



**UTY**

UNIVERSITAS **T**EKNOLOGI YOGYAKARTA



# Proceeding ISQAE 2016

5<sup>TH</sup> INTERNATIONAL  
SEMINAR ON  
QUALITY & AFFORDABLE  
EDUCATION

**"Enriching Quality and Providing Affordable Education  
through New Academia"**

7<sup>th</sup>- 8<sup>th</sup> December 2016  
The Sahid Rich Jogja Hotel  
Yogyakarta  
Indonesia

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Universitas Teknologi Yogyakarta  
ISBN 978-602-72540-1-5

# Proceeding

# ISQAE 2016

## 5<sup>TH</sup> INTERNATIONAL SEMINAR ON QUALITY & AFFORDABLE EDUCATION

**Enriching Quality and Providing Affordable Education  
through New Academia**

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**Jointly organized by:**



**Hosted by:**



**7<sup>th</sup> - 8<sup>th</sup> December 2016**

**Faculty of Education  
Universitas Teknologi Yogyakarta, Indonesia**

***Proceeding of the  
5<sup>th</sup> International Seminar on  
Quality and Affordable Education***

***Enriching Quality and Providing Affordable Education  
through New Academia***

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Publication unit, ISQAE 2016

**ISBN:** 978-602-72540-1-5

***Published by***

FACULTY OF EDUCATION  
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Jl. Ringroad Utara, Jombor, Sleman - Yogyakarta 55285  
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First printed, February 2017

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All the papers in this proceeding are presented at the 5<sup>th</sup> International Seminar on Quality and Affordable Education (ISQAE), 7<sup>th</sup> – 8<sup>th</sup> December 2016 at the Sahid Rich Jogja Hotel Ballroom hosted by Faculty of Education, Universitas Teknologi Yogyakarta, Indonesia.

## **Acknowledgement**

### **Rector of Universitas Teknologi Yogyakarta**

---

***Assalamu Alaikum Waramatullahi Wabarakatuh***

Ladies and Gentlemen,

I am grateful indeed that God blesses us for participating in the 5<sup>th</sup> International Seminar on Quality and Affordable Education (ISQAE) 2016. I welcome the General Secretary of the Ministry of Research and Technology for Higher Education of the Republic of Indonesia. I am sure that the Ministry of Education supports Universitas Teknologi Yogyakarta to conduct scientific activities. I am also thankful that many professors, lecturers, teachers, and students attend this seminar to share knowledge and ideas.

Universitas Teknologi Yogyakarta always supports the faculties to hold international seminar and other academic activities for the lecturers and students. We like to maintain our cooperation with national and international universities to carry out national and international programs. We believe that our lecturers and students must have national and global experience to enhance their capabilities.

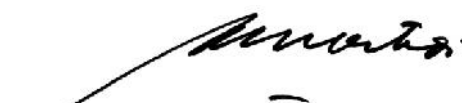
In addition to conducting international programs to improve the capabilities of lecturers and students, UTY is happy to work together with other universities and the government to increase the quantity and quality of research and publication. We are proud to have some MoUs with international universities in research and publication development aspects. Also, we are planning to build 16-floor tower for UTY's Research Park.

Today, The Faculty of Education of UTY is holding an international seminar and it is our commitment to conduct national and international scientific events every year. We dedicate our efforts to the development of science and technology.

Again, thank you for participating. My special thankful appreciation goes to ISQAE consortium members; Universitas Negeri Jakarta, Universiti Malaya, Universiti Teknologi Malaysia, Universitas Negeri Manado, Universitas Muhammadiyah Makassar that have supported us. I really wish all presenters and participants a very valuable conference. Hopefully it will bear precious knowledge and ideas.

***Wassalamu Alaikum Waramatullahi Wabarakatuh***

Yogyakarta, 7<sup>th</sup> December 2016  
Yours Sincerely,



**Prof. Bambang Hartadi, Ph. D., M.M., C.A., C.P.A.**  
*Rector of Universitas Teknologi Yogyakarta*

## **Acknowledgement**

### **Dean of Faculty of Education Universitas Teknologi Yogyakarta**

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Respected the General Secretary of the Ministry of Research and Technology for Higher Education  
Respected the Rectors and Deans of ISQAE Consortium members  
Respected all speakers, presenters, and participants

#### ***Assalamu Alaikum Waramatullahi Wabarakatuh***

I welcome you to the 5<sup>th</sup> ISQAE 2016 held by Faculty of Education, Universitas Teknologi Yogyakarta. I hope you participate actively to develop knowledge and ideas related to the improvement of education that we may serve to our students. The discussion on education is a continuous activity. It will support the effort to improve the quality of education system, and educators. The target of improving quality is influenced with the social and economic conditions of society in the system.

International Seminar on Quality and Affordable Education (ISQAE) 2016 is a seminar that will discuss and find recommendations to the governments and institutions that play role in it. The seminar is conducted by a consortium consisting of Universitas Negeri Jakarta, Universiti Malaya, Universiti Teknologi Malaysia, Universitas Negeri Manado, Universitas Muhammadiyah Makassar. The consortium will be inviting other institutions from South East Asia countries to work together to improve the quality of education in all countries of South East Asia.

ISQAE 2016 certainly considers some matters in education such as economic condition, advancement of technology, political situation, and etc. However, it is not only in the point of view of considering them as threats but also in the point of view of considering them as opportunities. Educators should have a lot of ways to generate improvement in their countries. They have big responsibility for improving the quality of new generation in their countries.

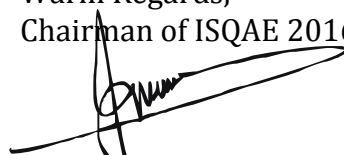
Education must become a major factor of problem solving system in a country. However everyone in a country has a right of having education. Education must be affordable. The government and all educators should talk and then can determine factors to make education affordable. The factors that guarantee the quality and affordability of education can become new academia.

We expect to have solutions. Therefore, we invite educators from South East Asia countries. We are certain to get ideas from educators coming from similar areas with similar cultures of life.

Again, thank you for participating. I wish you have good and valuable conference.

#### ***Wassalamu Alaikum Waramatullahi Wabarakatuh***

Warm Regards,  
Chairman of ISQAE 2016



**Dr. Mustaqim Pabbajah, M.A.**  
*Dean of Faculty of Education - UTY*

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## **THE EMPLOYEES' PERFORMANCE RELATED TO THE ENFORCEMENT OF MERIT PAY SYSTEM: A CASE STUDY IN RS SOEKANTO JAKARTA**

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### **Abstract**

*This study is focused toward the incentive program and its implementation prevailed in RS. Soekanto Jakarta. This is qualitative research with descriptive design. This research uses literature and field study such as interview and questionnaire. The method of sampling is nonprobability sampling and accidental sampling. The respondents of this research are 100 employees of RS. Soekanto Jakarta who are spreading over all divisions throughout the hospital. The research shows that the incentive program used in RS. Soekanto Jakarta is adopted from Merit Pay System based on the presence and performance. Based on the research, 82 % of respondents show their dissatisfaction in related to the system. Most of the respondents argue that the implementation of the merit system is far from objectiveness. The dissatisfaction is caused by educational level determine job class, the official duty influence their incentive, incentive program is not given on time, presence is so dominant to indicate incentive, lack of objectiveness and fairness in order to evaluate working performance, and incentive program is still weak on its implementation. Therefore, management of RS. Soekanto Jakarta should evaluate the incentive program system and its implementation.*

*Keywords: Incentive Program, Merit Pay, Job Performance*

### **Introduction**

The incentive system connects with a compensation and performance. Workers who have given their best performance expect reward besides their salary or wages which are received regularly, namely it can be incentives for a achievement that had been given. Thus , when the organization can provide an incentive with the system and true proportions, this would increase motivation, participation, and build a mutual understanding and mutual trust between workers with the organization.

The provision of incentives to the employees also carried out by RS. Soekanto Jakarta as a general hospital of National Center, a referral state-owned that is based on the medical secondary and tertiary with a specific competence. Activities services provided required to apply the concept of good clinical governance to the principle of prime service.

The provision of incentives done by RS. Soekanto Jakarta referring to system remuneration civil servants), i.e. the system merit pay based on performance assessment. In addition, the provision of incentives is also based on on judgment of attendance (the presence of) employees. So, although employees have good performance, but the presence less , so incentives is acquired also small. This might make employees think that incentives is not a motivation in work .

### **Theory**

#### **Incentives**

##### *Understanding Incentives*

System is other forms of compensation directly outside salary and wages that is compensation fixed commonly called system compensation based on the performance of pay for performance plan. Its main purpose of incentives is to provide responsibility and encouragement for employees in order to improve the quality and quantity of his work . For

the company, incentives is a strategy to increase productivity and efficiency of companies in the face of tight competition, where productivity into one factor that is very important.

#### *Incentive Program*

The Incentive system is in almost every kinds of work , from the manual labor up to professionals, executive managers and workers. Incentives in general up as follows:

1. Piecework
2. Production Bonus
3. Commission
4. Maturity Curve
5. Merit Pay
6. Pay-for-Knowledge/Pay-for-Skill Compensation
7. Nonmonetary Incentive
8. Incentive Executive
9. International Executive

#### *The Categorization of Incentives*

##### *Individual Incentives*

The incentive program for individual aims to give additional income in addition to the basic salary for individuals that can reach the real achievement certain. Incentives given by individuals over achievement it works and could include incentive system the following:

1. A bonus for is incentives individual performance in the form of a special payment on the salary of workers
2. Merit salary system, Is a program incentives relating to compensation on performance in the field of employment that is not for sale. The Pay for performance or of variable pay, is an individually incentives presented the award to manager , especially for the result of a productive group.

incentives an incentive will be given to the working group if their performance also surpassing the standard established.

#### **Performance**

##### *Understanding performance*

According to Mangkunegara (2005, P.64) the performance of (work performance) is the result of a work as the quality and quantity of reached by employees in carried out in accordance with the responsibility of who was given Hasibuan (2006, p. 47) will the performance of is the results of reached someone in implementing tasks charged based on skill, experience and earnestness and time. According to whitmore (2006 , P.54), performance is the implementation of the functions exacted from someone , performance is a deed , a feat , an exhibit common skills. Factors that influence the performance according to Mathis and Jackson ( 2004, p.46) factors that influence the performance individual labor , namely: their ability, motivation, support received, the existence of the work they do, and their relationship with the organization.

##### *Assess Performance*

According to Bernardin and Russel (2008, p. 78) a way of measuring the contribution of individuals to their organization .Performance assessment is way to measure contribution individual (employees to the organization that they work. According to Wahyudi (2009, P..84), performance assessment is an evaluation by periodically and systematic about work performance / the office of a labor, including potential of its development.

##### *The Purpose of Performance Evaluation*

According to Alwi (2007, P.87 ) theoretically the purpose assessment are classified as an evaluation and development that is evaluation had to finish:

1. The assessment results used as a basis compensation
2. The assessment results of the used as staffing decision
3. The assessment results of the used as a basis evaluate system selection.

A method of assessment entire performance this method as a broad outline grouped in two categories, namely:

1. Rating scale
2. Checklist
3. Critical Incident Technique
4. The scale of assessment depends on the behavior
5. Observation and performance test
6. The method of Group Comparison

### **Merit pay**

#### *Understanding Merit Pay*

Merit pay is a system the provision of of those who associated with the performance , due to the high performance reached employees the more higher the return he received .In fact system merit pay not been able to walk in conformity with expectation , even many employees did not receive fully the existence of system return with merit pay , because it is still much negativity of the implementation of the the payment .

#### *The Concept of Merit Pay*

Performance said merit derived from english having meaning services , benefits and achievement .Thus merit pay is payment reward ( rewards ) who was associated with merit or work performance (a performance) someone and the benefits that have been given to employees of the organization. Simply, the concept of merit pay is the payment system that link reward (rewards with work performance (performance) employees.

So one of the keys it works system merit pay to be depended on how well the assessment system of the performance of ( performance appraisal in of these organisations (Brookes, 2005; it .78). Most of performance evaluation of during this is unacceptable because have weaknesses, for his 1 .Workers staff , manager fastened many systems, and the process. 2. Assess performance consider that the system in the organizations that is consistent, and predictable. 3. Demanding requirements performance evaluation of the evaluation process that objective, consistent, trustworthy, and fair, but on the other hand performance evaluation of employees would be seen as a thing rests favoritism.

## **Results and Discussion**

### **The Provision of Incentives in RS. Soekanto Jakarta**

In order to improve the quality of service in RS Soekanto Jakarta and productivity, needed human resources as the service provider quality and has dedication and discipline in working based on the role of assignment. The remuneration policy will be given associated with payroll system of civil servants, merit system, to be applied to the provision of allowances and incentives employees based on the capability and income of the hospital. To be providing various programs improve the quality of service hospital based on status hospital. Soekantosebagai public service agency, there should have been increasing efficiency and the effectiveness of resources management, especially human resources.

### **The Provisions of Remuneration**

1. Income employees hospital .Soekanto jakarta will consist of: basic salary + allowance civil servants in accordance pgps + allowance and incentives hospital .
2. Allowance is fixed every month covering: a. allowance compensation; given to structural the hospital ( the board of directors and decision supporting system group. allowance managerial; given to class office 1 to 8. Allowance adjustment; determined according to their hospital.

3. Fluctuating incentives is consistent with the performance of financial performance of the hospital and individual and performance working units, involving: a. incentives presensi / the presence of consisting of b. incentives functional c. incentives special
4. A groove submission and payment: a. proposal allowance / incentives submitted by the head of a unit of work every the end of the month in the proposal of payment work to finance director , with a copy to human resources , to cost center proposal of work units submitted to finance director through human resources.

### **Assessment the Provision of Incentives**

#### *Assessment Presensi Employees*

Assessment presensi performance employees are the judgments cumulative attendance , craft, and discipline. There are three rating factor presensi: 1 .Attendance that is represented with the arrival of employees at a number of working day hospitals which have already been stipulated ( absentee ) .2 .The craft employees that is represented with duration long the arrival of employees at hours that has been set. Based on the data above, there are several the pertaining to with the presensi employees: 1.Every time one reducing performance presensi employees, so calculation his presentation will experienced a decrease.2.A clerk who the reduction allowed will be processed as not to have a a good performance. So that are not recommended to obtain incentives performance presensi or incentives performance based on presensi.3.Start index presentation absentee is 0.4 or 40 % while start index presentation late and go home have 0.3 or 30 % so if accumulated will become a or 100 % which means meet perfection presensi performance 4.Index the decline in subsequent to presentation absentee is 0.04 or 4 % for every time one in the day absence 5.Index the decline in subsequent to presentation late or leaving is only or 3 % for every time one disobedience.

**Tabel 1 Attendance Assessment**

Amount	attendance		
	Presence	Going home	Coming late
0	40	30	30
1	36	27	27
2	32	24	24
3	28	21	21
4	24	18	18
5	20	15	15
6	16	12	12
7	12	9	9
8	8	6	6
9	4	3	3
10	0	0	0

*Source: Data RS. Soekanto Jakarta.*

Table 1 above indicates the assessment of the presence of the employee, i.e. If an officer never had 1 x hiatus (not present), go home early, 2 x and 3 x are late coming into the Office, then the total value presensi/presence employees is  $36 + 24 + 9 = 81\%$ .

### **Remuneration remuneration**

Index aims to determine the value of the quantities (weights) used in the assessment of presensi based on the position. The index consists of remuneration Adjustment Index and index Presensi. Table 2 below is a table that is used as the basis for the determination of the index adjustment.

**Tabel 2 Adjustment Benefit Index**

No	Rank	Adjustment Benefit Index
1	Pimpinan Utama	170
2	Pimpinan	160
3	Staf Ahli III	150
4	Staf Ahli II	140
5	Staf Ahli I	130
6	Manajer III	120
7	Manajer II	110
8	Manajer I	100
9	Supervisor III	90
10	Supervisor II	80
11	Supervisor I	70
12	Pelaksana VI	60
13	Pelaksana V	50
14	Pelaksana IV	40
15	Pelaksana III	30
16	Pelaksana II	20
17	Pelaksana I	10

In the determination of the index presensi, consists of an index of transport and presentation presentation of the meal. This can be seen under the table used as a basis for the determination of the index Presensi. Based on the provisions of the company regarding the assessment of presensi employees, can be seen examples of calculating assessment incentives an employee in RS. Soekanto Jakarta as follows: example i: A Clerk with the P-5 post of assessment during November 2013. A. Presensi% uF0D8 always present/absent never = 40% uF0D8 never too late = 30% uF0D8 Always returned on time = 30% of the Total value of the performance presentation November 2013 = 40 30 30 = 100% of the Total value: 100% Presensi: index of 140 50 = 190 Index adjustment: 50 Index Weight: 190 X 100% = 240 50 Incentive Presensi: 240 X Rp 2,200,-\* = Rp 528.000. .... (Presensi 1) (\* Rp 2,200,-is the company's policy regarding the incentives in effect at this time)

Performance employees performance individual employees is the results of employees consisting of quality of work done , quantity work , the reliability of , personal attitude , their initiatives , cooperation , the existence of , and compliance .Information from above , can be seen example assessment calculation incentives employees in hospital .Soekanto jakarta as follows. Performance rating factor a score quality of work done = 5 quality of work = 5 the reliability of = 5 attitude personal = 5 initiative = 5 cooperation = 5 the presence of = 5 compliance = 5 total = 40 criteria = special ( 0.8 ) incentives performance: index now = rp 2,300 value / weight = 0.8 x 140 = 112 incentives performance = 112 x rp .2,300 = rp257.600 , - ( performance 1 ) ( \* rp2.300 , - was company policy on incentives which prevail at the time being ) so , total an incentive given by is: incentives presensi = rp .528.000.

Of examples above, can be seen that the amount of nominal received an incentive of employees , more or less 60 % coming from scoring presensi and the rest derived from performance assessment .Should , in the system merit pay , the nominal performance evaluation of must be greater than on judgment presensi or other assessment

### Analysis

Analysis the provision of incentives with use the merit pay of the performance of employees stuffing the questionnaire processed using spss version 15.0 with analysis descriptive to investigate the frequency of the responses given by respondents. From the study, researchers managed 100 respondents consisting of 58 women and 42 men from 22 to 55 years old. There were 85 that are married and 15 people who has not been married , 23 people status pkwt and

77 people are civil servants to the class term of office of p1 to an undergraduate degree with the number of respondents dominant be in the class office p2 and p3 namely :

**Table 3 Table of Summary of Questionnaire**

<b>The assessment scores</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
<b>1</b>	5	43	5	10	30	7	100
<b>2</b>	0	0	3	9	58	30	100
<b>3</b>	42	35	0	0	11	12	100
<b>4</b>	2	19	2	16	44	17	100
<b>5</b>	22	29	14	11	13	11	100
<b>6</b>	15	28	11	13	24	9	100
<b>Total</b>	86	154	35	59	180	86	

Based on the respondents answer, it obtained several factors assess performance in the provision of incentives respondents consistently in accordance at RS. Soekanto Jakarta: 1) Performance the better performance evaluation of employees, the large the incentives performance obtained. This triggers employees to increase job performance, but superior must be able to provide an assessment objectively, 2) The higher the level presensi the presence of , craft, and discipline so of employees will be get the a greater incentive, 3) Experience and length of employment experience and length of employment to be reckoned because, senior employees do not like their rights with new employees, 4) Workload and risk work workload and risk work reckoned to add weight performance in the calculation of the incentives. 5) Higher education educational level the more high the weighting for performance.

### **Conclusion**

System the provision of incentives applied in hospital. Soekanto use the merit pay, i.e. the system the provision of incentives based on presensi and performance assessment. Assessment of attendance having weight larger compared with the performance, namely 60 % to attendance presensi and 40 % to assess performance. Assessment of attendance employees should be in cumulative attendance, craft, and discipline. While assessment performance consisting of assessment cumulative quality of work done , quantity work, the reliability of, personal attitude, their initiatives , cooperation , the presence of , and compliance. The application of the provision of incentives current yet to par with a policy incentive system hospital soekanto jakarta , especially in performance assessment .This occured because of several factors , as: a. lack of time to make an assessment , may be due to the activities.

The absence rewards and punishment that assessors give is not objective and rush because impacted employees, such as employees late receive incentives, employees actually performing bad instead was assessed as good by human resources, because who feel not immediate superior. rising envy of employees performing good, employees do not consider the provision of incentives as a passion in work because of lack of justness in give an assessment. The questionnaire shows that there are 82 % that declare unsatisfied with intensive prevailing , whereas 18 % said had been satisfied. It was because equality in education of the employees do not easy to do in RS Soekanto Jakarta, employees do not go to because agency affecting the amount of incentives obtained, the provision of incentives not in accordance with the schedule set, assessment of the attendance list.



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## **THE ANALYSIS PRONUNCIATION OF WORDS IN THE FIELD OF PHONOLOGY TOWARD A CHILD AT TWO YEARS AND EIGHT MONTHS (2,8): A CASE STUDY**

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### **Abstract**

*This research is aimed to analyze of words pronunciation toward a child (2,8) years old by considering to phonology's field. The data source of research is pronunciation of words on a child by describes in data transcriptions. The result of subject is oral speech and the methodology is case study where the researcher collects data technique by using observation and recording, for the use of technique analysis that was using descriptive qualitative which written in the data transcriptions. The main results of this research can be drawn, as follows: 1) In the field phonology of phoneme namely there are some phonemes were not pronounced by fathan, it can be described on data transcriptions and can be seen between the researcher and fathan's conversation, fathan's singing a song, his counting the numbers, and his uttering of words, 2) Fathan's words pronunciation is still guided by his mother which is he receive the words from his mother by often said to himself and he could only pronounce the words in the initial consonant rather than middle consonant, 3) One of the words acquisition of fathan itself that he could pronounce the words through several movements such as pointing, crying, jumping, and shaky or pull his shirt and he obtain the meaning on the items of good things by pointed on his finger. The conclusions of this research are when children say the words must be given in several ways and the parents should teach or guide the children of words pronunciation carefully.*

*Keywords: Analysis, Pronunciation of Words, Phonology's Field*

### **Introduction**

Language is a symbol of something idea or a thought that it should to communicate the message sender and received by the recipient in a specific code, both verbally and nonverbally. The processes of human are begin with the development of human prenatal, the development of infant, the early children's phase of the development, children's final phase of the development, or the developmental of adolescent's phase, the process of the development of adult, and the process of elderly in process development itself.

Language of children is sometimes difficult to understand, because children are generally using the language structure that chaotic and transitional experience stage in their speech which difficult to be understood by the partner. To become the partner in the children speech and to be able to understand that the partners should be mastery of the conditions and concern in the surroundings or in children's environment, when the children are talk about their use of media that their purposed to be disclosed in the speech. In addition, to use the language structure is chaotic; the children are also more likely to retain in control of limitations vocabulary and pronounce the words.

Language children use to communicate and adapt to its environment committed to exchange ideas, thoughts and emotions. Language can be expressed through speech referring to the verbal symbol. Language development or communication in children is one of the

aspects of the stages of child development that should not be immune from the attention of educators in general and parents in particular. Language acquisition by children is greatest human achievements and amaze. Therefore that issue has gained in great attention.

Thus, in these ages the children must be given in a good language acquisition by their mother. The children are should always be stimulated through something such as a device of education (pedagogic) to teach children itself. The language education of children that always increased by the parents to obtain the good speaking. Language acquisition has been studied intensively for a long time. At that time parents should learn a lot about how the children speak, understand, and use language, but very little of what parents know about the actual process of language development.

Language acquisition is defined as the process that carried out by the children which to success on achieve and fluent in mastery toward their mother tongue or language that often known by the children in surroundings or children's' environment. The age range of children is under five year that they are generally having the ability to absorbs things and loads memories which are faster than toddler. Parents are obliged to maintain their children by educating, instilling good manners, morals-taught through the example of their parents, and also complete the needs of children both physically and spiritually, in proportion to the level of development and the condition of the children itself. Educating and providing guidance is the best of the most beautiful gifts given by parents to their children. Parents must be an educator that to contribute actively and positively in shaping quality bright child intellectually, emotionally, and spiritual.

This study is conducted to the observation method toward a child in words pronunciation which aimed to determine in mastery of preschooler. Therefore, The researchers are would like to analyze of these objects by considering to phonology's field and using the case study method to focus on the achievement of words' pronunciation toward a child at two years and eight months (2,8).

### **Methodology of Research**

This research is a data qualitative by using technique analysis namely the researchers are analyzes toward a child at two years and eight months (2,8) of pronunciation of words which written in data transcriptions. The method of research is using study case, to collect the data that it conducts in several stages such as interview, observation, and documentation that to describe the data transcription of research (Butera: 2005). Case study method can be used to gain in accurate information which the results are can be written by using data transcription or data description that to aimed to the results of research. The researchers were analyzing of a child's words pronunciation by considering to phonology's field. The time of research was conducted in the evening at 16.25 pm and it was located in Puri anggrek Blok D 12 A No. 11 Walantaka, Serang – Banten.

### **Theoretical Review**

#### **The nature of language acquisition**

Language acquisition as “the products of subconscious process very similar to the process children undergo when they acquire their first language” (Krashen, 2006:12) this can be defined that language acquisition is the process of how a person or child can speak or the child process in obtaining the first language. Language acquisition is a human process gain the ability to capture, produce, and use words to understanding and communication. This capacity involves a wide range of capabilities such as syntax, phonetics, vocabulary and wide. Language may be from the vowel as in spoken language or manual as in sign language.

Language acquisition usually refers to first language acquisition which examines the acquisition of children to their mother tongue and second language acquisition are not assess additional language acquisition by children or adults. Learning language directly in formal and artificial that refers to the learning demands (Richardo Schutz, 2006:12), meanwhile, according to (Sigel and Cocking, 2000: 5) language acquisition is a process used by children to adjusting a series of hypotheses by saying children's parents until the rules of grammar can

choose the best and simple of the language in question. It can be concluded that language acquisition in general which occurred in the environment with the target language community and informal nature and refers to the communication demands.

Language acquisition (language acquisition device / LAD) which called a mastering tool it occur since the birth of children are equipped and the only man who has the LAD. Language acquisition device is getting input from the data language of the environment. LAD is regarded as a physiological part of the brain that is specific to process inputs (input) and determine what is ruled first as sound, words, phrases, sentences, and so on. In the language there is also a universal concept that mentally must to know the natures are universal. Without LAD, a child may not be able to mastery the language in a short time and can mastery the complicated language system. LAD also allow in a child that to be able to distinguish the sounds of language. Stages of language development in children according to some experts, Lundsteen, divide language development in three stages, namely:

1. Stage pre-linguistic
  - The age of 0-3 months, which read in and coming from the throat.
  - The age of 3-12 months, children are wearing lip and palate, like ma, da, ba.
2. Phase proto-linguistic
  - The age of 12 months-2 years, children have understood and demonstrated the organs that children begin to speak a few words (vocabulary can reach 200-300).
3. Phase linguistics
  - The age of 2-6 years or more, at this stage that children begin to study grammar and vocabulary development reached 3000 pieces.

In language Acquisition there are several stages, such as that delivered by Piaget as quoted Ginn, he classifies language development into seven stages, namely. (A) Phase Fingered (pre-linguistic 0.0 to 0.5) (b) Phase Fingered (pre-linguistic 0.5-1.0) said Nomsens, (c) the linguistic stage I Holophrastic; Sentence one word (1.0-2.0), (d) Phase II Linguistics sentence Two Words (2.0-3.0), (e) Phase III Linguistics. Development Grammar (3.0 to 4.0), (f) Phase IV Grammar Linguistics Pre-Adults (4.0-5.0) and (g) Phase V Linguistic Competence Full (5.0 -... )

### **Phonology Contents**

Phonology is one of the aspects that compose the disciplines of linguistics which is defined as the scientific study of language structure (Odden, 2005: 2). Meanwhile, according to (Cipollone et al, 1998: 88) phonology is the study that to investigate the organization of speech sounds in a particular language. The explanation of phonology lies in each language's use of inventory sounds. In orderly, phonology is studies of distribution sounds in a language it can be seen by the content of words in different sounds.

The development of language in children is a processes of language acquisition which experienced by children itself since the born of that children until in the age of school, Phonology acquisitions of children are includes the ability of children to produce the sounds in language which consist on a vocal or consonant although it may not in the perfect sounds (Abdul chaer, 2003: 221). The sounds are occurred through several stages, among others:

1. The age on six weeks, children are produce the sounds which the similar sound of vocal and consonant
2. The age on eight-twenty weeks, children are on the cooing stage.
3. The age on six months, children are mix the sounds of consonant and vocal or it called babbling.
4. The age on two years, children are pronounce the consonant in last word which is not pronounced by children itself.

In language acquisition, the inputs are very important factor and very deciding. Human are would not be able to mastery the language if there is no comprehensive input. Mentalistic's view which was explained that children supplied by natural supply while in born, in other hand, in language there is the universal concept that children are knew as mentally in universal natures (Dardjowidjojo, 2005: 244). Children are should to protected of their language acquisition to gain the good language in acquisition itself that to be able to find out what

children's needs and what children purposed on invention something with they acquire the words on language through mother's gives or they may be obtained in the environment naturally.

In the place articulation it begins with the features typically used by vowels, specifically the [+syllabic,-consonant, +sonorant] segments, and the proceed to consonant of features, ending with a discussion of the intersection of these features (Odden, 2005: 140), these are:

1. Vowel place features: define the features in place of articulation for vowels that are following.
2. High: the body of the tongue is raised from the neutral position
3. Low: the body of tongue is lowered from the neutral position
4. Back: the body of the tongue is retraced from the neutral position.
5. Round: the lips are protruded
6. Tense: the sounds requiring deliberate, accurate maximally distinct gestures that involve considerable of muscular effort.
7. Advanced tongue root: produced by drawing the root of the tongue in forward

The errors reveal that children have already learned in a great deal and in roughly another two and a half years their speech will resemble of their parents in all important respects. This is important to note although, children tend to go through the same developmental of steps at the same time, and this only a tendency. There is much variation in the age range during children acquiring words or fundamental cognitive concepts that children are not necessarily more or less intelligent or well developed than average.

### **Phoneme Contents**

Phoneme are what we have been calling on the basic form of a sound and what are we sensed in the mind rather than spoken or heard, allophone is each phoneme which has associated with one sound or more sounds (Fromkin et al, 2011: 232). Meanwhile, phoneme is a set of phones or it can be called as a speech sounds (Marcus, 2007: 28). It can be define that phonemes is a smallest unit of language in abstractly that can indicate the contrast of meaning in the abstraction of phones' amount whether it is vocal or consonant and phonemes are language sounds which can be observed n the word form.

Phonemes are not physical sounds. Phonemes itself is the abstract in mental representations of the phonological units in a language, the units used to represent the words in the mental lexicon and for the phonological rules of the language that apply to phonemes which is aimed to determine in the words pronunciation (Fromkin, et al 2011: 233). In Indonesian phoneme that can be divided into two kinds as follows vocal phonemes (a,i,u,e,o) and consonant phonemes (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y and z), phoneme itself is the sound that can be distinguished of word meaning it may differ with the letter of alphabet.

Phonemes in a language can have several kinds of pronunciations depending on the place in words or syllables. Phoneme / p / in Indonesian, for example, can have two kinds of pronunciation. When you are at the beginning of a syllable, the phoneme is pronounced on a freelance basis. At the word / pattern /, for example, the phoneme / p / was pronounced on a freelance basis for later followed by the phoneme / o /. When human are pronounce at the end of a word, the phoneme / p / is not pronounced on a freelance basis; human lips remain tightly sealed pronounce the sound this time. Thus, the phoneme / p / language Indonesian has two variations.

**The chart comparison between phone and phoneme**

Phone	Phoneme
One of many possible sounds in the languages of the world.	A contrastive unit in the sound system of a particular language.
Pronounced in a defined way.	Pronounced in one or more ways, depending on the number of allophones.
Represented between brackets by convention.	Represented between slashes by convention.
<b>Example:</b> [b], [j], [o]	<b>Example:</b> /b/, /j/, /o/

*(Source: adopted from SIL International, 2004)*

When children learn the phonemes of their native language, they should mastery the sounds that differ maximally from one another. Thus, it is no accident that the first meaningful word learned in many language is often [ma] or [pa]. When a bilabial stop or nasal is pronounced, the passage of air in the mouth is completely blocked; but the vocal tract is wide open in the low back vowel [a].

Speech of young children as often distinguished from that of adults because the phonological processes are used in different ways. Adult speech is full assimilation, deletions, metatheses, and so on. A child's speech is full variation, too. Because much of variation that resemble rules in adult phonologies.

**Findings and Discussion**

In this research analysis that the researchers are found the results on how does the child pronounce the words of the speech and child's obtain in new vocabularies acquisition of the phonemes. Acquire primary language and require application of special learning for children is must be provided by proper stimulation of pronunciation in order to grows the children perfect that to be able to produce the words' acquisition. When children are pronounce the words, they has omitted by children itself, because child's words pronunciation is not same as adult pronunciation of words. This is the data transcriptions as result's analysis, as follows:

**Data Transcriptions**

**Tabel 1 The Conversation between Researcher and Object Research (Fathan)**

Researcher : Nama adek siapa?  
 Fathan : Fathang  
 Researcher : Oh Fathan, adek anak siapa ya?  
 Fathan : Mi  
 Researcher : Trus adek punya adik ga?  
 Fathan : Puya

The words	Fathan	The lost phoneme (s)	The change Phoneme (s)
Fathan	Fathang	-	/ng/
Umi (ibu)	Mi	/u/	-
Punya	Puya	/n/	-

**Table 2 Fathan's Words Pronunciation in Singing a Song**  
Cicak di dinding diam-diam *meayap* datang *seeko namuk* haplalu di tangkap

The words	Fathan	The lost phoneme (s)	The change Phoneme (s)
Merayap	Meayap	/r/	-
Seekor	Seeko	/r/	-
Nyamuk	Namuk	/y/	-

**Table 3 Fathan' Words Pronunciation in Counting the Numbers**  
Delapan, sembiyang, sepuluh

The words	Fathan	The lost phoneme (s)	The change Phoneme (s)
Delapan	Delapang	-	/ng/
Sembilan	Sembiyang	/lan/	/yang/
Sepuluh	Sepuwuh	/l/	/w/

**Table 4 Fathan's Words Pronunciation in Uttering the Words**

The words	Fathan	The lost phoneme (s)	The change Phoneme (s)
Permen	Pemen	/r/	-
Daun	Aun	/d/	-
Pulang	Puwang	/l/	/w/
Sandal	Sandah	/l/	/h/
Habis	Abis	/h/	-
Burung	Buwung	/r/	/w/
Pisau	Pisa	/u/	-
Bunga	Buwa	/ng/	/w/
Ikan	Itan	/k/	/t/

### The Explanation Based on Data Transcriptions

The researchers have been observed on a child, the age is approximately 2.8-years old by analyzing the words pronunciation by considering to phonology's field, the sample of research is Muhammad Fathan Azzam, and he was born on 13<sup>th</sup> September 2011. His father is Nafish Maradona, his father job is an employee in one of the company that is located in South Jakarta. Fathan's mother is Atikah and he has a young brother namely is Ziyad, the age is one year old.

Fathan is able to walk and he was very agile in doing a variety things. In his words acquisition is still very unstable; he received the words from his mother by his mother often said. In the pronunciation, Fathan could pronounce the words that in the initial consonant rather than middle consonant, example (Fathan is more able to say the word "**lampu**", than say the word "**anak**").

If Fathan acquire in new word, it is likely he will repeat these words, although not exactly the name of the object, for the vocabulary acquisition that he knew just say the word

“this (**ini**)” example : **mi, yu ke walung au beyi ini** (he means that “**ini**” is some food perhaps Biscuit, chocolate and so on) and if he does like to mention the color it should be led so, he can mention colors as well as his playing game, when he obtain the perfect language namely the word often mentioned by his mother, for example: (in his utterance the word of “**syusyu**”, the meaning is mother often give the milk while he need namely he can pronounce well, finally he can say well “**susu**”). He does not pronounce the alphabet perfectly, but he could only pronounce the consonant phonemes such as: **p, e, a, b, s, i, a, w, u, j, t, m, d, L**.

In pronunciation of words that he knows the words by pointed his finger on an item and the meaning of each items namely he want to obtain in good things on his wants. His words acquisitions are pronounced through the movements such as pointing, crying, jumping, and shaky or pull his shirt. Fathan is obtained in appropriate word what he mentioned before which is one of the object is contained in the kitchen that tends to be much more than he say exist things in the family room, because he does often follow on his mother when his mother cook in the kitchen.

### **Conclusion**

The result of research was talking about the analysis of pronunciation words in child’s first language by considering to phonology’s field and it is written by using data transcriptions that to describes on a child’s words pronunciation, understanding vocabulary, and mastering of words. Hence, it is necessary to do further of the research in other aspects, for the example in the field of morphology, syntax, and lexicon in addition, it also can be examined of child’s language acquisition with different ages as well as second language acquisition.

This findings of research that can be concluded, Fathan could only pronounce the consonant phonemes in initial consonant phonemes rather than in middle consonant phonemes, but at the end of the phonemes are consonants like [l] that he does not to say of those phonemes, for consonants [g] and [z] he was not well versed. Fathan is perfectly pronounce word if the word that often pronounced by his mother. The word ‘will not’ he gets in utterances with the word “is”, because with this he hopes his mother can be understand of what he says. He could only pronounce the phonemes briefly of phonemes itself.

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## **THE USE OF BATAK ILOCUTION LITERARY “MENOLAK” IN SURAKARTA**

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### **Abstract**

*This research aimed at describing: (1) the factors affecting the spoken language use in the illocutionary speech act of “denial” found in the Batak ethnic conversation in Surakarta, (2) the choice of language used in the illocutionary speech act “denial” found in the Batak ethnic conversation in Surakarta. The research was designed by using qualitative descriptive. Discussion of data in the research through dialogue analysis in Batak South Tapanuli to denial an invitation. The result of this research showed: (1) In the Batak ethnic conversation in Surakarta there was some distinguishing that will affect the spoken language use in the speech act of “denial” in Surakarta, they were as follows: (a) the age of the participants to distinguish the level of politeness, tone, intonation in pronunciation and psychological factors. Second, the choices of language used in the illocutionary speech act “denial” the Batak ethnic in Surakarta, they were as follow: (a) the code switching and code mixing.*

*Keywords: Spoken Language, Speech Act of “Menolak”, Batak Ethnic*

### **Introduction**

Batak South Tapanuli is one subetnik Batak in Indonesia besides Batak Simalungun, Karo, Pakpak, and Toba. Different from other subetnik in Indonesia, South Tapanuli Batak communities in the area have the Batak language Padangbolak South Tapanuli symbol of identity and manifestations of existence. In this case, a pragmatic science has emphasized that the study of human communication daam language use is determined by the condition of the people (Mey, 2001: 6).

Nana (2016) observed that "Language plays an important role in the consolidation of colonial rule and every imperial state in Cameroon memprjuangkan use of language in education and administration. This shows that the language of a region or country is important is used to maintain the existence of the place or even the language itself.

South Tapanuli Batak language continues to grow and serve communication tool, supporters, and the symbol of community identity Batak South Tapanuli. The function which can be observed through the activities of members of the public in communicating antarsesamanya. So did fellow ethnic Batak who was in Surakarta when said event chose to use language Batak South Tapanuli. This is done with a reason to show familiarity with each other. They are in Surakarta has the purpose of each one of them for educational purposes.

Object observed by the authors is a group of students Batak South Tapanuli, who was studying at the University of Muhammadiyah Surakarta. Speech acts form of speech used the speaker to take action against the hearer have been the basic understanding that need to be understood. In the book *How to do Things with Words (1962)*, Austin argued that to utter a certain phrase which can be regarded as an (*act*), in addition indeed utter the phrase. He distinguishes three types of actions related to speech, namely locutions, illocutionary, and perlokusi. However, the author focuses on the expressive illocutionary speech acts "reject" in reviewing. Expressive speech acts statements reflect the psychological and can be a statement of joy, difficulties, joy, hatred, pleasure, or misery (Yule, 2006: 93). Illocutionary speech acts expressive function for someone to "describe", "claim", and "predict" (Cutting, 2002).

Then, in a particular culture reject (the offer, solicitation) which can be done directly, while in other cultures do need to mince words spoken before rejection or even without spoken at all. The result is that in some cases the possibility of misinterpretation if someone speakers had recommended denial or not, while the other possibilities for misunderstanding the intent greeting speakers.

In conducting the speech act, other than the stated purpose and desire, speakers also naturally aims to create and maintain certain social relationships among themselves speakers of the opponents said. Speakers considering the difficulties in conveying meaning and appropriately in terms of closeness or distance between the speaker and the person said, the language situation and so on.

Different cultures different way of stating something like rejection to someone. Likewise with the ethnic Batak South Tapanuli in rejecting a case of opponents said. Therefore, it is very interesting to study the use of spoken language illocutionary speech acts "reject" the conversation Batak South Tapanuli in Surakarta then presented the factors that influence the use of language and how to use the language itself.

### **Methodology**

The method used in this research is descriptive qualitative by describing facts that occur naturally. Sources of data in this study is the student conversation Batak South Tapanuli in Surakarta, between Fika, Qiani, and Tika. Data obtained by recording using a digital camera. After that, the data ditranskip then analyzed by heuristic methods.

### **Findings and Discussion**

#### **Factors Affecting Speech Acts Illocutionary "Menolak"**

Subetnis South Tapanuli is one part of the ethnic Batak. There are some people who live in the subetnis Surakarta. The fellow South Tapanuli Batak ethnic group communication or event said to convey the intent and purpose of using language Batak South Tapanuli. That is, in this case related to the pragmatics of three concepts that meaning, context, communication (Schiffrin, 1994: 190). According to the source, usually expressed in Batak is without attention to several factors that influence the occurrence of a conversation. For example in rejecting an offer of Batak will deliver what their minds *clearly* without regard to the hearer so no special distinction in the choice of words used.

A study conducted by Josiah in 2015 found that the speaker utilizing five stages illocutionary acts and five types of structural sentences to convey his message to his audience clearly. Through illocutionary act by the speaker, the speaker can be predict the future society. This finding was in line with the assessment that the figures in this conversation dala real students Batak South Tapanuli said a desire to use a statement that opponents said clearly and effectively. The statement describes the firmness with no strings attached.

South Tapanuli Batak language does not has the level of form of language to communicate. In conversation Batak there was some differentiator that will affect, it happens when the speaker said face opponents who have a background in a different age, usually the speaker will consider the level of decency to express his point by choosing words that are the same for all ages. The tone and intonation are important aspects that distinguish a conversation in Batak.

In the case of this dialogue, the speech act illocutionary "reject" is influenced by psychological factors that offer the speaker so that the hearer who refused but there is a willingness to accept the offer resulting in a process of negotiation to produce a final agreement together. The findings in this study are the factors that affect illocutionary speech acts "reject" the conversation Batak South Tapanuli in Surakarta. The conversation took place between the three students of Muhammadiyah University of Surakarta called Fika, Qiani, and Tika. Function reject means, Qiani trying to reject the invitation of Fika and Tika. Note the following speech between these three students.

- Tika : Hei Fik  
Fika : Kak Tik  
Tika : Assalamu'alaikum  
Fika : Wa'alaikumsalam. Aha de na masa baya? Songon na pucat uida kakak.  
Tika : Ngen kampus au bimbingan skripsi.  
Fika : Onde  
Tika : Makana maccit ulukku so marmayam au tuson. Biado? Keta le masuk.  
Fika : Ketabo ketabo. Ketabo masuk kak. Wii. Bayaa, ketabo kak. Na lojaan kakak. Indon anggitta.  
Tika : O.. olo te. Na di UMS Muse....  
Fika : Olo...  
Tika : Juguk ma au dison da!  
Fika : Olo kakak e, juguk ma hita  
Qiani : Assalamu'alaikum kak.  
Tika : Wa... biade kabar mu nggi?  
Qiani : Sehat kakak  
Tika : Imada, biado biado? Taringatna, Ketale manonton le?  
Fika : Aha de manonton?  
Tika : Manonton film mattong... di bioskop  
Fika : Indatong, Aha de judulna?  
Tika : Wii imada, nakkinin doppak ro au tu son, maligi2 film au di 21, bettak ra adek on dohot, adong film tagi, judul na "99 Cahaya langit di Eropa" do?  
Qiano & Fika: O..olo...olo...  
Fika : Unjung hu bege, tai nape do unjung uida iklan nai.  
Tika : Memang nanggo di iklan kon dottong nggi.  
Fika : O..o songoni do...  
Tika : Tagide lala ho I? **dohot do ho?**  
Qiani : **Imada, tai dong tugas nai kak, got makkarejo on tugas kai**  
Tika : **Ulang bornginon anggo songoni,**  
Qiani : Andigan ma?  
Tika : Andigan ma bisa hamu? ha mu do!  
Fika : Anggo au accogot insyaallah na dong kegiatan sadari i. Anggo adek?  
Qiani : Au pe!  
Tika : Accogot do berarti, nian anggo jom jom na, pagi nadong rakku ate jam sappulu?  
Qiani : Nadong tong jam sa i! Biasana sore tu borngin kan?  
Tika : Ooh, siang... sore... borngin. Mambuat sore ma hita songoni ate?  
Qiani : Olo kak...  
Tika : So ulang na lelung tu mulak na! biade lala hamu? Olo kan?  
Fika : Olo olo,,cocok!!  
Qiani : Torus mangan borngin ma hita tong...  
Qiani, Fika, Tika : Hahahaha  
Tika : Jadi ma... accogot ma!  
Fika : Olo ka!  
Qiani : Jadi ma... asi di boto kakak adong film na inan di putar sannari?  
Tika : Film baru doi.  
Fika : Imada, anggo film baru biasana di panggar2kon doi  
Tika : Imada, tai donganku maccari toonna. Na tuari, manonton dokkon ia, natagian boto ningia!  
Qiani : Idia tempat ni alai kak!! D'care!!  
Tika : Di SS, wiii, di care4 muse ma ningia , hahahhahha, nadong bioskop disi da, ho da.  
Qiani, Fika, Tika : Ha ha ha  
Fika : Ise pemainna langa kak!  
Tika : Si Acha. Unjung de ditonton hamu my heart?  
Fika : Unjung!

Tika : Nah... ima bana mai adaboru mai!  
Qiani : Oo si acha, na jopan rohakku I da.  
Tika : O imada.. pandokkon ni dongan ku na tagian boto film nai!  
Fika : Jadi ma!  
Qiani : Na bia ra ma hita dohot, asal kon naron kakak pesan kian ma tiketna.  
Tika : Olo... tai ita pastion ma jolo accogot do jadi na manonton i, o.. jam tolu? Mulaina nian jam 4 opatan doi, anggo bisa tong baya abis asar langsung ma ita berangkat. Kakak ma ro tu son mangalap hamu kan??  
Fika : Tai mardua do hamu??  
Tika : Olo, olo ualap hamu tu son, amu na dua sakareta. sebelum sampe au tu son hutabusion tong tiket nai.  
Fika : Amma dong... I bandari ma hita on...  
Tika : Lagi adong rasoki, heheheh.  
Fika : Alhamdulillah  
Tika : Songoni ma. accogot siap2 hamu. Accogot hu sms anggo get berangkat, jam tolu berangkat ma u usahaon!  
Qiani : Songoni ma kak. Get kehe ma langa mulak on kak?  
Tika : Olo, kehe ma au mulak. Nagokan do pe tugasku boto.  
Fika : Sukses ma da kak. Lancar bimbingan nai, aamiin.  
Tika : Aamiin. Olo. pataru ma jolo au tu jolo da.  
Fika : Olo olo kak, ketabo.  
Tika : Songoni ma, pasuo accogot ma. assalamu'alaikum  
Fika dan Qiani: wa'alaikumsalam.

**Indonesian Translation:**

Tika : Hei Fik  
Fika : Kak Tik  
Tika : Assalamu'alaikum.  
Fika : Wa'alaikumsalam,ada gerangan apakah? Kelihatannya kak Tika pucat sekali.  
Tika : Dari kampus, bimbingan skripsi.  
Fika : Oalah  
Tika : Kepalaaku pusing banget. Makanya aku datang ke sini. Masuk yuk!  
Fika : Ayuk. Masuk yuk Kak. Ayok kak, kelihatannya kakak capek banget. Ini lho kak adek kita.  
Tika : Oh iya ya? Yang di UMS itu?  
Fika : Iya  
Tika : Aku duduk di sini yah.  
Fika : Iya kak, kita duduk yuk.  
Qiani : Assalamualaikum kak.  
Tika : Wah, gimana kabarmu dek?  
Qiani : Sehat kak.  
Tika : Oh gitu. Gimana gimana? Ngomong-ngomong, nonton yuk.  
Fika : Nonton apa?  
Tika : Nonton filmlah di bioskop.  
Fika : (Enggaklah), maksudku judulnya apa?  
Tika : Nah itu, tadi sewaktu aku dalam perjalanan menuju ke sini, aku lihat-lihat film di 21. Oiya,kali aja ni adek mau ikut, ada film bagus, judulnya 99 Cahaya Langit di Eropa, iya bukan?  
Qiani dan Fika : Oiya, iya  
Fika : Aku pernah denger, tapi aku belum pernah lihat iklannya juga sih.  
Tika : Memang nggak diiklankan kok dek.  
Fika : Oh gitu kak.  
Tika : Bagus nggak menurutmu? Kamu ikut nggak dek?  
Qiani : Nah itu, tapi kami mau ngerjain tugas kak

- Tika : Jangan malam ini kalau gitu  
Qiani : Terus kapan?  
Tika : Kalian bisanya kapan? Terserah kalianlah.  
Fika : Besok bisa kak, insyaAllah, nggak ada kegiatan kok. Kalau adek?  
Qiani : Aku juga  
Tika : Berarti besok. *nian* kalau jam-jamnya sih, kalau pagi, jam 10 nggak ada kali ya?  
Qiani : Jam segitu nggak ada kak. Biasanya sore sampe malem kan?  
Tika : Oh....kalau gitu kita ambil yang sore aja ya?  
Qiani : Oh iya kak  
Tiika : Supaya kita nggak terlalu lama pulangnya. Gimana menurut kalian? Iya kan?  
Fika : Iya iya cocok. Kalau gitu sekalian makan malem.  
Qiani, Tika, Fika: Hahaha  
Tika : Iyadeh. Besok aja  
Fika : Iya kak  
Qiani : Iyadeh. Kok kakak tahu film itu diputar sekarang?  
Tika : Itu film baru.  
Fika : Nah itu. Biasanya kalau film baru kan digembor-gemborkan.  
Tika : Nah itu, temenku juga cerita. Kemaren dia nonton yang itu, katanya sik banget de.  
Qiani : Emang dimana sih kak tempatnya? Di Car....?  
Tika : Di Solo Square? Wuii, kok malah di carrefour? Hahahaha disitu kan nggak ada bioskop. Dasar kau ini.  
Tika, Fika, Qiani : Hahahaha  
Fika : Pemainnya siapa sih kak?  
Tika : Si Acha. Kalain pernah nonton film myheart nggak?  
Fika : Pernah  
Tika : Nah itu, pemain yang perempuan yang itu.  
Fika : Oh si Acha yang itu. Aku seneng banget lho sama yang itu.  
Tika : Ohh gitu? Memang kata temenku filmnya bagus banget deh.  
Fika : Oke deh...  
Qiani : Iya deh kita mau ikut, asalkan mbak Tika pesenin dulu tiketnya.  
Tika : Iya, tapi kita pastikan dulu kalau kita besok itu nonton. Jam 3? Mulainya jam 4. Kalau bisa habis asar kita langsung berangkat. Kakak yang datang ke sini, buat jemput kalian ya.  
Fika : Tapi kan kami berdua kak.  
Tika : Iya, aku hampirin kalian di sini. Kalian berdua satu motor aja. Sebelum aku sampe ke sini aku beli tiketnya.  
Fika : Asiiiiikkk. kita ditraktir nih.  
Tika : Ini lagi ada rezeki soalnya. Hehehe  
Fika : Alhamdulillah  
Tika : Gitu aja deh. Besok kalian siap-siap ya. Besok aku sms sebelum berangkat. Aku usahakan jam 3 deh.  
Qiani : Iyadeh kak. Lhoh ini emang uda mau pulang?  
Tika : Iya aku udah mau pulang nih, solanya masih banyak ni tugasku.  
Fika : Sukses ya kak. Bimbingannya lancar deh. Amin.  
Tika : Amin. Iya. Anterin aku ke depan deh.  
Fika : Iya ya, iya iya kak. Ayok  
Tika : Gitu ya, besok kita ketemu. Assalamu'alaikum.  
Fika dan Qiani : Wa'alaikumsalam.

As explained at the outset that rejected the speech act is likely to be submitting by opponents said candidly without any preamble or discomfort with the speakers. Qiani as opposed to speech that refuses to ignore the younger age of Tika. He still says the rejection by what that time was on a job, only he said with a tone softer. Illocutionary actions are considered by Dada (2004) as the core of the theory of Speech Acts refers to the social actions carried out

by the speaker while perlokusi action is the effect of the utterance speaker on the listener, this could be intended or unintended.

### **Language Selection Used of “Menolak” on Batak South Tapanuli in Surakarta**

As the opinion Fishman (1968) kind of sphere or social domain there are five, namely family, intimacy, religion, occupation, and education. Social domain is associated with language options. In every speech the first thing that comes to each speaker are two of the choice of language or variety of language used. When thinking about the choice of language itself, speakers envision the use of language as a whole.

The data obtained and discussed a figure of speech acts used in conversation, namely Qiani, Fika, and Tika. Analytically, Austin divides three types of speech acts, ie acts locutions, illocutionary, and perlokusi. In such situations, there are likely two or more languages are spoken by bilingual, both active and passive. As well as the choice of language used in conversations between Tika, Fika, and Qiani is language Batak South Tapanuli. However, they are still talking with a few words of Indonesian. People outside the ethnic Batak when hearing the speech will say they do not use language Batak as a whole because they said Indonesian. Consider the example of the speech below.

- (1) Qiani : Imada, tai dong **tugas** nai kak, got makkarejo on tugas kai
- (2) Fika : Imada, anggo **film baru** biasana di panggar2kon doi
- (3) Mbak tika : Wa... biade **kabar mu** nggi?
- (4) Fika : Unjung hu bege, tai nape do unjung uida **iklan** nai.
- (5) Fika : **Sukses** ma da kak. **Lancar bimbingan** nai, aamiin.

The language in the speech that used all three of the above figures suffered a language equality. There are some words that have the same name with the Indonesian, the word *task, new movies, news, advertisement, successful, smoothly, and guidance*. The speech is not always a direct representations of the elements of the meaning of the element. In fact occurs assortment of intent can be expressed in a speech or otherwise. In connection with many intentions may be communicated by the narrative a speech (in Wijana Leech, 1996: 10-11). Aspects to be considered in the study of pragmatic one of which is the purpose of the speech.

The forms of speech uttered by the speaker is motivated by the intent and purpose. Forms of speech are manifold can be used to express a common purpose or otherwise assorted intent which can be expressed with the same speech. In this regard, the speech made by Qiani, Fika, and Tika in five sentences above, using a language that has the same meaning as Indonesian. Despite the fact that sound the same sentence with the Indonesian language but is essentially controlled by the speech language Batak South Tapanuli. Basically in this illocutionary speech acts are not disputed tuturannya function because of the meaning contained in the sentence uttered.

Basically, Qiani, Fika, and Tika wear Batak language South Tapanuli types. The language selection depends on factors that we already know, such as the participants, the atmosphere, the topic, and so on. Diglossia happened in that conversation has been very good, using language Batak South Tapanuli well. Only, there are some sentences that are expressed in Indonesian. This happens because the words that will be discussed there in Batak language, supported also talks reflex speakers to reveal the sentence. In terms of the context of South Tapanuli Batak language used is very simple because the context happens is casual chat among fellow students and the age difference is not so far away. About the strategy of indirect disclosure of little use because it is essentially an indirect speech act is costly and risky as stated by Thomas (1994).

### **Conclusion**

Conversations Batak South Tapanuli conducted by the speaker and hearer 1 and hearer 2 occur speech act illocutionary expressive reject a bid to get a response back a rejection, usually with in the ethnic Batak according to the speaker in rejecting an offer no *discomfort* to expressing the will of the hearer will then ask the speaker solution or provide solutions to rejection. Batak language use in speech interference still occurs Indonesian code because there are some words that have the same name in Indonesian.

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## **PIG HUNTING SOCIETY CULTURAL WEST SUMATRA IN THE NOVEL PULANG BY TERE LIYE**

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### **Abstract**

*This paper aims to (1) describe and explain the cultural forms of western Sumatra pig hunting society, (2) describe and explain the function of pig hunting culture in society western Sumatra. The research method used the qualitative descriptive. Type of researchers in this paper in the form of research literature. Sources of data in this study using secondary data sources in the form of a literary text. Researchers utilize novel "Pulang" by Tere Liye as study materials to prove that pig hunting culture is still used by the people to study anthropology western Sumatra literature. Culture pig hunting west Sumatran society depicted in the novel "Pulang" by Tere Liye through activity of which the main character did. The results of this study stated that pig hunting culture is still often run by people Part of West Sumatra. The shape of the culture of western Sumatra pig hunting society in the form of the public mindset that is part of the activities that take into consideration the need to be achieved. To culture with a more expensive form of mindset the purpose and function of the culture itself. Culture pig hunting society western Sumatra today functioned mainly as a secondary activity. Pig hunting activities western Sumatran society serves only as a pest extermination activity of the pig. West Sumatra utilize community to eradicate hog hunting activities which damage the farm community. In the old days of hunting activities have a very important function like a human being as a primary activity. Hunting activities in antiquity is a form of activity for foraging. Culture pig hunting society more western Sumatra view of functions that can be utilized as a form of activities with a specific purpose.*

*Keywords: Pig Hunting Culture, Form, Function*

### **Introduction**

Cultures are born from habits that exist in society. Culture as a form of rules, values and norms prevailing in a particular society. Culture exactly is a collective noun that is used to define the domain of environmental and humanity that marked the ontology clearly and separately from the environment that is purely natural physical (Jenks, 2013:4). This means that confirms the commitment philosophy is based on the difference that is characteristic for human beings. Thriving culture in the community as a form of behavior that form a habit. Every society has its own culture which makes it a characteristic of a region. In western Sumatra culture that has been retained is pig hunting culture. Hunting pig (pig hunting) is the activity of hunting wild pig (*sus barbatus*) committed by a group of men with using multiple dogs (*canis familiaris*) animals as a hunter (Arifin, 2012:30). Pig hunting in western Sumatra society depicted in the novel Round Tere liye work. In the novel Pulang by Tere Liye pig hunting is a form of culture in the form of local knowledge society western Sumatra. Local wisdom pig hunting culture in society western Sumatra have utility value and urban parts of the countryside community. Sumatra western societies still running pig hunting culture as a form of culture that make up the human mind with the function and purpose.

