the subject’s (a girl) English exceeded her peers. This is because she read English a lot and she frequently watched English movies/programs. Both subjects on this research practically are autonomous learners in a way that they facilitate themselves with English outside the classroom.

The idea of autonomous learning, i.e., encouraging students to learn and organize their studies independently outside the classroom, is a must in EFL setting. Students who are learning English have varying needs and goals they want to attain. These needs and goals may not be met during a two or three hour class they attend twice or once a week. Therefore encouraging students to organize their learning outside the classroom and to find ways to enhance their own learning independently is seen as a way of helping students attain their individual learning goals.

Teachers’ and learners’ roles in learning autonomy

Language is too complex and varied for there to be enough time to learn all they need to in the classroom. Learners of EFL still need much more exposure and opportunities to use English for real progress despite the number of class-hours of their English lessons in a week. Teachers should realize that not every single thing can be taught in class. In addition, if learners need help to use the language in real life, teachers are not always around to help learners. The solution of this problem is to teach learners how to learn both inside and outside the classroom.

Teaching and learning is a collaborative effort between teacher and learners to achieve the learning goal of the English program. So both teachers and learners have responsibilities to make learning happens. In this case teachers have to equip themselves with tools so that they can play their roles successfully. What tools are essential to carry out this responsibility is shown in the following diagram (Djonhar, 2012):

In language teaching, teachers can provide all the circumstances and input, but learning can only happen if learners are willing to contribute. Their passive presence will not suffice, just as the horse would remain thirsty if he stood still by the river waiting for his thirst to go away (Harmer, 2007). And, in order for learners to be actively involved in the learning process, they need to realize and to accept success in learning depends as much on the student as on the teacher. That is both of them (learners and teachers) should share responsibility for outcome. In other words, success of learning very much depends on learners having a responsible attitude.

Some degree of autonomy is essential to successful language learning. No matter how much students learn through lessons, there is plenty more they will need to learn by practice, on their own. Also changing needs of learners will require them to go back to learning several times in their lives: then again, they will need to study on their own. The best way to prepare them for this task is to help them become more autonomous. In other word, Learning autonomy or responsibility is an attitude that students may possess to varying degrees. No student is completely without a sense of responsibility; but past learning experience in their classrooms set limits to the development of learning autonomy.

So, how can EFL teachers contribute to the learners’ learning?

Developing responsible attitudes in the learner entails some deviation from traditional teacher roles as well. As students begin to take charge of their learning, the teacher needs to take on role of facilitator in an increasing number of classroom learning activities. Teachers may consider classroom tasks in accordance with the learners’ needs; and the way teachers share responsibility for the accomplishment of the objective of each lesson. In addition, students’ learning responsibility can really only develop if teachers allow more room for learners’ involvement.

However, the change in teachers’ roles can be perhaps gradual, rather than abrupt and dramatic. There may be expectations about what roles a teacher is supposed to perform. These expectations may be very different from a teacher’s roles that facilitate learners’ responsibility; and if this is the case, changing them will require much
patience and caution. Teachers may find that learners oppose changes for different reasons. Learners may be afraid of the uncertainties and risks involved in changes in general, or they have negatives learning experiences and are therefore reluctant to do any initiative. The notions discussed above raise the following question.

How teachers can develop learners’ learning responsibility and autonomy?

Many times teachers design or create activities that can help learners realize the importance of their contribution and develop the abilities learners to take charge of their own learning. Teachers must realize that somehow there are some learning attitudes that may block the learners’ responsibility and autonomy such as motivation and self-confidence.

There is a saying stating that “We can take the horse to the river but it is hard to make it drink” (Harmer, 2007). It means that unless he is willing to do his part (lower his head to reach the river and take in some water), the horse will remain thirsty. The case is even worse if the horse is not thirsty at all. In other words, motivation is prerequisite for learning development. However, teachers should know that not any kind of motivation will do. Teachers need to encourage intrinsic motivation, the source of inner driver or interest of the learner. Intrinsically motivated, learners are more able to identify the goals of learning and that makes them more willing to take responsibility for the outcome. In turn, a larger scope for student self-determination and autonomy generates intrinsic motivation: motivation and responsibility can mutually reinforce each other.

It is important to note that rewards and punishment (extrinsic motivation) can also stimulate learning, but at the same time they increase the dependence of the learner (Brown, 2000). Apart of reinforcing motivation, self-confidence contributes to the development or responsibility in its own right. The learners must believe that they are capable of managing their own learning and they can rely on themselves, not only on the teacher. If the learners can successfully manage their own learning, this kind of learning responsibility and independence brings about a sense of confidence to them.

Learners need also to do self-evaluation in their learning process. When a teacher encourages learners to focus on the process of their learning, he or she helps these learners consciously examine their own contribution to their learning. This way the learners can raise their learning awareness to move ahead and this is indeed the very first step to the development of the responsible attitude. It is therefore, self-evaluation requires the learners to go even further to judge, instead of teacher, their own work as objectively as they can. By doing so, they can formulate an idea of their level of proficiency: discover weak and strong points of their learning to set up their own target of learning. Setting targets for themselves, they are more likely to consider these targets their own and feel responsible for reaching them.

Learning strategies serve as a tool to improve one’s language competence and learners can only be held responsible for their competence if they are aware of these tools. So teachers need to show the students the variety of available strategies, help them to find out what works for them, and help them to discover how and when to use these strategies. Indeed, strategies can bring students to the exciting experience of exploring and expanding their own abilities.

Promoting cooperation in the classroom affects students’ attitudes in several ways. It encourages the learners to rely on each other and not only on the teacher. One of the activities is group work. In this activity, students have chances to create and gain opportunities for feedback from peers. They also learn each other’s learning strategies that will be useful for their learning enhancement. Later, they may be able to depend on themselves in solving the learning problems. These then are the building blocks of responsible attitudes on the part of the learners. But the development process also requires a certain attitude of a teacher. For example, a willingness in teacher’s part to take learners as partners in working towards the common goals and willingness to delegate tasks and decision. There are some ways on how teachers can do to collaborate with the learners.

First of all is sharing information with the learners. By sharing all the relevant information with the learners as partners, the common aim of learning a foreign language can possibly be achieved in working towards the common aim of learning a foreign language. This includes being clear about both short and long term objectives. Telling students about the aims of a particular activity helps them to identify with these aims and hence feel more responsible for the outcome.

Secondly, a consistent control of learners’ progress in their learning. It is very important for teachers to clearly establish expectation towards the learners, for example, the limits of acceptable behavior and the consequences of failing to meet expectations. In this case, teachers should apply the rules consistently and learners are willing to play by these rules.

Thirdly, teachers should delegate tasks and decisions to learners. If learners are to take more responsibility for their learning, they need to have more influence on the learning process. This calls for a reallocation of some tasks and decisions in classroom work, so that students can get more involved, for example, in choosing learning materials or correcting mistakes. Students are not trained teachers and cannot take over any teacher’s role, but they are surely able to cope with some of the teachers’ roles. So, it is important that the teachers should respect the ways learners handle the tasks given, and expect learners to deal with the consequences of their decisions. Teachers should always support learners despite of letting them make mistakes.
Stages in the process of developing learner responsibility and strategy

Learners do not normally wake up and find that they have become responsible overnight. More likely, they go through a slow, gradual process in their learning. Therefore, there are several steps for teachers to develop the learner responsibility:

Raising awareness is starting point. Here teachers present new viewpoints and new experiences to the learners and encourage them to bring the inner processes of their learning to the conscious level of their thinking. Teachers help them bring discoveries in their language learning. For example, teachers at this stage may somewhat tightly structure and control the students’ activities since students are not yet very responsible for and need to be told what to do.

The next step is practicing the skills introduced at the previous stage in order to begin changing attitudes. This is a slow process requiring a lot of practice and patience, since it takes time to go from understanding to practicing new roles and habits, especially when this involves breaking away from stubborn old pattern of behavior. Learners who have little sense of responsibility in general require particular attention and patience. The activities are repeatable and they tend to allow more room for learner initiative.

Transferring roles to learners requires a considerable change in classroom management and so it may be the most demanding phase for the teacher. The activities are loosely structured, giving a considerable amount of freedom to learners in accomplishing tasks, or even in deciding about tasks. Teachers may see this as a smooth process, where one phase develops into the next. So, even though teachers want learners to be aware of the process as a whole and of the actual changes within each phase, the transition from one phase to another may take some time.

Setting goals by the students themselves is the first step toward autonomous learning. The goal in learning is one’s desired result, one’s orientation and destination. One cannot learn consciously, independently and autonomously unless they have clear idea of what they are going to achieve. However, in an EFL classroom students are often misled to get high scores so as to please their parents, teachers, etc. Once the examination is over, they begin to relax or are often at a loss how to further develop an interest in English and how to continue English learning by themselves. By contrast if students have a specific and consistent goal in mind, they will be intrinsically motivated, make better use of their time both in class and after class. They keep learning with renewed efforts.

In the process of developing learning autonomy, learners need to be trained on how to set goals to their advantages. Firstly, goals should be practical and set in accordance with curriculum demands and their weaknesses. Students’ efforts will be wasted if the goals are too high, too low, or irrelevant to their desired results. Secondly, goals should be meaningful (Brown, 2000). Meaningful goals can ensure students relate what they have already known to what they are learning and make the whole learning process meaningful. Specifically, meaningful goals are those that are constructive and those that satisfy learners’ needs and arouse their interest and enthusiasm.

Guiding students to select suitable strategies

Teachers tend to deliver knowledge with the same teaching style, ignorant to the learners’ individual differences in which it becomes another reason for learning inefficiency. As we know learners differ greatly in terms of their language learning foundation, their cognitive, affective, and socio-cultural backgrounds (Oxford, 1990; Nunan, 2010) and similarly no best method for all students in any classroom (Gebhard, 2000). Individual differences ranging from learners’ language competence to learning styles make it difficult for teachers to take all the individual differences into consideration in the classroom. In this case, it is more necessary for teachers to equip students with effective and specific learning strategies based on their individual differences and needs. Only when they have a clear idea of how to learn, can they achieve their goals in a better and quicker way.

Teachers can also make use of technology to provide learning environment. It is likely that students may communicate with others through internet and other media, for example, discussion boards, interactive blogs, and online forums. The students may also download music, movies, and TV shows which allow them to gain different accents and expressions of the language from around the world.

Conclusion

Autonomy in learning is a process not a product that many EFL students seek today. Autonomy requires understanding one’s own strengths and weaknesses and accumulating a diverse set of resources that will maximize exposure and improvements in four skills: listening, reading, speaking, and writing. Skills can be learned by studying independently and with other EFL students but skills can be truly assimilated when they can be confirmed and responded to by a qualified mentor or teacher.

In attempts to promote a higher level of learner autonomy, it is important for teachers to encourage and organize activities and homework assignments that will force students to explore means that could ultimately enforce a greater interest in autonomous learning. In other words, it is the responsibility of the English language teachers to not only teach the language but also to inform and to always encourage the students to study outside the classroom. And, this will be accomplished by presenting tasks that inspire students to take learning into their own hands, hence, it will likely result in successfully improving students’ language skills.
REFERENCE


SCHOOLS IN EDUCATION AND MEDIA HEGEMONY IN THE PERSPECTIVE OF MULTICULTURAL EDUCATION

Siti Irene Astuti Dwiningrum
Universitas Negeri Yogyakarta
pps@uny.ac.id, ireneaast@yahoo.com

Abstract
The process of hegemony occurs in education. As a consequence, the existence of the school is not optimal in social functioning. Hegemony in education is also strengthened by the development of the media. The hegemony tends to be supported by a particular influential class in the formulation of education policy showed by power struggle and democratization. There is also a relatively difficult obstacle in the democratic process that is the possibility of a clash of cultures. Democracy in the educational process approach encourages the growth of multiculturalism in education which is considered important. One of the problems that stand in the arable multiculturalism in education is how to resolve the conflict. Schools in the multicultural society has a strategic role to establish perspective in students’ mindset to appreciate the difference. Schools are expected to implement multicultural education in the difficult process of hegemony that is inevitable in a global society.

Introduction
The issue of political culture and cultural policy is interesting to study because it is associated with political matters especially in terms of differences and its representation. As described by Jordan and Weedon that cultural politics is closely associated with the power to name; to represent common sense, creating an official version, presented the world that is legitimated (Barker, 2005:368). Meanwhile, the meaning and truth in the domain of culture is constructed by the patterns of power. Similarly, the representation of political culture, in which the power of social regulation produces itself, intakes knowledge and identity which exist in ignorance to the others.

The central analysis of Gramscian Cultural studies is that hegemony involves the creation of meaning in which the representations and practices of the domination and authority are produced and maintained. Moreover, the hegemony involves education and consensus. Ideology can be understood in terms of mapping the meaning that supports the rule of a particular social group, rooted in the daily life conditions of the people. Ideology is also seen as the experience of life and also as a systematic set of ideas whose role is to organize and bind the social element in the formation of block and counter- of the hegemony. The ideological hegemony is the process by which a certain understanding is realized and seen as something natural that does not make sense and could not be deeply considered (Barker, 2005:370).

Education could not be separated from the process of hegemony. As a consequence, the existence of the school is not optimal in running any social function. On the other hand, schools are faced with a variety of global issues and interests of the school’s role which increasingly marginalized position. In this case the school has not managed to run a functional role. As a result, all educational goals cannot be realized especially in building a civilized and dignified society. Education is dealing with six domestic dangers which threaten national security as well as the problems: a) The injustice and arbitrariness, b) Arrogance of power, arrogance of wealth, and intellectual arrogance, c) social instability; d) Social behavior deviates, e) Changes in values, and f) Changes in social lifestyle. If the above domestic issues cannot be resolved the public will experience social disintegration that could develop into the disintegration of the nation especially if this phenomenon has begun to take place today. In addition, even this nation is currently facing the challenges that come from outside the foreign ideas that were dangerous, and the impact of globalization include cultural competition, cultural institutions and information spread. This phenomena happening in this nation makes it harder to develop the quality of education in accordance with the national objective (Tilaar, 2003). Therefore, the development of education in Indonesia must continue to be struggled in the school and the family and community in the face of challenges from within and from outside. This hegemonic process cannot be understood, yet, it needs to be studied and criticized in the middle of the development of increasingly rapid information and technology. Therefore, in this paper we present how hegemony happens in the world of education, especially in the social media whose effect is stronger for the learning process at schools. How role of multicultural education are implemented at school?

Discussion
Hegemony in Media: Media, Politic and Media Politic
Gramscian distinguish the role of traditional and organic intellectuals in which it is stated that traditional intellectuals are the ones who fill the position of scientific, literary, philosophical, and religious communities, including schools, churches, media, medical institutions, publishers, and the attorney's office. Their role is to produce, maintain, and circulate the logic ideology. Organic intellectual
is also seen as a constitutive part of the struggle of the working class whose role is to think about and organize the elements of counter class hegemony and its allies. Gramscian texts become an important part in the association of textual analysis in the news and issues being talked about, for example in advertising, soap operas, which is also visualized in a TV program as its development (Ibrahim.Idi Subandy ed, 1997:77).

The article/news said by Ben Bradelee is the first rough draft of history. The news as the core really is a representation of factual reality that becomes an actual one, which led to the fact that the media can be a "mirror of history" which allow us to reflect ourselves. Thus, the news media is a representation of the events recorded by them (media) in particular time and place, which can describe the dehumanization or demoralized in the society. An Interesting issue to think of is merely about whether to criticize the role of the press is a representation of the social reality of

The substance of the content appearing in the news can be a mirror to see the reality of media managers. The mass media has a mission and transformative ideals that can target the actual issue in the society. However, the representation of news content cannot be separated with the interests of power. For example, in 1994 there are records of various events that could be the front page of various media, issues concerning labor and student protests, land evictions, the face of higher education, etc. which resulted in boycotting three media, namely Tempo, Detik and Editor. Some of particular interest is the provision of media that encourage the emergence of a variety of media that have the sensibility and style of presentation that is not much different Opini, Gatra, Monitor; which is followed by the presence of new mass media such as Citra and Bintang. The interesting phenomenon is the growing media industry variedly though fomenting cultural taste to meet the needs of groups of people who are in saturation, work routine, and life competencies that require information that is considered to be the entertainment as part of new cultural commodity. This reality continues to grow with the freedom of the press in the era of reformation under the pretext of "democracy", developing the level of the news undemocratically (Ibrahim.Idi Subandy ed.,1997:78 ). The development of social media increases the stronger process change, the role of social media continues to grow in the global community.

The media has become a source of problems in social life. The issue of media language (style) can be divided into two things. The first thing is that the media is often assessed from the importance of applying the rules of Indonesian, both media and ideology behind the language. This problem becomes interesting because the area becomes a more substantive means of communication, in which there are indications that the language of the media is not presenting reality. Furthermore, there is a tendency that the socio-political climate of the community will have an effect on the language of the media, as for example the issue of campaigns and election campaigns through television describe the representation of the Presidential candidates. In this case, the role of language can describe a way of thinking or logic speakers, as seen from the vision and mission of each language media showing the ways the presentation of the journalists in disclosing information in a way that is not always the same. Growing phenomenon in the world of press is a choice between idealism and commercialization. This choice is not easy because to maintain its existence in fact dealing with a conscience about moral responsibility of a press should remain with the advanced interest, as stirred by Arthur H. Sulzberger "Along with responsible newspaper, we must have responsible readers" (Ibrahim.Idi Subandy ed. 1997: 79). If analyzed more specifically, the issue of the media is not limited to the physical dimension, but rather the most urgent content of media messages are more difficult to be selected, so that the effects of media messages are not easy to overcome.

This reality continues to grow with the development of technology that is so expansive and innovative. Affecting information technology in two ways: the presence (physical presence) and its contents (content). The presence of television, parabolic antenna, video, the Internet can enhance the social status, but also improve new social network. Social effects of the presence of the new technology is rescheduling daily activities. The effects of the presence and effect of diverting the contents of birth effects (displacement effects) may organize daily activities. The effect of the presence of information technology is shifting technology as a medium for recreation rather than educational activities. This is even capable of influencing the activities that are productive. Here, the representation of the media as a new colonialism continues unstoppable as it is said by some social theorists known as "colonization of consciousness" (consciousness colonialism)(Dedy Dajamludin Malik, 1997:137). In addition, the characteristics of information technology is that it is global and brings the community to be part of the "global village", as said by McLuhan, as ilustras (Dedy Dajamludin Malik, 1997:137),

"You could hear the news every day from all over the world through the BBC, ABC, and do not like the National News. Children are more like cartoons containing Western culture. Mothers are mostly fascinated by Argentine telenovela or Bollywood movie ".

The above illustration shows that problem needs to be criticized in the media comprehensively. In the social life, media issues are associated with the representation of the interests of the west or the capitalists who often do not realize that what they did can affect cognitive and affective structure of society. This phenomenon is getting stronger with the use of gadgets among the younger generation. As a result, more young children prefer to memorize the life of Michael Jackson, Korean
artist, rather than the history of the hero. Children are fond of imaginative character such as Doraemon, Spongebob rather than Timun Mas, Lutung Kasarung, or other people's stories in which the children are merely memorizing where the story originated without being able to grasp the meaning behind the folklore.

The social phenomenon proves that the media is able to change the mindset and behavior of people. Reality displayed in the media is a reality that has been selected. Television choose other figures. The reality continues to grow in various dimensions and various purposes. No wonder if the approach of Agenda Setting theory explained that "the media does not determine how you think, but the media determines what you should think through the presentation". Indonesian TV phenomenon that show the success of culture is shown by some musical and entertainment audition to search for talents, such as AFI, API, KDI, Indonesian Idiol, X Factor, Mama Mia and so forth, that have brought the dream and probably true for most people to achieve social position which is previously unimaginable only by presenting themselves to cultivate his/her source of power to influence the audience to support them via SMS and voice support. On the other side of these programs, they also provide the power to "anesthetize" the people sit in front of the TV, even the audience to learn how to be a talented singer or comedian viewer version (Ibrahim.Idi Subandy ed. (1997:79)

Critical analysis of the mass media as described by David J. Colle has been seen by many people, especially those related to education that the mass media is an important tool for social construction, because the media message is not only interpreted as simple discovery of meanings generated but rather shows how it is originated and spread the message. (quoted Ibrahim.Idi Subandy ed. 1997:79). It can be interpreted that the media has a very strong social effect in the educational process. Social effects are constructed by the mass media that can affect it positively or negatively. The positive effects can be developed with the media as a source of effective learning in exploring the development of science ethic is increasingly limited by the dimensions of space and time more effectively. Meanwhile, the negative effects of the hegemonic in knowledge will also have an impact on the way of thinking and behaving that reduce the development of student creativity and critical thinking skills. In addition, the process of encouraging the hegemonic value in conflicts and social conflicts occur in the development of technology and science.

Hegemony in Education: Curriculum and Power in Education

Hegemony in education cannot be avoided in a global society. Globalization is supported by the development of technology and science, which grew rapidly pushing hegemonic process continues to occur. As illustrated that technology is part of the cultural and organizational structure of institutions that produces a particular configuration of power or particular belief Culture is not just a matter of representation and consciousness but it is more about the practice of institutions, administrative routines, and a special arrangement. (Barker,2005: 387). Government-based cultural domain referred by Bennett is the existence of education and museum. The curriculum is regarded as part of the extension of government influence which regulates the education system. Museum exactly aims to show a representation of human history that represents the representation of the historical figures to be learned by the students.

Education cannot be separated from culture. The process of education is merely a process of transmission of the majority of culture, which traditionally presents science and the relay from generation to generation. Traditional pedagogic reproductive function substantially maintain and legitimate the existing power structure in the community. The right to be different that characterize democratic societies do not exist. More progressive education movement is merely in contrary to the child (child-centered education). Instead, critical and transformative pedagogic view that the process of education is not merely the transmission of culture and even science is a process of deconstruction and reconstruction of culture (Tiliaar, 2003: 44). It can be interpreted that the culture in the educational process is actually a hegemonic process that can be done directly and indirectly; consciously or unconsciously, through social processes.

The process of education cannot be separated by the process of reconstructing the cultural hegemony. Therefore, the hegemonic process cannot be separated especially in education. In Gramsci's view of hegemony, he said that a social condition in all aspects of social reality are dominated or supported by a particular class. Hegemony itself is an educational association (educational relationship). It is merely an educational relationship that makes up civil society that lies in the basis of power. Two influential principles as said by Gramsci in the formulation of education policy, are namely: 1) Power Struggle; 2) Democratization of social life. Power in education can be divided into two types namely: 1) Power transformative; 2) Transmitted Power. Power in education is the transformative power of nature. The goal is in the process of power relations in which there is no form of subordination between subjects with others. Transformative power even evoke reflection and the reflection cause of action. Orientation that occur in the action is advocate orientation. Whereas, the transmissive power is a process of transmission which is desired by the affected subjects power itself. The orientation of power is the legitimative orientation (Tiliaar, 2003:78-80).

Hegemony in the implementation of education are inevitable in social life. It is associated with four power-based education implementation issues namely: 1) domestication and educational
The Role of Multicultural Education

Multicultural education is needed in the community with hegemony. Schools have an important role in shaping the structure of the multicultural perspective in a pluralistic society. Schools are sociologically related to the dynamics of the social structure. Schools in the multicultural society has a strategic role to establish a perspective to the students to appreciate the differences existing among them. Schools are also expected to implement multicultural education. As explained by Zamroni (2011:20) that by the multicultural education, the students will develop their critical thinking skill in order to be able to assess the material presented critically and constructively; have an awareness of others’ possession and examine why and where something is suspicious, as well as continue to assess how to remove the suspiciousness. Moreover, understanding any science and belief is like a double-edged knife, there is a good side and there is a bad side as well; have the skills to utilize and implement science; as a person learning, lifelong learning still involves the entity; being aspirated to occupy the position as learned, but being aware that these positions should be achieved through hard work; students understand the relevance of what is learned to the conditions and issues facing the nation. According Bank (2009:1-3) as explained multicultural education: 

"...an idea, an educational reform movement, and processes whose major goals is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, language, and cultural group will have an equal chance to achieve academically in school"

Building a multicultural education paradigm is not easy, because it requires a sustaining critical dialogue. Differences in the structure of society is a socio-cultural-determining economy that makes the implementation of multicultural education has to be continued to be examined and researched. It can be interpreted that building paradigm of multicultural education in schools is very complex. The complexity exists because the implementation of multicultural education is associated with a variety of social elements in a society with one another. However, it is also synergistic. Some important aspects to consider in developing a multicultural education paradigm as described by Zamroni (2011, 20), is the heart of multicultural education to create equality of education for all citizens, not just a change in the curriculum or changes in the method of learning. However, multicultural education is the process of transforming the consciousness that gives the direction where the transformation of educational practices seek to narrow the education gap. Therefore, multicultural education aims to do something, namely to build a bridge between the curriculum and the teacher character, pedagogy,
classroom climate and school culture in order to build a vision of a school that upholds equality. Thus, multicultural education paradigm is not limited to actual dimensions in the school, but rather the sociological impact on reducing inequalities in educational opportunities for all social classes. In the context of hegemony it is expected to establish a balance in the process of social life at schools.

Multicultural education is not a set of curriculum but a perspective that is reflective in all decisions about very phase and aspect of teaching. It is a lens through which teachers can scrutinize their choice in order to clarify what social information they are conveying overtly and covertly to their student (Ramsey 1987 quoted Anita Lie, 2003:83). In other word, educator should be aware of and responsible for social goals and values of the curriculum design, material, and activities they deliver to the student. Educator occurs in a sociocultural context, and all curriculum material and practices reflect certain social values. The broad goals of delivering a multicultural curriculum as follows (Anita Lie 2003, 84):

a. Help students develop positive gender, racial, cultural, class, religious, and individual identities, and recognize and accept their membership in many different group. Ethnic and religious tension often reflects feeling of social injustice and in-group/out-group conflict. Educations can help students define themselves within a context of diversity.

b. Enable students to see themselves as part of the larger society and empathize and relate with individuals from other groups in within society. To stop the vicious cycle of resentment and prejudice, student need exposure to the idea that share many characteristics with people of other groups. Students also need to see different points of view, use highly developed communications skills rather than impose on their own views and tolerate differences.

c. Fosters respect for and appreciation of differences. Distrust and resentment of people of different groups often rest on ignorance or misperceptions on their habits, lifestyles, and viewpoints.

d. Development a sense of shared humanity. Inter-group prejudice often leads people to look for scapegoats adn, even worse, to become destructive. If students have an objective and realistic view of society and see how people are affected by the same forces, they may empathize with other adn be less constrained by narrow self-interest.

e. Help student develop the educational and social skills to fully participate in larger of society in ways appropriate to their individual styles, cultural orientations, an linguistic background. While having knowledge of different groups and lifestyles may reduce the fear of differences, the motivation for reaching beyond cultural, racial, and class barriers rests on peoples’s self esteem and confidence.

These goals may have no direct or short-term effects on larger societal and economic problems that trigger intergroup tension. However, they can influence the ways that new generations interprets and participate in social relationships and can helps students develop positive attitude toward people off different backgrounds.

Similarly, the development of media requires a multicultural perspective to awaken democratic society. School as an institution that uses the media as one of the learning kits to create effective learning requires a learning design that may affect the development of patterns of thought and behavior that respects difference and equality. Therefore, multiculturalism strategy requires a positive image. Multiculturalism aims at celebration of difference, for example, multi-religious education, performing rituals and promotion of ethnic foods into aspects of education policy. This strategy needs the role of culture in the context of the social order which ignores the dimension of power.

Conclusion

Educational hegemony in practice is hard to remove. Hegemony in the field of education curriculum does not merely eliminate the potential for human creativity as well as to develop optimally. Schools are also expected to reconstruct the power of culture and nationalism in facing the global forces that tend to eliminate the nation’s identity. Multicultural education is expected to build learners perspective in the face of increasingly powerful hegemonic process in line with the development of media and technology.

Multicultural education learners are also expected to have the ability to create quality education for all citizens, not just a change in the curriculum or change the method of learning. Multicultural education is expected to transform awareness in educational practice by narrowing the education gap. As such, multicultural education can build character curriculum and teachers, pedagogy, positive atmosphere of the class and school culture in order to build a vision of a school that upholds equality, so that the existing hegemonic process can be reduced in the process of social life.

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INTERNALIZATION OF PANCASILA CHARACTER EDUCATION THROUGH THE DEVELOPMENT OF A GRAND DESIGN IN EARLY CHILDHOOD

Siti Supeni
PPKn-FKIP Universitas Slamet Riyadi Surakarta
email: peni.unisri@yahoo.com

Abstract
The Objective of the study found the "model of the grand design" of character education in internalising the Pancasila and Citizenship Education in early childhood as strengthening the value. This study also provides recommendations for developing educational strategies characterize the grand design of effective development and find teaching materials. Method Research: Gall.M.D.Gall.J.P and Borg,W.R. Research and Development, through observation, Focus Group Discussion, Interview, Documentation, by purposive sampling. Data analysis techniques: Qualitative, based on the Interactive. The researcher used data reduction and data presentation continuously. Conclusion: Development strategy in the grand design internalize the character of education Citizenship in Early Childhood Education as a strengthening of the values of Pancasila in Surakarta, developing the customized environment conducive to learning materials and media in imparting PPKn, through the media play drawing, singing national songs, love for the homeland (outing class) can be effective in practice to improve the quality character of education students development through basic ethical values and moral education which serve as the basis of Pancasila and Citizenship.

Keywords: Character Education, Pancasila, Early Childhood Education.

Introduction
Early childhood education is very crucial for the development of children since they are born up to six years old through providing various experience and stimulus healthily and optimally based on the character values and morals adopted. Vygotsky (in Diana Mutiah, 2010: 74) states that cognitive competence of children might be conceived if it is interpreted developmentally. In line with the argument of Martono (2009: 2), he states that children are the future of the nation which has to be grown and developed on their soul and physic in order to be smart, creative, and a good attitude. Early age children must be developed on their motoric sensory (fine and gross motoric) through art and skill through playing activities.

Understanding Pancasila on the early childhood education is the most difficult time to begin. The first idea that should be implemented on children in order to be discipline, active, and respect between good and bad things is through the game approaches: solitary play (bermain seorang diri), onlooker play (anak sebagai penonton), parallel play, associative play, and cooperative play. Agus Wibowo (2013: 125) states that in implementing the first principle of Pancasila, teachers have compulsory to implant a good basic belief since early childhood appropriate with religion believed, and internalized in every educational activity in early childhood education by using models, media, and suitable learning equipments.

The duty of educators is to ensure that children never interpret that kind means silent and foul means lots of movements as the concept of discipline adopted in the past. Deitje Adolfien Katuuk, (2014: 24) argues that the ability of teachers in developing learning strategies can be prepared in two aspects, namely their knowledge in terms of various approaches, models and strategies of innovative learning which are expected by curriculum of 2013, and the ability of teachers to implement it, particularly on early childhood education as a preparation to come in the elementary grade (sekolah dasar).

Implanting values of a character education since early childhood is as a preparation to anticipate toward the development era because of potential conflict in a great multicultural society will implant the foundation as a member of a peace country of the reality on Bhinneka Tunggal Ika. The character education is the most crucial bridge to form a multicultural society started by early childhood education. Ellen G. White in Hidayatullah (2011) argues that a character building is the most important effort that is ever given to human. The character building is an extraordinary purpose of a proper educational system. Stiles (Hidayatullah, 2011) argues that a systematic and programmed character building since early education shapes characters and prestigious nation civilization in terms of educating the life of country, having a purpose on the potential development of learners in order to be faithful and good-fearing, a precious character, health, bookish, capable, creative, autonomous, and a democratic and responsible civilian. (Pasal 3 UU Sistem Pendidikan Nasional). (Diana Mutiah, 2010:141).

The concept of Character Education
The character education means as the deliberate us of all dimensions of school life to foster optimal character development, must involve all components: the content of the curriculum, the process of instruction, the quality of relationships,
the handling of discipline, and ethic of all school environments (Zamroni, 2003:14). Character education is the deliberate effort to help people understand, care about, and act upon core ethical value, (Doni Koesoema A, 2009: 75)

The Character Education on Pancasila

Learning civics (Pendidikan Pancasila dan Kewarganegaraan) is carried out through the implementation of various innovative, creative, and contextual learning as a vehicle of shaping the whole characters of learners through: value and moral education, approaching an extensive environment, active, integrated, cooperative, paragon, creating a good classroom atmosphere of learning, and a characterized culture of schools on pancasila. (Udin S Winaputra 2014:260)

Having a purpose to develop a potential of learners in order to be faithful and god-fearing, precious characters, health, bookish, capable, creative, autonomous, and a democratic and responsible civilian; (1) developing potential learners in order to be kind, good thought, and proper behavior. (2) Building a characterized nation on pancasila. (3) Developing the potential of civilians in order to have confident and proud attitude to the nation, and loving human beings. (Kemendiknas, 2011:7).