Culture will not be separated from the elements of form and function in society. Culture is formed from the lives of people who use culture for the common good in society. Culture pig hunting in western Sumatra shaped cultural community similar to the existing culture around the world. In the culture of western Sumatra pig hunting society have functions calm with other



cultures. Pig hunting culture of western Sumatra people only use for certain purposes. Culture formed together with other cultures and have specific functions making pig hunting culture part of the culture that is interesting to study. Culture pig hunting part of the tradition of western Sumatra society (minang Kabau) are still carried out in certain areas.

Culture pig hunting as a form of cultural treasure that needs to be preserved. Cultures containing character education to those who participated in the hunt. Character education is an important part in developing cultural values. Development of cultural values in society as part of the preservation of the local culture. Pig hunting culture needs to be preserved in canoes protection of local culture. Implementation of hunting pigs at this time be evidence of western Sumatra communities still maintain and preserve the culture is considered a tradition. Pig hunting culture evolved from various circles of the urban and rural areas. Culture pig hunting became the most exciting activity of western Sumatra.

Cultural western Sumatra pig hunting is a form of culture that are universal. Culture is formed from habits that appear similar to the cultures that exist in other areas. Every culture has a form that is born of a need for specific purposes. pig hunting culture in the west Sumatran society formed a mindset that puts the knowledge of an area that became a hunting area. pig hunting society western Sumatra is a form of culture that adapts to the changing times. The use of technology to be part of the cultural forms that exist in the culture of hunting pigs. Pig hunting culture technology from the traditional to the modern. Pig hunting culture flourished in various communities.

Culture pig hunting in western Sumatra society has the function to the common interest. Pig hunting in Sumatra society for expulsion pests and permainan children in certain areas. In the novel use of cultural tereliye local knowledge society in the form of a pig hunt more functions to repel pests that damage crops. Tere Liye western Sumatra illustrates that society still uses ancient culture to solve a problem related to agriculture. In the past pig hunting as a form of primary need, but in fact this time the people of Sumatra to the west over the secondary needs. Local culture that turned away pig hunting used by communities in western Sumatra as a form of culture that views on the value of usability.

### **Method**

The method in this research using qualitative methods, this study describes the culture of hunting pigs in western Sumatra society. This type of research is descriptive or describe.. Qualitative methods give attention to the nature of data, the data in the context of its existence (Ratna, 2015:47). This means more emphasis on the qualitative methods of social facts. This study uses anthropological study of literature in analyzing. Anthropological literature is the analysis and understanding of the literature in relation to culture (Ratna, 2011:3). Data and sources of data in this study using a novel Pulang by Tere Liye. The people of Sumatra hunting culture depicted in the novel "Pulang" by Tere Lliye through the activity of the main character did. Culture in the novel performed by the main character is a pig hunting culture.

### **Discussion**

Sumatra culture shaped the local knowledge into public appeal. Cultural part of a custom practiced by certain communities. Pig hunting is done by the main character more to the indigenous culture that is still carried out by a community group West Sumatra. The shape of pig hunting done by society western Sumatra that is hunting wild pig in the forest. This is reflected in the novel Pulang by Tere Liye the main character named flunky. There are seven elements of culture that exists around the world (Koentjaraningrat, 2009:165). Elements of culture around the world are universal, meaning that cultural elements can be found in other cultures. Pig hunting culture contains three elements of universal culture.

### **System Technology**

Pig hunting culture using technology as a tool for hunting. Every community has a tool or weapon used to pass an activity. Use of technology in general indicates that the culture will recognize the changing times. Technology in pig hunting culture using modern technologies.

The use of technology that is traditionally signifies pig hunting culture as a culture that is dynamic. Utilization of weapons in hunting pigs as a tool in the process of hunting to paralyze the prey. In the novel there is a return works of Tere Liye use of technology in the form of traditional weapons and modern weapons.

*"I held her father lent sturdy spears. Spear was made of tamarind wood with a sharp metal edge. My legs were not wearing any footwear do not have. Besides village children would rather go into the forest with bare feet" (Tere Liye, 2015:8).*

Pig hunting still use traditional weapons as an additional weapon to spear a pig. Spears for hunting tools are also used to protect against attacks by wild pig notorious and dangerous. The wild pig is still wild that can infect humans when threatened. Spear as a tool for self-protection in pig hunting. Traditional weapons biasanta spear made of wood as the handle with a sharp metal edge. Spear traditional tools are still widely used, especially Sumatra western societies such as the novel foraging area home work tere liye, one of the characters used the spear as a tool for hunting pigs.

Pig hunting culture become Sumatran culture as a culture that can adapt will be the development era. Culture pig hunting culture that built the way of thinking of modern society. The technology is currently being part of the community so that the culture that formed in society has changed. The use of technology with as part of the cultural development of a more dynamic adjust the development of community life. The technology in pig hunting culture in the novel return tere liye works as a tool to kill the prey. Pig hunting culture using modern technology to prove that culture can evolve culturally shaped not binding without any changes.

*"But, most caught my eye, they carry guns. It was not kecepek, rifles village assemblies I've ever seen, but the firearms have military forces" (Liye, 2015:2).*

Based on the above quote swine barbaru culture community has been using modern technologies. The use of technology of firearms owned by the army. Pig hunting culture does not restrict the use of technology. Hunters have freedom in using technology for pig hunting culture is dynamic. In antiquity villagers wear *kecepek* and spear as a tool to hunt pigs. *Kecepek* is the usual kind of homemade firearms. Pig hunting not only make use of a firearm, but rather take advantage of olfactory dogs to search for traces of pork to be hunted. The use of technology in the culture of hunting as part of the development of time to ease the process of pig hunting.

### **Livelihood Systems**

Residents gutters that a rural community in western Sumatra novel Pulang by Tere Liye have livelihoods as farmers. Farming is the main source of income that people growing rice in the fields. Here is a novel excerpt Pulang by Tere Liye.

*"Since morning, villagers crowded native country. Two months rainfed rice fields will be harvested. Peak green paddy has been seen in the hillsides" (Liye, 2015:2)*

The quotation above indicates that the people of western Sumatra edged the Search for a farmer. Sumatran communities living in rural areas sehar-day meet the needs of growing rice. People use rain water fed land to grow rice. Farming is the most important occupations for the people of West Sumatra in the novel Pulang by Tere Liye. Plants lush rice paddy planted mendakan that farmers will soon be harvested.

*"This year pig difficult for us. They are numerous and stormed the field. If not addressed, the rice fields are painstakingly cared for could be ruined"(Liye, 2015:4)*

Based on the above quote pig hunting culture arising from the unrest farmers. Sumatara western society who edged her quest as a source of income of farmers feel threatened by the presence of wild pigs that destroy fields. System livelihood formed the culture of hunting to protect rice crops from pests wild pigs. Farming community into a primary means of livelihood western Sumatra as a primary need.

Western Sumatra that majority society as a farmer would protect their principal source of income from a variety of threats. Farmed in Western Sumatra is precisely hinterland. Them that are dependent on agricultural products such as rice animals feel the presence of wild pigs threaten crops. Anxiety and fear of the farmers of pest wild pig scare them were treated for rice will be damaged and can not be harvested. Rice farmers are a valuable source of income.

### **Knowledge Systems**

Culture pig hunting requires technique and knowledge you need to know before doing the activity. Knowledge is more important is the knowledge of the terrain or hunting location. forest in western Sumatra region, especially the area dense mountain chain that needs to be knowledge. Knowledge in pig hunting part of the mindset necessary. Mindset to target prey such as wild pig should be with the strategy. The following systems of knowledge that is in the novel Pulang by Tere Liye.

*"Two people move to the right! the rest come with the left "slant-eyed people sending two and three young hunters split gutter." pig surrounded it. Do not let it get away." Tere Liye, 2015:9).*

Pig hunting culture of novel Pulang by Tere Liye can be seen the need for a strategy in capturing prey. Strategy as a mindset that became part of their knowledge of the area controlled territory to heawan prey in the form of a wild pig. Knowledge in activity for updates become paramount, especially in determining strategy. Knowledge of the introduction of area locations and number of hunters determine encirclement strategy game.

*"We ran to follow the movement of the dog. Drill bush, jumping over small streams, logs crosswise, climbing the edge of the valley, climbing and gliding. Wherever dogs running, we followed him in tow. My father joked when told I'd never own entrance forestry, because actually I'm very familiar with the forest" (Liye, 2015: 8)*

Pig hunting activities in novel Pulang by Tere Liye excerpt above states that pig hunting requires knowledge of terrain that will be passed in hunting activities. Hunters must be prepared by a variety of conditions in the area to be traversed during hunting pigs. Hunting pigs are carried out in the forest is still a lot of the valley in western Sumatra, which is still a lot of dense forest. Before conducting the hunt need to be knowledgeable about the field or forest to be traversed in order to avoid things that are harmful. Identifier field where operations pig hunting became the most important thing. The hunters Hattush know the area that will be used in hunting for pig hunting activities carried out in the woods can be dangerous.

Knowledge of hunting locations can reduce the occurrence of accidents in hunting activities. The location is still to be injurious pemberu shaped valley in conducting the hunt. The importance of the introduction of the location as part of the knowledge that needs to be owned pemberu before hunting. Hunting activities carried out until late at night so it can be dangerous for the hunters. Knowledge of the location of hunting is usually done in the forest becomes the most important thing. Sumatran forest is still dense and there are valleys pose a hazard in hunting activities. This is a challenge in addition to catch wild pig, which obliged the terrain traversed into this part of the challenges that need to be faced in pig hunting culture.

### **Function Pig Hunting Culture Society Western Sumatra**

Culture is normally done with a specific purpose in the community. West Sumatra indigenous people regard as the values and norms that govern all their activities. All forms of culture found in western Sumatra makes cultural community as part of the rules to be observed by a part of life activity. Culture pig hunting in western Sumatra society shaped local wisdom. Culture pig hunting in some communities in western Sumatra is a culture that is still widely practiced.

Hunting pigs membangaun characters community courage in western Sumatra, especially men. In hunting there is no set age that children who are still minors can follow the pig hunting activities. Pig hunting activity teaches courage to men as a form of character education. Hunting, which is a culture that masi preserved by the people of Sumatra. Culture is unofficially a culture of official society western Sumatra, but this culture is recognized by the people of West Sumatra. Pig hunting culture to form communities that dare and have broad thinking as a form of identity men.

Pig hunting culture may change the function due to many factors. Traditional culture centered-center hit by the change of power patron by social and economic changes will eventually experience a paradigm shift (Koentowijoyo, 2006: 37). This means that the traditional culture is protected, it will undergo changes that are influenced by social and

economic. Cultural changes that are influenced by social and economic change will affect a paradigm so that the purpose of the implementation of the culture itself is changing. The function of the pig hunting culture began to change in line with changing needs of the community will. This need to build a specific purpose in people's lives western Sumatra. This proves that the pig hunting culture is a culture that is dynamic.

Hog hunting activity as a tradition that forms the community of caring. Hog hunting activities are no longer cultural identity but a culture that has a specific purpose. Pig hunting culture no longer belong to the community of certain inland areas, but a culture that is mostly done by the urban community. Hunting activity favored by people of the city utilized by rural communities in part to facilitate disinfection pig. Sumatran wild pig in the area is still a threat that would endanger farmland. Wild pigs still would destroy farmland so that the necessary eradication by conducting hunting became a hobby for the city. Pig hunting culture forming cross favorable society. Pig hunting culture of the past is a culture that functioned as a form politikasi men. Interest in hunting pigs at this time that a form of the game, pest control, and satisfying the needs (hobby).

The function of the culture of hunting pigs in western Sumatra society in the novel Pulang by Tere Liye that function with a specific purpose. pig hunting culture Sumatran society whose purpose is to eradicate the pest wild pig that destroy the fields in the morning. Below is an excerpt of interest held in a novel pig hunting activities Pulang by Tere Liye.

*"This year pig difficult for us. They are numerous and stormed the field. If not addressed, the rice fields are painstakingly cared perish. Although every night dijag paddy fields, installed tin repellent, also a sturdy fence circled the results useless pigs were always has a way of entry, not afraid of the sound of cans, they number tens or maybe hundreds. Village elders have given up, tatapi father did not. He said he would ask for help hunters from town"(Liye, 2015:4)*

Cultural western Sumatra hunting community has been going on the past which are still carried out with different functions and purposes. Differences in cultural functions pig hunting in the past to the present indicates a change of purpose in carrying out the culture. Sumatran communities that still revere the culture making the community western Sumatra have characteristics with matrilineal kinship system. Kinship system of community-owned western Sumatra comes from the mother so that the culture of hunting pigs used men as a form of identification the identity of men over women. Pig hunting culture serves as part of the system that make up the position of men. The position of men in society western Sumatra lower than women. West Sumatra hunting culture community as custom activities with the aim political men while current cultural functions pig hunting in the novel Pulang by Tere Liye over the function will use value. Pig hunting culture in the novel Pulang by Liye with the aim of particular interest that pest control pig.

Pig hunting culture in the novel Pulang by Tere Liye serves as the activity in ousting pigs are considered pests. Pig by the people of Sumatra west threat rice plants. A wild pig can damage rice crops may frustrate the public and harvest. Farming is the main livelihood of the Sumatran communities to the importance of the rice plant is the source of their livelihood. The culture of hunting an option to keep the rice plants from pests pig that destroy fields.

*"Mr shook his head at a meeting last month, "not a penny, bang. They do like to hunt pigs. It was a hobby of the city. Maybe some pigs will be taken by them, to be eaten. Only that the pay." (Liye, 2015: 4)*

From the above quotation it is known that hunting wild pigs in the novel Pulang by Tere liye not only serves as an activity to eradicate the pest. Culture pig hunting is now used in every hobby most people to do city. Pig hunting obtained partly taken home to be eaten or left alone in the forest. Pig hunting in urban communities in West Sumatra is part of the fun is done at a certain time without becoming a liability. Hunting pigs has been a pleasure urban communities no longer be attached to the indigenous people who still holds certain traditions and customs. Pig hunting culture into a culture that adapts to the needs of the surrounding community. Pig hunting culture in society over the western Sumatran culture that is still run as part of the tradition.

Culture pig hunting in western Sumatra society has a specific purpose. Sumatran society to understand the culture of hunting pigs part of a tradition that can be utilized. Pig hunting culture that is in the novel *Pulang* by Tere Liye a cultural form mutually beneficial or symbiotic mutualism. Urban community activities pig hunting as a hobby or fun things to do spare time while rural communities utilizing pig hunting activities as activities destructive pest control pig farm fields. Pig hunting culture for urban and rural communities have similar functions in the conduct of pig hunting which is a custom and tradition. On the purpose of the culture of hunting pigs do urban communities in western Sumatra have an influence on the interests of rural communities. Pig hunting culture is still carried out by local western Sumatra with a different purpose than the original purpose of the formation of the culture.

### **Conclusion**

Culture pig hunting society western Sumatra in the novel return works of Tere Liye has a form of culture that are universal. Pig hunting culture has a form of the same culture with the culture that exists around the world. There are three forms of the culture of hunting pork western Sumatra which is the technology community, livelihood, and knowledge. Culture pig hunting use of the technology used in hunting is the spear, *kecapek*, the weapons used by the military. Culture pig hunting requires knowledge in identifying the location of the hunt and hunt prey's strategy in the form of a pig. Livelihoods western Sumatra which mostly work as farmers take advantage of pig hunting culture as a form of pest control.

West Sumatra communities have a different view of doing pig hunting culture. Pig hunting culture forming mutually beneficial community between urban and rural society. In a culture pig hunting occurred dual function of mutual benefit between the hunter with rural communities whose land is used for hunting. Hunting culture have changed the function of which is influenced by social and economic. Pig hunting culture in the novel *Pulang* by Tere Liye has a function as pest control pigs and hobbies. Culture hunt for rural society as a form of saving their economies. Culture to rural communities pig hunting pig hunting culture is done to eradicate wild pigs are considered pests for agriculture. For the urban community culture pig hunting is done for pleasure (hobby).

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## **THE USE OF EPISTEMIC MODALITY IN A NOVEL NEGERI 5 MENARA AND ITS IMPLICATIONS TOWARDS LEARNING IN HIGH SCHOOL**

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### **Abstract**

*This research aims to understand the use of epistemic modality in the novels of Negeri 5 Menara. This research is written with a method of descriptive qualitative with the contents analysis as the technique. The researcher uses the table data analysis as the instruments. This research result indicates that there are 420 words of modality scattered in four gradations of meaning of belief, there is gradation of 'probability', 'prediction', 'requirement', and 'certainty'. Among the four gradations "prediction" is the most common used, it is as much as 150 data. Modalities "certainty" is the least found. This shows that in such kind of an inspiring novel the language of the certainty beliefs is low. The syntactic constituent which followed with modality is listed as ten categories, namely: verbs, the personal pronouns, nouns, adverbs, adjectives, conjunctions, prepositions, demonstratives, interrogatives, and numbers. Among the tenth the category the most commonly found is verbs, it is as much as 279 data. The constituent which syntactically expresses modalities are predicate and adverb, which is found as much as 303 data. Based on data of the syntactic structure, the sentence used in a novel means of what are still considered in the form of prediction. This research will be implied in learning of class xii senior high school in basic competence 3.2 comparing the text novels and 4.2 producing text in the novel.*

*Keywords: Epistemic Modalities, Gradations of Confidence, Negeri 5 Menara, the Text Novel*

### **Introduction**

Communication is one thing that could never be separated from human life as a social species, because it can express thoughts, opinion, and feeling. But a communicator must have good cooperation with the participants or objects. Communication is one of living activities that truly connected with all sides of the humanity life, sometimes some people ignoring the spread of communication, interests, and their complexity (Littlejohn, 2008: 3). The main goal of communication will be unfulfilled if the language do not be used properly. For having a good and understandable communication the structure and form of language must be used properly. The speakers have the authority to choose their perception and will cause a prefer feedback from audience. For example in the sentence

- (1) You should come earlier, and
- (2) You must come early

In the surface structure these both sentences are the same however, it differs in the way of using the modality of 'should' and 'must'. The first sentence is a form of suggestion, while in the second sentence is a form of command. In communication the use of such form is often overlooked, so it causes mistake perception.

Relating to a form of language, linguistic as the science which considers language as the object, knowing the term of modality to express the meaning of words or sentences is important.

The judgment or opinion of someone against the languages can be objective and subjective. According to Hidayat, while using the language it is often having a tendency emotional and directionless. The following example sentence are based on emotion (firm belief).

- (3) He might arrive late.  
(4) He arrived late.

In the sentence (3) speaker doubts that the opponent he said late, but in the words (4) speaker feel confident that the opponent he said really late. Equality of the sentence was speaker absolutely did not know about the truth or facts about his opponent, really late whether or not. It relates with confidence and *kekurangyakinan* someone to something. Relating to the confidence and *kekurangyakinan* someone, the science of linguistics study is the epistemic modalities.

A form of a language cannot be separated of a sentence. A sentence it is in a text, one of them novel was. One of literary work big in Indonesia is *Negeri 5 Menara* from A. Fuadi. The words of written in a novel often of the words of incomplete who is bound by the context. For example "Hi", "Oh, my God!", "Maybe", and the others. Sentences being used with regard to a form of a language shows set back a belief and *kekurangyakinan* from the speaker to a thing.

A form of which is based believed or notbelieved would review further in this study through *pengungkap-pengungkap* epistemic modalities. *Pengungkap* epistemic modalities that cannot regardless of syntactic structure to build it, from category *dilekatinya* and syntactic of function syntactically *pengungkap* epistemic modalities. Based on restrictions the issue, problems that may formulated is how the use of epistemic modalities in bahasa Indonesia in a novel *Negeri 5 Menara* from A. Fuadi?

### **Theory**

Syntactic is one of fields within landscape linguistics that traditionally called of grammar or grammatical. Discussion on syntactic put forward by Chaer there are three things, namely (1) the structure syntactic relating to the function, category, and role of; (2) syntactic units of said, phrases, clause, sentence, and discourse; and (3) things other pertaining to syntactic, as problems mode of, aspects, and others (Chaer, 2012: 206). Of all these three things, one who will be discussed in this review are related to. Modality are closely connected to the other aspects of syntactic. As expressed Perkins that topic related to in linguistics tend to have concentration to class syntactic about modality assistant of verbs (capital auxiliary verb) in English. Syntactic cannot be separated from the arrangement or structure sentence. A sentence is language unit smallest, In a bas oral or written, which expresses mind whole. That structure is a function syntactic, syntactic category, and role of syntactic.

Function syntactic was a kind of checked or places in structure syntactic will content certain categories. Verhaar stated that function syntactic is a constituent who formal and is not attached to element semantis certain (as long as being one participants in verb), not bound also on element categorical certain (as long as noun, sign with a preposition or form cases, or without the sign).

In syntactic structure known there are four function syntactic, namely the subject, the predicate, object, and a statement. In a sentence the presence of the predicate is the presence of first a constituent the most important thing for function syntactic. This is in line with what put forward by Alwi, dkk. To the meaning the subject. According to him, the subject is a function syntactic most important second only to the predicate. In general the subject of noun, phrases nominal, or clause. The predicate a constituent basic accompanied a constituent any subject at and to the left, if there is, a constituent object, appendages, and/or description must on the right. The predicate of a sentence usually a phrases verbal or phrases an adjective. The function syntactic, occupied by syntactic category.

Verhaar said that category syntactic is the so-called "class of the word", as noun, verbs, adjective, *adposisi* (meaning, a preposition or *posposisi*), and others. Kridalaksana group the word class as many as thirteen type; verbs, an adjective, noun, pronominal, numbered, adverb, interrogative, demonstrative, artikula, preposition, conjunctions, *fatis* category, and injection. The following example category syntactic followed by *pengungkap* epistemic modality of said.

*"I thought Diandra will not able to defeat."*

In of the sentence, pengungkap epistemic modality is the word think. The pengungkap modality superimposed to a category syntactic of a noun or noun (lcuk). But the presence of pengungkap modality epistemik was as verbs main that serves as the predicate.

Besides a unit of said, in the category of syntactic higher level of the word is phrases. Phrases according to Putrayasa are the group said occupying something function in syntactic (Putrayasa, 2007: 3). According to parera, the phrase is a construction that can be formed by two or more words, both in the form of a archetypal sentence or not. A phrase at least have two members in the form of. A member of the form of the is part of a phrases nearest or directly form that phrase.

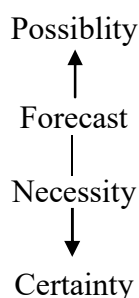
Rescher dalam Perkin (1983) make a modalities with eight types. There is *One of the most comprehensive summaries of the conceptual domain of modality is that of Rescher (1968: 24 ff.), who includes the following types: (1) A Lethic modalities, relating to the notion of truth itself (2)Epistemic modalities, relating to knowledge and belief , (3) Temporal modalities, relating to time, (4) Boulomaoc modalities, relating to desire (5) Deontic modalities, relating to duties (6) Evaluating modalities (7) Causal modalities, (8) Likelihood modalities.* (Michael R. Perkins, 1983: 9).

Bally alwi said in his view that the modality is a form of a language describing assessment based of reason, assessment based think , or desire speaker with respect to perception or the disclosure of his soul. This sense is based on the view that attitude from speaker is not only pertaining with the based reason and assessment based think , but also to desire. Chaer said that modality was in a sentence that states attitude speaker to the thing spoken of, is about what, the state of, and events; or also an attitude toward his opponent.

Alwi make a group modality Indonesian language into four types. Fourth kind of modality in question are (1) modality intensional which includes desire, hope, solicitation and pembiaran, and demand. (2) epistemic modality which includes the possibility, keteramalan, the requirement, and confidence. (3) modality deontik which includes permission and orders. (4) Modality dynamic that includes the ability of .

Perkins in Alwi concluded that what was at stake in the asset epistemic is the speaker attitude which are based on the belief or kekurangyakinannya against the truth of a proposition .The speaker attitude which are based on the kekurangtahuan or kekurangyakinan against the truth of a proposition can be described “kemungkinan’, ‘keteramalan’, ‘keharusan’, atau ‘kepastian’.

**Figure 1 Gradation in Epistemic Modalities**



*Possibility* by Perkins expressed as one of the main modalities , expressed with can. According to Perkin, in epistemic modalities speaker using modalities to express about knowledge or confidence or opinions as proposition. Meaning “kemungkinan” is a speaker of the truth proposition have a belief that the lowest (doubt) on epistemik levels at the rate of 1.

*Forecast* based on a the inferensial modalities. Keteramalan is probable inferential, while may be probable noninferensial. “Keteramalan” show attitude more convinced (sure) compared with “kemungkinan” on epistemik levels at the rate of 2.

*Necessity* is regarded as a epistemic “purposes”. Epistemic “purposes”, describing the speaker of the truth proposition, different than their deontic , describing the speaker of the non



actual. "Necessity" having gradations confidence higher (more convinced) than both modalities previously on epistemik levels at the rate of 3.

*Certainty* as one form epistemic modalities is one type of modalities describing the speakers who was definitely or believe that a proposition that the right. Meaning "certainty" this is about gradations confidence the highest (very confident) expressed by the speaker of events that he wants, on the level of epistemic at the rate of 4.

Modality is in a structure sentence .A sentence is in the text .One of a breed of text novel was. According to Pamusuk Eneste novel is a of works for tell you the story, idea, the message, or intent with the help of words .Because that was occupy ascendancy in a novel. Tongue used in discourse fiction generally adheres to the principles of *licentia puitica* (freedom poetry and *licentia gramatica* (freedom grammatical ).

### Methods

The methods used in research is a qualitative methodology descriptive with *purposive sampling*. This method used table analysis as the tools researchers and described the results data analysis. Object this research is a novel Negeri 5 Menara from A. Fuadi, in 405 pages and 46 sub heading. Focus the research is sentences with type of 'pengungkap' epistemic modalities. Below is a model of analysis table.

**Table 1 The Analysis Table of Epistemic Modality in novel Negeri 5 Menara.**

No.	Sentences	'Pengungkap' Modalitas	Syntax Category	Syntax Function	Meaning				Analysis
					1	2	3	4	

*Information:*

- 1: Possibility
- 2: Forecast
- 3: Necessity
- 4: Certainty

### Results

From the table analysis work, obtained information that to 46 section in a novel the tower of a 5.Fuadi there are 404 sentence containing 420 pengungkap epistemic modalities. The pengungkap epistemic modalities could be realized in modalities said "Kemungkinan" about 136 data or 32 %, 150 for data "keteramalan" or as much as 36 %. Pengungkap modalities epistemic meaningful "necessity" there are in a novel about 88 or 21 %, while type pengungkap modalities epistemic by the "certainty" some 46 pengungkap or 11 %.

Overall sentence containing modality epistemik is 136 data.Of 136 the data there are eight different types of pengungkap modality epistemik.The pengungkap is possible, may, could not, impossible, could have, possible, and will. Modality epistemik meaningful "keteramalan" 150 data or 36 %. From 150 the data there are five fruit pengungkap modality. Pengungkap modality the most often used is the word will as many as 122 data. Then phrases will not, think, about, and will not. Modality epistemik meaningful "keharusan" as many as 88 data or 21 %. Than 88 the data there are three pengungkap modality. Pengungkap modality the most often used is the word have to the data is 82.Then should , and should not be. Epistemic modalities epistemik meaningful of "certainty" about 46 data or 11 %. Of 46 the data there were nine pengungkap modalities type .Pengungkap modalities most often used is a must be as much as 21 data, then sure, believe, sure, not sure, not convinced, assure, confirmed, and i am sure.

In addition to see category syntactically followed by the pengungkap modalities , the research also see what syntactically pengungkap meaning modalities. Based on research results obtained data that function syntactically most commonly found in the form of pengungkap meaning modalities is the predicate about 303 data or 73 % and the information about 110 data or 27% .

**Table 2 The Result of Epistemic Modalities in Negeri 5 Menara**

Meaning	Type of 'Pengungkap'	Syntax Categories	Syntax Function
'Keteramalan'	<i>akan, tidak akan, kira, kira-kira, tak akan.</i>	verb, pronoun, noun, adverb adjective, conjunction	predicate adverb
'Kemungkinan'	<i>mungkin, bisa, boleh, tidak bisa, mungkin saja, mungkinkah, dan bisa saja.</i>	verb, pronoun, noun, adverb adjective, conjunction preposition, demonstrative numeric	adverb predicate
'Keharusan'	<i>harus, seharusnya, dan tidak harus.</i>	verb, pronoun, noun, adverb, adjective, preposition interrogative	predicate adverb
'Kepastian'	<i>pasti, yakin, percaya, tentu, tidak yakin, belum yakin, yakinkan, dipastikan, dan aku yakin pasti.</i>	verb, pronoun, noun, adverb, adjective, conjunction demonstrative	predicate adverb

### Conclusion

Based on the results of the data that has been presented by the can be concluded that of the four gradations pengungkap epistemic modality, modality pengungkap meaning "certainty" is the meaning of the least found. It is also cannot be separated from the theme appointed in a novel Negeri 5 Menara. A theme inspiring appointed in a novel this indicates that something is still in divination is not a certainty (not necessarily yourselves) witnesses. Of the verb is category syntactic the most followed by pengungkap epistemic modality. Of the four gradations belief, category of the verb is the most followed by pengungkap modality. This concludes that pengungkap modality found in this novel of their a need, the process, and the fortunes of of divination inspire readers. Based on exposure on the functions syntactic the can be concluded that the predicate is a function syntactic most common to find .This is related to a category syntactic the most found. Category syntactic of verbs often fill function syntactically as the predicate.

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## **THE IMPLEMENTATION OF ICT IN IMPROVING YOUNG LEARNERS' WRITING SKILL THROUGH COLLABORATIVE METHOD**

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### **Abstract**

*ICT is a part of our live. It has been used almost in all situation and condition, includes in education. The governments' role also put ICT as one of the curriculum in Indonesia's education. Technology has been grown up to improve students' ability in every aspect and to empower them in communication skill. It becomes so essential to use technology for teaching learning process. As we know that a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users. One of English skill is writing. It can be improved by using ICT. Collaborative method is appropriate way to come up students' motivation. Students can combine videos they have seen with poetry or they can write the scripts for short film. The other way, student can make a video by themselves. There are so many applications can use to make a video such as viva video or other video maker. Besides, student can combine the video with music and also texts as the most important thing as teachers' assessment. Using ICT will empower teaching learning activity from being highly teacher dominated to student centered. It has positive effect on student achievement. Beside, using technology gives students' opportunity to have critical thinking and they can learn anytime in any places. Students will proud when their product can be published.*

*Keywords: ICT, Writing, Collaborative Method*

### **Introduction**

At present time we live in a modern era which always uses a gadget as an important tool for every activity in a whole day. Technology supports us to spread our knowledge and our needed even in our education now day. ICT is the resource of knowledge especially in education. As we know that government's rule in education puts ICT as one of the supporting curriculum. The industrial revolution has changed human life since the end of the twentieth century and the beginning of the twenty-first century.

There is much information that we can get by using ICT, for example ICT resources in mathematics, science, ICT and English than there are in other subjects. So it means that ICT is the greatest one as knowledge resources available for teacher as a media to convey materials in teaching learning process. Teacher can use application for teaching in order to give easier to student to achieve the material. Besides, using ICT can empower student also teacher become more creative and transform into student center. Basically, learning by doing and based on reality is easier to understand for student. They can implement their knowledge based on what they see. But, we also find the weakness from this activity too, not all teachers are able to operate technology and understand how to do it. Sometimes the obstacle is lack of facilities in some school fields. Teacher should more creative to face this situation.

ICT in education has at all times been tempered by a pragmatic recognition of what possible within classroom. The purpose of using ICT is to improve students' ability in English communicating and to produce a product as their assessment. To achieve this goal and to find out the appropriate technique for this learning process, teacher should take collaborative method as a good solution for student so they can work together in a team. This title is chosen by author to draw attention to improve student ability in writing skill through suitable method that given by the teacher and need support from all who care about education.

### **Literature Reviewers**

Technology has changed the way people live, work, and learns. The use of technology in education is one of the main challenges for education policy makers (Zalzadeh 2006). Traditional methods of education are no longer able to meet the needs of today's learners. New technologies provide opportunities including the ability to tailor learning to the individual (Aminpoor 2007). ICT defined as technology which the function is to support the process of conveying information and communication. According to Kothari (2004) Research defined as a scientific and systematic search for pertinent information on a specific topic. The term 'ICT' is defined as "forms of technology used for creating, displaying, storing, manipulating, and exchanging information" (Meleisea, 2007, cited in Nguyen, Williams & Nguyen, 2012, p.3). This definition seems to be general; thus, within the scope of the current study, ICT specifically refers to computer-based technologies such as desktops, laptops, tablets, smartphones, and software and internet-based technologies including email, websites, and social networking sites for the purpose of English teaching and learning (Davies & Hewer, 2009). The fast-growing advance of information and communication technology (ICT) has made potential contributions to English language education for the past few decades. As a matter of fact, the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use (Kramsch & Thorne, 2002). For instance, they can use Skype Chat for interaction (Dalton, 2011), or social networking sites such as Facebook or Twitter for writing practice (Cheng, 2012). In addition the integration of ICT boosts learners' motivation because of multimedia capabilities including visual aids, audios, and videos (Altimer, 2011).

In context of language learning, ICT has an important role as the "media" bridging and enabling the learning process. Computers were introduced to the language learning field in the 1960s (ibid) as CALL (Computer Assisted Language Learning) and many enthusiasts strongly advocated their use, espousing the many advantages they could bring to both language learners and teachers (Mahrooqi and Troudi, 2014: 1). More recently, information and communication technology (ICT) is in the form of e-learning or online sources. In distance communication and the internet have presented additional benefits to the learning environment as they enable integration or virtually unlimited multimedia learning materials from external source into curriculum and make them available at any location in the world (distance education) where there is the computer, mobile phone or tablet device with internet access (Alsunbul, 2002). Hartoyo (2008) also asserts that English language teaching (ELT) has been shaped by the search for the 'one best method' of teaching the language. Regardless of whether the focus of instruction has been *reading*, the grammatical rules and vocabulary of the target language (e.g. Grammar Translation Method), *speaking* (how to communicate the target language such as Direct Method, Audio-Lingual Method, The Silent Way, Suggestopedia, Community Language, Communicative Approach), or other issues (e.g. The Total Physical Response Method), the attempts of the teaching profession have been shaped by a desire to find 'a' better way of teaching than the existing method. In other words, the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other like two sides of the coin inseparable (Hartoyo, 2010).

In order to achieve the full benefits of ICT in any FL teaching institution, however certain conditions have to be met. These include the availability of computers and e-learning professionals and the presence of a solid infrastructure which is paramount to the success of any IT integration (Pirani, 2004). In addition, teachers' attitudes towards technology in the language classroom have also been found a main determiner of the degree of technology integration in the curriculum and of its success (Albirini, 2006; Al-Senaidi, Lin and Poirot, 2009). Because technology use reduces teacher-centeredness, it is capable of reducing student language learning anxiety as it gives them the change to practice language comfortably without being embarrassed of making mistake, which would reduce their "affective filter" (Krashen, 1982; Krashen & Terrell, 1983; McLaughlin, 1990). Those who have actually used IT or ICT in the language teaching know how difficult it is sometime to function and to benefit from the available programs and resources if one or more of these is absent.

### **Research Method**

The main purpose of this research is to improve students' writing skill using collaborative method that uses ICT as a media in teaching learning process. This research conducted to the third grade of MTs Negeri 1 Kota serang, Banten Province. As the issue which is found that students has no interesting in writing subject, this research shows some techniques to improve students' motivation in writing skill. ICT can help teacher to give material in many ways both audio and visual in order to student achieve it easier. Information and Communication Technologies (ICTs) have altered the way teaching and learning, taking education to another level, where a previous teacher centered approach has today become a student centered one.

In doing this research, the method that is used is qualitative method as the tool to measure how the effectiveness of the implementation of ICT in teaching learning process in improving students' writing skill. There are so many kinds of application that can use to support teaching learning process by using ICT. However, the main point of this research is in improving writing skill that can solve teacher' problem in writing subject at classroom. For example, Google Drive allows students to work together on a project or to give each other feedback that can be useful in the writing process. *Writing for Teens* for teachers and students to use that can make collaborative writing with the web-based service easy and productive.

Using collaborative method is the appropriate solution to improve student's writing skill. The shared learning gives more opportunity to student to discuss and take responsibility for their own learning, and thus become critical thinkers. The concept of collaborative learning is grouping and pairing. Students will make a group for the purpose of achieving an academic goal. It refers to instruction for a small group of students to work together toward a common goal. We can conclude that using collaborative method gives good influence for students as listed below:

1. The students are responsible for one another's learning as well as their own.
2. The advances in technology and changes in the organizational infrastructure put an increased emphasis on teamwork within the workforce. Workers need to be able to think creatively, solve problems, and make decisions as a team.
3. Students are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually.

### **Results**

ICT has been publicized as potentially powerful enabling tools for educational change and reform. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process.

### **ICT in Education**

The government asks to all aspect of education to use ICT as the tool in teaching learning process. ICT greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. It gives opportunity to teacher to implement all subjects through technology. Sometimes the obstacle comes up in the teacher itself. Most of them have lack of knowledge in using technology. But it is not a major issue to stop using technology in learning process. Teacher should creative and they can learn more before giving material to students, that is why ICT can also help teacher more creative in their teaching. Learning system provide the teacher to use ICT in every teaching learning process and it should be produces such a product. ICT in education has at all times been tempered by a pragmatic recognition of what possible within classroom. This situation is to develop some suitable models in teaching learning through ICT with many expectations and perhaps many obstacles too. There are three approaches to IT and ICT in education that are often discussed:

1. IT and ICT in the form of lesson units or workshops for students and teachers.
2. IT and ICT as a means of information storage and retrieval and a method of doing research
3. IT and ICT as the channel for delivering instruction

### **ICT as Students' Assessment**

From teaching learning process there are some results that have been applied by ICT. One of teaching writing process using ICT is making a video by video maker. They do this activity in a small group. In this process of teaching learning students get a material "Procedure Text" as one of material based on syllabus for ninth grade. First of all, student should choose a topic about how to make something, and then students shoot the process using their gadget. The process starts from the preparing all ingredients and steps. Finally they should edit the video became a complete video by using video maker or other application that support for making a video. In this application students can submit a music or animation in order to get a good product.

### **Conclusion**

The role of ICT gives a good influence in teaching learning process. Collaborative Method helps students to promote critical thinking and gives students opportunity to share with other students. ICT can transform learning style from teacher-dominated to student centre. Teaching writing through ICT is more effective preparation for standardize testing to measure the result of such teaching practices. The impact of ICT is very good for teaching learning process especially there is transformation from teacher dominated to students centre. There are many application that teacher can use as media for teaching and precisely give the opportunity to students to creative and have more critical thinking.

Using ICT is easier for student to get the point of material that is conveyed by teacher. In this activity, students also have opportunity to create a product as their assessment especially in writing skill. One of the applications for students to improve their ability in writing is making a video by video maker. Students should find a material based on teacher's instruction and for final report they should make a product for measuring the effectiveness of teaching learning process using technology.

Most importantly however, the use of ICT in the classroom signals a shift from the conventional position of power held by the teacher to a more collaborative approach to learning. Generally computer based activities allow the teacher to assume the role of facilitator whilst students take on an increasing responsibility for their own learning. The use of computer-based technologies can shift the emphasis of activities away from the teacher and towards the students, enhance social interaction.

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## **MINIMIZING BRAIN DRAIN: OPTIMIZING TRIPLE HELIX SCHEME AND THE INDONESIA BRAIN DRAIN COMMUNITY (IBDC)**

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### **Abstract**

*Since the MEA was introduced in the beginning of 2016, it became a new threat for Indonesia to survive and maintain its good quality local resources. It can not be denied that Brain Drain phenomena has occurred in some of poor developing countries 1960s, where people with high potential and skills set the developed countries as the main destination. Therefore, the stakeholders such as government, academics, and practitioners should pay more attention on this to minimize the possibility of new chapter of Brain Drain. This paper uses the descriptive method with qualitative approaches to give the image of the current phenomena by converting with some ground theories. And the data used in this paper is secondary data by analyzing from some literatures. The purpose of this paper is to analyze the factors that affects Brain Drain phenomenon in Indonesian and to find the solution how to handle it. The conclusion would be a model of Triple Helix Scheme that consist of three main object, Academics, Businessman, and Government (ABG) to optimize its rule, and then form a special boundary in the Brain Drain Community called Indonesia Brain Drain Community (IBDC). So, the phenomenon can be managed comprehensively.*

*Keywords: Brain Drain, Human Resource, Triple Helix*

### **Pendahuluan**

Sejak diterapkannya Masyarakat Ekonomi Asean (MEA) pada awal 2016, memicu ancaman tersendiri bagi Indonesia untuk bertahan dan mempertahankan sumber daya lokal yang berkualitas. Baik buruknya liberalisasi sektor perdagangan di Indonesia bergantung pada kualitas Sumber Daya Manusia (SDM) itu sendiri. SDMsangat perlu ditingkatkan guna untuk kemajuan pembangunan yang berkelanjutan di Indonesia.Usia produktif yang lebih dominan seharusnya menjadi peluang bagi Indonesia untuk menciptakan lapangan kerja serta pendidikan yang memadai guna siap dalam menghadapi bonus demografi hingga tahun 2030 dan menghadapi liberalisasi sektor jasa keuangan tahun 2020.

Masalah SDM menjadi salah satu faktor utama dalam penggerak kemajuan dan perkembangan suatu negara. Tidak bisa dipungkiri bahwa keterbatasan SDM tidak hanya terjadi oleh banyak nya pengangguran, masalah ekonomi keluarga, budaya, dan lain sebagainya. Namun fenomena lainnya yaitu maraknya tenaga terdidik di Indonesia yang bekerja di luar negeri atau biasa disebut dengan istilah *Brain Drain* sering dibenturkan dengan permasalahan yang dihadapi Indonesia. Menurut Faiz (2007), terjadinya *brain drain* bagi negara asal tentunya membawa implikasi negatif yang tidak sedikit, seperti kondisi dimana kurangnya tenaga ahli dan tenaga terdidik dari suatu negara, serta terjadinya ketidakseimbangan pertumbuhan ekonomi yang sulit untuk di prediksi.

Selain itu *brain drain* juga memberikan pengaruh terhadap rendahnya kesejahteraan terhadap masyarakat Indonesia yang tinggal di luar negeri apabila mereka menetap di negeri nya sendiri dikarenakan faktor-faktor seperti kurangnya fasilitas yang diberikan oleh pemerintah, mendapatkan gaji yang lebih kecil di negara sendiri, adanya unsur keterpaksaan yang mengharuskan mereka untuk mengabdikan di negeri lain, dan kenyamanan yang sudah mereka dapatkan di luar negeri sehingga mereka tidak merasa sulit untuk memenuhi kebutuhan hidupnya.



Sebagai negara berkembang, Indonesia akan semakin jauh tertinggal apabila tidak segera menyadari sekaligus mempersiapkan strategi untuk mengatasi problematika *brain drain*. Berdasarkan laporan yang dikeluarkan oleh UNDP (*United Nations Development Programme*) pada *Human Development Index Report 2014*, Indonesia masih menduduki peringkat 110 dari 188 negara di dunia. Sepanjang tahun 2011 hingga 2014 persentase pendidikan di Indonesia masih berada pada angka 61,4%. Oleh karena itu, seluruh pemangku kepentingan wajib bekerjasama dan bersatu untuk mengatasi krisis sumber daya manusia dan meningkatkan keilmuan masyarakat Indonesia serta mengembangkan seluruh potensi yang ada agar sumber daya manusia yang berada diluar negeri dapat kembali untuk merubah permasalahan yang ada di Indonesia. Berdasarkan latar belakang diatas, maka penulis tertarik untuk melakukan penulisan ilmiah dengan berjudul "*Upaya Minimalisasi Brain Drain: Optimalisasi Skema Triple Helix dan Pembentukan Indonesia Brain Drain Community (IBDC)*".

### **Metode Penulisan**

Penulisan ini menggunakan metode deskriptif dengan pendekatan kualitatif, yaitu mengumpulkan dan menggambarkan fenomena-fenomena yang ada, dengan mengkonversikan beberapa teori dasar (*groundtheory*). Data yang sudah dikumpulkan dkemukakan maksud dan kandungan maknanya dengan mencari solusi atau pemecahanmasalah atas persoalan yang muncul dalam penelitian yang sedang dilakukan (Abdullah, Saebani, 2014).

Jenis data yang dikumpulkan dalam penelitian ini adalah data sekunder yang didapat dengan pengumpulan dan analisis faktor-faktor yang memengaruhi timbulnya pola fenomena *brain drain* di Indonesia, serta berusaha mencari solusi yang tepat dalam menangani fenomena tersebut. Adapun metode yang digunakan untuk mengumpulkan data dalam penulisan ini adalah :

- a. Studi Pustaka, yaitu serangkaian kegiatan yang berkenaan dengan metode pengumpulan data pustaka, membaca dan mencatat serta mengolah bahan penilaian.
- b. Dokumentasi, studi dokumentasi dilakukan dengan jalan membaca laporan - laporan penulisan sebelumnya, serta artikel yang diakses dari internet, buku maupun jurnal yang sesuai dengan permasalahan. Pada metode ini penulis hanya memindahkan data yang relevan dari suatu sumber atau dokumen yang diperlukan.
- c. Diskusi, yaitu cara pengumpulan data dengan melakukan pembicaraan dan pertukaran pikiran dengan orang-orang yang berkompeten dengan objek yang sedang diteliti guna memecahkan masalah tertentu.

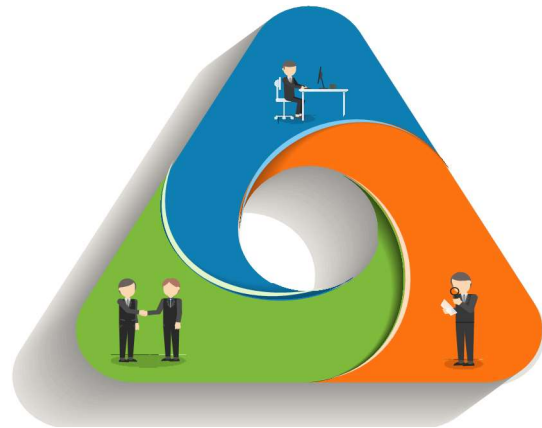
### **Hasil Penelitian**

#### ***Reversed Brain Drain***

*Brain Drain* hampir sama dengan peristiwa aglomerasi, yaitu peristiwa atau keadaan dimana penduduk di suatu negara terpusat di daerah perkotaan, terutama penduduk-penduduk yang berkualitas. Tujuan mereka pindah ke kota karena adanya prospek ekonomi yang menjanjikan. Sama seperti *brain drain* ini, dimana orang-orang yang berkualitas atau yang memiliki pendidikan yang tinggi cenderung pindah ke negara lain untuk memajukan perekonomian negara tersebut. Sehingga banyak orang-orang terpusat di negara maju.

Jika kita mendengar istilah *Brain Drain*, yang terfikirkan oleh kita adalah sebuah peristiwa yang hanya mendatangkan dampak negatif khususnya negara-negara berkembang. Namun, tidak sepenuhnya demikian. Ada beberapa efek positif yang dapat diambil dari peristiwa *brain drain* walaupun tidak sebesar efek negatif dari *brain drain*. Beberapa faktor negatif yang timbul adanya *brain drain* adalah menurunnya kualitas ketenagakerjaan di Indonesia, dimana hal ini akan memperlambat kinerja dalam industri di Indonesia. Jika untuk memajukan kegiatan industri di Indonesia memiliki sedikit tenaga ahli, maka akan berdampak pada kemajuan dan perkembangan sebuah negara. Akhirnya, ketimpangan di Indonesia akan semakin tinggi dan kesejahteraan dalam masyarakat juga semakin menurun. Selain dampak negatif yang timbul akibat *brain drain*, ada juga dampak positif yang timbul, yaitu dapat pula meningkatkan perekonomian negara dengan cara alternatif sumber investasi, penurunan

tingkat *unemployment*, optimalisasi kapasitas produksi negara, peningkatan kualitas SDM, *uptodate* perkembangan ilmu pengetahuan dan teknologi, dan *international networking*. Selain itu, beberapa negara berkembang kini telah mampu memanfaatkan kondisi *brain drain* menjadi *reversed brain drain* untuk kemajuan negaranya, misalnya Cina dan India yang mempunyai konsentrasi *brain drain* sangat tinggi. Untuk itu, diharapkan Indonesia juga dapat mengubah kondisi *brain drain* menjadi *reversed brain* melalui pemaksimalan upaya yang tersedia.



### Minimalisasi *Brain Drain* dengan Skema *Triple Helix*

Skema *Triple Helix* adalah salah satu bentuk inovasi dalam pengembangan potensi baik ekonomi, sosial, maupun pendidikan yang merupakan kolaborasi antara akademisi (universitas), bisnis (perusahaan) dan *government* (ABG). Skema *Triple Helix* diperkenalkan oleh Etzkowitz dan Leydersdorff (Fizanty dan Hiskia, 2007). Model ini menekankan peran dan hubungan yang dekat antara tiga subjek utama, yakni akademisi, bisnis dan *government* atau dikenal dengan segitiga ABG. Akademisi berperan sebagai pemimpin inovasi yang mengeluarkan gagasan/ide, sementara pebisnis sebagai perusahaan yang menekankan *National Innovation System* (NIS) dan *government* sebagai pihak yang mendamaikan dan mengintegrasikan kedua pihak tersebut. Aturan kembali hubungan ABG dalam *Triple Helix* merupakan hasil komunikasi dan ekspektasi pada tingkat jejaring (Etzkowitz dan Leydersdorff, 2000).

A

B

G

**Gambar 1**  
**Segitiga *Triple Helix***

Dalam penulisan ini, komponen *Triple Helix* adalah Kementerian Riset dan Teknologi (Kemristekdikti), Kementerian Keuangan (Kemendikbud) sebagai *government*, Asosiasi Pengusaha Indonesia (APINDO) dan perusahaan-perusahaan swasta di Indonesia sebagai bisnis, dan pelaku *brain drain* sebagai akademisi yang dituju. Tujuan integrasi dari ketiga subjek utama tersebut adalah untuk mempermudah strategi *reserve brain drain*. Pola interaksi dalam konsep *Triple Helix* merupakan proses interaksi yang dinamis, karena proses interaksinya berawal dari sebuah penyelesaian masalah dan menemukan strategi untuk menyelesaikannya (Fizanty dan Hiskia, 2007). *Triple helix* merupakan suatu bidang yang dapat menggerakkan masyarakat untuk meningkatkan kreativitas, ide, dan keterampilan (Etzkowitz, 2008). Salah satu permasalahan yang terjadi di Indonesia adalah kurangnya perhatian terhadap fenomena *brain drain* yang jika tidak segera diatasi dengan strategi yang optimal akan memberikan dampak buruk bagi kemajuan bangsa. Konsep *Reserve Brain Drain* yang menggandeng *Triple Helix* dengan komponen yang sudah penulis tentukan, bisa menjadi salah satu solusi penyelesaian *brain drain*. Dengan kolaborasi dan komunitas beberapa lembaga di atas, diharapkan mempermudah dan meminimalisir permasalahan yang telah disebutkan. Peran akademisi dalam konsep ini

adalah sebagai penggagas ide dan pengembangan inovasi. Konsep *Triple Helix* sudah sering digunakan oleh pemerintah dalam melakukan pembangunan dan pengembangan negara, baik dari sektor teknologi, ekonomi maupun konstruksi.

### **Penerapan Indonesia *Brain Drain Community (IBDC)* melalui Program *NusantaraTown* yang Berkelanjutan dengan Pengembangan Skema *Triple Helix***

Data yang dilansir dari [www.diasporaindonesia.org](http://www.diasporaindonesia.org) bahwa dengan jumlah sekitar 8 juta orang dengan persentase diaspora 3 % dari total penduduk Indonesia yang tersebar di 7 benua diantaranya Amerika Utara, Amerika Selatan, Antartika, Afrika, Eropa, Asia, dan Australia. Mereka menetap diluar negeri dengan berbagai latar belakang dan tujuan untuk belajar, bekerja, dan lainnya. Inilah faktor yang memicu terjadinya brain drain, atas dasar itu penulis membuat pengembangan skema *triple helix* yang pada point bahasan sebelumnya sudah disebutkan komponen dari *triple helix*. Konsep pada gambar 4.3 bertujuan untuk memberikan solusi alternatif jangka menengah dan jangka panjang, agar brain gain benar-benar terwujud secara komprehensif mulai dari pembentukan, pembangunan, serta implementasi yang berkelanjutan. B.J Habibie dalam orasi budaya awal 2011 di UMY, membahas mengenai permasalahan *brain drain* mengatakan bahwa peran pemerintah sebagai fasilitator yang aktif antara tiga segitiga stakeholder, yaitu ABG. Peran sebagai fasilitator tersebut dapat dilakukan dengan memberikan stimulus fiskal bagi penelitian-penelitian yang melibatkan ketiga komponen segitiga, memudahkan pola rekrutment tenaga ahli luar negeri untuk mengajar dan meneliti di Indonesia, serta membentuk klaster penelitian bidang-bidang unggulan secara bersama-sama antara PT yang sudah maju sebagai mentor dengan PT yang sedang menuju maju.

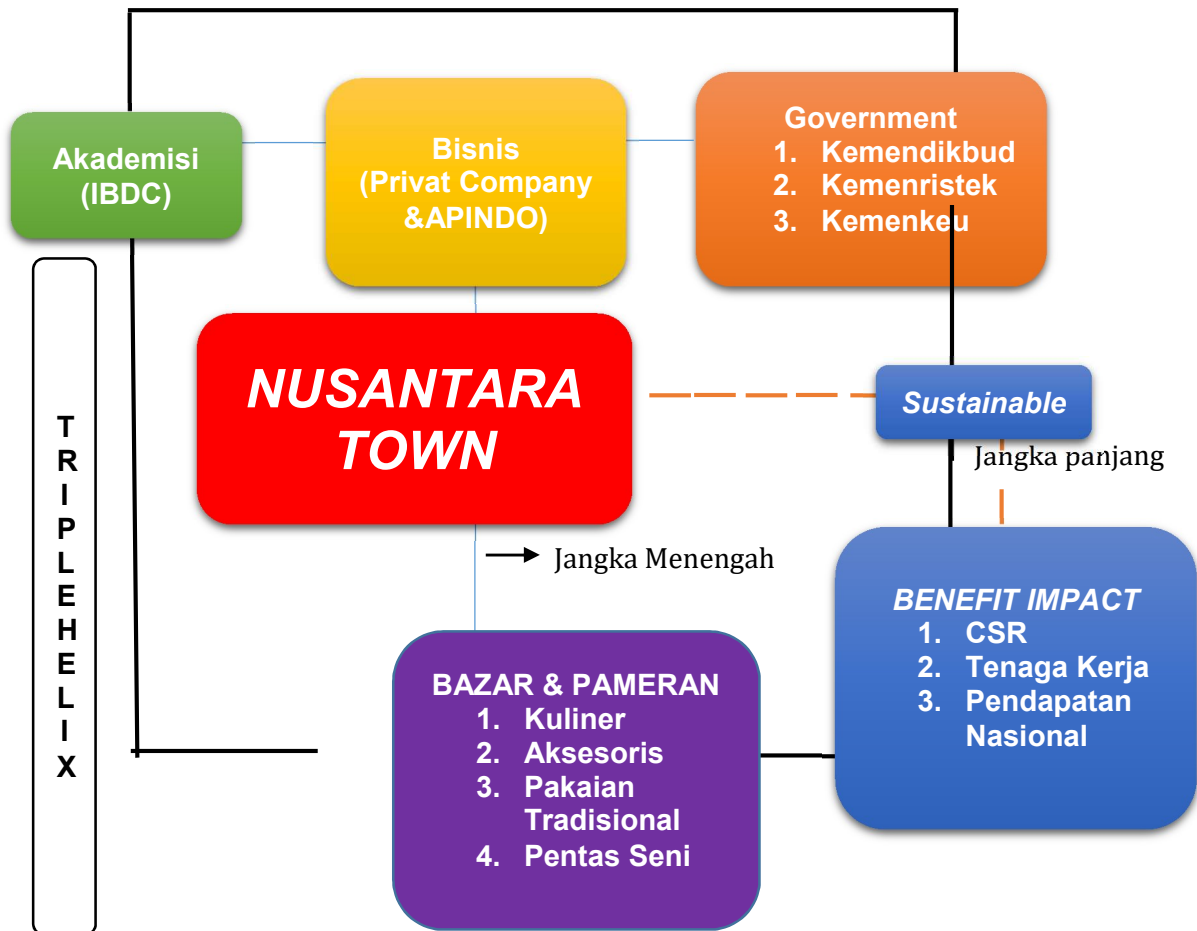
Dengan cara demikian, maka sinergi ABG akan dapat terimplementasikan dengan baik, sehingga PT di Indonesia secara nasional akan mampu naik kelas, dari teaching university menjadi research university, dan dari research university menjadi entrepreneur university sesuai dengan keunggulan lokalnya masing-masing. Namun demikian, disini ain diperlukan adanya gagasan dan inovasi baru untuk solusi *brain drain* ini. Mengingat manusia merupakan makhluk sosial yang membutuhkan identitas diri dan apresiasi secara moril dalam kasus ini, mendukung peran *Indonesian Brain Drain* sebagai bangsa nasionalis.

Menurut Abraham Maslow (ahli psikologi), kebutuhan manusia dalam hidup dibagi menjadi 5 tingkatan :

1. *Kebutuhan fisiologis*; Kebutuhan dasar, primer, dan vital. Menyangkut fungsi-fungsi biologis dasar manusia, seperti makanan, pakaian, tempat tinggal dsb.
2. *Kebutuhan rasa aman & perlindungan*; Menyangkut perasaan, bebas dari rasa takut, terlindung dari bahaya & ancaman penyakit, perang, kelaparan, kemiskinan dsb.
3. *Kebutuhan sosial*; kebutuhan untuk dicintai, diperhitungkan sebagai pribadi, diakui sebagai anggota kelompok, rasa setia kawan, kerjasama, dsb.
4. *Kebutuhan akan penghargaan*; kebutuhan untuk dihargai kemampuannya, kedudukan, jabatan, status, pangkat dsb.
5. Kebutuhan akan aktualisasi diri; kebutuhan untuk memaksimalkan penggunaan potensi-potensi diri, kemampuan, bakat, kreativitas, ekspresi diri, prestasi dsb.

Jika dikaitkan dengan fenomena *brain drain*, secara tersirat pada point 4 dan 5 yang disampaikan Maslow dapat dikatakan sebagai salah satu faktor klausal terjadinya brain drain. Pengembangan skema triple helix ini menjadi sasaran utama penulis dalam menginisiasi faktor klausal terhadap *brain drain*.

Maka terbentuklah ide dan gagasan tepat yakni program “Nusantara Town” yang bertujuan untuk mengembalikan pelaku brain drain bukan hanya sebagai tenaga ahli yang akan memajukan Indonesia, namun juga sebagai upaya pemenuhan kebutuhan sosialnya sebagai identitas individu yang berwarga negara. Sebagaimana China yang berhasil dengan komunitasnya dan India dengan *little India* yang menjadi ciri khas bagi warga negaranya, sehingga mampu menimbulkan kebanggaan tersendiri bagi penduduk asalnya.



Skema pada gambar 4.3 menunjukkan proses dibentuknya *Indonesia Brain Drain Community* (IBDC) bersinergi dengan pebisnis, dalam hal ini adalah Asosiasi Pengusaha Indonesia (APINDO) dan perusahaan swasta lain, serta 3 lembaga terkait, yang nantinya dapat secara kuat memberikan dukungan pada penggerak IBDC dalam mewujudkan program perdananya yaitu *Nusantara Town*. *Nusantara Town* merupakan strategi pemicu pelaku *brain drain* yang selanjutnya akan berdampak positif bagi Indonesia, serta memberikan banyak keuntungan sebagai akibat dari penerapan jangka menengah *Nusantara Town*. *Nusantara Town* adalah pasar tradisional Indonesia yang berdiri di negara tujuan *brain drain*. *Nusantara Town* merupakan fasilitas yang diberikan oleh IBDC untuk meningkatkan kembali rasa nasionalisme bagi masyarakat diaspora secara umum, dan pelaku *brain drain* khususnya yang berada di luar negara Indonesia. Fungsi akademisi sebagai penggagas IBDC adalah mengatur integrasi dengan kedua *stakeholder* lain sesuai dengan gambar 4.3, dalam prosesnya IBDC akan bekerjasama dengan salah satu forum terkait yaitu *Indonesia Diaspora Network* (IDN) yang didirikan oleh Dr. Dino Patti Djalal tahun 2013 lalu, yang mewadahi pelaku diaspora di seluruh dunia. Kerjasama ini guna memudahkan penyebarluasan informasi atas diterapkannya program IBDC dengan perluasan jaringan bersama komunitas IDN. Selain itu, IBDC tidak hanya memperluas jaringan bersama komunitas IDN, namun juga bersinergi dalam menciptakan kreativitas dalam bentuk konsep penyelenggaraan acara untuk memeriahkan suasana dalam *Nusantara Town*. Dalam hal bisnis, pengusaha yang terdiri dari *Privat Company* dan Asosiasi Pengusaha Indonesia (APINDO) akan melakukan kerjasama dengan IBDC untuk melakukan suatu usaha yang akan di pasarkan di *Nusantara Town*. Sehingga Pengusaha yang bergabung juga dapat meningkatkan pangsa pasar hingga di luar negeri dan meningkatkan ekspor di Indonesia sehingga sinergitas antara akademisi dan pengusaha bisnis di Indonesia dapat berjalan dengan baik. Selain akademisi dan pengusaha, peran pemerintah juga sangat diperlukan dalam mendukung ide yang diciptakan oleh penulis. Pemerintah yang mendukung program ini adalah Kemendikbud, Kemenristek, dan Kemenkeu. Diharapkan di dalam

*Nusantara Town* tidak hanya untuk meningkatkan pangsa pasar melalui peningkatan ekspor, namun juga dapat melakukan serangkaian acara dalam bentuk sosialisasi, seminar, *talkshow*, dsb tentang pengenalan Indonesia. Acara ini dapat dihadirkan narasumber yang berasal dari pengusaha Indonesia, dan representatif dari kementerian terkait untuk memberikan pemaparan tentang pengenalan dan peningkatan rasa nasionalisme di Indonesia. Praktek ini juga sejalan dengan apayang dilakukan oleh IDN dalam upaya memperkenalkan keanekaragaman Indonesia, sejarah bangsa dan konsep *nationhood* kepada putra putri diaspora Indonesia di Manila pada Bulan April 2016. Selain akadimisi dan pebisnis, peran pemerintah juga sangat diperlukan. Melihat situasi saat ini bahwa dunia riset hanya memberikan kontribusi sebesar 0.08% dari Produk Domestik Bruto (PDB) sesuai dengan data yang didapat dari LIPI (Lembaga Ilmu Pengetahuan Indonesia) angka ini masih sangatlah minim.

Oleh karena itu, diharapkan Kementerian Keuangan (Kemenkeu) menganggarkan dana untuk pengembangan ilmu pengetahuan dan teknologi (IPTEK) sehingga Kementerian Riset dan Teknologi (Kemendikbud) serta Kementerian Pendidikan dan Kebudayaan (Kemendikbud) pun dapat memberikan dampak yang besar terhadap perkembangan Indonesia melalui riset. Kita sangat membutuhkan tenaga peneliti untuk mengembangkan negara ini khususnya dalam bidang pendidikan. Dalam jangka panjang, IBDC berharap agar perusahaan swasta dapat membentuk *Corporate Responsibility* berupa pemberian beasiswa bagi penduduk pribumi untuk mencapai upaya *sustainable*. Melalui *Nusantara Town*, pemerintah juga secara tidak langsung membuka lapangan pekerjaan bagi para WNI yang tinggal di lingkungan negara di *Nusantara Town*. Selain itu, perekonomian Indonesia diprediksi akan meningkat melalui pertambahan pendapatan nasional negara jika program ini berhasil diterapkan dengan baik, mengingat dengan adanya program ini, dengan otomatis akan memicu para pelaku usaha pribumi meningkatkan produksi barang lokalnya untuk dapat di ekspor ke negara tujuan program *Nusantara Town*.

Sasaran *Nusantara Town* secara *komprehensif* baik tempat atau kawasan maupun komponen yang akan dituju dalam jangka menengah ini yakni padabeberapa negara dibenua Eropa yang potensial seperti Inggris, Jerman, Belanda, sebagaimana dilansir dari [www.bbc.com](http://www.bbc.com) bahwa perkiraan migrasi ke Inggris mencapai angka tertinggi 336.000 dalam setahun, (*Office for National Statistics* (ONS), 2015). Untuk meminimalisir pelaku *brain drain* melalui penyelenggaraan *Nusantara Town* ini memang merupakan solusi yang dapat dipertimbangkan dan segera direalisasikan. Karena, salah satu upaya untuk mengatasi masalah yang terkait, serta memberikan dampak bagi perekonomian Indonesia salah satunya adalah mempromosikan kebudayaan-kebudayaan yang ada di Indonesia kepada mancanegara. *Nusantara Town* akan dihiasi oleh berbagai makanan khas, pakaian tradisional, aksesoris khas, dan pentas seni tradisional Indonesia untuk menarik pengunjung dari WNA sehingga mengidentifikasi para pelaku *brain drain* dapat terstimulus dari berjalannya program ini. Selain itu, yang paling menarik didalan *Nusantara Town* ini adalah adanya *event* berupa sosialisasi mengenal Indonesia. Penyelenggaraan *Nusantara Town* direncanakan secara *monthly period*, namun untuk selanjutnya, akan dibuat kawasan tetap layaknya *china town* dan *little india*.

Berdasarkan dengan penjelasan tersebut, dapat dipastikan arus *brain drain* dapat berubah menjadi *brain gain*, sejalan dengan strategi dan tujuan utama dibentuknya program ini untuk menarik para pelaku *brain drain* agar kembali menjadi tenaga ahli yang produktif dan kontributif, serta berdaya guna di negaranya sendiri dalam pembangunan nasional.

### **Pembahasan**

Menurut Kamus Besar Bahasa Indonesia (KBBI), pengertian sumber daya manusia adalah potensi manusia yang dapat dikembangkan untuk proses produksi. Pengertian sumber daya manusia dapat dibagi menjadi dua, yaitu pengertian mikro dan makro. Pengertian sumber daya manusia secara mikro adalah individu yang bekerja dan menjadi anggota suatu perusahaan atau institusi dan biasa disebut sebagai pegawai, buruh, karyawan, pekerja, tenaga kerja dan lain sebagainya. Sedangkan pengertian sumber daya manusia secara makro adalah

penduduk suatu negara yang sudah memasuki usia angkatan kerja, baik yang belum bekerja maupun yang sudah bekerja. Secara garis besar, pengertian sumber daya manusia adalah individu yang bekerja sebagai penggerak suatu organisasi, baik institusi maupun perusahaan dan berfungsi sebagai aset yang harus dilatih dan dikembangkan kemampuannya. Menurut Hasibuan (2003) sumber daya manusia adalah kemampuan terpadu dari daya pikir dan daya fisik yang dimiliki individu. Pelaku dan sifatnya dilakukan oleh keturunan dan lingkungannya, sedangkan prestasi kerjanya dimotivasi oleh keinginan untuk memenuhi kepuasannya. Berdasarkan pada beberapa pengertian di atas, dapat disimpulkan bahwa sumber daya manusia adalah kemampuan dan potensi setiap individu dari daya pikir dan daya fisik yang dimiliki sebagai penggerak organisasi untuk memberikan kontribusi pemikirannya untuk proses mendukung strategi dan pencapaian tujuan organisasi.

### **Brain Drain**

*Brain drain* secara garis besar mempunyai pengertian migrasinya para cendekiawan terdidik dan terlatih dari negara asal ke negara lain (Pan Mohammad Faiz, 2007). Menurut Philippe Le Grain (2006:184) istilah *brain drain* pertama kali digunakan oleh masyarakat Inggris untuk menggambarkan aliran para teknokrat dan ilmuwan keluar menuju Amerika Utara pada 1950-1960. Secara tidak langsung *brain drain* juga dapat dikatakan sebagai berpindahnya (migrasi) ilmuwan atau tenaga ahli dan terdidik yang berasal dari negara berkembang menuju negara maju dengan beberapa alasan baik dari pelaku *brain drain* itu sendiri maupun dari negara tujuan. Hal ini dianggap dapat mengurangi potensi dan kapasitas negara tersebut untuk berkembang lebih optimal.

*Brain drain* ini hampir sama dengan peristiwa aglomerasi. Aglomerasi adalah keadaan dimana penduduk di suatu negara terpusat di daerah perkotaan, terutama penduduk-penduduk yang berkualitas. Tujuan mereka pindah ke kota adalah karena prospek ekonomi yang menjanjikan. Sama seperti *brain drain* ini, dimana orang-orang yang pandai akan pindah ke negara maju, dengan tujuan yang salah satunya sama dengan aglomerasi tadi. Sehingga banyak orang-orang pandai terpusat di negara-negara maju. Perbedaannya hanya kalau aglomerasi terjadi hanya di suatu negara, yaitu antar daerah saja. Sedangkan *brain drain* terjadi di seluruh dunia yang meliputi banyak negara, yaitu baik negara maju maupun negara berkembang.

### **Skema Triple Helix**

Fenomena *brain drain* yang terjadi di Indonesia dapat di minimalisasi dengan mengoptimalkan skema *Triple Helix*. Skema *Triple Helix* diperkenalkan oleh Etzkowitz dan Leydersdorff (Fizanty dan Hiskia, 2007). *Triple Helix* merupakan sebuah kebijakan dimana tiga unsur yang meliputi A (*academician*), B (*businessman*), dan G (*government*) yang saling bersinergi. Akademisi sebagai sumber ilmu, bisnis/industry sebagai rumah produksi yang kemudian oleh pemerintah sebagai fasilitator dalam menjalankan ekonomi. Kalangan akademisi dengan sumber daya, ilmu pengetahuan, dan teknologinya memfokuskan diri untuk menghasilkan berbagai temuan dan inovasi yang aplikatif. Kalangan bisnis melakukan kapitalisasi yang memberikan keuntungan ekonomi dan kemanfaatan bagi masyarakat. Sedangkan pemerintah menjamin dan menjaga stabilitas hubungan keduanya dengan regulasi kondusif (Etzkowitz & Leydersdorff, 2000).

Dengan demikian *Triple Helix* merupakan salah satu solusi dari beberapa kendala-kendala mengenai fenomena *brain drain*. *Triple Helix* sebagai aktor utama harus selalu bergerak melakukan sirkulasi dengan cara saling berkolaborasi dalam meningkatkan perekonomian negara agar para pelaku *brain drain* dapat kembali lagi ke Indonesia.

### **Diaspora**

Diaspora secara istilah berasal dari bahasa Yunani yaitu *diasperio* yang berarti (penyebaran atau penaburan benih). Istilah diaspora digunakan oleh orang-orang Yunani untuk merujuk kepada warga suatu kota kerajaan yang bermigrasi ke wilayah jajahan, dengan maksud kolonisasi untuk mengasimilasikan wilayah itu ke dalam kerajaan. Diasporalisme

adalah sebuah konsep pemikiran yang merefleksikan perasaan di antara, memiliki dua loyalitas, dan kurangnya rasa keaslian sebagai masyarakat sebuah negara (Shabrina, 2012). Sedangkan menurut Kamus Besar Bahasa Indonesia (KBBI), diaspora adalah masa tercerai-berainya suatu bangsa yang tersebar di berbagai penjuru dunia dan bangsa tersebut tidak memiliki negara. Namun, seiring dengan perkembangan waktu, istilah diaspora mengalami pergeseran. Sehubungan dengan hal tersebut, secara sederhana diaspora dapat didefinisikan sebagai fenomena sosial dimana suatu individu atau kelompok melintas batas geografis dan mengalami pergolakan identitas di tempat tujuan.

### **Simpulan**

Berdasarkan hasil analisis literatur, data dan pembahasan yang telah diuraikan pada bab IV maka dapat ditarik simpulan sebagai berikut:

Dalam upaya meminimalisir fenomena *Brain Drain* yang terjadi di Indonesia, paper ini menawarkan langkah strategis dan tepat menangani fenomena tersebut, antara lain dengan:

1. Merubah *Brain Drain* menjadi *Brain Gain (Reserve Brain Drain)* untuk meningkatkan perekonomian negara dengan cara alternatif sumber investasi, penurunan tingkat *unemployment*, optimalisasi kapasitas produksi negara, peningkatan kualitas SDM, *uptodate* perkembangan ilmu pengetahuan dan teknologi (IPTEK), dan *international networking*.
2. Penggunaan skema *Triple Helix* atau segitiga ABG. Komponen *Triple Helix* adalah Kementerian Riset dan Teknologi (Kemristekdikti), Kementerian Keuangan (Kemenkeu), Kementerian Pendidikan dan Budaya (Kemendikbud) sebagai *government*, Asosiasi Pengusaha Indonesia (APINDO) dan perusahaan-perusahaan swasta di Indonesia sebagai bisnis, dan pelaku *brain drain* sebagai akademisi yang dituju. Tujuan konsep ini untuk mempermudah strategi menimalisasi *brain drain*.
3. Pengembangan skema *Triple Helix* dengan pembentukan Indonesia *Brain Drain Community* (IBDC) melalui program Nusantara *Town* sebagai strategi jangka panjang bagi pemerintah dan inovasi baru untuk mewadahi para pelaku *brain drain* yang *sustainable* guna memajukan pembangunan dan perekonomian negara di sektor industri dan manufaktur secara global.

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## **"LEARN WHILE CULTURED" AS CULTURE CONSERVATION EFFORTS WITH INNOVATION IN LEARNING INDONESIAN AND IMPLEMENTATION PLAN ON LEARNING TEXT REPORT OF OBSERVATION**

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### **Abstrak**

*The loss of the nation's culture as well as the loss of national identity. Various modern foreign cultures that are easy to enter Indonesia. As a result, Indonesian culture slowly disappeared and so did the identity. At present, preserve the culture is being championed by the academic community. But still, the loss of culture can not be avoided. Also Indonesian slowly loses his identity, it is due to lack of student interest in learning Indonesian. The low value of Indonesian National Exams Compared with the National Examination English, as evidence of a loss of love for the homeland. In addition, educators Also have not been creative in delivering learning. The learning objectives are not clear, the methods or models of learning monotonous, and teaching materials that do not support, showing educators took part in this conflict. Therefore, it is Necessary to learning innovation that has elements of Indonesian culture items, namely by a) innovation learning objectives; b) innovative teaching methods or models; and c) innovation teaching learning materials. All three of Reviews These innovations can be implemented in a lesson plan text of the report on the observation. The ability to understand and compose text of the report on the observation can be used as a means of cultural preservation.*

*Keywords: Culture-Based Learning Indonesian, Model or Method, Learning Objectives, Teaching Materials, Text Observations, Lesson Plan*

### **Introduction**

The loss of the culture of a nation is tantamount to the loss of national identity. Diverse ethnicities and languages make Indonesia rich in culture. Wealth is like a treasure that can not be maintained if it will make it drained. Maintaining more difficult than fighting, then preserve the national culture requires special attention.

Currently, the erosion of Indonesian culture can not be avoided. The entry of foreign cultures that is modern, very easily accepted by the nation of Indonesia. It can be seen from changes in the way they dress, eat, talk, behavior, and others. Foreign cultures that have signed it resulted in Indonesian culture slowly disappear and may also lose their identity.

Indonesian identity as unifying the nation can also slowly disappear. Demonstrated by the attitudes of young people underestimate Indonesian. This was confirmed by Muslim (2011:1), that it is not uncommon students underestimate the presence of Indonesian language and literature, so often they are not too enthusiastic to explore or cultivate the science of Indonesian language and literature. In addition, there is the influence of the views of parents, the more proud if the child excels in math, physics, biology, foreign languages, and more. Indonesian subjects considered not so important, so that students' interest towards Indonesian low.

Indonesian National Examination score low, even lower than the National Examination English show one proof. Low interest student can lead to the loss of love for the homeland. If the heirs do not have a culture of love for the homeland, the Indonesian culture sooner or later will become extinct. In addition, other factors that affect the process of learning is Indonesian

itself. Actors who play an important role in the learning process is the teacher. Most of the educators in delivering the lesson topic does not review in advance the purpose of learning. They would be based on personal perceptions are like water just flows without considering first the objective or the potential of what should be achieved by the students.

Low interest student can also be influenced by the method or model of learning in a monotone. Teachers still use the lecture method that does not involve the students, so that students are bored and not interested in following the lesson. In line with the method or model of learning, learning also needed teaching materials. Teachers often only utilize instructional materials in the student book, without considering other teaching materials that can maximize learning. In fact, not necessarily the teaching materials in the book that students can easily accepted by the students.

Forms of cultural preservation can begin by observing the culture of Indonesia. The results of observations in the form of thought is often put into writing. Thus, the ability to understand and compose text of the report on the observation is very important for students, because of the ability of the students can pour observations of a culture. Preservation of cultural innovation Indonesian learning will be evident when implemented. Therefore, learning innovation Indonesian will be implemented through the lesson plan text of the report on the observation.

### **Indonesian Learning Innovation**

Changes are needed at any time in order to get to a better direction. It is also required in order to improve the quality of education. Various efforts are often conducted in line with the educational development is proceeding extremely rapidly. Thus, learning innovation is present as a solution to any problems that arise in raising the quality of education.

According to Big Indonesian Dictionary (2008: 538), innovation is one entry or the introduction of new things; renewal; 2 new invention differs from existing or previously known (ideas, methods, or tools). Meanwhile, according to Suatma Services (2013: 22), innovation is the introduction of new ideas, new items, new services and new ways more useful. Based on the information second innovation is the introduction of something new and useful acquired through or ideas to produce a method or certain ways.

Indonesian learning innovation is needed to improve the quality of education of students in the field of Indonesian. Besides being able to improve the quality of education can also be used as a cultural preservation efforts. Thus, it takes innovation Indonesian valuable learning culture, ie with all three aspects of the innovation as follows.

### **Innovation Learning Objectives**

A successful learning is said to rely heavily on learning objectives have been determined in advance. The purpose of learning become a benchmark in the formulation of learning materials and make arrangements phases of learning activities. Thus, in determining the learning objectives should not be arbitrary, especially when learning activities are not based learning objectives. Indonesian National Examination score low are affected by learning objectives that do not meet the criteria for achieving the desired competence. The educators are still doing the learning activities based on personal intuition. Educators should first conceptualize learning objectives, so as to achieve the desired competencies.

Cultural conservation efforts can also be applied in the purpose of learning Indonesian. Where in determining the learning objectives, we should incorporate cultural knowledge. The learning objectives that have cultural elements will embody cultural preservation. Students can obtain the desired competencies and also gain cultural knowledge. Therefore, the learning objectives of innovation that has elements in learning Indonesian culture is needed. Thus, the purpose of learning is said to be good if:

1. Focus on the learner
2. Lead the success indicators of achievement of competencies
3. Focus personality formation of learners as expected
4. It is clear, concise, dense, and right toward the target

5. The success of foster insights into the culture of the archipelago
6. The success of learners acquire knowledge of learning
7. Successful learners create anything from learning

### **Innovation Learning Method or Model**

The learning process depends on the stage of learning activities that have been first designed. In determining the stage or activity depending on the method chosen learning model. Choosing teaching methods or models must be adapted to the learning objectives and classroom conditions.

Various methods or learning model for improving the quality of education offered. The emergence method or new models of learning that does not mean the method or the old model of learning that is not good. The method or model of learning is said to be good if:

1. Can realize the success of the learning objectives
2. Can attract students following study
3. Making students intrigued and curious
4. Let students understand the process of learning
5. Prioritize active students
6. Cultivate students' creativity
7. Involve group activities that improve student collaboration
8. Supports class condition

However, educators are still using methods or learning model monotonous. The learning process takes place without the involvement of students so that students do not have a chance to be active. If students do not participate actively, the students will be bored and have no interest in learning. Student interest in learning is very important in achieving the desired competence. If the interest is not there, then the learning fails. Not surprisingly, the National Examination Indonesian still low, because educators are still wrong in choosing the method or model of learning. Similarly in achieving the learning objectives that have cultural value, required phases of activities that lead to cultural elements. Therefore, it takes an innovative method of learning Indonesian or models that support successful learning objectives.

### **Innovation Learning Instructional Materials**

Learning activities will not take place without learning teaching materials. Teaching materials play an important role as a means of knowledge. In lessons, teaching materials function as a place of knowledge, while learning activity is a way or means to acquire that knowledge. Currently, frequent conflicts regarding instructional materials used. Circulation of textbooks have sexual element becomes hot news to talk about, especially in education. Thus, in selecting teaching materials should be explored first learning content and quality. That way, students can receive good knowledge, decent and she deserved.

Indonesian language learning in the curriculum in 2013 emphasizes students' understanding of reading texts. However, not all of the text given in the book students meet the standards of student competence. Because in essence the ability of students to understand a different reading text. Here comes the role of educators introduce another reading texts that facilitate students' understanding and related learning materials.

In realizing the cultural learning competencies are also related in the selection of teaching materials. Teaching materials should have an element of culture. Educators can provide reading text that contains the value of culture and to foster patriotism. Therefore, innovative teaching materials that have an element of cultural learning is needed. The following instructional materials are said to be good learning.

1. With regard to learning
2. Supporting the success of the learning objectives
3. Truth it is undeniable
4. Decent and inappropriate for students
5. Easy received by students
6. Attractive for students

7. Meeting the learning needs
8. It has a cultural element

### **Text Reports Observations**

Text of the report is the observation of text that describes a systematic and objective information about the events that actually occurred. These events may be about animals, plants, humans, objects, natural phenomena, social, cultural, and so forth. Benefits of the text of the report on the observation are:

1. As a source of useful information
2. Knowing developmental problems occurred
3. Become a benchmark in dealing with problems
4. Finding ways or problem-solving techniques
5. Facilitate decision-making
6. Oversee the changes

Thus, the text of the report on the observation can be used as a solution to the problem of the current culture. By continuing to do observation and expertise in pouring it into text form can be a means of cultural preservation. Therefore, it is very important for students to have the ability to write text reports on the results of observation.

### **Implementation of Indonesian Worth Learning Innovation Culture On Writing Lesson Plan Text Reports Observations**

The importance of students' ability to write the text of the report on the observation, the subject of discussion in this paper. Especially in the face of critical culture in Indonesian society. Learning Indonesian, especially those in the study of the text of the report on the observation, less directed learning into cultural terms. This refers to the students' books SMP / MTs Class VII Semester 1 (2013: 3-36), where the subject text of the report on the observation that consists of 34 pages of text that has no cultural elements. This should be a concern of educators in providing learning innovation. Therefore, the following text is displayed details of an innovative lesson observation report in the lesson plan.

#### **Lesson Plan**

Education Unit	: SMP
Class / Semester	: VII / 1
Subject	: Indonesian
Topic	: Text Reports Observations
Number of Meetings	: 3 x Meeting

#### **Core Competence**

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.

#### **Basic Competency**

1. Respect and appreciate the presence of Indonesian as a gift of God Almighty as a means to understand oral and written information.
2. Having honest behavior, responsibility, and courteous in responding to personal matters or events based on the observation
3. Understand the text observation, descriptive feedback, exposition, explanation, and short stories through oral and written.

### **Competency Achievement Indicators**

1. Respect and appreciate the presence of Indonesian as a gift of God Almighty as a means to understand oral and written information.
2. Respect and appreciate the presence of Indonesian as a gift of God Almighty as a means of presenting oral and written information.
3. Having honest behavior, responsibility, and courteous in responding to personal matters or events based on the observation.
4. Know the contents of text on the observation.
5. Knowing the structure of the text on the observation.
6. Knowing the characteristics of the observation of the text language.

### **Learning Objectives**

1. Students can appreciate and be grateful for the existence of Indonesian as a gift of God Almighty as a means source of knowledge through oral and written information.
2. Students can show the attitude of honest, courageous expression, democracy, tolerance, compact in cooperation, responsibility, and mannered by using Indonesian as well as in developing and producing results both oral and written observations.
3. After reading the text and discuss the results of observations, students can know the content, structure, and characteristics of the text language observation report results both orally and in writing.
4. Students can acquire cultural knowledge through reading text of the report on the observation.
5. Students can observe the surrounding environment and culture and can put it in the text of the report on the observation forms.

### **Learning Materials**

1. Complete text of the report on the observation readings
2. Structure of the text on the observation
3. Characteristics of the observation of the text language
4. The activities observed
5. Measures to write text of the report on the observation

### **Allocation of Time**

6 x 45 Minutes

### **Learning Method or Model**

Models think-pair-share, discussion, question and answer, assignments, and presentations.

### **Learning Activities**

#### *The First Meeting*

1. Students greet and pray with the teacher before the start of learning.
2. Students respond to questions from the teacher associated with previous learning.
3. Students are informed about the learning that will be implemented and the learning linkages with the phenomena or events are readily accepted by the students.
4. The students become interested and are interested in the study by looking at the pictures or short video unique, regarding natural events, animals, plants, Indonesian culture, and so forth.
5. Students know the importance of being able to write text on observations and examples of its implementation in life.
6. Students determine the competence, material, purpose, benefits, and measures of learning activities that will be carried out.

7. The teacher gives an example text of the report on the observation of the culture and environment and discuss with students about the content, structure and linguistic rules together with students.
8. Teachers form the students in small groups and provide opportunities for students choosing each age group.
9. The teacher directs each group to read the text of the report on the observation of the surrounding environment and about Indonesian culture existing in students' books (if there are no students in book reading texts about Indonesian culture, the teacher must seek it from another source).
10. Each group should know the contents of both the reading texts, at least be able to answer simple questions such as 5W + 1H.
11. Each group discussions to identify the structure, rules of language, and comparing the two readings.
12. The teacher allowed students to ask questions about the activities discussed.
13. Each group chose a representative group to read and explain the results of their discussion on the second reading text.
14. There was a question and answer session and an argument between groups and teachers as guides and penengahnya.
15. The teacher with the students conclude the contents, structure, rules of language, and comparing the two texts readings.
16. Teachers with students to discuss what things are done in the observatory.
17. Educators along with the students summed up the results of learning.
18. Students are given individual tasks in the home to identify the content, structure, rules of language, and comparing the two texts report the results of observations in the book the student or educator looking for from other sources (text reading about the environment and culture).
19. The learning activities ended with a prayer together.

#### *The Second Meeting*

1. Students greet and pray with the teacher before the start of learning.
2. Master reminded of prior learning.
3. The teacher collects tasks that have been given at the previous meeting, and then correct it personally beyond teaching and learning process.
4. The teacher formed a new group.
5. Each group was given the task of observing the environment around the school, such as in parks, canteens, classrooms, bathrooms, prayer, and other places.
6. Teacher gives directives and rules in the process of observing will be done.
7. When each group was at the appointed place, educators should keep watching the process of observation of the student in turn.
8. After finding the important things in observation activities, each group went back to class and discuss and pour observations into text form on the observation report in accordance with the structure and rules of language.
9. During the discussion, educators lead students to share their experiences in observation activities they have done.
10. During the process of sharing experiences, educators provide inputs regarding the activities of writing text reports on the results of observation.
11. Upon receipt of these inputs, each group can realize their mistakes and missed sections, so that there was a revision in writing the text of the report on the observation.
12. When finished, the educator reminded the important things back in writing the text of the report on the observation, such as the structure and rules of language.
13. During the process of writing revisions also occur.
14. After all the results of the observation of the report text writing is completed, representatives of each group to read it in front of the class.
15. During the reading process takes place, educators and other groups making assessments.

16. After all the groups read the results of their discussions, educators ask each group to express their opinions on the outcome of the discussion of each group.
17. Educators provide comments and feedback to each group and together with the students summed up the results of learning.
18. Educators allow students improve his results.
19. Educators give individual tasks and to do at home, which is observing the culture around and poured it into the text of the report on the observation forms.
20. A learning activity ended with a prayer together.

#### *The Third Meeting*

1. Students salute and pray together before starting learning educator.
2. Educators recalls previous learning
3. The task that has been given at the previous meeting, collected and distributed to each student who is not the owner of the task.
4. Each student who receives the results of his chores, must identify the contents, structure, linguistic rules, and revising his duties based on their understanding of each.
5. If time allows all the identification and revision of each student discussed together, and if the rest do not have to be checked by the educators themselves.
6. Teachers and students learning together concluded.
7. The learning activities ended with a prayer together.

#### **Teaching Materials**

Wahono, et al. Marbi 2013. "Proficient Speak Indonesia": Book Seventh Grade Students of SMP/MTs 1. Jakarta: Erland

Ministry of Education. (2008). Indonesia Dictionary. Jakarta: PT Gramedia Pustaka Lama  
Development and Language Development Center. 2010. The Indonesian Spelling is Perfected. Jakarta: Ministry of Education and Culture.

Examples of text on the observation of the environment and culture (internet source)

Sample pictures or video (internet source)

#### **Conclusion**

Based on the explanation above, it can be concluded as follows:

1. Learning Innovation is needed in order to improve the quality of learning.
2. Innovation is needed to preserve the culture of learning, especially in learning Indonesian.
3. Learning Innovation Indonesian needed to increase student learning, especially learning text of the report on the observation.
4. The ability to write the text of the report the observation as a means of preserving the culture of Indonesia.
5. Innovation goals, methods or models, learning and teaching materials needed to improve student learning outcomes.
6. Innovation goals, methods or models, learning and teaching materials is expected to realize:
  - a. Students who always remember God and obedient worship, so it has a good character and morals.
  - b. Students are always active and enthusiastic about taking lessons.
  - c. Establish a good personality as expected.
  - d. Foster democracy students.
  - e. Students are responsible and able to handle and repair and troubleshooting.
  - f. Give opinions and suggestions on the results of his task can establish mutual caring and sharing.
  - g. Students can obtain knowledge of the culture, that foster patriotic spirit in him.
  - h. Students can obtain the ability to write text reports on the results of observation.
  - i. Students can produce written work text of the report on the observation of the environment and culture.

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## **LEARNING THROUGH MEDIA DEVELOPMENT USING ASSURE MODEL**

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### **Abstract:**

*The lesson of history is extensive so to understand it well, it takes skill and ability of teachers/lecturers and learners. Studying the history of is not only theoretical but also need models, approaches, methods, and strategies to understand. Not surprisingly, the result of studying the history of learners also tends to be less than satisfactory. Development of instructional media through ASSURE models are expected to help learners overcome learning problems. This research includes a research and development. Informants are required consists of two groups: Media expert informants and expert learning materials as well as the learners as the top user generated learning products. The result showed in creating design subject matter helped by subject teachers are concerned, the following phases: 1) A literature study; 2) Develop syllabus and RPP (Setting standards and basic competencies, formulate indicators, Determining the subject matter, formulate learning scenarios and Determine assessment); and 3) Selection methods, instructional media and learning materials. Overall design of materials, syllabus and lesson plans are developed learning materials History Class XI at high school students. Teaching materials designed together researchers with the subject teachers and subsequently evaluated by two experts in accordance with their competence.*

*Keywords: Development, Instructional Media History, the Model ASSURE*

### **Introduction**

To improve the quality of national education, various measures had been taken by the government such, is the development and refinement of the curriculum, improving the evaluation system, procurement of books and tools of learning, the development of learning materials, improvement of educational facilities, improving the competence of teachers, as well as improving the quality of the head school. These efforts have not shown the expected results. The quality of education is influenced by several factors, such as teachers, students, school administrators, the environment (parents, communities, schools), quality of teaching, and curriculum. Current conditions indicate that the teaching of history in schools is less attractive to learners. The lesson of history is considered as a lesson that is not interesting because the material as if only "rote". There is a presumption of learners even history lessons bring no benefits for his studies of the past is no longer valid. The lesson of history is not considered significant positive impact for the progress of nation and state of Indonesia, especially in these subjects did not test them nationally. Another obstacle, is the skills of teachers in the learning process is not supported work experience and level of education or their competence. Besides this, the government policy is increasingly narrowed portion hours of school history. Not surprisingly, the result of studying the history of learners also tend to be less than satisfactory. Educational activities should be followed by the evaluation, which aims to assess whether a program implemented in accordance with the appropriate planning and achieving results that expected or there are still obstacles in the implementation process.

The lesson of history is one of the lessons taught to provide knowledge and understand to students about national and international culture found in Indonesia and in foreign territory. The lesson of history is extensive so to understand it well, needed skills and abilities by teachers / lecturers and learners. Studying the history of not only theoretical but also need models, approaches, methods, and strategies to understand. The use of media as a learning

resource for students will add diversity and enrich other learning resources in the classroom. Learners become not just sit in class and learn as usual. Many variations that teachers can do when using media in the learning process, which can help students overcome the boredom of learning in the classroom. Thus, the use of technology can help to improve the interaction between teachers and learners, and make the learning process centered on the learner (student centered). In other words, the use of media in the learning process can help learners gain useful lessons. Teachers as instructional media developers need to know the differences in their approaches to learning in order to select appropriate learning strategies. Learning strategy should be selected to motivate learners, facilitate the learning process, serving individual differences, encourages interaction between teachers, learners and the learning environment, and facilitate contextual learning so as to form a complete human beings.

### **Methods**

This study uses a model of research and development (research and development) oriented products according to Gall and Gall Meredith (2007). The products developed are in the form of instructional media history at the National High School Class XI through the application of ASSURE models.

Development of instructional design refers to the model ASSURE are: a) Analysis of the characteristics of learners include: literature, and studies; b) field (general characteristics, specific competencies that have been owned previously, and learning styles of learners); c) Establish learning objectives based on the syllabus; d) The selection of methods, media, and teaching materials to be used; e) Utilizing teaching materials (but before using, media, and teaching materials be tested); f) Involving learners in learning activities) and revision (implementation).

Informant Expert is a group of experts who are competent in their field experts Media and Learning Materials experts to determine the quality of learning products are developed, teachers and students as the result of learning products are developed.

Instruments used in the development of instructional media is a list of research questions, which will provide responses from informants, the media expert, expert learning materials, and teachers and students as a user (user).

Data collected in the form of suggestions and comments made by informants, compiled and abstracted to improve learning products developed. then converted into figures using a score, to be given by category in each aspect studied. It is a framework for whether or not a product that was developed for use as a medium or facility of learners.

### **Results**

The research focuses on the development of media in the subject of History Class XI (IPS program and IPA). Stages The research was conducted by designing the course materials helped by the subject teachers concerned. Event design instructional materials are subject History of grade XI, the following phases: 1) A literature study; 2) Develop syllabus and RPP (Setting standards and basic competencies, formulate indicators, Determining the subject matter, formulate learning scenarios and Determine assessment); and 3) Selection methods, instructional media and learning materials.

After completion of the design of learning materials, then be evaluated by experts in accordance with their competence. Various stages of design teaching materials (create a syllabus and lesson plan (RPP) as well as a selection method. The implementation plan of learning (RPP) are the basis or reference for the preparation of lesson plan (RPP) other subjects taught in class XI in the program IPS and IPA, Model lesson plan (RPP) created in this study, can be seen in the following presentation.

**Table 1 Learning Implementation Plan (RPP)**

School	:	SMA 8 Kendari
Program	:	Social Sciences
Subjects	:	History
Class / Semester	:	XI/1
Competency standards	:	Analyzing the Future ride Indonesian people in countries Traditional
Basic competencies	:	Analyzing the Influence of Religion and Culture Development of Hindu-Buddhist for the Community in various regions in Indonesia.
Indicator	:	Describing the birth and development of religion and Hindu-Buddhist culture in India
Time Allocation	:	3x45 minutes
A. Learning objectives		
Learners are able to	:	Describing the birth and development of religion and Hindu-Buddhist culture in India
National Character Values	:	Religious, honest, tolerance, discipline, hard work, independence, democracy, curiosity, responsibility.
B. Learning materials	:	
		Birth and development of religion and Hindu-Buddhist culture
C. Learning methods	:	
		ICT model approach and life skills, the provision of duty

**Face to Face**

Looking at the library and internet articles about birth and development of religion and Hindu-Buddhist culture in India

**Structured**

A clear description of the process of development of Hindu-Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.

**Individual**

Students can describe the birth and development of religion and Hindu-Buddhist culture in India.

**Activities Introduction**

1. Teachers' perceptions of learning opens by asking the question "In the regions where the majority Hindus in Indonesia?".
2. Teachers express purpose of learning.

**Core activities**

*Exploration*

In this exploration activity, the teacher:

1. **Questions and answers:** based on the findings of the internet learners and learners commissioned analytical essay about the development process of the Hindu Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.
2. **instilled values:** Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity and responsibility.

*Elaboration*

In the elaboration of activities, teacher: Assignment to find articles on the internet about the birth and development of religion and Hindu-Buddhist culture in India. (Values are inculcated: Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility.

*Confirmation*

In the confirmation activities, Students:

1. Summing about things unknown (embedded value: Honest, discipline, hard work, independence, curiosity.);

2. Explaining about the things that are unknown. (Values are inculcated: appreciate the achievement, responsibility).

### **Closing Activities**

1. All members to reflect on material that has been discussed. (**Values are inculcated:** Religious, Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility).
2. Drawing conclusions material. (**Values are inculcated:** Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility).

### **Learning Resources**

1. Curriculum SBC and devices
2. Special guidelines SBC High School Syllabus Development XI
3. book sources IPS XI High School History
4. Power point
5. Relevant supporting books
6. Internet

### **Assesment**

Portfolio shaped analytical description of the process of development of Hindu-Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.

?

**Table 2 Format Portofolio Assessment**

Indicator	Value Qualitative	Value Quantitative	Description
Introduction			Pinpointing the content of essay/research reports, conclusions and summary. For maps, schematics, and painting, preparing the ingredients.
Contents Cover			Correspondence between the title to the content and materials. Describes the results of essay / research reports, conclusions and summary appropriately. Elaborate maps and schemes proposed in accordance with the theme. Painted in accordance with the states of matter that has been determined.
Cover			Provide conclusions essay / research
Structures/ Logic writing			Provide conclusions essay / research
Originality Essay			Essay / research, conclusions, summaries, maps, schematics, and painting is the result of its own
Presentation, language and language			The language used in accordance EYD and communicative
<b>Amount</b>			

<b>Assessment criteria</b>		
<b>Indicator criteria</b>	<b>Value qualitative</b>	<b>Value Quantitative</b>
80-100	satisfy	4
70-79	Good	3
60-69	Enough	2
45-59	less	1

**Knowing:**

**Head School/Foundation,**

**Subject teachers,**

**Name**

NIP. ....

**Name**

NIP. ....

**Discussion**

Associations in the field of communication technology and education: educational association for communicational and technology (AECT, 1984), defines that the media are any measures to distribute or convey information. There are several theories of learning that underlie the use of technology in learning the theory of behaviorism, cognitivism and constructivism. Learning strategies used by the teacher should be poured in a model or design of learning to be more focused and systematic. Learning is defined as the process of creating an environment that enables the process of learning. So the main lesson learned is how learners. In learning activities, a lady teacher looking at students as human beings who have the intellectual potential, so that the teacher's role is not only to provide information only, but should guide students to be more active. Through such learning, learners are expected to get the changes that are beneficial to him as a result of learning.

Dick, walter, Lou Carey (2005) said that learning as a series of events or activities that are delivered in a structured and well-planned use of one or several media. ASSURE Model is a model of instructional design that is both practical and easy implementation in designing learning activities that are individualized and classical. The ability of teachers to use teaching model ASSURE can be done gradually or in the form of learning cycle to provide insight to the students so that the model can be meaningfully applied. There are six steps in model development ASSURE are: Analyze learner; State objectives; Select instructional methods, media and materials; Utilize media and materials; Require learner participation; Evaluate and revise. By applying the model ASSURE in understanding and analyzing the characteristics of learners are expected to define the approaches, methods, media and teaching materials to be used, so as to create learning activities that are effective, efficient and attractive. ASSURE Model is an acronym for: Analyze Learners, State objectives, methods Select media and materials, Utilize media and materials, Require learner participation, Evaluate and review. In addition, Pribadi (2005) argued that aspects of the environment created by rearranging the elements and information technology development in the field of education to be important in learning activities that can change the behavior of students.

Sadiman (1990) said that mmedia or material is software (software) which contains a message or educational information is usually presented using the equipment. Understanding media are substantially the human, material or events that establish the conditions that make students able to acquire the knowledge, skills, or attitudes. This suggests that teachers, textbooks, and the school environment is a medium of learning for learners to acquire what is undeserved at school, ie the knowledge, skills and attitudes or behavior. "Art" is a skill (skill) acquired by experience, study, observation. Thus, Miarso (2004) said that technology is the science which deals with the skills acquired by experience, study, and observes. Learning media is anything that is used to distribute messages and can stimulate the mind, feelings,

concerns, and willingness learners so as to encourage the process of learning a deliberate, aimed and controlled.

The existence of electronic communication, raising the importance of the presence of the teacher. changes in the function and role of teachers is associated with an attempt to solve one of the problems of education, namely: 1) classroom teachers freed from many routine activities; 2) equip teachers with the techniques of high quality skills; 3) the development of the presentation in the classroom more providing services to individuals as possible in every subject; and 4) develop learning selected based on the ability of individual learners. Thus, the expected role of teachers in education can improve the quality of education, making use of various media and learning model will help teachers in the implementation process of learning. development of instructional media is based on three models, namely: procedural models, conceptual models and theoretical models. Procedural model is a model that is descriptive, which outlines the steps that must be followed to produce the product. Vaughan (2009) said that the conceptual model is a model which analytical components that provide the products that will be developed and the linkages between components, and the theoretical model is a model that shows the relationship between the change of events.

The development of media instructional medias based computer developed following the procedural model of ASSURE, where the steps to be followed descriptive consisting of 6 steps: analysis of student characteristics, goal setting, selection of media and materials, use of materials, participation of students to active learning, evaluation and revision. The conceptual model of the development of computer-aided media have followed the behavioral learning theory proposed by Gagne, namely: learning that a man can be set and modified to develop certain forms of behavior on someone, or increasing the capacity and change his behavior. Instructional media developed based on "Programmed Instruction" which depends on cognitive learning theory, behaviorism, constructivism and humanist.

Learning media is very useful as a tool or an intermediary to obtain a more optimal result for learners, be it knowledge, skills and attitudes. Therefore, considering the media is very useful in the learning process, especially for teachers and learners, the teachers should be able to use them to design better. Smith (2010) argued that interpret the term learning as an activity or activities that focus on the conditions and interests of learners. Darsono (2010) added that the learning process is a means and a way how a generation of learning, or in other words how learning tool that is effectively used. Sanjaya (2009) said that learning means teach effort learners. Thus, the learning strategy is very important to understand by the teacher. This means understanding how and art teachers to use all the learning resources in an effort to teach learners. learning, namely: a) the learning event occurs when the subject students to actively interact with a learning environment that is governed by teachers, b) an effective learning process requires strategies and methods or technologies appropriate education, c) learning program was designed and implemented as a system , d) the process and product of learning needed attention balanced in the implementation of the learning process, and f) the establishment of professional competence requires a functional integration of theory and practice as well as the materials and delivery methodology.

Heinich, Molenda, Russell, and Smaldino outlines six steps that a "blue print" of the model ASSURE, the analysis students characteristics set learning goals, Select Methods, Media, and Materials, use of media and materials, to enable the involvement of students, as well as the evaluation and revision. ASSURE model study is any guide the planning steps to select and utilize the media. Utilization ASSURE learning model needs to be done step by step (systematic) and comprehensive (holistic) in order to deliver optimized results, namely the creation of a successful learning.

Smaldino (2011) argued that learning history is not just an inspiring source of knowledge but also as a mirror to reach live in the future. Syamsuddin (1996) said that history comes from the Arabic "*syajaratun*" readable "history" which means the trees. While Frederick and Soeroto (2005) said that history is pedigree, origin or descent, events and events that truly happened in the past [15]. History of great importance especially for Indonesia's diverse backgrounds with diverse cultures. In the curriculum SBC, IPS is one of the subjects given in

elementary and secondary school. The history compiled systematically and comprehensively learning process to have good understanding, maturity and success in social life.

### **Conclusion**

Overall design of materials, syllabus and lesson plans are developed learning materials History Class XI at high school students. Teaching materials designed together researchers with the subject teachers and subsequently evaluated by two experts in accordance with their competence. Given the extent of the subject matter very broad history, it is important that the media developed learning can be implemented efficiently.

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## **IMPLEMENTASI PROGRAM INDUKSI BAGI GURU PEMULA SEKOLAH DASAR NEGERI DI DKI JAKARTA**

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### **Abstract**

*This research aims to determine the implementation of induction programs for beginning teachers at primary school in Province of Jakarta. This study uses qualitative approach with descriptive qualitative method. The results showed that based on data, beginner teacher induction program participants in Jakarta in 2015-2016, that from 1739 school, there were 209 schools (12.02%) school which has organized the induction program for beginning teacher. The goals of induction program is to guide beginning teachers to: 1) adapt to the working climate and school culture; and 2) carry out his job as a professional teacher. Parties involved in induction activities consists of a participant induction, senior teacher, principal and supervisors. Phase induction program activities include: preparation, introduction to the school with the environment, the implementation and observation of learning and assessment.*

*Keywords: Professional, Induction, Beginning Teacher*

### **Pendahuluan**

Program induksi merupakan tahap penting dalam Pengembangan Keprofesian Berkelanjutan (PKB) bagi seorang guru. Induksi merupakan proses pembelajaran profesional yang berlangsung selama satu tahun di mana guru pemula belajar menyesuaikan diri di sekolah atau di tempat kerja lain untuk menjadi guru. Induksi adalah proses pembelajaran untuk menjadi guru dan pembelajaran tentang profesi guru. Program induksi dilaksanakan dalam rangka menyiapkan guru pemula agar menjadi guru profesional dalam melaksanakan proses pembelajaran. Dengan demikian program induksi senantiasa dipantau dan dievaluasi agar dapat diperbaiki di tahun-tahun berikutnya. Pemantauan dan evaluasi sebagai salah satu bagian proses penjaminan mutu pendidikan terutama dalam pemenuhan standar kompetensi guru sesuai dengan ketentuan yang telah diatur dalam Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. Selain itu, melalui program induksi diharapkan dapat meningkatkan kemampuan dan keterampilan guru dalam melaksanakan proses pembelajaran, sehingga dapat menunjang usaha peningkatan dan pemerataan mutu pendidikan sekaligus memecahkan permasalahan yang dihadapi dan dialami oleh guru pemula dalam pelaksanaan tugas sehari-hari sesuai dengan karakteristik peserta didik, kondisi sekolah, dan lingkungannya. Beberapa penelitian telah terkait program induksi telah dilakukan, diantaranya oleh Susanti yang meneliti tentang Pengelolaan Program Induksi Guru Pemula Di SDN Banyuroto Kecamatan Sawangan Kabupaten Magelang. Hasil Penelitian ini menunjukkan bahwa : 1) Program induksi guru pemula di SDN Banyuroto dilakukan dengan terencana. 2) Pembimbing dan guru pemula sangat interaktif dalam program induksi di SDN Bayuroto. 3) Penyusunan laporan hasil program induksi guru pemula di SDN Banyuroto dilakukan oleh kepala sekolah sebanyak dua kali sesuai dengan tahap penilaian program induksi. Selain itu penelitian berikutnya dilakukan oleh Umar Maruapey, yang berjudul: Evaluasi Program Induksi Bagi Guru Pemula di Dinas Pendidikan Kota Sukabumi. Hasil penelitian menunjukkan bahwa evaluasi program induksi bagi guru pemula pada dinas pendidikan kota sukabumi menunjukkan hasil yang baik dan maksimal melalui petunjuk dan pedoman pelaksanaan, memberikan masukan positif bagi pihak-pihak terkait untuk pelaksanaan berikutnya.



Dinas Pendidikan Provinsi Daerah Khusus Ibukota Jakarta merupakan tempat untuk mengevaluasi program induksi bagi guru pemula. Terdapat banyak problematika yang terjadi dalam mengevaluasi program induksi. Seperti yang dilansir Pegawai Dinas Pendidikan Provinsi Daerah Khusus Ibukota Jakarta bidang Sumber Daya Manusia Retno Eka Wulandari, “Masih banyak masalah yang terjadi dalam pengevaluasian program induksi, diantaranya kurangnya sosialisasi pihak Dinas dan Suku Dinas, perubahan pengawas, kurangnya guru senior di sekolah, mata pelajaran yang tidak linear”. Mengingat peran guru yang sangat strategis dalam pembangunan pendidikan, maka seorang guru harus dipersiapkan dengan matang. Persiapan tersebut haruslah berkesinambungan mulai dari *pre-service* dan pendidikan profesi guru di Lembaga Pendidik Tenaga Kependidikan sampai menjadi guru pemula di satuan pendidikan.

Bertitik tolak dari uraian di atas maka peneliti tertarik untuk mengadakan penelitian terkait “Evaluasi Program Induksi bagi Guru pemula SDN di DKI Jakarta”

### **Metode Penelitian**

Penelitian ini menggunakan metode evaluatif dengan model CIPP. Dasar kegiatan dalam evaluasi program induksi guru pemula ini melalui tahapan *context, input, process dan product*. Secara rinci komponen evaluasi program induksi dapat dilihat pada tabel berikut ini:

**Tabel 1 Komponen Evaluasi Program Induksi**

<i>Context</i>	<i>Input</i>	<i>Process</i>	<i>Product</i>
<ul style="list-style-type: none"> <li>❖ Latar belakang program</li> <li>❖ Tujuan dan sasaran program</li> <li>❖ Tahapan kegiatan program</li> </ul>	<ul style="list-style-type: none"> <li>❖ Peserta Induksi</li> <li>❖ Pembimbing</li> <li>❖ Kepala Sekolah</li> <li>❖ Pengawas Sekolah</li> </ul>	<ul style="list-style-type: none"> <li>❖ Persiapan</li> <li>❖ Pengenalan Sekolah/Madrasah dengan lingkungannya</li> <li>❖ Pelaksanaan dan Observasi Pembelajaran</li> <li>❖ Metode Penilaian</li> <li>❖ Evaluasi (tambahan)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pelaporan</li> </ul>

### **Hasil dan Pembahasan**

#### **Hasil Penelitian Evaluasi *Input***

Komponen input yang dievaluasi meliputi peserta, pembimbing, kepala sekolah dan pengawas sekolah:

#### *Peserta induksi*

Peserta Induksi adalah guru pemula yang berstatus CPNS yang ditugaskan pada sekolah yang diselenggarakan oleh Pemerintah atau Pemerintah Daerah serta yang sudah memiliki pengalaman mengajar selama satu tahun.

Guru pemula adalah guru yang baru pertama kali ditugaskan melaksanakan proses pembelajaran/bimbingan dan konseling pada satuan pendidikan yang diselenggarakan oleh Pemerintah, pemerintah daerah, atau masyarakat. Tanggungjawab guru pemula dalam program induksi; (1) mengamati situasi dan kondisi sekolah serta lingkungannya, termasuk mempelajari data-data sekolah, tata tertib sekolah dan sarana serta sumber belajar di sekolah; (2) mempelajari latar belakang siswa; (3) mempelajari dokumen administrasi guru; (4) mempelajari kurikulum tingkat satuan pendidikan; (5) menyusun silabus dan rencana pelaksanaan pembelajaran; (6) melaksanakan proses pembelajaran; (7) menyusun rancangan dan instrumen penilaian (ranah kognitif, afektif dan psikomotorik); (8) melaksanakan penilaian proses dan penilaian hasil belajar siswa; (9) melaksanakan tugas lain yang terkait

dengan tugasnya sebagai guru, seperti pembina ekstra kurikuler, instruktur TIK. (10) melakukan observasi di kelas lain; (11) melakukan diskusi dengan pembimbing, kepala sekolah dan pengawas sekolah untuk memecahkan masalah dalam pembelajaran maupun tugas lain yang terkait dengan tugasnya sebagai guru.

#### *Pembimbing*

Pembimbing adalah guru senior dan berpengalaman yang memiliki kriteria sepuluh tahun dalam mengajar dan mempunyai kemampuan membimbing serta kompetensi yang bagus. Memiliki pengalaman mengajar atau mengajar pada jenjang kelas yang sama dan pada mata pelajaran yang sama dengan guru pemula. Memiliki kemampuan bekerja sama dengan baik, kemampuan komunikasi yang baik, serta kemampuan menganalisis dan memberikan saran-saran perbaikan terhadap proses pembelajaran/bimbingan dan konseling. Pembimbing diberi tugas untuk membimbing guru pemula dalam melaksanakan program induksi. Dalam pelaksanaan program induksi pembimbing diberikan arahan oleh pengawas tentang teknis dan tanggungjawab pembimbing. Pembimbing ditunjuk oleh kepala sekolah dengan kriteria memiliki : (1) kompetensi sebagai guru profesional; (2) pengalaman mengajar sekurang-kurangnya 8 tahun dan memiliki jabatan sebagai Guru Madya; (3) pengalaman mengajar atau mengajar pada jenjang kelas yang sama dan pada mata pelajaran yang sama dengan guru pemula; (4) kemampuan bekerja sama dengan baik dengan guru pemula; (5) kemampuan komunikasi yang baik; (6) kemampuan menganalisis teknik mengajar/proses pembelajaran dan dapat memberikan saran-saran perbaikan; (7) kemampuan untuk membimbing dan membantu guru pemula dalam melaksanakan pembelajaran profesional.

#### *Kepala Sekolah*

Kepala sekolah bertanggungjawab atas pelaksanaan program induksi, dengan demikian seorang kepala sekolah wajib membimbing dan memfasilitasi guru pemula agar berhasil mengikuti program induksi dengan baik. Kepala sekolah bertanggung jawab untuk: (1) melakukan analisis kebutuhan guru pemula; (2) menyiapkan Buku Pedoman Pelaksanaan Program Induksi (3) menunjuk pembimbing yang sesuai dengan kriteria; (4) menjadi pembimbing, jika pada satuan pendidikan yang dipimpinnya tidak terdapat guru yang memenuhi kriteria sebagai pembimbing; (5) mengajukan pembimbing dari satuan pendidikan lain kepada dinas pendidikan terkait jika tidak memiliki pembimbing dan kepala sekolah tidak dapat menjadi pembimbing; (6) memantau pelaksanaan pembimbingan dan penilaian oleh pembimbing; (7) berkomunikasi dengan guru pemula dan pembimbing; (8) memfasilitasi guru pemula dalam upaya peningkatan kompetensi dan pengembangan profesi; (9) melakukan penilaian tahap ke dua terhadap guru pemula serta memberikan saran perbaikan; (10) menyusun Laporan Hasil Penilaian Kinerja Guru Pemula; (11) mengajukan penerbitan Sertifikat kepada Kepala Dinas.

#### *Pengawas Sekolah*

Pengawas sekolah bertanggungjawab dalam menjamin mutu pelaksanaan program induksi, untuk itu seorang pengawas sekolah harus terlibat mulai saat persiapan hingga berakhirnya program induksi. Pengawas sekolah bertanggungjawab untuk : (1) memberikan penjelasan kepada kepala sekolah dan pembimbing dan guru pemula tentang pelaksanaan program induksi termasuk proses penilaian; (2) melatih pembimbing dan kepala sekolah tentang pelaksanaan pembimbingan dan penilaian dalam program induksi; (3) melakukan observasi pelaksanaan proses pembelajaran dan berkomunikasi dengan guru pemula sebagai bagian dari proses pembimbingan dan penilaian; (4) melakukan penilaian tahap ke dua terhadap guru pemula serta memberikan saran perbaikan; (5) memberikan masukan dan saran atas isi Laporan Penilaian Kinerja Guru Pemula; (6) melakukan fungsinya sebagai mitra, inovator, konselor, motivator, kolaborator, konsultan dan evaluator bagi kepala sekolah, pembimbing dan guru pemula. (7) memantau, membina, menilai, mengevaluasi dan menyusun laporan serta memberikan rekomendasi program tindak lanjut pada keseluruhan pelaksanaan program induksi di sekolah yang menjadi tanggungjawabnya.

### Hasil Penelitian Evaluasi *Process*

Komponen proses yang dievaluasi meliputi persiapan, pengenalan sekolah dengan lingkungannya, pelaksanaan dan observasi pembelajaran dan metode penilaian.

#### *Persiapan*

Proses persiapan pelaksanaan induksi oleh Dinas Pendidikan Provinsi DKI Jakarta terdiri dari beberapa kegiatan antara lain; Pengarahan/sosialisasi tentang pelaksanaan program induksi yang diadakan di Dinas Pendidikan Provinsi DKI Jakarta yang dihadiri oleh pengawas perwakilan setiap wilayah Jakarta. Dan dari pengawas menginformasikan kepada Kepala sekolah dan calon pembimbing serta guru pemula yang ingin mengikuti kegiatan induksi ini.