Internalizing the Character Education

Internalizing is a process of the character education carried out informally, a well kept, and slipped in a learning and instruction interaction which is intentionally designed to achieve the purpose of shaping characters by applying structured learning experiences (Lickona, T. 2004:324). The process of internalizing can be conducted by all teachers but by different emphasizing. Through the learning and instruction interaction, civics and theology can produce nurturant effect and also teachers on early childhood act as role models

A Study on Early Childhood (PAUD)

Laws of Indonesia republic no. 20 in 2003 on early childhood means as educational efforts (parents, teachers, and other adults) in facilitating the development and leaning of learners since they are born up to six years old through providing a variety of experience and stimulus that has a developing nature, cooperative, and overall, therefore children can grow and develop healthily and optimally based on moral and life value and it will achieve optimal development of children’s characters.

The Character Education on Early Childhood Education

A process of learning, managing so that learners recognize and receive the values of nation characters as their owned, and be responsible through the process of thinking, attitude, and behavior are intended to foster learners’ capability in doing social activities and encourage them to look themselves as social human beings conducted based on the steps of developing early childhood up to adult.

A Study on Civics (Pendidikan Pancasila dan Kewarganegaraan)

Based on a study of epistemology, civics is needed to be conceived since early childhood in the citizenship education concept in expression to grow and develop an individual potential in order to be a member of society, son of nation, and adult civilians is a pedagogical and sociocultural vehicle that is approved as humanity civilization that contributes in society and nations’ life significantly. (Udin S Winaputra, 2014:251).

Problems

How is the developing strategy (grand design) of the character education in the internalization of Civics on early childhood education (PAUD) as reinforcement the values of pancasila?

Method

This research was carried out in Solo city on teachers of early childhood education using purposive sampling of 100 persons. According to Gall.M.D.Gall.J.P and Borg.W.R (2003) research and development has a purpose to foster a model through participant observation, focus group discussion, interview, and questionnaire. Data reduction and data shown continually up to conclusion arranged.

Reseach Findings and Discussion

The number of teachers in Surakarta is 763. It consists of 24 male and 739 female. They have various background of education (SMA, D-3, dan S-1). Most of them work as honorary employees and 4.4 % or 17 teachers as public servants

In general, early childhood teachers conceive Pancasila. It can be proven that 78 % of them belong to a good criterion or understanding pancasila as the fundamental of ideology of Indonesia, therefore it will be easy in conveying to learners. Further, in terms of UUD 1945, early childhood teachers have adequate understanding about it, particularly on the human rights that all Indonesian children have a compulsory to acquire suitable education.

Their comprehension on Republic of Indonesia: that they need to conceive Indonesia as a nation with a variety of islands, ethnics, religions, and race need a process of internalization of learning through pictures, songs of nationality. The difference in togetherness implemented on early childhood education is a concrete form of Bhinneka Tunggal Ika. Understanding early childhood teachers on a learning process of early childhood education through various ways: a model
of learning, touching a culture of teaching while playing, exploiting media of papers and media of nature to increase love to god.

The strategy of developing grand design of the character education in internalizing civics on early childhood education, namely developmentally appropriate practice (DAP) based on multiple intelligences are described in the following:

**Table 1.** The strategy of developing grand design on the character education in internalizing civics on early childhood education (PAUD)

<table>
<thead>
<tr>
<th>No</th>
<th>Programs of Activities</th>
<th>Activities</th>
<th>Internalization</th>
<th>Output put</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The development of moral and religion values</td>
<td>Administering on the achievement on spiritual intelligence, e.g. children are guided to pray before eating and taught how to devote to god properly</td>
<td>Internalizing values of the first principle of Pancasila.</td>
<td>To steady moral and religion values on children of early childhood education.</td>
</tr>
<tr>
<td>2</td>
<td>The development of social and emotional values</td>
<td>Administering on the intelligence achievement in terms of intrapersonal, interpersonal, and naturalistic, e.g. every child is given an explanation to care among fellow.</td>
<td>Internalizing values of the second principle of Pancasila.</td>
<td>To steady a solidarity and empathy among fellow.</td>
</tr>
<tr>
<td>3</td>
<td>The development of language</td>
<td>Administering on the linguistics intelligence achievement, e.g. children can mention the name of big islands on Indonesia, the name of president and vice president of Indonesia, etc.</td>
<td>Internalizing values of the third principle of Pancasila.</td>
<td>The correct Indonesian vocabulary, loving Indonesia and its leader, the name of islands in Indonesia, etc.</td>
</tr>
<tr>
<td>4</td>
<td>The development of cognitive</td>
<td>Administering on the achievement cognitive intelligence, e.g. children can count the number of Indonesia’s symbol of burung garuda on Pancasila (wings, tail, breast feather, meaning of bhineka tunggal ika)</td>
<td>Internalizing civics in the understanding of symbol of Indonesia (Burung Garuda, Pancasila)</td>
<td>To steady by singing garuda Pancasila song and to know its meaning.</td>
</tr>
<tr>
<td>5</td>
<td>The development of culture art and culture of Indonesia</td>
<td>Administering on the intelligence achievement on the development of art and culture of Indonesia, e.g. in an art program, it is always shown a property of region potential culture and art.</td>
<td>Internalizing civics through a performance of art and culture of Indonesia.</td>
<td>To steady values on loving a potential of culture and art properties of a region.</td>
</tr>
<tr>
<td>6</td>
<td>The development of physics.</td>
<td>Administering on the achievement on intelligence of physical development through walking activity, walking around a village or outbond, seeing the properties of Indonesia’s nature (mountain, ricefield, river, sea, city garden)</td>
<td>Internalizing civics as a pride of the properties of Indonesia and conservation of environment.</td>
<td>To steady a pride value about the properties of Indonesia and conservation of environment.</td>
</tr>
</tbody>
</table>

The activities of the character education in implanting civics are done through the following ways:

**Playing centre (sentra bermain)**

A centre of active playing (Learning by doing), belief and god-fearing centre, playing boxes centre, the centre of playing a role, art centre, a preparation centre, the centre of nature and science, the centre of musics, out door area, checking a health, social contributions and savings, showing educated films, a variety of contest, exhibition of a creation, yearly activities, a stage of arts of children, a top theme to implant a responsibility to give a reward and punishment, and building an early childhood on his or her discipline. All above are internalized by civics values.

**Internalizing the first principle of Pancasila.**

(a) The first principle. It includes accustoming positive behavior, implanting autonomous and discipline, and building belief and god-fearing that administers on the spiritual intelligence achievement, e.g. children are guided to pray before starting a lesson, after a lesson, and before eating, and finally they are taught how to pray and to act devotion properly.

(b) The second and the third principles. These include the development of feeling and emotion and also social ability to improve sensitivity toward a society life. This development aims at the intrapersonal, interpersonal, and naturalistic intelligence achievement.

(c) The fourth and fifth. This administers on the achievement of linguistics intelligence, e.g. children can study to communicate and discuss with their friends, mentioning the names of islands, the relation to Bhineka tunggal ika and a variety of ethnic, religions and faiths which are believed by Indonesian and a social solidarity.

**Internalizing civics through:**

(a) The cognitive development includes the development of early and early science. This administers on the logical and spatial visual intelligence achievement. Agus Wibowo (2013:41) teaches the meaning of symbol of Indonesia, e.g. mentioning the meaning of symbol of burung
On the first part of wings that has 17 feathers that symbolize date of the independence of Indonesia, then mentioning the meaning of the symbol of tail of burung garuda that symbolize the eighth month, namely on august, and finally the total feathers of breast is 45 that symbolize the year of independence of Indonesia, namely 1945.

(b) The development of arts and cultures of Indonesia. The development of arts administers on the musical and visual spatial intelligence achievement. It includes the development of simple arts of musics and dance and a skill to create a creative creation (hand-made creation). For example, making a creation by using the big island designs in indonesa by providing a drawn board of the islands of Indonesia (Sumatra, Kalimantan, Sulawesi, Jawa dan Papua). Children wet ex-newspaper and adhere on the design of islands' pictures that has been prepared by teachers, then it is colored based on students' creativity.

(c) A physical development. It includes fine motor and grossmotor to the growth and healthy of children. The physical development administers on the achievement of a kinesthetic body intelligence. Every program of developing consists of some indicators of basic abilities that will be achieved. In implementing learning activities, every basic competence taught is related to the theme that has a relation with civics. A part of theme is chosen and determined based on the agreement with team of teachers by paying attention to children environment, hobbies, and interest of learning appropriate with the availability of school learning facilities. The purpose of using the theme is to make meaningful and fun learning process and can enrich experience and vocabulary of children, e.g. fine motor: singing, praying, dancing, drawing/coloring a picture. gross motor: sports, ceremony of indonesa independence, rows activity, walking around the village.

Success of developing characters through a variety of efforts, therefore it creates a conducive atmosphere in building and developing the characters of children through the following concepts:

Creating a conducive environment

A success of the character education for early childhood is needed to be supported by the conducive environment neither physic nor non-physic environment. Safe, comfortable, correct environment and centered activities on children is the atmosphere that can arise enthusiasm and motivation to study.

Comprehensive approach of schools, families, and societies.

Giving individual service, arising a high learning motivation, creating cooperation to respect between learners and teachers, developing effective, interesting, and safe classroom organization, giving opportunity on every learner to be creative and improve in every learning activity and game they chosen, and teachers are as a souce of learning.

(Depdiknas Ditjen PLSP Direktorat Anak Usia Dini, 2002).

The improvement of early childhood education teachers’ quality.

Teachers of early childhood education can apply 18 concepts of the character education. Kemendiknas (in Siti Supeni, 2014:55): religious, honest, tolerate, discipline, hard-worker, creative, autonomous, democratic, inquirer, enthusiasm to nation, loving in country, respecting an achievement, communicative, loving peace, bookish, care, and responsible which are implemented in the process of education on early childhood based on values of civics.

Conclusion

Based on the result of data analysis and discussion, it can be concluded in the followings: (a) This has been developd a strategy of grand design of the character education in internalizing civics on the early childhood; (b) There are some developmental strategies of grand design of the educational character in internalizing civics on the early childhood education through a strategy of tables that will be applied in the process of education.

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PROFESSIONAL DEVELOPMENT OF ELEMENTARY SCHOOL TEACHERS AS AGENT OF LEARNING THROUGH 'PERSONNEL TRAINING AND DEVELOPMENT MODEL AND ITS DETERMINANTS FOR SUCCESS'

Slameto
Elementary School Teacher Education Program, SatyaWacana Christian University, Salatiga, Indonesia
slameto_uksw@yahoo.com

Abstract
World Bank Research states that Indonesian teachers are mentioned to be the lowest quality as an agent of change regarding their low productivity, low teacher enthusiasm, and many more factors. For that reason, a set of teacher empowerment models are urgently needed. One of them is the Training and Personnel Development Model. This model is aimed to test the efficiency and effectiveness of teacher’s training model and to find the determinant factor which concludes teacher professional development as an agent of learning. And it was developed through three stages of method; a preliminary study, the development model of teacher training, and continued validation of the model by examining its efficiency and effectiveness. The training is followed by 37 people, 17 of them are alumni of SWCU’s Blended Learning Program. From the training that was conducted, it was shown that most workshops for elementary school teachers were not efficient and effective and had not increased teachers professional development as an agent of learning. Yet, the developed training model is proven to be efficient and effective. There are 3 models of determinants; 1) enthusiasm, 2) the cooperative and anticipative activity and 3) teacher professional, which increases 89.70% of teachers as an agent of learning.

Keywords: Elementary School Teacher Training, ‘Training and Development Personnel Model’, Efficiency and Effective Model, Teacher’s as an Agents of Learning.

Introduction
Entering the 21st century, teachers are required to be able to change their students’ mind set to face any obstacles they might experience as well as to have a heroic role which is unreplaceable. How important is the teacher’s role for their students’ future development? The teacher’s role in the 21st century is more complex than before. Its complexity is shown, for example, in how a teacher should respond to various and changing needs of the students, the fast development of technology which infiltrates the world, or demand for excellence from the community, the change in social construction, and the globalisation (Sri Setyowati & M. Arifana, 2004).

The quality of the students in the future is very much dependent on the teacher’s role at school at the present time. Up to this date, the school remains the only social institution which is particularly developed and organized to develop students in preparation for the future of this generation. That is the reason why the school and the teachers are expected to develop and renew themselves continuously in order that they are able to give a balance with the rapid changes of the students and the community’s needs.

One of the teacher’s roles in the 21st century is becoming a change agent. Teachers are expected to be competent in bringing about positive changes to their students and school. In addition to their role in the context of curriculum, teaching, and evaluation, a teacher---let alone an elementary teacher---is also made a model by his students concerning his personal habit (Putu Sudira, 2012). The result of World Bank’s research indicates that the Indonesian teachers are at the lowest level in Asia in their role as a change agent (Hidayat Jaya Giri. 2012), their productivity is very low (World Bank. 2006); and that there are many factors that influenced the status.

Teachers in the 21st century are expected to become a figure that can motivate and inspire their students in order that the latter are able to optimize their potentials to be useful for their future. The teachers are change motivators; but how about their condition as illustrated by the World Bank’s research findings? This is the reason why they need empowerment.

In order to upgrade the teachers’ role and ability as teaching agent, many have been done by education and trainings. A research by Widodo, et.al. (2006) revealed that there are obstacles in the application of the results. These constraints are related to the process, content, and support after the training. Constraints related to the process of training or upgrading are: a) the method of training is generally in the form of lecturing and discussion without giving teachers to exercise in real situation; b) the upgrading and training is conducted in such a big audience that individual teacher’s needs or problems are not attended to; c) the activity rarely discusses real problems in the field.

The application constraint related to the content of training or upgrading includes a) inappropriate materials with the need in the field; b) the materials presented are hard to apply. In fact, the materials are well understood by the teacher participants. In view of the post training or upgrading support, there are barely any follow up monitoring and evaluation activities. In addition to
the absence of evaluation, support from the school (i.e., time allocation, means, and funds) is inadequate.

This becomes the reason why the strategy to empower teacher's role as a learning agent through education and training is preferably, among others, “that the focus of training should emphasize more on the effort to develop personal consistency as an educator during his professional career to develop (a) life-long learning principle; (b) the need for achievement principle; (c) leadership principle; (d) future visionary principle; and (e) inspiring principle in a group (Agustian, A.G. 2005)

One of the training models for teacher empowerment is the "Personnel Training and Development" model from Otto and Glaser (in Mustafa Kamil, 2003), which is considered effective enough. Other issues are the variety of influencing factors and the model for inter-factorial relationship for the enhancement of the teacher's role as learning agent, especially for the sake of the Distance Education graduates.

The problem in this research is, therefore, how the development of education and training for teachers using the Personnel Training and Development model enables them to develop their ability as learning agent? What are the determinant factors, in what form is the contribution model and how significant is it to the success preparing teachers as learning agent? The objective of this research is to examine the efficiency and effectiveness of the Personnel Training and Development model and to find out determinant factors that contribute to the success of making teachers learning agents.

Theories

Teachers in the 21st century and ahead are challenged to accelerate the development of information and communication. Teaching and class management in this century must be in harmony with the advances of information and communication technology. According to Susanto (in Dink, 2012), there are seven challenges for the teachers in this century, namely, 1) Teaching in the multicultural society, 2) Teaching for the construction of meaning, 3) Teaching for active learning, 4) Teaching and technology, 5) Teaching with new view of abilities, 6) Teaching and choice, and 7) Teaching and accountability.

The 21st century demands teacher's increasingly higher and optimal roles. Generally speaking, Tilaar (in Didik, 2012) states that the community will no longer accept unprofessional teachers. This is in line with the UNESCO recommendation on three demands: 1) teachers should be considered professional workers who give services to the people, 2) teachers are required to have good mastery of sciences and skills, and 3) the sciences and skills should be acquired from in-depth and continuing education.

The 21st century teachers should possess the following characteristics: 1) high struggling spirit and work ethos as well as good quality of faith and piety, 2) ability to apply science and technology as required by their social and cultural environment, 3) high professional performance in performing tasks and doing profession, 4) wide future perspectives in looking at the variety of problems, 5) high morality model and sense of aesthetics, and 6) developed competitive and group work principle. Slightly different from Muhammad Surya's demands (Didik, 2012) with his nine characteristics, the ideal teacher is one who 1) has high struggling spirit and good quality of faith and piety, 2) is able to express himself in relation with the environment requisite and the development of science and technology, 3) has the ability to learn and cooperate with other professions, 4) has strong work ethos, 5) has a clear plan of career development, 6) has high professionalism spirit, 7) has physical, spiritual, material, and nonmaterial welfare, 8) has future perspectives, and 9) has the ability to function and play his role integratedly.

In his role as an agent of change, a 21st century teacher needs to have basic characteristics or ability to fulfill the demands of the time. This kind of ability is illustrated beautifully by Fullan (1993) with his four basic mental capacities which must be embedded in the self of the teacher as an agent of change entering the 21st century. These four basic mental capacities include the development of personal vision, the habit for inquiry, the importance of mastery, and collaboration.

According to German Gomez (2014), change can be defined as both a noun and a verb. As a noun, change can be defined as a process of transition from one stage to another, or, a transformation. As a verb, change is defined as the action of causing something/someone to be different or transforming an object of a person. Moreover, Gomes shows specifically matters which support change in: knowledge and skills of subject matter, greater understanding among cultures, awareness of the world around and global issues, awareness of the community around them, habit building and changing, possibly hindering factors, time spent with learners, lack of support from colleagues, availability of resources dan cultural differences.

As an agent of reform, a quality teacher according to Peter G. Beidler (Tulus Tu'u, 2002) has the following characteristics: (1) always studies and reads to find success and to help learning, (2) has the courage to take risks to achieve the goal, (3) has a positive attitude, pride to profession, does not undermine himself and his profession, (4) works hard and uses time for preparation and teaching services, (5) must perform his duty and responsibility very well, (6) makes his students confident, (7) gives his students encouragement to progress and develop, (8) motivates his students to become independent, and (9) listens not only hears.

A teacher as an agent of change for his students, in Arifin’s mind, is one who has pedagogic, personality, social, and professional competencies, and will be able to play the role of a
change agent for his students in class (Arifin, 2009).

In the Indonesian law concerning teachers, it is stated that the function of teachers is the learning agent. What is meant here is that a teacher plays roles as a facilitator, motivator, trigger, learning engineer, and inspiration giver to his students.

The importance of teacher’s role as learning agent—that is, promoting understanding and tolerance—has never been more obvious than today. It appears to become even more critical in the twenty-first century. The need for change, from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of the few to a technologically united world, places enormous responsibilities on teachers who participate in the moulding of the characters and minds of the new generation (Yin Cheong Cheng, King Wai Chow, Kwok Tung Tsui, 2001).

Related to the focus and purpose of Change, Zeichner and Noffke (Jeremy N. Price and Linda Valli: 2005) offered two useful typologies. For Zeichner, action research has the potential to effect change in (a) individual teacher development and the quality of teaching, (b) the control of teaching knowledge, (c) the institutional context, and (d) the broader social context. Using the word dimensions, Noffke described what labeled the purposes of change: personal, professional, and political. Personal change is similar to what Zeichner referred to as teacher development or teaching quality; professional development corresponds closely to the control over teaching knowledge; and the political dimension or purpose of action research resonates with changes in the social context that aim at greater justice and democracy.

Based on the research findings by Widodo, et al (2006), it was revealed that there are constraints in the application of the results of trainings for professional development. These constraints are related to the process, contents, and support during post training and upgrading. Constraints related to the process of training/upgrading are a) method of training generally takes the form of lectures and discussions without an opportunity for teachers to practice the application in real situations; b) the training/upgrading was conducted in big masses of participants, so that they cannot attend to their individual needs or problems; c) the process rarely discusses real problems in the field. Constraints in the application is related to the contents of the training/upgrading, which include a) unsuitable materials with the need in the field; and b) the materials cannot easily be applied. However, the materials can be understood quite well by the teachers. In general, there are neither monitoring and evaluation activities after the training nor support from the school, such as time allocation, facilities, and funds.

In consequence, the characteristics which will be developed into the teacher as a learning agent through trainings are determined by many factors including the teacher factor, such as enthusiasm to become a learning agent, thinking ability which is critical, reflective, and anticipative, which can be developed by way of cooperative-anticipative learning activities. Training and education as an integral system serves as a set of components or elements or sub-systems which interact each other to change the teacher’s competencies in such a way that he may have better achievement appropriate to his position. The approach in the training can use a flowchart starting from input, process, output, and out come. The input is the training participants all with their competencies that they own, budget, time, facilities and infrastructure. The proses as a sub-sistem in the training program comprises teaching-learning process, pre- and post-training evaluation, arrangement of room facilities and equipment, etc. The output is the training graduates who have already had competencies as were expected, graduate certificates, and job entry certificates. The outcome is the increase in productivity and contribution of the training graduates to the organization.

In view of needs analysis, the target to be achieved is decided. It can be in technical or behavioral terms. The training goal should be clearly stated on the basis of the result of the needs analysis. The principles of good learning are implemented to make sure the teaching-learning process go well. Basically, learning principles which are appropriate to use include five issues, such as participation, repetition, relevance, transfer and feedback.

The appropriateness of the teaching techniques used depends on many considerations which will take into effect, such as efficiency in budgeting, program materials, provision of particular facilities, preference in participants’ abilities, preference and trainer’s competency, and learning principles which will be used.

Upon the completion of the training program, the result is identified. The program can be said to have been successful when there is transformation and a change of behavior of the participants, which is reflected in their attitude, discipline, and work ethos. These components are supporting each other in making the education and training credible.

One way of improving the capacity of the 21st century teachers is implementing an effective education and training program. The program structure to achieve the competence in demand needs comprehensive planning. This comprehensive structure is expected to upgrade teacher’s competence as an agent of learning. Some internal matters that must be developed in the education and training include identification of information about the ideal 21st century competencies and the real competencies needed in the field. This competence mapping serves as a basis for the statement of objectives, training materials,
experiences that need developing, learning resources, and time allocation for the training.

The other thing that matters is the adoption of strategy and approaches relevant to the education and training purposes. The training materials are developed in such a way that they facilitate active, enjoyable, experience-based, competence-based form of learning. The training scenario must be effective, controlled, and accountable. The training also must be relevant to practical purposes in order to receive positive response from the participants.

The use of delivery strategy needs to attend to the following: the application of andragogy approach based on development of experiences and performance. The participants’ experiences need to be developed through active learning, which enables the participants to become the subject of the activity in the learning processes. The education and learning should be conducted interestingly, impressively, and enjoyably, and be evaluated carefully.

In order for the change of behavior to happen as an implementation of teacher’s competence, the system of education and training should employ treatment which touches perception, self-concept, and values owned by the individuals. Monitoring, controlling, guiding, and tutoring need to be done so that the behavior which reflects the teacher’s competence can be improved considerably.

In view of the training’s perspective as a system, factors affecting the success of the teacher’s education and training can be identified. These factors may come from both the input and the training process itself, including clarity and meaningfulness of the objectives and tasks, the quality of group learning method based on experiences of the teachers, cooperative learning with materials relevant to the needs of the teachers as an agent of learning, level of teacher participation, display of results, and their meaningfulness. Elaboration of new knowledge and its meaning would build good image and positive habit.

**Model Development**

There are many design models for learning. Among others, there is a model which is system-oriented, such as Dick & Carey’s model, ADDIE Model, and the like. There is also a design learning model which is product-oriented, since in order to produce learning outcome, as found in Hannaffin & Peck’s model or rapid prototype model. There is still a model which is based on class teaching and learning, like the ASSURE model (Smaldino, et.al.) or ICARE model.

Generally speaking, the steps in the training design start from analysis phase, designing, developing, implementing, and evaluating. Evaluation can be done in each step, beginning from analysis to evaluation. This kind of training system enables participants to absorb information and knowledge, to practice skills, to interact with others, to deepen knowledge and skills, and to make a reflection on what has been learned. Those five objectives serve as a requisite for a successful training design.

Otto and Glaser (Mustafa Kamil, 2003) explains a model for training strategy development which is called Personnelf Training and Development Model. This model comprises five phases of activity: 1. analyzing training problems 2. formulating and developing training objectives 3. selecting training materials, learning media, methods and techniques 4. setting up curriculum and units, training subject matters, topics, and 5. evaluating training outcomes.

A training model is said to be effective when it is capable of being based on a curriculum, approaches, and strategies appropriate with the participants’ learning needs and the problems that occur in the process. For this purpose, specific requirements are needed in building a training model which is effective and efficient. One of the requirements is the learning needs and problems of participants. The analysis phase usually includes a few steps, one of which is the analysis of the system; that is, to illustrate in general terms clients who ask to design a training program. This job analysis is not necessary if the person has already had the desired. The formulation of participants’ objectives and tasks is usually followed by a reflection. When the selection of materials and media is over, the decision of training method quality follows on the basis of participants’ inspiration. After the curriculum and units, training subjects, and topics are decided, the training commences and evaluation follows. The evaluation is administered to determine whether the training objectives are achieved or not, whether the content and administration of the training is satisfactory, and to compare between the program output and the expenses spent from a number of training programs in order to select which program is the best.

The Personnel Training and Development model which consists of five phases is developed through three steps, namely a preliminary study, development of teacher training model, and model validation through evaluation of model efficiency and effectiveness in the form of participants’ self-evaluation. The training for the elementary school teachers was attended by 37 participants and took place at the Teacher’s Work Group workshop, Wonosobo Regency, on May 2-10, 2013.

**Measurement and Outcome**

The Personnel Training and Development model consists of five phases of activities as described above and is divided into three groups:

1) Preliminary Study, which includes the analysis of training problems
2) Planning and Model Development, which include the following steps: formulating and
developing training objectives, selecting training materials, learning media, training methods and techniques, setting up curriculum and units, training subjects, training topics, and implementing the training program.

3) Validation Model including evaluating training outcome which later is used as a stepping stone to develop learning model and strategy.

After the first and the second phases were completed, the model validation was conducted. The validation of the Personnel Training and Development model was done by measuring both the process and the outcome of the training program, which includes measuring the efficiency and effectiveness of the training. This activity was conducted through self-evaluation by the participants toward the training process that they participated and experienced. The result of the self-evaluation as illustrated in Table 1 below serves as evidence on the level of efficiency and effectiveness of the training program.

<table>
<thead>
<tr>
<th>Variabel</th>
<th>Mean</th>
<th>Median</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency and effectiveness</td>
<td>3,33</td>
<td>3</td>
<td>0,63</td>
</tr>
<tr>
<td>Teacher as agent of learning</td>
<td>3,1071</td>
<td>3</td>
<td>0,38</td>
</tr>
</tbody>
</table>

Considering that the mean is bigger than the median, it can be inferred that the Personnel Training and Development Model which had been used is both efficient and effective as the data supported. As a result, the Personnel Training and Development Model can develop elementary teachers’ professionalism as agent of learning. Further, the description of 11 independent variables which were assumed as determinant factors for the elementary teachers’ professionalism in the development of the training model is illustrated below:

Table 2. Description of research variables

<table>
<thead>
<tr>
<th>Variabel</th>
<th>Mean</th>
<th>Median</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clear_meaningful_task</td>
<td>3.0714</td>
<td>3.0000</td>
<td>.61573</td>
</tr>
<tr>
<td>2. Cooperative_anticipative_activity</td>
<td>3.2143</td>
<td>3.0000</td>
<td>.42582</td>
</tr>
<tr>
<td>3. Cooperative_methods_LEB</td>
<td>3.3571</td>
<td>3.0000</td>
<td>.63332</td>
</tr>
<tr>
<td>4. Cooperative_correlative</td>
<td>3.2857</td>
<td>3.0000</td>
<td>.72627</td>
</tr>
<tr>
<td>5. Exhibition_result</td>
<td>3.2143</td>
<td>3.0000</td>
<td>.42582</td>
</tr>
<tr>
<td>6. Reflection_anticipative_thinking</td>
<td>3.0714</td>
<td>3.0000</td>
<td>.47463</td>
</tr>
<tr>
<td>7. Participative</td>
<td>3.2143</td>
<td>3.0000</td>
<td>.57893</td>
</tr>
<tr>
<td>8. Enthusiastic</td>
<td>3.2143</td>
<td>3.0000</td>
<td>.57893</td>
</tr>
<tr>
<td>9. Good_image_result</td>
<td>3.2857</td>
<td>3.0000</td>
<td>.61125</td>
</tr>
<tr>
<td>10. Be_prof_teacher</td>
<td>3.4286</td>
<td>3.0000</td>
<td>.51355</td>
</tr>
</tbody>
</table>

Based on the result of the analysis as described below, it is apparent that all variables under study underwent significant increase.

Further, in order to find determinant factors for the quality of the teachers’ professionalism as agent of learning, the Regression Test with Step Wise Model was done giving the result as presented in Table 3 below:

Table 3. Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.739²</td>
<td>.547</td>
<td>.509</td>
<td>1.09630</td>
</tr>
<tr>
<td>2</td>
<td>.901²</td>
<td>.811</td>
<td>.777</td>
<td>.73855</td>
</tr>
<tr>
<td>3</td>
<td>.959²</td>
<td>.921</td>
<td>.897</td>
<td>.50245</td>
</tr>
<tr>
<td>4</td>
<td>.975²</td>
<td>.951</td>
<td>.929</td>
<td>.41547</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Enthusiastic
b. Predictors: (Constant), Enthusiastic, Cooperative_correlative
c. Predictors: (Constant), Enthusiastic, Cooperative_correlative, be_prof_teacher
d. Predictors: (Constant), Enthusiastic, Cooperative_correlative, be_prof_teacher, Clear_meaningful_task

It is apparent from the result of the regression analysis above that out of the 10 independent variables, there are 4 determinant models as independent variables which affected the teachers’ quality as agent of learning appropriate with their respective error standard. The size of the effect of the enthusiasm variable (Model 1) to the level of teacher’s quality as agent of learning is 50,90%, the size of the effect of enthusiasm variable and cooperative-correlative (Model 2) to the level of teacher’s quality as agent of learning is 77,70%, the effect of enthusiasm and cooperative-correlative...
variables and the level of teacher’s professionalism (Model 3) to the level of teacher’s quality as agent of learning is 89.70%. Lastly, the size of the effect of enthusiasm and cooperative-correlative variables, the level of teacher’s professionalism, clarity and meaningfulness of tasks in the training (Model 4) to the level of teacher’s quality as agent of learning is 92.90%.

The level of significance of each model is shown in the following table.

Table 4. Result of Anova in Significance Test of the Effect of Independent Variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17.381</td>
<td>1</td>
<td>17.381</td>
<td>14.461</td>
<td>.003*</td>
</tr>
<tr>
<td></td>
<td>14.423</td>
<td>12</td>
<td>1.202</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31.804</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>25.804</td>
<td>2</td>
<td>12.902</td>
<td>23.653</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>6.000</td>
<td>11</td>
<td>.545</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31.804</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>29.279</td>
<td>3</td>
<td>9.760</td>
<td>38.658</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>2.525</td>
<td>10</td>
<td>.252</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31.804</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>30.250</td>
<td>4</td>
<td>7.563</td>
<td>43.811</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>1.554</td>
<td>9</td>
<td>.173</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31.804</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: agen_pembelajaran  
b. Predictors: (Constant), Antusiastic  
c. Predictors: (Constant), Antusiastic, Cooperative_correlative  
d. Predictors: (Constant), Antusiastic, Cooperative_correlative, Be_Prof_teacher  
e. Predictors: (Constant), Antusiastic, Cooperative_correlative, Be_Prof_teacher, Clear_meaningful_task

Based on the test result of ANOVA as presented in Table 4 above, out of 10 independent variables, 4 models with 4 variables become determinants for teacher’s development as agent of learning, while the other 6 variables were put aside from model for being insignificant. Model 1 obtains F = 14.461 with significance level of 0.003; meaning that the enthusiasm variable becomes the determinant for teacher’s development as agent of learning in the Personnel Training and Development model training with the effect of 50.90%. Model 2 obtains F = 23.653 with the significance level of 0.000; meaning that enthusiasm and cooperative-correlative variables become the determinants for teacher’s development as agent of learning in the Personnel Training and Development model training with the effect of 77.70%. Model 3 obtains F = 38.658 with the level of significance = 0.000; meaning that enthusiasm variable, cooperative-correlative variable and the level of teacher’s professionalism become determinants for the teacher’s development as agent of learning in the Personnel Training and Development model with the effect of 89.70%. Model 4 receives F = 43.811 with the level of significance = 0.000; meaning that enthusiasm variable, cooperative-correlative, level of teacher’s professionalism, clarity and meaningfulness of tasks in the training become determinants for teacher’s development as agent of learning in the Personnel Training and Development model with the effect of 92.90%.