#### *Pengenalan Sekolah dengan Lingkungannya*

Sebagai awal dari proses pengenalan sekolah dengan lingkungannya, dilakukan pengamatan terhadap situasi dan kondisi sekolah. Kegiatan ini bagi sebagian guru pemula bukan lagi hal yang aneh karena sebelumnya sudah beradaptasi dengan lingkungan yang menjadi tempat tugas dari guru pemula tersebut. Mereka mampu memberikan penjelasan tentang situasi dan kondisi sekolah, bahkan menguasai tata letak bangunan dan fungsi dari gedung atau prasarana sekolah lainnya.

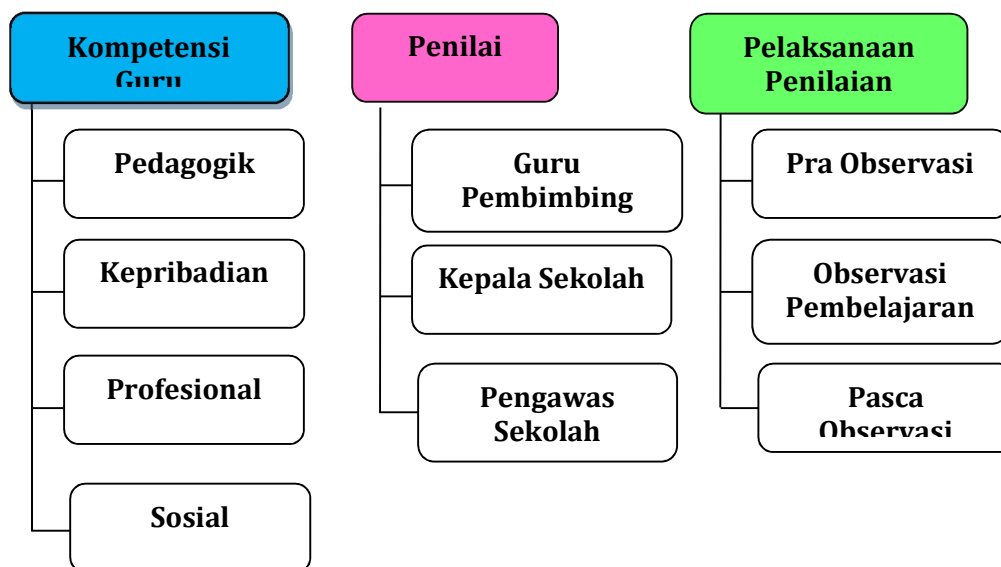
#### *Pelaksanaan dan Observasi Pembelajaran*

Pelaksanaan dan observasi pembelajaran difokuskan pada penyusunan rencana pengembangan profesional guru pemula, penyusunan silabus, rencana pelaksanaan pembelajaran. Dari hasil analisis dokumen, aspek pengembangan keprofesian guru pemula disusun mengacu pada keseragaman format yang berisi data, tujuan, pelaksanaan, waktu, keterlibatan unsur lain dan hasil evaluasi.

#### *Metode Penilaian*

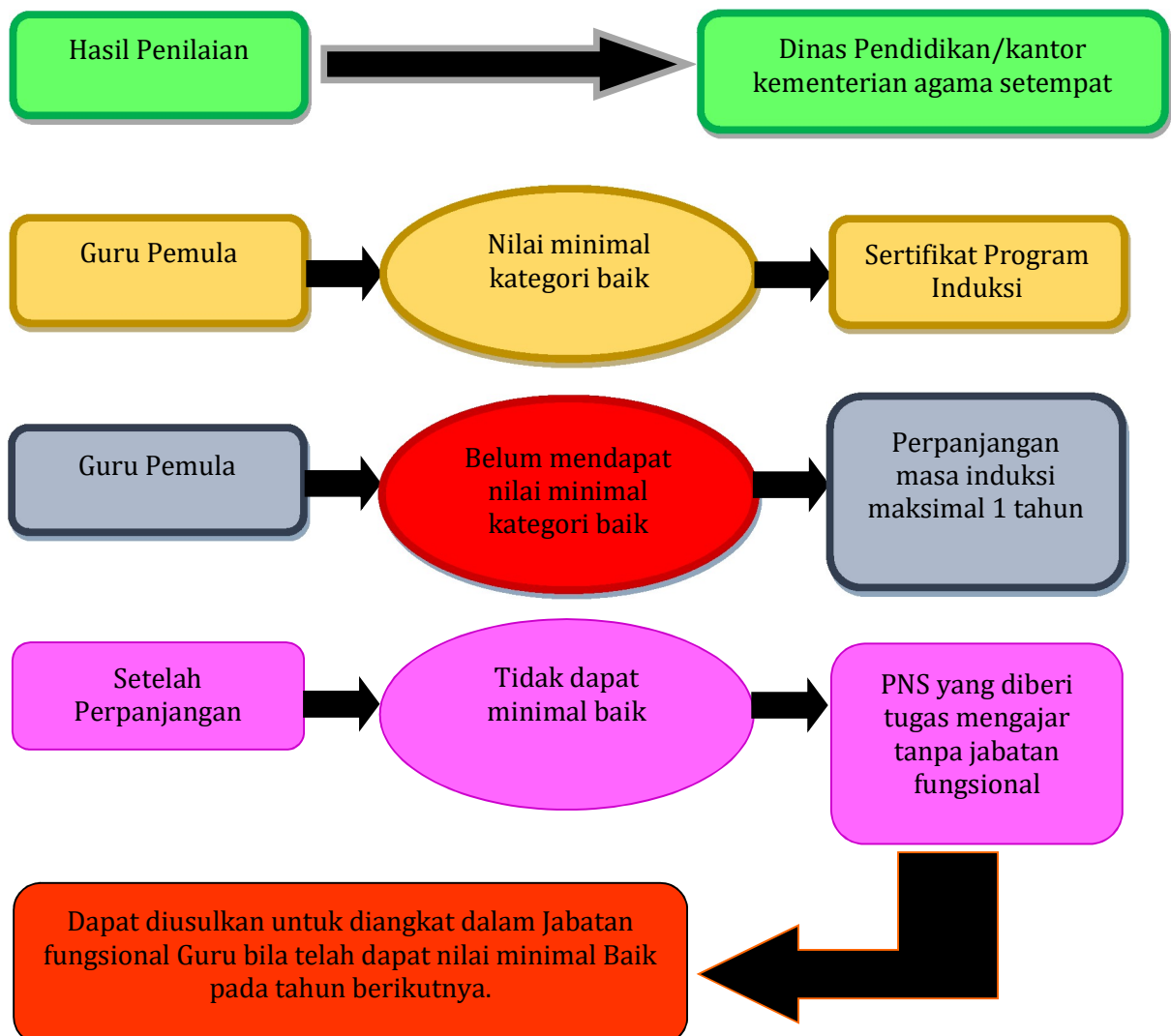
Penilaian guru pemula dilaksanakan berdasarkan panduan penilaian induksi guru pemula, antara lain; Penilaian tahap I, dilakukan oleh pembimbing setelah melalui proses pembimbingan terhadap guru pemula. Pembimbing tahap I pada dasarnya adalah pembimbingan untuk mengembangkan kompetensi guru pemula. Aspek-aspek yang dinilai seperti pada gambar dibawah ini:

**Gambar 1 Penilaian pada Program Induksi bagi Guru Pemula**



Setelah melalui proses bimbingan pengembangan silabus dan RPP, maka dilakukan observasi pelaksanaan pembelajaran oleh pembimbingan dengan fokus observasi yang telah disepakati sebelumnya. Dalam melaksanakan observasi pembelajaran selain oleh pembimbing juga dibantu oleh seksi kurikulum. Penilaian tahap II dilakukan oleh kepala sekolah dan pengawas untuk menilai kompetensi pedagogik, kepribadian, sosial, dan profesional guru pemula. Penilaian kompetensi kepribadian dan kompetensi sosial dilakukan melalui pengamatan sikap keseharian guru pemula dan pelaksanaan tugas lain. Kompetensi pedagogik dan kompetensi profesional dilakukan melalui observasi pembelajaran. Observasi pembelajaran yang dilakukan oleh kepala sekolah minimal dua kali dalam satu semester dan empat kali dalam satu tahun. Guru pemula mengisi lembar refleksi pembelajaran setelah pembelajaran dilaksanakan yang ditindaklanjuti dengan adanya pertemuan antara kepala sekolah/pengawas dan guru pemula yang diobservasi. Pertemuan ini membahas tentang pembelajaran yang telah dilakukan guru pemula. Kepala sekolah/pengawas memberikan umpan balik terhadap proses pembelajaran dan catatan-catatan. Hasil penilaian diproses sesuai gambar dibawah ini:

**Gambar 2. Hasil Penilaian pada Program Induksi bagi Guru Pemula**



### **Hasil Penelitian Evaluasi Product**

Komponen produk yang dievaluasi meliputi pelaporan. Pelaporan dilaksanakan pada bulan ke-11 setelah Penilaian Tahap 2 selesai dengan langkah-langkah:

1. Pembuatan Draft Laporan Hasil Penilaian Kinerja Guru Pemula oleh Kepala Sekolah/madrasah yang didiskusikan dengan pembimbing dan dikonsultasikan dengan pengawas sekolah/madrasah berdasarkan Hasil Penilaian tahap II.
2. Pengkajian hasil penilaian Tahap I dan II oleh pengawas sekolah/madrasah dengan kepala sekolah/madrasah, pembimbing, dan guru pemula.
3. Penentuan Keputusan pada Laporan Hasil Penilaian Kinerja Guru Pemula berdasarkan pengkajian Penilaian Tahap 2 dengan mempertimbangkan Penilaian Tahap 1, yang selanjutnya guru pemula dinyatakan memiliki Nilai Kinerja dengan Kategori Amat Baik, Baik, Cukup, Sedang dan Kurang. Amat Baik, jika skor penilaian antara 91-100; Baik, jika skor penilaian antara 76-90; Cukup; jika skor penilaian antara 61-75; Sedang, jika skor penilaian antara 51-60, Kurang, jika skor penilaian kurang dari 50. Nilai tersebut jika > 76 maka akan diterbitkan Sertifikat Induksi Guru Pemula oleh Dinas Pendidikan, namun jika < 76 maka akan diperpanjang satu tahun lagi masa induksi di sekolah.
4. Penandatanganan Laporan Hasil Penilaian Kinerja Guru Pemula oleh guru pemula, kepala sekolah/madrasah, dan pengawas sekolah/madrasah
5. Pengajuan penerbitan Sertifikat oleh kepala sekolah/ madrasah kepada Kepala Dinas Pendidikan atau Kepala Kantor Kementerian Agama Kabupaten/ Kota bagi guru pemula yang telah memiliki Laporan Hasil Penilaian Kinerja Guru Pemula dengan nilai minimal berkategori Baik. Sertifikat menyatakan bahwa peserta program Induksi telah Berhasil menyelesaikan Program Induksi dengan baik.

### **Pembahasan**

#### *Pembahasan Hasil Penelitian Evaluasi Context*

Dalam proses evaluasi komponen *context* terbagi menjadi tiga fokus aspek. Fokus pertama aspek tujuan telah mengacu pada pedoman pelaksanaan induksi bagi guru pemula, sehingga acuan pelaksanaan program induksi, terutama dalam pembekalan guru pemula memulai tugas pokok dapat dicapai. Selanjutnya pada fokus kedua aspek tahapan pelaksanaan, menunjukkan bahwa seluruh komponen yang terlibat dalam pelaksanaan induksi memiliki pemahaman yang lebih tinggi mulai dari persiapan hingga pelaporan, dan semua tahapan dilaksanakan sesuai dengan petunjuk yang telah ditetapkan. Sedangkan aspek yang perlu mendapat perhatian adalah latar belakang penyelenggaraan induksi. Hal ini dibuktikan dengan sebagian peserta induksi mengemukakan bahwa sosialisasi oleh pihak dinas perlu ditingkatkan lagi, terutama menyangkut latar belakang penyelenggaraan induksi oleh pengawas masih kurangnya informasi mengenai induksi sehingga adanya ketidak efektifan dalam pengawasan peserta induksi. Berdasarkan prinsip penyelenggaraan program induksi guru pemula yang terdapat dalam Permendiknas No. 27 tahun 2010. Khususnya prinsip *profesionalisme* bahwa penyelenggara bekerja sesuai dengan tupoksinya, kemudian prinsip *Berkelanjutan*, dilakukan secara terus-menerus dengan selalu mengadakan perbaikan atas hasil sebelumnya maka ketuntasan pada aspek latar belakang yang berhubungan dengan kegiatan sosialisasi penyelenggaraan induksi dapat teratasi.

#### *Pembahasan Hasil Penelitian Evaluasi Input*

Pada komponen *Input* terdapat dua fokus aspek evaluasi yang terbagi dalam empat kelompok. Permasalahan yang dihadapi guru pemula terutama dalam penyusunan satuan kegiatan layanan bimbingan dan penyuluhan, antara lain: materi yang disampaikan merupakan informasi yang dibutuhkan oleh sebagian siswa saja, terlalu sering menyelenggarakan layanan bimbingan kelompok, kurangnya bahan bacaan untuk dijadikan bahan materi satuan kegiatan layanan bimbingan dan konseling. Hal lain yang perlu mendapat perhatian adalah peran pengawas, bahwa masih terdapat di sekolah menengah pertama penunjukkan pengawas tidak memenuhi standar sebagai pengawas sekolah. Kurangnya informasi mengenai induksi, membuat pengawas tidak melakukan pengawasan dengan baik.

Menurut pedoman penyelenggaraan induksi guru pemula, pada bagian pengawas seharusnya pengawas bertanggungjawab untuk: memberikan penjelasan kepada kepala sekolah dan pembimbing dan guru pemula tentang pelaksanaan program induksi termasuk proses penilaian, melatih pembimbing dan kepala sekolah tentang pelaksanaan pembimbingan dan penilaian dalam program induksi; melakukan observasi pelaksanaan proses pembelajaran dan berkomunikasi dengan guru pemula sebagai bagian dari proses pembimbingan dan penilaian; melakukan penilaian tahap ke dua terhadap guru pemula serta memberikan saran perbaikan; memberikan masukan dan saran atas isi Laporan Penilaian Kinerja Guru Pemula; melakukan fungsinya sebagai mitra, inovator, konselor, motivator, kolaborator, konsultan dan evaluator bagi kepala sekolah, pembimbing dan guru pemula. memantau, membina, menilai, mengevaluasi dan menyusun laporan serta memberikan rekomendasi program tindak lanjut pada keseluruhan pelaksanaan program induksi di sekolah yang menjadi tanggungjawabnya.

#### *Pembahasan Hasil Penelitian Evaluasi Process*

Komponen evaluasi *process* terdiri atas 10 (sepuluh) fokus yang terbagi dalam empat kelompok. Secara umum semua fokus yang dievaluasi dalam komponen proses terlaksana sesuai dengan pedoman induksi bagi guru pemula, meskipun beberapa aspek yang perlu mendapat perhatian antara lain kurangnya interaksi sosial pengenalan guru pemula terhadap peserta didik. Dengan karakter siswa yang bermacam-macam, membuat guru pemula sulit memberikan materi dalam pembelajaran. Penilaian hasil belajar siswa juga perlu mendapat perhatian, hal ini dibuktikan dengan penguasaan guru pemula terhadap konsep dan proses penilaian yang belum maksimal meskipun sebagian kecil saja. Secara khusus, dalam konteks pembelajaran di kelas, penilaian dilakukan untuk mengetahui kemajuan dan hasil belajar peserta didik, mendiagnosa kesulitan belajar, memberikan umpan balik/perbaikan proses belajar mengajar, dan penentuan kenaikan kelas. Melalui penilaian dapat diperoleh informasi yang akurat tentang penyelenggaraan pembelajaran dan keberhasilan belajar peserta didik, guru, serta proses pembelajaran itu sendiri. Berdasarkan informasi tersebut, dapat dibuat keputusan tentang pembelajaran, kesulitan peserta didik dan upaya bimbingan yang diperlukan.

Menurut Permendiknas No. 27 tahun 2010 mengharuskan peserta induksi untuk menguasai sejumlah kompetensi sebagai profil lulusan program induksi. Kompetensi sosial menjadi petunjuk bagi guru untuk menguasai cara berkomunikasi dan berinteraksi secara efektif dan efisien dengan peserta didik, sesama guru, orangtua/wali peserta didik, dan masyarakat sekitar.

#### *Pembahasan Hasil Penelitian Evaluasi Product*

Dalam komponen evaluasi *product*, peneliti lebih memfokuskan pada aspek laporan hasil penilaian kinerja guru pemula. Meskipun termasuk kategori baik, atau sesuai dengan pedoman pelaksanaan induksi guru pemula, namun aspek pelaporan perlu juga mendapat perhatian, terutama sistematika dalam pelaporan yang disampaikan ke Dinas Pendidikan Provinsi DKI Jakarta. Peneliti menemukan sebagian laporan hasil penilaian kinerja guru pemula tidak memenuhi unsur keseragaman. Hal ini lebih kepada lampiran data-data pendukung yang berbeda-beda.

Berkas laporan hasil pelaksanaan induksi guru pemula yang dilaksanakan selama satu tahun oleh guru pemula/peserta induksi akan diberikan nilai oleh tim penilai sesuai dengan kelengkapan berkas yang dikumpulkan. Setelah diberi nilai oleh tim penilai, berkas tersebut dikumpulkan ke Dinas Pendidikan Provinsi DKI Jakarta untuk dievaluasi ulang nilai dan berkas yang dikumpulkan. Dalam proses pengumpulan berkas laporan hasil pelaksanaan induksi guru pemula, banyak laporan yang telat diakibatkan karena harus menunggu tim penilai selesai menilai laporan hasil pelaksanaan induksi guru pemula.

### **Simpulan**

Berdasarkan hasil evaluasi serta pembahasan yang peneliti lakukan, maka dapat disimpulkan sebagai berikut: (1) Pada komponen konteks, dari hasil analisis dokumen pengelola program induksi ditemukan bahwa tujuan pelaksanaan program induksi sudah sesuai dengan pedoman yang diberikan oleh Dinas Pendidikan Provinsi DKI Jakarta. (2) Komponen input memiliki kemampuan sumber daya yang dilibatkan dalam program induksi guru pemula. Banyak unsur yang memenuhi standar pelaksanaan induksi. Dari setiap unsur tersebut sudah melakukan tugasnya dengan baik dan penuh tanggungjawab. (3) Komponen proses, yang dievaluasi sudah sesuai dengan persiapan, pengenalan sekolah dengan lingkungannya, pelaksanaan dan observasi pembelajaran dan metode penilaian yang mengacu pada buku pedoman pelaksanaan yang diarahkan oleh Dinas Pendidikan Provinsi DKI Jakarta. (4) Komponen produk belum sesuai dengan keseragaman format pelaporan hasil penilaian guru pemula. Hal ini penting karena bagi sekolah yang akan memiliki orientasi terhadap pelaporan yang sama dengan mengacu pada sistematika yang ditetapkan pihak terkait.

Dari simpulan tersebut, peneliti menyampaikan beberapa saran yang dapat dijadikan bahan pertimbangan dalam melakukan perbaikan pelaksanaan program induksi bagi guru pemula: (1) Kepada Kepala Dinas Pendidikan Provinsi DKI Jakarta sebaiknya dilakukan perbaikan dalam bentuk sosialisasi kepada para Kepala Suku Dinas, Pengawas Sekolah, dan Kepala Sekolah, sehingga mereka lebih memahami faktor yang melatarbelakangi program induksi, (2) Kepada pengawas dan kepala sekolah baik yang membimbing guru maupun tidak membimbing guru induksi diharapkan untuk mengikuti sosialisasi dan mengetahui informasi mengenai induksi. Agar dapat meningkatkan layanan bimbingan berupa pengawasan kepada kepala sekolah dan pembimbing serta guru pemula tentang pelaksanaan program induksi. Melatih pembimbing dan kepala sekolah tentang pelaksanaan pembimbingan dalam program induksi termasuk proses penilaian kepada kepala sekolah dan guru pembimbing. Peran penting yang perlu diupayakan adalah perlu adanya penataran bagi pengawas sekolah yang akan menjadi pengawas dalam kegiatan program induksi.

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## **CHARACTER EDUCATION BASED ON POSITIVE PSYCHOLOGY TO IMPROVE INDONESIA'S HUMAN RESOURCES QUALITY**

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### **Abstract**

*Character education is essential to create good quality human. Good character, humble, tolerance, peace-loving and prioritizing unity are few things that needed to be developed in the human character Indonesia today. In the context of psychology assumes that beside being able to heals sick person to be normal it also improve the quality of normal people to achieve some prestatation, and become much better than that. It reffered not only in academic achievement, but for people who already got achievement in their work or academic could inspire their associate to get some achievement. Work ethic, adequate skill-based character that accompanied by positive psychology needs to be socialized in various aspects of quality and affordable education. Human life would be meaningful if positive side of human is fully developed. The advance of Indonesia's human quality is expected with the developing of character education based on positive psychology.*

*Keyword : Character Education, Positive Psychology*

### **Pendahuluan**

Pendidikan karakter merupakan hal yang penting untuk menciptakan manusia yang berkualitas. Karakter baik, rendah hati, toleransi, cinta damai dan mengutamakan persatuan merupakan beberapa hal yang perlu dikembangkan dalam pendidikan karakter manusia Indonesia saat ini. Dalam konteks psikologi beranggapan bahwa psikologi positif selain mampu menyembuhkan orang yang sakit menjadi normal, juga dapat meningkatkan kualitas orang normal menjadi prestatif, dan orang berprestasi menjadi lebih berprestasi lagi. Prestasi yang dimaksud tentunya bukan sekedar prestasi akademik saja, tetapi bagi orang-orang yang telah berprestasi (secara akademik maupun pekerjaan) dapat membantu teman-teman mereka untuk bangkit dan berprestasi. Etos kerja, skill yang memadai disertai dengan karakter berbasis psikologi positif perlu disosialisasikan dalam berbagai aspek pendidikan yang berkualitas dan terjangkau. Kehidupan manusia akan bermakna jika sisi positif manusia bisa maksimal dikembangkan. Dengan mengembangkan pendidikan karakter berbasis psikologi positif diharapkan dapat meningkatkan kualitas manusia Indonesia.

### **Pendidikan Karakter**

Karakter manusia telah melekat pada kepribadian seseorang dan ditunjukkan dalam perilaku kehidupannya sehari-hari. Sejak lahir, manusia telah memiliki potensi karakter yang ditunjukkan oleh kemampuan kognitif dan sifat-sifat bawaannya. Karakter bawaan akan berkembang jika mendapat sentuhan pengalaman belajar dari lingkungannya. Keluarga merupakan lingkungan belajar pertama yang diperoleh anak dan akan menjadi fondasi yang kuat untuk membentuk karakter setelah dewasa. Hasil penelitian menunjukkan bahwa sekitar 50% variabilitas kecerdasan orang dewasa sudah terjadi ketika anak berusia empat tahun. Peningkatan 30% berikutnya terjadi pada usia delapan tahun, dan 20% sisanya pada pertengahan atau akhir dasawarsa kedua (Suyanto, 2010). Perkembangan kecerdasan diiringi oleh perkembangan mental kepribadian lainnya sampai usia remaja. Setelah dewasa, kecerdasan maupun perilaku kepribadian sudah relatif stabil, oleh sebab itu jika ingin membentuk kecerdasan dan karakter, waktu yang paling tepat adalah pada saat usia anak-anak sampai dengan remaja.

Pendidikan karakter telah lama menjadi perhatian pemerintah. Dalam Undang-undang nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional pada pasal 1 (satu) antara lain



disebutkan bahwa pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara. Selain di dalam Undang-undang, karakter positif juga banyak ditulis dalam visi dan misi lembaga pendidikan. Pada umumnya, lembaga pendidikan menyusun visi yang tidak hanya bermuatan untuk menjadikan lulusannya cerdas tetapi juga berakhlak mulia.

Menurut Megawangi (2009) aspek-aspek dalam Pendidikan Karakter tersebut antara lain; (1) cinta pada Tuhan dan alam semesta, (2) tanggung jawab, kedisiplinan, dan kemandirian, (3) toleransi dan cinta damai terhadap sesama, (4) baik dan rendah hati, (5) kepemimpinan dan keadilan, (6) kepercayaan terhadap diri, kreatif, kerja keras, dan pantang menyerah, (7) kasih sayang, kepedulian dan kerja sama, (8) hormat dan santun, dan (9) kejujuran.

### **Psikologi Positif**

Aliran psikologi positif yang dimotori oleh Martin Seligman mencoba memfokuskan perhatian pada upaya menggali dan mengembangkan karakter yang merupakan sisi kekuatan manusia (*promotion of character strength*). Dengan menggali dan mengembangkan sisi individu akan menghantarkan individu pada kebahagiaan yang murni (*authentic happiness*) dan yang mampu berfungsi secara optimal (*optimal functioning*) dalam kehidupannya, baik sebagai individual, anggota keluarga, anggota masyarakat dan negara. Dengan adanya sifat-sifat individual yang penuh kekuatan ini maka akan sangat besar kemungkinan terwujudnya kekuatan dan meningkatnya mutu sumber daya manusia.

Tujuan psikologi positif adalah untuk mengkatalisasi suatu perubahan dalam psikologi, artinya tidak hanya memperbaiki sesuatu yang paling buruk dalam hidup tetapi juga membangun kualitas terbaik dalam hidup dan memperbaiki ketidakseimbangan di waktu lalu. Aspek-aspek positif yang tidak tergalai atau tidak diperhatikan dalam diri seseorang harus mulai dikembangkan.

Para ahli psikologi positif berpendapat bahwa hidup manusia akan lebih bermakna jika sisi positifnya bisa dikembangkan secara maksimal. Sisi positif itu adalah emosi yang positif (*positive emotions*), dan sifat kepribadian yang bijaksana (*positive individual traits*) dan institusi yang positif (*positive institutions*)

Pendekatan dalam mengatasi problem kemanusiaan harus diarahkan pada pengembangan karakter positif yang ada pada individu melalui penataan : (1) keluarga dan sekolah yang memungkinkan potensi anak berkembang. (2) tempat kerja yang mendukung kepuasan kerja dan produktivitas. (3) masyarakat yang akan berpegang teguh pada tata kehidupan bermasyarakat yang beradab (*civil society*). Penataan itu dilakukan dengan cara membangun kekuatan individu dan masyarakat agar mampu menumbuhkan keadilan, tanggung-jawab, kepedulian pada sesama, toleransi, saling percaya dan saling bersinergi.

Upaya untuk membangun individu dan masyarakat yang mampu berbuat demikian harus dilakukan dengan membangun karakter manusia yang didasari antara lain oleh etika, saling mencintai, keberanian mempertahankan kebenaran, pengasih dan penyayang, integritas dan arif, melalui pendidikan karakter yang dilakukan sejak dini sampai ke dewasa.

### **Emosi yang Positif**

Emosi yang positif terkait dengan kehidupan, emosi di masa lalu, masa sekarang dan ekspektasi di masa depan. Salah satu aspek dari emosi positif adalah rasa gembira (*happiness*) yang manifestasi fisiologisnya adalah senyum. Aspek emosi positif yang lain adalah sifat bersyukur dan berterimakasih yang disampaikan pada orang lain. Emmons & Crumbers (dalam Ancok, 2007) menemukan bahwa orang yang sering menyampaikan rasa berterima kasih pada orang lain secara ikhlas memiliki kesehatan yang lebih baik, optimis dalam hidup, lebih merasakan kebahagiaan (*well-being*) dan banyak menolong orang lain.

Penelitian lain dilakukan oleh Haidt (2000) menemukan bahwa orang yang merasa bahagia karena melihat seseorang berbuat kebaikan pada orang lain. Danner dkk. (2001)

dalam penelitian mereka melaporkan bahwa orang yang memiliki emosi positif di masa mudanya ternyata hidup lebih sehat dan berusia panjang. Dokter yang memiliki emosi yang positif lebih akurat dalam diagnosis terhadap pasiennya (Isen, 1993)

### **Sifat Diri yang Positif**

Para peneliti berpendapat bahwa sifat diri menjadi penyangga kesehatan fisik dan mental dan pencegah penyakit fisik dan penyakit jiwa. Sifat diri seperti keberanian (*courage*), berorientasi ke masa depan (*future mindedness*), rasa optimis (*optimism*), rasa percaya pada kekuatan Tuhan (*faith*), etos kerja yang baik (*work ethic*), pengharapan yang positif bahwa sesuatu hal yang buruk akan berubah menjadi baik (*hope*), sifat jujur dalam hidup (*honesty*), ketabahan dalam menghadapi kesulitan dan tantangan (*perseverance*) dan kemampuan untuk tetap berjalan dalam mencari pemahaman (*capacity for flow and insight*) adalah hal-hal yang akan membuat diri kuat dalam menghadapi stress kehidupan (Seligman, 2006)

### **Institusi yang Positif**

Kehidupan manusia ibarat tanaman hias dia harus berada di sebuah pot bunga yang berisi bahan makanan yang menyuburkan kehidupan tanaman itu dan berada dalam ruangan yang memiliki sinar dan kelembaban yang memadai. Demikian pula dengan kehidupan manusia. Kehidupan yang positif (bermakna, puas dan bahagia serta produktif), hanya akan muncul secara maksimal bila kondisi lingkungan tempat manusia itu berada memiliki sifat-sifat positif.

Para pakar umumnya sependapat bahwa hidup manusia sebagai individu sangat dipengaruhi institusi yang ada dalam kehidupannya (lihat gambar). Institusi adalah keluarga (*family*), sekolah, organisasi kemasyarakatan dan budaya, institusi kenegaraan (*society*) dan institusi yang menentukan tatanan ekonomi politik global (*global*). Untuk mengurangi stres kehidupan individu dalam masyarakat tentunya semua lingkungan ini harus memiliki sifat-sifat positif untuk menghalau stress. Sifat-sifat positif yang harus ada dalam institusi kehidupan manusia (institusi rumah tangga, sekolah, tempat kerja, masyarakat dan negara) yang mendukung pemunculan kekuatan karakter yang maksimal adalah sifat adil, peduli (*caring*), bertanggungjawab, beradab, toleransi, non-diskriminatif, saling mendukung dan saling menghargai.

### **Pendidikan Karakter Berbasis Psikologi Positif untuk Meningkatkan Kualitas Sumber Daya Manusia Indonesia**

Secara umum pendidikan karakter mengusung usaha-usaha untuk mempromosikan nilai-nilai etik yang paling mendasar sebagai fondasi bagi lahirnya suatu karakter yang baik. Pendidikan karakter juga harus dirumuskan secara komprehensif tidak semata pemikiran dan materi pembelajaran, namun juga rumusan-rumusan tindakan, dan praktek-praktek yang dapat dilaksanakan oleh peserta didik. Oleh karena itu, pendidikan karakter yang efektif membutuhkan pendekatan yang bersifat proaktif, komprehensif, dan harus intensif (Lickona, 1991).

Karakter baik, rendah hati, toleransi, cinta damai dan mengutamakan persatuan merupakan beberapa hal yang perlu dikembangkan dalam pendidikan karakter manusia Indonesia saat ini. Di sisi lain etos kerja dan skill manusia dewasa di Indonesia juga membutuhkan perhatian untuk peningkatan kualitas sumber daya manusia Indonesia.

Walaupun telah diketahui bahwa setelah dewasa, kecerdasan maupun perilaku kepribadian sudah relatif stabil dan waktu yang paling tepat untuk pembentukan karakter adalah pada saat usia anak-anak sampai dengan remaja, namun tetaplah penting untuk tetap mengembangkan karakter baik, rendah hati, toleransi, cinta damai dan mengutamakan persatuan bagi sumber daya manusia Indonesia saat ini.

Dengan adanya penerapan psikologi positif maka individu senantiasa berusaha memaknai berbagai kejadian dalam hidupnya dan membentuk emosi positif yang dapat meningkatkan ketrampilan kerjanya.

Sifat diri yang positif seperti keberanian, berorientasi ke masa depan, rasa optimis, rasa percaya pada kekuatan Tuhan, pengharapan yang positif bahwa sesuatu hal yang buruk akan berubah menjadi baik, sifat jujur dalam hidup, ketabahan dalam menghadapi kesulitan dan tantangan dan kemampuan untuk tetap berjalan dalam mencari pemahaman adalah hal-hal yang akan membuat diri kuat dalam menghadapi stress kehidupan dan menciptakan etos kerja yang baik (Seligman, 2006).

Demikian pula dengan terciptanya institusi yang positif dari lingkungan keluarga, sekolah yang baik, organisasi kerja yang mendukung terciptanya moral positif dan lingkungan masyarakat yang kondusif diharapkan dapat menjadi tempat untuk tumbuhnya karakter-karakter yang diharapkan untuk peningkatan sumber daya manusia yang berkualitas.

Dengan adanya tiga aspek psikologi positif tersebut, dapat disosialisasikan sebagai dasar untuk mengembangkan karakter sumber daya manusia Indonesia yang berkualitas, baik melalui dunia pendidikan maupun dunia kerja.

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## **INTEGRATION THE ELEMENTS OF JAVANESE CULTURE IN LEARNING PROCESS TO STRENGTHEN YOUTH CHARACTER**

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### **Abstract**

*Formal education should teach either material of cognitive aspect or embed and developing student characters based on local culture values. The phenomenon of cultural disintegration in young generation if doesn't prevented well could make cultural extinction. In learning process, teacher should can integrating the values and messages which is sourced from local culture to the students. The element of Javanese culture dominate contain many philosophy and sublime values which must containing in learning process, especially in the school who from social and Javanese culture background. Not only on learning material, teacher can integrate the elements of Javanese culture on learning activity, combine with learning methods, and become props or learning media. When this point can implemented well so the students can interrupted more knowledge about local cultural. Integrating the values of Javanese culture have aims to produce graduated who not only capable in general knowledge, but also have a good cultural knowledge. In addition, that way can create student's attitude and the characters which in accordance with noble values of Javanese culture.*

*Keywords: Integrating, Elements of Javanese Culture, Character,  
Young Generation*

### **Introduction**

Education generally connects with knowledge transferring, experience, values, and life norms process. In learning process there are some components involved in, which includes teachers (learning activities holder), students (material recipients), goals (including cognitive, affective, and psychomotor), subject (submitted information), methods (how to deliver material), media (tools or materials used to convey the material), and evaluation (assessment), (Moedjiono & Dimiyati in Setyawan, 2015: 26 - 27). The goal of the educational process is students' mindset and behavior betterment. It can be observed from the subject mastery (cognition), students' attitude or behavior upgrading (affective), and skillful students in a particular field (psychomotor). However, those aspects of teaching are less noticed by the teacher and the school. Schools generally only require students to optimize cognition regardless of affective and psychomotor. Students' attitudes do not develop and change aftermath. These essence sections should be a concern for all people, aspecially for the drafting of the curriculum, person in charge at the school, and the teacher as learner agent.

Failure in the process of affective would give unwanted effect in ahead. Character disintegration evokes some deviant behaviors among adolescents, such as impoliteness, gang fights, brawls, sexual harassment, and improper lifestyle which is not in accordance with culture, especially Javanese culture. The situation in which society's values and norms are not in supposed sequential is called "anomie". (Soekanto, 1993: 26). Anomie arises due to the failure of educators to instill character and manners to students, in addition, the lack of parental control over their children. Not only from the failure of character education, anomie as well caused by the lack of value or norms source by the local culture.

Teachers as learner agents should be aware of anomie, so it will apply some preventive acts to mitigate them. One of the other way is integrating elements of local culture for instance (in this context is Javanese culture) in the learning process to strengthen the character of students in globalization era. The elements of local culture by Koentjoroningrat include the

religious and ritual; systems and community-based organizations; knowledge systems; language; arts; livelihood systems; and technology systems and equipment (2004: 2). Each of the seven elements in creation has been subjected to various reflection of its creator, so it can be accepted and used by people in a particular area. Only some parts of culture elements are integrated in learning process. For instance in the use of the good Javanese language, introducing forms of Javanese arts, and also introduced some of Javanese literature that contain values and norms that taken from Javanese philosophy.

### **Importance of Character Education to Young Generation**

Before discussing character education, it will be outlined in advance about the meaning of character. The character was originally derived from the Latin, *kharassaein* and *kharax*. In Greek called, *charassein*. The term character in the Indonesian language has same meaning with disposition, personality, or individual feature, (Gunawan, 2012: 1 - 3). Character is individually inherited, good and bad behavior. Inherent can be realized and internalized. It will be realized if the individual characters explicitly conveyed in acts, gestures, speech, and how to treat people. Internalized character can be seen from mindset and way of looking at particular problem.

The term of character in the Javanese called manners. Thus, character education is same with manners education. Character education as proposed by the Ministry of Education, has a higher purpose than moral education in general, it teaches good habit so that students understand the righteous path and become a habit to do so. (2010: 10). Fudyartanta (in Ruyadi, 2010: 579) defines manners education as the cultivation of good values and to the human soul. The ultimate goal of character education is the formation of character, personality, and behavior that includes affective and psychomotor. However, the author agreed character education covers all aspects, includes cognitive, affective, and psychomotor.

In implementing character education in schools needs a good plan. Planning in this case related to the implementation of character education in schools, ways or methods which be used, and goal or the output of the character education in schools. Teachers in the current education process play role as motivator and facilitator not to be a source of knowledge. Motivator function in this case are expected teacher could motivate students towards betterment in knowledge, attitudes, and skills. Thus, character education in schools starts from the optimize functions of teachers as motivator to guide students.

Why character education necessary applied? Each of us may question this. It is because most of schools only concern about knowledge and skill. Study is only reported in those two aspects. Furthermore, what is the importance of character education? How to measure the attitudes of learners? This paradigm should be acknowledged by teachers, parents and society. Character education or manners education can not only be conducted in school. The school only provides the foundation on character education while students are in school and it becomes parents and society responsibility when they are in informal education. Therefore, character education must involve all parties to control and conduct character education. At school students are guided and directed by the teacher, after returning home, the children will learn, adapt, and actualize their values when interacting with their parents at home and when socializing with people, (Wibowo, 2016: 26).

Character education also internalizes the values of the local culture especially Javanese so that they have a strong character based on Javanese foundation. Javanese instill good habits that include thinking manner, emotion manner, body manner, soul manner, feeling manner, intention manner based on Javanese culture as well as being used for cultural education for the young generation so that culture remains in themselves. So they are don't suffered the disintegration of cultural condition in himself.

### **Integrating Elements of Javanese Culture to Support Character Education**

Character education as already noted in the preceding discussion, should also be coupled with cultural education to strengthen the foundation of students' culture. Cultural education can be conducted by inserting some elements of local culture in the learning

component, it can be integrated in teaching materials, as learning media, and combined with the learning method. By directly introducing live elements of Javanese culture to students is expected to provide long-term effects, so knowledge about the elements of the local culture will not easily go away. Culture-based learning as revealed by Abusyairi done by integrating elements of culture as part of the learning process. It is based on the recognition of cultural as a fundamental part of education as an expression of an idea and communicate with knowledge, (2013: 187).

The integration of culture and local wisdom in learning is termed as Etnopedagogi. Alwasilah has conceptual idea about etnopaedagogi as one education practice based on local wisdom. Or in other words, trying to integrate elements of local wisdom in a learning process (2009: 50 - 51). Integrating elements of Javanese culture can be internalized in teaching materials, used as a learning media, even combined with teaching methods. Forms integrating are as follows:

### **Elements of Culture in Teaching Materials**

Teaching materials are materials or information that is taught to students in the learning process. Teaching materials can be a combination of knowledge (facts, detailed information) and skills (procedural step, situation and conditions), and attitude (Subroto in Rahmat, 2013: 87). In character education, teachers can incorporate some elements of Javanese culture in the teaching materials. In the Javanese language learning for example, teachers can post material on the art of Java, such as *ketoprak* performance, Javanese theaters, *wayang* stories which contains valuable lessons related to the values of Javanese culture. *Ketoprak* tells the story about the history of the kingdoms in Java, from *Majapahit* kingdom to *Mataram* kingdom. Students in this case are persuaded to learn and emulate the attitude in history. In addition, students can also emulate good character from some of *wayang* characters. Figures such as the *Pandawa* can be used as a role model for character education, especially good character.

Aside from the art form, integrating character and culture can be done by using Javanese literature. Javanese literature written in Java poets contains many moral teachings. Therefore the Java literature often referred to as literary doctrine (Setyawan, 2016a: 551). Some Javanese literature that can be used as a reference manners education such as, *Serat Wulangreh*, *Serat Wedhatama*, *Serat Tripama*, *Serat Wulangsunu*, *Serat Centhini*, *Serat Candrarini*, and others.

### **Elements of Javanese Culture as Learning Media**

Learning media is a tool that teachers use to deliver lessons and support material. The use of instructional media will make learning more effective and efficient, so that students can get a comprehensive knowledge and are also used to varying the learning process (Haryadi, Musfiroh, and Endraswara, 2015: 23). During this time, teachers are still not able to use the conventional media to optimize learning in the learning process and are still monotonous, which use one variety of media. Teachers are now required to be able to develop innovative learning media.

Innovative means is not to be computerized, but possibly use traditional media which is packed and combined into a new one. Such as the use of the Macromedia Flash for *Wayang*. *Wayang* that has been regarded as traditionally object when it is packaged in the form of Macromedia Flash will attract more students to learn.

### **Elements of Culture Combined with Learning Method**

It is commonly known teacher just use the speaking method to deliver learning materials. When it condition still allowed in the learning process would be uninteresting and learning objectives will not be achieved. Therefore, it is necessary to formulate a concept of innovative learning methods that can support learning. Teachers as field agents are required to be smart in choosing and using teaching methods, especially if it is required to be able to integrate character education and knowledge of the local culture.

Teachers can combine learning with existing elements of Javanese culture. As written by Setyawan (2016b) that the form of integration of existing local culture in a learning method that does not change the essence, but merely modify it so as to create a new teaching methods and contain elements of Javanese local culture. Below are some examples of study result method in a combination of Javanese culture and learning methods that already exist, such as in table 1.

**Table 1. Combination of Elements of Javanese culture with Existing Learning Method**

No	Learning Method	Explanation
1	<i>Jigsaw Wayang</i>	Combination of jigsaw method by using some figures of wayang.
2	<i>Make a Match Dolanan Bocah</i>	Make a match method combined with traditional game as well as song.
3	<i>Numbered Head Together Aksara Jawa</i>	NHT method by using <i>Aksara Jawa</i> to numbered the member of students.
4	<i>Ketoprak Role Playing</i>	Role Playing method is sourced from <i>ketoprak</i> story.

### **Internalization of Javanese culture through Direct Sample**

In learning process, teacher is extremely important as a determinant of the learning direction. Furthermore, the teacher is also a major actor as a point of view in class. Every movement, action, and speech of teachers are observed by students, even as a reference. Therefore, before teaching manners and character education, teachers are required to be well-mannered and have good character. Primarily when presenting material in class.

Before performing the materials in the classroom, teacher must understand the concept of value and characters that will be taught. In addition, the important thing is to be open-minded to obtain a deep understanding, practice, and make a guide character, Wibowo (2016: 241). The few things that should be noted by teachers are related to language, dress, and manners. Language relates to languages used by teachers when teaching, should use proper Javanese language and in accordance with tradition which is the set of rules used by speakers of the Javanese language in order to maintain mutual respect or respect for others, (Sulaksono, 2016: 7). In terms of fashion, teachers should dress decently in accordance with the rules. It is associated with Javanese philosophy, namely "*ajining raga dumunung ana ing busana*". Furthermore, manners or attitude when teaching should also reflect a teacher personally. Wibowo said that the attitude of a good teacher should be compassionate, tolerant, humble, generous, and forgiving, (2016: 240).

### **Conclusion**

Manners education or character education today needs special attention by various parties. Given the recent condition of adolescents' character and culture which poorly disintegrated. Character education is not entirely teachers' responsibility in formal education. But it is also necessary to work closely with parents and the society as a control agent and educators in an informal environment, because students interact more in the family and society. Character education should also be accompanied with education about local culture, so that the younger generation will not forget their local culture. Integrating elements of Javanese culture can be conducted in various ways, some of can be incorporated into teaching materials in school, become a learning media, and also be combined with teaching methods. This is because in every Javanese culture contains elements of moral teachings based on the philosophy and view of Javanese culture. In addition, the important thing is that the teacher's role as a motivator and role model in the classroom. Teachers should understand about character education and manners education. So when teachers can reflect an example of good character, in terms of language, dress, and attitude when teaching will become benchmark for students

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**PENINGKATAN PRESTASI MAHASISWA  
PADA MATA KULIAH PEMROGRAMAN VISUAL MENGGUNAKAN  
METODE BELAJAR BERBASIS MASALAH  
DI PROGRAM STUDI PENDIDIKAN TEKNOLOGI INFORMASI  
FAKULTAS PENDIDIKAN UNIVERSITAS TEKNOLOGI YOGYAKARTA**

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**Abstrak**

*Penelitian ini bertujuan untuk meningkatkan pemahaman mahasiswa Program Studi Pendidikan Teknologi Informasi di mata kuliah Pemrograman Visual dengan metode pembelajaran berbasis masalah. Tujuan khusus penelitian ini adalah untuk mempelajari lebih lanjut tentang metode yang ideal pembelajaran berbasis masalah dan untuk mengetahui seberapa jauh metode ini dapat meningkatkan prestasi siswa dari mahasiswa S1 Pendidikan Teknologi Informasi di mata kuliah Pemrograman Visual. Penelitian ini berisi empat siklus, di mana dasar pembelajaran berbasis masalah untuk diterapkan dalam siklus pertama. Tindakan yang diberikan akan diamati dan dievaluasi sebagai dasar pertimbangan dari tindakan yang akan dipilih dalam siklus berikutnya. Dalam setiap siklus, dosen mencoba untuk membuat situasi pembelajaran berbasis masalah sehingga siswa dapat memecahkan masalah dalam proses saja. Hasil penelitian ini menunjukkan bahwa siswa perhatian untuk metode pembelajaran berbasis masalah hanya terjadi dalam siklus awal. Siswa dengan asumsi bahwa metode pembelajaran berbasis masalah adalah pengalaman baru bagi mereka. Untuk siklus berikutnya yang digunakan siswa metode yang sama tidak berasumsi metode adalah masalah yang menarik, sehingga siswa memahami kenaikan materi pelajaran.*

*Kata-kata Kunci: Penelitian Tindakan, Pembelajaran Berbasis Masalah,  
Pemrograman Visual*

**Pendahuluan**

Kurikulum program studi S1 Pendidikan Teknologi Informasi mewajibkan mahasiswa semester empat mengambil mata kuliah Pemrograman Visual. Sebagai mata kuliah wajib, kedudukan mata kuliah Pemrograman Visual sangat menentukan guna menunjang mata kuliah-mata kuliah yang ada di semester berikutnya. Mata kuliah ini merupakan mata kuliah prasyarat bagi pengambilan penjurusan Sistem Informasi dengan nilai minimal C yang dilaksanakan pada semester berikutnya.

Materi kuliah Pemrograman Visual ini bertujuan untuk meletakkan dasar pemikiran logika pemrograman serta konsep-konsep dasar bahasa pemrograman. Mata kuliah ini dilakukan di laboratorium komputer dengan berbantuan bahasa pemrograman Java. Materi mata kuliah Pemrograman Visual dianggap penting di Program Studi Pendidikan Teknologi Informasi karena mata kuliah yang ada di semester berikutnya, terutama mata kuliah yang berada di konsentrasi Sistem Informasi, memerlukan kemampuan pemrograman komputer. Mata kuliah Sistem Informasi banyak mengambil konsep dasar logika pemrograman, sehingga kemampuan logika pemrograman bagi mahasiswa mutlak diperlukan.

Alokasi waktu mata kuliah Pemrograman Visual yaitu selama satu semester atau 14 kali jam pertemuan. Pada setiap tatap muka dilakukan penjelasan materi kuliah, pemberian contoh program untuk dicoba pada komputer, pemberian tugas-tugas, kemudian diakhiri dengan pemberian kasus yang harus dipecahkan oleh mahasiswa di rumah baik secara individu maupun kelompok. Pada pertemuan berikutnya, tugas rumah tersebut dikumpulkan

dan dipresentasikan di muka kelas guna mengetahui tingkat pemahaman mahasiswa terhadap logika pemrograman serta konsep-konsep dasar bahasa pemrograman.

Pembelajaran yang selama ini dilakukan dengan metode tersebut di atas diharapkan dapat meningkatkan pemahaman mahasiswa terhadap logika pemrograman serta konsep-konsep dasar bahasa pemrograman. Penilaian pemahaman mahasiswa terhadap materi kuliah selama ini dilakukan berdasarkan dari tugas harian, ujian tengah semester, dan ujian akhir semester.

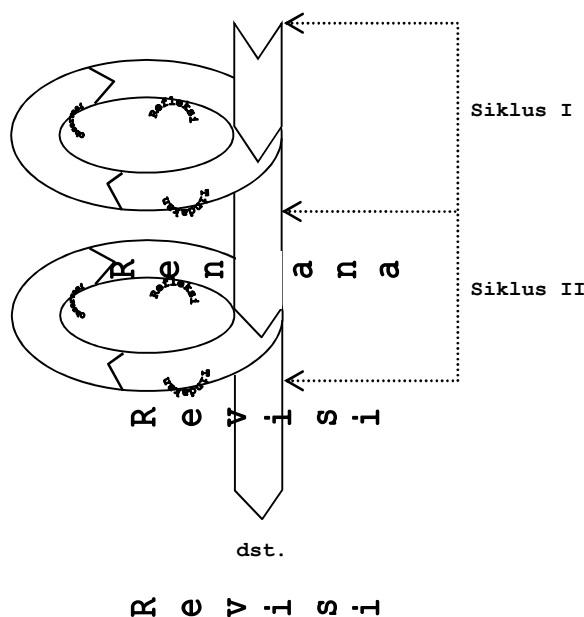
Distribusi nilai yang diperoleh mahasiswa tahun semester yang lalu berkisar antara C sampai dengan B+ dengan prosentase sebagai berikut: C (46,7%), C+ (13,3%), B- (13,3%), B (13,3%), dan B+ (13,3%). Distribusi nilai yang demikian ini menempatkan mata kuliah Pemrograman Visual sebagai mata kuliah yang dianggap sulit oleh mahasiswa. Kendala yang dihadapi oleh mahasiswa dalam mengikuti matakuliah ini adalah dalam hal penggunaan logika pemrograman serta konsep-konsep dasar bahasa pemrograman dalam masalah yang baru. Karena itu perlu dicari metode belajar-mengajar yang bisa membuat mahasiswa mampu mengaplikasikan kemampuannya dalam menyelesaikan masalah yang baru, yang tidak seperti yang dicontohkan dalam proses perkuliahan.

**Belajar berbasis masalah (BBM)** atau *problem-based learning* (PBL) merupakan metode belajar yang berpusat pada mahasiswa dengan materi kuliah yang diorganisir dan dikaitkan dengan suatu masalah. Karena dalam metode ini masalah diberikan di awal kuliah, mahasiswa menjadi sadar akan apa yang perlu diketahui agar dapat menyelesaikan masalah tersebut (Lee dan Ceylan, 2004). Nampaknya metode BBM ini cocok diterapkan pada mata kuliah Pemrograman Visual agar mahasiswa dapat menerapkan logika pemrograman serta konsep-konsep dasar bahasa pemrograman dalam masalah-masalah yang nyata. Namun kebenaran dugaan ini perlu dibuktikan melalui penelitian. Dari latar belakang di atas dapat diidentifikasi permasalahan yang dapat diteliti. Masalah tersebut dapat menyangkut pelaksanaan proses belajar mengajar menggunakan metode belajar berbasis masalah, dampak penggunaan metode belajar berbasis masalah ditinjau dari prestasi mahasiswa, motivasi belajar mahasiswa, kesiapan dosen, dan sebagainya.

### **Metode Pengembangan dan Startegi Pelaksanaannya**

#### **Rancangan Penelitian**

Penelitian ini merupakan penelitian tindakan kelas multi siklus dengan model yang diadopsi dari Kemmis dan McTaggart (dalam Sudaryanto, 2004). Skema model penelitian tindakan kelas ini ditunjukkan pada Gambar 1.



**Gambar 1 Model Penelitian yang Digunakan**

Adapun tindakan yang dilakukan pada penelitian ini adalah sebagai berikut:

#### Tindakan Kelas Siklus I

Rencana pada siklus ini berupa persiapan pelaksanaan penelitian tindakan kelas, mencakup identifikasi masalah, penyusunan desain dan rencana, dan menyusun model tindakan. Tindakan pada siklus ini adalah memberikan perlakuan tindakan kelas berupa penggunaan metode BBM. Observasi pada siklus ini adalah melaksanakan monitoring selama memberikan perlakuan. Refleksi yang dilakukan adalah mengevaluasi hasil tindakan kelas yang telah dilakukan. Evaluasi tentang pengaruh metode pada peningkatan motivasi belajar menggunakan angket. Evaluasi tentang pemahaman materi dilakukan dengan memberikan tes materi yang bersifat individu.

#### Tindakan Kelas Siklus II

Revisi pada siklus ini adalah melakukan perbaikan model tindakan yang diterapkan pada siklus I berdasarkan hasil refleksi pada siklus I. Tindakan pada siklus I mungkin terdapat kekurangan-kekurangan, sehingga hasil tindakan tidak optimal. Observasi adalah mengamati hasil perlakuan pada siklus II. Refleksi adalah mengevaluasi berdasarkan hasil tindakan yang telah dilakukan pada siklus II dilakukan. Evaluasi tentang pengaruh metode pada peningkatan motivasi belajar menggunakan angket. Evaluasi tentang pemahaman materi dilakukan dengan memberikan tes materi yang bersifat individu.

Penelitian ini tidak harus berhenti sampai siklus II. Bila hasil tindakan belum optimal, tindakan akan diulang-ulang dengan penyempurnaan sedemikian sehingga diperoleh dampak yang optimal.

#### *Indikator Kinerja*

Indikator keberhasilan atas kinerja pada akhir penelitian ini adalah :

1. Meningkatnya pemahaman mahasiswa yang ditunjukkan dengan adanya perbaikan nilai ujian akhir semester, dari kebanyakan C menjadi B.
2. Meningkatnya motivasi belajar mahasiswa yang ditunjukkan dengan adanya komentar positif tentang penggunaan metode yang digunakan dalam mata kuliah Pemrograman Visual.

Penilaian kesesuaian tindakan dengan skenario metode belajar berbasis masalah dilakukan melalui observasi di kelas yang dilakukan oleh kolaborator menggunakan instrumen, sedangkan peningkatan motivasi belajar yang disebabkan oleh penelitian tindakan ini diukur menggunakan angket.

### **Hasil Penelitian: Implementasi dan Evaluasi**

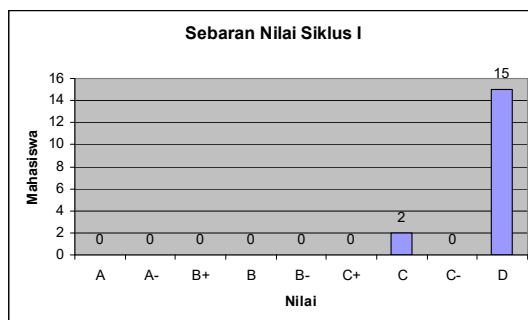
#### **Siklus Pertama**

##### ***Keterlaksanaan Tindakan***

Hasil observasi kolaborator pada siklus pertama menunjukkan bahwa tindakan yang dilakukan untuk meningkatkan prestasi mahasiswa S1 Pendidikan Teknologi Informasi FP UTY belum sepenuhnya memenuhi kriteria metode belajar berbasis masalah. Keterlaksanaan tindakan adalah 6/9 atau 66,7%. Kekurangan keterlaksanaan metode tersebut adalah dosen dalam pelaksanaan pembelajaran belum menggunakan masalah yang memiliki interpretasi ganda, sehingga dapat diartikan sesuai dengan kemampuan mahasiswa, memberikan makna "belajar tentang belajar" sehingga mahasiswa dapat menghayati proses belajar tentang pemecahan masalah, serta pemberian permasalahan yang autentik kepada mahasiswa.

**Dampak Tindakan  
Prestasi Mahasiswa**

Pada siklus pertama, prestasi mahasiswa yang didapatkan berdasarkan nilai rata-rata pada siklus pertama adalah 26,47 dengan sebaran seperti gambar 2.



**Gambar 2 Sebaran Nilai Siklus I**

**Motivasi Belajar**

Angket untuk mengukur pengaruh metode pada motivasi terdiri dari 8 butir. Masing-masing butir mempunyai alternatif penilaian dari 1 sampai 4. Dengan demikian skala pengukuran pengaruh metode pada motivasi adalah antara 8 sampai 32. Analisis deskriptif pada siklus pertama tentang pengaruh metode pada motivasi memperoleh rerata = 24,933 atau 77,916 dalam skala 100.

Dalam penelitian ini hasil pengukuran pengaruh metode terhadap motivasi dibagi menjadi 4 kategori. Skor pada seperempat bagian pertama skala disebut "Rendah". Skor pada seperempat bagian kedua skala disebut "Agak Rendah". Skor pada seperempat bagian ketiga skala disebut "Agak Tinggi". Terakhir, skor pada seperempat bagian keempat skala disebut "Tinggi". Dengan cara tersebut maka diperoleh tabel distribusi kategori pengaruh metode pada motivasi seperti Tabel 1.

**Tabel 1 Distribusi Kategori Pengaruh Metode pada Motivasi dalam Siklus I**

Kategori	Frekuensi	Persen
Agak Rendah	3	20
Agak Tinggi	7	46,7
Tinggi	5	33,3
Total	15	100

**Komentar tentang Metode**

Angket komentar tentang metode terdiri dari 4 butir. Masing-masing butir mempunyai alternatif penilaian dari 1 sampai 4. Dengan demikian skala pengukuran komentar tentang metode yang digunakan dalam penelitian ini adalah antara 4 sampai 16. Analisis deskriptif pada siklus pertama tentang pengaruh metode pada motivasi memperoleh rerata = 12,2667 atau 76,667 dalam skala 100.

Dalam penelitian ini hasil pengukuran komentar tentang metode juga dibagi menjadi 4 kategori. Skor pada seperempat bagian pertama skala disebut "Kurang Menarik". Skor pada seperempat bagian kedua skala disebut "Agak Kurang Menarik". Skor pada seperempat bagian ketiga skala disebut "Cukup Menarik". Terakhir, skor pada seperempat bagian keempat skala disebut "Sangat Menarik". Dengan cara tersebut maka diperoleh tabel distribusi kategori komentar tentang metode seperti Tabel 2.

**Tabel 2 Distribusi Komentar tentang Metode pada Siklus I**

Kategori	Frekuensi	Persen
Kurang Menarik	2	13,3
Agak Kurang Menarik	2	13,3
Cukup Menarik	3	20
Sangat Menarik	8	53,3
Total	15	100

Pertanyaan terbuka untuk menjangkau komentar tentang metode yang digunakan pada siklus ini memperoleh jawaban sebagai berikut: (a) 4 orang menyatakan metode yang digunakan dinyatakan baik baik, (b) 2 orang menyatakan metode yang digunakan kurang cocok bagi mahasiswa, (c) 2 orang menyatakan penyampaian materi terlalu cepat, dan (d) 7 orang tidak berkomentar.

### **Siklus Kedua**

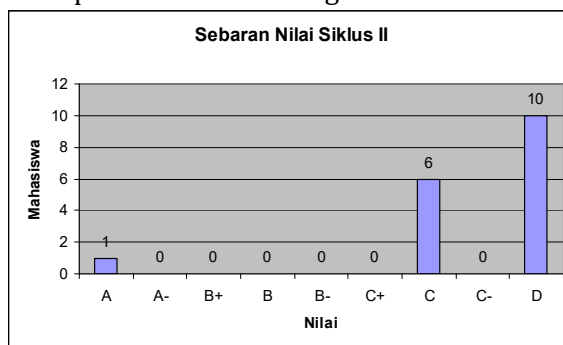
#### **Keterlaksanaan Tindakan**

Hasil observasi kolaborator pada siklus kedua menunjukkan bahwa tindakan yang dilakukan untuk meningkatkan prestasi mahasiswa S1 Pendidikan Teknologi Informasi FP UTY keterlaksanaan tindakan 8/9 atau 88,9%. Tindakan yang belum dilakukan yaitu dosen belum memberikan makna "belajar tentang belajar" sehingga mahasiswa dapat menghayati proses belajar tentang pemecahan masalah.

#### **Dampak Tindakan**

##### *Prestasi Mahasiswa*

Pada siklus kedua, prestasi mahasiswa yang dilihat dari nilai mahasiswa memiliki rata-rata 25,63 dengan sebaran seperti terlihat dalam gambar 3 di bawah ini.



**Gambar 3 Sebaran Nilai Siklus II**

##### *Motivasi Belajar*

Analisis deskriptif pada siklus kedua tentang pengaruh metode pada motivasi memperoleh rerata = 23,375 atau 73.046 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus pertama, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 3.

**Tabel 3 Distribusi Kategori Pengaruh Metode pada Motivasi dalam Siklus II**

Kategori	Frekuensi	Persen
Rendah	1	6,3
Agak Rendah	5	31,3
Agak Tinggi	5	31,3
Tinggi	5	31,3
Total	16	100

##### *Komentar tentang Metode*

Analisis deskriptif komentar tentang metode pada siklus kedua memperoleh rerata = 11,75 atau 73.4375 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus sebelumnya, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 4.

**Tabel 4 Distribusi Komentar tentang Metode pada Siklus II**

Kategori	Frekuensi	Persen
Agak Kurang Menarik	2	12,5
Cukup Menarik	9	56,3
Kurang Menarik	1	6,3
Sangat Menarik	4	25
Total	16	100

Pertanyaan terbuka untuk menjangring komentar tentang metode yang digunakan pada siklus ini memperoleh jawaban sebagai berikut: (a) 12 orang tidak memberi komentar, (b) 2 orang memberi masukan agar pembelajaran tidak terlalu cepat dan memperhatikan mahasiswa yang kurang faham, (c) 1 orang menyatakan tidak faham terhadap materi yang diajarkan.

### **Siklus Ketiga**

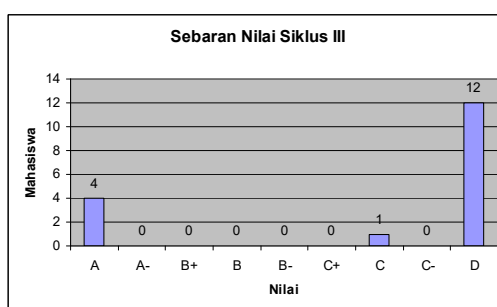
#### ***Keterlaksanaan Tindakan***

Hasil observasi kolaborator pada siklus ketiga menunjukkan bahwa tindakan yang dilakukan untuk meningkatkan prestasi mahasiswa S1 Pendidikan Teknologi Informasi FP UTY keterlaksanaan tindakan adalah 7/9 atau 77,8%. Terdapat 2 tindakan yang belum dapat terlaksana yaitu dosen mengijinkan mahasiswa memaknai sendiri masalah yang ada dan membuat alternatif pemecahan terkait dengan masalah tersebut dan dosen menciptakan proses “belajar tentang belajar”, mahasiswa diminta untuk menghayati proses belajar tentang pemecahan masalah.

#### ***Dampak Tindakan***

##### ***Prestasi Mahasiswa***

Pada siklus ketiga, prestasi rata-rata mahasiswa adalah 26,88 dengan sebaran nilai terlihat pada Gambar 4.



**Gambar 4 Sebaran Nilai Siklus III**

#### ***Motivasi Belajar***

Analisis deskriptif pada siklus ketiga tentang pengaruh metode pada motivasi memperoleh rerata = 24,063 atau 75,195 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus sebelumnya, distribusi pengaruh metode pada motivasi dalam siklus ketiga seperti Tabel 3.

**Tabel 5 Distribusi Kategori Pengaruh Metode pada Motivasi dalam Siklus III**

Kategori	Frekuensi	Persen
Rendah	1	6,3
Agak Rendah	3	18,8
Agak Tinggi	6	37,5
Tinggi	6	37,5
Total	16	100

*Komentar tentang Metode*

Analisis deskriptif komentar tentang metode pada siklus ketiga memperoleh rerata = 11,687 atau 73,046 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus sebelumnya, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 4.

**Tabel 6 Distribusi Komentar tentang Metode pada Siklus III**

Kategori	Frekuensi	Persen
Kurang Menarik	1	6.3
Agak Kurang Menarik	2	12.5
Cukup Menarik	9	56.3
Sangat Menarik	4	25
Total	16	100

Pertanyaan terbuka untuk menjangkau komentar tentang metode yang digunakan pada siklus ini memperoleh jawaban sebagai berikut: (a) 8 orang tidak memberi komentar, (b) 6 orang menyatakan kurang jelas terhadap materi kuliah, (c) 1 orang menyatakan karakteristik mahasiswa perlu dipahami oleh dosen, dan (d) 1 orang menyatakan mata kuliah komputer sangat penting.

**Siklus Keempat**

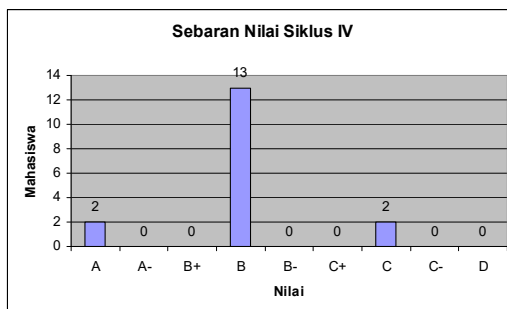
***Keterlaksanaan Tindakan***

Hasil observasi kolaborator pada siklus keempat menunjukkan bahwa tindakan yang dilakukan untuk meningkatkan prestasi mahasiswa S1 Pendidikan Teknologi Informasi FP UTY keterlaksanaan tindakan yaitu 8/9 atau 88,9%. Tindakan yang belum dapat terlaksana yaitu dosen menciptakan proses “belajar tentang belajar”, mahasiswa diminta untuk menghayati proses belajar tentang pemecahan masalah.

***Dampak Tindakan***

***Prestasi Mahasiswa***

Pada siklus keempat, prestasi rata-rata mahasiswa adalah 76,76 dengan sebaran nilai terlihat pada gambar 5 di bawah ini.



**Gambar 5 Sebaran Nilai Siklus IV**

### *Motivasi Belajar*

Analisis deskriptif pada siklus keempat tentang pengaruh metode pada motivasi memperoleh rerata = 19,466 atau 60,833 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus sebelumnya, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 3.

**Tabel 7 Distribusi Kategori Pengaruh Metode pada Motivasi dalam Siklus II**

<b>Kategori</b>	<b>Frekuensi</b>	<b>Persen</b>
Rendah	4	26,7
Agak Rendah	2	13,3
Agak Tinggi	6	40
Tinggi	3	20
Total	15	100

### *Komentar tentang Metode*

Analisis deskriptif komentar tentang metode pada siklus kedua memperoleh rerata = 9 atau 56,25 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus pertama, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 4.

**Tabel 8 Distribusi Komentar tentang Metode pada Siklus II**

<b>Kategori</b>	<b>Frekuensi</b>	<b>Persen</b>
Kurang Menarik	5	33,3
Agak Kurang Menarik	5	33,3
Cukup Menarik	4	26,7
Sangat Menarik	1	6,7
Total	15	100

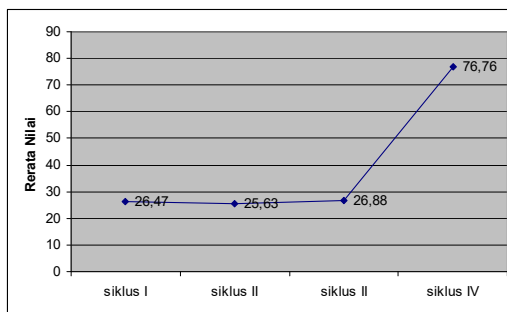
Pertanyaan terbuka untuk menjangkau komentar tentang metode yang digunakan pada siklus ini memperoleh jawaban sebagai berikut: (a) 11 orang tidak memberi komentar, dan (b) 4 orang memberi masukan agar pembelajaran tidak terlalu cepat dan memperhatikan mahasiswa yang kurang faham.

### **Pembahasan**

Sebagaimana diuraikan di atas, dari keempat siklus tindakan yang telah dilakukan keterlaksanaan penggunaan metode belajar berbasis masalah dalam penelitian ini dapat berjalan dengan baik. Hal ini dibuktikan dengan hasil observasi kolaborator yang menyatakan bahwa dari empat siklus yang dilakukan serta 9 tindakan yang dilakukan tiap siklus, keterlaksanaan tindakan rata-rata adalah 80,56%.

Mengenai dampak tindakan penggunaan metode belajar berbasis masalah pada peningkatan prestasi mahasiswa, dari hasil tes pada siklus pertama sampai dengan keempat menunjukkan bahwa rerata nilai yang dicapai oleh mahasiswa pada siklus pertama hingga ketiga sangat rendah, namun pada siklus keempat mengalami peningkatan yang sangat tinggi.

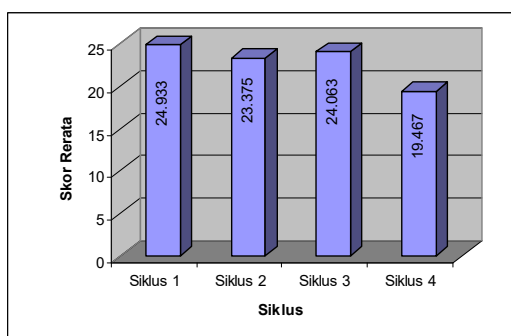




**Gambar 6 Rerata nilai tiap siklus**

Mengenai dampak tindakan penggunaan metode belajar berbasis masalah pada motivasi mahasiswa, perkembangannya selama siklus penelitian ditunjukkan pada Gambar 7. Berdasarkan Gambar 7 terlihat bahwa mahasiswa mengalami penurunan motivasi dari siklus pertama ke siklus kedua. Kemudian sedikit meningkat dari siklus kedua ke siklus ketiga. Pada siklus ketiga ke siklus keempat terjadi penurunan yang cukup jelas.

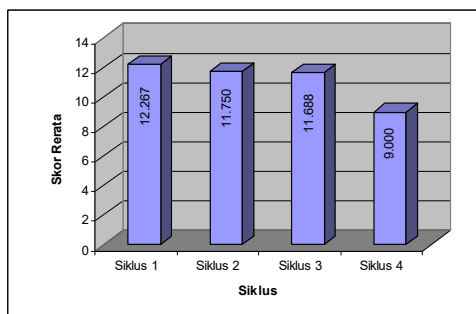
Pada siklus pertama skor rerata pengaruh metode pada motivasi adalah 24,933. Skor rerata pada siklus kedua adalah 23,375. Pada siklus ketiga, skor reratanya adalah 24,063. Sedangkan pada siklus terakhir 19,466. Nampaknya ada kecenderungan mahasiswa senang pada metode yang dianggap baru. Begitu metode diulang, pengaruhnya pada motivasi belajar berkurang. Jika ini merupakan karakteristik mahasiswa, dimasa mendatang perlu digunakan multimetode untuk meningkatkan prestasi mahasiswa. Dengan multimetode tersebut maka motivasi mahasiswa dapat dipertahankan selalu pada kondisi puncak.



**Gambar 7 Pengaruh Metode pada Motivasi**

Mengenai komentar tentang metode yang digunakan dalam penelitian ini, selama empat siklus penelitian ditunjukkan dalam Gambar 8. Terlihat pada Gambar 8 bahwa komentar tentang metode yang digunakan dalam penelitian ini juga ada penurunan dari siklus pertama ke siklus kedua, dari siklus kedua ke siklus ketiga, serta dari siklus ketiga ke siklus keempat.

Pada siklus pertama rerata komentar mahasiswa terhadap metode yang digunakan 12,267. Pada siklus kedua, rerata skor komentar tersebut turun menjadi 11,750. Di siklus ketiga rerata skor komentar turun lagi menjadi 11,688. Pada siklus terakhir, skor rerata komentar tentang metode berada pada posisi paling rendah, yaitu 9,000. Nampaknya kecurigaan adanya kecenderungan mahasiswa senang pada metode yang dianggap baru juga terlihat dari Gambar 8. Begitu metode diulang, komentar tentang metode yang digunakan juga berkurang sebagai tanda berkurangnya ketertarikan mahasiswa pada materi dan metode metode yang digunakan. Jika ini merupakan karakteristik mahasiswa, dimasa mendatang perlu digunakan multimetode untuk meningkatkan prestasi mahasiswa. Dengan multimetode tersebut maka ketertarikan mahasiswa pada materi dan metode yang digunakan dapat dipertahankan selalu pada kondisi puncak.



**Gambar 8 Komentar tentang Metode yang Digunakan**

Kecenderungan mahasiswa tertarik pada penggunaan metode belajar berbasis masalah hanya pada awal siklus juga dapat dideteksi melalui jawaban pertanyaan terbuka. Pada siklus pertama 4 orang menyatakan metode yang digunakan dinyatakan baik. Pada siklus kedua dan seterusnya, banyak mahasiswa yang tidak berkomentar terhadap metode yang digunakan. Ada kecenderungan mereka acuh tak acuh terhadap metode yang digunakan. Mereka yang memberi komentar pada siklus kedua dan seterusnya kebanyakan tidak mengenai metode tetapi tentang ketidakjelasan mereka pada materi kuliah.

### Simpulan

Berdasarkan uraian di atas, dapat disimpulkan bahwa: (1) Metode belajar berbasis masalah efektif digunakan pada mata kuliah Pemrograman Visual di program studi S1 Pendidikan Teknologi Informasi FP UTU hanya pada siklus pertama. Pada siklus kedua dan seterusnya efektivitasnya akan berkurang. Metode yang paling efektif digunakan pada mata kuliah Pemrograman Visual ada multi metode. (2) Penggunaan metode belajar berbasis masalah dapat meningkatkan pemahaman materi dan prestasi mahasiswa dalam mata kuliah Pemrograman Visual di program studi S1 Pendidikan Teknologi Informasi FP UTU.

Adapun saran-saran yang perlu diperhatikan meliputi: (1) Perlunya penggunaan multimetode pada mata kuliah Pemrograman Visual di program studi S1 Pendidikan Teknologi Informasi FP UTU untuk menjaga motivasi mahasiswa pada kondisi tinggi. (2) Perlunya dilakukan usaha terus-menerus, baik ada dana penelitian atau tidak, untuk menemukan metode yang efektif dapat meningkatkan pemahaman materi dan prestasi mahasiswa dalam mata kuliah Pemrograman Visual di program studi S1 Pendidikan Teknologi Informasi FP UTU.

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## **LANGUAGE LEARNING IN DIGITAL BASED COMMUNICATION ERA**

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### **Abstract**

*It is undeniable that the changing in education, specifically in language learning goes fast. It took only a short time to move from a particular language era to another language era. Our childhood time is definitely different with our children's. The ways we learn language is limited, one of those is through our parents model, in other words through direct communication. In contemporary era, the young generation such as our children or student do not only acquire it through direct communication, yet from several other medias of communication such as radio, television, advertisement board on the street or mass media, and not to mention the one and only gigantic social phenomenon we called as internet. This paper is aimed to explain how internet influence the communication changing, how internet with its digital based communication encourage netizen to create and use numerous new terms which only can be understood by people who take parts in it. While at the other side, curriculum as the grip of language learning seems to be fluctuative. How can it cope the change brought by digital based communication? How teachers facilitate their Generation Z's (the internet native generation) language learning?*

*Keywords: Language Learning, Digital Based-Communication*

### **Introduction**

Indonesian people are well known to be friendly society. People likes to chit chat a long the way to their workplace. Two strangers in bus stop, waiting for their cab are commonly seen greet each other, asking where their destination is, or where their house is. People building rapport, connecting each other by conversation, greeting each other, asking and answering other lip-service questions and linking two individuals by direct communication. Communication hold it's essential thing for mankind as zoon politicon (who need to interact and helping each other). How a person communicate to his surrounding determine the treatment he accept from them. Communication can also be said as a bridge between two people. It gives people media to express idea, convey message, deliver thought and show feelings.

Communication holds its vital function, among those are as stated by Scheidel, communication function is to state and support self identity, build social interaction and to influence others. Second, as stated by Verderber, communication has two functions, social function which is for fun and state bounding between people, then decision making function, which is to decide to do or not to do particular action in a certain situation. Third, a statement by Pearson and Nelson that communication function is for self existance, enhance self awreness and to achieve goals, and for society existance as well, which fix social relation in a society and develop society existance (quoted from [www.seputarpengetahuan.com/2015/Fungsi komunikasi dan penjelasannya.html](http://www.seputarpengetahuan.com/2015/Fungsi_komunikasi_dan_penjelasannya.html). Accessed in October 29th, 2016).

Regarding to its essential value, mankind can not separate their life from communication in order to be able to survive. If they want to be helped, they need to use communication. If they want to fulfill their basic need, such as food, water, clothes and so on, they definitely need to communicate to the provider of those things. It can be said that communication stick to people's life, as if it was air for the lung, water for the river and sea, and soil for plants. Communication for people's everyday life is thightly connected, and it's undebatable.

Communication, and its development from time to time is also influenced by social changes in people's life. In prehistorical era, communication is only needed to be used as coordination device, when Homo Sapiens need to go hunting, for instance. It only hold very basic and simple function to convey messages between two individuals. Preceding to the next era, a modern Homo Sapiens use symbols they paint on their cave's wall, sign they carve on trees, for communication. Next, Ancient Egypt create heiroglyph as a form of orthographic writing system, to communicate each other. In Ancient Chinese, communication was aimed to develop knowledge, which was then followed by its neighboring countries such as Japan and Korea. In Greek, Rome, Spain and England, communication was aimed to support their goals to conquer other areas, which is notorious with the spirit of "Gold, Glory and Gospel".

Furthermore, in revolution era such as World War I and World War II, communication got some shift in its function. People in that era was in a competition to create more and more codes, morse and secret anagram. It is compulsory since they need to send messages to the enemy area or battle field, in secret. Encouraged by the need to find special language and alphabet (as communication tools), they create morse in several forms, like radio morse, whistle morse etc. They created it in a way that they are the only one who know and be able to interpret the language and alphabet.

That kind of communication development explained above, is actually still considered as basic function of communication, yet it has an unordinary form, since people are getting more develop in creating new form of communication media. Later on, the principal of sending messages across distance getting developed well, days by days. The basic science of communicating through long distance then support the invention of telephone. From the simple designed telephone which can only make call and messaging goes to a sophisticated yet handy mobile phone. Beside, basic science of communicating through letters then shifted into communicating though the virtual letter, which than called as electronic mail or email.

Communication and technology expert keep on doing research, until they find one form of the "new and utopis" cyber world called internet. Since that day, people tend to chose indirect communication more, than direct communication. Just push several buttons, then you will be able to talk to your old friends, who live in a faraway town. No need to come there, having long and boring journey just to meet and having a nostalgia talk with them. Being homesick when you got to study abroad, missing your parents and sibling? No need to find tickets to fly to your hometown. You can "meet" them right away, just by a swipe of skype application button. Not only you can talk to your parents, but also seeing their face smiling directly from your smartphone or laptop screen, is very easy. Wife of an army whose husband is in duty abroad, do not need to feel lonely anymore since she still can feel her husband's presence through voice call. It can be said that communication has gone through long stages until recently it come here, to an era when people be able to communicate directly with someone in front of them, yet still be able to connect to someone faraway there, in indirect communication.

### **Discussion**

The discussion part will be explained in three details, the first is how curriculum for English subject in Indonesia developed through ages. What was it focused on, and what was the content. The second is explanation about digital based communication, how was the history of all communication platform used in digital based communication, the corpora of new terms which isn't exist yet in the previous era, but now are commonly spoken and written by the netizen, along with its meaning and application platform which commonly use them.

### **The Changing of English Curriculum**

In the early era, in fact it is not English, the first foreign language thought at school. As known by the world that it is Dutch which was thought at school since Nederland is the country which colonized Indonesia at that time. The learning of English in Indonesia is actually started informally, beginning from the tourism field. When lots of foreigner came to Indonesia to see its beautiful places, people near the tourism side felt that they need to be able to communicate

with the foreigners. It is of course caused by economic reason. If they capable in communicating with the foreigners well, they will also be able to sell something to them, not only selling goods such as handicraft but also selling service like transportation and so on.

The learning of English in Indonesia started since the proclamation of Indonesian independence in 1945. Since then, there are many policies issued for the sake of English learning in Indonesia. Policy, as stated by Tilaar and Nugroho (2008: 140) is a concept of noun, result of deliberation towards behaviour from someone, or board of experts about rules of act from a person or institution to achieve a certain objective. The other definition is, policy or public policy is whatever government choose to do or not to do. The intention is, any act chosen to be done or not to be done by the government (Dye in Munadi and Barnawi. 2011: 17).

It is Mr. Wachendorf, from English Teaching Center (Pusat Pengajaran Bahasa Inggris) in Education Department, the one who state that English is compulsory to be thought at school in the aim of preparing students with "the working knowledge of English", empower by Education and Culture Minister's decision number.096/1967. (Omi Komaria, 1998, *History of English Language Teaching in Indonesia*, <https://lib.atmajaya.ac.id/default.aspx?tabID=61&src=k&id=75038>, accessed in October 27th 2016).

There were several changes made in curriculum in the relation of English learning in Indonesia. Among others are the changes of the focus, the early settlement of English learning curriculum until 1993 curriculum the focus and the priority of English learning curriculum are reading, hearing, writing and speaking (membaca, mendengar, menulis dan berbicara). Whereas in 1994 curriculum, the focus and priority had few changes become reading, listening, writing and speaking (membaca, menyimak, menulis dan berbicara). Several methods used in that era are also varied, from the Grammar Translation Method to Direct Method, to Aural Oral Approach and last, to Communicative Approach.

It is also stated by Purwaningsih (2013:21) that English learning in Indonesia in the era of 1963 until 1975 also adopted the behaviorist thought. This thought percieve the process of language learning occur through habitual formation. The learning attitude happen in two factors below:

1. Stimulus played role as language attitude inisiator.
2. Reinforcement which signed wether a respond is precise or not precise and be able to support those respons in the future (Richard& Rogers: 56-7 and Brown: 34 in Purwaningsih: 21)

The other legal regulation which ruled the English learning in Indonesia is also in Education and Culture Department's decision No. 0487/1992, chapter VIII: elementary school could supplement it's subject in the curriculum as long as it is not in the contrary to the national education objectives. Moreover, it is also stated in Education and Culture minister's Decision Letter (SK Mendikbud) No. 060/U/1993 date February 25th 2013 that English program is possibly thought as subject in local content (muatan lokal), and it can begin from the forth grade of elementary school. In addition, it is stated as well in National Education minister's rule (Permendiknas) No:22 year 2006 about the time allotment for English subject in every level of education, and in every departments in the senior high school and also vocational school.

All those policies and rule expounded above has the same similarity, that is the focus. Those policies and rules are likely only take into account on the conventional English learning. It only tend to consider that the English learning is simply teaching students the language from the book, it's focus is not real life usefulness. On the contrary, we know that communication, language and also English learning is not a stagnan matter. It extend and improved from time to time and influence greatly to the real life situation. Moreover since the appearance of digital based communication. Hence, several questions appear, how do the digital based communication improved then impact every day life? In addition, how do teacher fasilitate language learning using digital based communication as device? Those questions can be answered by the description in the next part.

### **Digital based Communication History through IM (Instant Messaging)**

Digital based communication, or widely known as chatting had passed through a long journey. As the technology of email invented in the early 90's, IT expert then developed a new way of sending written message to someone, which can be replied soon. In fact, though sending message through email is already satisfying enough in that time, the receiver often time do not know that they got message, as they can not always online and accessed their email account. It brought a bad effect, when the message is urgent and the sender need to read the reply soon, however the sender need to be patient. That's what made IT expert develop the technology of instant messaging. A platform to send message, which can give sign and notification to the receiver, telling that they got mail. So that the receiver can read and reply it as soon as possible.

Since then, the instant messaging service mushrooming. As the avant garde of this service, Mirabilis corporation launched their instant messaging service called ICQ in November 1996. Followed by AOL corporation with it's AIM (AOL Instant Messenger) in the late 1997. IT corporations seemed to be seriously competing, that time. It can be known from the launching of several well known IM services such as Yahoo Messenger (which still be used until the early 2000's), Windows Live Messenger, Google Talk, MSN (microsoft's IM) and the last but not least, the phenomenal MIRC which was booming among the youngsters that time. Afterwards, the more developed application which is way more sophisticated yet free of charge launched. In May 2009 the WhatsApp company owned by Brian Acton and J. Koum launched their self-titled application, and frequently gained good supports from their customer all over the world. After that, In 2010 Beom So Kim, the CEO of Kakao Corporation from South Korea launched Kakao Talk, which was notorious with it's endorsement from worlds public figure, to K-Pop heartrob such as boyband and girlband (BigBang was the first of all), to local rising star. In Indonesia it was Sherina Munaf which was trusted to be the endorsed singer. Lastly, it is Line application, which was launched in June 23 2011, owned by NHN Corporation in collaboration with Naver, an IT start up company from the ginseng country South Korea. (Stevan, Indra, 2013, Sejarah Lahirnya WA, Line dan Kakao Talk, <https://www.bersosial.com/threads/sejarah-lahirnya-WA-line-dan-kakao-talk/1565.html>. Accessed in October 26, 2016)

### **Facilitating Language Learning Using Digital Based Communication as device**

This part is aimed to answer the challenge questioned in the previous part. Regarding to the fact that communication and language change rapidly by the presence of digital based communication, so how do teacher as language agent and educator use that as a device to facilitate language learning. In order to explain the answer, the discussion will be divided into two parts, the first part is language learning before internet era, and the second is language learning on the internet era.

#### *Language Learning Before the Internet Era*

Before internet is widely used, language learning tend to be manual in every aspects. It means that all the learning used concrete media. For instance, if the students need to look up the meaning of unfamiliar words, they need to open up packs of thick dictionaries. They need to bring along that printed dictionary everytime they attend English class. Another example is when teacher need to use teaching aids, when teacher wants to explain about parts of the body, he/she should bring along torso (used in Biology class as well), or pictures of parts of the body. It is not so practical and user friendly, consuming lots of time, place and energy to bring it here and there. When teacher wants to hold a class discussion, out of school hours, he/she needs to settle time and place and then invite the students plus encourage them to come and participate in that discussion. For short, they need to meet up face to face in a particular place to hold a class discussion. Again, it seems like teacher waste his time and energy to do a single simple activity only.

*Language Learning on the Internet Era*

When the internet era came for the first time, to the language learning fields, it is such an enlightenment. Matters that seemed to be so complicated and hard to do now becoming very easy thing. It's no need for the students to bring along their thick dictionary anymore. Just a click on the e-dictionary application, they will find out what they look up for. It also happen when teacher need to explain about name of parts of body. Throw away that heavy and unpractical torso. Just download the 3 dimension image of parts of body, connect the computer to the in-focus/projector, then teacher will be easily show students, parts of body and tell them the names. Next, when teacher need to invite students to attend class discussion out of school hours. Asking them to come in person? Settle place of the discussion? No need to do that anymore. Just ask students' instant messenger ID or their social media account, tell them the exact time, invite their account, then do the online discussion, do the talk virtually. Students will be so happy that they do not need to go to the school again out of the school hours. Just be prepare with their gadgets and the discussion can take place.

Using internet with its digital based communication, allow teachers to find learning sources easily. Enrich their basic knowledge and support them to present an enjoyable and fun language learning. Digital based communication also allows teachers to share information among his students or peer, seed up the flow of information, help teachers keep up with the up-dated news and new methods used in language learning, its also used for the sake of networking, building new relation and also as the entertainment media for the students.

In the relation with language learning process, there are several suggested activity which teacher can do to facilitate it using digital based communication as device. Below are a few example:

1. Designing e-learning device which allows students to study anywhere anytime, without bringing lots of books and notes.
2. Use skype to stay connected to the students. Moreover when the teacher often got duty from school to go out of town, he/she can still teach, in front of his/her computer.
3. Teachers creativity is supported maximally with the support of the digital based communication, for instance if they want to design an interactive teaching media. Public service advertisement (iklan layanan masyarakat) or movie clip can be used as a realia to teach language, to teach students about pronunciation or to be used as retelling story activity.
4. Design a paperless assignment for the students. Recording video related to the lesson then upload it on the youtube, give assignment such as conversation through instant messaging application chat, then students need to screen shoot it then email it to the teacher's email account, as an authentic proof that they have practiced writing conversation.
5. After all this time, saving students work is becoming teachers frequent problem. With those paperless assignment for students, teachers no longer need to provide space or particular place or data bank to save their assignment. Teachers only need to provide digital saving media such as USB flashdisk or external haddisk and CDs.

Below are the strong points and weak points of all the suggested activities for teachers to be taken into consideration:

No.	Activity	Strong points	Weak points
1.	Designing e-learning activity	Practical, saving time, acroos time and place boundaries.	Teachers should make sure that all students own the tools needed such as the gadget and the internet connection.
2.	Skype for long distance teaching.	Practical, saving time, acroos time and place boundaries.	It lessen the bounding and rapport building between teacher and students since they are not interact directly.

3.	The use of interactive media.	It serves students an enjoyable and fun learning.	To design interactive media, it needs teacher's skill in IT. So they need to learn it first, and it's not always an easy thing to do
4.	Give students paperless assignment.	Eco friendly and also more economic since students do not need to print it or write it on the paper.	Teachers should be aware of plagiarism act.
5.	Providing digital saving media to keep students work.	It save space and portable, teachers can carry it anywhere and access it anytime they want.	Digital saving media is fragile and susceptible to be attacked by viruses. Back up data is always needed.

### **Conclusion**

English learning curriculum in Indonesia should be adjusted according to the changes in communication and language. The curriculum should accomodate not only the concrete matter but also the matter beyond that. It is not the time for language teacher to be strict, using textbook and workbook only, assessing students in written only, and presents material just the way it is, without using interesting means. To move and develop along with the society development (in this case especially communication changes) is the key.

Digital based communication as part of the society development, play an essential role in the language learning. Teachers can use all those instant messaging applications, those websites, and social media to maximalize the language teaching in their class. Once students become interested in the learning process, so it's just about time that they will be able to understand the learning material. Digital basic communication as a contemporer way of interacting, can draw students attention, so furthermore they will love the learning material and their knowledge will develop.

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## EVALUATION OF QUALITY MANAGEMENT HEAD OF STUDY PROGRAM AND PERFORMANCE OF LECTURER TO VISIONARY LEADERSHIP AT ISLAMIC UNIVERSITY 45 BEKASI

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### Abstract

*Quality management system in an institution of higher learning, ensure the implementation of quality improvement on an ongoing basis, especially private university. This means that the private universities, especially the Islamic University 45 Bekasi to always be directed at improving the quality of activities. Because otherwise, the private universities lack a place in the hearts of the people who ultimately threaten its existence. Thus the focus of this study is the head of the quality management program and performance studies pertaining to the visionary leadership lecturer at the Islamic University 45 Bekasi. The approach used in this study is quantitative with explanatory survey method through a questionnaire research instruments covered each reveals about quality management, performance lecturer and visionary leadership that is packaged in the form of a declaration and is awarded to the respondents including bureau chief, head of study program, lecturer and student. The findings show that overall quality management, performance lecturer and visionary leadership affect positively and significantly to the improvement of the university's existence. Partially, the lowest average value is sub variables change agents and trainers, sub variable competence of research results by student respondents showed moderate category, sub variable empathy and productivity showed the moderate category. As for the other variables in the category sub high. Researchers recommend to the Rector of the Islamic University 45 Bekasi for use visioner leadership is able to leverage its role as a determinant of the direction, a change agent, a spokesman and trainer. On the other hand rector should also pay more attention to the professor's performance by increasing the competence and motives underachievement, and able to create a conducive environment.*

*Keywords: Quality Management, Lecturer Performance,  
Visionary Leadership*

### Introduction

Basically, education is a requirement of modern society. This has caused the people demand high quality education. This means that educational institutions are required to deliver graduates who master science and skill. The demands of university management in order to be of higher quality is also due to the changes that occur in people's lives. Higher education programs conducted to support the objectives of education services available and affordable high-quality, relevant, internationally competitive, and equality in all provinces.

Meanwhile, Director General of Higher Education Ministry of National Education in 2009, judging that the majority of private university in Indonesia does not meet the requirements of a university. In Java, reached 70%, while outside Java reached 90%. That meets the minimum requirements of a university, Java reaches 30%, while the private university outside of Java that is feasible only 10%. On the other hand the public assumes as if the quality of graduates of private universities is not as good as the quality of graduates of public universities.

Detailed information according Ranked Sites University in Indonesia in 2016 released by 4ICU includes 411 Universities in Indonesia, which have ranked sequentially in particular as follows:

**Tabel 1. Universities in Indonesia by 2016 University Web Ranking**

No	University	Rank in Indonesia
1	University of Indonesia	2
2	Bandung Institute of Technology	4
3	State University of Jakarta	71
4	University of Technology Yogyakarta	130
5	State University of Manado	142
6	University of Muhammadiyah Jakarta	144
7	Islam Nusantara University Bandung	156
8	University of Muhammadiyah Makassar	215
9	Islamic University 45 Bekasi	234
10	Islamic University Jember	322

Seeing this table turned out to be what the public perception proved to be true. This means that private colleges still have quality under state universities. To create a high-quality education, the visionary leadership and faculty performance should receive more attention from college. This is in accordance with the opinion of Hradesky (1995: 194): "Leadership is a crucial component to the success of Total Quality Management". Sallis (1993: 86): Leadership is an essential ingredient in Total Quality Management. Leaders must have vision and be Able it into clear policies and specific goals.

### **Research Methods**

The method used in the study in an explanatory survey with quantitative approach through research instrument was a questionnaire given to respondents composed of the heads of courses and lecturers. The population in this study were all heads stdui program at the University of Islam 45 Bekasi there are 17 heads of courses, while the sampled is three courses with the head proportionate random sampling technique.

Data collection techniques use questionnaires. Data obtained through questionnaires covered each reveal more about the management of quality, performance lecturer and visionary leadership that is packaged in a statement. Each item has 5 criteria dimuali answers by giving scores of 1,2,3,4, to 5. Alternative answers starting from strongly disagree, disagree, undecided, agree, strongly agree. Data analysis techniques path analysis (path analysis).

### **Evaluation of Quality Management Head of Study Program and Performance of Lecturer to Visionary Leadership Islamic University 45 Bekasi**

Campus as formal education aims at forming a human personality, in developing the intellectual learners in order to achieve the life of the nation. In the chairman's leadership study program must be able to understand, cope with and rectify the deficiencies that occur on campus.

As a leader who has the influence, he was trying to counsel, advice and if necessary orders followed by lecturers. Thus he can make changes in ways of thinking, attitudes, behaviors that lead. With its advantages, namely the excess of knowledge and experience, he helps the performance faculty be developed into a professional in accordance with the visionary leadership of the runway at the Islamic University 45 Bekasi.

#### ***Visionary Leadership***

Tampubolon (2001: 100) suggests five fundamental characteristics of Higher Education leadership quality that one character is a visionary. Visionary implies having extensive knowledge and mature so that they can predict the future. This understanding implies the ability to formulate a vision and mission of the university, as well as acting and being proactive. Komariah and Triatna (2006:81-82) states that: Leadership that is relevant to the demands of school-based management and coveted for improving the quality of education is a leadership that has vision (visionary leadership), the leadership work principally focused on engineering the future is full of challenges. Then become change agents who excel and be the determinant of the direction the organization understand the priorities become professional trainers, and other personnel can guide toward professionalism expected.

Visionary leadership is the leadership that was intended to give meaning to the work and effort that needs to be done jointly by the members of the company in a way to give direction and meaning to the work and effort made by a clear vision. Leaders with the pattern of this visionary leadership has the vision realistically, and can convince and lead organizations achieve an ideal future better than the present condition.

Visionary leader must have at least four key competencies as presented by Burt Nanus (1992: 56), that is: 1) a visionary leader must have the ability to communicate effectively with managers and other employees in the organization. It requires leaders to produce "guidance, encouragement, and motivation." 2) A visionary leader must understand the external environment and have the ability to react to operate precise differences all threats and opportunities. This includes, most importantly, can «relate skillfully» with key people outside the organization, but it plays an important role for the organization (investors, and customers). 3) A leader must play an important role in shaping and influencing organizational practices, procedures, products and services. A leader in this regard should be involved in the organization to generate and sustain service excellence, in line with preparing and guiding the organization into the future (successfully Achieved vision). 4) A visionary leader must to have or develop «niche» for anticipating the future. This niche is an imaginative form, which is based on the ability to access data for future needs of consumers, technology, and so forth. This

includes the ability to manage resources in order to preparing your organization prepare for the emergence of needs and changes. A visionary leader is required to have the ability to communicate effectively because of a vision that has been created will not be in vain if it is not implemented for it to be communicated.

### ***The Concept of Quality Management***

Quality management concepts basically developed in the business world to maintain the existence of the company in order to face the increasingly fierce competition. Quality as a concept has long been known, but its emergence as a new management function happening lately. The term covers the overall quality management, relating to the whole process of the Juran Trilogy: quality planning, quality control, and quality improvement (Juran, 1995: 25). Willborn and Cheng (1994: 17) reveals the following: "Quality management (QM) is the explicit, systematic planning and control quality of products and services in a company".

Referring to the concept can be expressed explicitly that quality management is a systematic planning and control the quality of goods and services of a company. Quality management are all activities overall management function that determine the quality policy, objectives and responsibilities and implement them by means such as quality planning, quality control, quality assurance and quality improvement.

Quality management is also a set of knowledge achieved melalau research, practice, and experience for several years. When considered opinion of Juran, Willborn and Cheng, in principle, have in common is that quality management cannot be separated from the planning and quality control of goods and services. Thus the quality management is a group of management processes that include planning, controlling and systematically guarantee the quality of goods and services intended to meet the needs and satisfaction of customers or consumers.

### ***Lecturer Performance***

Performance has many meanings. George and Jones (1999: 144) provides performance limits tetngan (performace) as: "An evaluation of the result of a person behavior. It involves Determining how well or poorly aperson has accomplished a taks or done a job. ". Fattah (2004: 19) states: "The performance (Performance) is an expression of the ability that is based on knowledge, attitudes and skills and motivation to produce something". Based on the opinions of faculty performance can be defined as behavior that shows the work of the lecturers on the implementation of a job.

Factors that could be used as guidance in measuring performance is a factor the opportunity to perform it's own (opportunity to perform), Although one employee is willing and able to do a good job but if environmental factors are not supportive, then performance will be impaired. Thus the performance equation becomes  $f = (A \times P \times O)$ . Factors opportunity to perform such factors working conditions such as the availability of equipment, materials, and work environment factors concerning the relationship with the co-workers, rules and work procedures, time and adequate information. While Kinlaw (Timpe, 1991: 108) states that the third factor is related to the performance (performace) is "supportive work environment" that all conditions that hinder the implementation of the work related to time, facilities, money, technology, equipment, and humans. Referring to the various opinions can be noted that the lecturer's performance is determined by competence, achievement motivation, and work environment.

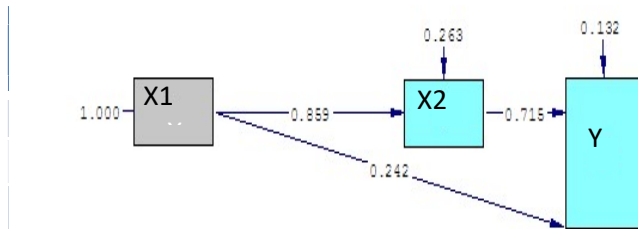
## Results and Discussion

### The Result

#### Head of the Study Program

- 1) Effect of Quality Management (X1) on the Performance of Lecturer (X2), Quality Management (X1) to Visionary Leadership (Y) and Performance Lecturer (X2) on Visionary Leadership (Y). (Head of Study Program)

**Figure 1. Line Diagram and Table Head of Study Program**



- 2) Testing Simultaneous: Visionary Leadership Influence (Y) in the capacity as Determinants Directions (M1), Agents of Change (M2), Spokesperson (M3), and Coach (M4) on the Performance Lecturer. (Head of Studies)

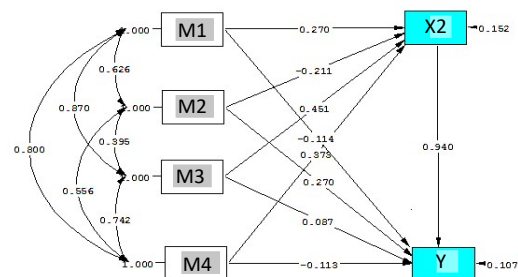
**Table 2. Testing Simultaneous Head of Study Program**

Alternative Hypothesis	F calculated	F table	Decision	Conclusion
M1, M2, M3 and M4 Simultaneously Influence Y	65.570	2.413	H <sub>0</sub> rejected	Significant

- 3) Testing Partial: Influence bellwether (M1) on the performance of lecturers (X2), agent of change (M2) on the Performance of Lecturer (X2), Spokesperson (M3) on the Performance of Lecturer (X2) and Coach of the (M4) Performance Lecturer (X2).

**Figure 2. Partial Testing Head of Study Program**

No	Hypothesis	Coefficient Line	t calculated	t table	Decision	Conclusion
1	$P_{yx1} = 0$	0.270	1.751	2.012	H <sub>0</sub> accepted	Not Significant
2	$P_{yx2} = 0$	-0.211	-2.61	2.012	H <sub>0</sub> rejected	Significant
3	$P_{yx3} = 0$	0.451	3.515	2.012	H <sub>0</sub> rejected	Significant
4	$P_{yx4} = 0$	0.373	3.813	2.012	H <sub>0</sub> rejected	Significant

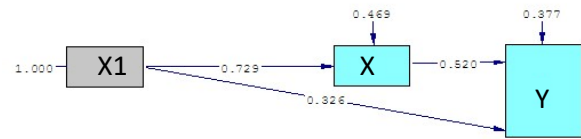


#### Lecturer

- 1) Effect of Quality Management (X1) on the Performance of Lecturer (X2), Quality Management (X1) to Visionary Leadership (Y) and Performance Lecturer (X2) on Visionary Leadership (Y). (Lecturer)

No	Hyphothesis	Coeffi-cient Line	t calculat-ed	t table	Decision	Conclusi on
1	$P_{yx} = 0$	0.729	9.460	1.664	$H_0$ rejected	Significant
2	$P_{zx} = 0$	0.326	3.207	1.991	$H_0$ rejected	Significant
3	$P_{zy} = 0$	0.520	5.116	1.991	$H_0$ rejected	Significant

**Figure 3. Line Diagram and Table Lecturer**



2) Simultaneous Testing: Effect of Quality Management in the capacity as Determinants Directions (M1), Agents of Change (M2), Spokesperson (M3), and Coach (M4) on the Performance of Lecturer. (Lecturer)

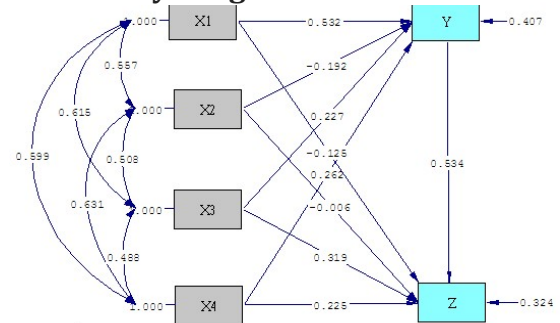
**Tabel 3. Testing Simultaneous Lecturer**

Alternative Hypothesis	F calculated	F table	Decision	Conclusion
M1,M2,M3 and M4 Simultaneously Influence Y	27.659	2.492	$H_0$ rejected	Significant

3) Testing Partial as Counselor spirit Determinants direction (M1), the Visionary Leadership (Y), agents of change (M2), the Visionary Leadership (Y), Speaker Bi- means (M3) of the Visionary Leadership (Y), Coach (M4) of the Visionary Leadership (Y) and performance Lecturer (X2) and Significant Positive Effect on Visionary Leadership

**Figure 4. Partial Testing Head of Study Program**

No	Hyphothesis	Coeffi-cient Line	t calculat-ed	t table	Decision	Conclusi on
1	$P_{yx1} = 0$	-0.125	1.751	2.012	$H_0$ accepted	Not Significant
2	$P_{yx2} = 0$	-0.006	-2.616	2.012	$H_0$ accepted	Not Significant
3	$P_{yx3} = 0$	0.319	3.515	2.012	$H_0$ rejected	Significant
4	$P_{yx4} = 0$	0.225	3.813	2.012	$H_0$ rejected	Significant
5	$P_{zy} = 0$	0.534	5.191	1.665	$H_0$ rejected	Significant



### Discussion

Head of quality management courses in his capacity as a bellwether, a change agent, a spokesman and trainer significant and positive effect on the performance of lecturers by 84.8% (the head of the study program) and 59.3% (lecturer). Results of statistical test of the hypothesis of quality management in his capacity as a bellwether positive and significant effect on the performance of lecturers. The research instrument aimed at the group of heads of courses and professors turned out to show a different conclusion. Head of the program to study the results of  $t = 1,751 < 2,012$   $t_{table}$  thus  $H_0$  is accepted (no significant positive effect). As for lecturers on the calculation  $t = 5,085 > 1,665$   $t_{table}$  thus  $H_0$  (there is a positive and significant influence between the two).

Results of statistical test of the hypothesis of the quality management study program heads in their capacity as agents of change and significant positive effect on the performance of the lecturer shows a different conclusion. For the head of the program of study results of  $t = 2,616 > 2,012$   $t_{table}$  thus  $H_0$  (there is a positive and

significant influence). As for lecturers test results  $t = -1914 < 1.665$   $t$  table thus  $H_0$  is accepted (no positive and significant influence between the two).

The results of hypothesis testing head of quality management courses in his capacity as spokesman positive and significant effect on the performance of good lecturers for courses and faculty head suggests the same conclusion. For the head of the program of study results of  $t = 3,515 > 2,012$   $t$  table thus  $H_0$  is rejected (there are positive influence and significant. As for lecturers  $t = 2,359 > 1,665$   $t$  table thus  $H_0$  is rejected (there are significant positive and significant correlation between the two). The results of hypothesis testing quality management in his capacity as coach of positive and significant effect on the performance of good lecturers to Head lecturer studimaupun program suggests the same conclusion. to Head studihasil program  $t = 3,515 > 2,012$   $t$  table thus  $H_0$  is rejected.

Conclusion There are positive and significant influence between management mutudalam capacity as the spokesman of the performance of lecturers. As for lecturers  $t = 2,359 > 1,665$   $t$  table thus  $H_0$  is rejected. Conclusion there are significant positive and significant correlation between the two.

Head of quality management courses in his capacity as a bellwether, a change agent, a spokesman and trainer positive and significant impact on the visionary leadership of the Islamic University 45 Bekasi by 89.3% (Head of Study Program) and 67.6% (lecturer). Thus the hypothesis test conducted at the Head of the study program derive the percentage is higher than lecturers. However, results of hypothesis testing both reached the same conclusion that is positive and significant. Head of quality management courses in his capacity as a bellwether positive and significant impact on the visionary leadership of the Bekasi Islamic University 45 does not apply either to the head of the study program and lecturers. Head of the program to study the results of  $t = -0849 < 1679$   $t$  table thus  $H_0$  is accepted (no significant effect between the leadership in his capacity as a determinant of the direction of the performance of lecturers). Similarly for lecturer on the calculation  $t = -1149 < 1.665$   $t$  table thus  $H_0$  is accepted (no positive and significant effect on both).

Head of quality management courses in their capacity as agents of change positive and significant impact on the visionary leadership of the Islamic University 45 Bekasi. Head of the program to study the results of  $t = 3,688 > 1,679$   $t$  table thus  $H_0$  (there are significant quality management study program heads in their capacity as agents of change on the performance of lecturers positive and significant). As for the results lecturer  $t = -0064, < 1.665$   $t$  table thus  $H_0$  is accepted (no significant effect between the two). Head of quality management courses in his capacity as spokesman positive and significant impact on the visionary leadership of the Islamic University 45 Bekasi. For the head of the program of study results  $t$  count 0713  $< 1679$   $t$  table thus  $H_0$  is accepted (no effect is positive and significant correlation between mutudalam management capacity as the spokesman of the performance of lecturers). As for lecturers  $t = 3,563 > 1,665$   $t$  table thus  $H_0$ .ditolak (there is a positive and significant influence between the two).

Head of quality management courses in his capacity as coach of positive and significant impact on the visionary leadership of the Islamic University 45 Bekasi. Head of the program to study the results of  $t = -1188 < 1679$   $t$  table thus  $H_0$ . The conclusion does not influence a positive and significant correlation between the quality management program head study in the capacity as the spokesman of the performance of lecturers. As for the results lecturer  $t = 2,346 > 1,665$   $t$  table thus  $H_0$  is rejected. Conclusion there are significant positive and significant correlation between the two.

Faculty performance consisting of competence, berpresatasi motif, and the work environment influence positively and significantly to the visionary leadership of the Islamic University 45 Bekasi. Head of the program to study the results of  $t = 7,598 > 1,679$   $t_{table}$  thus  $H_0$  (no influence positive and significant correlation between the performance of lecturers consisting of competence, berpresatasi motif, and the work environment to the visionary leadership of the Islamic University 45 Bekasi). As for lecturers  $t = 5,191 > 1,665$   $t_{table}$  thus  $H_0$  (there is a positive and significant influence between the two).

Quality management and faculty performance and significant positive effect on the quality of the visionary leadership of the Islamic University 45 Bekasi by 86.8% (Head of Study Program) and 62.3% (lecturer). Thus the hypothesis test conducted at the Head of the study program derive the percentage is higher than lecturers. However, both results of hypothesis testing both reached the same conclusion that is positive and significant.

### **Conclusion**

Based on the discussion we concluded is that the overall quality management program head of the study and performance of lecturers affect positively and significantly to the visionary leadership of the university. Partially, the lowest average value is sub variables change agents and trainers, sub variable competency demonstrated in the category, sub variable empathy and productivity showed the moderate category. As for the other variables in the category sub high.

The results showed that the performance of lecturers in the category of being. This means that they need no improvement competence of lecturers that include pedagogical, professional competence, social competence and personal competence. The results of the research university quality variables for sub variable empathy and productivity showed the moderate category. Thus leaders should strive to be empathetic to the academic community through attention seriously to the aspirations and needs of all the people in the institution, be welcoming and polite, serve wholeheartedly, creates a conducive academic atmosphere, creating harmonious atmosphere, an open attitude and a pleasant atmosphere.

Meanwhile, productivity can be noticed on the productivity of the quality and quantity of graduates, research productivity, the productivity of community service, penguasaan students in the academic field, and the results of student awards received.

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## MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR MAHASISWA BIOLOGI MELALUI PENERAPAN MODEL KOOPERATIF GROUP INVESTIGATION DENGAN PENDEKATAN SALINGTEMAS PADA MATA KULIAH PENGETAHUAN LINGKUNGAN

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### Abstract

*The changes of society toward globalization resulted in the existence of the problem and the challenges to be faced by the world of education. The campus is prosecuted for engendering generation of smart intellectually, emotionally, and spiritually. Lecturers as education executor in university should really be an agent of change and become a professional figure who is always responsive and critical of the various developments and dynamics of civilization that continues to take place in the vicinity. Lecturers with other education stakeholders should always make the campus like a magnet that is able to invite the attraction of students to interact, dialogue, and shed the mind in an atmosphere of academic environment that is exciting and fun. This research aimed to improve student learning outcomes and activities through the implementation of cooperative group model investigation with salingtemas approach on the subject of environmental knowledge in Biology education courses STKIP-PI Makassar. This research was classroom action research. The subject of this research were students of Biology education courses who studied environmental knowledge subject in the second semester (two) academic year 2014/2015. The research procedure was conducted through the grooved process consists of 4 stages, namely: planning, implementation, observation, and reflection. The data collection technique in this study was performed with the techniques of observation, testing, and documentation. Observation was used to determine what activities were performed by students during learning activities include 6 stages of the grouping, planning, investigation, organizing, presenting and evaluating. The achievement test was conducted on each end of the cycle to determine the extent of students' understanding of the presented material. The documentation was used to collect data from performance/achievements of students during the learning process takes place. The data were collected then analyzed using percentages, descriptive statistics, and qualitative analysis. The results showed that (1) the application of cooperative group model investigation with salingtemas approach can increase the activity of students on environmental knowledge subject with grades 64,44 (good category) in cycles I and increased to 77,78 (both categories) in cycle II, (2) The application of cooperative group model investigation with salingtemas approach can improve student learning outcomes on environmental knowledge subject with an average evaluation value of 63.58 (the category is good enough) in cycle I and cycle II increased with the average value of 72.70 (both categories) with classical completeness percentage of 75,76%.*

*Keywords: Cooperative Group Investigation, TOD, Salingtemas Approach*

### Pendahuluan

Program studi pendidikan biologi Sekolah Tinggi Keguruan dan Ilmu Pendidikan Pembangunan Indonesia (STKIP-PI) Makassar menawarkan mata kuliah pengetahuan lingkungan kepada mahasiswa pada semester genap. Mata kuliah ini merupakan mata kuliah wajib dengan bobot 2 sks. Pada tahun 2013, perkuliahan pengetahuan lingkungan diikuti oleh

mahasiswa berjumlah 153 orang yang terbagi ke dalam 5 kelas yakni IIA-IIE dengan rata-rata jumlah mahasiswa tiap kelas 30 orang. Berdasarkan sistem penilaian dengan kriteria yang telah ditentukan, sebanyak 14% mahasiswa mendapatkan nilai A, mendapatkan nilai B sebanyak 41%, nilai C sebanyak 33%, nilai D sebanyak 9% dan nilai E sebanyak 3%. Beberapa mahasiswa mengambil mata kuliah lebih dari satu kali sebagai upaya perbaikan nilai yang diperoleh. Berdasarkan data hasil belajar yang diperoleh tersebut menunjukkan bahwa tingkat pemahaman mahasiswa terhadap materi masih kurang optimal.

Oleh karena itu permasalahan yang perlu segera dicari solusinya adalah bagaimana usaha yang tepat untuk perbaikan pengajaran mata kuliah pengetahuan lingkungan, agar mahasiswa dapat dengan mudah menyerap dan memahaminya. Perlu dicari strategi pembelajaran yang tepat. Dengan demikian diharapkan motivasi mahasiswa untuk memahami dan menguasai materi kuliah pengetahuan lingkungan yang diberikan oleh dosen dapat dicapainya dengan optimal.

Kompetensi yang diharapkan bagi mahasiswa yang mempelajari mata kuliah pengetahuan lingkungan yakni mahasiswa mampu memahami konsep-konsep dasar mengenai lingkungan hidup serta mampu menganalisis permasalahan lingkungan dalam skala global, nasional maupun lokal, dan dapat menghubungkan antara kegiatan manusia dengan potensi, prospek serta strategi pemanfaatan sumber daya alam dan lingkungan secara berkesinambungan.

Permasalahan lingkungan yang dihadapi saat ini banyak kaitannya dengan dinamika kependudukan, pemanfaatan dan pengelolaan sumber daya yang kurang bijaksana serta kurang terkendalinya pemanfaatan ilmu pengetahuan dan teknologi maju sehingga dapat mempercepat eksploitasi sumber daya secara berlebihan. Oleh karena itu dalam mempelajari pengetahuan lingkungan kita harus menghubungkan antara unsur lingkungan, masyarakat, sains dan teknologi yang tergabung dalam salingtemas. Berdasarkan latar belakang dan batasan masalah di atas, maka rumusan masalah yang akan dikaji dalam penelitian ini dirumuskan sebagai berikut: (1) Bagaimanakah peningkatan aktivitas belajar mahasiswa melalui penerapan model Kooperatif *Group Investigation* dengan pendekatan salingtemas pada mata kuliah pengetahuan lingkungan? (2) Bagaimanakah peningkatan hasil belajar mahasiswa melalui penerapan model Kooperatif *Group Investigation* dengan pendekatan salingtemas pada mata kuliah pengetahuan lingkungan?

### **Tinjauan Pustaka**

#### **Model Kooperatif *Group Investigation***

Model pembelajaran kooperatif tipe *group investigation* sering dipandang sebagai model yang paling kompleks dan paling sulit untuk dilaksanakan dalam pembelajaran kooperatif. Model pembelajaran kooperatif tipe *group investigation* adalah satu model pembelajaran dimana para pelajar secara kolaboratif dalam kelompoknya memeriksa, mengalami dan memahami topik kajian mereka dan melibatkan peserta didik sejak perencanaan.