Discussion

The development of Personnel Training and Development model which at the beginning consisted of five phases was modified into three phases, namely 1) preliminary study (analyzing training problems), 2) planning and model development (formulating and developing training objectives, selecting training materials, learning media, training methods and techniques, and setting up curriculum and units, training subject matters, training topics, and implementation), 3) model validation (evaluating training outcome). After completing the first and the second phases, model validation was done (phase 3) by measuring process the result of the training of the Elementary School teachers, that includes measuring the level of efficiency, and the effectiveness and success of the training to develop teacher’s ability as agent of learning. It is apparent that the Personnel Training and Development model has been proven efficient and effective as supported by the data.

A training model is considered effective when it is able and based on a curriculum, approach and strategy appropriate with the teacher participants’ needs and the problems they encounter. Four determinant variables for the success of the training have proven to contribute almost 93% and become prioritize training, namely: enthusiasm, cooperative-correlative, level of teacher’s professionalism, and clarity and meaningfulness of tasks in the training. It means that Personnel Training and Development Model will be successful when 1) the curriculum or the quality of the training materials and method enable participants to build enthusiasm, and clarity and meaningfulness of tasks in the training, and 2) the application of cooperative learning, the materials are related to problems of the Elementary School where the teachers work. The findings have confirmed the effectiveness of the constructivist theory through the application of the Personnel Training and Development Model.
The training model, which consists of five phases of activities and which are then modified into three phases, enables teacher participants to not only absorb knowledge and skills, interact to deepen their knowledge and skills as well as to do reflection what they have learned, but also to build new knowledge which is useful for the teacher’s tasks. In other words, the five elements which become prerequisites for a training design to be successful have been fulfilled.

A teacher, let alone an alumnus of the Distance Education Program of Satya Wacana Christian University, with a strong private vision continuously asks to clarify their intention why he has decided to choose the teaching profession. A teacher will love change is ready to face the challenges of the 21st century, that kames him to continuously renew his primary task and function as a profesional teacher. The teacher, when he participates in a meaningful training and relevant to his primary task and function along with his problems, performs cooperatively with challenging materials, will help develop his competence as agent of learning. Moreover, when he is supported with good quality and meaningful training tasks, it is no surprise that it gives positive effects considerably to his competence as agent of learning.

**Conclusion**

The Personnel Training and Development Model for the alumni of the Distance Education Program, Wonosobo chapter has been efficient and effective with data support. Based on the data analysis, out of 10 variables under study, there are 4 model determinants which bring about significant increase. The effects of independent variables on the development of teacher’s professionalism as agent of learning are enthusiasm (model 1), cooperative-correlative variable (model 2), level of teacher's professionalism (model 3), and clarity and meaningfulness of tasks during the training (model 4). These variables have proven to be effective in developing teachers to become agent of learning through personnel training and development model with the effect as much as 92.90%. Consequently, therefore, this model may be implemented in other groups in order to increase teacher’s qualifications entering the 21st century for the sake of educational advance, especially that of the elementary schools.

**References**


CHARACTER EDUCATION BASED ON THE REINFORCEMENT OF SOCIAL CAPITAL ON ISLAMIC UNIVERSITIES

Sri Sumarni
Islamic State University Yogyakarta
marniuinsuka@yahoo.com

Abstract

Character Education is a never ending process, so it must be proceed continuously and cannot be stopped at just the high school level. In fact, some students have a variety of problems as a result of the influence of modernity which brings cultural and capitalist hedonist such as: vandalism, promiscuity, drugs, alcoholism, anarchism, campus friction and so on. One of the alternative models of Character Education applied to build students character of Islamic universities is "Character Education Based on the Reinforcement of Social Capital", considering the fact that radius of trust is still need the reinforcement of social capital to bridge it. The philosophy of this model is “the best of a man is useful for others”. While the basic concept of the model consists of: trust, social glue, and reciprocity norm. The approaches used in this model are: a micro approach with the implementation of the module, meso approach to build a culture, and a macro approach to build a network. These models are very effective to build a care and cooperation character, effective to build a character of obedient worship and responsibilities, and less effective to build character of honesty.

Keywords: Character Education, Social Capital, and Higher Education.

Introduction

These values are more seen as an element that denies an objectivity, rationality, and efficiency. As a result, the values of solidarity, mutual assistance, solidarity, harmony, hospitality do not get much attention proportionally in education, either in a family environment or school and college. In most people, the measure of a successful family is when their child can get a status symbol as a rich man, and educational institutions will be considered to be successful if they could make their students graduate with high cognitive values.

Waves of changes brought by the globalization of technology and information have also led the students affected by an instant lifestyle and self-serving. Some problems experienced by the students such as plagiarism, cheating, promiscuity, drugs, and alcoholism often happens. Students’ ways of dressed which are far from common courtesy also contribute to increase the problems. A student becomes a figure that easily discouraged and easy "to be ignited" by the things that are "trivial". Anarchism is emphasized to solve the problems rather than dialogue and sharing.

To respond these problems, social capital has an important role as a "bridge" between the academic community to develop a sense of mutual trust, mutual caring, and mutual cooperation. In this context, it is necessary to develop a character education design based on the reinforcement of social capital that will be implemented to build students’ character. This design is able to be a "bridge" in togetherness and superior civilization. "The bridge" here means an education that is able to overcome alienation, loneliness, and even frustration among students.

The Essence of Character Education in University

Universities have a major responsibility and liability in generating characterized person that is expected to give a contribution in establishing national character (Supardi, 1997: 87). University graduates are expected to be able to perform their function as agents of change, including in understanding and open minded, intelligent, and characterless society in any field. College graduates are also expected to bring enlightenment and provide a positive influence for the improvement of living standard and welfare of society.

Ideally, the best time in giving a character education is since a child in kindergarten, primary and secondary education, up to higher education. The character education can actually be a general life skills education which becomes the main base material in kindergarten to secondary education. The higher the education level decreases the portion of character education. As in universities, ideally students’ mental and character have been formed. But in fact, due to the influence of modernity which brings hedonist and capitalist culture, the character of the students even more eroded.

Therefore, it is not appropriate for an educator to stop giving character education at the high school level. Not a few students with a low confidence and want to find their identity, but instead simply fall on negative things. The high level of trust a lecturer given to a student to be able to take care of himself is often misused. Those two main reasons are appropriate for a lecturer to give intensive counseling to students. Character education urged to be applied to the higher education for the next generation to establish students’ mental in order to have a good character as well as the spirit of patriotism and nationalism.
At a university level, character education is a system of cultivation of character values to the citizens of universities, which includes knowledge, awareness or willingness, and actions to implement these values, either towards the Almighty God, their selves, others, the environment, or nationality to become useful men for themselves and others. In building character education in universities, all the components (stakeholders) should be involved, including educational component itself, that are the content of the curriculum, learning and assessment, the quality of relationships, handling or management courses, university management, the implementation of the activity or co-curricular activities, empowerment infrastructure, financial, and work ethic of all citizens and the university environment. (Budimansyah, 2010).

According to Budimansyah (2010: 11), character education at university is a stage of character building which is no less important than the character building at schools. Character education in universities is a continuation of character education in schools. Therefore, each university should have a pattern of character building of students in accordance with the vision, mission, and the characteristics of each university. Thus, patterns of character education among the universities with others are probably not the same. In addition, character education in universities should be designed as a whole; it means that by the time a student enters new territory as a new student, in the faculty, in the program of study, in the campus organizations activities, until he graduated as an alumnus all should be well designed.

The implementation of character education in universities can be done through various channels, they are: (1) Tri Dharma University, (2) Cultural Campus / Cultural Organization, (3) Student Activities, (4) Daily Activities, and (5) Culture academic. In the implementation, a university may determine where the priorities to be implemented first, or in parallel. The prioritization can adjust vision and mission of a university or under the most urgent problems to be immediately treated (Ministry Of National Education, 2011: 2).

**Character Education Based on the Reinforcement of Social Capital**

Purpose and Target Values of Character Education

In modern context, education is always placed in the framework of activities and tasks intended for a generation who is existing in growth and transition periods. Therefore, education more orients itself on its efforts to establish a mature personality for each individual in overcoming the challenges of development of civilization. Such education according to Al-Ghazali referred to education that is able to form a complete personality (kaffah). A complete personality describes the overall personal human essence naturally, that are: as individual beings, social beings, moral beings, and godless beings (Wiyani, 2012: 33-34). Therefore, education desires human to establish a good relationship to God Almighty (habluminallah) and others (habluminannas). Maintaining a good relationship to God Almighty can be done by (a) conducting obligatory and sunnah worship with heartily, sincerely, and patiently; and (b) left what became prohibitions. While maintaining good relations with fellow human beings may do in a way to benefit kindness as much as possible to others.

In harmony with these, two core values of character must be achieved in character education should contain habluminallah and habluminannas element. After all these two elements may provide a clear direction for the true goal of life and may remind people of misguided hypnotis goal of life. Fortified with true goal of life, the character values of the target character education may refer to two elements, namely the values that are able to place the position of human as servant and caliph of Allah SWT at once. Out of here, those character values can be formulated such as: (1) acts of worship, (2) honesty, (3) concern, (4) cooperation, and (5) responsibility, and so on. The process of embodying personality who is capable to actualize the values of characters may take place continuously within the framework of space and time which is changing constantly, even from early childhood to adulthood. Thereby, education should be designed to adjust development of the times that can form mature personality at every level of education. It is important due to the fact that many social problems and disorders occur as a result of a disregard for the values of these characters.

The Importance of Social Capital in Character Education

**The Essence of Social Capital**

The dimensions of social capital are quite broad and complex. Social capital differs from other popular terms, namely Human Capital (Fukuyama, 1995). In human capital, everything refers to individual dimensions; power and expertise of an individual. Social capital more emphasis on the potential of the group and the patterns of relationships between individuals within a group and between groups within a community.

Putnam (1992) defines social capital as a part of social organizations, such as trust, norms, and networks, which may fix the efficiency of society by facilitating collective action. Network membership, trust, and a set of shared values is the core of the concept of social capital. So who owned the network is really important. However, by recognizing people is not enough, it needs a sense of belonging with each other that is bound by a norm. If you have the same value, they are more likely to work together to achieve goals. Here are presented the basic concepts of social capital consisting of trust, norms, and values.
Humans are interconnected through a trust, networks series of reciprocity and have the same value with the other members in the network. If the network be a source of power or strength continuously, it could be called as social capital. Thereby, social capital can facilitate the formation of trust and relationships with others, and keeping to continue the whole time based on the values of kindness, so that they can work together to achieve the various things they cannot do themselves, or they can achieve with difficulty.

Substance of social capital to establish, build, strengthen, and enrich human relationships can be a "bridge" for "ravine" that separates groups that feel different from each other. The groups themselves such as the rich - poor, urban - rural, slang - squirt, a trend - plebeian, cottage – outside cottage, and so on, including the differences in spirituality vision (such as NU, Muhammadiyah, Ahmadiyah, and so on). Social capital also strengthens the agreement on the importance of mutual trust and cooperation. Social capital is not just a set of institutions that support the community through social trust and social norm, but as a social glue that mobilize communities to work together to achieve common goals.

**Capital Social Attributed to Institution and Personal**

There are two groups of definitions of social capital given by experts. The first group is more emphasis on the network of social relations which tied to each other by a sense of confidence (trust), ownership of information, mutual understanding, mutual support, and shared values, and the same commitment to the norm. The second group emphasizes on ownership properties (traits) of the members of the community which allows the establishment of cooperation between them (Ancok, 2003: 16).

First group opinion is represented by various theories of group dynamics which see social capital as a group or community characterized by high cohesiveness known as Social Capital Embedded to the Institution, while the second group is represented by a theory of personality (traits theorist) which see that the emergence of a cohesive group will only occur if the individual has a certain trait personality that support to interact with other people. In other words, the second definition is more emphasis on the personal characteristics embedded on human beings; it is involved in a social interaction, which consists of: the nature of mental abundance, positive thoughts to others, the ability to empathize, having an open attitude, transformational communication, win win solution oriented, serving nature, appreciative habits, and self-control. The definition of the second group is called as Social Capital Embedded to Personal Characteristic. (Ancok, 2003: 16).

In this context of the study the definition of the first group is the social capital embedded in institution used as a basis to build a network capable of culture and fosters social capital, while the second group definition embedded personal characteristics used to systematize module of character education based on social capital. It is based on the assumption that the development of character is influenced by many factors: heredity (nature) and environment (nurture) where the concerned person is growing and growing. So the efforts of the development of character can be done through: (1) the development of a personal characteristics, and (2) environmental factors engineering.

The Approaches of Character Education Based on Social Capital

Generally, there are three main approaches used in the study of social capital, namely micro approach, meso approach, and macro approach. Micro approach which includes the study of the potential of each individual to cooperate, used to be the basis for assessing the social capital which embedded to individual characteristics. This parallels with the core values that underlie cognitive social capital of civic engagement, that is an "encounter between people based on a deep emotional engagement, warm relationship, sense of close psychologically, and the ties of solidarity built on the basis of empathy and universal brotherhood which do not distinguish each other "(Barliana 2011: 5-6). In designing Character Education model based on Reinforcement Social Capital, this approach is used to formulate Module of intended Character Education.

Meso approach emphasizes on the structures that are more instrumental (Barliana 2011: 6), which facilitates the collaboration by building a democratic culture, free from fear, free from discriminatory sense, the growing sense of awareness and increasing participation of citizens of the campus, and lack of conflict (Lickona, 1991).

While the macro approach focuses on the creation of conditions that are able to expand the network of cooperation through an open attitude towards external groups or having wide radius of trust. This condition can be created through a partnership with parents and the community around the campus.

The implementation Foundation of Character Education Based on Reinforcement of Social Capital

Islamic University with a strong foundation of the Qur’an and Hadith, in which teach to do good things to human beings need to keep turning on and build social capital in order to create a culture that has high "inherent power" for students to adapt, socialize, solve the problem, so it makes the students "feel at home" on campus, feel cared for, valued, cherished just like an atmosphere in a family environment. It is based on the hadith of the Prophet SAW: "The best of a man is useful for
Social capital embedded on the individual in the form of mental abundance, positive thoughts to others, the ability to empathize, having an open attitude, transformational communication, win-win oriented, serve nature, appreciative habits, and self-control has had a strong foundation of the teachings of Islam both as stated in the Qur’an and Hadith. The students’ social capital in the Islamic University environments that far from their family need to be cultivated in order not to feel hopeless, alienated, isolated, which could make them desperate and do things that are out of his senses such as: anarchists demonstration, drug addicts, drinking hard, promiscuity, terrorism, and so forth.

The results of Implementation Character Education Based on Reinforcement of Social Capital

The model has proven its validity through the Expert Test Validation in Focus Group Discussion forum. The result of the implementation of this model is an increase in the actualization of student character values. It is characterized by the implementation of increased prayer, especially the frequency of completeness five daily prayers, the Sunnah prayers and night prayers. This increase is also followed by other dimensions, namely: sunna fasting and orderliness to read the Qur'an, especially students who live in boarding school.

Actualization value of honesty increased in the realm of individual, but it has not been seen on collective and public service area. Actualization values of caring, cooperation and responsibility increased greatly, characterized by one’s willingness to help others defeating his own benefit, to help every hurt friends, and students’ ability to handle of social activities independently (without the assistance of lecturers) in Sumbing with four activities at once: (1) giving food aid and wear decent clothing to Sumbing people, (2) quiz for elementary students, (3) educational games and outbound for elementary students, and (4) educational screenings for Sumbing citizens.

Actualization values of caring, cooperation, and responsibility also increases at boarding house environment, it is characterized by: (1) the handling of garbage problems by collecting and classifying the types of garbage: paper, plastic, and cans and then sold and saved the results to all residents of boarding house; (2) the handling of correspondence temporary residence problem, (3) the handling of ethical socializing problems of multicultural students, and (4) the increase in the handling of boarders’ orderliness by re-establishing the rules of boarding house through the existing regulation and socialization.

Using a quantitative analysis, this model is very effective to build character of caring and cooperation, effective enough to build the character of acts of worship and responsibilities, and less effective to build the character of honesty.

Conclusions

From the above discussions, it can be concluded that:

1. Character Education is a never ending process, so it cannot be stopped at just high school level. In fact, students have a various problems as a result of the influence of modernity which brings hedonist and capitalist culture, such as: vandalism, promiscuity, drugs, alcoholism, anarchism, campus friction and so on.

2. The best Character Education to be applied to students of Islamic University is “character education model based on the reinforcement social capital”, considering the fact that radius of trust is still need the reinforcement of social capital to bridge it.

3. This model consists of the following elements: (a) the philosophy model: “a best man is a man with good relationship to God and to fellow human beings”; (b) Basic Concepts model consists of Trust, Social Glue, Reciprocity Norm; (c) The approaches used are: Micro approach with the implementation of the PKBPMS module, Meso approach to build a culture, and Macro approach to build a network (d) Measurement results of the implementation of the model using questionnaires, self-assessment (reflection and testimony sheets), and the observation of actualization value.

4. The implementation results of this model qualitatively can be seen from the increasing of students’ actualization character value, either the value of acts of worship, caring, cooperation, responsibility, and honesty. Quantitatively, this model is very effective to build character of caring and cooperation, effective enough to build character of acts of worship and responsibilities, and the less effective to build character of honesty.

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IMPROVING LEARNING MATERIALS BASED ON LOCAL CULTURE TO STRENGTHEN THE CHARACTER OF THE STUDENTS OF ELEMENTARY SCHOOL

Sri Utaminingsih1, Imaniar Purbasari2, Nur Fajrie3
PGSD FKIP Universitas Muria Kudus1,2, PGSD FKIP Universitas Muria Kudus3
utami_ningsih28@yahoo.com1, imaniar_purbasari@yahoo.com2, fajrieumk@gmail.com3

Abstract

Learning materials based on local culture are an attempt to preserve the local culture through learning. It is expected to provide insight into the results of the local culture to the next generation. Processes in education, teachers are not only running the function of Science (transfer of knowledge) but also serve to instill the value (value) as well as build character (Character Building) learners on an ongoing basis and continuously. Teachers have the responsibility of revitalizing local culture through learning strategies that cater elementary school students close to the cultural environment of students as well as providing a model of cultural preservation through education. A skilled teacher is one of those teachers who are able to devise and develop learning materials from a variety of learning resources. Ext, the use of visual media into a local cultural materials has not been implemented to its full potential by Elementary School teachers sekercamatan town and sub-district of Bae as a reference material for learning Holy thematic integrative learning and media introduction of the local culture. The results showed that the need for teachers’ skills in developing local culture Sacred materials, including: the planning phase, the phase of implementation, the evaluation phase.

Keywords: development, learning materials, cultural, local, character, elementary school

Introduction

Be a professional teacher should be able to make a learning plan for supporting the learning success. Learning plans is activity or a determining the program of teaching learning process. Its need the teacher be a actuator and manager in the education management scope.

To make a learning plans need participation and contribution from all school components including the teacher and student to make decision inwhich the good environment and democratic learning can be provided and can attain the learning objectives.

Class teacher is expected has a high independence level, adaptable, anticiable, and proactive as the stong control for any input included. According the Arkunto (2008 :9) opinion: Plan is a process to prepare any kinds in decision making process to reach the organization objectives by using the existing of resources, the aspects of planning covers: (1) What will be done; (2) Who will do ; (3) When will be done; (4) where will be done; (5) How to do; (6) And what else will be done to achieve the maximal objectives.

Based on the observation by the researcher to Elementary school teacher in Bae Municipality and Kota Kudus Municipality, They were not have ability to make a learning plan program with cover their environmental characteristic. The environmental characteristich should be embedded in the learning plans have to covers as follows: religion. Art, technology, livelihoods. Meanwhile Salam (1977:5) reccomend to take also the Historical relics and objects of cultural heritage that is associated with the hindu-Islamic teachings that exists in Java there are Kudus in the County.

The learning plans process will be start with digging up some information about local culture in the Kudus District which includes the experience of teacher self based on environment and community that makes the primary school teacher as the principal culture. Judistira (2008: 113) said that the local culture is not only revealed the shape of the sense of beauty and statements through sheer artistry; but including all forms, and ways to behave, Act, as well as patterns of mind that are far behind what appears to them.

Improving management concept curriculum years 2013 based on local culture in Kudus required scientific approach and Thematic integratif learning. According that statement in improving the learning plans the teacher have to apply the management function concepts

Methods

The objects of Treatment is developing primary school teachers ability in designing learning materials based on local culture in the Kudus. To obtain the comprehenship data, the technical data will use observation, interview, and documentation of the planning capabilities-based learning local culture in the Kudus District owned by elementary school teachers.

For legalization of the data, the data found will be processed are: 1) comparing data observations with the results of the interview; 2) compare what people say in public with what is said in private; 3) compares with what he says all the time; 4) comparing the circumstances and the perspective of someone with a broad range of opinions and views of others (a lay community); 5) compares the results of the interviews with the contents of a
document that is related. Then researchers found a phenomenon to be solved within the concept can be developed.

**Finding and Discussion**

The finding of the research such is The elementary school teacher not yet using local culture as the approach for teaching mathematics, Natural Science, Social Science, PPKN (Civil Science) and Indonesian but only using the local contents

According the findings. The elementary school teachers in Kudus are recommended to notice this steps follows:

1. **Planning steps**, consists of:
   a. Using the learning are the local culture at Kudus in improving indicators, materials and evaluation for acceptable learning process.
   b. Collection of reference sources. Study the references will improve the best information about local culture, beside it also need make consultation with the local culture expert.

   The finding of literature study and observation can be describe in the table below:

<table>
<thead>
<tr>
<th>Table 1. Local Culture Classification in Kudus</th>
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</thead>
<tbody>
<tr>
<td><strong>Culture Aspect</strong></td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>Society Organization</td>
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<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Livelihood</td>
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<tr>
<td>Technology/Equipment</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Art</td>
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</tbody>
</table>

c. **Materials Planning Mapping**

   The material planning with local culture will be design for Elementary school as a local content or integrated with another subject of learning, before determine the design the local culture must be analyzed deeply.

d. **Material Plan Form**

   The material planning form for the elementary school, consist of:
   1). The local culture as the basic for texts structure, like as: Introducing and understanding materials
   2). The Kudus local culture as the basic attractive media creation, like as : animation, comics, and drawing story
   3). The Kudus local Culture as the basic of materials consist of: Structuring and adapting the core competence; competence standard, references and guide book for use in Elementary school.
   The input for the material should be crate as story board based on material preformance, material description, design and guide book.

2. **Implementation steps**, consist of:
   The teacher should be able to identified the core competence and basic competence, creating material network and formulate the material with kudus local culture included.

   a. Identified the core competence and basic competence

   This steps are how the teacher improving the syllabi, lesson plan dan learning materials as Teachers Elementary school handout in Kudus

   b. Creating Materials Network

   This activities should be adjusted with the core competence and basic competence in every level of elementary school.
   The network will usefull in constructing the materials.

   c. Structuring the Materials

   This steps is composing material materials in an attempt to introduce local culture for primary school teachers in the Kudus.
   Materials materials consist of text, visual learning and implementation efforts to introduce local culture at primary level.

   Based on the results of the design of learning materials a drawing story of the Kudus district, local culture ability of primary school teachers could be developed although only armed with the experience and information – information and brief literature about the local culture of the Kudus District. So that ability of primary school teacher can sort materials close to the surrounding environment and also
applied in the learning process in accordance with applicable 2013 curriculum. In the application process of learning local culture Kudus can improve the quality of education and preservation of local culture.

d. Learning Implementation

The Kudus Local culture will be used in learning process for any subject such as: math, natural science, social science and Indonesian, so the kudus local culture will be adjusted with the core competence and basic competence.

e. Learning Evaluation

The result of the kudus culture learning will determine the quality of the student, so the learning process have content also in evaluation for every learning domain such as: cognitive, affective and psycmotoric.

The development of learning will be more efficient by implementing management functions. (Utaminingsih, 2011). The models for Increasing student character with management function can be drawn belows:

![Management Development Learning Materials Based on Local Culture to Strengthen Character](image)

**Figure 1.** Management development learning materials based on local culture to strengthen character

**Summary**

The teacher elementary school abilities can be improved by make a learning plan based on local culture in Kududs. The Steps for improving are: planning, implementing, evaluation.

**REFERENCES**


**Improving the Quality of Primary Education**  
*(Social Capital and Leadership of Primary School Principal Perspective)*

**Suharjo**  
Faculty of Education – State University of Malang

**Abstract**

Education in Indonesia still has a number of problems related to education quality, inequality, and governance efficiency, accountability, and transparency. The problem of education quality was found at all levels of education institution, including at primary school. To overcome the problem at the primary schools, the Government of Indonesia implemented a variety of policies and strategies. Although a number of efforts to improve the quality have been done to date, the quality of primary schools haven’t increased dramatically yet. It was because the efforts paid more attention to the technical approach (such as teacher training, curriculum development, infrastructure development) rather than socio-cultural approach to overcome the problem. One of the new perspectives to improve the quality of primary school is by using socio-cultural perspective in education, e.g. by utilization of social capital in school leadership. Social capital can be used by school principal and school stakeholders for improving the quality of primary school. It consists of five stages: developing school environment, developing workplace climate of school, building a shared vision and mission of school, developing networks, and developing norms.

**Introduction**

For several decades, The Government of Indonesia (GOI) has paid more attention to education development, because it can be used as one of the vehicles for improving the quality of human resources. As pointed out in The National Medium Term Development Plan (*RPJMN*, 2010-2014) that education is one of the important priorities of development. The purpose is to increase of the education access and quality. However, education in Indonesia still has a number of problems related to education quality, inequality, and governance efficiency, accountability, and transparency.

The education quality problem is like an iceberg. A number of the quality problems were found at all levels of education institution. At the primary education for example, the problems cover student’s learning outcomes, high repetition rate among students, teacher deployment, quality, & commitment to teach, school facilities, school management, and disparity of quality among schools.

To overcome the problem of education quality at the primary schools, the GOI implemented a variety of strategies, such as Student Active Learning (CBSA), PEQIP (Primary Education Quality Improvement Project), AJEL (Active Joyful and Effective Learning), School Based Management, curriculum development, in-service teacher training, and so on. Although a number of efforts to improve the quality have been done to date, the quality of primary schools haven’t increased dramatically yet.

It was because the efforts paid more attention to the technical approach (such as teacher training, curriculum development, infrastructure development) rather than socio-cultural approach to overcome the problem. Therefore, more studies and efforts need to be conducted to improve the quality of primary schools. One of the new perspectives to improve the quality of primary school is by using socio-cultural perspective in education, e.g. by utilization of social capital in school leadership.

**Discussion**

As mentioned above that the disparity of quality among primary schools is one of the important issues in Indonesia. Here is an interesting example of the quality problem at primary school X in Malang Municipality.

Primary School X is a public primary school in Malang - Indonesia. It is located at the center of the city. In 2013 the school had 566 students, 37 teachers, and 17 school committee members. The students input of the school was good enough in terms of academic background, and socio-economic status of their parents. However, the quality of the school for several years ago was not good and tend to decrease (Suaharjo, 2014). In 2007 the average scores of national examination of the students of Year Six was 88.69. The score was ranked the 16th at the city level. However, in 2008 the scores was 85.20 and was ranked the 30th at the level (BSNP, 2998; BNSP, 2009). Similarly, the workplace climate among the teachers was not supportive. There were internal conflicts among school stakeholders, e.g. the conflicts among school principal, school committee members, and teachers. In 2007, Mr. Ds began to lead the school. He identified that the problem of the quality in his school was due to the internal conflicts. For example, the school...
committee members interfered teaching and learning or academic affairs in the school, and some of the teachers was not discipline.

To overcome the problems, the school principal used social capital in his leadership. Social capital is an instantiated informal norm that promotes cooperation between two or more individuals (Fukuyama, 2000). According to Fukuyama the norms that constitute social capital can range from a norm of reciprocity between two friends, all the way to complex and elaborately articulated doctrines like Christianity or Confucianism. These norms must be instantiated in an actual human relationship. The school principal argued that to improve the quality of the school needs good relationship and cooperation among school stakeholders. Therefore, the use of social capital was the important strategy to promote the cooperation among them.

The utilization of social capital by school principal for improving the quality of primary school consists of five stages, (1) improving school environment, (2) improving work climate of the school, (3) building a shared school vision and mission, (4) developing networks, and (5) developing school norms (Suharjo, 2014).

Improving school environment

School environment or learning environment is a major aspect in teaching and learning process. It stimulates school stakeholders' engagement in the teaching and learning process and influences their behavior. Therefore, to improve the quality of primary school it is important to improve school environment first. When students find their school environment to be supportive, they are more likely to develop positive attitudes toward themselves and pro-social attitudes and behaviors toward others (Schaps, Battistich, & Solomon 1997).

At Primary School X for example, the school principal developed school environment improvement programs to overcome the problem of school quality. First, he asked school stakeholders (students, teachers, and staff) to plant a varieties of flowers and ornamental plants in the school, such as rose, orchid, jasmine, wave of love plant anthurium, etc. Another environment improvement program is providing instructional media in the classrooms and decorating the classrooms with education mottos. Some of the education mottos are displayed in the classroom. Here are some examples of the motto: "Give and take is fair play", "A journey of a thousand miles begins with a single step", "Don't judge a book by its cover". Third program is developing facilities of the school, such as new classroom, hall, health school canteen, praying room.

The improvement of good school environment has positive impact to the students and teachers attitude and behavior. As pointed out on EFA Global Monitoring Report that "One of the most important requirements for sustained progress towards better quality in education is an improved learning environment, encompassing the physical school infrastructure, the learning process and the interaction between children and teachers. Low achievement levels are often associated with a poor school environment. Badly ventilated classrooms, leaking roofs, poor sanitation and lack of materials represent significant barriers to effective learning in many schools (UNESCO, 2010: 114–15).

Therefore, school environment improvement in school is requirement for improving the quality of primary school. The improvement encompasses school infrastructure, teaching and learning process, and the interaction between teacher and students.

Improving work climate of the school

Every school stakeholders has needs or self-interests. If his or her interest is not accommodated by school principal, it can create internal conflict in the school. For example, according to the Ministry of Education and Culture Decree of 2002, school committee has the roles of improving the quality of education services through (1) advising, (2) directing, (3) supporting personnel, materials and facilities, and (4) overseeing education. Based on the roles, it is imply that the school committee members don't permit to interfere teaching and learning process in the classroom. But if they break the roles, they will create a conflict among the school stakeholders.

Another example is a conflict among teachers and school principal. Not all teachers in the primary school X have good attitude and behavior toward their duties, e.g. the problem of teachers bullying student, discipline, and conduct. These attitudes may cause internal conflict among the teachers and school principal.

To overcome the conflict in the school, school principal can build a good and equal relationship among school stakeholders such as teachers, school committee members, and staffs. The principal should make good relationship with school committee members, teachers, and staffs.

To maintain good relationship among them, all school stakeholders should know and do what their roles and functions are. The school committee members do their role and function based on the MOEC decree. The teachers prepare and implement teaching and learning for their students as mandated by the Regulation (UU) No 20 of 2003 (National Education System). And the school principal performs his role as a leader, manager, and administrator of the school. The relationship and cooperation among the stakeholders relevance to their roles and function can remove the internal conflict in the school. As a result, the relationship among school stakeholders become supportive and the school climate become conducive.

Building a shared vision and mission

The third stage for improving the primary school is by building a shared vision and mission of the school. Kotter (1996: 68) pointed out that "vision refers to a picture of the future with some implicit or explicit commentary on why people
should strive to create that future”. Similarly, Karl Albert in Boyet & Boyet (1990: 18) argued that " A vision is a shared image of what we want the enterprise to be or become ... It .. provides an aiming point for a future orientation”.

In order to improve primary school, school principal should share the vision and mission of the school to all school stakeholders. For example, in 2007 the primary school X was proposed as a Pioneering of International Primary School (RSDBI) in Malang. It meant that the school was changed its status from traditional primary school to international primary school. Therefore, the school had a new vision and mission. The vision was “to prepare students who are able to fulfill local, national, and international needs, and who are able to compete globally based on the conviction and belief towards Almighty God”.

The new vision, consequently, should be informed and shared to the teachers, school committee members, students’ parents, and students. They should know the new vision in order to use it as a guide line for implementing teaching and learning in the school. According to Kotter (1996) in the change process, the vision serves three important purposes. First of all, by clarifying the general direction for change, by saying the corporate equivalent of “we need to be south of here in a few years instead where we are today”. Second, it motivates people to take action in the right direction. Third, it helps coordinate the actions of different people in a remarkably fast and efficient way.

The new vision has some implications to the school. First, the school should develop a new school culture. For example, the students should attend habit-forming programs, such as fifteen-minutes in English before class begins, read Al-quran verses in the morning, etc. Second, the school should develop and implement a new curriculum. It contained two contents: Curriculum for Education Unit Level (KTSP), and curriculum containing international perspectives, such as mathematics, science, and English. The first curriculum was implemented by using Indonesian (Bahasa Indonesia) as a mean for delivering the contents. While the second one was implemented by using English for delivering the subjects.

Developing networks

The fourth stage in improving the quality of primary school is developing networks. For example, at the primary school X, the school principal built both internal networks and external networks with school stakeholders. The internal networks were developed through creating strong relationship between school principal and teachers, teacher with teacher, teacher with students, and student with student. In contrast, the external networks were developed through creating strong relationship and cooperation with external stakeholders. The school has cooperation with 18 stakeholders. Here are some examples of the school’s partner: school committee members, parents, higher education (State University of Malang, Brawijaya University), AIESEC (The Association Internationale des Etudiants en Sciences Economiques et Commerciales), Ganesha Operation Course, etc.

Developing school norms

Finally, to improve the quality of primary school it is important to develop school norms in the school. Schaefer (1989: 71) defines norms as follows: "norms are established standards of behavior maintained by a society". Similarly, Ferrante (1992: 88) states that "norms are the written and unwritten rules that specify the behaviors appropriate to specific situations". The definitions indicate that the function of the norms is giving direction for the school stakeholders’ behavior in their everyday life or activities in school. There are a number of norms which considered to be effective for improving the quality of primary school. The primary school X has implemented 21 norms. Here some of the norm: discipline, friendship, honesty, good speaking, respect, commitment, trust, team work, sharing of information/experience.

The utilization of the social capital in leadership of primary school has an impact for the primary school quality improvement. For instance, the quality of primary school X was improved in terms of institutional quality (it became Pioneering International Primary School and reference school for other schools), student outcomes, and physical environment of the school. The utilization of the social capital not only has benefit for improving the quality of primary school, but also has benefit for external stakeholders for the school, such as parents, community, other schools, and business and industry sector.

Conclusion

In summary, social capital can be used by school principal and school stakeholders for improving the quality of primary school. It consists of five stages: developing school environment, developing workplace climate of school, building a shared vision and mission of school, developing networks, and developing norms. The utilization of the social capital not only has benefit for improving the quality of primary school, but also has benefit for external stakeholders for the school, such as parents, community, and business and industry sector.

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PARENTS INVOLVEMENT IN DEVELOPING CHILDREN'S CREATIVITY

Suparmi

Abstract

This paper describe the importance of parents involvement as an effort to develop children's creativity at elementary school in Indonesia. Parental involvement is a direct participation, active and routinely performed by parents with children associated with children's education and learning processes, involving beliefs, attitudes, values, and the real behaviors of the parents. And also presence of two-way communication, some activities that focus on improving the quality of education include children's creativity. Creativity can happen anyway, anyplace, and anytime. The benefit is that parents involvement opportunities are children's achievement scores are known to rise, improving children attendance, rising children’s creativity and students respect the contribution that each person offers, regardless of differences in ability, background, or handicap.

Keyword: creativity, parents involvement

Introduction

Creativity can happen anywhere. Use common everyday experiences on teach creativity – in the car, on a walk or when you’re cooking together. Creativity is the freest form of self-expression and, for children, the creative process is more important than the finished product. There is nothing more fulfilling for children than to be able to express themselves freely. The ability to be creative can do much to nurture children’s emotional health. All children need to be creative is the freedom to commit themselves to the effort and make whatever activity they are doing their own.

What’s important to remember in any creative activity is the process of self-expression. Creative experiences help children express and cope with their feelings. Creativity also fosters mental growth in children by providing opportunities for trying out new ideas and new ways of thinking and problem solving. Creative activities help acknowledge and celebrate the uniqueness and diversity of your children as well as offer excellent opportunities to individualize parenting and focus on each of children.

Children start learning even before they are born. No wonder parents are called children’s first teachers! Parents make a powerful difference in what children learn and how they think So spark kids’ creativity by encouraging their curiosity, using common everyday experiences to inspire new ideas, building their confidence and using their art to spark conversations.

Children are naturally curious. Children know instinctively to ask questions. Children often ask better questions than adults. Parent should listen and build on their curiosity. Continue to inspire their imagination with simple questions, while encouraging them to think of the answers or solutions.

One of the important factors that support the success of an educational process is the family. As the smallest unit in a society of, shape and style of the family also coloring to community as whole. Family life requires the planning, structuring, and improvement, including the rearing of children.

Instinctively a child for the first time will be associated with an adult who called the parents, so it can be said that in family life, parents are the first person to take full responsibility for laying the foundations of the formation of attitudes, behavior, character, personality, morals, and education for their children that allows them to grow as the generation of intelligent, creative, and independent.

The importance of family's support proved by author conducted a survey about the usage of social media on 233 Ungaran elementary school students in grades 4th and 5th at Yogyakarta in last semester 2013. The result is 76% (178 students) have facebook and twitter accounts, and 24% (55 students) have no an account. Some parties affecting students in making those accounts come from outside the school environment: 33% by their parents, 42% by their brothers, 8% by their friends, 8% by their siblings, and 9% by themselves. Children who do not have an account be permitted searching on the internet with the assistance of parents.

Economic growth in the current global era, many parents are doing activities outside the home. So that the parent and child togetherness is limited. On the other hand the number of elementary school that organize learning until four PM, we call elementary school integration, also increased. Parents are required to carefully choose which school is right for their child. Then what should be done by parents to children’s creativity continues to grow?

Definition of Creativity

Creativity to explore the correlation between personal factors and creative behavior. Rhodes, (1961) summarized the literature defining creativity, he proposed the "4 P's of creativity," which are: 1) Person; 2) Process; 3) Products; and 4) the Place or Press. "The word creativity is a noun naming the phenomenon in which a person communicates a concept (which is the product). Mental activity (or mental process) is implicit in the definition, and of course no one could conceive of a person living or operating in vacuum, so the term press implicit. The
definition begs the questions as to how new concept must be and to whom it must be new."

This set of criteria means that the development of creativity should occur within a supportive environment, using educational processes and methods to cultivate student character traits, and in turn it should produce creative products (Seo, Lee, & Kim, 2005). Creativity with external factors, such as using social influence processes to understand the expression of creativity (Amanabile, 1997). Golan (1973) "Creativity has been described as related to intelligence, productivity, positive mental health, and originality." Bronfenbrenner cited in Bern (2004) believes that the social context of individual interaction and experience determines regarding the degree to which individuals can develop their abilities and realize their potential. An ecological model human development in five environmental systems, one of them is microsystem. Creativity is more than a product - it's a process. The decisions people make as they paint, sculpt, write, speak, play, and think are at the core of the creative process. According to DeBord, K. (2005), "Creativity can develop through Art. Art is only one way children can express themselves but because it develops before writing, or abstract thinking, adults can see creativity expressed in art more easily with young children. The following is a brief overview of the developmental stages of children's art. The ages are general guidelines and that children will enter and leave each stage at their own pace.

1. Scribbling stage (approximately 2 to 4 years)
   In this stage, children are amazed at their ability to make marks and spend much time practicing motor skills.

2. Pre-schematic stage (late preschool to approximately age 7)
   At this stage, children make first attempts to represent people or objects, and efforts are recognizable to adults then search for ways to represent their ideas.

3. Schematic stage (approximately 7 to 9 years)
   Children at this stage, increase the use of symbols. Children are less self-centered. Children still do not have a realistic understanding of their environment. Begin developing a sense of humor, and divide by gender in play.

4. Realistic stage (9 to 12 years)
   Children at this stage are greatly affected by peer influence. Increase the amount of detail and use of symbols in drawings. Have expanded individual differences. Begin to develop a set of values. Want to do things "right."

5. Pseudo-naturalistic stage (12-14 years)
   At this stage, children are highly critical of the products they make. Use a more adult-like mode of expression. Experience a period of great individual differences physically, mentally, emotionally, and socially.

Children want their art to look like the object they are looking at. Failing in this attempt can be discouraging. Adults can show children other styles of art to help them see that the free expression of ideas and emotions is more important than creating a mirror image. Never compare one child's work to another's or select one piece to be the "model" or "ideal." Children will go through these developmental stages in the same order, but the pace at which they enter and leave them will vary.

Creativity is as much a decision about and an attitude toward life as it is a matter of ability. Creative work requires applying and balancing three abilities that can all be developed. Their ability is analytic, synthetic, and practical abilities.

1. **Synthetic ability** is what we typically think of as creativity. It is the ability to generate novel and interesting ideas.

2. **Analytic ability** is typically considered to be critical thinking ability. A person with this skill analyzes and evaluates ideas.

3. **Practical ability** is the ability to translate theory into practice and abstract ideas into practical accomplishments. An implication of the investment theory of creativity is that good ideas do not sell themselves. The creative person uses practical ability to convince other people that an idea is worthy.

Creativity requires a balance among synthetic, analytic, and practical abilities. The person who is only synthetic may come up with innovative ideas, but cannot recognize or sell them. The person who is only analytic may be an excellent critic of other people's ideas, but is not likely to generate creative ideas. The person who is only practical may be an excellent salesperson, but is as likely to sell ideas or products of little or no value as to sell genuinely creative ideas.

**Parental involvement**

The individual must have the freedom to explore ideas, question, and construct meaning. If learning is to be a process of inquiry, then it must focus on questions, not just on answers. Learners must be free to follow new leads and to question public knowledge. They must have an opportunity to explore questions, as well as to construct and confirm resolutions collaboratively.

Parental involvement in school and community to improve quality of education their children are not newest. Stelmack argues that parent involvement can have an impact on student learning throughout all grades. Although involvement in high school tends to decrease, students' study habits, behavior, and attitude toward school can be influenced by parents' interest even in the final year of school.

Culture, socioeconomic background, and family characteristics influence the degree of parental involvement, and ultimately the impact it has on student achievement. Minority cultures, lower income families, and single-parent households are
less involved in their children's school compared to white, middle class families. The latter group's involvement tends to have the greatest impact on student achievement. Parental involvement at home seems to have a more significant impact on children than parental involvement in school activities. Hara, S. R. & Burke, D. J. (1998) parental involvement is indeed offset by the improvement in students' academic performance and attitude toward learning.

Cohen and Syme (1985) interpret the broadly social support as resources which are provided by another person. In view of social support as a source - or any information that is potentially useful - it is possible that support a positive or negative impact. Grolick and Slowiaczek (1994) suggested the involvement of parents in children's education is to combine construct development and education. which includes a common definition and specific dimension. Parental involvement is the dedication of resources by parents to their children in a sphere.

Jeynes (2005) defines parental involvement as the participation of parents in the educational process and experience of the child. Fan (2001) in his analysis concluded that parental involvement is operationally defined as the aspirations of parents to children's academic achievement, communication between parent and child on issues in education and school, parent participation in school activities, parent communication with teachers about their children, and parental supervision is done at home. Meanwhile, Epstein et al, (2009) defines parental involvement as a parent and teacher communication regarding the child, and as a supervisory parent at home. Furthermore, Epstein suggests there are six types of involvement: 1) parenting, 2) communicating, 3) volunteering, 4) learning at home, 5) decision making, and 6) collaborating with the community.

Parent involvement is a direct participation, active and routinely performed by parents with children associated with children's education and learning processes, involving beliefs, attitudes, values, and the real behavior of the parents. Parent involvement also presence of two-way communication, and includes some activities that focus on improving the quality of education include children's creativity.

Children who amaze their teachers with unusual responses to questions or display a keen sense of humor are thinking creatively. Because creative thought often goes against the set rules of a strict classroom or home, adults may be irritated by the behavior of a creative child. Adults often do not recognize the value creative children bring to families and classrooms.

Teachers and parents can help children learn to think and solve problems in creative ways by giving them the freedom to make mistakes and by respecting their ideas. This happens with greater mobility and use of language through modeling and being allowed to experiment without fearing failure. DeBord, K. (2005), suggest to the teachers and parents can encourage creative thought simply by providing:

1. Choices - Children who are given choices show more creativity than do children who have all choices made for them.
2. Stimulation - Physical environments designed to stimulate the senses can enhance creative problem solving.
3. Time for play and fantasy - Dramatic play just before engaging in problem-solving tasks can lead to more creative thought.
4. The joining together of two or more irrelevant elements, called synectics, can lead to creative answers. The process of synectics can take many forms: Independency (with reasonable limits), exposure to a diverse community, brainstorming sessions, place a child in a different time and place, encouragement, honest critiques, an environment where there is no one right answer for every problem.

According to PBS Parents (2014) the role of parent are our children's learning models. Our attitudes about education can inspire theirs and show them how to take charge of their own educational journey.

1. Be a role model for learning. In the early years, parents are their children's first teachers.
2. Set aside time to read together. Read aloud regularly, even to older kids. If your child is a reluctant reader, reading aloud will expose her to the structure and vocabulary of good literature and get her interested in reading more.
3. Connect what your child learns to everyday life.
4. Connect what your child learns to the world.
5. Help your child take charge of his learning.
6. Don't over-schedule your child.
7. Keep TV to a minimum.
8. Learn something new yourself is a great way to model the learning process for child.

According to Taylor, M (2014) the parents support to increase children's creativity by Four Creativity Essentials:
1. Down Time - Stress kills creativity. For kids to be creative, we must give their brains relaxed time.
2. Failure- Research shows that when we fail, we learn more than when we succeed .
3. Play-Pretend play is one of the most beneficial ways a parent can foster creativity.
4. Opportunities to Invent and Create - Open-ended play allows children to create whatever they can imagine. So buy blocks, paints, and play dough and let your kids figure and create.

Garcia, L (2014) suggest to the role parents comes to encouraging the creative talents of children, there are five simple things parents can do to make a powerful difference.
1. Be on the lookout - Every child is a natural creative born with talents and passions.
2. Foster your child's interests - Get involved in city programs that cultivate your child's interests and lend your energy into helping your child learn more.
3. Offer inspiration - Museums, exhibits, festivals, and free public events are also a wonderful way to encourage artistic growth and development.

4. Provide encouragement - Recognize your child’s efforts and progress. Compliment them, showcase their work, and express pride in their determination and personal commitment.

5. Get creative! - It’s important for kids to see their parents exercise creative muscle and try new things.

Creativity offers a bounty of intellectual, emotional and even health benefits. Creativity also helps children be more confident, develop social skills, and learn better. Below, Tartakovsky, M (2012) suggest nine ways how parents can encourage their children’s creativity:

1. Designate a space for creating - Carving out a space where child can be creative is important, and child to feel like they have power over their space.

2. Keep it simple- keeping simple games and activities. But instead of following instructions, the kids let the wheels of their imagination spin and build what they want.

3. Allow for “free time.”- It’s also important to give your child unstructured time.

4. Help your children activate their senses- Expose the children to the world so they can use all of their senses.

5. Discuss creativity- Ask to children when they come up with their best ideas or have their most creative moments.

6. Cultivate creative critical thinking.- Have your kids brainstorm their ideas on paper or use mind-mapping.

7. Avoid managing. “Children have an amazing innate ability to be creative when they play freely on their own.

8. Help children pursue their passions - Pay attention to your child’s interests and make these materials and activities available to them.

9. Take the time for your own creativity- Since child learn from watching their parents, be creative, too.

Based on the description above, then, parents involvement is important to develop children creativity. The reasons is that 76 % students in the elementary school which author already survey have account of networking social facebook and twitter. They are create with their family (33% by their parents and 42 % by their brothers). The following of the steps to parent involvement in developing children’s creativity that adapted from Epstein, et al. (2009) there are six types of involvement:

1. Parenting: help for families establish home environment to support children’s creativity. Sternberg (2010), argues that “The most powerful way to develop creativity in your students is to be a role model. Children develop creativity not when you tell them to, but when you show them”, designate a space for creating, and keep it simple.

2. Communicating: design effective forms of school-to-home and home-to-school communications about school progress, and their children’s creativity progress; as clear information on choosing schools or courses, programs, and activities within and beyond school. Connect what your child learns to everyday life.

3. Volunteering: recruit and organize parent help and support; as support school programs and student’s activities in anyway, anyplace, and anytime.

4. Learning at home: provide information and ideas to families about how to help children at home and other curriculum-related activities, decisions, and planning. Help your child take charge of his learning, don’t over-schedule your child, keep TV to a minimum, down time, stress kills creativity, and help your children activate their senses, and take the time for your own creativity

5. Decision making: include parents in school decisions; developing parent representatives and cultivate creative critical thinking

6. Collaborating with the community: identify and integrate resources and services from the community to strengthen school program, family practice, and student learning and creativity development, bring your children at exposure to a diverse community.

**Strengths and weaknesses of Parents Involvement**

Strengths of Parents Involvement.

Henderson and Berla in Olsen & Fuller (2010), reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children’s education. Parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school. Benefits for the Children are:

a) Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.

b) Children generally achieve better grades, test scores, and attendance.

c) Children consistently complete their homework.

d) Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation.

e) Children’s positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.

f) Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school and beyond school.
g) Junior high and high school students whose parents remain involved usually make better transitions and are less likely to drop out of school.

Benefits for the Parents

a) Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children’s social, emotional, and intellectual developmental needs.

b) Parents are more confident in their parenting and decision-making skills.

c) As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.

When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.

Weaknesses of Parents Involvement

a) It is not easy for parents to get involved and adapted to the development of children’s creativity, even if the parents have taught even before they are born.

b) For parents who have activities outside the home should get the right schools, and optimize existing time with the children.

c) Parents with educational background and low income have limitations in fulfilling the needs of children.

d) Parents should study hard and help more children in the era of global communication.

Conclusion

Children have a natural interest and curiosity about the internal and external world, and an eagerness to communicate and to play, making collections and ordering items, creating unexpected and aesthetically significant objects. The parents involvement is very important in developing a child's creativity. Provide encouragement and facilities flexible can create performance to self-actualize appropriately in any way, any place, and any time. The challenge for parents who have activities outside the home should utilize the time and schedule for children in its supervision. The steps to parent involvement in developing children's creativity that adapted from Epstein, et al. (2009) there are six types of involvement: 1) parenting, 2) communicating, 3) volunteering, 4) learning at home, 5) decision making, and 6) collaborating with the community.

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SCHOOL CULTURE BASED HUMANISTIC EDUCATION AT ELEMENTARY SCHOOL “TUMBUH” 1 YOGYAKARTA

Suswanto
Yogyakarta State University
suswanto.sus@gmail.com

Abstract

This study aims to understand, describe, and interpret: (1) the development of humanistic education in learning processes conducted by the school members of Elementary School “Tumbuh” I Yogyakarta, and (2) the process of the development of the school culture by the school members to realize education with humanistic values at the school. The study employed the naturalistic paradigm using the phenomenological approach. The data sources and informants were the principal, class teachers (educators), special assisting teachers (educator assistants), administrative staff members, subject teachers, teacher librarians, counselors, and school committee members. The data were collected through non-participant observations, in-depth interviews, and documentation. The study employed two analysis models, namely the analysis to enhance the data trustworthiness and the analysis through the interpretation of the data on the whole. In this connection, there were four interrelated important stages, namely: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing or verification. This was in accordance with the analysis model proposed by Miles and Huberman (1992:2). The results of the study show that humanistic education values that the students obtain in the development of their potentials are found in: (1) the inclusion school’s culture, (2) the development of the culture, and (3) the implementation of education. First, the humanistic values in the inclusion school’s culture are found in the features of the class, school, and culture. Second, the humanistic values in the development of the school culture are found in the activities in the positive cultural elements that have become a culture and have been developed by the school. Third, the humanistic values in the implementation of education are found in the educational approaches, methods, and learning processes.

Keywords: humanist education, school culture

Introduction

Indonesia is a unitary state which forms a Binika Tunngal Ika” communities as well as multicultural, so that the application that is both inclusive education by educational institutions of formal and non-formal is one form of appropriate policies. In educational inclusion are values that are humanistic in the implementation process, it is certainly due to the nature of inclusivity that exist in the form of inclusive schools. Schools that are inclusion of various backgrounds and appreciate the existence of each individual, so that each learner the opportunity to develop the potential in them in the same place in the absence of discriminatory treatment. However, in the application of elementary education are still many who do not accommodate children who need special care to develop the potential in the same place as a normal child.

Besides not greater accommodation with special needs children in formal education institutions, educational practice that there is still much influenced by the form of education Bank Style”is education that is destroy the human dignity of children, where education turns into the suppression of the freedom of the child. Children do not have enough opportunities to develop the potential in him. Children do not have the opportunity to explore on him so that they become the object of which is passive. Thus the practical humanistic education, can make students as the subject of active learning, so that they have the opportunity and freedom to shape themselves to develop any form of unique potential.

According to education expert Prof. Zamroni (2001: 45), he revealed that the students’ learning activities in schools, including teacher criticized the opinion of “haram”, because the teacher’s opinion is correct. Classes arranged so tight, so it does not allow the emergence of ideas and creativity of students. Teachers will not dare to bring issues that warm and sensitive in the community. What is learned only in textbooks, especially those relating to the ideology of the state as if it is the word of God that is forbidden to be disputed and criticized. Education system like this makes the students as human beings are alienated and uprooted from the surrounding reality, because teachers have to educate them to be someone else and not be himself. Finally, education is not a means to develop the potentials of the students but instead make them as human beings are prepared for specific interests.

Thus, the concept of humanistic education to teach students to have a deep sense of humanity. Eliminating the properties of selfish, authoritarian and individualistic. Not arbitrarily impose other person understands, or included in their conversation. Education is the practice of humanistic education paradigm that views human beings as integrative unity. Humanistic education is education that sees the human being as a human being living creatures of God’s creation with nature-given nature to be developed to the maximum and optimal. Many
critics of the trend in education, even in developed countries like the United States, that education in abat 20 is dominated by educational activities for innovation and experimentation, but lacking in the development of goals and needs of actual dimensions.

Quoting from the statement of educational expert Prof. Sodiq A. Kuntoor (2008:4), he argued that the dominance of technological knowledge search, a search of the more sensible ideological. This phenomenon shows how education has shifted from the investment and development of humanitarian values and diversity towards technical education eksperimentatif. Coupled with less meticulously education policy in understanding the learner as a unique and independent human beings and should be personally accountable for his actions, causes of education will turn out to be "deprivation" the creative power of the individual.

On that basis, this study was conducted to reveal how the concept and implementation of a school culture based on humanistic education. This is done, because the action program to improve the quality of conventional school has always emphasizing on the aspect of improving the quality of teaching and learning, and a little touch of school management, and less touches on the culture or the culture of schools (Ditjen Dikdasmen Depdikdas, 2002:4). Through the development of school culture is expected to be improved school performance, either by the principal, the teachers, the administrative staff, the students and others; it can be realized when the qualifying culture is healthy and positive. So the school culture into a school-wide commitment, becoming the identity of the school, the school became a personality. Good culture will effectively result in a good performance at the individual, work group or unit of work, the school as an institution, and the synergistic relationship between the three levels of performance.

In terms of school culture in order to influence the education that is humanistic, Dammon in Young Pay (1990:129) a follower of Piaget, said that children acquire knowledge not in isolated social situations, but they are with other children to interact in school. So is the learning atmosphere in the school is built up through the school culture. Of the existing culture, the school community continues to guide and motivate students pluralistic of various ethnicity, religions and races. Differences in background and uniqueness of the students, schools develop their individual potential optimally so that they become independent. Experiences related to the cultural strategy, of some education expert opinion, research educators, it can be concluded that the major effect of school culture on students' learning behavior in school (Peterson et al, 2009: 110). Through the existing school culture channel, so that the educational process has run humanist values then need to be packaged through humane education. The principle of humanistic education is to create a learning environment that children are free from intense competition, rigid discipline, and fear of failure. The relationship between learners and educators can create relationships that oozes the confidence and sense of security, so there is positive creativity of students (Knight, 1982: 88).

The inclusion of primary school "Tumbuh" in Yogyakarta, which is the foundation, now there are four schools, so besides "Tumbuh" 1 elementary school located in Jl. AM. Sangaji No. 48, Regional Jets, there are three other schools "Tumbuh", namely, "Tumbuh" 2 primary schools, "Tumbuh" 3 primary school and secondary school (SMP) "Tumbuh". Of the four schools that are emerging all under one Nusantara Child Education Foundation (Yean). Elementary school "Tumbuh" 1, which is one of the four existing schools "Tumbuh", an elementary school that was established first and pioneered by KPH. Wironegoro, M.Sc, son-in-law of Sri Sultan HB X. Elementary School Tumbuh 1 that inclusion of this forward and brought the culture of good communication, equitable, and not a lot of bureaucracy. So the practical steps of this guide and motivate school their pluralistic backgrounds to develop their potential optimally. However, in the process of practical implementation, these private institutions do not always go smoothly in accordance with what is expected by the school.

Some of the obstacles experienced by private educational institutions, among others: There is still a perception of a negative image of the community towards inclusive and multicultural education institutions. Based on the description on the background of the above problems, researchers can formulate the problem as follows: (1) how the school community to implement humanistic education that gives freedom to the learners in the educational activities and learning in primary schools "Tumbuh" 1 Yogyakarta ?, (2) how the process of developing a school culture that is performed by the school community to realize that education has a humanist values at primary school "Tumbuh" 1 Yogyakarta ?. Formulation of these problems, this study aims to understand, describe and interpret: (1) the development of humanist education in the learning process performed by elementary school citizen "Tumbuh" 1 Yogyakarta, (2) the process of developing a school culture that is performed by the school community to achieve education which has a humanist values at primary school "Tumbuh" 1 Yogyakarta.

**Elementary School culture "Tumbuh" 1 Yogyakarta**

Elementary school "Tumbuh" 1 is a multicultural inclusive elementary school. This school has some of the characteristics of the layers of a different culture or cultures other than the primary school, the difference is seen in: a) the feature class, b) school features, and c) culture or cultural features. Of the three features that are either related to the physical, behavioral and values and beliefs have some humanist values which can
directly be felt by students when they are in school to develop its potential.

a. **In the feature class**, the students acquire the humanist values of freedom on them, because in the process of teaching and learning in the classroom, they are free to do their own regulator seat, like eg, in the formation that they want in the form of a rectangular seat, formation circular to discuss, and others, so formation that they do not always conventional stacking facing forward or board like most desired teachers in the classroom teaching in general. In its position as learners feel themselves more freely in the activities of learning, relax and do not feel tense, so it can feel like learning situations in their own homes. Building features classrooms, especially in the old building, both inside and outside the classroom looks ancient motif that is maintained by the school community as an asset of cultural heritage of Yogyakarta city. Behavior that maintains the school community assets such as the local motifs also have a positive impact for learners in terms of planting the values of local wisdom. So that learners at heart and have a sense of responsibility upon herself to care for and preserve it.

Inclusiveness in the form of a unique potential that exists in the individual received and responded to positively by all educators in the elementary “Tumbuh” 1, and it is regarded as the capital of inclusive school development. Therefore in elementary school “Tumbuh” 1, there is no special class made excellent class that deliberately established by the school. Each class contained parallel distribution of learners who have varied abilities and the presence of children with special needs, they each obtain the same services as other students, and they also got a special assistance by educator assistant (special assistant teacher). They studied in the same space and the same services in accordance with their individual needs, then this indicates that the uniqueness that is in the individual learners awarded equal rights and treatment without discrimination.

b. **Features schools** that have broad inclusion which means elementary school “Tumbuh” 1 has a scope input learners extensive, ranging from the scope of the gender balance, ethnic origin, national origin, religious beliefs, economic status backgrounds parents / students, as well as a wide variety of child special needs. The nature of broad inclusion owned by the school, learners make good the men and women of the tribe wherever they come from, whatever religion they believe, their descendants born manaupun nation, and come from rich and poor families can be accommodated in elementary school “Tumbuh” 1, in developing its potential. Thus the values of human justice as God’s nature also get the same treatment in their studies and knowledge.

c. **At the primary school culture feature** “Tumbuh” 1 have the philosophy carrying, this feature is always emphasized and highlighted by the school everyday learning environment. In the learning process is also more emphasis on learning that is cooperative rather than competitive, for example: a friend who saying, multi-ability grouping, the form of discussion of work activities, groups and so forth. From the form of cooperative learning, led to a high sense of tolerance among learners, so that a sense of individualism in developing her potential which leads to the nature of the competition does not appear in the class. The next cultural features are “natural support” namely: the learning process both inside and outside the classroom who always emphasized unity among stakeholders. Natural support which means more provide the opportunity for anyone who is in school to accompany learners in the process of developing individual capabilities. Existing forms of togetherness stakeholders is believed to be a key in creating a culture of natural support. With the natural sports programs so students also felt he gained full assistance in their conducting exploration in the school environment.

Learning program that is fairness in the classroom, the school seeks through this program with the maximum in order to meet the needs of the individual and not for uniformity, e.g: level assignment given to students are also different, the lack of a ranking of the learning outcomes in the classroom and not the existence of a class of students who stay because they do not reach the target value, especially because they are not up grade standard value that is realized in the form of numbers. Schools in particular all educators realize that every student must have the strengths and weaknesses of each, and therefore with the fairness properties that exist in primary schools “Tumbuh” 1, make students do not feel compelled to do the same, and it is hoped will result in similar results in the study. Here's a picture of inclusion elementary school culture "Tumbuh” 1 Yogyakarta:

![Figure 1. School Culture of Inclusion “Tumbuh” 1](image)

**Development of Culture School**

On the development of a school culture that is pervasive value humanisnya, which there are the cultural elements that are positive. Cultural activities that are positive elements that could be found in some of the activities that was done the students, cultural creativity as they do in the library. Learners
perform these activities basically they do not feel instructed by educatormya, but they do so voluntarily and they assume that you have become a necessity for him. Learners in the library are free to do whatever activity they want, for example: they do reading activities, storytelling, discussion, seek a variety of information from the internet and so forth. In exploring activity was also accompanied by a teacher librarian and these activities are usually carried out at recess and at religious subjects, so for those who have a different religion during the time they directly engage in activities that they want in the library.

While the focus on the issues of cultural democratization on him. The perceived value of democratic humanist learners, especially on their activities in order prepare each class. Prepare learners are consulted and their order sanctions. The results of the consultation efforts they are doing with konskuen and responsibilities, so that they do without any fear because sanctions will get provided by educatormya. The next humanist values are in terms of solving problems faced by the students. In problem solving, students experience firsthand the solution process, both individual and group problems. While educators act as a mediator to attempt to mediate and facilitate them in solving and resolving their problems. The culture of this sort of problem solving process would the learner the opportunity to feel and space for independent motion in determining what is best for themselves.

Humanist values contained in the subsequent development of a culture that is in the "open house" and "Tumbuh Fair", the habit of open house events held annually and conducted early in the year before the study began (prior to the registration of new learners). The core of the activity program is to convey information directly relating to the vision and mission of the school as well as the method and system of learning that was done by the school. Open house is an early form of communication (Parents Pre-Communication) can provide some sort of understanding (deal) between the parents/guardians of the students to the school.

While the agenda is "Tumbuh Fair" conducted at the end of the semester, both odd and even semesters. Activities that provide opportunities for students to display their creativity variety results. The results show the creativity that they are an accumulation of dominant competence of the themes that exist in the project each class. Here is a picture of the development of the existing school culture in elementary Tumbuh 1:

![Figure 2. Development of School Culture](image)

**Implementation of Education**

Implementation of primary school education conducted Tumbuh 1 has some values that are humanist. Humanist values which are intended to be felt by learners found in: a). Educational approach in learning, b). The method used in the learning process, and c). The process of learning activities conducted within and outside the classroom.