Slavin (dalam Asthika, 2005) mengemukakan tahapan-tahapan dalam menerapkan pembelajaran kooperatif GI adalah sebagai berikut:

- 1) Tahap pengelompokan (*grouping*)
- 2) Tahap perencanaan (*planning*)
- 3) Tahap penyelidikan (*investigation*)
- 4) Tahap pengorganisasian (*organizing*)
- 5) Tahap presentasi (*presenting*)
- 6) Tahap evaluasi (*evaluating*)

#### **Peran Dosen dalam Pembelajaran Kooperatif *Group Investigation***

Dalam konstruktivisme, pembelajaran lebih berpusat pada peserta didik dan tidak berpusat pada guru/dosen. Guru dan dosen bukan sebagai yang maha tahu, tetapi hanyalah sebagai fasilitator (Suparno, 1997). Tugas guru dan dosen terutama adalah membantu peserta didik untuk mengkonstruksi pengetahuannya sesuai dengan situasinya yang konkret. Bahwa

dalam pengaruh konstruktivisme itu, pembelajaran akan bercirikan orientasi, elisitasi, rekonstruksi ide, penggunaan/penerapan ide, dan review.

### **Pendekatan Salingtemas (Sains, Lingkungan, Teknologi, dan Masyarakat)**

Wahidin (2006) mengemukakan 'Pendekatan salingtemas' memandang bahwa pengajaran sains perlu komprehensif/menyeluruh. Sains adalah ilmu yang mempelajari tentang gejala alam dan sifat-sifatnya. Lingkungan adalah segala sesuatu yang menyertai dan terlibat dalam proses kehidupan, baik menyangkut biotik dan abiotik serta keterkaitan antara keduanya, termasuk masalah sosial. Teknologi adalah hasil produk sains dan seni sebagai sebuah peradaban manusia sedangkan masyarakat adalah pengguna sains, teknologi, dan lingkungan itu sendiri.

Permasalahan lingkungan yang dihadapi saat ini banyak kaitannya dengan dinamika kependudukan, pemanfaatan dan pengelolaan sumber daya yang kurang bijaksana serta kurang terkendalinya pemanfaatan ilmu pengetahuan dan teknologi maju sehingga dapat mempercepat eksploitasi sumber daya secara berlebihan. Oleh karena itu dalam mempelajari pengetahuan lingkungan kita harus menghubungkan antara unsur lingkungan, masyarakat, sains dan teknologi yang tergabung dalam salingtemas.

### **Hasil Belajar Peserta Didik**

Menurut pengertian secara psikologis belajar merupakan suatu proses perubahan, yaitu perubahan tingkah laku sebagai hasil interaksi dengan lingkungannya dalam memenuhi kebutuhan hidupnya (Slamet 2003 dalam Hamdani, 2010).

Yang dimaksud dengan "Prestasi" adalah hasil yang telah dicapai (dari yang telah dilakukan, dikerjakan, dsb). Prestasi akademis adalah hasil pelajaran dari kegiatan belajar. (Kamus Besar Bahasa Indonesia, 1995: 787). Untuk mengetahui prestasi dan kemajuan mahasiswa diperlukan evaluasi. Kemampuan intelektual peserta didik sangat menentukan keberhasilan peserta didik dalam memperoleh prestasi. Untuk mengetahui berhasil tidaknya seseorang dalam belajar maka perlu dilakukan suatu evaluasi, tujuannya untuk mengetahui prestasi yang diperoleh peserta didik setelah proses belajar mengajar berlangsung.

### **Faktor-Faktor Yang Mempengaruhi Hasil Belajar**

Ada beberapa faktor yang mempengaruhi suatu prestasi belajar peserta didik, sebagaimana disebutkan oleh Suhardjono (2002) yang menyatakan bahwa hasil belajar peserta didik dipengaruhi oleh:

1. Faktor yang berada diluar kendali guru, misalnya: karakteristik dan latar belakang peserta didik, tujuan pembelajaran, kondisi, mutu sarana dan prasarana, manajemen dan lain-lain.
2. Faktor yang sepenuhnya berada dalam kendali guru yaitu metode mengajar dan evaluasi.

Dari keterangan tersebut di atas, maka kedua faktor (variabel) tersebut baik variabel kondisi maupun variabel metode, keduanya secara bersama-sama menunjukkan adanya hubungan hasil belajar peserta didik. Jadi guru yang berhasil dalam mengajar peserta didik adalah bagaimana dalam kondisi yang telah tertentu (*given*) mampu membuat atau melaksanakan metode sedemikian rupa, sehingga tercapai prestasi belajar (efektif, efisien, dan menyenangkan) yang optimal.

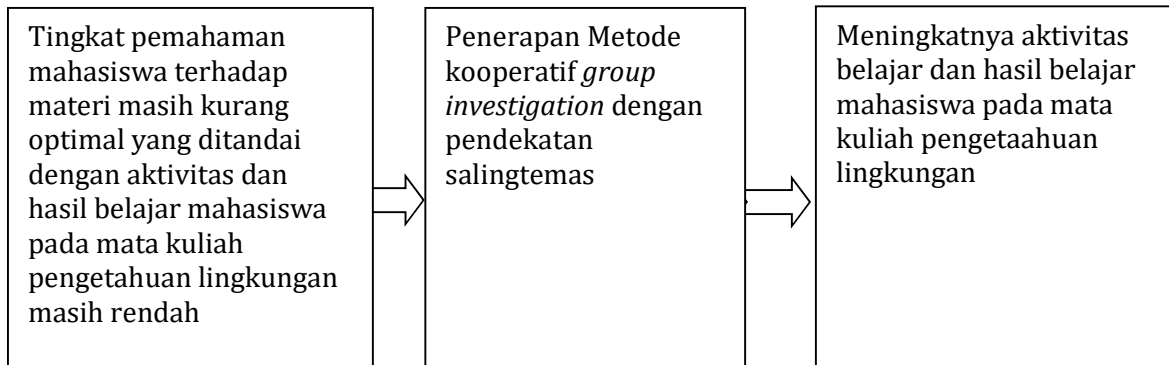
### **Aktivitas Peserta Didik**

Aktivitas adalah kegiatan. Kegiatan peserta didik sangat diharapkan dalam pembelajaran. Sehingga peserta didik tidak jenuh dan bosan dalam belajar. Aktivitas dapat meningkatkan pengetahuan dan pengalaman manusia (Soemanto, 1990).

Salah satu hasil akhir yang diharapkan dapat dicapai dari proses perkuliahan di perguruan tinggi adalah mahasiswa yang mandiri, termasuk mandiri dalam belajar. Mahasiswa diharapkan tidak hanya tergantung pada dosen, dalam arti mahasiswa harus aktif dalam proses belajar.

### **Kerangka Pikir**

Berdasarkan uraian di atas, maka terdapat secara teori hubungan langsung sebab akibat antara variabel *dependent* dan variabel *independent*, bahwa metode kooperatif *group investigation* dengan pendekatan salingtemas diperkirakan dapat meningkatkan aktivitas dan hasil belajar mahasiswa dalam mata kuliah Pengetahuan Lingkungan. Hubungan antara variabel *dependent* dan *independent* dapat digambarkan dengan diagram berikut ini :



**Gambar 1 Skema Kerangka Pikir**

### **Hipotesis Tindakan**

Berdasarkan rumusan masalah dan tujuan penelitian, maka hipotesis tindakan “Penerapan model kooperatif *Group Investigation* dengan pendekatan salingtemas dapat meningkatkan aktivitas dan hasil belajar mahasiswa pada mata kuliah pengetahuan lingkungan”.

### **Metode Penelitian**

#### **Jenis Penelitian**

Penelitian ini menggunakan jenis penelitian tindakan kelas (*classroom action research*), dengan menempuh prosedur yang dikembangkan Kemmis dan Taggart yaitu perencanaan, tindakan, observasi, dan refleksi. Subyek penelitian ini yaitu mahasiswa semester genap (semester dua) kelas C Program Studi Pendidikan Biologi STKIP-PI Makassar tahun akademik 2014/2015 yang sedang menempuh mata kuliah pengetahuan lingkungan.

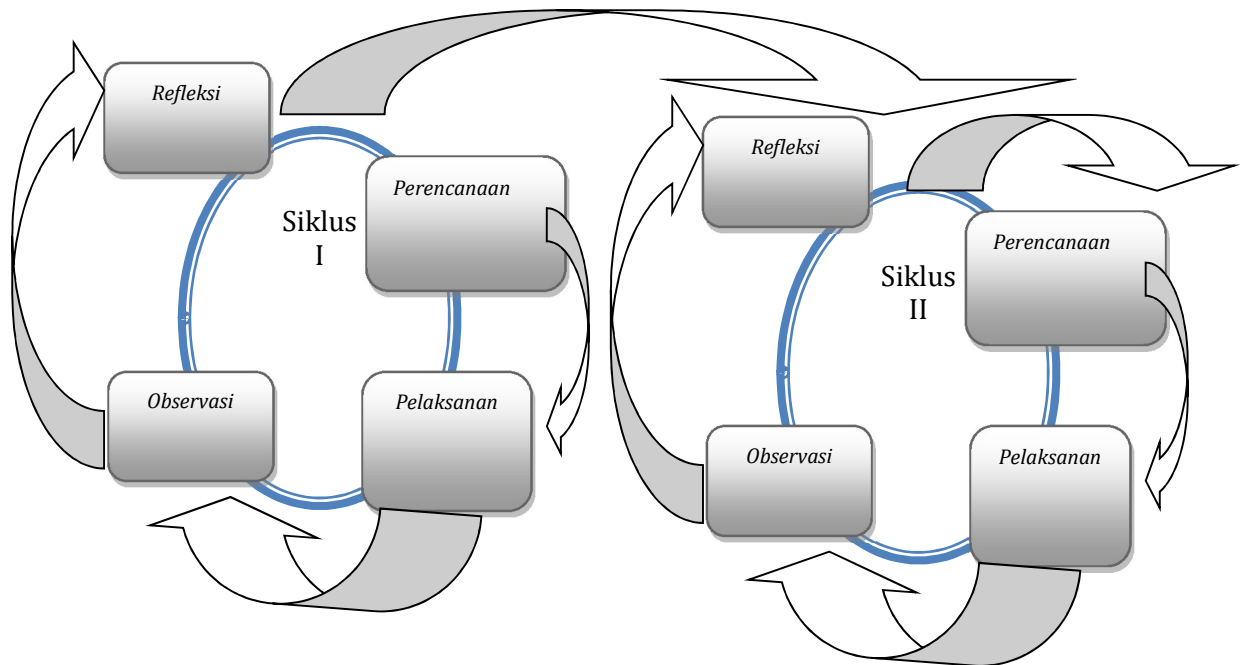
#### **Variabel dan Definisi Operasional**

Variabel penelitian ini adalah model kooperatif *Group Investigation* dengan pendekatan salingtemas dan hasil belajar mahasiswa. Variabel-variabel yang diselidiki dalam penelitian ini didefinisikan sebagai berikut:

1. Pembelajaran kooperatif model *Group Investigation* adalah model pembelajaran kooperatif dimana peserta didik dalam kelompok-kelompok kecil melakukan suatu investigasi untuk memperoleh suatu pengetahuan dengan langkah-langkah pembelajaran yaitu *grouping, planning, investigation, organizing, presenting, dan evaluating*.
2. Pendekatan Sains-Lingkungan-Teknologi-Masyarakat adalah pendekatan di mana dalam pelaksanaannya peserta didik belajar dengan topik yang berada di lingkungan sekitar peserta didik, topik tersebut terkait permasalahan lingkungan yang ditimbulkan oleh perkembangan teknologi dan mempengaruhi kehidupan masyarakat.
3. Aktivitas belajar mahasiswa adalah berbagai kegiatan yang dilakukan mahasiswa dalam kegiatan pembelajaran yang meliputi *grouping, planning, investigation, organizing, presenting, dan evaluating*.
4. Hasil belajar adalah hasil yang diperoleh peserta didik setelah mengalami pembelajaran dengan pendekatan salingtemas dengan pembelajaran kooperatif model *Group Investigation* yang berkaitan dengan kemampuan kognitif yang diukur melalui tes yang diberikan pada akhir pembelajaran.

### **Prosedur Penelitian**

Sesuai dengan karakteristik dari PTK, penelitian ini akan dilaksanakan dalam beberapa siklus. Dalam setiap siklus terdapat empat tahapan kegiatan, diantaranya: 1) perencanaan, 2) Pelaksanaan, 3) Pengamatan (observasi), dan Refleksi. Secara lebih detail, prosedur kerja penelitian disajikan dalam diagram alur pada Gambar 2.



**Gambar 2 Diagram Alur Penelitian Tindakan Kelas**

### **Instrumen Penelitian**

Instrumen penelitian yang digunakan ada 3 macam yakni:

- 1) Lembar observasi terstruktur aktivitas belajar mahasiswa
- 2) Lembar observasi terstruktur aktivitas mengajar dosen
- 3) Lembar soal tes hasil belajar

### **Teknik Pengumpulan Data**

Teknik pelaksanaan pengumpulan data aktivitas belajar mahasiswa dan aktivitas mengajar dosen dilakukan dengan cara melakukan observasi selama pembelajaran langsung untuk setiap siklus. Observasi dilakukan oleh anggota tim peneliti yang bertindak sebagai observer, dengan menggunakan pedoman berupa daftar lembar observasi terstruktur.

Berikut kisi-kisi pedoman observasi aktivitas belajar mahasiswa secara individu:

**Tabel 1 Indikator Aktivitas Belajar Mahasiswa dengan Metode *Group Investigation***

<b>Tahap</b>	<b>Indikator Aktivitas Belajar Peserta didik</b>
<i>Grouping</i>	Mahasiswa diarahkan untuk: <ol style="list-style-type: none"> <li>1. Mengamati sumber, memilih topik, dan menentukan kategori-kategori topik permasalahan</li> <li>2. Bergabung pada kelompok-kelompok belajar berdasarkan topik yang mereka pilih atau menarik untuk diselidiki</li> <li>3. Anggota masing-masing kelompok antara 5-6 orang berdasarkan keterampilan dan keheterogenan</li> </ol>
<i>Planning</i>	<ol style="list-style-type: none"> <li>4. Merencanakan apa yang akan dipelajari</li> <li>5. Merencanakan bagaimana mereka belajar</li> <li>6. Merencanakan siapa dan melakukan apa</li> <li>7. Merencanakan untuk tujuan apa mereka menyelidiki topik tersebut</li> </ol>
<i>Investigation</i>	<ol style="list-style-type: none"> <li>8. Mengumpulkan informasi, menganalisis data dan membuat simpulan terkait dengan permasalahan-permasalahan yang diselidiki</li> <li>9. Masing-masing anggota kelompok memberikan masukan pada setiap kegiatan kelompok</li> <li>10. Saling bertukar, berdiskusi, mengklarifikasi dan mempersatukan ide dan pendapat</li> </ol>
<i>Organizing</i>	<ol style="list-style-type: none"> <li>11. Kelompok menentukan pesan-pesan penting dalam prakteknya masing-masing</li> <li>12. Kelompok merencanakan apa yang akan mereka laporkan dan bagaimana mempresentasikannya</li> <li>13. Wakil dari masing-masing kelompok membentuk panitia diskusi kelas dalam presentasi investigasi</li> </ol>
<i>Presenting</i>	<ol style="list-style-type: none"> <li>14. Penyajian kelompok pada keseluruhan kelas, dalam berbagai variasi bentuk penyajian</li> <li>15. Kelompok yang tidak sebagai penyaji terlibat secara aktif sebagai pendengar</li> <li>16. Kelompok pendengar mengevaluasi, mengklarifikasi dan mengajukan pertanyaan atau tanggapan terhadap topik yang disajikan</li> </ol>
<i>Evaluating</i>	<ol style="list-style-type: none"> <li>17. Menggabungkan masukan-masukan tentang topiknya, pekerjaan yang telah mereka lakukan dan tentang pengalaman-pengalaman efektifnya</li> <li>18. Mengkolaborasi, mengevaluasi, tentang pembelajaran yang telah dilaksanakan</li> </ol>

Cara skoring indikator aktivitas belajar adalah dengan memberikan skor 1 (artinya aktivitas paling rendah/jelek) sampai yang tertinggi 5 (artinya aktivitas belajar yang paling tinggi/ideal). Karena ada 18 indikator maka akan diperoleh total skor = 90

### **Teknik Analisis Data**

Data hasil observasi aktivitas belajar mahasiswa dan dosen akan dianalisis. Selanjutnya berdasarkan data-data yang terkumpul setelah dilakukan tabulasi dan skoring, akan ditafsirkan menggunakan kajian teori yang telah dikembangkan, serta menggunakan pengalaman empiris yang sering dialami ketika melaksanakan pembelajaran di kelas.

Kriteria refleksi data-data atau batas target pencapaian tindakan menggunakan kriteria sebagai berikut:

**Tabel 2 Kriteria Pencapaian Tindakan**

Skor	Nilai	Kualifikasi
85 – 100	A	Baik sekali
70 – 84	B	Baik
55 – 69	C	Cukup
50 – 54	D	Kurang
< 49	E	Kurang sekali

Untuk menghitung nilai rata-rata hasil belajar digunakan rumus sebagai berikut:

$$\bar{x} = \frac{\sum x_i}{n}$$

**Keterangan:**

$\bar{x}$  = Mean (rata-rata)  
 $\sum x_i$  = Jumlah data ke-i  
 $n$  = Banyak data  
 (Sudjana, 2005)

**Persentasi**

Pada perhitungan persentasi hasil belajar digunakan rumus sebagai berikut:

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

**Keterangan :**

$P$  = Angka persentase  
 $f$  = Frekuensi yang sedang dicari persentasinya.  
 $N$  = *Number of Cases* (jumlah frekuensi/banyaknya individu).  
 (Sugijono, 2005).

**Indikator Keberhasilan**

Indikator keberhasilan aktivitas peserta didik. Apabila terjadi peningkatan aktivitas peserta didik selama proses pembelajaran dari siklus I ke siklus II melalui penerapan model pembelajaran kooperatif tipe *group investigation* dengan pendekatan salingtemas.

Indikator keberhasilan hasil belajar peserta didik. Data hasil belajar peserta didik setelah dilakukan koreksi dan scoring akan dianalisis berdasarkan kriteria ketuntasan belajar yakni 75% dari jumlah peserta didik telah mencapai KKM 70 sebagai nilai ketuntasan peserta didik dalam penguasaan materi yang diberikan.

**Hasil Penelitian**

**Deskripsi Temuan Penelitian**

Model pembelajaran *Group Investigation* ini masih baru bagi semester II program studi pendidikan Biologi STKIP-PI Makassar karena belum pernah dilakukan sebelumnya.

Pada awal penelitian mahasiswa masih banyak memerlukan penjelasan tentang cara belajar dengan menggunakan model pembelajaran *group investigation*.

**Rencana umum pelaksanaan tindakan**

Rencana umum yang dibuat tim peneliti sebelum dilaksanakan penelitian adalah sebagai berikut:

1. Membuat perangkat pembelajaran khususnya langkah-langkah (sintaks) model pembelajaran kooperatif GI.
2. Membuat instrument-instrumen yang digunakan, yaitu lembar observasi untuk mengamati aktivitas pengajar dan peserta didik dalam proses pembelajaran, dan lembar soal untuk mengukur tingkat penguasaan materi pembelajaran oleh peserta didik.



**Pelaksanaan tindakan pembelajaran siklus I**

Siklus I dilaksanakan dalam 5 kali pertemuan membahas Sumber Daya Alam dan Lingkungan Hidup; Pemanfaatan Lingkungan oleh Manusia; Iptek dan Lingkungan; Etika Lingkungan; dan Pembangunan Berkelanjutan.

*Persiapan (planning)*

1. Menjelaskan Kompetensi Dasar sehingga mahasiswa memahami apa yang akan dipelajari (Lampiran 2)
2. Menginterpretasikan materi kuliah yang akan dijabarkan,
3. Membagi indikator sesuai dengan kelompok-kelompoknya (Lamp. 3)
4. Membentuk kelompok (Lampiran 4)
5. Memonitor aktivitas/kegiatan mahasiswa (Lampiran 5)

*Pelaksanaan (acting)*

Membuka materi kemudian menjelaskan tahapan pembelajaran yang akan dilalui mahasiswa. Selanjutnya melaksanakan pembelajaran sesuai dengan sintaks yang direncanakan dalam perangkat pembelajaran. Sintaks model pembelajaran GI yang direncanakan meliputi 6 tahap: *grouping, planning, investigation, organizing, presenting, dan evaluating*. Setelah tahapan inti pembelajaran, dosen memberikan tes hasil belajar kepada mahasiswa.

*Pengamatan (observing)*

Tim peneliti terdiri dari dua orang, yang masing-masing bertindak memberikan materi (mengajar) dan melakukan pengamatan aktivitas mahasiswa dan dosen. Pelaksanaan pengamatan selama 2 jam kuliah.

Pengamatan aktivitas mahasiswa

Dari hasil observasi aktivitas belajar mahasiswa yang terdiri dari 18 indikator, diperoleh gambaran aktivitas mahasiswa dalam proses belajar, yang disajikan dalam tabel berikut:

**Table 3 Hasil Observasi Aktivitas Belajar Mahasiswa Siklus I**

No.	Tahap	Skor
1	Grouping	11
2	Planning	12
3	Investigation	9
4	Organizing	9
5	Presenting	11
6	Evaluation	6
<b>Jumlah</b>		<b>58</b>

Tabel hasil observasi aktivitas belajar mahasiswa dengan diperoleh jumlah skor = 58, atau jika dinyatakan dengan nilai:  $58/90 \times 100 = 64,44$  dan jika dinyatakan dengan kategori adalah **cukup**. Sehingga perlu adanya tindakan lanjut pada siklus II dikarenakan pada siklus I ini hasil masih kurang maksimal.

Tes hasil belajar mahasiswa

Nilai tes hasil belajar mahasiswa setelah mengikuti kegiatan pembelajaran siklus I disajikan dalam tabel berikut:

**Tabel 4 Nilai Hasil Tes Belajar Siklus I**

N (Jumlah siswa)	Nilai tertinggi	Nilai Terendah	Total Nilai	Rata-rata	Presentase ketuntasan
33	91	35	2098	63,58	60,60 %

Berdasarkan tabel di atas nampak bahwa hasil belajar pada siklus I hanya diperoleh taraf ketuntasan belajar 60,60%, berarti tidak tuntas. Padahal menurut teori belajar tuntas setiap proses pembelajaran dikatakan berhasil apabila setiap kelas telah menguasai materi pembelajaran antara 70% -75% (J.Block dalam Lukman 2000;29).

#### Refleksi

Secara rinci kekurangan yang nampak pada siklus I sebagai berikut:

1. Tahap grouping
  - 1) Dosen sudah cukup baik dalam memberikan arahan namun mahasiswa masih terlihat canggung karena belum terbiasa dengan model *group investigation*
  - 2) Mahasiswa terbagi ke dalam beberapa kelompok heterogen sesuai dengan materi yang akan diinvestigasi . Beberapa kelompok jumlah anggotanya lebih dari 6 orang dikarenakan jumlah mahasiswa yang cukup besar dalam satu kelas yakni 33 orang.
2. Tahap planning
  - 1) Dosen cukup efektif memberikan penjelasan atau memberikan pengarahan kepada mahasiswa dalam merencanakan topik yang akan dibahas oleh masing-masing kelompok.
  - 2) Mahasiswa mampu bekerjasama dengan kelompok meskipun ada beberapa yang pasif.
  - 3) Sebagian besar mahasiswa sudah dapat menentukan mengenai apa yang akan dilakukan
3. Tahap investigation
  - 1) Karena keterbatasan waktu tiap pertemuan (2 jam kuliah), maka tahap investigasi dilaksanakan secara mandiri diluar jam perkuliahan yang dikoordinir oleh masing-masing ketua kelompok yang kemudian bentuk partisipasi tiap anggota dalam kegiatan kelompok akan disampaikan melalui lembar kegiatan yang telah dibagikan.
  - 2) Pada umumnya mahasiswa telah dapat menemukan sumber-sumber informasi yang lebih luas
  - 3) Masih ada anggota kelompok yang pasif berdasarkan hasil pengamatan dan komunikasi dengan ketua kelompok masing-masing
  - 3) Telah terjadi diskusi yang cukup baik dalam beberapa kelompok.
4. Tahap organizing
  - 1) Pada umumnya sebagian besar anggota kelompok telah aktif dan berusaha memberikan kontribusinya pada pekerjaan kelompok.
  - 2) Dosen memberikan petunjuk dalam membuat laporan. Namun demikian ada sebagian kelompok yang masih belum memahami.
5. Tahap presenting
  - 1) Bentuk penyajian kelompok masih monoton, pada umumnya sama yaitu membacakan pokok-pokok hasil kerja kelompok.
  - 2) Sebagian anggota kelompok penyaji belum memiliki kemampuan yang baik dalam berkomunikasi, jawaban yang diberikan kurang terarah.
  - 3) Kelompok yang menjadi pendengar memperhatikan isi presentasi masing-masing kelompok meskipun bentuk respon pertanyaan masih sedikit dan dosen masih harus memberikan arahan agar mahasiswa bisa lebih aktif.
6. Tahap evaluating
  - 1) Mahasiswa masihnampak kesulitan untuk menggabungkan, mengkolaborasi, hasil presentasi dari seluruh kelompok
  - 2) Dosen melakukan evaluasi dan mahasiswa nampak siap mengerjakan soal-soal yang diberikan.

Berdasarkan hasil refleksi pelaksanaan tahapan-tahapan pembelajaran pada siklus I sebagaimana diuraikan di atas, secara umum dapat disimpulkan bahwa secara prinsip langkah-langkah (sintaks) model pembelajaran *group investigation* sudah diterapkan dengan cukup baik namun masih terdapat kekurangan-kekurangan yang masih perlu diperbaiki pada siklus II.

### **Pelaksanaan Tindakan Pembelajaran Siklus II**

Siklus II dilaksanakan dalam 4 kali pertemuan membahas Pencemaran Lingkungan, Jenis-jenis Pencemaran; Pencemaran Tanah, Pencemaran Air, Pencemaran Udara dan Pencemaran Suara.

#### **Persiapan (planning)**

Pada dasarnya persiapan yang dilakukan pada siklus II sama seperti siklus sebelumnya.

1. Menjelaskan Kompetensi Dasar sehingga mahasiswa memahami apa yang akan dipelajari (Lampiran 2)
2. Menginterpretasikan materi kuliah yang akan dijabarkan,
3. Membagi indikator sesuai dengan kelompok-kelompoknya (Lamp. 3)
4. Membentuk kelompok (Lampiran 4)
5. Memonitor aktivitas/kegiatan mahasiswa (Lampiran 5)

#### **Pelaksanaan (acting)**

Dosen memberikan penegasan beberapa hal yang belum diikuti atau belum dilaksanakan secara benar oleh mahasiswa saat mengikuti pembelajaran pada siklus sebelumnya. Selanjutnya melaksanakan pembelajaran sesuai dengan sintaks yang direncanakan dalam perangkat pembelajaran. Sebagaimana siklus I sintaks model pembelajaran GI yang direncanakan sama seperti siklus sebelumnya meliputi 6 tahap: *grouping, planning, investigation, organizing, presenting, dan evaluating*. Setelah tahapan inti pembelajaran, dosen memberikan tes hasil belajar kepada mahasiswa.

#### **Pengamatan (observing)**

Tim peneliti terdiri dari dua orang, yang masing-masing bertindak memberikan materi (mengajar) dan melakukan pengamatan aktivitas mahasiswa dan dosen. Pelaksanaan pengamatan sama seperti siklus sebelumnya selama 2 jam kuliah.

#### **Pengamatan Aktivitas Mahasiswa**

Dari hasil observasi aktivitas belajar mahasiswa yang terdiri dari 18 indikator, diperoleh gambaran aktivitas mahasiswa dalam proses belajar disajikan dalam tabel berikut:

**Table 5 Hasil Observasi Aktivitas Belajar Mahasiswa Siklus II**

No.	Tahap	Skor
1	Grouping	12
2	Planning	15
3	Investigation	11
4	Organizing	12
5	Presenting	12
6	Evaluation	8
<b>Jumlah</b>		<b>70</b>

Tabel hasil observasi aktivitas belajar mahasiswa dengan diperoleh jumlah skor = 70, atau jika dinyatakan dengan nilai:  $70/90 \times 100 = 77,78$  dan jika dinyatakan dengan kategori adalah **baik**. Dengan kategori tersebut pelaksanaan tahapan-tahapan yang telah dilaksanakan sesuai metode pembelajaran group investigation telah sesuai.

#### **Tes Hasil Belajar Mahasiswa**

Nilai tes hasil belajar mahasiswa setelah mengikuti kegiatan pembelajaran (*post test*) siklus II disajikan dalam tabel berikut:

**Tabel 6 Nilai Hasil Tes Belajar Siklus II**

N (Jumlah siswa)	Nilai tertinggi	Nilai Terendah	Total Nilai	Rata-rata	Presentase Ketuntasan
33	96	45	2399	72,70	75,76 %

Berdasarkan tabel di atas nampak bahwa hasil belajar pada siklus II diperoleh taraf ketuntasan belajar 75,76%, berarti tuntas. Hasil belajar mahasiswa dengan nilai sesuai KKM 70 telah mencapai lebih dari 75% sesuai yang diharapkan untuk mencapai ketuntasan.

#### Refleksi

Secara rinci kekurangan yang nampak pada siklus II sebagai berikut:

1. Tahap grouping
  - 1) Dosen sudah cukup baik dalam memberikan arahan dan mahasiswa sudah mulai terbiasa, tidak canggung, lebih rileks dan antusias.
  - 2) Pembentukan kelompok sudah cepat
  - 3) Mahasiswa sudah dapat memilih sendiri dengan siapa mereka akan berkelompok sesuai dengan topik yang diinginkan
2. Tahap planning
  - 1) Dosen cukup efektif memberikan penjelasan atau memberikan pengarahan kepada mahasiswa dalam merencanakan topik yang akan dibahas oleh masing-masing kelompok.
  - 2) Mahasiswa mampu bekerjasama dengan kelompok dan sudah mampu menentukan mengenai apa yang akan dilakukan dan rencana yang akan dikerjakan.
3. Tahap investigation
  - 1) Mahasiswa telah dapat menemukan sumber-sumber informasi yang lebih luas melalui observasi lingkungan sekitar, buku-buku dan internet
  - 2) Telah terjadi diskusi yang cukup baik dan terarah.
4. Tahap organizing
  - 1) Pada umumnya sebagian besar anggota kelompok telah aktif dan berusaha memberikan kontribusinya pada pekerjaan kelompok.
  - 2) Mahasiswa juga sudah memahami bagaimana membuat laporan.
5. Tahap presenting
  - 1) Bentuk penyajian kelompok lebih menarik dan variatif
  - 2) Kelompok yang menjadi pendengar memperhatikan isi presentasi masing-masing kelompok dan memberikan pertanyaan yang cukup baik
  - 3) Kelompok penyaji mampu memberikan jawaban cukup baik dan lebih percaya diri mengemukakan pendapatnya.
6. Tahap evaluating
  - 1) Mahasiswa mampu membuat kesimpulan tentang hasil presentasi seluruh kelompok
  - 2) Dosen melakukan evaluasi dan mahasiswa nampak siap mengerjakan soal-soal yang diberikan.

Berdasarkan hasil refleksi pelaksanaan tahapan-tahapan pembelajaran pada siklus II sebagaimana diuraikan di atas, secara umum dapat disimpulkan bahwa secara prinsip langkah-langkah (sintaks) model pembelajaran group investigation sudah baik dan dapat diterapkan.

#### **Pembahasan Hasil Tindakan**

Model *Group Investigation* menimbulkan suasana saling bekerjasama dan berinteraksi antar mahasiswa dalam kelompok tanpa memandang latar belakang, saling berdiskusi dan berargumentasi dalam memahami suatu masalah serta mencari solusinya. Mahasiswa dilatih untuk memiliki kemampuan yang baik dalam berkomunikasi, semua kelompok menyajikan suatu presentasi yang menarik dari berbagai topik yang telah dipelajari.

Model Pembelajaran *Group investigation* yang diterapkan pada mata kuliah Pengetahuan Lingkungan menggunakan pendekatan salingtemas sebab permasalahan lingkungan yang dihadapi saat ini banyak kaitannya dengan aktivitas manusia, pemanfaatan dan pengelolaan sumber daya yang kurang bijaksana serta kurang terkendalinya pemanfaatan ilmu pengetahuan dan teknologi maju.

Model pembelajaran dengan pendekatan Salingtemas dikembangkan dengan tujuan agar: 1) peserta didik mampu menghubungkan realitas sosial dengan topik pembelajaran di

dalam kelas, 2) peserta didik mampu menggunakan berbagai jalan/prespektif untuk menyikapi berbagai isu/situasi yang berkembang di masyarakat berdasarkan pandangan ilmiah, dan 3) peserta didik mampu menjadikan dirinya sebagai warga masyarakat yang memiliki tanggungjawab sosial.

Berdasarkan hasil pengamatan selama dua siklus tindakan sebagaimana telah dikemukakan di atas, dapat dikemukakan perbandingan efektivitas tindakan masing-masing siklus sebagai berikut:

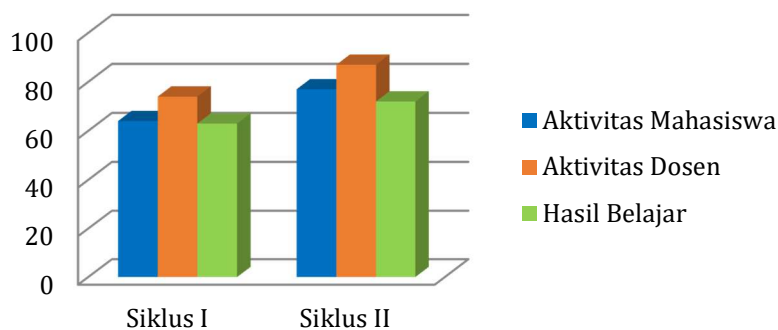
**Tabel 7 Perbandingan Hasil Tindakan Siklus I dan Siklus II**

Aspek	Siklus-1		Siklus-2	
	Nilai	Kategori	Nilai	Kategori
Aktivitas Mahasiswa	64,44	C	77,78	B
Aktivitas Dosen	74,73	B	87,38	SB
Hasil belajar	63,58	C	72,70	B

K=kurang, C= cukup, B= baik, BS= baik sekali

Tabel di atas menunjukkan adanya kemajuanyang signifikan dari siklus I ke siklus II , yang menandakan bahwa tindakan yang diberikan benar-benar menuju ke arah lebih baik, dan memberikan pengaruh yang baik pula terhadap aktivitas mahasiswa, dosen dan hasil belajar.

Data-data hasil observasi sebagaimana disajikan dalam tabel di atas jika disajikan dengan grafik sebagai berikut:



**Gambar 3 Perbandingan Hasil Tindakan**

Berdasarkan tabel dan grafik sebagaimana dikemukakan di atas nampak bahwa tindakan yang diberikan selama dua siklus menunjukkan efektivitas yang cenderung meningkat. Hal ini menunjukkan bahwa penerapan model pembelajaran GI dengan pendekatan salingtemas terbukti efektivitasnya untuk meningkatkan aktivitas dan hasil belajar mahasiswa.

### Simpulan

Berdasarkan hasil analisis dan pembahasan penelitian yang telah dilakukan serta dihubungkan dengan rumusan masalah maka dapat disimpulkan bahwa:

1. Penerapan model kooperatif *Group Investigation* dengan pendekatan salingtemas dapat meningkatkan aktivitas mahasiswa pada mata kuliah pengetahuan lingkungan dengan nilai 64,44 (kategori cukup baik) pada siklus I dan meningkat menjadi 77,78 (kategori baik) pada siklus II.
2. Penerapan model kooperatif *Group Investigation* dengan pendekatan salingtemas dapat meningkatkan hasil belajar mahasiswa pada mata kuliah pengetahuan lingkungan dengan nilai evaluasi rata-rata 63,58 (kategori cukup baik) pada siklus I dan pada siklus II mengalami peningkatan dengan nilai rata-rata 72,70 (kategori baik) dengan presentase ketuntasan klasikal 75, 76%.

Berdasarkan penelitian dalam menerapkan model pembelajaran GI pada mata kuliah pengetahuan lingkungan di STKIP-PI Makassar, maka dikemukakan saran sebagai berikut:

1. Sebagaimana tujuan pengembangan model pembelajaran GI adalah untuk mengembangkan kemampuan kerjasama. Oleh sebab itu guru atau dosen sebagai pelaksana pembelajaran harus mengutamakan proses yang mendukung terciptanya suasana kerja kelompok. Misalnya mulai dari pengaturan kelas, pembagian kelompok-kelompok kecil, penentuan masalah atau topik hingga bagaimana membuat presentasi sebagai laporan juga harus mencerminkan suasana belajar kelompok.
2. Mengingat langkah-langkah (sintaks) model pembelajaran GI yang relative panjang dan kompleks maka sebelum memilih model ini hendaknya di uji coba terlebih dahulu. Hal ini dirasakan akan lebih baik karena karakteristik peserta didik, karakteristik materi akan sangat menentukan bagaimana pengajar dapat melaksanakan langkah-langkah pembelajaran secara tepat.
3. Group Investigation (GI) sebagai sebuah model pembelajaran dapat dikatakan masih bersifat model hipotetik. Oleh karena itu perlu untuk mengujinya apakah model pembelajaran GI sesuai dengan seluruh karakteristik materi dan karakteristik peserta didik.

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## **DEVELOPING CURIOSITY THROUGH LINGUISTIC INTELLIGENCE-BASED LEARNING TO IMPROVE STUDENTS' CRITICAL THINKING AND CREATIVITY**

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### **Abstract**

*This study aims to develop and find out effective learning model based on linguistic intelligence curiosity to improve students' critical thinking and creativity. This research is grounded based on by the needs of students in Indonesia Subject which is mostly intended on the use of language function and practice to support academic activities especially productive skill such as speaking and writing. This study was started by conducting preliminary research in the form of analytical studies in one of senior high school with 150 students as the participant. After that the hypothetical model were tested toward the students majoring from Social Science (IPS) at SMAN 5. Having obtained a revised model that is considered adequate, and the revised model was tested second time on a comprehensive test at the Department of Natural Sciences (IPA) SMAN 5. Second testing stage was meant to test the effectiveness of the model of the dependent variable are set, the critical thinking skills of students in the creative-writing products in the form of short stories. Some aspects of Creative and Critical thinking skills (KBKK) which are observed in KBKK are : a) the content aspect, b) organizational aspects, c) language aspect, d) aspects of the title, and e) aspects of the power of imagination. The result showed the learning model can improve creative and critical thinking skills of the students in form of short stories. In addition, MPK-KL automatically can also promote the literacy skills of the students, especially the ability to write short stories.*

*Keywords: Curiosity Learning Model, Linguistic, KBKK*

### **Introduction**

Basically a lot of ways that can be used by teachers to facilitate students cope with learning problems. Changes in teaching practice which shift from teacher-center to learner-centered certainly impact teachers' way in conducting learning. Students-Centered model makes teachers' role to be facilitators and organizers of good learning. Students must be active in their learning and the teacher directs learning process in order students achieve the expected learning goals.

Based on these descriptions, indirectly, students should maintain their curiosity and students must be able to gather information related to the content being delivered. Edelman (1997) suggested that curiosity is a necessity, thirst or desire for knowledge. Curiosity (curiosity) is an acquisition of knowledge. It is supported by Sumrongthong (Culalongkorn University, 2013) who said that the strategy of curiosity is a great mind who always wants to learn more about something or urge to investigate the (inquiry), research (investigation), or search for knowledge.

In addition, in order to encourage students' curiosity towards short story, students must have a good linguistic intelligence so that students are able to produce a series of sentences which are appropriate, and impressive created story. According to Nurdin and Yaumi (2013, hlm.45) Linguistic intelligence is the ability to use both of oral and written language precisely and accurately. The accuracy and concordance in this sense can be understood to mean that the students are able to determine the precise diction when writing

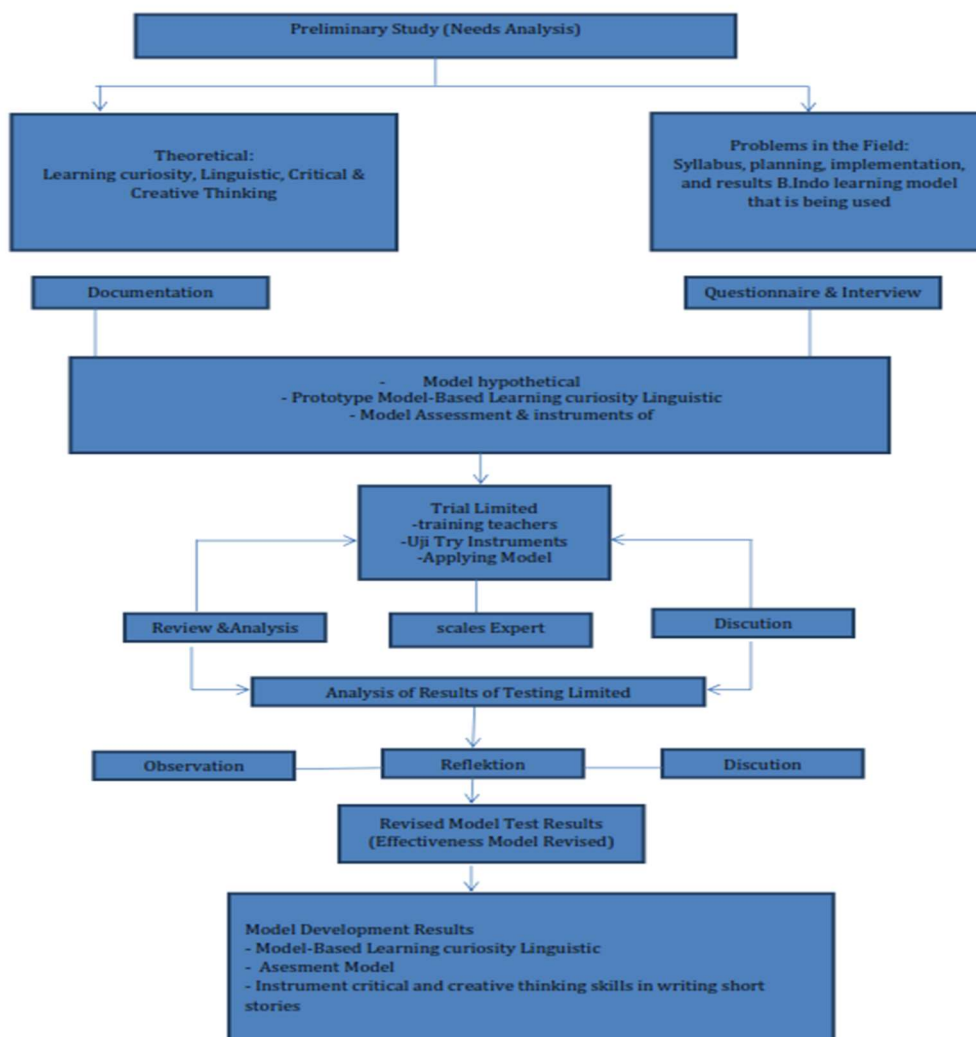
short stories so that it gives a pleasant impression to reader. Students who have a good linguistic intelligence will understand that words not only meant to express meaning explicitly or implicitly, but also making shape and sound. Different chosen words are able to give different image and emotion on reader's mind.

Everyone is naturally born with various linguistic capabilities which distinguish their linguistic intelligence. The statement was in line with the statement expressed by Kirschenbaum (Jasmine 2007, hlm.17) ... absolutely it is clear that some people linguistically perform better than others. Logically the statement is truth since the language is much closed to human life. Human have been using the language for interaction with other people since they are born. Technology development will certainly affect the linguistic intelligence which is owned by someone. Besides, it is also influenced by people education.

Therefore, curiosity-based learning which focuses on students 'curiosity towards things they have learned it, be more functional if combined with the students because of linguistic intelligence, linguistic intelligence is able to improve students' ability to create a series of precise word that giving a distinct impression on the short story h. In addition, a curiosity model based on linguistic intelligence can enhance students' skills in critical thinking-creative.

### Method

This study used 4D model developed by Thiagarajan et al (1974) which is then adapted to the conditions in the field. The stages of 4D model development including define (definition), design (design), develop (development) and disseminate (dissemination). 4D model development will only be carried out by the researcher to develop phase (development). These stages can be illustrated by the following chart.





The first step is definition (define), it aims to define the basic problems, requirements and information problems that arise in the study as the basis for the development to be carried out. At this stage there are five steps that must be done: 1) Conducting a descriptive study 2) Conducting Studies Reader 3) Drafting validated by experts 4) Piloting hypothetical model in class limited 5) Modeling revision tested on a wide class.

The second stage is planning (design), this phase purposed to design the prototype stage development products that will be produced. The steps in this phase are 1) the determination criterion reference test (constructing criterion-referenced test) preparation of criteria and reference test is based on indicators of learning that has been set, 2) the selection of media (media selection) steps in media selection is done fixing media proper development and in accordance with the problems that arise in learning to write short stories in SMAN 5 Sukabumi, student characteristics and learning situation in schools, 3) the election format put following the media , 4) preliminary draft (initial design ) this step is designed basic concepts presented in the learning device later developed as needed.

The third stage is the development (develop), this phase aims to further modify learning device that has been developed into a learning device that is ready to use. Ready-made product development are tested through validation test. some Stages that need to be done are expert appraisal and developmental testing). Assessment by experts is conducted by three expert validator who are validator of learning device (Dr. Dadang S Anshori, M Ed), validator of matter experts (Dr. Vismaia Damayanthi, M.Pd.) and field practitioners validator (Fathrah Hasanah, M.Pd. ).

After finishing product development, the next stage of product trials. At this stage there are three tests that are test the feasibility of the validator, practicality test by students and the effectiveness of the test by researchers to determine the increasing motivation and student learning outcomes after using products that have been developed. Product trials conducted to obtain data to be used for repairs or revisions so that the resulting product development with high feasibility and effectiveness. Product testing conducted through the following steps: 1) the design of the trial, the product of the syllabus, lesson plans, teaching materials and assessment instruments were developed to test the feasibility, effectiveness and practicality, 2) the subject of the trial, in the research and development of models of learning to write this short story consists of subjects limited field trial that class X-IPS 1 SMA Negeri 5 Sukabumi total of 32 students, 3) the type of data, the type of data in this study a quantitative and qualitative data in the form of score assessment questionnaire and responses or advice given by questionnaire, 4) data collection instruments used to obtain research data was a questionnaire validation by the validator (professors and teachers), learning by observation sheet keterlaksanaan observer and a questionnaire to test the practicality of teaching materials after use by students, motivation questionnaire.

The next stage after testing is the analysis of data have been obtained from the research that has been done. Data analysis techniques to be obtained from the results of the validation, learning outcomes and enforceability of curiosity-based learning model in linguistic intelligence. Research and development data are the result of an assessment by the validation team who provide assessment and feedback / suggestions in the questionnaire provided validation of this research are used to determine the feasibility of a learning model that has been developed.

## **Results**

### **Feasibility Test**

The developed Product is then tested. There are three phases, namely the feasibility test, test the practicality and effectiveness of the test. Feasibility test carried out by the validator. Test practicality known by students of a questionnaire distributed to students after using teaching materials that have been developed. Test effectiveness known from increased motivation and student learning outcomes after using learning tools that have been developed. Qualifications obtained from the feasibility test by validator is a syllabus (Table 1.1), RPP

(Table 1.2) and instrument ratings (Table 1.3) are very well qualified and well qualified for teaching materials (Table 1.4).

**Table 1 Data Validation Results Syllabus**

<b>Components Syllabus</b>	<b>Validator 1</b>	<b>Validator 2</b>	<b>Average</b>	<b>Qualification</b>
	3,9	3,7	3,8	Excellent
Completeness of components syllabus				
Indicator	3,5	3,7	3,6	Excellent
Learning materials	4	4	4	Excellent
Learning activities	3,8	3,5	3,6	Excellent
Assessment of learning outcomes	3,7	3,7	3,7	Excellent
Allocation of time	4	3	3,5	Excellent
Learning resources	4	4	4	Excellent
Result	26,9	25,6	26,2	Result
Average value of the syllabus	3,8	3,7	3,7	Excellent

**Table 1.2 Data Validation Results RPP**

<b>Component RPP</b>	<b>Validator 1</b>	<b>Validator 2</b>	<b>Average</b>	<b>Qualification</b>
	3,9	4	3,9	Excellent
Completeness of components syllabus				
Indicator	3,8	3,5	3,7	Excellent
Learning objectives	3,7	3,7	3,7	Excellent
	4	4	4	Excellent
Learning materials				
Method of Learning	3	3,7	3,3	Excellent
	3,6	3,7	3,7	Excellent
Learning activities				
Assessment of learning outcomes	4	4	4	Excellent
Allocation of time	3	3	3	Excellent
	4	4	4	Excellent
Learning resources				
Result	33	33,6	33,3	Result
Average value of the RPP	3,7	3,7	3,7	Excellent

**Table 1.3 Data From Instrument Validity**

Criteria	Validator 1	Validator 2	Rata-rata	Qualification
Assessment rubric component	3,3	4	3,7	Excellent
Total	3,3	4	3,7	
Mean	3,3	4	3,7	Excellent

**Table 1.4 Data From Teaching Material Validity In Regulation System**

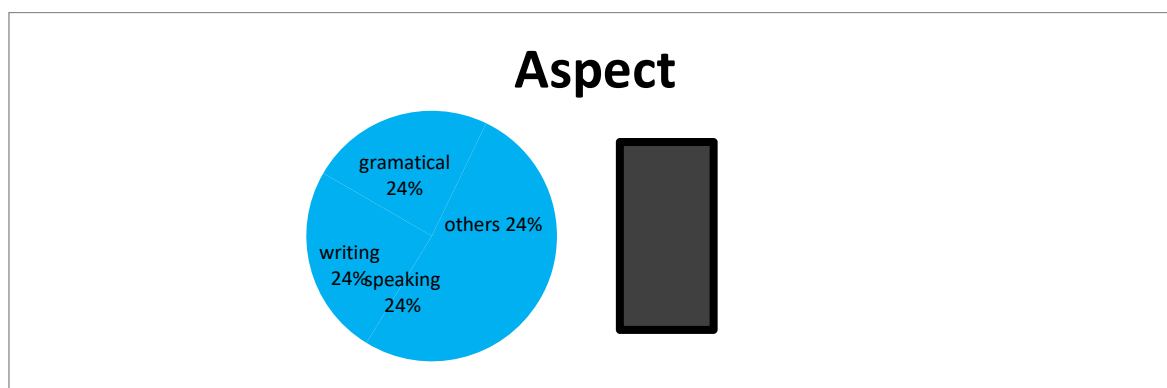
Criteria	Validator 1	Validator 2	Average	Qualification
1.concept	4	3,3	3,7	Excellent
2. reliability validity	3	3	3	Good
3.perfor- mance in delivering material	3,7	2,9	3,3	Good
Total	10,7	9,2	10	
Mean Validity Material	3,7	3,1	3,3	Good

**Table 1.5 Data From Questionnaire Score Of Practicality Test**

Criteria	Average	Qualification
	3,3	Excellent
1. teaching material quality	2,9	Good
2. material content	3,1	Good
3. learning support		
4. <i>Website for downloadings</i>		
Total	12,3	
Mean	3,1	Good

### Findings and Discussions

First: 97.88% (138 respondents) said Mapel Indonesian necessary and essential for students. Competencies aspect they need are as follows.



Second: KBKK students are reflected in the article written by them before the treated MPK-KL is quite to the average of 29.35. Sementara after being treated MPK-KL (cycle 2) is quite good with a mean 44.2. meanwhile after being treated MPK-KL (cycle 3) classified very well with the average of 54.93.

Third: Seriousness of students in participating MPK-KL is fair and responsive.

Fourth: MPK-KL proven effective in increasing student KBKK-short stories, both in limited testing done through a class action trial in three cycles, as well as extensive testing conducted through quasi experiment with pretest-posttest design in a class.

The results of t-test, the mean and mean action 1 action 2 obtained t count = 5.174 > t table 2,072 at a significance level of 0.95 with degrees of freedom 22. The t-test results, the mean of measures 2 to 3 measures obtained t count = 10 649 > t table 2072 at a significance level of 0.95 with a degree of freedom 22. Thus, the difference was significant. This means that MPK-KL proven effective in increasing student KBKK-stories.

Fifth: Measuring instruments used to measure KBKK remedy the language products automatically and also can be used to assess students' ability to write short stories.

### **Conclusion**

Findings and discussions showed several points regarding the development learning model curiosity intelligence-based linguistic including: 1) the results of validation of the product by the validator indicates that the learning model curiosity intelligence-based linguistic that can be developed has been eligible to be tested, 2) learning model development curiosity intelligence-based linguistic can improve creative and critical thinking skills of a tenth class in SMA Negeri 5 Sukabumi, 3) the development of intelligence-based learning model curiosity linguistic can improve the ability to write short stories either in term of cognitive, affective and psychomotor of tenth class in SMA Negeri 5 Sukabumi.

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## **PEMBELAJARAN KEWIRAUSAHAAN DI PESANTREN WIRUSAHA AGROBISNIS ABDURRAHMAN BIN AUF KLATEN**

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### **Abstract**

*The purpose of this study is to analyze the entrepreneurial learning at the Agribusiness Entrepreneurship Boarding school (Abdurrahman bin Auf Klaten), such as the curriculum which is implemented, the teachers, the learners and the learning process. The research was conducted at Agribusiness Entrepreneurship Boarding school Abdurrahman bin Auf Klaten. The researcher used exploratif qualitative in this research. In data collection method, the researcher applied purposive sampling and snowball sampling. The data of this study came from interviews, observations, and document analysis. Then, the results of collecting data or information were analyzed by using interactive techniques. The Entrepreneurial Learning at the Agribusiness Entrepreneurship Boarding school (Abdurrahman bin Auf Klaten ) went well. It was characterized by some factors, such as (1) the learning curriculum which was developed and maintained by the management division of Perwira AbA considered the potential, the characteristics and the needs of learners; (2) the teachers of Perwira AbA were selected from various disciplines and mastered the teaching skill; (3) the students of Perwira AbA were productive youths who desired to be an entrepreneur; (4) the learning process was held by applying some various learning methods and models based on the learning materials*

*Keywords: Entrepreneurship, Learning Entrepreneurship, Entrepreneurial Boarding School, Abdurrahman bin Auf*

### **Pendahuluan**

Pengangguran di Indonesia berada pada kondisi yang sangat memprihatinkan, Badan Pusat Statistik Nasional menyatakan tingkat pengangguran terbuka per Februari 2016 mencapai angka 5,5% dari jumlah angkatan kerja sebesar 127,7 juta jiwa. Angkatan kerja lulusan sarjana yang menganggur sebanyak 6,22 %, Lulusan Diploma berada pada 7,22 %, SMK 9,84%, SMA 6,95 %, SMP 5,74%, dan SD sebesar 3,44% ([www.bps.go.id](http://www.bps.go.id)), ini mengindikasikan para angkatan kerja lebih memilih mencari pekerjaan dibanding menjadi seorang wirausaha.

Proporsi wirausaha Indonesia diperkirakan baru sekitar 1,5% dari total populasi, angka ini sangat jauh tertinggal dibanding Negara-negara lain, Singapura memiliki 7%, Malaysia 5 %, Thailand 4,5%, vietnam 3,3% populasipenduduknya. ([www.suara.com](http://www.suara.com)) Padahal Pemerintah telah mengeluarkan Instruksi Presiden Nomor 4 Tahun 1995 tentang Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan. Instruksi ini mengamanatkan kepada seluruh masyarakat dan bangsa Indonesia untuk mengembangkan program-program kewirausahaan, karena budaya wirausaha merupakan kunci untuk menurunkan angka pengangguran, menumbuhkan ekonomi kerakyatan, dan mendukung pengentasan kemiskinan.

Wirausaha merupakan salah satu pilar ekonomi negara, lembaga pendidikan formal hendaknya mampu mendorong peserta didiknya menjadi seorang wirausaha. Lembaga pengajaran, guru sekolah selama ini terbatas hanya memberi pengetahuan kewirausahaan yang bersifat kognitif. Pendidikan kewirausahaan di sekolah selama ini baru menyentuh pada tingkatan pengenalan norma atau nilai-nilai, namun belum berada pada tingkatan internalisasi dan tindakan nyata dalam kehidupan sehari-hari. padahal kewirausahaan merupakan ilmu yang mempelajari tentang nilai, kemampuan dan perilaku seseorang dalam menghadapi

tantangan hidupnya, kewirausahaan tidak cukup diberikan dalam pembelajaran kelas namun juga memerlukan penanaman sikap mental wirausaha dan pelatihan keterampilan. Untuk dapat meningkatkan proporsi wirausaha di Indonesia maka dibutuhkan alternatif baru pembelajaran kewirausahaan yang berorientasi pada pembentukan karakter dan perilaku wirausaha.

Pesantren Wirausaha Agrobisnis Abdurrahman bin Auf (Perwira AbA) adalah pesantren yang bukan hanya memposisikan diri sebagai lembaga pendidikan keagamaan namun juga sebagai lembaga pencetak sumberdaya handal dan lembaga yang melakukan pemberdayaan masyarakat yang mengajarkan keagamaan dan bekal keterampilan kepada santrinya agar ketika lulus mereka bisa menjadi seorang wirausaha.

Pembelajaran kewirausahaan di Pesantren Wirausaha Agrobisnis Abdurrahman Bin Auf tidak hanya menekankan kepada aspek kognitif namun lebih menekankan pada penguatan mental dan pemberian keterampilan sebagai pendukung terbentuknya wirausaha baru. Adanya alternatif pembelajaran kewirausahaan ini diharapkan mampu mengurangi jumlah pengangguran dan menjadi inspirasi berbagai lembaga pendidikan untuk menumbuhkan jiwa wirausaha peserta didik

Berdasar latar belakang yang ada tujuan penelitian ini adalah untuk mengetahui pembelajaran kewirausahaan yang dilakukan di Pesantren Wirausaha Agrobisnis Abdurrahman Bin Auf.