**Education approach**

Approach to education that is inquiry and learner-centered (student centered) are done school humanist values have meaning for students, because the shape of the intended approach learners can participate more actively in developing their potential. Educational inquiry approach applied to both the guided and free inquiry in the development of their potential they get more opportunities to explore. This is certainly in line with the principles of humanistic education wing progressivism which states that in principle this stream of child-centered education, where the role of an educator is not authoritarian, with more opportunities to provide various forms of student participants to dialogue, so that in the development potential that exists at the individual more berfocus on involvement and activities of learners themselves.

**Methods In Learning**

Of the various steps of the method applied in SD Tumbuh 1, learners obtain treatment that is humane in developing their potential is quite unique. Of the various steps in the learning of the students felt that the method to obtain the form of freedom and appreciation of all educators in elementary Tumbuh 1 Learners in their efforts to develop capabilities, can free to choose and determine their learning style, and his system is the most liking. Likewise, free learners in addressing the problems they face, be it personal, group and learning resources. For the problem of the source of a mass subject, they are free to obtain various information and answers himself in the media that has been provided by schools and the media that he had in their homes.

**Activity Learning Process**

In the learning process is applied in elementary Tumbuh 1, there are values that are humane to learners. The values of the humanist nature can be felt by learners on three main points, namely: either in the form of learning, practical democracy in the teaching learning process, or assessment form provided to learners in the process of development potential. Humanist values which exist in the learning process are contained in the form of learning, namely the existence of a model activity "morning carpet, core activities as well as day carpet", and coupled learning activities conducted outside the area of the school is used as a source of learning, or with a program called
minitrip. Of all the forms of the above has been implemented in all grade levels that exist in the elementary school Tumbuh 1. The teaching and learning process in the form of unconventional, students are able to explore their ability. While the educator and assistant educator focusing on the involvement of learners in the process of learning the form in question. Educators more dominant positioned itself as a motivator and facilitator in the process by facilitating the necessary needs of each in the development activities.

Humanistic values contained in praxis democracy, namely: the learning process inside and outside the classroom that are running, students gain a sense of freedom in expressing a variety of opinions and ideas form or Idea that they have. Educator and assistant educator is in the classroom, in this case sought to continue to provide a form of motivation and opportunities to learners to be more active and able to appear in front of their friends or in front of the classroom. For educators subsequently always appreciate any form or model as well as learners in the way of his ability to express in the classroom. Humanistic values contained in the form of assessment of the results of the development of individual potential, Tumbuh 1 primary school assessment in continuous development by using varied instruments that have been designed in accordance with the ability of individuals who are supposed to be measured. At the same measurements made efforts aiming to not seek a certain rank or standardized they need to accomplish in general, but its main goal is to see how far the progression of the capabilities of each individual that has been achieved. Thus the ability learners do not feel that there is in him compared to the other students. So also on the level of difficulty about what they are doing also varied, ranging from a low difficulty level, middle, hight and about the difficulty level for students who have special needs (ABK). From all the results of the assessment of development that has resulted not in numbers, but in the form of descriptive, which further results of this assessment will not affect students in the classroom in terms of the increase, as in Tumbuh 1 primary school does not know the term is not up grade. Following visualization Implementation applied learning in elementary Tumbuh 1:

![Implementation Scheme of Education](image)

**Figure 3. Implementation Scheme of Education**

**Conclusion**

Based on the results of the study as described in the discussion above it can be concluded that the school culture based humanist education in elementary schools Tumbuh 1 Yogyakarta, namely the values of humanistic education that are contained in the layers of culture that can be observed (concrete) and a layer of culture that is not can be observed (abtrak), be it that of the inclusive school culture itself, the development and implementation of education school culture. Humanist values which are: the presence of the basic principles of freedom of learners they gained in developing the potential that is in them, any form of relationship maintenance between existing stakeholders, especially the relationship between educator with student participants, the existence of the basic principles of democracy in the process learning both inside and outside the classroom, lack of respect and equal treatment of forms that exist on individual uniqueness.
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ACADEMIC SUPERVISION MODEL OF INDIVIDUALIZED PROFESSIONAL DEVELOPMENT (IPD) IMPROVE TEACHER PROFESSIONAL COMMITMENT

Tri Astuti Rahayu, Tri Sulistyowati, Titis Setyarini, Titin Nafiah, Robani

Abstract

According to Permendiknas No. 13 of 2007 one of the principal tasks of conducting academic supervision. Supervision is carried out to improve the teaching and learning process and improve the quality of learning outcomes. Academic supervision is supported by appropriate instruments. The Model to be used in a professional context Individualized Development (IPD) to enhance high commitment towards professional teachers where teachers are able To develop his profession independently. Supervision technique using a technique class visits. Data collection is done with the observation sheets, tests, documentation, and the interview question form. Data implementation and supervision processes were analyzed using qualitative techniques. Results of analysis showed that the IPD model academic supervision can improve teacher professional commitment. It can be seen from the observation data of teachers in the implementation of the supervision. Improvement is followed by the achievement of academic supervision results per individual teachers. Teachers who achieve standards speeding 67%, 22%, and standard of teachers under the standard 11%. Some of the findings of the problems analysed then ditinjaklanjuti which include: strengthening and awards given to teachers who have met the standards, didactic reproof given to teachers who do not meet the standards and teachers are given the opportunity to attend training/upgrading further.

Keywords: academic, Supervision models of IPD, the commitment of Teachers

Introduction

Background

Education Ministerial Regulation No. 13 of 2007 states that a school principal (head master) have to master the standardPrincipal competency which is consist of: personal competence, managerial competence, supervision competencies, entrepreneurial competence and social competence.

The explanation of supervision competence is essentially academic supervision in which the steps are performed, that is planning an academic supervision program and reporting. This is done to improve teachers professionalism. The main purpose of this academic supervision is the improvement of teaching and learning process and improve learning achievement.

The main target of academic supervision is teachers ability to plan learning activities, implementing learning activities, assess learning outcomes, utilizing the results of assessment for learning improving services, creating a fun learning environment, utilizing learning resources are available, and developing learning interactions (strategies, methods, techniques ) in the right ways. Academic supervision supported by appropriate instruments.

Academic supervision through clinical approach is expected to improve the quality of learning, students would be well served to enhance their ability to improve its potential, as well as improve the performance and the percentage of graduates for each educational institution.

Legal Basis

1. Regulation of National Education Minister No. 22 of 2006 on Standards Content

2. Regulation of National Education Minister No. 13 of 2007 on qualifications and principals standard competency

3. Regulation of National Education Minister No. 19 of 2007 on Standards Management

4. Regulation of National Education Minister No. 41 of 2007 on Standards Process

5. Regulation of National Education Minister No. 18 A of 2013 on implementation of 2013 curriculum

Purpose of Supervision

1. Improving teacher competence in planning and implementing the learning process in classroom.

2. Improve the management and administration of classroom teachers and subject teachers

3. Increase teachers professionalism in services to students

4. Evaluating teachers performance in order to develop a teacher

Scope

The scope of Academic Supervision implementation at first semester in 2013/2014 was held in September to October at SDN 1 Katekan as follows:

1. syllabus development and formulate the indicators

2. Making RPP (Lesson Plan)

3. Mastery Learning Method

4. Apply of Learning Model

5. Mastery Learning Outcomes Assessment System

6. Implementation of Learning Process
Academic Supervision Preparation

Supervision Plan
Implementation of Academic Supervision implementation at first semester in 2013/2014 was conducted in September to October which is based on the results of the evaluation and analysis of the previous year Academic Supervision gave the expected impact as well as the improvements in the quality improvement process and output of learning. The learning process is executed directly on the classroom teacher as indicated by an improvement in:
1. Increased teacher understanding of the last curriculum transition to the 2013 curriculum
2. The use of the method and model of learning
3. The process of meaningful learning, which refers to the demands mastery of competencies
4. Use appropriate assessment instruments

Model and Technical Supervision

Model Individualized Professional Development (IPD)
IPD model is intended for teachers who are professionals with a high level of commitment. This model is more emphasis on: (a) developing teacher awareness of the profession, (b) requires the teacher to work alone bear the responsibility for their professional development through advanced study, research, visits to other schools (comparative study), following the seminar diligently, diligently writing and researching as well as other activities. Teachers who match this IPD models are those who are able to develop their own profession with an annual plan of activities (programs). Glickman (1990) asserts that the right teacher is a teacher with a model that has a level of abstraction and a high level of commitment.

The annual program is discussed with the school principal and superintendent. Principal or supervisor attempted to follow the wishes of teachers in developing their plan if it realistic and could be realized. At the end of the period (usually a year), the school principal and teachers met again to discuss progress in achieving the targeted teacher professional development as planned.

According to Glickman the steps of IPD supervision models are as follows:

Target Devices
Teachers conduct a self-evaluation on the development of the profession or refers to the observation of classes, meetings, summary reports, or clinical supervision from the previous year, teachers develop targets or goals they want to achieve in improving learning. The purpose is limited to only two or three times by counting the time for each activity as the agreement between teachers and the supervisor.

Revisiting the Purpose Tools
After reviewing each of the goals and the allocation of time, the principal or supervisor submit a written response to the teacher. In a further meetings are scheduled back to discuss all the goals and plans after review.

Talking Devices Meeting Purpose
This meeting to discuss goals after review, the estimated time, and the response made by teachers and principals to confirm all mutually agreed objectives. The school principal or supervisor summarized the results of the meeting in writing to the teacher.

Assessment Process
The assessment process begins at the time of the meeting to discuss the purpose, programming, implementation and monitoring activities. The specificity of the assessment depends on each targets which is include classroom observation, analysis of classroom activities, video recording, evaluation of students, relationship analysis, and others. The teacher is responsible for collecting assessments, information and compile them in a list to be discussed for comments and or corrections from the principal or supervisor.

Summary of Rating
Principals or supervisors and teachers review the assessment records. At this stage, the principal or supervisor give comment on any activity goal, then teachers and principals or supervisors are planned for the next IPD cycle. A supervision approach that is highly dependent on the target device can not be separated from the problems. If these problems are ignored, then the process of supervision can seriously disturbed and desirable IPD would not materialize. Destination device is intended to assist and facilitate the teacher, not to hold back their repair process itself.

IPD is ideal for teachers who realize the importance of professional development either independently or through the guidance of others. If associated with Glickman opinion about the appropriate type of teacher quadrant, then the agreeable to this model is teacher who able to steer theirself (self-directed), have a high work commitment and a high level of thinking as well. This model is more efficient in terms of time, cost, and power itself either teacher or supervisor. This model is most appropriate in Indonesia by reason of the ratio between teachers and supervisors are very high. For example in Gorontalo, there are supervisors who foster more than 75 teachers. Looked at the amount of guidance to teachers is very less. The average of teachers supervised two times in a year and even in some meetings the teachers claimed have not been supervised by the supervisor although they had been teacher more than five years.

The Supervisor Techniques
Department of Education (1986) suggested the techniques of supervision include: classroom visits, personal meetings, board meetings of teachers or staff, visits between classes, school visits, visits between school, working group meetings,
publishing bulletins and upgrading professional. In this supervision, supervisor was using the technique of classroom visits.

One of the techniques of supervision are extremely vital in the development of teacher competence is a class visit technique. Gwyn (1961) termed by the classroom visitation (Gwyn, 1961). With a class visit, supervisors or principals could determine whether the teachers run learning process according to the lesson plan has been drawn up, and saw firsthand the teachers ability of teaching in the classroom. Classroom observation by Neagly (1980) is termed by a classroom visitation and observation. Mark (1985) suggested the things must be done by the supervisor or principal in classroom visits are as follows:
1. Focusing attention on the components and learning situation in the classroom.
2. Point of the way to develop learning process.
3. Helping teachers concretely to advance the learning process.
4. Helping teachers to be able to evaluate themselves.
5. Freely provide the opportunity for teachers to discuss with him about the problems that they are faced in their learning process.

There are several criteria that must be considered in the class visits are:
1. Having a clear goal.
2. Reveal aspects that can be used to improve and enhance the ability of teachers.
3. Wearing observation sheet.
4. There are interaction between fostering parties and fostered parties.
5. Not disturb the learning process.

The visit is an anti-climax in the implementation of supervision, because without class visits the development of teachers professionalism could not be known objectively by the supervisor. If the supervisor came to school only check teachers documents and sign the agreement, it means supervision process only in praobservasi stage. Department of Education, 1986; Imron, 2011) states that the class visit has a purpose to achieve results effectively, so that the supervisor must be:
1. Able in planning classroom visits.
2. Able to formulate the goals of classroom visits.
3. Able to formulate classroom visits procedures.
4. Able to develop observation format for classroom visits.
5. Able to negotiate and cooperate with the teacher.
6. Observe the teachers in teaching by observation formats.
7. Able to conclude the class visit.
8. Able to confirm classroom visits for the purpose of taking follow-up action.

The results of interviews between writer and teachers concludes that there are still many supervisors who perform eight steps to visit the class. This has an impact on the un ready preparation of supervisors and teachers effectively in every classroom visits.

Object Supervision

The target object of supervision is the ability of teachers to plan learning and the ability of teachers to implement student-oriented learning center, contextual, and PAKEM. The subject of supervision is all class teachers and subject teachers.

Supervision Schedule

Schedule Academic Supervision Implementation in 2013/2014 prepared by accounting the effective learning day and also arranged by Academic Supervision schedule in the first semester and also the implementation of Academic supervision time table.

Academic Supervision Implementation

Aspects of supervised
Aspects which is supervised in the 2013/2014 for first semester are:
1. Syllabus Development
2. Preparation of lesson plan
3. Implementation of Learning

Target Supervision

Target supervision in this semester are the elements of school management in accordance with the objectives of supervision aspects.

Implementation time and supervisors

The timing of the supervision on first semester conducted in September and October, whereas in second semester conducted in March and April. Supervisors conducted by the principal.

The Follow Up Academic Supervision

Findings Issues

The finding problems in the implementation of supervision. Teachers have not been able to use questioning techniques to raise students' motivation and interest in learning. Teachers' understanding of the implementation of the curriculum in the implementation of teaching and learning are not optimal. The teachers have not done the final test assessment to be analyzed and also not done in analyzing the question. Remedial and enrichment the material has not been implemented programmatically, it has not has optimal strategic measures implemented in accordance with the guidance in the implementation of the challenges that confronted. Basic Skills Teachers in the teaching of subjects are still need to be addressed. Mastery of subject teachers on the basis of subject
matter, generally are weak and needs to be given technical guidance and background enrichment the teaching materials. Some of the findings problem need to be analyze then need to be followed up.

Follow-Up Academic Supervision

Results supervision need to be followed in order to have a significant impact for increasing the teachers professionalism. The real impact is expected to be felt by the public and stakeholders. The sort of follow-up are: strengthening and giving awards to teachers who have met the standards, that are given educational reprimand to teachers who do not meet the standards and given the opportunity to teachers to attend in further training or refresher courses.

Coaching

Development activities may include direct and indirect guidance.

Direct coaching

Coaching is done on the things that are special, that needs immediate improvement from results of supervision analysis

Indirect Guidance

Coaching is done on matters of a general nature that need improvement and attention after obtaining the results of supervision analysis.

Some ways could be done by principal of school or madrasah in fostering teachers to improve the learning process such as:
1. Using effective instructions for teachers and other auxiliary materials.
2. Using textbooks effectively.
3. Using effective teaching practices that they learned during professional training or inservice training.
4. Develop learning techniques that they already have.
5. Using a flexible methodology (flexible).
6. Respond to the individual students needs and abilities.
7. Using the environment as a learning tool.
8. Grouping the students more effectively.
9. Evaluate students with more accurate / thorough / careful.
10. cooperating to other teachers to be more successful.
11. Involve the community in managing the classroom.
12. Reaching for their own morale and motivation.
13. Introducing the modern learning techniques for innovation and creative learning services.
14. Assist students in improving their skills to think critically, solve problems and decision-making.

15. Creating a conducive learning environment

Closing

Conclusion

One of the principal tasks is holding academic supervision. Supervision is done to improve the learning process and improve learning quality. The implementation of it accordance with existing procedures. Create the planning, implementation supervision, follow-up supervision and for last is reporting supervision result. By Implemented academic supervision expected the increasing out put for teachers and students. The out put for students are well-educated and have a superior character while the teacher towards a more professional tasks.

Advice

The importance of academic supervision implemented the principal as school manager always carry out regular supervision. Implementation is not only the sign on the administration but the program is implemented in accordance academic supervision. Implementation does not just stop at supervision but required follow-up. Because it is a guidance for the teacher to correct their mistakes. For teachers in school do not feel the supervision action as act of court. Be open to the school if it is found the problems that can not be solved by their own.

The first step of supervision for self improvement of each teacher performance. The principals coaching should be carried out with pleasure. Everything is done with a happiness and upright it will be done well. Do not make the load if principal supervised. Act professionally!

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THE DESCRIPTION OF 1st-3rd GRADER STUDENTS’ THINKING LOGIC IN SOLVING PROBLEMS OF ONE VARIABLE LINEAR EQUATION

Tri Nova Hasti Yunianta¹, Lara FitrianaGalih Pratiwi², Nuraeni Fitrie Utami³, Rachmat Budiyono⁴

Lecturer of Mathematic Education, Satya Wacana Christian University¹
Students of Mathematic Education, Satya Wacana Christian University¹,³,⁴
trinova.yunianta@staff.uksw.edu¹

Abstract

One variable linear equation is a subject taught in Junior High School (SMP) and Senior High School (SMA). The materials require connection to daily life activities so that it can help students to learn. Teachers often directly giving formula or an example while they teach one variable linear equation material at school. Direct teaching using symbols will obstruct understanding. This research gives problem about one variable linear equation for 1st-3rd grader students in Elementary School. Based on the student answers, researcher studied the student logical thinking in solving the problem. This research used an unstructure interview method to three elementary school students, that were 1 from first grader, 1 from second grader, and 1 from third grader. The result is students were able to solve one variable linear equation problems using concrete things which students often found in their daily life. The 1st and 2nd graders used recurring addition concept, whereas the 3rd grader used division and multiplication concepts, which had been taught earlier in third grade of Elementary School.

Keyword: logical thinking, 1st-3rd grader students, one variable linear equation

Introduction

Background

One variable linear equation is one of the Mathematics materials taught in the middle school. This material is basic to linear equation of two variables and also a part of the algebra. Students can study this topic after they learn about arithmetic operations for algebra (Nuharini & Wahyuni, 2008). This topic enables teachers to manipulate the algebra with concrete examples in the instructional.

In the practice of instructional about one variable linear equation in school, teachers have been using formulas and illustration in a form of mathematical symbol for the students. The illustration usually uses the symbol of x, y, z, a, b, c, etc. instructional without using the symbol will make difficulties for students to understand and relate the material with the daily life problems. The topic of one variable linear equation needs a concept comprehension, such as, relating the study material with daily life so it makes students easier to learn.

Through the Department of Education and Culture, the government has taken considerations to arrange the order of mathematics learning topics that it helps learners to study well in every level. This research based on the curiosity whether primary school students of 1–3 graders can solve the problems of one variable linear equation by giving problems existing in daily life. The problems were given to 1–3 graders students, and never before used by the teachers.

8-years-old children have already known how to ‘borrow’ and ‘bring’, so they can do addition, and even multiplication and division (Cooper et al, 2009). This underlies the start point of the research, that is, to find out the thinking logic of 1-3 grader students in solving the problems of one variable linear equation. Thinking logic is created by students’, influenced by the situation of self and the environment. Thinking logic is the students’ cognitive construction through a unique thinking algorithm. Van de Walle (2008) pointed out that children do not absorb the teacher’s ideas; rather, they are the creator of ones. As children create their knowledge, they are possible to understand and solve one linear equation through daily life problems. This description is significant since teachers need to know students; thinking logic when facing a new problem that has never been taught before.

Theoretical Framework

Mathematics Instructional in Schools

Teachers still often hear an opinion that mathematics is difficult. Variations in teaching strategies are necessary in order to find appropriate ways to teach mathematics that the students can understand. Various teaching which enable learners to feel secure in the learning environment, to enrich learning and to assist the learning process should be utilized (Ozden & Gultekin, 2008). Various teaching strategy motivates students to learn. Van de Walle (2008) confirmed the importance of teacher having collections of strategies for the class, since one strategy may be applicable for one student but not for the others.

One Variable Linear Equation (OVLE)

This topic is given to students of grade VII or in the middle school level. It is an introduction to one variable linear equation, also to the quadratic equation. The prerequisite material that the students must have mastered is the algebra arithmetic operation. Usually, this material starts by understanding the definition of open-ended question, variable, and constants (Wagiyo, Surati, & Supradiarini, 2008; Wintarti et al, 2008; Nuharini &
Wahyu, 2008). This knowledge, whether was realized or not, had been learned since in primary school, yet it was not specifically aimed to that material.

A variable, in this case, is a symbol in an open-ended sentence that can be changed with any defined set member (Nuharini & Wahyuningsih, 2008). For instance, a student buys two candies for Rp.1,000.00, then; the price of one candy can be defined. Based on field observation, the result showed that students could count naturally, because they have experienced buying candies as what was told.

The Process of 1-3 Grader Students Thinking Logic

Based on Piaget's stages of development, students of 1-3 graders are in concrete stage. Their thinking processes are organized in a bigger mental process system which makes it easier to them to think logically rather than before (Ormrod, 2009). This thing lets the students think naturally, in the environment outside the school.

Student can also develop their understanding through cognitive models that they receive. Jaones, Langrall, & Thornton (2002) stated that cognitive models incorporating key elements of a content domain and the processes by which students grow in their understanding of that content have been constructed for many of the extant mathematics domain (e.g., whole numbers, rational numbers, geometry) as well as some of the underrepresented domains (e.g., probability and statistics).

In this stage, students are broadening their ability to conserve, to group adequately, to make orders (from smallest to biggest and vice versa), and handle the concept of numbers (Hergenhahn & Oslon, 2008). Thus, in this stage, children are able to solve the problem of one variable linear equation through grouping, making orders, or other way. However, the variable used still must be made concrete for the children to understand the problem. As the children are still in the stage of developing, there can be mistakes in solving the proposed problems. By this, the thinking process requires logic.

Logic is the noun for an adjective. It is derived from ancient Greek word *logos*, which means the result of consideration from the mind that is expresses in words of language. Logic is one of the philosophy fields. As a science, logic is phrased as *epistemé logis* (Latin: *logica scientia*) or the science of logic, which studies about skills to think straight, precisely, and orderly. Science refers to a rational ability to perceive and skills to reasoning for actualizing knowledge to action (Wikipedia, 2014). According to Uno & Kuadrat (2009), logic is a scientific discipline founded by Aristotle, developed with arguments, validity, evidences, definition, and consistency. When the formal logic was unknown, people used logic as consideration in determining and deciding something. It is in line with Sumaryono (1999) had stated that as long as logic gives evidence aiming for truth, in the form (validity) and also in material (truth), thus, an argument or a new reasoning can be said as logic if the argument or reason is valid and in the same time true—only not only stands for one. Syukur (2004) defined thinking as the use of human reasoning to consider or deciding something. Therefore, it can be concluded that thinking logic is the application of reasoning through one's cognitive consideration to determine or decide a thing appropriately in problem solving.

Research Method

This is a descriptive qualitative research as the result describes about the thinking logic of 1–3 graders primary school students in solving the problems of one variable linear equation, and the data analysis is given in words. The subjects were 3 primary school students, consists of each one person in grade 1, 2, and 3. They were chosen based on the ability to communicate their own ideas well.

As this is a qualitative research, the key instruments were the researchers themselves (Creswell, 2014). The data was collected from observation results, unstructured interview, and documentation. The interview was done by giving the students mathematic problems of one variable linear equation related to the daily life. Based on the students’ answers, the thinking process was investigated that it made the researchers discovered the thinking logic of the students in solving the given problems.

The steps in the research were: a) proposing a problem to students of one variable linear equation related to the daily life by using concrete objects to make students easier to think and give the answer; b) giving the students time to think; c) asking the students to reveal their thinking process in solving the problem; d) giving another problem with the higher level of difficulty; e) giving the students time to think and answer; f) asking the students to reveal their thinking process solving the problem; and kept investigating students’ answers until the purpose of the research was reached, that is, to discover the students’ thinking logic in solving the problems of one variable linear equation without using illustration (variables); also g) based on the students’ answers, the researchers were analyzing the data result about the thinking logic.

Research Results

The result of this research is to answer the research question about thinking logic of 1st–3rd graders primary school students in solving the problems of one variable linear equation. The data was collected based on the observation results, interview, and documentation. The researchers proposed the problems of one variable linear equation using familiar concrete objects to students, such as bread, chocolate, pencils, pens, rubbers, books, shampoo, matches, wafer, candies, coloring box, snack, marbles, and money. The proposed problems were arranged in 4 levels of difficulties.
Below are the descriptions of the results about the stunts thinking logic.

The Description of the 1st Grader Student Thinking Logic

First Step (Problems with OVLE Type 1)

The first step was to propose the problem of one variable linear equation with an amount of linear equation an object. The researcher asked, “If we fill two jars with the same amount of candies, and total of the jar is 4, how many candies are there in one jar?”. The students gave an answer that one jar had two candies, because they knew that 2 + 2 = 4 that corresponded with two jars with 4 candies would be 2 candies each inside. Then the researcher proposed a more difficult question. The students could answer that the total of the objects in two jars is a unit number of 1–9. They could also answer the total amount of all objects, which were in number of tens of 10–20. However, the students could not answer for problems with number of tens of more than 20, which also happened the same when they had to count all objects in two jars in number of 10–20. In solving that problem, the children used recurring addition thinking logic.

In the first step, the researcher also proposed a higher level problem with 3 amounts of jars. The question was, “If we fill three jars with the same amount of candies with the total candies of 12, how many candies are there in each jar?”. The student answered that there were 4 candies in one jar. They also answered the total amount of objects of 12, 15, 18, and 24. The students used the recurring addition concept.

Based on the explanation above, it is concluded that the students of grade 1 can solve the problem of one variable linear equation related with the total of the objects using the recurring addition thinking logic. The students used it for two and three numbers addition. In two numbers addition, the students could operate in 1–10 and 20. In three numbers addition, the students could operate until number 24.

Second Step (Problems with OVLE Type 2)

The researcher proposed the problem of OVLE related to a price of something using familiar daily object. The problem was “Syifa bought 2 snacks at the food stall for Rp.2.000,00. How much is the price for one”? The students answered that one snack cost Rp.1.000,00, because the student knew that 1000 + 1000 = 2000. Then another problem with the higher difficulty level was given. The students could operate the equation that if the price of 3 was Rp.3.000,00, then one would cost Rp.1.000,00, and it went until the price of Rp.7.000,00 for 7 objects that would make Rp.1.000,00 for each. However, in the price level of 8x = Rp.8.000,00, the student could not give an answer for one object. In tens of thousands level, the problem given was “Syifa bought 2 chocolates for Rp.20.000,00. How much is one chocolate cost?”. The answer from the student was Rp.10.000,00 for each chocolate, because 10.000 + 10.000 = 20.000. Then the problem with the higher level of difficulties was given, and the students could answer that the price of 3 chocolates was Rp.30.000,00 that made the price of Rp.10.000,00 for each one. It went until the level of 7x = Rp.70.000,00 with the price of Rp.10.000,00. However, when it reached Rp.80.000,00, the student couldn’t answer the price for one. The researcher helped the students to think using real money, but there was still no correct answer. The thinking logic used was the recurring addition.

In the second step, the harder level of one variable linear equation problem was given with “Syifa bought 3 pencils for Rp. 9.000,00. How much is the price of one pencil?”. There was a correct answer of one pencil that cost Rp.3.000,00. The student did the operation using 9 fingers, and illustrated that 1 finger stood for Rp.1.000,00. 1 pencil was illustrated by 3 fingers, the it was added as 3 + 3 + 3 = 9 that turned out as correct. The students then concluded that 1 pencil = 3 fingers = Rp.3.000,00. The next more difficult problem was given, that is 3x = Rp.18.000,00 and 3x = Rp.21.000,00. They were correctly answered that each pencil cost Rp.6.000,00 and Rp.7.000,00. The student thought using the tally written on a paper because the fingers were only 10. The student illustrated that 1 tally was Rp.1.000,00, then drawing as many tally according to the total price (Rp.18.000,00 for 18 tallies and so on). After that, the student tried to illustrate 1 object using the tally until the correct answer was found and made a conclusion. The student could not answer the price of 1x from 3x = Rp.24.000,00. The researcher gave further assistance with an example of real money of Rp.24.000,00, but it remained unanswered.

Based on the above description, it can be taken that the students used the recurring addition thinking logic in solving OVLE problem in daily life. In the recurring addition of thousands and tens of thousands, the logic reached no more than Rp.8.000,00 and Rp.80.000,00. If the students have known about the recurring addition, the question could be answered, if not, they would use tally and help of fingers. The students counted with the help of fingers if the total amount was ≤ Rp.10.000,00, and use the tally if the total amount is > Rp.10.000,00. At first, the student illustrated one finger/tally = Rp.10.000,00, then 1 object x with the tally/finger until they got the expected number. The students could make a decision that 1 object = x finger/tally = Rp.x.000, where x represented the amount of finger/tally of 1 object.

Third Step (Problems with OVLE Type 3)

In the third step, the researcher gave a problem about the price of an object, where the price was not in integers amount of money, for example: Rp.1.200,00, Rp.4.400, etc. The first problem was “Syifa bought 2 cacaos at the food stall for Rp.1.000,00. How much is the price of 1 cacao?”. The student gave an answer of Rp. 500,00 because the students knew that 500 + 500 = 1000. A correct answer was also given for the problem
"Syifa bought 4 anti-mosquito lotion packs for Rp. 10,000.00. How much is one pack?". The student used fingers and illustrated that 1 finger was Rp.1,000.00. As there were 4 packs, 1 pack was represented by 2.5 fingers. 2.5 fingers = Rp. 2,500.00, the student knew that 1 pack was Rp.2,500.00. Then a new problem was given, 2x = Rp.1,600.00, 2x = Rp.3,000.00, 3x= Rp.24,000.00, 4x= Rp. 1,200.00, 4x = Rp.4,400.00, and also the price of 1x. The student could not answer to the problem’s question, where the researcher helped them out by giving the real money as much as the amount known, yet the students still could not give an answer.

Based on the explanation above, it is concluded that the thinking logic of the students in solving the problem of OVLE was the recurring addition with the help of fingers which let them illustrate half of finger as = Rp.500.00. The students could not give answers to the problems that used the integers in thousands (i.e. Rp. 1,200.00, Rp.2,400.00, Rp.4,400.00).

Fourth Step (Problems with OVLE Type 4)

The problems given were even more difficult with the problem stated "Syifa buys 2 Malkist for Rp. 1,000.00. If she wants to buy 3 malkists, how much will she have to pay?". The students gave the correct answer that the price of 3 malkists = Rp.1,500.00. First, the students searched for the price of 1 malkist thats Rp.500.00, because they knew that 500 + 500 = 1000. As if Syifa wanted to buy 3 malkists, then the students thought that 3 malkists = 500 + 500 + 500 = 1500, that made the price of 3 malkists = Rp.1,500.00. Another problem was proposed with 2x = Rp.2,000.00 and the question was to find out the price for 3x. Firstly, they searched for the price for 1x with the recurring addition concept, that led them to 3x = x + x + x. When another new problem was given, 2x = Rp.10,000.00 and the question was to find out 3x, 2x = Rp.3,000.00 fora question of 2x, and also 4x = Rp.8000.00 for a question of 3x. The students could not answer those questions.

The description above drew a conclusion that the students solved the OVLE at the level of problem known by 2x with the question of 3x and some that were similar type. The students started by searching the value of 1x using the recurring addition. Next, they search for the expected answers also with the concept of recurring addition, i.e. 3x = x + x + x. Though, they were only able to answer until the level of 2x = Rp.1000.00 that made 3x= Rp.1,500.00, and also at the evel of thousands 2x= Rp.2000.00 that made 3x = Rp.3000.00, 4x = Rp.4000, and so on, whether the more difficult problems could not be answered.

The Description of the 2nd Grader Student Thinking Logic

First Step (OVLE Problems Type 1)

In the first step, the researcher proposed a problem on the amount of an object. The question was "If two bags of bread has 18 breads with the same amount of bread in each bag, how many breads are there in one bag?". The students answered 9 in each bag, as they knew that 9 + 9 = 18. They could also give an answer for more amounts of bread. The amount of bag was added in "If 3 bags of bread has 9 breads with the same amount in each bag, how many bread does each bag has?", to which the students answered 3 in each bag, as they knew that 3 + 3 + 3 = 9. The students answered the next questions with the same concept of operation, which was the recurring addition, which enabled them to conclude that those problems could be solved with division, which had been taught in grade 2. The students often used fingers and stackable addition, also have figured that the amount of the bread as 'addition number' and the bag as 'repeat number'.

Second Step (OVLE Problems Type 2)

In the second step, the problem was still related to the daily life, that was "If 2 chocolates cost Rp.1,000.00, how much does 1 cost?", to which the students answered Rp.500.00, as they knew that 500 + 500 = 1000, then the recurring addition was done twice. The students could also answer the question when the amount of the object was added until 4, as well as when the price was made higher to thousands. If the students knew about the recurring addition, the question could be answered, if not, the students would go for a trial to count and test the answer. If the answer was wrong, the researcher suggested students redo the counting carefully.

Third Step (OVLE Problems Type 3)

In the third step, the problem presented were in the higher level of difficulty that the value didn’t use integers, for example: Rp.1,600.00, Rp.2,100.00, etc. The problem presented was "If 2 rubbers is Rp.1,600.00, then how much does 1 rubber cost?", to which the students solved by omitting the 0 number, reminding the students that 16 was from 8 + 8, that made the price for 1 rubber was Rp. 800,00. The next problem was answered in the same process. The concept of solving was similar with the previous, which used the recurring addition, though it took longer time.

Fourth Step (OVLE Problems Type 4)

The researcher presented the more difficult problems, stated "If the price of 2 cacaos is Rp.1,000.00, then, how much will 3 cacaos be?". The students determined the price of 1 cacao to be Rp.500.00 as they knew that 500 + 500 = 1000. The next step was to count 3 cacaos by adding Rp.500.00 + Rp.500.00 + Rp.500.00 = Rp.1,500.00. The new problem was 2x= Rp.3,000.00 with the question of the price for 4x. Same to the previous for the recurring addition, the students searched for the price of 1x, then processed it to 4x = x + x + x + x. The next problem was also solved with the similar process.
The Description of the 3rd Grader Student Thinking Logic

First Step (OVLE Problems Type 1)

In the first step, a problem was related to an amount of an object, stated “If 2 bags of bread have 6 breads with the same amount in each, how many breads are there in 1 bag?”, to which the students answered 3 in each bag. The process they used was that $6 \div 2 = 3$ (the number of breads divided by the number of bags). The students could answer the question to the similar problem with the higher total amount of bread of 20, 22, until 50. Next, the number of the bags was added with “If 3 bags of bread has 9 breads with the same amount of bread in each bag, how many breads are there in 1 bag?”. The student’s answer was 3 breads in 1 bag, by counting $9 \div 3 = 3$. Other next questions were answered in the similar concept, also with the students perceived that the number of the bag was for ‘dividers’, and the total amount of the bread was the number ‘divided’.

Second Step (OVLE Problems Type 2)

The second step was for the problem related to prices of a daily life objects, stated, “If the price of 2 cacaos is Rp.1000,00, how much is one cacao?”. The answer given was Rp.500,00 by dividing Rp.1000,00 into two. The students could also answer the problem with more amount of the price to tens of thousands until hundreds of thousands (finding the value of x in the problem of $3x = 3000$, $2x = 3000$, $3x = 30000$, $2x = 150000$, $4x = 80000$). In hundreds of thousands, the students used the division operation taught in school.

Third Step (OVLE Problems Type 3)

The third step was for the higher difficulty level problem, in which the price of the object didn’t use the integers, for example: Rp1.600,00; Rp2.100,00; etc. The question was “If 2 rubbers is Rp.1.600,00, then, how much is one rubber?”, to which the students answered Rp.800,00. They got the answer by omitting the 0 from the back of the real numbers, for instance, Rp.1.600,00 ÷ 2 then student create $16 \div 2 = 8$ that made Rp.800,00 for each. The higher level of problem could be answered when the amount of the object was added. When the price was made higher (to find the value of x in $3x = Rp.2.100,00$, $4x = Rp.10.000,00$, $4x = Rp.4.400$), the students took longer time in solving on the third problem.

Fourth Step (OVLE Problems Type 4)

The OVLE problem presented was in the higher level of difficulty. It was “If 2 cacaos cost Rp.1.000,00, how much is for 3 cacaos?”, when the students searched for the price for 1 cacao by counting Rp.1.000,00 ÷ 2 = Rp.500,00. After that, they counted for 3 cacaos by multiplying the price of 1 cacao with the requested amount, Rp.500,00 × 3 = Rp.1.500,00. The students were able to answer the next more difficult questions without difficulties, as they have mastered the multiplication and division.

Summary

The students of primary school students 1st grader used the recurring addition thinking logic in solving the problem of One Variable Linear Equation (OVLE), with the following description: (a) in two numbers recurring addition, the students could operate from 1–10 of the amount of the object. In three numbers recurring addition, the students could operate on the amount of numbers up to 24; (b) recurring addition in thousands and tens of thousands, the thinking logic of the students was limited to less than Rp.8000,00 and Rp.80.000,00; (c) the limit of the students’ thinking for the recurring addition reached up to 7 and multiples of 7. (d) when the students had not learned about recurring addition, the students used the help of fingers or tally. They illustrated one tally/finger as Rp.1000,00, and then made the object represented by 7 tally/fingers also. They concluded that 1 tally = Rpx000, where x was the amount of tally/finger which represented 1 object. The illustration of half of finger = Rp.500,00, (e) the students could not solve the OVLE problem when the numbers were not in integers (for example Rp.1200,00; Rp.2.400,00; Rp.4.400,00). (f) in problem where 2x was known and 3x was questioned, the students, at the first hand, searched the value of 1x with recurring addition. Then, the proposed questions were also answered with recurring addition, for instance, $3x = x + x + x$. Therefore, they could only answered up to $2x = Rp.1.000,00$, where $3x = Rp.1.500,00$, and also in the level of thousands, where $2x = Rp.2000,00$ that made $3x = Rp.3000,00$, $4x = Rp.4000,00$, and so on. In the harder level, the problem could not be solved.

The thinking logic of the students in 2nd grader primary school in solving the OVLE problem was in recurring addition, and thereby the students concluded that the problem could be solved by divisions, that had been taught in grade 2. The students often used the help of fingers. They could give answers if they had known about recurring addition, if not, they would try to count to prove the answers. When the price were not in integers (such as Rp.1.600,00; Rp.2.100,00, etc), then students would omit the 0 numbers from the price (Rp.1.600,00 became 16), so they understood that 16 is formed from $8 + 8$ that create the price for Rp.800,00 for each. The next problems were answered in similar process with longer time. In the last step, where 2x was known and questioned, the students searched the value of 1x with the concept of recurring addition. After that, they continued thinking $4x = x + x + x + x$ with the recurring addition concept.

The students of 3rd grader primary school solved the OVLE problem related to the total amount and price of an object using the division concept. The students used the tailed division concept for the level of hundred thousand number to separate between real numbers and zero numbers in price without integers. They needed longer time to do the operation. In the last step, the
students used mixed concept with division and multiplication that had been taught in 3rd grade.

The research results bring to a conclusion that students in 1st–3rd graders of primary school are able to solve the one variable linear equation using familiar concrete objects related to their daily life. The thinking logic of each student are different to each other in solving the problem.

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SUPERVISION OF CLASSROOM VISITS IN IMPROVING PERFORMANCE SCIENCE TEACHERS OF STATE JUNIOR HIGH SCHOOL 1 BANDUNGAN

Tri Widodo¹, Bambang Ismanto², Arief Sadjito³
¹ Teacher SMPN 1 Bandungan, ²,³ Lecturer UKSW
1triwidodo.zufar@gmail.com, 2bam_ismanto@yahoo.com, 3rifsad@staff.uksw.edu

Abstract

This study aims to determine the implementation of class supervision visits, and its impact on the performance of the planning and implementation of learning science teacher SMP Negeri 1 Bandungan. This study uses a form of qualitative research, the descriptive method. Data sources used include informants, places and events as well as documents. Data collection techniques used were interviews, focus groups, observation and documentation analysis. Validation data used is the technique of triangulation of sources and methods. Based on the results of this study concluded that; Implementation supervision visits classes at SMP Negeri 1 Bandungan has runs good, the held twice a semester classroom supervision visits. The impact of supervision on the performance of the planning class visits can be seen in the better planning and complete administration. Impact of supervision visits to the classroom learning implementation performance can be felt in the discipline teacher to be present in class on time, there is interaction between teacher and student, learning more coherent, more varied teaching methods, learning to use the media of interest. From these results, it is advisable for teachers to make use of supervision as a class visit program to improve the quality of learning in the classroom.

Keywords: Classroom visits supervision, teacher performance

Introduction

In Permendiknas No. 20 of 2007, mentioned educational assessment standards are national standards related to the mechanisms, procedures, and assessment instruments learners' of learning outcomes. The core educational assessment is the process of collecting and processing the information to determine the achievement of student learning outcomes. Mechanisms and assessment procedures include assessment by educators, the education unit and the government in the form of National Examination (UN).

To improve the achievement of the National Examination in Semarang regency, county office of education and culture Semarang perform various activities. Among of them are academic activities through try out Semarang regency. The item test of the lesson is prepared by teachers who gathered in teacher group discussion by name MGMPs, matter refers to the lattice National Examination issued by the BNNS. With the holding of the National Examination try out along Semarang regency, expected to know the weaknesses and strengths of the school that follows the try out the National Exam. So in the remaining time available can be held in preparation for revamping the National Examination. Furthermore, the above efforts reinforced with religious activities such as prayer together in the educational and cultural offices in Semarang regency, a prayer said over to get to the good pleasure of Allah SWT implementation of the National Examination in Semarang regency runs smoothly and student achievement National Examination (UN) high value, so it can be the name of Semarang regency.

Meanwhile, the low average value of the acquisition of National Examination (UN) science subjects within the last two years in State Junior High School 1 Bandungan quite a concern for teachers, principals and regency supervisors in Semarang. This concern increases again with decreasing student achievement State Junior High School 1 Bandungan in the National Science Olympiad (OSN) Semarang regency level. In 2011 students of State Junior High School 1 Bandungan won first prize in Biology and OSN OSN Physics II champion Semarang regency level. In 2012 this achievement decreases, the OSN Science (Physics and Biology) regency level, State Junior High School 1 Bandungan just won the first winner OSN Physics. In 2013 achievements OSN IPA Physics and Biology are not able to reach rank 3 regencies of Semarang.

When the achievement of a school teacher is often accused of being declined main cause. According Tjalla (2010: 2) one of the causes of the low quality of graduates (the low value of the UN) is not effective learning process, it is characterized by learning method is oriented mainly to the teacher (teacher oriented), teachers make learning to ignore the rights and needs students, to get learning fun, exciting and educating. On the other hand Tjalla (2010: 3) states that the National Examination (UN) is essentially a form of accountability of schools (teachers, principals and policy makers) to stakeholders, which in this case is the parents and the community.

Based on the Tjalla’s opinion, then decreased performance at a UN school is not only the responsibility of teachers, but also the principals. In line with this idea, the active role of the principal in improving teacher performance is indispensable needed. School principals as supervisors can not effectively cope with a teacher learning through classroom visits supervision activities.

The low value of the UN which is caused by internal factors such students is because there are students who feel not know where to go when
you're done follow the UN. The desire to continue their education to higher levels is hampered because they have no school fee and a desire to help parents to work for a living. Poor performance factors and professionalism of teachers is also influence in the value acquisition of the National Examination (UN). This is in accordance with Sri Hartini research that states that increased teacher performance would affect the acquisition values/student achievement.

Aware of the facts above it is necessary to take efforts in improving the performance of science teachers through supervision activities. Supervision activities that are conducted through classroom visits supervision activities. This was chosen because supervision activities visit the classroom is the most effective supervision to assess and obtain an objective picture of the performance of teachers in the preparation of learning activities and implementation of learning activities.

According Arikunto (2006: 5) supervision is observed activity, identifying where things are already true, not true, not true, with the aim to provide appropriate guidance to the error rate. Core activities of supervision is to provide guidance to teachers so that the quality of learning is enhanced.

From studies of supervision can be seen that the supervision of the principal positive effect on teacher performance SMP N 33 Semarang (Sudirjo: 2013), while the Nur Kholis (2009) concluded variable class supervision visits have an important role in improving the performance of teachers throughout the regency PAI Mts Demak, it is supported by Sri Hartini research (2013) which states the impact of supervision can be perceived by principals, teachers and students. School head teachers feel the increasing performance, administration and great teachers more complete, and appear positive teacher behavior that is passionate, disciplined, and responsible. From the description above it can be concluded that the supervision of classroom visits can improve the performance of teachers in implementing the learning tasks in the classroom, whether relating to the preparation of lesson plans as well as its application in the classroom (Widyani: 119).

Through classroom visits supervision researchers believe that the performance of a science teacher at SMP Negeri 1 Bandungan can be improved. So through this thesis will be examined on the implementation of the supervision visits Bandungan class in Junior High School. Further performance improvement will be known science teacher in preparing lesson plans and activities in the implementation of learning.

Methods
The study focused on the implementation of the supervision of classroom visits in improving the performance of science teacher in State Junior High School 1Bandungan, this study is a qualitative study, carried out on natural objects (natural setting), the object of which is growing as it is, is not manipulated by the researcher and the researcher’s presence does not affect the dynamics on the object.

Location of the study is SMP Negeri 1 Bandungan, while the data collection techniques are: observation, participation of observers, interviews, documentation and FGD (Focus Group Discussion). The study was analyzed by using the method of content analysis (content analysis), to check the validity of the data (trustworthiness) is required inspection techniques, researchers used triangulation.

Results and discussion research
Supervision is a class visit teacher training program through monitoring activities in the classroom by the principal toward the planning and implementation of learning, including the alignment deviation, and increased state. Supervision class visit aims to develop a favorable climate and better teaching and learning activities, through the development and improvement of the teaching profession. In other words, the purpose of supervision of teaching is to help and provide facilities for teachers to learn how to improve their skills in order to realize the goal of student learning.

Sergiovan in Mulyasa (2009: 111) said that supervision is a process that is designed specifically to help teachers and supervisors in order to use the knowledge and ability to provide better service to students and schools, as well as the school makes effective learning communities. Associated with supervision programs in schools, Sagala (2009: 125) argues that the supervision program in schools is teacher development program whose activities are structured to help teachers understand information, help teachers implement teaching, and help teachers understand the level of knowledge and the integration of values and attitudes.

According Slameto (2009: 147) supervising the implementation of the class visits can be implemented with three patterns, namely, (1) supervision of classroom visits without informing the teacher that will be visited, (2) supervision visits by first class tell the teacher, (3) supervision visits based on teacher invitation. Three traffic patterns have advantages and disadvantages. Visits without prior notice, considered less well by the teacher because the teacher is being watched or seen its shortcomings. Although for the supervisor it will find the real situation or what it is in the teachers' teaching activities undertaken. Visits to tell in advance who will be supervised by the teacher will sometimes find classroom situations that have been conditioned in advance by the teacher, this means teachers feel more appreciated because they were given the opportunity to prepare for the supervision of classroom visits by principals. In terms of classroom supervision visit at the invitation of the teacher, will look better relationships between teachers and school principals as supervisors, teachers invite the principal to be present in the classroom witnessing the implementation of learning.
undertaken by teachers. Teachers feel ready to get input from principals on what is being implemented in the classroom. The principal input and suggestions will be discussed between the principal and teachers.

In the implementation class supervision visit in SMP Negeri 1 Bandungan using the second pattern, the visit by first telling the teacher before. This pattern is more easily implemented due, the principal and vice principal areas of the curriculum at the beginning of the school year has drawn up a program of supervision visits the class, then the program will be disseminated in the teachers' board meetings and official announcements are posted on the staffroom notice board.

From the observation data showed that supervision visits classes have been implemented in SMP Negeri 1 Bandungan, in one semester of supervision visits conducted twice each classroom, supervise schedule class visits arranged by the principal aide curriculum areas. Schedule disseminated through teacher council meetings and announcements are posted on the staffroom notice board. If there is an urgent and sudden events, schedules that have been developed can be changed in accordance with the agreement between the principal and the teacher concerned.

In performing its duties Science teacher required to have a device that consists of a learning administration, annual programs, semester program, syllabi, and lesson plans. All devices are arranged teacher learning administration before carrying out learning activities in the classroom. Science teacher who has a learning administration complete a sign that the teacher has to teach a good preparation. From interviews with some of the teachers obtained information that supervision visits the class has an influence on the performance of the teacher in preparing learning device. Teachers who are not supervised administration tended to ignore learning administration, if anyone makes is usually less complete, the format is not in accordance with applicable regulations, not timely collection of different administrasiya. Different things happen to teacher who supervised, administration complete learning device, created in accordance with the format, in time to collect administration.

FGD results on the impact of supervision on the performance class visits science teachers in lesson planning, supervising teachers responded that classroom visits affect the performance of teachers in planning learning. Teachers prepare lesson plans in the form of documents annual programs (Prota), Promissory Notes, syllabus and lesson plans. Structured learning tool as well as possible, consistent with applicable regulations that teachers are not embarrassed when learning lesson plan administrative documents examined by the principal. Several provisions in the RPP are usually not filled when not supervised by the teacher during the supervised all the provisions in the written lesson plan complete with examples. For example often in preparing lesson plans on the part of the teacher assessment instrument learning plan formulation ignores item. The formulation of items, answer keys and scoring guidelines written attached, but the appendix is not available. So with the supervision of the performance class visits science teacher in preparing lesson planning documents which are embodied in the RPP is better and more complete.

From the observational interview is found that a science teacher who supervised the visit classes to prepare themselves in the appearance of learning in the classroom. The teacher who used to teach without learning media prepare to make instructional media in the form of a power point presentation. Even for the subject matter that it is difficult to discuss them with a friend the other science teachers to determine appropriate learning methods. Discussions were held in a small group discussion of teachers teaching science SMP Negeri 1 Bandungan.

From the interview with the student data is showed that there are changes of teacher performance. Teacher changed from teaching while sitting into standing, the lecture method of teaching with lectures only be varied using instructional media impressions power point presentation, the teacher teaches in one direction in two directions, there is interaction between teachers and students in the form of questions and answers. According to these students, the positive changes they hope principals to hold supervision of classroom visits frequently.

FGD data showed that the teachers were pleased with the supervision of the classroom visits, teachers to attend class on time the better, in the implementation of teacher learning lesson plans based on the scenario that has been prepared, the teacher is more attention to the learner by implementing two communication direction, in the implementation of learning teachers use teaching aids and instructional media such as LCD, laptop and power point presentation. There is high motivation to carry out the best possible learning.

From the data above, the validity of the data processing implemented through triangulation techniques. The first source is the documentation of the implementation of the supervision visits classes, from these data showed that supervision visits classes have been implemented in SMP Negeri 1 Bandungan, the supervision twice a semester, a schedule has been determined by the school adheres to the pattern of supervision means supervision to notify in advance to the teacher who be supervised, the second source is obtained from interviews with SMP Negeri 1 science teacher who supervised Bandungan. In an interview they said that they got into the semester schedule supervision twice. Supervision schedule is known by the teacher in the teacher socialization board meetings and announcements in the staffroom whiteboard. The third source of the FGD, it was found that participants expressed that the supervision is conducted the principal in twice a semester, the schedule drawn up by the principal, supervision
schedule change is allowed if there is an agreement between the principals concerned teacher.

Triangulation of data impacts performance supervision visits in the class lesson planning is done through triangulation through study of documentation, interviews with the principal aide curriculum areas, and the results of the FGD. Documentation of study data showed that all of the teachers very well put together lesson plans, complete and according to the rules, from interviews with the principal aide curriculum areas obtained the same data that the RPP, the better prepared teachers, complete and according to the rules, while the FGD data showed that all participants expressed the impact of supervision visits in the performance class learning plans appear on the completeness RPP compiled, collected on time and teachers prepare teaching aids and instructional media as part of the preparation of lesson plans. In the performance class learning plans appear on the completeness RPP compiled, collected on time and teachers prepare teaching aids and instructional media as part of the preparation of lesson plans.

By doing data triangulation technique is confirmed in an interview with the student, the study reports the results of supervision documentation and implementation of learning outcomes as well as confirmation of FGD school superintendent. Results of interviews with students in the implementation of the data found that learning was more ready the teacher in teaching students in the classroom, the teacher in teaching respect to flow and sequence learning implementation. Objectives and learning material presented by the teacher at the beginning of learning. Furthermore, teachers implementing learning using instructional media devices such as laptops and LCD display power point slides related to learning on that day. According to the impact student supervision classroom visits indicate a positive thing, learning science when there is supervision for the better. In teaching teacher is more interesting. Because in addition invited to the laboratory, presented interesting pictures through a slide power point which aired LCD science lessons take place at a time. So that teachers not only tell, but visualize the real example through the media. With the learning process is more interesting for students impact the interaction between students and teachers in learning, and student learning outcomes is move forward, even though not getting the appropriate expectations.

From triangulation can be concluded that the students feel happy that the science teacher who supervised the teaching for the better, according to the teacher the spirit of the teacher to teach them to be better, because it can show all his ability in teaching, the students' ability in communication, the ability to use tools instructional media. According to the results presented FGD that teachers become more spirit, discipline, communicative with the students, teaching and coherent sequence, vary in their teaching, equipping himself with learning media.

Conclusion

Based on the research that has been conducted, the conclusions that can be presented as follows:

1. Implementation of supervision visits classes at State Junior High School 1 Bandungan held 2 times in a semester with a supervision schedule has been determined by the principal. Plan of supervision activities listed in the Annual Work Plan of the school. Socialization implemented in board meetings with the head teacher of the school, followed by the announcement of the written form of supervision schedule class visits are posted on the staffroom notice board. Implementation of supervision in accordance with a schedule that had been developed, it will be determined if it is absent the other day as agreed between the principal and teachers are supervised.

2. Supervision classroom visits have a positive impact in improving the performance science teacher of State Junior High School 1 Bandungan in planning learning, this is evidenced by the good administration of the lesson plan (RPP) document teaching science teachers, lesson plans prepared in accordance with applicable regulations, there is a lesson plan prepared assessment instruments are equipped with items, answer keys and scoring guidelines. Teachers excited in preparing instructional media such as PowerPoint slides and discuss with colleagues to determine the appropriate method for learning the subject matter at the time supervised.

3. Supervision classroom visits have a positive impact in improving performance science teacher in State Junior High School 1 Bandungan in the implementation of learning. The teacher's enthusiastic in teaching in the classroom. Teachers complete the lesson with instructional media, and have many vary method.

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RELIGION AS PRACTICE: THE MAKING OF AN ALMS (ZAKAT) FOUNDATION

Wahyudi Irwan Yusuf
Budi Mulya

Abstract
The purpose of the research was to offer a learning strategy that make Islamic education can be implemented in a real life, because many scholars, like Budhy Munawar Rachman, Komarudin Hidayat, and also Anies Baswedan said that there were facts of declining of values and the increasing of humanity crisis. To overcome those problems, Budi Mulia Dua Senior High School proposed a paradigm of religion as practice. Religion as a practice is delivered to the student not only as a cognitive side, but also as an affective side by practicing the lesson to the real life. In this research, the teacher used student-centered approach to build active learning, in which students actively formulate questions, answer questions, and solve problems by themselves. To stimulate students thought, Contextual Teaching and Learning (CTL) approach gave the students adequate information what happen to their society. The effort to connect the lesson with real life was framed in a project. Students of grade 10 were asked to make an alms (zakat) foundation starting from deciding the name of organization to distributing to the right people. To create this program interesting, the students didn’t make a report based-paper but they made a web blog as a place to write and share all the activities. The result of the research showed that the students did very good achievement in understanding the meaning and also the massage of zakat and the society, including in schools. The anxiety that had emerged from teachers is that education is basically designed and built with a very noble purpose that is to form human beings who uphold human values. There is no education that encourages the students to harm others or to do violence. Unfortunately, this world is never quiet of such people. Adolf, the Fuhrer, used to be diligent student and student who was never cheating and skipping class. At the time when he became a student, everything looked normal, quality of education will create a great new generation in the future.

Morality is a major concern of education. It can be seen from Socrates and Meno puzzled questions: whether virtue can be taught or not? Is virtue born from practice? Does virtue come from natural gift or instinct? These are fundamental questions for society and also for individual, because without the existence of virtue and morality a society will devastate. This destruction is marked by the emergence of Hobbesian society, the “man who destroys another human being”. The irony is that the inclination appears quite strong when the phenomenon of violence against people, groups, and even other religions became stronger. What quite worrying is the emerging understanding that violence in this global era is done by terrorist or certain group of people that has relation to Islam.

The anxiety that had emerged from teachers is that education is basically designed and built with a very noble purpose that is to form human beings who uphold human values. There is no education that encourages the students to harm others or to do violence. Unfortunately, this world is never quiet of such people. Adolf, the Fuhrer, used to be diligent student and student who was never cheating and skipping class. At the time when he became a student, everything looked normal, quality of education will create a great new generation in the future.

Introduction
More than 2400 years ago, Confucius said

What I hear, I forget
What I see, I remember
What I do, I understand

The purpose of the research is to offer a learning strategy that implement Islamic in a real life. In Islam the highest standard of quality or morality to be a good Muslim is taqwa. Taqwa is representation of a consciousness to commit become a Muslim by doing goodness and try the best to avoid doing bad thing that was abandoned by God. According to Budhy Munawar Rachman, book editor of Pendidikan Karakter, in this modern era there are facts of the declining of life values and the development of intolerance and discrimination in the society, including in schools. Komarudin Hidayat said that one of the most important agenda for education system in Indonesia is overcoming the crisis of humanity, including the problem of the meaning of life. Moreover, Anies Baswedan concluded that education is an important process to fulfil the promise of Indonesia’s independent. The

Keywords: student, teacher, students-centered, CTL, zakat foundation

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reasonable, and there was no concern that he had a strange inclination. Only one that he dreamed and that was not a reality, what he wanted was to be a soldier. At the end, history recorded him in the astonishing event; Adolf Hitler adult is the main actor genocide of the Jews.\(^6\)

School never taught Adolf Hitler to become a killer especially actors of massacre of Jews people, but that was recorded by the history. Then, where his education, dignity, compassion, and kindness are. The same thing happened to ISIS that killed hundreds of people in Iraq and Syria. Teachers or asatidz taught them to be an individual who care and love others, but the adherents of ISIS did the opposite. As an example, Indonesian Police noted that during 2012 every 91 seconds a crime occurred in Indonesia. Deputy Head of the Police Criminal Investigation, Police General Inspector Saud Usman (Reuters, December 26, 2012) stated that the number of crimes in 2012, precisely until November 2012, had reached 316,500 cases. Saud Usman asserted: "So, every 1 minute 31 seconds of the crime occurred." By showing those facts, what is wrong with the education system in Indonesia? Why the world is never short of people who transformed into a source of anxiety and restlessness of human beings. By doing this research it is expected that the transformation of religious education can solve those problem; create the Indonesian character that pious to God and also the other human beings.

**SMA Budi Mulia Dua: Religion as Practice**

Seeing those sad phenomena makes researcher a pensive and wonder; then how religion should be taught, especially related to the goal of educational system that’s made by the government? It was mentioned in Laws No. 20 year 2003 Chapter II Pasal 3:

> “Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa, berakhlaq mulia, sehat, berilmu, sehat, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab*."

The statement above confirms that national education should be able to create a human figure that has character of a positive personality. He must be tempered with a noble and civilized foundation of faith and devotion to God. Therefore a key for the success of national education is how many students emit a positive attitude; compassion, empathy, respect for others, and so forth.

National education should not be stuck only on the development of cognitive side only, otherwise education shall be directed to be applied and practiced in daily life. Addressing this, SMA Budi Mulia Dua\(^7\) designed learning environment which focuses on religion as a practice. Religious education should be out of the realm of cognitive and exclusive doctrinal *un sich*, i.e. the area of memorizing, accepting without any exploration, and avoiding active communication, to the development of active understanding and practice. This approach believed as a solution to build a great civilization, a civilization that emerge from active, creative, honest, compassion, empathy, and religious individual.

To make these make this approachs successful, Budi Mulia Dua has 8 learning basics as guidance for the teachers as follows:

1. Every individual is a unique one, meaning that every individual has several ways and ability to develop self-learning-process.
2. Appreciation for every achievement
3. Living values-based education
4. Orientation on directness thinking and acting
5. Learning is an open and participatory process
6. Appreciation and tolerance on the difference
7. Religion, art and sport as a practice
8. Positive discipline\(^8\)

Based on those learning basics, Budi Mulia Dua is following the current education development that believed by scholars that school is the area of finding the self. School is not factory that produce thing with the same shape, colour, and style but education is a place of making a leader with strong innovative character and strong social commitment.\(^9\) That’s why religious teaching in school presents in front of the students in the form of shady, cool, and beautiful. Islam as values teaches virtue and virtue embodied in knowledge –

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\(^7\) SMA Budi Mulia Dua as a part of Budi Mulia Dua Foundation was built in 2007 as a continuation of education that starts from kindergarten, primary school, and junior high school. The motto of this school is “Bersekolah dengan Senang dan Senang di Sekolah”. This motto is a representation of spirit to deconstruct a common understanding that school is unsecure place from any kind of oppression whether it comes from students, teachers, also staff. And also students can learn the subjects in a comfort environment and enjoyable. Budi Mulia Dua also accommodates the diversity of student by giving their right as a unique person; every student is a distinctive individual. This believe system bring the teacher to be active and creative dealing with delivering the materials.


\(^9\) Hidayat, Komarudin (forehead), 2002, Active Knowledge, Yogyakarta: YAPPENDIS, page. xii
friendly and far from dogmatic doctrine of right and wrong.

The Meaning of Religion

This research focuses on number 7 of 8 bases learning that Budi Mulia Dua have implemented that is religion as practice. According to oxford dictionary, religion is the belief in and worship of a superhuman controlling power, especially a personal God or gods. Related to Islam, Hasan Hanafi, a prominent Muslim Scholar, do not fully agree with that common definition. He said:

"In almost all dictionaries, the term religion refers to the area of knowledge of the supernatural, magic, rituals, beliefs, dogmas, and institutions. All components in this definition are related to human religions (popular religion) in general, but all that is irrelevant to the essence of Islam."

Hasan Hanafi continues that the most appropriate term for Islam is ethics, humanity and social science or ideology. Islam is actually a description of a man in the community, primary needs, moral commitment, and social action. This viewpoint is in line with the idea of "tauhid sosial (social monotheism)" promoted by Amien Rais, a Muslim scholar and also the founder of Budi Mulia Dua foundation. According to Amien Rais, a more comprehensive understanding of monotheism (tauhid) and appropriate demands of the times, should continue to be developed. He remains, now days monotheism (tauhid) as if only accepted as the believe system, so there is a tendency to forget the consequences of sociocultural, sociopolitical, and socioeconomic aspects. At the end, he asses that monotheistic creed should be implemented in the social level, for example justice in the society.

Then, implementing the values or the massages of religion is one side of the meaning of religion; religion is not merely worship but also doing good thing to other people. The meaning of practice as the actual application or use of an idea, belief, or method, as opposed to theories is relevant to religion.

Learning of Making an Alms (Zakat) Foundation

Student-Centered as Paradigm

The current development of learning strategies is the emergence of student-centered as a model that will improve the involvement of student in class. Student-centered teaching methods change the focus of activity from the teacher to the learners. This method includes active learning, in which students actively formulate questions, answer questions, and solve problems of their own. During the class, the students discuss, explain, debate, or brainstorm the learning materials. Working as a group is an important part for this strategy and cooperative learning process will challenge the student. Cooperative learning assists students work in teams on solving the problems and projects under conditions that assure both positive interdependence and individual accountability. Challenging the student by making questions or problems is a kind of inductive teaching and learning that is very important because inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning.

Important characteristic of student-centered approach is that this strategy insists a deep understanding. The words "learning for understanding" it seems paradox because no one teacher who teach the students for not getting the maximum understanding. In fact, in-depth understanding involves processes that require a lot of thought, such as explaining, finding evidence, justify the thinking, give additional example, generalize, and connect the parts to the whole. Students need opportunities to practice these skills during learning new content; student-centered provide these chances to them. Jacobsen, Eggen, and Kauchak emphasize that project based teaching is one of important expertise in developing problem solving and inquiry skills.