### **Kajian Literatur**

Kegiatan pembelajaran yang diselenggarakan oleh guru selalu bermula dan bermuara pada komponen-komponen pembelajaran yang tersurat dalam kurikulum. Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab I tentang Ketentuan Umum pasal 1 ayat 19 menyebutkan bahwa, "Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu" Kurikulum memiliki posisi yang sangat strategis dalam sistem pendidikan karena kurikulum merupakan pedoman, pengarah dan pengendali jalannya praktik pendidikan dan pembelajaran

Pembelajaran menurut Undang-Undang Nomor 20 tahun 2003 adalah "Proses interaksi peserta didik dengan pendidik dan sumber belajar pada suatu lingkungan belajar". Menurut Sagala (2006:61) "Pembelajaran merupakan proses komunikasi 2 arah, mengajar yang dilakukan oleh pihak guru sebagai pendidik sedangkan belajar dilakukan oleh peserta didik atau murid

Pembelajaran adalah proses interaksi peserta didik, pendidik dan sumber belajar yang bertujuan untuk mendukung proses belajar siswa. Agar pembelajaran berlangsung secara efektif efisien dan profesional pendidik dituntut untuk menguasai berbagai keterampilan mengajar serta model-model pembelajaran. Keterampilan mengajar berhubungan dengan beberapa kemampuan yang bersifat mendasar yang harus dimiliki dan diaktualisasikan setiap pendidik dalam melaksanakan tugas mengajarnya. Model pembelajaran menurut Udin Winataputra yang dikutip Sugiyanto (2007: 3)

"Model pembelajaran adalah kerangka konseptual yang melukiskan prosedur yang sistematis dalam mengorganisasikan pengalaman belajar untuk mencapai tujuan belajar tertentu, dan berfungsi sebagai pedoman bagi para perancang pembelajaran dan para pengajar dalam merencanakan dan melaksanakan aktivitas pembelajaran"

Model pembelajaran atau strategi pembelajaran yang dikembangkan para ahli dalam upaya mengoptimalkan hasil belajar siswa diantaranya adalah model pembelajaran kontekstual, model pembelajaran kooperatif, model pembelajaran quantum, model pembelajaran terpadu dan model pembelajaran berbasis masalah (Sugiyanto, 2010: 3)

Model Pembelajaran Kontekstual/ *Contextual Teaching Learning* adalah pembelajaran yang menekankan pada kebermaknaan. Pembelajaran tidak sebatas mengetahui fakta-fakta namun juga mampu memberi makna kepada siswa mengenai materi akademik yang diperolehnya. Makna dari pembelajaran akan bisa dimiliki apabila siswa mampu

mengkonstruksi sendiri materi akademik dan mampu mengaitkan informasi baru dengan pengetahuan dan pengalaman yang telah mereka miliki sebelumnya.

Model Pembelajaran Kooperatif / *Cooperative Learning* merujuk pada metode pengajaran siswa bekerja dalam kelompok kecil untuk membantu satu sama lain dalam mempelajari materi pelajaran. Model Pembelajaran Quantum/ *Quantum Teaching* adalah perubahan bermacam-macam interaksi yang ada didalam dan di sekitar momen belajar” (De Potter, 2008: 5). *Quantum teaching* bersandar pada konsep bawalah dunia mereka (pebelajar) ke dunia kita (pengajar), dan antarkan dunia kita (pengajar) ke dunia mereka (pebelajar) maksudnya mengingatkan pengajar pada pentingnya memasuki dunia siswa, guru harus mampu untuk menjembatani jurang antara dunia guru dengan dunia siswa, hal ini akan memudahkan guru untuk membangun jalinan, menyelesaikan bahan pelajaran lebih cepat, membuat hasil belajar lebih melekat dan memastikan terjadinya pengalihan pengetahuan sedangkan Model Pembelajaran Terpadu/ *Integrated Learning* merupakan sebuah pendekatan pembelajaran yang dengan sengaja mengkaitkan beberapa aspek baik dalam intra maupun antar mata pelajaran. Model Pembelajaran Berbasis Masalah/ *Problem Based Learning* adalah pembelajaran yang menjadikan masalah sebagai dasar bagi siswa untuk belajar. Sanjaya (2010: 214) menyatakan “Pembelajaran berbasis masalah diartikan sebagai aktitas pembelajaran yang menekankan kepada proses penyelesaian masalah yang dihadapi secara ilmiah” Masalah dalam pembelajaran berbasis masalah adalah gap antara situasi nyata dan kondisi yang diharapkan. Materi pembelajaran dalam PBL tidak terbatas pada materi pelajaran yang bersumber dari buku saja namun juga dapat bersumber dari peristiwa-peristiwa tertentu yang sesuai dengan kurikulum yang berlaku

Pemilihan model atau strategi pembelajaran mempunyai andil yang sangat besar dalam keberhasilan pembelajaran. Penggunaan model pembelajaran dengan mempertimbangkan tujuan pembelajaran yang ingin dicapai, sifat bahan/ materi ajar, kondisi siswa dan sarana prasarana pendukung. Pembelajaran Kewirausahaan adalah proses interaksi peserta didik, pendidik dan sumber belajar yang bertujuan untuk mencapai kemampuan menciptakan kegiatan usaha secara kreatif dan inovatif. Menurut Eman Suherman (Sondari, *Pustaka.unpad.ac.id*,) “Pembelajaran kewirausahaan diawali dengan persiapan serta pengadaan materi pembelajaran teori, praktek dan implementasi”. Setelah persiapan dan pengadaan materi pembelajaran selesai, maka dilaksanakan proses pembelajaran kewirausahaan dengan tujuan utama mengisi ranah *kognitif, afektif* dan *psikomotorik* peserta didik. Selanjutnya, disediakan juga wahana konsultasi terutama untuk hal-hal pragmatis. Pembelajaran kewirausahaan belum lengkap tanpa bukti nyata dunia usaha, Oleh karena itu perlu ditambahkan satu faktor pendorong yaitu *role model*. *Role model* memiliki pengaruh yang sangat kuat untuk mendorong peserta didik untuk kemudian menjadi wirausaha. Pendidik mengundang wirausahawan sukses untuk memberikan pencerahan kepada peserta didik mengenai dunia usaha yang sebenarnya.

Pesantren merupakan suatu lembaga pendidikan yang bersifat egaliter terbuka dengan hal baru terbukti dengan kemampuan pesantren mengikuti perubahan zaman namun tetap tidak menghilangkan identitas keislaman. Pesantren adalah tempat belajar ilmu agama islam secara sistematis dengan menerapkan ketinggian akhlak sebagai pondasinya dan memberikan pelajaran umum yang tidak tertinggal dengan sekolah biasa. Pesantren selain sebagai lembaga bimbingan keagamaan pesantren juga merupakan lembaga keilmuan, pelatihan, pengembangan masyarakat.

### **Metode Penelitian**

Penelitian dilakukan di Pesantren Wirausaha Agrobisnis Abdurrahman bin Auf (Perwira AbA) beralamat di dusun Tlagu Wetan, desa Bulan, kecamatan Wonosari Kabupaten Klaten Jawa Tengah. No telp (0271) 7060430. Metode penelitian yang digunakan dalam penelitian ini adalah eksploratif kualitatif. Penelitian eksploratif berfungsi sebagai sumber untuk mengembangkan ide-ide yang kemudian ditelaah lebih lanjut. Penelitian eksploratif bertujuan untuk mendiagnosis suatu situasi, penyaringan alternatif dan menemukan ide-ide baru.

Data dari penelitian ini berasal dari hasil wawancara, observasi, dan analisis dokumen. Pengambilan sampel dalam penelitian ini menggunakan teknik *purposive sampling* dan *snowball sampling*. *Purposive sampling* karena peneliti hanya memilih informan didasarkan atas berbagai pertimbangan tertentu. Informan dipilih berdasarkan posisi dengan akses tertentu yang dianggap mengetahui permasalahan secara mendalam dan dapat dipercaya untuk menjadi sumber data.

Selain itu penelitian ini juga menggunakan *snowball sampling* yaitu peneliti pertama-tama mencari informan kunci yang akan menunjukkan kepada informan lain bergulir semakin besar agar diperoleh data sesuai dengan kebutuhan penelitian. Observasi dalam penelitian ini dilakukan dengan observasi partisipan. Peneliti mengamati dan menggali informasi dari kondisi lingkungan penelitian menurut kondisi yang sebenarnya. Peneliti datang ditempat kegiatan dengan terlibat dalam kegiatan

Bentuk wawancara yang dilakukan dalam penelitian ini adalah wawancara semiterstruktur. Wawancara semiterstruktur memungkinkan memperoleh informasi yang lebih mendalam karena lebih fleksibel, memungkinkan pertanyaan diluar perdoman yang ada. Wawancara pada penelitian ini dilakukan kepada direktur pesantren diteruskan pada pihak lain yang ditunjuk sesuai dengan kebutuhan penelitian.

Analisis dokumen dalam penelitian ini akan dilakukan terhadap kurikulum pembelajaran, program pembelajaran, jadwal pembelajaran, dan segala dokumen yang diperlukan untuk penelitian. Penelitian ini menggunakan model analisis interaktif, yaitu pada waktu pengumpulan data, peneliti selalu membuat reduksi data dan sajian data, hal ini dilakukan sampai selesai aktivitas pengumpulan data. Setelah itu dilakukan simpulan dan verifikasi berdasar reduksi dan sajian data

### **Hasil Penelitian**

Pesantren merupakan lembaga pendidikan islam yang pada perkembangannya menjadi lembaga pelatihan dan pemberdayaan masyarakat. Pendidikan pesantren bukan hanya transfer ilmu pengetahuan melainkan mencakup pembinaan norma dan nilai pada diri santri di lingkungan pondok pesantren. Pesantren Wirausaha Agrobisnis Abdurrahman bin Auf (Perwira AbA) beralamat di dusun Tlagu Wetan, desa Bulan, kecamatan Wonosari Kabupaten Klaten Jawa Tengah. No telp (0271) 7060430, dengan situs [www.pesantrenwirausaha-aba.net](http://www.pesantrenwirausaha-aba.net). Pesantren ini berdiri pada 4 Februari 2000 dengan akta pendirian No 02 Notaris Titik Kusumawati S.H. Fasilitas pembelajaran yang dimiliki Perwira AbA meliputi mushola, asrama, ruang kelas, perpustakaan, laboratorium keterampilan. Laboratorium keterampilan antara lain laboratorium komputer, laboratorium peternakan, laboratorium terapi kesehatan, laboratorium pertanian berupa *nursery* dalam hal ini bekerja sama dengan pihak lain serta adanya sarana olah raga

Tujuan pendirian Perwira AbA selain memberikan pembelajaran agama yang merupakan ciri khas pesantren juga memberikan pendidikan kewirausahaan sebagai pendukung peningkatan ekonomi umat. Perwira AbA merupakan lembaga yang bersifat sosial yang memiliki sasaran santri dari keluarga kurang beruntung, sehingga dalam pembelajarannya santri tidak hanya dibekali pendidikan agama namun juga kewirausahaan agar ketika lulus mereka dapat memperbaiki kehidupan ekonominya.

Perwira AbA mempunyai visi “menjadi lembaga pendidikan dengan kemampuan mewujudkan jaringan bisnis yang kuat dengan ditopang para pengusaha yang profesional mandiri dan berkepribadian islam”. Serta memiliki misi “melahirkan wirausahawan yang profesional, mandiri dan berkepribadian islam serta mampu menjalin jaringan bisnis yang kokoh”

Perwira AbA sebagai lembaga pendidikan diharapkan mampu untuk meluluskan santri yang tidak hanya memiliki kepribadian islami namun juga menjadi wirausahawan yang profesional mandiri, untuk itu Pembelajaran di Perwira AbA dijalankan dengan Kurikulum mandiri yang disusun oleh pengelola pesantren dan pengajar yang ada, Penyusunan kurikulum pendidikan nonformal secara mandiri relevan dengan Peraturan Menteri pendidikan nasional Republik Indonesia Nomor 49 tahun 2007 yang menyatakan “Pada pendidikan nonformal



pengelola satuan pendidikan nonformal bertanggung jawab atas tersusunnya kurikulum dan/atau rencana pembelajaran” Penyusunan kurikulum dilakukan oleh para pengelola pesantren dengan memperhatikan kualifikasi dan kompetensi sesuai dengan tujuan pembelajaran pesantren.

Kepribadian islam dibentuk dengan berbagai mata kuliah pengetahuan dan penanaman nilai-nilai islami, sikap professional ditunjang dengan pemberian mata kuliah keterampilan dalam hal ini keterampilan peternakan, akupresure, nursery dan komputer, sikap kemandirian ditanamkan dengan pemberian mata kuliah kewirausahaan dan pendukukungnya

Kurikulum di Perwira AbA dilaksanakan secara fleksibel menyesuaikan potensi, karakteristik, perkembangan dan kondisi santri dalam usaha menguasai kompetensi yang diajarkan. Penyusunan kurikulum secara mandiri memberikan keleluasaan kepada lembaga pendidikan untuk dapat menyesuaikan kurikulum dengan kebutuhan pembelajaran, visi misi dan kondisi riil peserta didik.

Penunjang kegiatan pendidikan di perwira Aba adalah para pengajar yang bertugas untuk membimbing, mendidik dan melatih peserta didik agar dapat mencapai tujuan pendidikan. Pengajar berperan besar sebagai salah satu pembentuk karakter peserta didik disamping tugasnya mentransfer ilmu pengetahuan. Para pengajar di Perwira AbA pada awal pendirian berasal dari berbagai disiplin ilmu sesuai pelajaran yang ada yaitu berbasis pertanian, namun seiring berjalannya waktu pembelajaran tidak hanya pada lahan agro namun berkembang dengan adanya keterampilan lain, para pengajar tidak berasal dari lingkungan pendidikan formal yang sesuai namun memiliki keahlian di bidang tersebut. Sumber daya manusia yang ada di lingkungan Perwira AbA berdasarkan dokumentasi berasal dari berbagai disiplin ilmu dan memiliki keahlian tertentu sesuai kebutuhan di Perwira AbA. Para pengajar pada umumnya menguasai keterampilan dasar mengajar.

Pendidikan merupakan hak setiap warga negara “Setiap warga Negara berhak mendapat pengajaran” (UUD 1945 pasal 30 ayat 1) demikian pula dengan warga negara yang kurang mampu secara ekonomi. Perwira AbA merupakan lembaga pendidikan yang memiliki kepedulian terhadap kalangan kurang mampu secara ekonomi, santri Perwira AbA adalah para pemuda berusia produktif yang berasal dari kalangan kurang mampu dan memiliki keinginan untuk menjadi seorang wirausaha.

Sebelum santri resmi masuk di Perwira AbA terdapat 3 tahap seleksi yang harus dilalui yaitu seleksi administrasi, matrikulasi serta tes kesehatan. Seleksi dilakukan untuk memperoleh santri yang berkualitas dan memenuhi kriteria yang ditetapkan Perwira AbA. Calon santri pada awal masuk santri telah memiliki berbagai alasan, sebagian besar calon santri sudah berkeinginan menjadi seorang wirausaha namun adapula yang penasaran karena pesantren gratis sehingga ingin mengetahui lebih lanjut mengenai pesantren dan terdapat santri yang menyatakan keinginan untuk memperoleh pengalaman baru. Santri pada awal masuk Perwira AbA memiliki motivasi yang berbeda namun dengan pendidikan yang dilakukan setiap santri lulus dengan memiliki keterampilan yang dapat dijadikan menjadi bekal kemandirian berwirausaha.

Pendidikan kemandirian di Perwira AbA dilakukan dengan pemberian Pembelajaran kewirausahaan. Pembelajaran kewirausahaan bertujuan untuk memberikan bekal kepada santri agar dapat memperbaiki kualitas kehidupan ketika mereka telah lulus dari Perwira AbA. Kegiatan pembelajaran kewirausahaan lebih sering menggunakan metode diskusi, diskusi digunakan untuk merangsang santri memahami, menggali dan menemukan jawaban-jawaban mengenai permasalahan yang ada, dengan diskusi memungkinkan santri mengkonstruksi sendiri makna materi yang diajarkan. Pembelajaran tidak sebatas mengetahui fakta-fakta namun santri juga mampu memberi makna pada materi yang diajarkan. Metode diskusi pada model pembelajaran *contextual teaching learning* mampu meningkatkan kemampuan santri dalam memahami dan mengkonstruksi pelajaran yang diberikan. Penggunaan metode diskusi juga akan mengasah keberanian santri untuk mengemukakan pendapat, berbicara didepan umum serta menghargai perbedaan pendapat. Penggunaan metode diskusi memungkinkan santri memiliki perspektif baru dalam menghadapi permasalahan. Pembelajaran di Perwira

AbA juga memberikan sesi tanya jawab hal ini memungkinkan santri untuk memperdalam ilmu yang dimiliki ataupun menanyakan hal-hal yang belum difahami, tanya jawab tidak hanya dilayani ketika siswa berada di dalam kelas namun juga bisa dilakukan diluar kelas. Pembelajaran Kewirausahaan menekankan kepada kemampuan santri dalam praktik wirausaha. Pembelajaran yang diberikan tidak menekankan kefahaman santri terhadap teori kewirausahaan. Pembelajaran kewirausahaan lebih pada materi-materi praktis yang akan dibutuhkan ketika merintis usaha.

Pada pembelajaran keterampilan model pembelajaran yang digunakan adalah *problem based learning*. Pembelajaran berbasis masalah diartikan sebagai aktifitas pembelajaran yang menekankan kepada proses penyelesaian masalah yang dihadapi. Pada proses pembelajarannya pengajar memberikan masalah yang harus bisa diatasi oleh santri, Cara ini bertujuan agar santri memiliki pengalaman sebagaimana nanti mereka akan menghadapi kehidupan profesionalnya. Pembelajaran akan lebih efektif ketika santri memiliki pengalaman dalam menyelesaikan masalah sebagaimana ketika mereka terjun pada kehidupan profesionalnya. Dalam pembelajaran berbasis masalah santri dapat mengkonstruksi pemahamannya sendiri melalui interaksinya dengan kondisi nyata dilapangan yang *disetting* oleh pengajar sebagai fasilitator pembelajaran.

Pembelajaran keterampilan yang dilakukan menekankan pada penguasaan santri terhadap keterampilan, panjangnya waktu pembelajaran keterampilan membuat santri mempunyai kesempatan yang lebih lama dalam mendalami keterampilan. Pembelajaran keterampilan mengutamakan kepada praktik langsung santri. Pelajaran praktik memiliki kelebihan dalam meningkatkan psikomotorik santri dan pemahaman yang lebih baik terhadap konsep yang dipelajarinya, karena santri dihadapkan dengan objek dan fenomena nyata sehingga mereka dapat memahami materi pelajaran yang diajarkan dengan baik.

Pembelajaran kewirausahaan yang berlangsung di Perwira AbA juga dilakukan dengan mengundang praktisi, para wirausahawan. Pemodelan wirausahawan sukses merupakan cara efektif untuk menarik minat santri untuk berwirausaha. Wirausahawan akan memberikan keterangan mengenai keuntungan menjadi wirausaha ataupun tantangan yang akan terjadi ketika berwirausaha. Dengan mengetahui dari sumber yang telah berkecimpung di dunia usaha membuat santri memiliki gambaran riil mengenai hal-hal yang mungkin terjadi ketika menjadi wirausaha. Pemodelan ini terbukti efektif meningkatkan minat santri untuk menjadi wirausaha.

Santri Perwira AbA diatur dalam jadwal pembelajaran yang ketat sehingga menyebabkan santri hidup dengan disiplin dan teratur. Jadwal keseharian akan meningkatkan kedisiplinan baik dalam hal ibadah maupun belajar. Kedisiplinan memungkinkan santri untuk bekerja keras dan melakukan tindakan sesuai dengan aturan. Penanaman nilai-nilai keislaman yang diberikan di Perwira AbA sangat menunjang dalam kehidupan berwirausaha, penanaman kejujuran menyebabkan santri memperoleh kepercayaan dari pelanggan. Islam juga mengajarkan untuk istiqomah yaitu konsisten pada bidang kewirausahaan bisa dimaknai dengan bekerja keras dan konsisten pantang berputus asa

Kehidupan pesantren yang berasrama mempertemukan santri dari berbagai latar belakang mengakibatkan santri hidup dalam toleransi dan adaptasi yang akan berguna ketika menghadapi berbagai macam konsumen yang akan ditemui ketika mereka telah menjalankan usaha, Kehidupan santri yang kental dengan ukhuwah islamiyah dan tetap menjalin silaturahmi berdampak pada luasnya jaringan bisnis. Adanya jaringan memungkinkan wirausahaan lebih mudah dalam menjalankan bisnisnya karena adanya mitra yang tepercaya. Pendidikan berasrama juga akan meningkatkan kemandirian santri yang akan menyebabkan mereka menjadi pekerja keras yang tangguh

Tujuan pembelajaran kewirausahaan di Perwira AbA secara umum adalah untuk menyiapkan generasi muda memiliki kemampuan berwirausaha yang mandiri tapi tetap berkepribadian islam. Pembekalan yang diberikan di pesantren diharapkan dapat membantu santri untuk menjadi pribadi yang mandiri ketika telah kembali ke masyarakat. Bekal pendidikan yang diberikan diharapkan mampu menjadikan seorang wirausahawan sukses namun tetap berpegang pada nilai-nilai keagamaan.

### **Simpulan**

Kurikulum yang diterapkan di Pesantren Wirausaha Agrobisnis Abdurrahman Bin Auf dibuat secara mandiri oleh internal pesantren. Kurikulum mandiri memungkinkan pembelajaran yang terjadi menyesuaikan potensi, karakteristik, perkembangan dan kondisi santri. Pembelajaran didukung oleh Para pengajar yang berasal dari berbagai disiplin ilmu yang mendukung, tidak semua pengajar memiliki latar belakang pendidikan formal yang sesuai dengan mata pelajaran yang diajar namun memiliki kapabilitas dan pengalaman yang cukup untuk menjadi pengajar pada mata pelajaran tersebut.

Santri Perwira AbA adalah pemuda usia produktif dari kalangan kurang mampu secara ekonomi yang berkeinginan menjadi wirausaha. keinginan menjadi wirausaha didasari kepada keinginan menjadi seorang pribadi mandiri dan memperbaiki kualitas perekonomian. Santri Perwira AbA diseleksi dengan tiga tahapan seleksi administrasi, matrikulasi serta tes kesehatan.

Pembelajaran kewirausahaan yang terjadi di Perwira AbA secara umum berlangsung dengan baik. Model pembelajaran yang banyak digunakan adalah *contextual teaching learning*, *problem based learning* serta pemodelan, pembelajaran kewirausahaan juga ditanamkan secara implisit dalam kehidupan sehari-hari santri

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## **GENDER IN CLASSROOM DISCOURSE**

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### **Abstract**

*Language is a prominent mean in a classroom to transfer messages between teacher to students, students to teacher and also students to students. Men and women are considered to have different language style, so it is in the classroom discourse between male students and female student. Participants in this research are students from three classes from different departments at Yogyakarta Muhammadiyah University. Those three classes consist of thirty five male students and thirty seven female students. The researcher conducted observation of the discourses made by those students during fifteen meetings in the English class. The researcher observes, transcribes, calculates and analyze the discourses. The results obtained show the different discourse characteristics between male and female students. Female student take more active participation and bigger portion in the classroom discourse. Male students tend to have discourse in the aim to gain attention, the discourse is mostly informal and humourous, and sometimes out of the context of discussed topics. On the other hand, female students tend use discourse to confirm and make sure of their ideas. This can be seen from female students' overuse of qualifier when they answer the teacher's question and raise their ideas.*

*Keywords: Language, Gender, Classroom, Discourse, Students*

### **Introduction**

Language is a prominent mean in a classroom to transfer messages between teacher to students, students to teacher and also students to students. It is an old issue that men and women are considered to have different language style, so it is in the classroom discourse between male students and female student. Those different language style can be seen in many aspects, including the frequency, activeness, informality, aims of using language and the like.

So many research have been conducted concerned on gender in the classroom in the past with same and different results. The research published from the 1960s to the 1990s indicated that teachers' treatment toward male and female students in pre-college and college level classrooms is unequal (Sadker & Sadker, 1992; Tannen, 1991). Actually, college teachers have been found to ask male students higher-order questions demanding critical thought (Sadker & Sadker, 1992), make eye contacts more frequently with males than with females (Thorne, 1979), allow their classrooms to be male-dominated by calling on males more frequently (Thorne, 1979), allow males to interrupt females (Hall, 1982), and respond to males with attention and females with diffidence (Hall, 1982). Teachers of both genders also frequently give male students more interaction time than female students (Sadker & Sadker, 1992), and initiate more contact with male students than with female students. As Sadker (1999) said, classroom interactions between teachers and students put males in the spot light, and relegate females to the sidelines, or to invisibility. Since those researches are conducted in the past with the underestimate to woman condition, the researcher is interested to find out the gender in nowadays classroom discourse.

### **Concepts in Gender and Discourse**

#### **Discourse**

During the teaching learning process, the teacher and students need to transfers and receive messages of the pedagogical discourse. The messages can be correctly and smoothly transferred to the students by a good teacher's discourse. Whereas on the side of students,

their discourse understanding takes big role in receiving and interpreting the teacher's discourse. Howarth (2000) defines discourses are linguistic units composed of several utterances in conversation, arguments or speeches. While Talbot (1995) explains discourses in two ways. The first is as the broad stretch of spoken or written language and the second is as linguistic and paralinguistic interaction between people in a specific context. To be more specific, Mills (1997) regards discourse as a vehicle to convey ideology in a covert manner.

### **Gender**

In the last two decades of gender studies, it has been an issue that gender is a complex issue, the unifying theme of which is the idea that gender, unlike sex, is a continuous variable. Sex is the term that refer to biological context. It refers to biological and cultural aspects of reproductive status, it is a biological determinant. While gender has wider definition. It concerns with the quality. It describes culture and identity carrying with it psychological and sociological implications. According to Graddol & Swann (1989), Simon de Beauvoir's book *The Second Sex* captures the essential characteristic of gender: "One is not born, but rather becomes, a woman". They (1989:3) also argue that gender is a socially rather than a biologically constructed attribute – people are not born with but rather learn the behaviours and attitudes appropriate to their sex. West & Zimmermann (1987:126-127) expound the view that gender "is a routine, methodical, and recurring accomplishment" and that it is "the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one's sex category". Taking over Austin's term 'performativity' from philosophy of language, Butler (1999) expands its meaning from speech acts to all social acts performed by men and women. She defines gender as the repeated stylization of the body, a set of repeated acts within a rigid regulatory frame which congeal over time to produce the appearance of substance of a "natural" kind of being.

In summary, in the last two decades of gender studies, it has been made apparent that gender is a complex category, the unifying theme of which is the idea that gender, unlike sex, is a continuous variable (Graddol & Swann, 1989: 8). Therefore, an individual can be more or less 'feminine' or more or less 'masculine', depending on the context in which they are 'doing' gender. In the teaching situation, it is apparent that teachers are constantly renegotiating/reconstructing their roles in the context of the classroom through their teaching activities and discourse, performing their roles through particular discourse features. To take Coates (1998) example of woman who 'perform' various types of femininity, the current study looks at the specific context of the classroom and the teaching activity in particular, to determine the negotiation and performance of 'selves' through discourse.

### *Men Women Language Use*

As has been said in the introduction, male and female use language differently. It can be seen from their language use, whether it is seen from the frequency of male female's discourse, the language style, the aim of their discourse and the like. Tannen (1990) summarizes six contrasts of men women language use. Those are follows.

#### *Status vs Support*

Men use language to achieve the upper hand or to prevent others from dominating them. Whereas women use language to gain confirmation and support for their ideas. Men see the world as a place where people try to gain status and keep it but women seek the world as a network connection seeking of support and consensus.

#### *Independence vs Intimacy*

Women use language to show closeness, support and struggle to preserve intimacy. Men tend to focus on status and more independence. These different point of views certainly bring women and men different belief to the world.

#### *Advice vs Understanding*

Men response to a discourse as a problem to solve whereas actually women's discourse merely to ask for understandings.

### *Information vs Feelings*

Men use language to ask and give information while women use language to express their feelings.

### *Orders vs Proposal*

While men's discourse is in the form of direct order, women's discourse tend to be a proposal.

### *Conflict vs Compromise*

In handling unwanted situation, men use language to resist it vocally while women will complaint subsequently but will compromise with the situation. To be more precise, Robin Lakof (1975) made some claims on women's language use:

1. Hedge: using phrases like "sort of", "kind of", "it seems like" and the like.
2. Use polite form: "Would you mind...", "I'd appreciate it if ...",
3. Use tag questions: "You would go dinner, aren't you?"
4. Speak in italics: intonational emphasis equal to underlining words- so, very, quite
5. Use empty adjectives: divine, lovely, adorable and the like.
6. Use hypercorrect grammar and pronunciation: English prestige grammar and clear enunciation.
7. Use direct quotation: men paraphrase more
8. Have a special lexicon: women use more words for things like color, men for sports
9. Use question intonation in declarative sentences
10. Speak less frequently
11. Overuse qualifiers (for example: I think that ...)
12. Apologize more
13. Use modal constructions
14. Avoid coarse language or expletives
15. Use indirect commands and request
16. Use more intensifier
17. Lack a sense of humour

## **Research Methodology**

This part is concerned with the research method to explore classroom discourse. In what follows, the author will state the research question of the present research, then presents the participant of the research and the instrument that will be used for collecting the data of this research. Finally the author will describe and analyze the data in order to draw conclusion of the research.

### **Research Questions**

This research focuses on these following questions: (1) Which students take more active participation and bigger portion in the classroom discourse? (2) What are the aim of male students' discourse in the classroom? (3) What are the aim of female students' discourse in the classroom?

### **Participants**

Participants in this research are students from three classes from different departments at Yogyakarta Muhammadiyah University. Those three classes consist of twenty five male students and thirty seven female students. The researcher conducted observation of the discourses made by those students during fifteen meetings in the English class. The researcher examines the discourses, categorize it and the results obtained show the different discourse characteristics between male and female students.

The author use purposive sampling to choose three classes that have balance ratio between male and female students. The classes are Economics 7, Agriculture 4 and Accounting 4. All the students have the same background that is Bahasa Indonesia. The participating students are 35 male students and thirty seven female students from different major which are

Economics, Agriculture and Accounting. Economics and Agriculture classes are in their first semester while Accounting class in a third semester class.

### **Instruments**

Audio recording and classroom observation were major instruments for this research. MP3 recorder is used to collect discourse data from the three classes. The English classes of the three classes were audio recorded and transcribed for the data analysis. Besides, in order to make up the potential limitations lying wherein, the author attended the three classes, observing the classroom teaching and learning processes. In aiming the validity of the observation, the researcher asks her colleague to be the second observer. Both observers did not intervene the natural classroom teaching and learning processes and the verbal behavior of the teacher and students. They just observed the classroom discourse and took field notes to facilitate the data transcription and analysis.

### **Data Collection**

The data were collected over a span of roughly five weeks from mid of August to the beginning of September in 2016. Each classes was audio- recorded and observed five times. The textbook for the students is Integrated English Learning module range from Basic English level, First level and Second level. The teacher were informed of the author's research, but not of the purpose of the research. The lessons were not specially prepared for the research and all the lessons were recorded under a natural classroom environment. Through the time of five weeks, enough data were obtained based on classroom observation and audio recording of classroom discourse.

### **Research Procedure**

After the investigation, all the discourses of the teacher and the students were transcribed and calculated. The process of data collecting, transcribing and calculating are done in a careful way to avoid misinterpretation. All the terms ( of five times of audio-recording of each class) concerning the above aspect were counted to get the mean and average percentages of the items for each class. The means and average percentages of the items of the three classes were finally calculated and analyzed.

## **Research Results and Discussion**

### **Male versus Female Students Participation in the Classroom Discourse**

Previous research that has been conducted by other researcher showed that male students took bigger portion and more active in the classroom. It may be related to the old condition where female are rarely given opportunities for education. Whereas, the researcher that conduct the research in nowadays condition finds out that female students take more active participation and bigger portion in the classroom discourse. The result obtained of the research can be seen in Table 1 below.

**Table 1 The Use of Discourse of Male and Female Students in the Classroom**

	Male student	Female student
<b>Participation</b>	40, 35 %	59,65 %
The aim of language use	Status	64, 23%
	Support	32, 36 %
	Indepedency	57, 67 %
	Intimacy	29, 76%
	Advice	47, 84%
	Understanding	48, 25%
	Information	55, 60%
	Feelings	37, 65%
	Order	63, 57%
	Proposal	30, 21%
	Conflict	64, 23%
	Compromise	32, 36%

Regarding to the above table, it can be said that female students takes more active participation in the classroom. They also takes bigger portion in the classroom discourse. Even, the difference ration between male and female students is not far but it can be said as significant difference though. From the all cumulative data obtained from the observation, male students take 40, 35% from all the data, whereas the female students take 59, 65%. This finding is quite surprising since the number of male and female students are close ( male : 35 students ; female : 37 students). Moreover, previous researchs showed that male students were more active in class participation and took bigger portion in the classroom discourse.

#### ***The Aim of Male Students' Language Use***

Based on Tannen (1991) explanation of six contrasts between male and female's language use, there are six characteristics that differ their use of language. Male students' discourse are indicated by the notion of status, indepedency, information, order and conflict. By those indicators, it can be said that male students tend to have discourse in the aim to gain attention, the discourse is mostly informal and humourous, and sometimes out of the context of discussed topics.

#### ***The Aim of Female Students' Language Use***

In line with the framework theory from Tannen (1991), female students' discourse are indicated by the notion of support, intimacy, advice, understanding, feelings, proposal and compromise. Female students tend to use discourse to confirm and make sure of their ideas. This can be seen from female students' overuse of qualifier when they answer the teacher's question and raise their ideas.

### **Conclusion**

Male students tend to have discourse in the aim to gain attention, the discourse is mostly informal and humourous, and sometimes out of the context of discussed topics. On the other hand, female students tend use discourse to confirm and make sure of their ideas. This can be seen from female students' overuse of qualifier when they answer the teacher's question and raise their ideas. On the contary, the researcher also finds out that female students take more active participation and bigger portion in the classroom discourse. It can be conluded that eventhough female students' discourse can be said as having less power but it dominates the clasroom discourse.

Compared to previous research, there is a significant different characteristics in number of discourse participation. While in the previous research, female are revealed taking fewer participation, in this research, female students are having bigger participation in the classroom.



While the use of discourse, the differences are not clearly seen. Male students still use discourse to gain attention and female students to confirm and make sure of their ideas. Male students' discourse is also more humorous than female students'. So, teacher in this era needs to give balance portion to both male and female students in classroom discourse and invite female students to the broader use of their discourse.

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## **THE EFFECTIVENESS OF APPLYING MIND MAPPING STRATEGY ON STUDENT SPEAKING ABILITY: THE QUASI-EXPERIMENTAL STUDY TO SIX GRADES STUDENT IN CIKANDE I ELEMENTARY SCHOOL – SERANG**

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### **Abstract**

*The Objective of the research are: 1) to know the effectiveness of applying Mind Mapping strategy on student speaking ability. 2) to determine the effectiveness of applying Mind Mapping Strategy to student' speaking ability 3) to ascertain the effectiveness of applying Mind Mapping Strategy to student' speaking ability. 4) to know the impact of applying Mind Mapping Strategy to student' speaking ability. The population of the research was all of the six grades student and the sample was VI B with 40 student as an Experimental Class And VI A with 40 student as a control class. The methodology of the research was quasi-experimental design with the equivalent Control group design, in which the writer provided the pretest and posttest which are given to the experimental Class and Control class. The score was taken from the pretest and posttest which are given on the student belong to experimental class and control class. The average score of pretest of experimental class and are 66.625, and posttest score area 79.625, and also the pretest for control class are 64.750 and the posttest are 74.875. To prove the hypothesis, the writer counted the significance by using t test. Based on the distribution table t 5% significance and of 78, the t table is 0,02 0.05(0.050-0.05), so all the t count in the table is higher than t table. Therefore, Ho is rejected and Ha is received.*

*Keywords: The effectivenness, Student Speaking Abilty, Mind Mapping Strategy*

### **Introduction**

The people in this world speak many languages. Form all of the language in the world English in the most used. It is international language and millions of the people now speak English. English is important, because it is used in many aspect of life such as, communication, knowledge, education, technology, culture and art. In Indonesia, English is taught as a second language. It means that the people in Indonesia do not use English in their daily life. During such the activities, we communicate by using oral language or speaking that makes possible to convey our message, information, and expectation to other people. The writer assumes that speaking is essential thing in our daily life because, it has many advantages such as building social interaction misunderstanding, reducing and sharing the information. From the advantages above, speaking ability is significant to be analyzed and this research focus on Mind Mapping strategy in learning English. To success the teaching for improving the students to speak English in a second language classroom, there is a material for speaking practice created by he writer namely mind mapping strategy, and the mind mapping diagram used to represent word, ideas, tasks, or other items linked to and arranged around a central key word or idea.

British popular psychology author Tony Buzan claims to have invented modern mind mapping. He claimed the idea was inspired by Alfred Korzybski,s general semantic as popularized in science fiction, novels, such as those of Robert A. Heinlein and A.E Van Vogt. Mind Mapping has many application in personal, family, and educational and the concept of mind mapping developed from note taking technique stifle creative taught, by laying out ideas in linier way.

### **Introduction to Mind Mapping Strategy**

Mind Mapping ( or similar concept) has been used for century in learning, brainstorming, memory, visual thinking and problem solving by educator, engineers, psychologist and other. Mind Mapping has many application in personal, family, and educational, including note taking, brain forming, ( where in ideas are interested into the map radically around the center node, without the implicit prioritization that comes from hierarchy or sequential arrangements, and where in grouping and organizing is reserved for later stages) , summarizing, revising, and general clarifying or thought. Buzan states (2008:87) Mind Mapping are also promoted us a way to collaborate in color pen creativity seasons and mind mapping can be used for:

1. Problem Solving
2. Outline/Framework Design
3. Anonymous Collaboration.
4. Individual expression or creativity
5. Team building or synergy creating activity.

Mind mapping can be drawn by hand, either, as ‘ rough notes’ during teacher or meeting. The process of mind mapping can be split into tree levels.

1. Getting started
2. Expanding the thinking
3. Expanding the ideas, thought, and associations.

Mind Mapping is perfect for structuring and organizing current ideas and plans in a memorable way for speaking to the other students, Firstly, the students need to know the audience is and what they stand to get benefit from the presentations. The Mind mapping may include branches, and with the aid of this mind mapping, the students will be able to turn the keyword and ideas into a coherent order ensuring that the students use hard data to back up any view or ideas that may use into the speaking. Ensure the central image incorporate the subject, while the branches should represents the subject for discusssion, By using mind mapping, the students will find their role in a wider context will be clearer, and will find it easier.

In speaking the students should use image, color, and symbols. This one of the most efective ways of formation can be getting the students point across. The Visual stimuli will make the speaking more dynamic and interesting. Therefore, in the students mind map include a branch of thoughts and ideas to make the students speaking more fun, interactive and memorable for the classroom.

### **Mind Mapping in Teaching Learning Process**

The concept of mind mapping developed from note taking technique stifle creativity taught, by laying out ideas in a linier way ( arranging concepts in a structured technique) our mind are limited to left-brain thinking ( logical, ordered, detail oriented).Mind Mapping ostensibly encourages right-brain thinking, symbolic, “ big picture” oriented).

#### ***The mind mapping has four essential characteristics:***

1. The subject of attention is crstallized in a central image.
2. The main themes of the subject radiate from the central image as branches.
3. Branches comprise a key image or key word printed on an associatied line. Topic of lesser importance are also represented as branches attached to level branches.
4. The branches from a connected nodal structure,

#### ***The benefit of mind mapping are:***

1. Easily plan strategy, presentation and report.
2. Use to take minutes and note in meeting.
3. Revise effectively for propfesional exam.
4. Analyze and solve problems quickly.
5. Improve any type of thinking.

Buzan (2008:89) also argue that mind mapping utilizes the full range of the left and right human cortical skill, balances the brain, taps into teh cipocrychal 99% of un used mental potential as well as intuition.

### **Teaching Speaking in English Teaching Learning Process**

#### ***The Definition of Speaking***

Speaking is a productive skill of language. The language learner should be master it. Most people communicate orally each other by speaking, so it includes the verbal communication. More over, Scott ( 2005:17) stated that oral communication is type field as an activity involving two or more people in whom the participants are both hearers and speakers having to reach to what they hear and make their contributions at a high speed.

#### ***Speaking Ability***

Speaking abilty is the most difficult problem of the other skill. Lado ( 1999:240) said that speaking abilty is described as they ability to express oneself in situation, or the ability to report acts or situation in precise words, or the abilty to converse or express of ideas fluently.

### **Strategy in Teaching Speaking in Elementary School**

#### ***Definition of Strategy***

According to Brown ( 2000:113), strategiesnare specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

#### ***The Kinds of Strategy***

There are kinds of strategies, as Brown ( 2000: 112) states that the strategies divided into two, they are: Learning Strategy, and Communication Strategy

#### ***Teaching Speaking in Elementary School***

In reaching the goal of teaching speaking to childreen especially to make them confidence to practice speaking ability, the teacher should make their effective strategies and instruction. Since strategies are processes rather than set and facts, modeling play a key role in teachers' instruction. So, in this context, to ensure in learning a foreign language including speaking, children should have a great deal of exposre to be engaged in, and support for the language, they are learning. This means that their teacher should give them sample oppurtunities to hear and see the english language being in communicative purpose in their social environment.

### **Implementation of Mind mapping Strategies in Teaching Speaking**

These are some implementation of applying mind mapping strategy in teaching speaking:

#### ***The Strategy of Mind Mapping***

These are some strategies of mind mapping:

1. Preparation
  - a. Browse: Create the central images of mind mapping ( 10 minutes)
  - b. Setting time and amount target( 5 minutes)
  - c. Mind Mapping existing knowledge on the subject ( 10 minutes)
  - d. Defining and mind mapping goals ( 15 minutes)
2. Application
  - a. Overview-add main mind mapping branches
  - b. Previewing-first and second levels
  - c. Interview-fills in the mind mapping details
  - d. Review-completes the mind mapping

These are strategies helps the students quickly relate a central word or concept. The mind form association almost instaneously and mapping allows yo write your ideas quicker, using only word or phrases. To make a mind mapping, start in the centre of the page with the mind idea, and work outward in all direction, producing a growing and organized structure composed of key word and key images and key feature are: Oragnization, key word,

association, clustering, visual memory print the key word, use color, symbol, icons, arrows and out lining groups of words, outstanding less-every mind mapping needs a unique centre, conclusion involvement.

**The Benefit of Mind Mapping Strategy**

According to Cess van Halen ( 2008: 48). There are some benefit of mind mapping strategies.

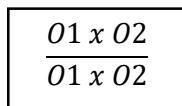
1. Simplicity ( easy for use)
2. Associative ( any ideas probably has many link)
3. Visual ( easy to remember)
4. Radial ( allowsyou to work in all direction
5. Overview ( help to see the big picture and relationship between issues)
6. Position the mind idea in the center, personalize a picture of it.
7. Use color and capitals where useful, personize the map
8. Look for relationship
9. Create sub center for sub theme.

**Research Methodology**

**Resereach Design**

The respondent of this study are several students of Cikande 1 Elementary School especially at six grades. These are consisting two groups, experimental group and control group. The researcher chooses 80 students as respondents. From the background, interview distributed to the students there are 40 male which range ages from 11 to 12 years old. Many respondents use Sudanese and the rest Banten Javanese as their mother tongue and as language in their home.

The writer used queasy experimental design in this research. The Data of students speaking ability were gathered from pre test and post test result. In practice, then was done by non Equivalent control group Design. The writer took two classes as experimental group and control group. The students were given pre test in form of speaking followed by mind mapping as treatment and the post test administered to know the students speaking ability after treatments. The design was taken from Sugiono ( 2009: 116), and it would be as follow



The diagram of non Equivalent control group design

Notes:

- O1: The Students were given the pre test
- O2 : The Students were given the posttest

**Population and Sample**

Population of the research is all of six grades students of Cikande 1 Elementary School in serang with total of the students are 80 students. Futher, the writer used cluster sampling beacuse it is sometimes hard to seek appropriate equivalent control group, and the sample of the research is one class consist of 40 students.

**The Research Variables**

The variables consist of independent dan dependent variables. The independent variable is applying mind mapping strategy to student speaking ability, and dependent variable is effectiveness of applying mindmapping strategy to students speaking ability, the students activity with applying mind mapping strategy to students speaking ability, and the students response with applying mind mapping strategy to student speaking ability.

**Research Instrument**

To get the data of the research, the writer used following instruments:

**Interview**

Interview is a very good way of accessing peoples' perception meanings' definition of situation and condition of reality. It also one the most powerful we were understanding others. In this study, interview was given to the english teacher of six grades students in Cikande 1 Elementary School toknow their opinion about students speaking with applying mind strategy.

**Test**

In this research, the writer used pre test and post test. The test were given in oral form, to get data of students speaking ability. In this case, pre test were administrated to know students speaking ability with applying mind mapping strategy before treatment are posttest to measure students speaking ability after treatment. The speaking component that are measured consist of fluency, grammar, vocabulary, and spelling.

**Observation**

The observeration techniques used to write the dominat sign of the research object that realted to learning activities.

**Determining the Normality of the Test**

The result of measuring the noramlity of pre test, the value of X2 count in Experiment Class ( 9.200) <X2 table ( 5.095) count in Count in Control Class ( 5.300)<X2 table (5. 095) (11.07). So H0 is received.

**Determining the Varianness Od Data Homogeneity**

The result of measuring the variancess of data homogeinty of pre test score variances in Experiment Class and Control Class is F count (0. 961)< F ( 1.78); 0.95 (3.11). So, Ho is received and if Sig ( 0. 620) > a ( 0. 05). So, Ho is received.

**Validity and Realibilty of the Test.**

Validity is a central issue like as the realibilty in all scientific measurement. Validity tell whether an indicator actually capture the meaning of the construct, in which the writer is interested. The rates result of measuring the validity of the test is 67.00 with the standrad deviation is 10.67, the data has arranges based on the higher score to lower score.

**Data Analysis**

The Writer tried to use some table and formulation to analyze the effectiveness of applying mind mapping strategy to students speaking ability.

**Table 1 Total Score of Pre Test**

Students' Code	Pre test 1	Pre test II	Pre test III
A			
B			
C			
<b>Total</b>			

**Table 2 Total Score of Post Test**

Students' code	Post test I	Post test II	Post test III
A			
B			
C			
<b>Total</b>			

## **The Formulation to Prove the Hypothesis**

### ***Analysis of Instrument***

#### Technique of Research Instrument Analysis

The quality of instrument should capable and complete to measure or collecting data, validity, realibility, and degree of freedom and also degree od the difficulties and the result as follows:

1. Instrument of the Test  
To measure students' speaking abilty in speaking, the writer used oral test, including pre test and post test, and to measure the instrument of the test, the writer firstly measuring the validityof the test, realibility of the test, and degree of freedom.
2. Non test Instrument  
The other instrument in this research is observation, interview, and test.
3. The Hypothesis of the test  
Concerning this test, the writer was know the result of students speaking abilty with applying mind mapping strategy is better than without applying mind mapping strategy. To test hyphotesis, the writer use t-test ( 9n righr side) in exeprimental class and control class.

### **Research Finding**

This research has done in Cikande one 1 Elementary School. The method of this research is queasy experimental study because the individual of the respondent did not chooses by randomly. This is the writer did not make new class. From the two classes of six grades, B class chooses as an experimental class and A class as a control class. B class as an experimental class has given the treatment with using mind mapping strategy, while A class was taught by conventional strategy.

The data from the research result is the information about the data of test and non test and another research finding, and that data has done to analysis and to answer the statement of the problems and to answer the hypothesis to knowing the effectiveness of applying mind mapping strategy, so the writer gave the test likes conversation and oral test only 1 item. This test has given before (pre test) and after the writer gave the treatment as long as the process of teaching and learning (posttest).

The data of the effectiveness of applying mind mapping strategy mind mapping strategy in speaking subject has taken from the result of the pre test and post test in experimental class and control class. There are on the table.

**The Averages Score of Speaking Ability**

Student' score	The averages of pretest	The average of posttest
Control Class	64.750	74.875
Experiment Class	66.625	79.625

### **Conclusion and Sugesstion**

#### **Conclusion**

Based on the formulation of the problems, accordingly the writer can conclude this problem. Those are:

1. Mind mapping Strategy is the strategy in English teaching as a foreign language, which emphasized the learners' ability to use the language appropriately in specific situation
2. At Cikande 1 Elementary School, English learning process by applying mind mapping strategy is appropriate. It si effective to motivate the students to increase their speaking ability and the teacher support to using that strategy in teaching learning process.
3. The dt of the effectiveness of applying mapping strategy in speaking has taken from the result of pre test and post test in experiment class and control class.

The averages score pre test of students speaking ability is still low in thecontrol class, they are 64.750 and in experiment class is 66. 625. It shows that the students still did not

understand the material maximally and the conventional strategy is not effective, but after the writer given the treatment, the result of speaking ability is increased. Then, if the averages score of post test is compared, the experiment class is 79.625 and the control class is 74.875, the writer take the averages score of post test in experiment class is higher than the averages score of post test in control class. So, the mind mapping strategy is effective to increase students speaking ability.

### **Suggestion**

Having experimented the effectiveness of applying mind mapping strategy on students speaking ability in Cikande 1 Elementary School Serang, the writer would like to make some following suggestion that would be helpful and useful for all students, all components of Cikande 1 Elementary school, especially for all people who are involved and care about education:

1. Giving materials should be appropriate with students' need.
2. Creating the comfortable atmosphere to get accustomed to communicative in English Class.
3. The applying Mind Mapping Strategy has to be improved to increasing students speak

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## **PENGARUH METODE PEMBELAJARAN DAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR PRAKTIKUM PERKANTORAN**

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### **Abstracts**

*Learning methods and learning motivation are important and essential element in promoting students' learning to ensure student success. Educators have to use various methods and materials in search of ways to motivate their students to be involved with their studies and to take control of their own learning. The purpose of this study is to determine the effect of learning method and learning motivation toward learning outcomes of office practices subject. This uses a quantitative research method in Akademi Sekretari dan Manajemen Bina Sarana Informatika Jakarta in 2016. Methods of data collection by observation, documentation and questionnaire. Total sample are 271 respondents. The analysis data use descriptive analysis and multiple linear regression analysis. The result showed that learning method of the total score 24.741 with enough criteria and learning motivation to obtain a total score 18.279 with enough criteria too. There is a positive effect between learning method and learning motivation toward learning outcomes. The regression equation  $Y = 43.400 + 0.212 X_1 + 0.243 X_2$ . The influence of 11% while the rest influenced by other variables outside the study.*

*Keywords: learning method, learning motivation, learning outcomes*

### **Pendahuluan**

Program Diploma III merupakan salah satu pendidikan vokasi yang menitikberatkan pada keahlian/kompetensi. Oleh karenanya, kegiatan belajar mengajar 70 % merupakan kegiatan praktikum dan 30 % merupakan perkuliahan teori. Hal ini dikarenakan program diploma 3 merupakan program pendidikan yang menyiapkan lulusan untuk siap bekerja.

Selanjut dengan hal tersebut visi dan misi Akademi Sekretari dan Manajemen Bina Sarana Informatika Jakarta adalah mampu menciptakan lulusan yang siap kerja. Kompetensi lulusan yang siap kerja akan dapat diserap oleh lapangan kerja manakala proses pendidikan yang dilakukan dengan baik. Tujuan pendidikan menurut Undang-Undang Sistem Pendidikan Nasional Bab II pasal 2 yaitu pendidikan nasional "bertujuan untuk berkembangnya peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan YME, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab".

Tujuan pendidikan dikatakan tercapai apabila hasil belajar peserta didik mengalami perkembangan dan peningkatan. Hasil belajar yang baik merupakan hal yang paling didambakan oleh setiap peserta didik yang sedang belajar. "Hasil belajar dapat dijadikan indikator keberhasilan seseorang dalam kegiatan belajar" (Sardiman, 2006:49). Hasil belajar yang maksimal didukung oleh metode pembelajaran yang baik. Asmani (2013:18) "Pembelajaran yang baik, cenderung menghasilkan lulusan dengan hasil belajar yang baik pula, demikian sebaliknya". Selain metode pembelajaran motivasi belajar juga mendukung keberhasilan belajar siswa. Siswa yang motivasi tinggi lebih semangat belajar, datang ke kampus, dan aktif bertanya. Menurut Eysenck dalam Slamerto (2003:170 "Motivasi dirumuskan sebagai salah suatu proses yang menentukan tingkatan kegiatan, intensitas, konsistensi, serta arah umum tingkah laku manusia, merupakan konsep yang rumit dan berkaitan dengan konsep-konsep lain seperti minat, konsep diri, sikap dan sebagainya".

Tujuan penelitian adalah untuk mengetahui dan menganalisis pengaruh metode pembelajaran dan motivasi belajar terhadap hasil belajar Praktikum Perkantoran di Akademi Sekretari dan Manajemen Bina Sarana Informatika Jakarta.

### **Tinjauan Pustaka**

#### **Konsep Dasar Tentang Hasil Belajar Praktikum Perkantoran**

Setiap pendidik, orangtua dan peserta didik mengharapkan suatu hasil belajar yang optimal. Hasil belajar diperoleh peserta didik setelah melakukan kegiatan belajar mengajar. Menurut Anni (2004:4) "Hasil belajar merupakan perubahan perilaku yang diperoleh pembelajar setelah mengalami aktivitas belajar". Hasil belajar bisa berupa nilai ataupun perubahan perilaku dari yang tidak bisa menjadi bisa, dari yang tidak tahu menjadi tahu, dari yang tidak terampil menjadi terampil seperti menurut Djamarah (2008:13) "Hasil belajar adalah suatu proses perubahan perilaku yang diperoleh peserta didik setelah mengalami aktivitas belajar yang menyangkut kognitif, afektif dan psikomotorik".

Mata Kuliah Praktikum Perkantoran merupakan mata kuliah wajib untuk mahasiswa semester 4 program studi Manajemen Administrasi di Akademi Sekretari dan Manajemen Bina Sarana Informatika. Mata kuliah ini merupakan mata kuliah Praktik. Proses belajar mengajar dilakukan di Laboratorium Perkantoran. Tujuan dari mata kuliah ini adalah: mahasiswa mampu memahami etika kantor, mahasiswa mampu berpenampilan yang baik, mahasiswa mampu mengoperasikan peralatan dan perlengkapan kantor, mahasiswa mampu melakukan prosedur penanganan telepon dengan baik, mahasiswa mampu menangani arsip elektronik maupun non elektronik, mahasiswa mampu mengelola perjalanan dinas pimpinan, mahasiswa mampu menyusun agenda pimpinan, mahasiswa mampu mengelola petty cash, mahasiswa mampu mengelola rapat. Kompetensi tersebut akan membekali mahasiswa nantinya pada saat bekerja di dunia perkantoran.

Hasil belajar Praktikum Perkantoran diperoleh dari nilai praktikum peserta didik. Setelah peserta didik melakukan roleplay pada kegiatan belajar mengajar, peserta didik akan dinilai dari tes. Tes merupakan indikator untuk mengetahui tingkat penyerapan terhadap materi. Menurut Sudjana (2009:114) "tes terdiri dari tiga bentuk yakni: tes lisan, tes tulisan dan tes tindakan". Tes yang dilakukan pada praktikum perkantoran dikategorikan ke dalam tes tindakan.

#### **Konsep Dasar tentang Metode Pembelajaran**

##### ***Pengertian Metode Pembelajaran***

Pengertian metode menurut Wahab (2008:36) "Metode dapat pula dianggap sebagai cara atau prosedur yang keberhasilannya adalah didalam belajar, atau sebagai alat yang menjadikan mengajar menjadi efektif". Pengertian Pembelajaran menurut Hamalik (2009:57) "Pembelajaran adalah suatu kombinasi yang tersusun meliputi unsur-unsur manusiawi, material, fasilitas, perlengkapan dan prosedur yang saling mempengaruhi mencapai tujuan pembelajaran".

Menurut Ahmadi, Iif Khoiru dkk (2011: 9) "Metode Pembelajaran didefinisikan sebagai cara yang digunakan guru yang dalam menjalankan fungsinya menjadi alatnya untuk mencapai tujuan pembelajaran".

##### ***Hakikat Pembelajaran***

Hakikat pembelajaran menurut Dimiyati dan Mudjiono (2009:286) antara lain:

1. Kegiatan yang dimaksudkan untuk membelajarkan pebelajar
2. Program pembelajaran yang dirancang dan diimplementasikan sebagai suatu sistem
3. Kegiatan yang dimaksudkan untuk memberikan pengalaman belajar kepada pebelajar
4. Kegiatan yang mengarahkan pebelajar kearah pencapaian tujuan pembelajaran
5. Kegiatan yang melibatkan komponen-komponen tujuan. Isi pelajaran, sistem penyajian dan sistem evaluasi dalam realisasinya.

Menurut Ahmadi, Iif Khoiru dkk (2011: 4) "Pendekatan pembelajaran bisa diartikan sebagai titik tolak atau sudut pandang kita terhadap proses pembelajaran yang merujuk pada pandangan tentang terjadinya suatu proses yang sifatnya masih sangat umum". Pendekatan

pembelajaran menurut Dimiyati dan Mudjiono (2009:161) antara lain: pembelajaran secara individual, pembelajaran secara kelompok dan pembelajaran klasikal.

#### **Macam-Macam Metode Pembelajaran**

Menurut Uno (2011:65) metode pembelajaran dibedakan menjadi: “ceramah dan tanya jawab, demonstrasi dan praktikum, diskusi kasus dan presentasi, simulasi, permainan, seminar/simposium/lokakarya, studi banding”.

*Asmani (2013:32) Macam-macam metode pembelajaran yaitu: Metode ceramah, Metode proyek, Metode eksperimen, Metode pemberian tugas dan resitasi, Metode diskusi metode latihan, Metode picture dan picture, Metode numbered head together, Metode cooperative script, Metode kepala bernomor struktur, Metode jigsaw, Metode artikulasi, Metode mind mapping, Metode make a match, Metode think pair and share, Metode bertukar pasangan, Metode snowball throwing, Metode tebak kata, Metode keliling kelompok, Metode course review horay.*

#### **Konsep Dasar Motivasi Belajar**

##### **Jenis dan Sifat Motivasi**

Motivasi sebagai kekuatan mental individu memiliki tingkat-tingkat. Menurut Dimiyati dan Mudjiono (2006:86) menyatakan bahwa para ahli jiwa umumnya sependapat bahwa motivasi tersebut dapat dibedakan menjadi dua jenis yaitu :

##### *Motivasi primer*

Motivasi primer merupakan motivasi yang didasarkan pada motif-motif dasar. Motif-motif dasar tersebut umumnya berasal dari segi biologis atau jasmani manusia karena manusia merupakan makhluk jasmani sehingga perilakunya terpengaruh oleh oleh insting atau kebutuhan jasmaninya.