To stimulate students thought, Contextual Teaching and Learning (CTL) approach gives the student adequate information what happen to the reality or their society. Elaine B. Jhonson, recipient of awards from University of Chicago for outstanding teaching methods, made an extensive elaboration and exploration of CTL. According Jhonson, by performing CTL in class, students are actively involved in important activities that help them connect academic learning to the context of
real-life. In practice, with this approach, students not only learn about the definition of goodness, virtue, and fruitful deeds, but also actively encouraged to practice. This accomplishment encourages the growth of consciousness of doing good things. The effort to connect the lesson with real life can be framed in the form of project. By the time the students are able to see meaning in a project being worked on then this where the real learning process taking place.

Making an Alms (Zakat) Foundation

Like what Prof. Komrudin Hidayat said that one of the problem in this modern era is the decline of humanism where sense of togetherness and empathy getting weaker, then practicing religious values is a must. Zakat is one of pillars in Islam that should be implemented by Muslim but unfortunately Indonesia has a big problem in the organizing the zakat. Many people tend to give the charity directly to the people but it is not too effective in eradicating poverty.

The subject of zakat is included at grade X Curriculum KTSP as one chapter with Infaq (charity) dan Wakaf (endowments). Based on that situation, in this chapter, students are asked to make zakat foundation that start from making the name of organization until the process of distribution to the right people. Like a real zakat foundation, researcher ask students to discuss with the group about the name of the organization, its vision and mission, governance structure, division of collecting zakat, program development division, and who will be the goalkeeper of web blog. To make this program interesting the students should not make a report based-paper but they have to make a web blog as a place to write all the activities. A philosopher, John Dewey, said that the theory should eventually manifest into something that is most practical.

The program is a kind of a continuation of Confucius statement at the beginning of this writing that modified by Mel Silberman. According Silberman, active learning consists of:
- What I hear, I forget
- What I hear and see, I remember a little
- What I hear, see, and ask questions about or discuss with someone else, I begin to understand
- What I hear, see, and do I acquire knowledge and skill
- What I teach to another, I master

He assists that the best way for learners in studying the material is by doing. Silberman said, our brains also need to be turned on. When learning process is passive, our brains do not alive. A computer program requires the right software to interpret the data that is entered. The real learning will not occur without any opportunity for discussion, asking questions, practicing, and even teach others.

Student’s active learning start from the beginning of this project. It takes one semester to finish the program; the target for mid semester is group presentation. This presentation is describing the name of foundation, vision and mission, the distribution program, and also how to get funding. All the data and information about this charity should be in web page or web blog. The process requires good communication and understanding among students that actually very important in real life. In this section, the definition of an alms and all sources related to the obligation should be inserted, whether it is from al-Qur’an or al-Hadits. So, the presentation needs LCD projector, internet access, computer, and also sound system. At the end of semester the presentation talk about the result of the project, including the number of fundraising and the distribution.

By practicing student-centered approach, teacher gives clear direction for each step and make sure that students understand the instruction. After that students actively discuss and brainstorm in deciding all thing about the program. One important thing about the program is that the student should gather the funding or musakki (the obliged person to do alms) independently and also distribute it to the right person. This process is a part of the application of Contextual Teaching and Learning (CTL). Elaine B. Johnson, Ph.D defines CTL as:

“...an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, which context of their personal, social, and cultural circumstance. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.”

So, students actually already did 8 components in the process of making alms (zakat) foundation that are:
1. Students are making meaningful connections
2. Students are doing significant work
3. Students are self-regulated learning
4. Students are doing collaborating learning

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17 Jhonson, Elaine B., 2007, Contextual Teaching and Learning, Bandung: Kaifa, page. 35
19 Silberman, Mel, 2002, Active Learning, Yogyakarta: YAPPENDIS, page. 1
20 Ibid, page. 4-5
21 Based on QS. At-Taubah, verse: 60.
22 Al Wasilah, Chaedar, 2011, Pengantar CTL, Johnson, Eorlaire B, Bandung: Kaifa, page. 19
5. Students are doing critical and creative thinking
6. Students are nurturing the individual
7. Students are reaching high standards
8. Students are monitoring using authentic assessment

This project uses authentic assessment methods. Authentic assessment assess the activities of learners that focus on what should be assessed, both the process and the results of the assessment instruments tailored to the demands of existing competencies. The difference with traditional assessment is the assessment of learners tend to choose response that already available (as an example multiple choice questions), while in authentic assessment of learners show or doing a task or project. 23 Authentic assessment is the most valuable assessment because learning strategy that use is active learning and students are more active.

Munif Chatib said that that student-centered approach produces student who “know what” (tahu apa) and “can what” (bisa apa). The individual will be more knowledgeable and skilful compared to teacher-centered where the students are pushed to “know what” (tahu apa) more. The result of this last approach is that the title of success students is the one who can answer and memorize various information of learning materials but they are lacking on knowing how to apply it in daily life.24 Based on the activities that Budi Mula Dua’s students have done, it can be concluded that this method is in line with multiple intelligent strategy. Dr. Howard Gardner, the founder of multiple intelligent strategies, gives clear definition about multiple intelligent:

“Intelligent is the ability to find and solve problems and create product of value in one’s own culture.”25

According Gardner the intelligent of an individual cannot be measured suddenly from psychological test standard, but it can be seen from the habit of two things. First is the habit of an individual in solving their own problem (problem solving). Second is the habit of individual in producing new things that have cultural value (creativity).26

Related to habit, Stephen R. Covey give very interesting definition, he said that Habit is a meeting point of knowledge, skill, and desire. Knowledge is the theoretical paradigm, what to do and why. Skill is how to do it. And desire is the motivation, the desire to perform. In order for something to become a habit in our lives, we have to have three things.27 In this project, students are situated with condition that make them create a new habit; habit of discussing, brainstorming, negotiation, critical thinking, creative, sense of belonging, empathy, and so forth.

This charity project is a way to meet the behavior of students with productive actions with full of kindness, good deeds to become a character. The final step of alms (zakat) foundation is presenting the last result of the project; creating a blog, charity fundraising, selecting social organization or people who receive the charity, and also lesson learn from this activities. This is researcher note from the last presentation:

“Well on this occasion I will present the final part of this project,” said Lea Mutia. Before the student is continuing presentation I accidentally saw tears flows slowly down on her cheeks. Yes, there is something strange, why Lea Mutia was crying. Before I inquired further, she looked to pull himself together and open the presentation. “Mister, we have collected the money from fundraising program and we use it to buy lunch and distributed to the pedicab drivers along Jl. Mangkubumi. And we were very touched, because the fathers of the pedicab driver looked very happy and very grateful, “said Lea Mutia. Before he went on the presentation, I interrupted. “Excuse me, mister was accidentally see Lea Mutia tears?”. “Emmmm, sorry mister, I just had remembered fathers face a pedicab drivers receive rice packs that we shared. They looked so happy, just like receive a big happiness. And they pray for us, for our successful”

Yudhishtihira Iqbal reiterated the same thing. “I along with the group visited an orphanage and deliver aid,” said Iqbal. “O yes, these pictures of us with the board and the students of the orphanage,” said Al Nando. “We feel very grateful mister over everything we had,” said Iqbal and “we are also very touched when delivering aid that does not amount to much. And before presentation closed Iqbal, Al Nando suddenly interrupted, “mister, after we went back to school we still got a charity fund (zakat) of Rp. 500.000,”.28

This program already inspired students and also school in spreading social movement. There is a program that called “Hati Budi Mula” that periodically gathered money, cloth, or anything that can help others. And in some occasion, for example “Pensi” (arts performing), the students take some money to do charity.

23 Kunandar, 2013, Penilaian Autentik, Jakarta: Rajawali Pers, page. 36-37
24 Chatib, Munif, 2013, Gurunya Manusia, Bandung: Mizan, page. 128-129
25 Ibid, page. 132
26 Ibid, page. 132

27 Covey, Stephen R, 1997, the 7 Habits of Highly Effective People, Jakarta: Bina Rupa Aksara, page. 36
 Conclusion

The anxiety that emerge among scholars is like an alarm for religious education in Indonesia. The best way to solve the problem of decreasing life values and the increasing of humanity crisis is by designing religious education to religion as practice. Religion as practice actually is the heart of religion; religion as an object of study is not only related to cognitive side but also affective. It is not merely understanding and memorizing but also apply the massage to the real life. In class, religious as practice use student-centered as paradigm and Contextual Teaching and Learning (CTL) as strategy. The subject that uses CTL is Zakat and grade 10 as an object of the research.

Research result showed that by student-centered approach, students are more active and creative in finishing the project. Students are asked to make an alms (zakat) foundation as a project and use web blog as creative media communication. Learners create the name, vision, mission, fundraising program, and distribution program. Authentic assessment is a type of assessment that choose to monitor the progress of students in finishing the project. To create this program interesting, the students didn’t make a report based-paper but they make a web blog as a place to write and share all the activities. The result of the research showed that the students did very good achievement in understanding the meaning and also the massage of zakat. At the end, this project inspired the students and also the school to make another social movement. It is hoped that this project is an example of how to plant humanism, togetherness, and empathy at school.

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STORYTELLING IMPROVING THE INTERESTS OF READING CLASS V

Walminto Slamet Hidayat, Kabul
tmg13163@gmail.com, slamethidayat76@gmail.com, tmg13191@gmail.com

Abstract

Reading especially for elementary school students is for some students reading is a frightening but for some students also a very pleasant activity. Teacher has a role to lead the students on language skills especially reading. As the school which is located in the corner of Temanggung city, Campurejo village is located approximately 40 kilometers from the center of Temanggung, Central Java.

Elementary school students of 5th grade belong to delightful children; most of the children have an advantage from reading. Students’ activities have been a very positive and a very helpful for teachers to teach reading fluently and students will be accustomed to work on the problems related to reading. On the other hand, many students will gain knowledge and experience.

This study aims to describe and prove the implementation of storytelling in improving reading interests students Public Elementary School fifth grade Campurejo Tretep district. Data collection techniques with interviews, questionnaires, and nonparticipant observation. The results of this study indicate that: (1) Interest in reading showed a pretty good improvement over where students often take advantage of the school break time for reading in the library, (2) use of the library as a media student learning in reading can provide tangible evidence of the educative function of the library as much helping students to learn and acquire basic skills in transferred concepts of knowledge, (3) assist students in writing and creativity to make a story.

The data was collected by using interviews, questionnaires, and non-participant observation. The results of this study indicated that: (1) the level of interest in reading shows a pretty good improvement, (2) the use of the story book as a learning media as an educative function which helps a lot of students to learn and acquire the ability to transfer the basic concepts of knowledge, (3) help students to read creatively.

Keywords: Storytelling, interests and reading

Introduction

The student’s reading which is as a learning resource in the era of curriculum implementation in 2013 will be very important. This is appropriate to the characteristics of the 2013 curriculum, which requires adjustment model of active student learning, innovative, creative and interesting by using the approach (science approach) and authentic assessment, in which the scientific approach focuses on learning activities of observing, asking, reasoning, trying, and communicating and forming networks and last it can produce a creative man. One of the roles that can produce a creative and innovative learning place is a library.

Learning is not only in the classroom but also in other places. The result is getting and finding creative and innovative students through reading.

1. As a source of teaching and learning activities.

Story telling in the class is the educational and teaching programs related to the objectives contained in the curriculum. Developing a child’s ability to use information at the book. For teachers, story telling can find the right formula teaching and enriching knowledge.

2. Helping students to clarify and to extend knowledge in the field of study. The story telling should be integrated with the rest of the teaching and learning activities. Therefore, the story telling can be used as a light laboratory in accordance with the objectives contained in the curriculum.

3. Developing a culture of reading interests and habits towards independent learning.

4. Helping children to develop talents and love interests.

Increasing The Interest in Reading

The interest in reading is a strong and deep concern that is accompanied by a sense of excitement to the act of reading so that it can move a person to read on their own accord.

Interest in reading is a powerful source of motivation for someone to analyze and to recall as well as to evaluate the readings that have been read, which is a learning experience and it will affect the shape and intensity of a person in determining his or her goal later in the future. It is also a part of the self-development process that should always be sharpened because the interest in reading was not obtained from birth (Petty & Jensen, 1980: Hurlock, 1993).

Interest in reading can also be explained as an intrinsic motivation to channelize or to transfer new ideas and thoughts which effects positively on personal enrichment process, intellectual development, helping others to understand the issues and to develop a self-concept as a learning process that can be used for a long time. (Petty & Jensen, 1980: Ommrod, 2003).

The current condition of the students are generally less like a book, reading is not obtrusive, and they would rather watch television. Reading will be limited to the basic textbooks used in schools. It is similar to a forced and because there is repetition or the teacher gives homework. Persistence of
reading is only owned by a couple of kids at school. As a result, children have very limited knowledge, the mastery of the language is low and the ability in capturing the contents of reading is too low. This case must be a sign and a warning for teachers and parents where interest in reading must be nurtured and developed. When interest in reading is high, teacher will be easier and lighter to carry out their duties. Children will be more active in finding and gaining knowledge. Children would fill their own containers sense of curiosity. Classroom atmosphere will be lived and active children who learn in the classroom will get meaningful lesson.

According to an expert, “Tell me what you are reading, I will soon be able to assess your attitude”. The phrase means that a private person can be known through his reading because reading materials can be formed personally. Therefore, it is necessary for the child choose selectively in his reading. In entering upon this era of globalization, the role of reading is very important in human life. Reading activities is needed and necessary to achieve progress and success in the politics, social, economic, and cultural. Rapid flow of information and communication today cause what we know today, about yesterday, perhaps this morning or last night has changed. Development of reading is needed to be improved on an ongoing basis in order to form a civilized society to read. Especially in this country, a popular effective way to obtain information is through reading. Therefore, people need to be motivated from an early age in order to be happy and aware on reading. The teachers must have the ability and willingness to read so that to implement the learning process is not only relying on science that has been ever learned before becoming a teacher. If teachers assume that their knowledges are adequate and does not follow the development of the science, they can lead conflict between teachers and students, because the material which is taught to the students may have been ‘old’ or ‘out of date’. It actually does not need to be happenened if the teachers always ‘up to date’ by reading.

Actually the purposes of development of reading interest among others are to:
1. Encourage interest and habit of reading in order to create a civilized society to read;
2. Improve student’s activities;
3. Create an informative society that is ready to participate in all development aspects;
4. Have current knowledge, not ‘out of date’;
5. Improve the ability to think; and
6. Fill free time.

Interest in reading can be grown and developed so that it becomes a habit especially at 2nd points can help students to improve their reading skills and also through mastery of proper technique. Proper reading techniques can make reading be more efficient, effective, and attractive.

The activities for increasing interest and habits of reading among are:

1. Implementing the schedules of story in the class;
2. Giving reading assignments;
3. Giving the task of making an abstract;
4. Motivating the implementation of wall magazine;
5. Organizing competitions reading;
6. Implementing race - making clipping;
7. Motivating school magazine or newsletter;
8. Organizing book exhibitions associated with the commemoration dayof national and religious;
9. Implementing of the reading program;

Based on all activities above, there is meaningless things if there is no teacher’s support. Teachers have important roles to improve their students’ interests in reading. Regarding to the 1st point above, there is a need to help the students’ skills in reading that occurs at 5th grade in Campurejo Elementary school Tretep District Temanggung Regency.

The viability and success of education in school will also be determined by the headmaster policy. Head master policy learning resource center should be able to play an active role in attracting the students’ interests because by reading the science window will be opened. Students’ knowledge is no longer confined to the four walls of classroom but they will search, browse, and explore the science presented in the form of reading good books, magazines, and newspapers. For sure, if it comes with the presence of electronic media (TV and Internet), students’ knowledge will rapidly develop with extensive knowledge.

story telling is learning activities that are capable of developing the child’s ability to use resources, to help teachers in teaching, and to enrich science knowledge. Besides, there are also to help students for clarifying and expanding his knowledge of a lesson in class. Furthermore, developing interests, abilities, and habits of reading will lead to the habit of self-learning.

Next, helping children to develop talents, interests, and passions is also needed. In addition, the student’s activity is a place for recreation that is obtaining material through reading fiction books. Similarly, story telling expand learning opportunities for students to move on from the things above, then set to gather reading material, to provide, to manage, to organize, to spread information, to foster interest in reading, and to develop students’ knowledge and to give reason on power supplied through reading.

In general, story telling can improve the collection of student’s word, administrating of the collection (collection and inventory identity),

Implementation of storytelling improving The interests of reading class v Public elementary school campurejo Tretep district Temanggung regency Central Java Indonesia

Everyday story telling always done by teacher and students of class V of Campurejo Elementary
School and from the activities students interest to the lesson and the presentation of the students is very proud.

Data Analysis

The following will describe the results of research on the use of story telling in improving students' interest of reading, through field research using questionnaires with 5 questions. The analysis in the field can be presented in tabular form.

In calculating the percentage, the formula used is:

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

Description:
P: Percentage
F: Frequency of respondents
N: Sample

The number of samples taken in this study the authors was 25 % x 155 : 38.75 students. Then the writer made it up to 40. The distribution of questionnaires was divided into 32 respondents for 5th grade. In this study, the writer used a sample of random sample selection process whereby each unit of the population has an equal chance to be selected. The number of samples is based on the opinion of Arikunto who stated that "if a population of more than one hundred people then the sample can be taken around 10% - 15% or 20% - 25% or more" depending on the ability of the study. This questionnaire of Campurejo Public Elementary School was made especially for 5th grades. From the results of questionnaires that was based on 32 respondents consisting of 20 students from female and 12 students male of 5th grade, the writer find the results that is outlined in table, as below

### Table 1. Habits are often activity at home

<table>
<thead>
<tr>
<th>Answer Alternative</th>
<th>Frequency</th>
<th>Percentage Class V (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Watch TV</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Play Games</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Play with Friend</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on Table 1, the results of a questionnaire made by researchers then can be seen that the habits most often activity at home is reading, watching TV, playing games, and playing place of friends.

With the translation of the results of alternative answers to the class V as follows, reading, 10 respondents (31%) stated watching TV, 7 respondents (22%) states Play games 5 respondents (16%), and play with friend 10 respondents (31%)

Based on Table 2, the results of a questionnaire study the benefits of story telling the answers obtained as follows: For class V 32 respondents (100%) stated to obtain getting information, 28 respondents (88%) state pleasure 4 (12%) hobby and study no one answered.

### Table 2. The benefits of story telling

<table>
<thead>
<tr>
<th>Answer Alternative</th>
<th>Frequency</th>
<th>Percentage Class V (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Information</td>
<td>28</td>
<td>88</td>
</tr>
<tr>
<td>Hobby</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pleasure</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Study</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on Table 3, the results of a questionnaire that was made by researcher showed that the alternative answers to getting story read komik 10 respondents (31%), from book 22 respondents (69%) no one answered.

### Table 3. Getting story

<table>
<thead>
<tr>
<th>Answer Alternative</th>
<th>Frequency</th>
<th>Percentage Class V (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Newspaper</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>From Magazine</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>From Komik</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>From Book</td>
<td>22</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on Table 4 above with alternative frequency of read story frequency response obtained 25 respondents (78%) stated that every week 2 respondents (6%) stated that every month 1 respondent (4%) and "rarely" 4 respondents (12%).

### Table 4. Frequency of read story

<table>
<thead>
<tr>
<th>Answer Alternative</th>
<th>Frequency</th>
<th>Percentage Class V (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>25</td>
<td>78</td>
</tr>
<tr>
<td>Every week</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Every month</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>rarely</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on Table 5 above with alternative frequency of read story frequency response obtained 25 respondents (78%) stated that every week 2 respondents (6%) stated that every month 1 respondent (4%) and "rarely" 4 respondents (12%).

### Table 5. Influence of story telling

<table>
<thead>
<tr>
<th>Answer Alternative</th>
<th>Frequency</th>
<th>Percentage Class V (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly increase reading</td>
<td>29</td>
<td>91</td>
</tr>
<tr>
<td>Increase reading</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Not increase reading</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very not increase reading</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
Based on the table 5 above, influence of story telling the results that obtained as follows: 3 respondents (9%) stated increase reading, then 29 respondents (91%) expressed very increase reading. With the results above it can be concluded that students 5th Grade Campurejo Public Elementary School Tretep district Temanggung regency, Central Java after get story telling increasing interest in learning story and then will interpretation students will also increase as well.

**Conclusion**

Based on experience in Campurejo Public Elementary School Temanggung District Regency Central Java Indonesia has obtained significant results. This will becomes valuable thing.

Follow Up

Because of this success has been successful then action needs to be improved
1. Additional Book story
2. Adding internet access
3. The addition of other reference books

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MAIN CHARACTERS IN CULTURE DEVELOPMENT
IN ELEMENTARY SCHOOLS

Y. Ch. Nany Sutarini¹, Ariefa Efianingrum²
¹,² Faculty of Education, Yogyakarta State University
1nanyyul@yahoo.com, 2efianingrum@gmail.com

Abstract
This study aims at identifying and describing main characters in the efforts of developing school culture in 3 elementary schools in Sleman regency. The approach used in this study is qualitative. Data collection techniques are conducted through observation, focus group discussion, and interview. The subjects are School Principals and teachers. Each school has developed their own unique culture, as represented in: school visions and missions, school rules, school habits, environment, facilities and infrastructures, teaching and learning process, and other symbols representing schools’ characters. There are actually many characters which are available to develop by each. The research results show that every school possesses their own main character in the efforts of developing school cultures. The main character that has been developed by SDN Percobaan 2 Depok Sleman is discipline. It is implemented through the values, activities, and symbols existed in school daily life. For examples, the teachers and students show their discipline at the classrooms. The main character that has been developed by SD Muhammadiyah Condong Catur Depok Sleman is noble character. It is developed through character exemplary and habituation, especially through religious activities such as doing prayer. The main character of SD Kanisius Kadirojo is affection. The implementation of the character includes affection to God, fellows, and environment. As the implication, SD Kanisius Kadirojo becomes one of schools with good environmental awareness or adiwiyata school in Sleman regency.

Key words: main character, school culture development

Introduction
Regarding the increasing of public demand for quality education and services, schools have increasing challenges as well. Schools are believed as the institutions which become the arena of developing any potentials and the multiple intelligencies of the students. Thus the efforts of improving the quality, it is neccesary to take the efforts as embedded actions represented in any school changes. Schools function as the media of social and cultural transmission (Sairin, 2003:8). Schools are involved as one of social institution influencing the socialization process and hand on cultures to the students. Schools are social systems that involved the unique organization and the social relation among the members that are so called school cultures. To realize the schools which can cooperate with others.

A school culture is defined as a complex set of beliefs, values and traditions, ways of thinking and behaving that make different characteristics from other institutions (Vembriarto, 1993:82). It has the essential elements, such as:

1. Location, environment, infrastructure, school buildings, furniture, and so on.
2. School curriculum that contain ideas or facts become the whole education program.
3. Teachers, students, non-teaching specialists, and administrators.

Each school has its own unique cultures. Each has rules of conducts, customs, ceremonies, school hymnics, uniforms and emblems that characterize the schools. The studies of school culture show that the cultures influence the process and students’ learning styles. As a proverb says that “children learn not what is taught, but what is caught.”

There are some definitions proposed about the school culture. Deal & Peterson (2011) state that:

“School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the persona of the school. These unwritten expectations build up over time as teachers, administrators, parents, and students work together, solve problems, deal with challenges and, at times, cope with failures. For examples, every school has a set of expectations about what can be discussed at staff meetings, what constitutes good teaching techniques, how willing the staff is to change, and the importance of staff development. School culture is also the way they think their schools and deal with the culture in which they work.” (Deal & Peterson, 2011)

The school culture is a set of norms, values, beliefs, rituals, ceremonies, symbols, and stories that forming the school appeal. It states hopes to be better from time to time as the teachers, administrators, parents, and students. They work together to face any problems, challenges, and failures. Each school has a set of hopes that include: the materials of the staff meetings, how to teach well, and the importance of staff development. The school culture also becomes the way of life of the school and its elements.
According to Schein (in Peterson, 2002), a school culture can be defined as follows:

“School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments. Cultural patterns are highly enduring, have a powerful impact on performance, and shape the essays people think, act, and feel.” (Schein, Deal & Peterson, 2002)

The school culture is a set of complex network of traditions and rituals built by the teachers, the students, parents, and administrators. It influences their work performance, the way they think, act, and feel.

Deal and Peterson (1999) expand the study of the school culture. It affects how the school functions well. The aspects of school cultures that can affect the function of the school are presented as follows:

1. **Vision and Values**

Kouzes and Posner (Locke, et.al. 1991) define a vision as an ideal and unique image of the future”. Hickman & Silva describe it as a mental journey from the known to the unknown, creating the future from a montage of current facts, hopes, dreams, dangers, and opportunities”. According to the definition, a vision is an ideal and unique image of the future or the future orientation of the ideal state.

A value, from sociological/anthropological view, can be described as:

“A values is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of a desirable which influence the selection from available modes, means, and ends of action.” (Kluckhohn dalam Enz, 1986)

A value is not just a preference, but a compound of thoughts, feelings, and preferences. According to Parsons and Shils (Enz, 1986), components of value include: cognitive, emotional, and evaluative. Meanwhile, according to Harrison and Huntington (2000), there are two categories of value, namely the intrinsic value and instrumental value. The intrinsic value is the value that is enforced regardless of the profit/loss, for example: the value of patriotism. While the instrumental value is the value that is supported as beneficial, such as productivity. Visions, missions, goals, and cultural values are important elements. The importance of meaningful goals, positive norms and firm values encourages the vigor and vitality to school improvement.

2. **Ritual and Ceremony**

Ceremonies, traditions, and school celebration are beneficial to create informal networks which are relevant with cultures. Important events of the schools can be celebrated in simple way to recharge esprit de corps of the school.

3. **History and Stories**

History and past events are worth to transfer cultural energy. The school culture focuses on keeping the stream of the history and past events to construct recent school cultures. In other words, the romance of the past can evoke the spirit to realize the future glories.

4. **Architecture and Artifact**

Schools usually have symbols such as: architecture, motto, words, and actions. Each school has the emblems/school logos, mottos, songs (march/early hymn), and school uniforms that reflect the vision and mission of the school. Land use in the school, such as: classroom walls, and a school hall for physical artifacts, is effective in growing the value and spirit of the school, for example through posters, wall magazine, banners, and other inspirational messages.

The attitudes which are internalized by the student (the attitude of learning, the attitude toward authority, and the attitude toward values) are not derived from the formal school curriculum, but from the school culture. Research by J. Coleman on a number of secondary schools in the United States showed that students in these schools had big appreciation to sport achievements, extra-curricular activities, and popularity rather than academic achievement. Similarly, research conducted by Wilson at several secondary schools showed that school ethos is something affecting academic achievement and aspirations of the students about their works. (Vembrriarto, 1993: 82).

Along the way, the school also has communal customs and ceremonies to celebrate success, to provide an opportunity for collective transition, and to recognize the contribution to the school community. School culture also includes symbols and stories that communicate core values, reinforce the mission, build commitment, and a sense of togetherness. The symbol is an outward sign of the value. The story is a representation of the history and meaning of the group. In positive cultures, these features reinforce the learning process, commitment, and motivation, as it ensures the consistency of the members of the school’s vision.

According to Peterson (2002), a school culture influences the way people think, feel, and act. Able to understand and establish a culture of a school are the keys to success in promoting staff and student learning. Meanwhile, according to Willard Waller (Deal & Peterson, 2011), schools have a culture that is definitely about themselves. At
school, there is a complex ritual in interpersonal relationships, a set of customs, mores, irrational sanctions, and moral codes applied among them. Parents, teachers, principals, and students always feel undefined feelings about their school and about something very powerful. This fact is often being the overlooked aspect of the school and is often not present in the discussions about school improvement efforts.

Education system develops certain patterns of behavior in accordance with what is expected by the community of the students. Life in schools as well as the norms can be referred as a school cultures. Although the school cultures is a part of the public cultures, but it has distinctive characteristics as a subculture (Nasution, 1999: 64). Schools have a duty to convey the cultures to a new generation and therefore they have to pay attention to the community and the general cultures. However, each school has certain behavior patterns. This may be caused by the assumption that schools have a position that is somewhat separated from the general flow of cultures.

The school subcultures can be occurred by the range of time of the students separated from the adult life. In this situation, it is possible to develop the special pattern of behavior of youth which can be seen through their clothes, language, habit, and activities. Another cause of the onset of the school culture is the typical task of educating school children by giving a number of the knowledge, attitudes, skills that fit the curriculum to the specific control methods and techniques applied at the school. In implementing the curriculum and extra-curriculum, there is a development of the pattern of behavior that is typical for different schools to the other groups in society (Nasution, 1999: 65-66).

Each culture contains certain forms of behavior from all students and teachers. That is the norm for every student and teacher. This norm is evident in the behavior of children and teachers, the school regulations, the actions and penalties for violations, as well as in a variety of activities such as ceremonies.

Specific task of school is to educate students by providing the knowledge, attitudes, and skills appropriate to the curriculum with specific control methods and techniques applied in the school. The development of some behavior patterns of the schools is different from one school to the others. The norm is a form of student and teacher behavior. Although the elements of culture present in all schools, but each school has its own culture that is unique, distinctive, and different from other schools.

The school culture has implications to the school improvement, as stated by Deal & Peterson (2011). However, it is practically ignored.

1. Culture fosters school effectiveness and productivity

Teachers are able to succeed the positive cultures such as productivity, performance, and the improvement efforts. The cultures help the teachers to overcome any vagueness of their works by focusing on collegiality. It is important to socially motivate them in conducting their works to teach thirty students in the classroom. Culture of encouraging, sanctioning, and rewarding the professional duty can improve their skills.

2. Culture improves collegial and collaborative activities that foster better communication and problem solving practices

It is essential to develop the culture of collegiality and collaboration. It creates good environment to share social ideas and professional, to share effective practices, and to overcome the problems.

3. Culture fosters successful change and improvement efforts

The toxic culture supports the mediocrity and apathy, which is not likely to encourage innovation. In contrast, the schools that support innovation, the staff motivates to make experiments and take the risks by using new approaches to solve the problems and to strengthen the vision of the school improvement. The school cultures reinforce the better quality of the teaching and learning process as well as creating conducive environment to make some changes in aiming the goals.

4. Culture builds commitment and identification of staff, students, and administrators

People are motivated to be commitment in an organization that gives them meanings, values, and has the goals to make a better situation. Commitment grows as the social culture develops. They maintain the mission as well as run the traditions, rituals, and ceremonies that become their identity.

5. Culture amplifies the energy, motivation, and vitality of a school staff, students, and community

The socio-culture climate influences the emotional orientation and the psychology of the staff. In some cases, the school that has optimistic spirits is able to create the positive, spiritful, respectful, and supporting environment. Otherwise, the school will create the negative and unproductive socio-culture environment.

6. Culture increases the focus of daily behavior and attention on what is important and valued

Despite the rules, job-description, and policies can shape and influence the person's behavior, but the unwritten rules and customs and traditions in everyday life, it is often more meaningful in encouraging ongoing activities and progress in school. Hidden assumptions are inherent in the pattern of more intensive culture. With strong values and meaningful ways, daily work becomes more focused on important issues such
as: the quality of learning and teaching, and the accelerated learning for all students.

The school cultures have big impact to the school achievement, the changes, and the school improvement. They also influence the process of teaching and learning and the students’ characters.

Research Method

This study used the qualitative approach. The setting was the elementary schools in Sleman regency. It was conducted in 2010. The criteria to determine the subjects were based on the research goals. The elementary schools that had been the subjects of the study including the public and the private elementary schools in Sleman. The heterogenity of the schools is the key to explore the universal aspects of the school cultures of each school. The techniques of collecting the data were observation, focus group discussion (FGD) and interviews.

Information needed was gained from the School Principals and the teachers of the schools. They gave information about the main characters developed in the schools. The data collected were analysed through descriptive analysis. The analysis steps were: simplifying, clarifying, focusing, organizing, in systematic and logical ways as well as making the abstract of the conclusion of the analysis. It followed the steps from Miles and Hubberman (Sudarsono, 2004:17).

Research Result and Discussion

The Description of the Main Characters of Three Elementary Schools

Discipline in SDN Percobaan 2 Depok

The students get equal rights from the school whether inside or outside the classroom. The school makes habitation and modelling of well-behaving in social life and the habituation of doing prayers. The students also have duty to abide the rules. However, the teachers cannot intimidate the students. The professional teachers always go with the students in fun teaching and learning process.

The school pays attention to the students’ safety. After school, the students have to wait their parents picking them up. The parents are able to contact the school or even the Principal. To make conducive environment, the school makes agreement and teamwork with the parents. The intimacy and the harmony between the school and the parents give a positive impact to the development of the students. The main character of the school is discipline. It is reflected through the values, activities, and symbols implemented in the teaching-learning process, inside or outside the classrooms.

Noble Character in SD Muhammadiyah Condong Catur

The students have equal rights to get knowledge, affection, religious values, tranquility and comfort at school. Moreover, they have duty to obey the teachers and to be discipline in doing prayers, following the rules and the school activities. For the students’ safety, the students are not allowed to go outside without the security control. The school makes the school environment comfortable and provides the right actions according to the students’ needs. All things happen at the school is under the school responsibility. The school uses conscience approach to get the students’ attention. The unwritten rules are conveyed to the parents through advice.

The students’ safety is the responsibility of all school elements. All takes active actions to maintain their safety. There is a regular meeting conducted once a week among the principal, the teachers, and the parents.

Affection in SD Kanisius Kadirojo

The students get equal rights to have proper portion of teaching-learning process, based on the curriculum. They have managed their time whether joining the class or extracurricular activities at school. The main duty of the students is studying, obeying the rules of the school, participating regular ceremony, and praying together. All elements look after each other, take responsive actions, have regular meetings among the principal, the teachers, and the parents to discuss the current issues going on at the school. The teachers need to pay their attention to the students as well.

The school also keeps in touch with the parents through friendly communication and giving equal services to them. While break time, the teachers in turn look after the students. The students are free to ‘move’ so they feel happy and safe. There is a canteen where the parents put their foods there in order to serve meals for the students. Each class has been facilitated by drink spots. Instead of conducting teaching-learning activities in the classrooms, the school provides extracurricular activities, such as: little doctors/physicians and school safety patrol. There are written instruction and rules for the students and the parents. The uniform unites them. The key success of the school cultures is the active participation of the teachers, the parents, the staff, the school guardian, and people around the schools. They have equal dignity and care each other.

Conclusion

There are several characters can be developed by each school. The result of the study shows that one school has its own main character in fostering school cultures. Some of the main characters are discipline, noble character, and affection. Those characters are manifested in the form of values, activities, and symbols that can be found daily in
schools. Although the elements of the school cultures exist in all schools, but, actually, each school has its uniqueness and special characteristics that make one school different from other school. School cultures take the important role to determine the color of schools, including to influence the way of the students think, act, and their motivation in following learning process in schools.

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GROWING UP ENTREPRENEURSHIP AT SCHOOL.

Zamroni
Universitas Negeri Yogyakarta
(zamronihardjowirono@yahoo.com)

Abstract
There is no single accepted definition of entrepreneurship in the literature - in fact, the literature is filled with many and often contradictory definitions. Even though "a concise universally accepted definition of entrepreneur or entrepreneurship does not exist... there is agreement that entrepreneurs have common personality traits", includes creativity, risk taking, innovation and traits. Based on this statement, and to be connected to teaching and learning process entrepreneurship education is defined as "a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development. Indeed, the role of of entrepreneurship in the nation development is very improtant.

The key words: entrepreneurship, education, development

Introduction
Nowadays, all nations in the world as well as Indonesia are on a phase where changes take place very quickly in all aspects of life, especially science, economics, and technology. So quickly it changes, as Lord Snow said, it has unconsciously changed us too. The changes bring effects to the more intensive interaction among human beings, inter-society, and the geographical boundary doesn't give any meaning at all. Beside that, the dependency inter-states gains stronger, as so the pluralistics global society will be realized.

This very quickly changes make the unpredictable future, and this also makes us difficult to predict the kinds of jobs badly needed in the future and also the competition among candidate workers is hard to be predicted. Furthermore, man power planning is difficult to be done properly. In educational sector, the rapid progress of science and technology bring impact to teachers that they are not the only sources of knowledge anymore. There are many other sources which can be accessed as to make possibility for students to gain more knowledge which is not mastered by teachers. Such condition leads to the decrease of teacher profession.

In such condition, the educational institutions needs to build entrepreneurship characters to their students as they are able to face globalization era. Some questions come to surface related to entrepreneurship; What is entrepreneurship? What factors supporting the entrepreneurship? Can education bear up entrepreneurship? Is educational institution able to produce students having entrepreneurship?. Those significant questions are crucial to be answered due to the fact that educational institutions are the place among which still have conservative character.

Next questions come up as: can a conservative institution produce students having entrepreneurship character? What is entrepreneur or character of entrepreneur? The success of economics development in one nation is related to the existence of entrepreneur owned by the nation. For example, Peter Drucker (2002), a management expert states that the very spectacular Japan's progress in 1980 and early 90's was because of the existence of its entrepreneurs.

Entrepreneurship might be analyzed by some approaches, among others a) the economic functions, b) mentally virus development, and 3) behavioral terminology. The first one views entrepreneurship as a motivation to conduct an activity which leads to the benefit potency. Someone is dare to buy a piece of land and he can develop a building shop which can be sold to the uncertain consumer. This activity takes a loss risk for the shake of benefit potency. Not everybody is dare to conduct it. It is difference between one who has a character of entrepreneur and soul of worker. An action that is done with full of loss risk for the shake of potency of benefit is the main thing of entrepereneurship.

In order to know the potency of benefit and conduct some transformations from potency to be the real one, one needs to be brave to create some innovations. According to Schumpeter, this innovative action will lead an unbalanced economy which will change the system of production or the existing distribution. Furthermore, Schumpeter identified those innovative actions into 5 categories: a) introducing new product, b) introducing new ways, c) opening new market, d) exploiting raw material to semi useful thing, and, e) creating new organization in industry. Based on the description above, the entrepreneur, then can be indentified as someone who is: a) able to estimate and decide something which is full of risk for the future; b) able to get more information than others; c) able to have big motivation to get self-advantage; d) able to have confidence of what will be done is correct; and, e) able to create his own market. Therefore, an entrepreneur owns: knowledge, power of imagination, ability to analyse, skillful to look for opportunities, ability to communicate with others, and ability to estimate accurately and precisely.
The second approach views entrepreneur as somebody who: owns the mental virus in the form of need for achievement, be able to do self-control, has a bravery to take a risk, be aggressive, be ambitious and be very optimistic, be strong independence, and has interesting personality. The three first are fundamental characteristics which must belong to an entrepreneur. From Psychological perspective entrepreneurship is "the study of behavior and underlying mental phenomena", as stated in American Psychological Association. Psychological approaches to entrepreneurship seek to identify behaviors and personality traits that are unique to successful entrepreneurs where "traits" are defined as "temperamental characteristics of the individual that are stable over time".

McClelland’s, a psychologist, associating an individual’s “need for achievement” with entrepreneurship and by extension, with economic development cross-referenced many subsequent psychological studies to identify character traits that consistently predicted entrepreneurship. These characteristics included degree of adaptability and impulsiveness, intensity of desire for independence, need for achievement, and the extent to which an individual believes that outcomes of events are under his or her active control rather than a matter of destiny, luck or other factors out of the individual’s control (also known as external locus of control).

The third approach of entrepreneurship is behavior, it is emphasizing on someone’s ability to do an action because of seeking for the advantages which will be obtained in the future. According to this perspective other branch of social sciences, sociologist was interested in the influences of unequal distribution of power common in practice. Entrepreneurship could be described and predicted by examination of the pressures exerted by socially defined forces such as role expectations of individuals along lines of family and class status with respect to work, general attitudes toward innovation, and levels of civil unrest (Thornton, 1999; Vesala, 1992). Sociologists do not dismiss the presence of the individual entrepreneur, but describes interdependence of the venous sectors and institutions in society and how these relationships change with shifts in the social actors (individuals and organizations). Such condition needs someone who is able to exploit the sources needed. There is the difference between administrator and entrepreneur. The first has been able to exploit the source that is needed while the second is not, even both can get potency of benefit in the future. This behavioral approach identifies 3 special characteristics from entrepreneur; a) the ability to take potency of benefit, b) the ability to find the ways to take up real advantage from that potency, and c) the ability to feel confident that whatever is done will be success.

From various approaches above, a profile of an entrepreneur with special characteristics can be developed, that is someone who always looks forward to finding beneficial potencies and finds the way to realize potency to be a real advantage, even in a condition in which he can’t be able to exploit some sources. An entrepreneur owns bravery and independence to take a risk for whatever he does. He must have high confidence of what he does will be successful. In creating some innovations, the entrepreneur must be creative, smart, critical thinking, and constructive thinking beside having high intelligence.

It is believed that the characters of this entrepreneur are created by the impact of family. The entrepreneur gets experiences from making contacts with other entrepreneurs—most of them are still family.

Regarding to the fact, a question comes up, Is it possible for schools to produce students who have the characters of this entrepreneur? In my opinion, schools might be able to produce students who have the characters of entrepreneur if they are able to change the system becomes a better ones, such as the changing of paradigm, the changing of vision, and the changing of action.

The changing of paradigm means all components should understand that school is a small society. As a society, school has its own culture which bringing up its students to be good people. Consequently, the principal and the teachers should create a conducive situation as the instructional objectives are best achieved.

The understanding of new paradigm—student centered—will be motivating students as they are not considered as "robots", they are seen as a whole human beings who should interact with each other, be creative in class—in the form of two ways discussion in which students are given some opportunities to be creative and to develop their ability as:

1. Making up decision logically and making some plans for the future.
2. Developing cooperation networks which are based on “trust”
3. Living harmoniously side by side
4. Having good morale such as honesty, optimism, independence, inquiry, self confidence, and also the bravery of taking some risks.
5. Having critical, constructive, and innovative thinking.

For that reasons, each student is emphasized on learning how to develop himself/herself such as:

1. developing intellectual curiosity
2. having the bravery of taking some risks for whatever he does.
3. being optimism in any condition and keep going on trying something new
4. being cooperative with others in one team as to achieve some objectives based on rules.

The changing of paradigm and vision leads to the changing of schools’ activities. As formal education, firstly, schools must have two kinds of curriculum; intra-curriculum and extra-curriculum.
Both have to be implemented integratedly. Extra-curriculum is not just some accessories for the schools, but it must be arranged well as to give all students to develop their capabilities of having good cooperation, good leadership, and good at organizing one program.

Secondly, every teacher should understand the importance of "Hidden curriculum" which can create good Morales for all students. This curriculum is about how to develop students’ behaviour to become a better one.

Thirdly, the activities at schools should vary from time to time as to give students to take some options. The options should be flexible. The curriculum should not be in one packet, but there should be some options for all students to choose some activities under good guidance.

Fourthly, in learning process, teachers should be brave in bringing "controversial issues" in class, for instance: inviting the expert to be the speaker and taking the students to the real situation as they can learn directly from the society.

Fifthly, teachers should make some innovative methods in transferring the knowledge during the learning process as to make all students get involved in what is happening in class and always lead the students to have the alternative thinking.

Sixthly, the schools should create "Comprehensive Course" in which the materials are taught in the ways of vertical integration and horizontal integration—team teaching.

Seventhly, the schools should lead all students to have chances to create new and spectacular ideas. The schools should give students some experiences which can motivate them to be more optimism in gaining achievements.

Finally, allow me to terminate our discussion by making up some conclusion related to the characters of entrepreneurship which should be gained by all people in any nations, especially the nations which are in development phase, such as our country, Indonesia. The characters of entrepreneurship should be developed since born.

In facing globalization era, all people who don’t want to be left behind must have the characters of entrepreneurship. As formal educational institutions, schools have responsibility in producing outputs who have characters of entrepreneurship. Such as outputs who are ready to do their duties and to overcome some obstacles happening in real life situations. They will be responsible for what they have done. It can be realized if the schools are brave to change the system to be a better one. The schools should involve all of components in learning process and always create innovations in learning process.

Yogyakarta, 11 October 2014

References
MODEL CHARACTER DEVELOPMENT
THROUGH INTEGRATED EDUCATION SYSTEM INSANTAMA BOGOR

Agus Retnanto

Abstract
This study aims to determine the depth of: (1) Why do the Integrated Education Insantama Bogor model of character development through integrated education, (2) How do students' character development models on Integrated Education Insantama Bogor, (3) How is culture developed at the School of Integrated Education Insantama Bogor. (4) What is the impact of character development model implemented in Bogor Insantama Integrated Education.

The study focused on: What model of student character development on Integrated Education Insantama Bogor. In this study using ethnographic research is a qualitative research method that examines human behavior in a natural setting with a focus on the cultural interpretation of such behavior. Data collection techniques include observation (to event data source), interviews (for respondent data sources), and analysis of documents (for data source document). Data analysis techniques of data used in this study is qualitative data analysis techniques Spreadley models. The analysis consists of four steps, namely the domain of analysis, taxonomic analysis, component analysis, and theme analysis.

Utility value or urgency of this research are expected to have implications for helping to contribute related education, in the framework of the National Education Goals in the National Education System so as to increase the repertoire of science education, especially in order to form a complete Indonesian man. Help provide an education system concept that can be used to create a smart man once noble morals capable of dealing with various kinds of problems that hit the Indonesian people who are building.

Keywords: Character Development Model, Integrated Education System.
THE IMPLEMENTATION OF A NATIONAL CHARACTER EDUCATION AT SDN BERGASKIDUL 03 KEC.BERGAS KABUPATEN SEMARANG

Ayu Purwantini
ayu_purwantini@yahoo.com

Abstract


The purpose of this study is to describe the planning, supporting and inhibiting factors, and evaluation of the implementation of character education at Bergaskidul Public Elementary School District 03, Subdistrict Bergas Semarang.

This study is qualitative. The subjects were teachers, principals and students. Data analysis was performed with data collection, data reduction, data presentation, and conclusion. The validity of the data used triangulation.

The results indicate that (1) the planning structures learning before learning is implemented, (2) the supporting factors include the competent teachers and extracurricular activities and the inhibiting factors are environment where LCD is limited, domicile teachers house far from the school. (3) The evaluation is conducted on the suitability of the learning takes place when the value of the characters listed in the RPP. The success coaching the national character known through character embedded in students. Aspects of the evaluation includes cognitive, affective, psychomotor and moral values. Evaluation of character education can also be seen from the habits of children in the practice of character education in accordance with the vision mission of SDN Bergaskidul 03.

Keywords: implementation, education nation's character.
INCREASING TRAINEES’ MOTIVATION THROUGH PMD ACTIVITIES (PHYSICAL, MENTAL AND DISCIPLINE) IN VOCATIONAL TRAINING INSTITUTION

Cahyani Windarto¹, Sukiyo²
¹,² Balai Besar Latihan Kerja Industri Surakarta, Ditjen Bina Lattas Kemnakertrans RI
¹cahyaniwindarto@gmail.com, ²sukiyo_sukron@yahoo.com

Abstract
Attitude becomes the dominant factor that indicates the success of a training program. Professional working attitude is required by every workforce candidate in order to meet the minimum standard of work behavior required by industry. PMD activities (Physical, Mental and Discipline) become one of the pillars of the establishment of professional work attitude. World industry requires prospective workers discipline, punctuality, work endurance, ability to communicate and team work according to the occupied areas of expertise.

Through cooperation and sharing of knowledge and skills, a team is often able to complete a task effectively, rather than carried by an individual. Building a team is a process of selecting, developing, provide convenience, and training a working group in order to successfully achieve a common goal. It covers how to motivate members to take pride in performing the task group. Team building should be able to meet the demands of the task like quality results, on time activity and to meet to the needs of the fair group members and avoid conflict.

The PMD process activity requires additional team building material variation to the trainees knowledge and stimulated either with team building games or brain activity. It result in the increase the trainees’ of motivation of the trainees to follow training programs continuously and enthusiastically.

Keywords: vocational training, curriculum, attitude, physical mental and discipline activity
CREATING A QUALITY LEARNING THROUGH SCHOOL FINANCIAL MANAGEMENT SCHOOL

Dwi Ampriyati
SD Negeri Rejowinangun Kota Magelang

Abstract
The implementation of quality learning activities could take place if the school management activities can be performed well. The need for facilities and infrastructure to support the learning activity is strongly influenced by the activities of the school management. School budget is the financial plan approved by the Head of the School of Education Office of the city/county. The preparation of the school budget should be based on the principles in accordance with the needs, time, transparently, participation, upholding fairness and propriety, and not against the rules. The role of the principal is very important in financial management activities or school budgets. The school's financial management activities need fund so that school activities can be planned, attempted procurement, recorded in a transparent manner, and is used to finance the implementation of school programs effectively and efficiently. Supported quality of financial reporting through review, evaluation, mentoring and auditing with preemptive strategies, preventive, repressive, human resource development (auditors), and infrastructure development. These activities may have an impact on the financial management of the school which be more orderly so that accountability is maintained, and it among other things: the presence of the quality of the school's budget and spending plan, quality management processes, and the quality of the report. The principal's role in the financial management of the school is very important as a control function to be able to create comfort in performing financial tasks. The prevention of irregularities in budget activities will be done well because of the control and assistance in managing budgets and bookkeeping/administration to report the activity. Financial management will support the better quality of teaching in schools because all the learning needs of the organization will be met in accordance with the needs that have been planned.

Keywords: review, evaluation, mentoring, auditing, infrastructure
LITERACY EDUCATION FOR QUALITY LIFE

Ella Wulandari
Yogyakarta State University
wulandari.ella@uny.ac.id

Abstract

It has long been understood that education affects human’s quality of life as education presents one with access to economy, health, social benefits which the uneducated may not. (Formal) education is often claimed to have started since a child learns to read and write which allows him or her to access abundant sources of knowledge in his or her surroundings. Tompkins (2010) emphasizes that while traditionally literacy simply refers to the ability to read and write words, now literacy embodies a device to take whole part in the technological society of the 21st century. Ability to read and write, under literary approach, is believed to give students a tool to learn not only language but also content subjects in schools – making language a key to effective instruction. In the light of this, the teaching of language, particularly that of English, is redefined and redesigned to not only impart the skills of using a foreign language but also utilize those skills to enhance students’ learning in other subjects. To achieve this, educational practices in Indonesia have embraced and explicated thematic-and-integrated approach to teaching across science and social subjects through the implementation of Curriculum 2013. Since English in a foreign language in Indonesia, its teaching should consider the fundamentals of learning social and natural sciences in their actual classes. More importantly, ‘literacy teacher’ should be well-trained in carrying out effective literary instruction. This paper thus seeks to propose strategies of how literacy instruction should be conducted and literacy teacher should be trained.

Key words: literacy, instruction, thematic-and-integrated
THE PRINCIPAL STRATEGY IN IMPROVING TEACHER PERFORMANCE
Case Study Of Sma Bina Nusantara Semarang

Indri Desiyanti
Indri0412@yahoo.co.id
Student of Post-Graduate In Management Education
Satya Wacana Christian University Salatiga-Indonesia

Abstract

The principal strategy is an effort to improve the performance of teachers in the learning process while the performance is something to be achieved, demonstrated achievement and employability of a person. The teacher is the most influential component of the creation process and the quality of educational outcomes. The results of the study showed that: (1) The SWOT analysis is a step undertaken by the Head of Bina Nusantara High School in order to find a strategy that will be done in improving the performance of teachers. (2) The strategy used Head Bina Nusantara High School in order to improve the quality of teacher competency standards is a strategy S - O (strengths - Opportunity), which is a strategy where the powers that be maximized to capture the opportunities that exist. (3) The programs that are relevant to the principal strategies in improving the performance of teachers in Bina Nusantara High School Semarang is the responsibility through mentoring programs, programs of learning activities, program evaluation process of learning, discipline teacher training programs, teacher mentoring program commitments.

Keywords: Strategy, Principal, School, Teacher, Performance
AN ANALYSIS STUDENTS’ WRITING ERROR IN RECOUNT TEXT
BASED ON DULAY’S THEORY

Irawansyah
English Education Study Program, Postgraduate Program
Sebelas Maret University, Solo, Indonesia
irawansyah1989@gmail.com

Abstract

The purpose of this research is to know the types of error based on Dulay’s theory and the proportions (frequency and percentage) that occur at the second year of students of junior high school in Gunung Labuhan, Lampung, Indonesia.

This research was done towards the second year of students of the second year of students of junior high school in Gunung Labuhan, Lampung, Indonesia. There were 31 students that consist 20 female and 11 male. Research methodology used is descriptive qualitative method. The data are taken from students’ writing recount. The recount writing that tells about the students’ experience themselves. The researcher used cluster random sampling technique to collect the data. Then, The researcher collected the data by copying the papers, then identified them with underlining the error items and analyzed students’ writing by using percentage formula and classified the data into the types of errors based on dulay’s theory that divided into linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this research, the researcher limited only on surface strategy taxonomy which consists of omission, addition, misformation and misordering.

From the research, the researcher found some errors in recount writing made by the second year of students of junior high school in Gunung Labuhan, Lampung, Indonesia. The whole errors from students’ writing error are 182 items. It is known that the highest frequency of errors based on surface strategy taxonomy is misformation errors are (52.74%), followed by omission errors are (34.61%), addition errors are (12.63%) and misordering errors are (0%).

Key words: Error analysis, Recount, Types of Errors, The Frequency of Errors
Teachers Perspective on the Implementation of Discipline Based Art Education as a New Pedagogical Knowledge and Classroom Practices Approach: A Study on Art Education Malaysian Secondary School Teachers

Jamilah Omar1, Azlin Iryani Mohd. Noor2, Iberahim Hassan3
FSKIK UPSI
jamilah@fskik.upsi.edu.my, azlin@fskik.upsi.edu.my

Abstract

This study is conducted in Malaysian Secondary Schools. As many as 280 teachers from 14 states involved in the research, and they are teaching in Malaysia primary schools. The subjects are selected randomly. The focus of the study is to analyze how art education teachers understand and implement the Discipline-Based Art Education as a new pedagogical and content knowledge that boost children creative learning process. This study is to find answers to teacher belief and values about art and art education. It also highlights the is ways teacher create learning environments that nurture and value the social and culture aspects through their teaching and learning process using The Discipline-Based Art Education approach. The study was conducted using qualitative research methodology. The data were collected through survey, observation, documents, interviews and children artworks. All data were analyzed and evaluated using the qualitative method. The results indicated significantly that teachers highly agreed and satisfied in choosing Discipline-Based Art Education approach. These have to be associated to an in-depth understanding of curriculum design, content and pedagogic that links to the learning process in the classroom. The location, administration and school environment also play an important role in teacher’s belief and values. There must be connection joining teacher’s pedagogical and content knowledge that reflect their ways of teaching and learning especially in choosing their teaching and learning approach. The Students art works also determine how the teachers’ knowledge and classroom practice enhance children’s creativity and art knowledge.

Keyword: discipline-based Art education, knowledge, content, classroom practice, learning environment, creative learning
THE ENHANCEMENT TEACHER SKILLS OF MAKING LESSON PLAN (RPP) ON THE JOB TRAINING AT SDN 2 TEMANGGUNG II DISTRICT TEMANGGUNG IN 2013/2014 (SCHOOL ACTION RESEARCH)

Kusnadi

Abstract

he teacher's role to the planning of the curriculum is the teacher participate in making lesson plan (RPP). its mean that lesson plan is making planing to prepare of lesson its based of the assumption that if there is no prepare to good lesson, so the opportunity to not focus wide open, perhaps even tend to improvise their own without clear reference.

This research intends to describe the increase in the ability of teachers in SDN 2 Waterford II develop of the implementation of lesson plan (RPP) using on job training model. The procedure in this research consists of planing, doing, observation and reflection of Be recycled or cycle. This research using 2 cycle

Training learning implementation of lesson plans (RPP) using this pattern on the job training can improve sdn 2 temp teachers skill in making lesson plan.

Its can see and there are THE ENHANCEMENT TEACHER SKILLS result of MAKING LESSON PLAN (RPP) THE ENHANCEMENT TEACHER SKILLS result can be seeing in the score teacher average during the training. The score in the first cycle is 2,11 point, then in the second cycle is 2,76 point or there be on the crease 0,65 point

The keyword : RPP, on the job training
EDUCATION CONCEPT OF DAOED JOESOEF AND NUGROHO NOTOSUSANTO

Rhoma Dwi Aria Yuliantri, Intania Poerwaningtias
Dosen Pendidikan Sejarah UNY
Email: rhoma_baq@yahoo.com

Abstract
This paper will capture the dynamics of education in the New Order, especially during Daoed Joesoef and Nugroho Notosusanto. This is a preliminary study which became the entrance to examine their concept comprehensively and deeply.

Looking at both ministerial policy can be used as the basis for taking policy in education. This study uses historical critical method as the research method. The source of this study came from interview with Daoed Joesoef and personal documents, either photos and texts. Authors also use formal and informal sources.

Educational policy certainly cannot be separated from political policy, so that the term “different minister, different policy” appears. Actually, educational policy in the complex and changing times must adjust to the demands of the times. However, changes in educational policy by the policy holders from time to time are not related and sustainable.

The result of this study showed that Daoed Joesoef has some educational policies. First, education cannot be separated from culture. It means that the school became culture center. Joesoef also started to open graduate school, master’s and doctoral programs. The most phenomenal Joesoef’s policy is normalization of campus life. Nugroho Notosusanto, Daoed Joesoef’s school friend, replaced him as education minister. He had educational policy that tends to be militaristic. Notosusanto’s most phenomenal policy is the application of PSPB (educational history of national struggle). Both of the minister had a much different of educational concept. Some education concept of these two educational minister still have influence until today.

Keyword: education policy, Daoed Joesoef, Nugroho Notosusanto,
THE PRINCIPAL’S ROLE IN THE MANAGEMENT OF HUMAN RESOURCES IN JURANGOMBO 2 SD STATE IN THE CITY Magelang

Rita Wahyuningsih
tmg2013170@gmail.com

Abstract
In every organization to achieve common goals there is always a division of labor, held to support the process of interaction among laborer in order to run well. Similarly, in the life of a school, the division of tasks is carried out by the firm by the principal, so that each personnel can perform what, when, and how. Job description is a manifestation of the empowerment of human resources.

In this paper, human resource management is focused on the management of personnel in Elementary School Jurangombo 2, in particular the role of teachers and education personnel in the school. To manage human resources, in order to have the skills, motivation and creativity optimally, the principal's role as the manager determines the success of the school, and the process is through the following stages: 1) identifying employees / staff, 2) positioning the Educational Personnel according to their competence, 3) guiding for adjustment, 4) evaluating educational workforce performance, 5) improving personnel education; 6) compensating workforce education.

A good resource management school leads to an increase in the quality of educational process and if the quality of the personnel increases the chances of greater school achievement will result.
ASTRATEGY OF TEACHER EMPOWERMENT 
IN THE EFFORTS TO IMPROVE QUALITY EDUCATION

Siti Haryati 
Universitas kristen strya Wacana Salatiga

Abstract

The first priority in the empowerment the qualifications of the human family resources is through the quality education that is needed. Many factors encourage education. Education a part other factors, the human factor is one of the most important. The provision of qualified teachers can be done by empowering them. The first step start with the commitment as the principal resulting trust of teachers and principals to expand openness and harmonious relationship between superiors and subordinates. Furthermore empowerment created a conducive climate. The second step is to build a quality improvement team to empower teachers on the basis of commitment. The importance of teacher empowerment according to Spanbauner is: (1) to involve the teachers and staff in problem solving activities, (2) to ask for their opinion to run the program, (3) to assist the development and increase their commitments, (4) to improve the quality of teachers with top-down management approach, (5) to transfer of responsibility and control of professional development directly to teachers, (6) implement a systematic and continuous communication on everyone involved in the school, (7) with the concept of providing quality learning materials, (8) provide autonomy and risk-taking, this team has the task of organizing and directing the program which will be implemented through the organization. Third, quality measurement, it is necessary to measure the current mismatch and that will appear by way of strategic evaluation. Principals who either know the need to support teachers who are empowered and help them to be independent. Teacher empowerment visible when principals realized that their main role is to provide the right support.

Keywords: Empowerment, Teacher Quality.
Early childhood is the "golden age" of child development. Researchers proved that 50 percent of human learning progress is determined in first four years. And human form another 30 percent before reaching eight years age (Bloom, 1964). Similarly, the importance of this age will require education which appropriate with needs and characteristics so that early childhood can grow and develop optimally. Early childhood education is foundation of physical growth, socio-emotional, language, and communication in accordance with the unique developmental early childhood. To achieve these objectives specifically teaching methods should also be in accordance with characteristics of early childhood.

However, the current teaching methods applied in early childhood has been based on the reference menu early childhood learning. This condition is indicated by several things, such as educational practice is still teacher-centered and classical learning methods. This is one of them may be due to a lack of knowledge on the characteristics of the development of early childhood educators, so it has the conception and practice for educate early childhood is less appropriate.

One of the methods developed for early childhood learning today is Beyond Centers and Circle Time (BCCT). BCCT is on early childhood learning method that aims to stimulate all aspects of children's intelligence (multiple intelligence) through purposeful play activities. BCCT method is clearly different and still rarely used in early childhood learning methods today. This article will discuss the BCCT: concept, implementation, problems, and solutions as a meaningful and enjoyable learning method in early childhood education.
ACADEMIC SUPERVISION THROUGH COLLEGIAL DIALOGUE
IN THE TEACHING SCIENCE SMP NEGERI 41 SEMARANG

Sukimin
Study of Satya Wacana University Salatiga Indonesia
sukiminutomo@gmail.com

The research intends to know the plan and the implementation of academic supervision through collegial dialogue in the teaching of science SMP Negeri 41 Semarang.

This research used a case study method with a qualitative naturalistic approach. The Data analysis used the content analysis method.

The result of research shows that the planning of academic supervision through collegial dialogue in the teaching of science SMP Negeri 41 Semarang starting from the time of the supervision agreement between supervisors and teachers who are supervised as the outline in the schedule of supervision. The supervisor prepares supervision device, whereas the teacher who is supervised prepares his teaching device. The implementation includes 3 phases they are the initial meeting, observation and the last meeting which are the feedback of discussion between the supervisor and the teacher called collegial dialogue, so it makes the partnership between teacher and principal improve the teaching process in class.

Keywords: academic supervision, collegial dialogue
HEADMASTER’S ROLE IN BUILDING CHARACTER AND SCHOOL CULTURE

Sunarni
PPSMMP UKDW Salatiga

Abstract
A Headmaster plays an important role in achieving the success of the vision, mission, and goals that have been set. To achieve and to realize the vision, mission, and goals, the headmaster should be able to choose the right strategy.

Strategies used by the headmaster of Jurangombo 5 Elementary School is to promote the spirit of learning for students and increase the spirit of working as a professional educator. To increase students’ enthusiasm learning, the headmaster strategy that starts from the formation of the character and culture of the school.

The character building of students and teachers is achieved by through example from the school headmaster and teacher.

The Headmaster’s roles and functions consist of a few things. First, the headmaster must be able influential. Second, the headmaster must be able to move teachers and students to want to act and move forward to achieve school goals. Third, the headmaster must be able to empower the potential of human and natural resources of the school.

The headmaster cover strategies to improve teacher’s morale and student’s enthusiasm for learning by maximizing his through his ability to influence, mobilize, and empower all available resources to achieve the goals set.
EVALUATION OF THE IMPLEMENTATION OF A NEW EDUCATIONAL PARADIGM
POST-REFORMATION IN PRIMARY SCHOOLS IN SALATIGA

Wasitohadi
UKSW, Jln. Diponegoro No.52-60 Salatiga
Email: wasitohadi@gmail.com

Abstract
The purpose of this research was to find the effect of new education paradigm on elementary education system and praxis in Salatiga, focused on implementation of new education paradigm and its rationale. The research was limited on the aspect of learning process. The learning process became the core of education that its quality enhancement should become a priority. This research was policy evaluation research. The research approach was qualitative and quantitative. The qualitative data were collected from key informants and various related documents through documents study, observation, interview, and questionnaire. The collected data were analyzed qualitatively as inductive data. Whereas quantitative data were used as supplement and complement to support or clarify qualitative data. The analysis result was reflected further through making them into more meaningful by using relevant theories so that conclusions, implications, and recommendations can be drawn. The research found that new education paradigm impacted on the system and praxis in elementary education. Implementation of education system related to the learning process had changed according to the new education paradigm. In the learning process aspect, there was a change of learning tools, but it was not substantial as expected in the policy. Learning process still used teacher centered paradigm and not yet shifting to constructivist paradigm of student centered. In terms of values education, both state elementary schools tended to be unplanned. In private school, values education tended to be planned in forms of syllabus and lesson plan. However, both state and private schools also teach the values spontaneously.

Keywords: paradigm, new education paradigm, education system, education praxis, learning process.