##### *Motivasi sekunder*

Motivasi sekunder adalah motivasi yang dipelajari. Hal ini berbeda dengan motivasi primer. Marx dalam dalam dimiyati, dkk (1994 :82) menggolongkan motivasi sekunder menjadi: 1) kebutuhan organisme seperti motif ingin tahu, memperoleh kecakapan, berprestasi dan 2) motif sosial seperti kasih sayang, kekuasaan, dan kebebasan. Sedangkan menurut sifatnya, motivasi dapat dibedakan menjadi dua jenis yaitu:

##### *Motivasi intrinsik*

Motivasi intrinsik merupakan motivasi yang menjadi aktif atau berfungsinya tidak perlu dirangsang dari luar karena dalam diri setiap individu sudah ada dorongan untuk melakukan sesuatu. Jadi motivasi itu muncul dari kesadaran diri sendiri dengan tujuan secara esensial bukan sekedar simbol atau seremonial.

##### *Motivasi ekstrinsik*

Motivasi ekstrinsik merupakan dorongan terhadap perilaku seseorang yang ada di luar perbuatan yang dilakukannya. Motivasi ekstrinsik juga dapat dikatan sebagai bentuk motivasi yang didalamnya aktivitas belajar dimulai dan diteruskan berdasarkan doringan dari luar yang tidak secara mutlak berkaitan dengan aktifitas belajar.

##### **Ciri-Ciri Motivasi**

Menurut Sardiman (2007 :83) motivasi yang ada pada diri orang memiliki ciri-ciri sebagai berikut :

1. Tekun menghadapi tugas.
2. Ulet menghadapi kesulitan.
3. Menunjukkan minat terhadap bermacam-macam masalah.
4. Lebih senang bekerja mandiri.
5. Cepat bosan terhadap tugas-tugas yang rutin (hal-hal yang bersifat mekanis,berulang-ulang begitu saja, sehingga kurang kreatif).
6. Dapat mempertahankan pendapatnya.
7. Tidak mudah melepaskan hal yang diyakininya.
8. Senang mencari dan memecahkan masalah soal-soal.

### ***Pengertian Motivasi Belajar***

Menurut Sardiman (2007 :73) motivasi berasal dari kata motif yang diartikan sebagai daya upaya yang mendorong seseorang untuk melakukan sesuatu. Dengan kata lain motivasi merupakan sebagai daya penggerak yang telah menjadi aktif. Menurut Usman (2010 :28) motif adalah daya upaya dalam diri seseorang yang mendorongnya untuk melakukan sesuatu atau keadaan seseorang/organisasi yang menyebabkan kesiapannya untuk memulai serangkaian tingkah laku atau perbuatan. Sedangkan motivasi adalah suatu proses untuk meningkatkan motif-motif menjadi perbuatan atau tingkah laku untuk memenuhi kebutuhan dan mencapai tujuan atau keadaan dan kesiapan dalam diri individu yang mendorong tingkah lakunya untuk berbuat sesuatu dalam mencapai tujuan. Motivasi merupakan keadaan seseorang yang mendorong orang tersebut untuk melakukan sesuatu. Motivasi berkaitan dengan emosi sehingga dapat merupakan kekuatan-kekuatan pendorong (*driving forces*) untuk mempelajari sesuatu (Suparno, 2000 :83). Sedangkan menurut Slavin dalam Anni, dkk (2004 :111) motivasi merupakan proses internal yang mengaktifkan, memandu dan memelihara perilaku seseorang secara terus-menerus. Motivasi meliputi dua hal : 1) mengetahui apa yang akan dipelajari dan 2) memahami mengapa hal tersebut patut dipelajari.

Dari beberapa pendapat diatas dapat disimpulkan bahwa motivasi belajar adalah suatu proses internal seseorang yang mendorong dirinya untuk mengetahui dan memahami apa yang dipelajarinya sehingga dapat mencapai tujuan yang diinginkannya. Berkaitan dengan belajar yang dimaksud dengan motivasi belajar merupakan dorongan internal para siswa yang sedang belajar untuk mengadakan perubahan tingkah lakunya.

### ***Fungsi Motivasi Belajar***

Ada tiga fungsi motivasi yang dikemukakan oleh Sardiman (2007 :85) yaitu:

1. Mendorong manusia untuk berbuat, menjadi pendorong penggerak atau motor yang melepaskan energi. Motivasi dalam hal ini merupakan motor penggerak dari setiap kegiatan yang akan dikerjakan.
2. Menentukan arah perbuatan, yakni menentukan arah tujuan yang hendak dicapai. Dengan demikian motivasi dapat memberikan arah dan kegiatan yang harus dikerjakan sesuai dengan rumusan tujuan.
3. Menyeleksi tujuan, yakni menentukan perbuatan-perbuatan apa yang harus dikerjakan yang serasi guna mencapai tujuan dengan menyisihkan perbuatan-perbuatan yang tidak bermanfaat bagi tujuan tersebut.

### ***Faktor-faktor yang Mempengaruhi Motivasi Belajar***

Menurut Uno dalam Utaminingsih (2008 :25) motivasi belajar dapat timbul karena faktor intrinsik berupa hasrat ingin tahu, dorongan kebutuhan belajar, dan harapan akan cita-cita. Sedangkan faktor ekstrinsik adalah adanya penghargaan, lingkungan belajar yang kondusif, dan kegiatan belajar mengajar yang menarik.

Beberapa faktor yang mempengaruhi motivasi belajar menurut Dimiyati dan Mudjiono (2006 :97-100) adalah sebagai berikut :

#### ***Cita-cita tau aspirasi siswa***

Cita-cita merupakan impian dan harapan yang ingin dicapai oleh siswa. Cita-cita akan memperkuat motivasi belajar baik intrinsik maupun ekstrinsik sebab dengan tercapainya cita-cita akan mewujudkan aktualisasi diri.

#### ***Kemampuan siswa***

Kemampuan merupakan bakat dan kekuatan siswa untuk meraih prestasi dan cita-cita dalam pembelajaran. Keinginan seseorang harus dibarengi dengan kemampuan atau kecakapan untuk mencapainya. dengan kemampuan yang dimilikinya akan menimbulkan motivasi yang tinggi untuk mencapai apa yang menjadi harapannya.

#### ***Kondisi siswa***

Kondisi siswa yang meliputi jasmani dan rohani akan mempengaruhi motivasi belajar. Seorang siswa yang sedang sakit, lapar, sedih akan mempengaruhi perhatian dan proses belajar siswa.

### *Kondisi lingkungan*

Lingkungan siswa dapat berupa keadaan alam, lingkungan tempat tinggal, pergaulan sebaya, dan kehidupan kemasyarakatan. Sebagai anggota masyarakat tentu hal-hal yang ada dimasyarakat akan mempengaruhi kondisi siswa. Dengan lingkungan yang aman, tentram, tertib dan indah maka semangat dan motivasi belajar akan mudah diperkuat.

### *Unsur-unsur dinamis dalam belajar dan pembelajaran*

Setiap siswa memiliki perasaan, perhatian, kemauan, ingatan dan pikiran yang mengalami perubahan berkat pengalaman hidupnya. Dengan demikian maka unsur-unsur yang labil tersebut lebih mudah untuk dipengaruhi.

### *Upaya guru dalam membelajarkan siswa*

Guru adalah seseorang pendidik yang profesional. Intensitas pergaulan dan bimbingan guru terhadap siswa tersebut mempengaruhi pertumbuhan dan perkembangan jiwa siswa sehingga sebagai seorang yang profesional guru harus mampu membelajarkan siswa secara bijaksana.

## **Metode Penelitian**

Metode Penelitian yang digunakan adalah kuantitatif. Metode penelitian kuantitatif menurut Sugiyono (2009:14) "Metode penelitian berdasarkan pada falsafah postpositivisme, digunakan untuk meneliti populasi atau sampel tertentu". Pengumpulan data meliputi: observasi, dokumentasi, dan kuesioner.

## **Hasil Penelitian**

### **Gambaran Umum**

Penelitian ini dilaksanakan di Akademi Sekretari dan Manajemen Bina Sarana Informatika Jakarta pada program studi Manajemen Administrasi semester 5.

### **Deskriptif Variabel Metode Pembelajaran**

**Tabel 1 Interval Kriteria Variabel Kompetensi Guru**

<b>Interval Skor</b>	<b>Kriteria</b>
36.428 - 43.366	Sangat Baik
29.489 - 36.427	Baik
22.550 - 29.488	Cukup Baik
15.611 - 22.549	Sedang
8.672 - 15.610	Kurang Baik

Sumber: Data Primer (2016)

Pada variabel metode pembelajaran digunakan 32 butir pernyataan dan berdasarkan hasil tanggapan 271 responden diperoleh skor total 24.741 yang berada pada interval skor 22.550-29.488 termasuk pada kriteria cukup baik. Berdasarkan skor total yang diperoleh maka metode pembelajaran di ASM BSI Jakarta berada dalam kriteria cukup baik.

### **Deskriptif Variabel Motivasi Belajar**

**Tabel 2 Interval Kriteria Variabel Motivasi Belajar**

<b>Interval Skor</b>	<b>Kriteria</b>
27.319 - 32.522	Sangat Baik
22.115 - 27.318	Baik
11.911 - 22.114	Cukup Baik
11.708 - 16.910	Sedang
6.504 - 11.707	Kurang Baik

Sumber: Data Primer (2016)

Pada variabel motivasi belajar digunakan 24 butir pernyataan dan berdasarkan hasil tanggapan 271 responden diperoleh skor total 18.279 yang berada pada interval skor 11.911 – 22.114 termasuk pada kriteria cukup baik. Berdasarkan skor total yang diperoleh maka motivasi belajar di ASM BSI Jakarta berada dalam kriteria cukup baik.

### **Deskriptif Variabel Hasil Belajar**

Gambaran hasil belajar praktikum perkantoran program studi manajemen administrasi dapat dilihat dari tabel berikut ini:

**Tabel 3 Deskriptif Variabel Hasil Belajar**

Nilai	Frekuensi	Kriteria
80 - 100	162	A
68 - 79	82	B
51 - 67	27	C
31 - 50	0	D
0 - 30	0	E

Sumber: Data Primer (2016)

Berdasarkan Tabel 4.3. diatas menunjukkan bahwa hasil belajar praktikum perkantoran mahasiswa program studi Manajemen Administrasi yaitu: 162 mahasiswa mendapatkan nilai A, 82 mendapatkan nilai B dan 27 mendapatkan nilai C, tidak ada yang mendapatkan nilai D maupun E.

### **Analisis Regresi Linier Berganda**

Penelitian ini menggunakan perhitungan komputer SPSS *for windows release 23*.

**Tabel 4 Hasil Analisis Regresi Linier Berganda**

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	
1	(Constant)	43,400	6,085		7,132	,000
	X1	,212	,067	,204	3,176	,002
	X2	,243	,080	,196	3,052	,003

**a. Dependent Variable: Y**

Sumber: Data Primer (2016)

Hasil analisis regresi linier berganda diperoleh koefisien untuk variabel bebas  $X_1 = 0,212$  dan  $X_2 = 0,243$  dengan konstanta (Y) sebesar 43,400 sehingga model persamaan regresi linier berganda diperoleh adalah  $Y = 43,400 + 0,212 X_1 + 0,243 X_2$

1. Hal ini berarti setiap ada peningkatan satu skor metode pembelajaran ( $X_1$ ) maka hasil belajar (Y) juga akan mengalami peningkatan sebesar 0,212 dengan anggapan variabel motivasi belajar ( $X_2$ ) adalah konstan.
2. Setiap ada peningkatan satu skor motivasi belajar ( $X_2$ ) maka hasil belajar (Y) juga akan mengalami peningkatan sebesar 0,243 dengan anggapan variabel metode pembelajaran ( $X_1$ ) adalah konstan.
3. Nilai koefisien determinasi secara parsial ( $X_1$ ) = 0,204 dan ( $X_2$ ) = 0,196 dengan demikian menunjukkan pengaruh variabel metode pembelajaran terhadap hasil belajar sebesar 20,40% dan besarnya pengaruh variabel motivasi belajar terhadap hasil belajar sebesar 19,60%.

**Uji Hipotesis Secara Parsial (Uji t)**

Berdasarkan Tabel 4.4. menunjukkan bahwa hasil uji t untuk variabel metode pembelajaran ( $X_1$ ) diperoleh  $t_{hitung}$  sebesar 3,176 dengan probabilitas sebesar 0,002. Nilai probabilitas lebih kecil dari 0,05 ( $0,002 < 0,05$ ) dengan demikian dapat dikatakan bahwa ada pengaruh antara metode pembelajaran dengan hasil belajar. Hasil uji t untuk variabel motivasi belajar ( $X_2$ ) diperoleh  $t_{hitung}$  sebesar 3,052 dengan probabilitas sebesar 0,003. Nilai probabilitas lebih kecil dari 0,05 ( $0,003 < 0,05$ ) dengan demikian dapat dikatakan bahwa ada pengaruh antara motivasi belajar dengan hasil belajar

**Uji Hipotesis Secara Simultan (Uji F)**

**Tabel 5 Hasil Analisis Uji F**

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1871,722	2	935,861	17,435	,000 <sup>b</sup>
	Residual	14385,783	268	53,678		
	Total	16257,506	270			

**a. Dependent Variable: Y**

**b. Predictors: (Constant), X2, X1**

Sumber: Data Primer (2016)

Hasil perhitungan dengan menggunakan program SPSS for windows release 23 diketahui bahwa  $F_{hitung}$  sebesar 17,435 dengan nilai probabilitas sebesar 0.000 lebih kecil dari 0,05 maka dapat dikatakan bahwa ada pengaruh yang signifikan antara metode pembelajaran dan motivasi belajar secara bersama-sama terhadap hasil belajar.

**Koefisien Determinasi**

**Tabel 6 Hasil Koefisien Determinasi  
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,339 <sup>a</sup>	,115	,109	7,327

**a. Predictors: (Constant), X2, X1**

Sumber: Data Primer (2016)

Nilai Koefisien Determinasi berdasarkan Tabel diatas sebesar 0.109 berarti bahwa pengaruh metode pembelajaran dan motivasi belajar secara bersama-sama berpengaruh terhadap hasil belajar sebesar 10,90% dan selebihnya hasil belajar dipengaruhi oleh faktor lain yang tidak dikaji dalam penelitian ini.

**Simpulan**

Terdapat pengaruh yang signifikan metode pembelajaran dan motivasi belajar secara bersama-sama terhadap hasil belajar praktikum perkantoran. Hal ini dapat dilihat dari nilai  $F_{hitung} = 17,435$  dengan sig  $0,000 < 0,05$  Ha diterima.

1. Terdapat pengaruh yang signifikan metode pembelajaran terhadap hasil belajar praktikum perkantoran. Hal ini dapat dilihat dari  $t_{hitung} = 3,176$  dengan sig  $0,002 < 0,05$  maka Ha diterima.
2. Ada pengaruh yang signifikan motivasi belajar terhadap hasil belajar praktikum perkantoran. Hal ini dapat dilihat dari  $t_{hitung} = 3,050$  dengan sig  $0,003 < 0,05$  maka Ha diterima

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## **MOTIVATION IMPROVEMENT OF LEARNING AND SKILLS WRITING TEXT ANECDOTE THROUGH CONTEXTUAL APPROACH AND THE USE OF AUDIO VISUAL MEDIA "VIDEO SENTILAN SENTILUN": CLASSROOM ACTION RESEARCH IN CLASS X IS 2 AT SMA NEGERI 1 SURAKARTA**

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### **Abstract**

*Curriculum learning Indonesian in 2013 based on the text. One type of text being studied high school students of Class X is anecdotal text. Text anecdote is a new material in the subjects of Indonesian so many obstacles found in anecdotes text learning, especially learning to write text anecdotes. Motivation to learn and writing skills anecdotal texts in class X IS 2 SMA Negeri 1 Surakarta still low. This article is the result of a class action research approach Contextual Teaching and Learning (CTL) and the use of audio-visual media "Video Sentilan Sentilun". This research was conducted from August to December 2016. The data in this study is a qualitative and quantitative data analysis (descriptive statistical analysis). The purpose of this study was the motivation to study and writing skills anecdotal texts class X IS 2 SMA Negeri 1 Surakarta increased through the implementation approach Contextual Teaching and Learning (CTL) and the use of audio-visual media "Video Sentilan Sentilun".*

*Keywords: Learning to Write Text Anecdotes, Approach Contextual Teaching and Learning (CTL), Motivation to Learn, Audio-Visual Media, Sentilan Sentilun*

### **Introduction**

Writing is one of the components of language skills that must be mastered learners, in addition to listening, speaking, and reading. Writing is believed to be a high-level language skills because the author had to pour ideas, ideas, and intentions to the reader through the medium of writing. St. Slamet Y. (2009: 98) states that writing requires skill because the required exercises ongoing, continuous and earnest. Therefore, Tarin (2013: 4) states that writing skills are a hallmark of an educated person or nation is educated. This means that someone who has the skill of writing is called an educated person.

To answer the challenges of the times and globalization, Curriculum 2013 upholding the culture of literacy. Evidenced by the Indonesian concept of learning that are not only for teaching language and literature to students. Kemendikbud (2016: 1) states that the material scope Indonesian subjects include language (knowledge of Indonesian); literature (understanding, appreciation, feedback, analysis, and creation of literary works); and literacy (expansion of the Indonesian language competence in a range of specific objectives related to reading and writing). Therefore, teachers must pay more attention to writing skills for students.

In accordance with the approach to curriculum development language used advanced countries, Curriculum 2013 using genre-based approach, genre pedagogy and content integrated language learning (CLIL). In short, the approach used is a genre-based approach. Genre is a grouping of a communication event. Each communication event has a distinctive communicative purposes in the form of communication. Kemendikbud (2016: 2) concluded that the genre is the meaning and social purpose, the text type is the physical form, the genre-based approach is also sometimes called text-based. According Mahsun (2013) is a

text-based learning is that students use language not only just as a means of communication, but as a means of developing thinking skills. Text-based learning can be expressed learning that make the text as the basis, principle, base and pedestal.

Already talked about the imbalance of matter of language and literature in the Indonesian language teaching at all levels of schooling. Just as charge materials in class X Indonesian below. Indonesian cargo subject matter in class X School (SMA) include: 1) Report of Observations; 2) Text Exposition; 3) Anecdotes; 4) The Tale; 5) Overview of Books; 6) Text Negotiations; 7) Debate; 8) Re Story (Biography); 9) Poetry; 10) Book Review. In the tenth grade level, there are three literary material, ie, anecdotes, tales, and poetry. The percentage charge unbalanced literary material is a shame because in the literary text contains the values of life, and can build insight and stimulate students bring attitudes based on values, morals, and ethics.

Text anecdote is a short story, but funny and contents of the satire (Priyatni, 2014: 92). This text is claimed to educators as a new literary material for the Education Unit Level Curriculum is not listed. Fatimah (2015: 216-217) explains that in the world of language learning, the term anecdotes have appeared in English language learning curriculum of 2004. Meanwhile, the emergence of anecdote text as text taught in Indonesian Language new curriculum presented explicitly in 2013. In accordance with Indonesian learning principles in the curriculum that is based on the text means anecdotes into one text that must be learned. Only anecdotal text not introduced since junior high school, but only introduced since SMA / MA.

The success of learners have the skills to write anecdotes determined by various interrelated components in the learning system. These components include learning objectives, content / materials, methods, media, and evaluation (Sanjaya, 2011: 59). With the characteristics of class X IS 2 highly active and has a high curiosity, teachers need to use appropriate learning approach in order to meet the knowledge needs of learners and provide an opportunity to develop their creativity in groups. In addition, learners need media interest so as not to saturate and lose the motivation to follow the teaching of writing text anecdotes.

Based on initial oservasi researcher, found a variety of problems in learning to write anecdotes text in class X IS 2 SMA Negeri 1 Surakarta, namely the level of learning motivation and skills to write texts anecdotes low. Based on the results of these preliminary observations, the researchers merancang classroom action research actions carried out of the application of contextual approach and the use of audio-visual media "video Sentilan Sentilun". With the implementation of such measures, can be formulated action research goal is to improve: 1) motivation to learn to write text anecdotes IS 2 class X SMA Negeri 1 Surakarta through the application of contextual approach and the use of audio-visual media "video Sentilan Sentilun"; 2) the skill to write text anecdotes IS 2 class X SMA Negeri 1 Surakarta through the application of contextual approach and the use of audio-visual media "video Sentilan Sentilun".

## **Literature Review**

### **Writing skills Text Anecdotes**

Humans have four types of the four language skills is an integral or single called chess. According to Tarin (2013: 1), language skills has four components, namely: (1) listening skills (listening skills); (2) the speaking skills (speaking skill); (3) reading skills (reading skills); and (4) writing skills (writing skills). Skills can only be acquired and mastered by way of practice and training. Train language skills also means someone thinking skills practice.

Hamalik (2008) states that writing is a skill language used to communicate indirectly, not face to face with other people. Writing is an activity that is productive and expressive. Writing is lowered or symbols depicting a graph depicting a language understood by someone, so that others can read the chart symbols if they understand the language and the chart picture.

According McCrimmon (in Slamet, 2012: 169), writing is an activity explore thoughts and feelings about a subject, choose things that are written, determining how to write it so that the reader can understand it easily and clearly. This opinion is in line with the opinion of Mary Lawrence (in Slamet, 2012: 171), writing is to communicate what and how the author's mind.

Slamet (2012: 171) states that writing is a series of events (activities) that occur and involve several phases (phase), the phase pramenulis (prep), writing (content development bouquet), and pascapenulisan (review and revision or improvement of writing).

Dananjaja (1997: 11) argues that the anecdote is a fictional tale of a character or a personal funny some figures that actually exist. This is similar to (Muthiah: 2012) which states that the anecdote is a text that contains a person's experience is not uncommon. Unusual experience is conveyed to others for the purpose of entertaining the reader. Anecdotes text is often called the funnies because of the humor. This is similar to Martin (2003) who menerangkan that anecdote is one kind of humor even anecdotes are often regarded as the humor itself. The term of humor emerged in the 18th century along with the commencement of a humanistic approach. The term is used to distinguish the behavior of humor to laugh caused less positive things such as mutual dancer (comedy), criticism (sarcasm), satire (satire), and oddities that happened to someone else (ridicule).

Contrary to the explanation Danandjaja and Muthiah, some experts interpret more broadly about the text anecdotes. Graham Fatimah (2013: 218) states that the word anecdote is used to interpret the word "joke" of a meaningful English narrative or conversation funny (humorous). In line with the views of past, Wijana (1995: 24) explains that the text of text or discourse humor is charged bersendau humor to joke, quip, or indirectly criticize all kinds of lameness or irregularities are happening in the community creator.

Priyatni (2015: 92) explains that the text of anecdote is a short story, but funny and contents of the satire. The text that describes the short story is interesting because it is funny and impressive that the contents of criticism or satire of policy, public services, the behavior of the ruler, or a phenomenon / event is called text anecdotes. The purpose is to provide a text anecdotes satire / critique of policies, public services, the behavior of the ruler, or a phenomenon / events in a more entertaining and interesting (funny and memorable). Gerot and Wignell (in Wachidah, 2004: 10) states that the text of anecdotes generally composed of five parts or generic structure, which is abstract, orientation, crisis, reaction, and coda.

### **Motivation to Learn**

Winkel (1996: 151) identify differences in motives and motivation as follows. Motif is a driving force in a person to perform certain activities and to achieve certain goals. Sardiman (2012: 73) explains that originated from the word motive, the motivation can be defined as the driving force that has become active. Motivation is the basic impulse that drives a person to behave. This push is in a person who moves to do something that fits with a push in him (Uno, 2008: 1).

Riduwan (2006: 210) says motivation is a force or forces that arise from within the students to give a readiness to achieve its intended purpose. While learning is a process that students can do to obtain a change of behavior better and earlier as a result of the student experience in interacting with the environment. Student motivation includes dimensions: 1) persistence in learning (subvariable), namely a) the school attendance (indicators), b) follow PBM in the classroom (indicator), c) a home study (indicators); 2) Resilient in the face of adversity (sub variables), namely a) attitude towards difficulties (indicators), b) an attempt to overcome the difficulties (indicators); 3) interest and alertness in learning (subvariable) which includes a) a habit in learning (indicators), b) follows the spirit of the PBM (indicators); 4) Achievement in learning (sub variables), namely a) the desire for achievement (indicators), b) qualifying results (indicators); 5) independent in learning (sub variables), namely a) the completion of the task / PR (indicators), b) using the opportunities outside school hours (indicator).

### **Contextual Teaching and Learning**

Andayani (2015: 217) states that the approach of contextual learning is a process of education that is holistic and aims to motivate students to understand the significance of the subject matter learned by associating the material with the context of their day-to-day

(personal context, social, and cultural) so that students have the knowledge or skills that can be applied flexibly from one problem to another problem and from one context to another.

Elaine B. Johnson (2002: 16), an expert on the teaching system in accordance with the workings of the human brain, namely CTL states:

*"CTL is a system that stimulates the brain to weave patterns that express meaning. CTL is a brain-compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life."*

CTL is a system that stimulates the brain to compose patterns that embody meaning. CTL is a teaching system that fits with the brain because it produces meaning by linking academic content to the context of the daily life of students.

According to Muslich (2007), learning with contextual approach has the following characteristics: (1) study carried out in the context of authentic, which is directed at the achievement of learning skills in real-life contexts (learning in real life setting); (2) learning provides the opportunity for students to work on meaningful tasks (meaningful learning); (3) study carried out by providing meaningful experiences for students (learning by doing); (4) learning is carried out through cooperation and discussion (learning in groups); (5) learning provide opportunities for students to create together (learning to know each other deeply); (6) study conducted in active, creative, and productive (learning to ask, to inquiry, and to work together); (7) study conducted in a pleasant situation (as an enjoy learning activity). Meanwhile, according to Komalasari (2010), the characteristics of contextual learning include learning to apply the concept of linkage (Relating), the concept of direct experience (experience), the concept of application (applying), the concept of cooperation (cooperating), the concept of self-regulation (self-regulating), and the concept of authentic assessment (authentic assessment).

Contextual learning (Contextual Teaching and Learning), which according to Andayani (2015: 223) is a concept of learning that help teachers link between the material taught with real-world situations students and encourage students to make connections between the knowledge possessed by the application in their lives everyday, involving seven major components of effective learning, namely constructivism, inquiry, questioning, learning community, modeling, reflection, authentic assessment.

### **Media Audio Visual "Video Sentilan Sentilun"**

Smaldino in Anitah (2009: 5) states that the media is a communication tool and source of information. Learning media is anything that can be used to distribute messages and stimulate the learning process in the learner (Aqib, 2013: 50).

General characteristics of media education or learning by Arsyad (2014: 6) are (1) the medium of education has a physical sense which today is known as the hardware (hardware), something that can diliht object, heard, or felt by the senses; (2) the medium of education has a sense of nonphysical known as software, ie the content of the message contained in the hardware which is the content to be conveyed to the students; (3) the emphasis contained in the educational media and audio-visual; (4) the medium of education has a sense tools in the learning process both inside and outside the classroom; (5) the medium of education are used in the context of communication and interaction of teachers and students in the process pembelajaran; (6) media education can be used in bulk (eg radio or television), large groups and small groups (eg, films, slides, video, OHP), or individual (eg, modules, computers, radios, tape / cassette, video recorder) ; 7) attitudes, actions, organization, strategy, and management associated with the implementation of a science.

### **Research Methods**

Research on increased motivation and writing skills through the anecdotes text contextual approach and the use of video media criticism Sentilun was conducted in SMA Negeri 1 Surakarta at Jalan Monginsidi No. 40, Gilingan, Banjarsari, Surakarta in the academic year 2016/2017. Specifically, this study will be held in class X IS 2. Teacher pengampu

Indonesian subjects in the class is Mrs. Yustina Dwinuryati, S.Pd. Learners in the class X IS 2 totaling 24 people consisting of 7 students and 17 female students.

The research approach in this study is qualitative. This type of research is the PTK. Sanjaya (2015: 26) explains that PTK can be defined as the process of reviewing the problem of learning in the classroom through self-reflection in an attempt to solve the problem by doing various actions planned in real situations and to analyze any effect of the treatment.

The object of this research is teaching and learning, especially learning to write anecdotes text in class X IS 2 SMA Negeri 1 Surakarta, while the subject of this study were teachers Indonesian SMA Negeri 1 Surakarta, namely Mrs. YUSTINA, S.Pd. as a collaborator teacher and class X IS 2 SMA Negeri 1 Surakarta. This class has a diverse intellectual ability.

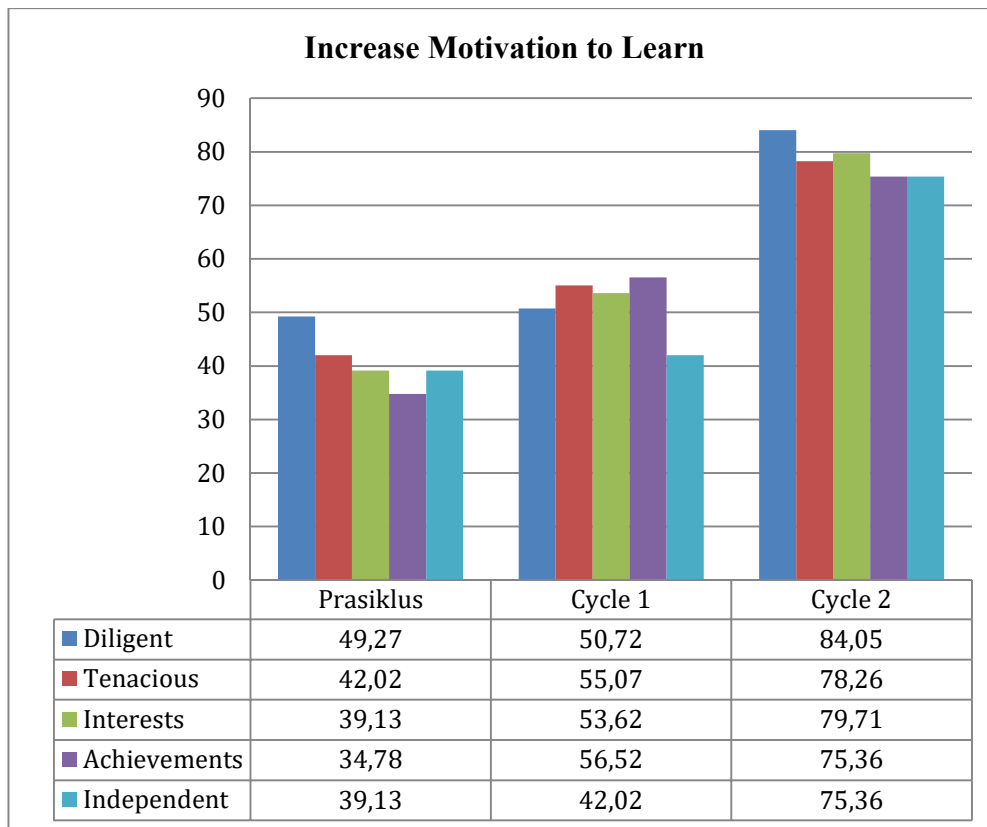
Sources of data in this study is the event (pembelajaran writing text prasiklus anecdotes from stage to Cycle 2); informant (teacher collaborators, ie Capital YUSTINA Dwinuryati, S.Pd. and student representatives); documents (syllabi, lesson plans, text anecdotes written by the students). Data collection techniques using the method of observation, interviews, and analysis of the contents of the document.

Data analysis technique used is the technique of quantitative and qualitative analysis. Qualitative data analysis digunakan researchers for collecting data in the field using a model Milles and Huberman through the stages of data reduction (data reduction), a description of the data (data display), concluding description of the data (conclusion drawing / verification). While quantitative data were analyzed using descriptive statistical analysis. Sugiyono (2013: 147) explains that the statistical analysis is descriptive statistics used to analyze data in ways that describe or depict the data that has been collected as without meaning to make inferences or generalizations.

### **Result and Discussion**

Based on initial oservasi researcher, found a variety of problems in learning to write anecdotes text that needs to be resolved so that an increase in writing skills anecdotal text. Results of preliminary observations obtained researchers through interviews to teachers Indonesian SMA Negeri 1 Surakarta and some students of class X IS 2 of the study write text anecdotes found a variety of problems, namely: (1) an explanation of the text anecdote in textbooks Indonesian government publications is limited. The exposure is dominated by text sample anecdotes and exercises; (2) the source of theories on limited anecdotal texts tend to be even less so stifles creativity of teachers in developing teaching materials; (3) learning to write anecdotes text has applied the scientific approach, but still dominates the teacher's lecture; (4) not to optimize the role of instructional media. Teachers still use a marker and a white board at the time to explain anecdotal text material; (5) learners prefer reading and playing a role in learning anecdotes text than writing a text anekot. Though anecdotal Basic Competence converting text into other types of text, such as drama texts have been removed in the latest syllabus; (6) is nuanced humor and anecdotes text aims to criticize others, but there are learners who accentuate their criticism for the government with sharp humor and forget about the charge.

Once applied pendektan contextual and video Sentilan Sentilun in learning to write anecdotes text in class X IS 2 SMA Negeri 1 Surakarta there is increased motivation to learn as follows:



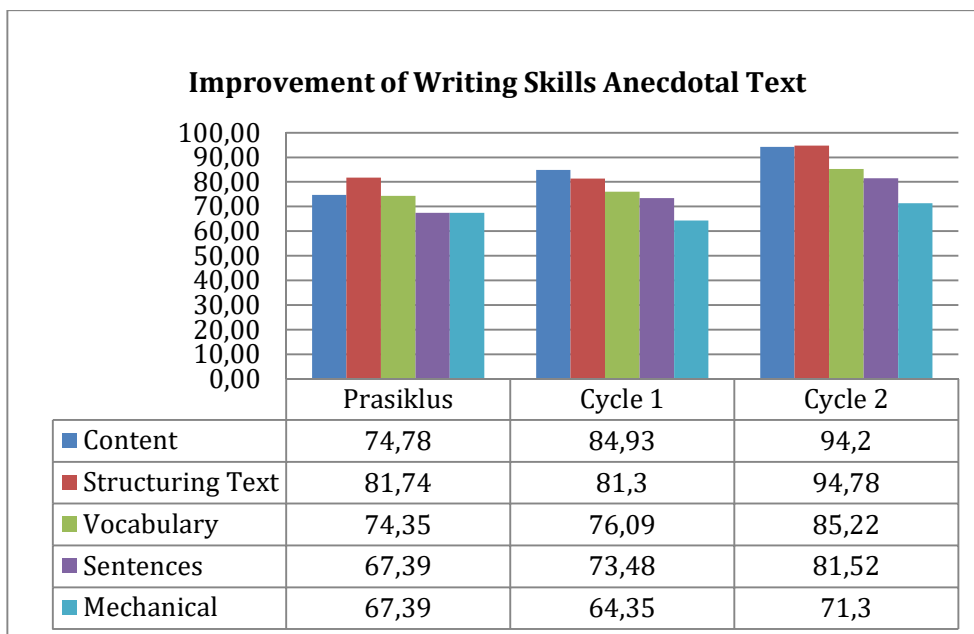
**Figure 1 Increase Motivation to Learn**

Five components into learning motivation assessment criteria include diligent, tenacious, interests, achievements, and independent. Based on the above chart, the motivation of class X IS 2 increased significantly. The level of persistence on stage prasiklus of 49.27%, and then increased in Cycle 1 amounted to 50.71%, and increased again in Cycle 2 to 84.05%. Aspects tenacity of initially 42.02% increase to 55.07% in Cycle 1 and became 78.26% in Cycle 2. Aspects of interest on stage prasiklus increased by 39.13% in Cycle 1 to 53.26%, rose again in Cycle 2 to 79.71%. Aspects of student achievement also increased, from initially only 34.78% increase to 56.52% and in Cycle 2 reached 75.36%. Aspects of learning independence from originally only amounted to 39.13%, an increase in Cycle 1 to 42.02%, and in Cycle 2 reached 75.36%.

On the other hand, anecdotal text writing skills class X IS 2 in learning to write anecdotes text also increased as follows.

**Table 1 Improvement of Learning Outcomes Writing Text Anecdotes**

	Prasiklus	Cycle 1	Cycle 2
Minimum Score	66	66	81
Maximum Score	84	85	95
Average	73,42	78,07	87,6
Complete KKM	56,53%	73,9%	100%
Remidi	43,47%	26,08%	0%



**Figure 2 Improvement of Writing Skills Anecdotal Text**

Based on the chart above can be explained that understanding the content aspect in writing the text of anecdotes class X IS 2 experienced an increase of 74.78%, 84.93%, up to 94.2%. Understanding the structuring text of prasiklus of 81.74% down to 81.3%, then increased to 84.78%. Vocabulary mastery of stage prasiklus increased by 73.45%, an increase in Cycle 1 at 76.09%, increased again in Cycle 2 to 85.22%. Mastery of the sentence increased from 67.93% in Cycle 1 to 73.48%, and in Cycle 2 to 81.52%. While the mechanical mastery of 67.39%, down to 64.35%, then increased to 71.30%.

### **Conclusion**

Based on this research can be drawn the conclusion that an increase in student motivation in learning to write text anecdotes with the application of the approach Contextual Teaching and Learning (CTL) and the use of audio visual media "video Sentilan Sentilun" in class X IS 2 SMA Negeri 1 Surakarta through the stages Cycle 1 and Cycle 2. in addition, there is increasing anecdotal text writing skills with the application of the approach Contextual Teaching and Learning (CTL) and the use of audio-visual media "video Sentilan Sentilun" in class X IS 2 SMA Negeri 1 Surakarta through the stages of Cycle 1 and Cycle 2.

Here is the advice given peulis for teachers, students, and school. Suggestions for the teacher: a) the teacher should gain deeper insight into the text anecdotes that in fact the new material in Indonesian subjects in the curriculum in 2013, both from books, journal articles, and research thesis or a thesis; b) expand knowledge about the various approaches or methods of learning thus enriching the creativity of teaching and learning; c) gain deeper insight into diverse, advantages, and benefits of learning media so that the media can select and sort of learning appropriate for a particular material.

Suggestions for students, students should have motivation to learn as well as have a positive response to the learning process because it is based on the study said that there are synergies between learning motivation and learning skills. Meanwhile, the advice for schools, principals along with deputy principal part of the curriculum should provide a forum for teachers to discuss together about the Curriculum 2013, which continues to experience improvements, enable MGMPs each subject, scheduled training or writing workshops Classroom Action Research, and establishing cooperation with the university, cooperation in research so as to obtain benefits shared between collaborators teacher, student researchers, as well as the school.

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## **ANALISIS KESALAHAN BERBAHASA SISWA SMP TERBUKA CIMANGGUNG DALAM MENULIS CATATAN HARIAN**

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### **Abstrak**

*Kesalahan berbahasa adalah pemakaian bentuk-bentuk tuturan berbagai unit kebahasaan yang meliputi kata, frasa, kalimat, dan paragraf yang menyimpang dari kaidah bahasa Indonesia baku. Selain itu, pemakaian ejaan dan tanda baca yang menyimpang dari sistem kaidah bahasa Indonesia juga merupakan bentuk dari kesalahan berbahasa. Tujuan karya ini adalah untuk menganalisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran fonologi, menganalisis kesalahan berbahasa siswa SMP Terbuka Cimanggung berbahasa dalam tataran morfologi, menganalisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran sintaksis, menganalisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran tata bahasa baku bahasa Indonesia. Analisis kesalahan berbahasa adalah suatu cara atau langkah kerja yang biasa digunakan oleh peneliti atau guru bahasa untuk mengumpulkan data, mengidentifikasi kesalahan, menjelaskan kesalahan, mengklarifikasi kesalahan, dan mengevaluasi taraf keseriusan kesalahan berbahasa*

*Kata Kunci: Kesalahan Berbahasa, Tataran Fonologi, Tataran Morfologi,  
Tataran Sintaksis*

### **Pendahuluan**

Kesalahan berbahasa adalah pemakaian bentuk-bentuk tuturan berbagai unit kebahasaan yang meliputi kata, frasa, kalimat, dan paragraf yang menyimpang dari kaidah bahasa Indonesia baku. Selain itu, pemakaian ejaan dan tanda baca yang menyimpang dari sistem kaidah bahasa Indonesia juga merupakan bentuk dari kesalahan berbahasa. Kesalahan berbahasa adalah pelanggaran terhadap kode bahasa. pelanggaran tersebut disebabkan karena kurang sempurnanya penguasaan dan pengetahuan terhadap kode.

Kesalahan berbahasa biasanya ditentukan berdasarkan ukuran keberterimaan, artinya bahasa yang berbentuk ujaran atau tulisan dari pembelajar bahasa itu berterima atau tidak bagi penutur asli atau pengajarnya. Jika pembelajar bahasa Indonesia membuat kesalahan berbahasa, maka ukuran yang digunakan yaitu menganalisis kata dan kalimat yang digunakan oleh pembelajar kemudian ditentukan benar atau salah menurut penutur asli bahasa Indonesia. Ukuran berbahasa yang baik adalah ukuran intralingual atau intrabahasa. Ukuran kesalahan dan ketidaksalahan intralingual atau intrabahasa adalah ukuran kebahasaan yang terdiri dari fonologi (tata bunyi), morfologi, (tata kata), sintaksis (tata kalimat), dan semantik (tata makna)

Analisis kesalahan berbahasa adalah suatu cara atau langkah kerja yang biasa digunakan oleh peneliti atau guru bahasa untuk mengumpulkan data, mengidentifikasi kesalahan, menjelaskan kesalahan, mengklarifikasi kesalahan, dan mengevaluasi taraf keseriusan kesalahan berbahasa.

Analisis kesalahan berbahasa akan diuji dalam pembelajaran menulis catatan harian, yang mana catatan harian yang akan dikembangkan berdasarkan tema yaitu "pengalaman yang mengesankan". Adapun sasaran analisis kesalahan berbahasa dalam hal ini adalah siswa SMP Terbuka Cimanggung, Kabupaten Sumedang, Jawa Barat. Siswa SMP Terbuka Cimanggung dipilih karena pembelajaran mereka berbeda dengan pembelajaran siswa reguler. Siswa SMP Terbuka merupakan siswa yang mengejar kesetaraan pendidikan sehingga kegiatan belajar mereka berbeda dengan siswa SMP pada umumnya. Siswa SMP Terbuka tidak diwajibkan

untuk mengikuti kegiatan belajar mengajar seperti siswa SMP pada umumnya sehingga kegiatan belajar mengajar pun cenderung fleksibel. Karena fleksibilitas belajar mengajar itulah maka peneliti tertarik untuk menganalisis kemampuan siswa SMP Terbuka khususnya dalam pembelajaran bahasa Indonesia. Dari latar belakang yang sudah dipaparkan sebelumnya, maka muncul beberapa masalah dalam penelitian ini. Beberapa masalah tersebut dirumuskan menjadi rumusan masalah. Adapun rumusan masalah dalam penelitian ini adalah sebagai berikut: (1) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran fonologi? (2) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung berbahasa dalam tataran morfologi? (3) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran sintaksis? (4) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran tata tulis? (5) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran tata bahasa baku bahasa Indonesia? Adapun maksud dan tujuan dalam penelitian ini adalah sebagai berikut: (1) Untuk menganalisis kesalahan berbahasa dalam pembelajaran menulis catatan harian. (2) Untuk mengetahui kemampuan berbahasa siswa SMP Terbuka Cimanggung. (3) Untuk mengevaluasi pembelajaran siswa SMP Terbuka khususnya pembelajaran bahasa Indonesia. (4) Untuk memperbaiki kesalahan berbahasa pada siswa SMP Terbuka Cimanggung.

### **Kerangka Teori**

Kesalahan berbahasa adalah pemakaian bentuk-bentuk tuturan berbagai unit kebahasaan yang meliputi kata, frasa, kalimat, dan paragraf yang menyimpang dari kaidah bahasa Indonesia baku. Selain itu, pemakaian ejaan dan tanda baca yang menyimpang dari sistem kaidah bahasa Indonesia juga merupakan bentuk dari kesalahan berbahasa. Kesalahan berbahasa adalah pelanggaran terhadap kode bahasa. pelanggaran tersebut disebabkan karena kurang sempurnanya penguasaan dan pengetahuan terhadap kode. Ukuran kesalahan dan ketidaksalahan intralingual atau intrabahasa adalah ukuran kebahasaan yang terdiri dari fonologi (tata bunyi), morfologi, (tata kata), sintaksis (tata kalimat), dan semantik (tata makna)

Analisis kesalahan berbahasa adalah suatu cara atau langkah kerja yang biasa digunakan oleh peneliti atau guru bahasa untuk mengumpulkan data, mengidentifikasi kesalahan, menjelaskan kesalahan, mengklarifikasi kesalahan, dan mengevaluasi taraf keseriusan kesalahan berbahasa.

Catatan harian pada dasarnya berupa rangkaian tutur yang memaparkan sesuatu atau melukiskan sesuatu, baik berdasarkan pengalaman maupun pengetahuan penuturnya (Syamsuddin, 2001: 17). Tujuan yang ingin dicapai oleh wacana ini adalah tercapainya penghayatan yang sedikit imajinatif terhadap sesuatu, ehingga pendengar atau pembaca seolah-olah mengalami dan merasakan secara langsung. Uraian catatan harian memaparkan sesuatu secara objektif dan imajinatif.

Analisis kesalahan berbahasa dalam hal ini dianalisis berdasarkan beberapa jenis ilmu kebahasaan yaitu analisis kesalahan dalam tataran fonologi, morfologi, sintaksis, tata tulis, dan tata bahasa baku. Fonologi adalah bunyi-bunyi bahasa yang dihasilkan oleh alat ucap. Adapun yang dikaji dalam fonologi adalah bunyi-bunyi bahasa sebagai satuan terkecil dari ujaran beserta gabungan antarbunyi yang membentuk silabel atau suku kata (Chaer, 2009: 5). Morfologi adalah ilmu mengenai bentuk-bentuk dan pembentukan kata (Chaer, 2008: 3). Sintaksis berkaitan dengan kaidah dan pembentuk proses kalimat (Damaianti dan Sitaresmi, 2005: 1). Tata tulis atau tata bahasa dikenal dengan Ejaan Yang Disempurnakan (EYD). Standar tata tulis kini berdasarkan Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 46 Tahun 2009 Tentang Pedoman Umum Ejaan Bahasa Indonesia Yang Disempurnakan. Tata bahasa baku dalam hal ini akan membahas tentang bahasa baku dan bahasa yang dipengaruhi oleh bahasa asing dan bahasa daerah.

### **Metode Penelitian**

Metode penelitian menurut Sugiyono (2009: 2) adalah cara ilmiah untuk mendapatkan data yang valid dengan tujuan dapat ditemukan, dibuktikan, dan dikembangkan suatu pengetahuan sehingga gilirannya dapat digunakan untuk memahami, memecahkan, dan mengantisipikasi masalah. Menurut Wiratha (2006: 68) metode penelitian merupakan suatu cabang ilmu pengetahuan yang membicarakan atau mempersoalkan cara-cara melaksanakan penelitian berdasarkan fakta-fakta atau gejala-gejala secara ilmiah. Jadi metode penelitian adalah suatu teknik atau cara mencari, memperoleh, mengumpulkan, atau mencatat data, baik berupa data primer maupun data sekunder yang digunakan untuk keperluan menyusun suatu karya ilmiah dan menganalisa faktor-faktor yang berhubungan dengan pokok-pokok permasalahan sehingga akan terdapat suatu kebenaran data-data yang akan diperoleh.

Paradigma penelitian ini didasarkan pada metodologi penelitian kualitatif. Adapun metode penelitiannya menggunakan metode deskriptif analitis. Penelitian deskriptif menelaah masalah-masalah dalam masyarakat dan tata cara berlaku dalam masyarakat selain itu memahami situasi tertentu termasuk hubungan, kegiatan, sikap, pandangan, proses yang sedang berlangsung, serta pengaruh dari suatu fenomena. Metode deskriptif menurut Whitney (1960) dalam Najir (2001: 54-55) pada dasarnya ialah pencarian fakta dengan interpretasi yang tepat. Metode deskriptif harus dipilih berdasarkan pertimbangan ilmiah yang digunakan sebagai pisau kajiannya. Metode deskriptif secara umum menelaah pula masalah yang nyata dari individu, melalui metode ini kita akan memperoleh gambaran mengenai kondisi kasus penelitian. Studi deskriptif analitis dalam penelitian ini adalah menggambarkan hasil analisis kesalahan berbahasa siswa SMP Terbuka dalam menulis catatan harian.

Berdasarkan aspek metode, penelitian ini termasuk ke dalam metode penelitian noninteraktif atau disebut juga penelitian analitis. Penelitiannya menyelidiki konsep dan peristiwa historis melalui analisis dokumen. Peneliti berperan dalam mengidentifikasi, mempelajari, kemudian mensintesis data untuk memberi pemahaman konsep atau peristiwa lampau yang mungkin tidak bisa diobservasi secara langsung. Dokumen-dokumen ilmiah adalah sumber utama. Peneliti menafsirkan fakta-fakta dari dokumen untuk memberikan penjelasan tentang masa lampau dan mengklarifikasi makna atau pengertian masalah pendidikan bahasa yang mendasari isu-isu masa kini. Peneliti ini meliputi analisis konsep dan analisis historis. Analisis konsep adalah untuk menjelaskan perbedaan pengertian dan menguraikan penggunaan suatu konsep yang tepat. Adapun analisis historis dilakukan dengan melibatkan pengumpulan secara sistematis dan mengkritisi suatu dokumen yang menjelaskan peristiwa-peristiwa yang telah berlalu (Syamsuddin dan Damaianti, 2015: 30).

Sumber data dan objek penelitian termasuk ke dalam korpus data. Adapun sumber data dalam penelitian ini berasal dari kumpulan tulisan siswa SMP Terbuka Cimanggung berupa penulisan catatan harian tentang pengalaman yang mengesankan. Satu orang siswa menulis satu wacana tentang pengalaman mengesankan mereka. Adapun keseluruhan wacana yang terkumpul dari setiap siswa berjumlah 37. 37 wacana dari 37 orang siswa

### **Pembahasan**

#### **Analisis Kesalahan Berbahasa Siswa SMP Terbuka Cimanggung dalam Tatatran Fonologi**

Kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam menulis catatan harian mengenai pengalaman yang mengesankan adalah ditemukannya beberapa perubahan bunyi terhadap beberapa kata. Adapun perubahan bunyi yang terdapat pada beberapa wacana karangan siswa SMP Terbuka adalah sebagai berikut.

#### **Sinkop**

Sinkop adalah proses penghilangan sebuah fonem atau lebih pada tengah kata (Chaer, 2009: 104). Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan sinkop adalah sebagai berikut.

- negeri → negri (penghilangan fonem [e] di tengah kata)
- lihat → liat (penghilangan fonem [h] pada tengah kata)
- karena → karna (penghilangan fonem [é] pada tengah kata)

### **Apokop**

Apokop adalah proses penghilangan satu fonem atau lebih pada akhir kata (Chaer, 2009: 103). Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan apokop adalah sebagai berikut.

tidak → tida (penghilangan fonem [k] pada akhir kata)

### **Epentesis**

Epentesis adalah proses pemabahan sebuah fonem atau lebih pada tengah kata (Chaer, 2009: 105). Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan epentesis adalah sebagai berikut.

grup → gerup (penambahan fonem [e] pada tengah kata)

keponakan → kepondakan (penambahan fonem [d] pada tengah kata)

nomor → number (penambahan fonem [b] pada tengah kata)

### **Paragog**

Paragog adalah proses pemabahan sebuah fonem atau lebih pada akhir kata (Chaer, 2009: 105). Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan paragog adalah sebagai berikut.

ini → inih (penambahan fonem [h] pada akhir kata)

itu → ituh (penambahan fonem [h] pada akhir kata)

saya → sayah (penambahan fonem [h] pada akhir kata)

sepeda → sepedah (penambahan fonem [h] pada akhir kata)

stadion → stadions (penambahan fonem [s] pada akhir kata)

### **Monoftongisasi**

Monoftongisasi adalah proses perubahan dua buah vokal atau gugus vokal menjadi sebuah vokal (Chaer, 2009: 104). Proses ini banyak terjadi dalam bahasa Indonesia karena ingin memudahkan dalam pelafalan. Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan monoftongisasi adalah sebagai berikut.

kalau → kalo (bunyi gugus vokal [au] berubah menjadi [o])

### **Disimilasi**

Disimilasi merupakan perubahan bunyi yang sama menjadi bunyi yang berbeda (Chaer, 2009: 99). Seorang siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan disimilasi adalah sebagai berikut.

Penilaian → penileyen (fonem [ai] berubah menjadi fonem [ey] pada tengah kata)

Piala → fiala (fonem [p] yang *bilabial* berubah menjadi fonem [f] yang merupakan *labiodental*)

Taruhannya → tarohannya (fonem [u] berubah menjadi fonem [o] di tengah kata)

### **Analisis Kesalahan Berbahasa Siswa SMP Terbuka Cimanggung dalam Tataran Morfologi**

Kesalahan berbahasa dalam tulisan wacana siswa SMP Terbuka pada tataran morfologi hanya sedikit yang ditemukan. Kesalahan tersebut terdapat pada proses afiksasi. Proses afiksasi merupakan proses pembentukan morfem dasar yang disatukan dengan morfem afiks. Morfem afiks adalah morfem yang tidak dapat menjadi dasar dalam pembentukan kata, tetapi hanya menjadi unsur pembentuk kata dalam proses afiksasi (Chaer, 2008: 23). Adapun pemaparan kesalahan berbahasa dalam bidang morfologi adalah sebagai berikut:

- ikutan → ikutan+an (salah karena tidak baku)  
mengikuti → me(N)+ikut+i (benar)
- bermasuk → ber+masuk (salah karena tidak baku) memasuki → me+masuk+I (benar)
- peman dangan → menjadi dua kata (salah)

- pemandangan → pe+pandang+an (benar)
- menang kap → menjadi dua kata (salah)  
menangkap → me+tangkap (benar)

### **Analisis Kesalahan Berbahasa Berbahasa Siswa SMP Terbuka Cimanggung dalam Tataran Sintaksis**

Kesalahan berbahasa yang terdapat pada tulisan wacana karangan siswa SMP Terbuka terdapat pada kesalahan menulis frasa dan menulis kalimat. Adapun pemaparannya sebagai berikut.

#### ***Frasa***

Frasa merupakan satuan gramatik yang terdiri atas dua kata atau lebih dan hanya menduduki satu fungsi dalam klausa yaitu fungsi subjek, predikat, objek, pelengkap, keterangan (Damaianti dan Sitaresmi, 2005: 5). Beberapa siswa SMP Terbuka memiliki kekeliruan perihal penulisan frasa. Adapun kesalahan berbahasa dalam tataran frasa adalah sebagai berikut.

- Kakak ku (salah) → kakak saya (benar)
- Ibu ku (salah) → Ibu saya (benar)
- Pas itu (salah) → saat itu (benar)

#### ***Kalimat***

Kalimat adalah satuan bahasa terkecil dalam wujud lisan atau tulis yang mengungkapkan pikiran yang utuh (Damaianti dan Sitaresmi, 2005: 74). Beberapa siswa SMP Terbuka memiliki kekeliruan perihal penulisan kalimat. Adapun kesalahan berbahasa dalam tataran kalimat adalah sebagai berikut.

- Kalimat 1  
Saya sangat tidak akan aku lupakan sampai saat besar saya tidak akan aku lupakan kenangan itu (salah)  
Seharusnya:  
Saya tidak akan melupakan kenangan itu hingga besar nanti (benar)
- Kalimat 2  
Aku turun diperempatan jalan dan aku lama sekali menunggu kakakku (salah)  
Seharusnya:  
Aku turun diperempatan jalan kemudian menunggu kedatangan kakakku yang cukup lama (bena)
- Kalimat 3  
Karena buat saya balap itu buat saya lelaki itu pantas buat saya (salah)  
Seharusnya:  
Bagi saya seorang laki-laki itu pantas menjadi pebalap (benar)

### **Analisis Kesalahan Berbahasa Berbahasa Siswa SMP Terbuka Cimanggung dalam Tataran Tata Tulis**

1. Seluruh siswa SMP Terbuka tidak benar dalam membubuhkan titik dan koma dalam wacana karangan mereka.
2. Kata “dan” seringkali berada pada awal kalimat.
3. Beberapa siswa SMP Terbuka tidak konsisiten dalam penyebutan aku dan saya pada wacana hasil karangan mereka.
4. Terdapat huruf kapital dalam huruf tengah sebuah kata. contohnya pada kata “memBaca”, “libuRan”, dan lain sebagainya
5. Nama tempat pada huruf pertama tidak kapital. Contoh pada kata “situraja”, “bandung”, “sumedang”, dan lain sebagainya.
6. Kata ke -yang menunjukkan tempat ditulis bersatu. Contohnya pada kata “kemesjid”, “kebandung”, “kesana”, dan lain sebagainya.
7. Kata ulang tidak menggunakan strip (-), contonya pada kata “pakupaku”, “bersenangsenang”, “meloncatloncat”, dan lain sebagainya

### **Analisis Kesalahan Berbahasa Berbahasa Siswa SMP Terbuka Cimanggung dalam Tataran Tata Bahasa Baku**

Kesalahan berbahasa yang dilakukan oleh siswa SMP Terbuka Cimanggung dalam menulis catatan harian adalah adanya kata-kata yang dianggap tidak baku dalam bahasa Indonesia yang baik dan benardapun kata-kata baku yang terdapat dalam karangan siswa adalah sebagai berikut.

1. Liat → lihat, melihat
2. Terus → lalu, kemudian
3. Enggak, ga, engga → tidak
4. Mau → akan, ingin
5. Ngambil → mengambil
6. Buat → untuk
7. Ikutan → mengikuti
8. Bantuin → membantu
9. Nyari → mencari
10. Nemu → menemukan
11. Nunggu → menunggu
12. Pingin → ingin
13. Pas itu → saat itu
14. Pas liat → saat melihat
15. Pas dipanggil → saat dipanggil
16. Yaudah, ya sudah → sudahlah
17. Pada baik-baik → semua baik

Selain itu, ada pula kesalahan berbahasa yang dilakukan oleh siswa SMP Terbuka Cimanggung dalam menulis catatan harian adalah melakukan pencampuran bahasa. Menulis catatan harian dalam pembelajaran bahasa Indonesia seharusnya menggunakan bahasa Indonesia yang baik, benar, serta baku, namun dalam hal ini siswa tidak menerapkan dalam tulisannya. Adapun kesalahan berbahasa dalam tataran pencampuran berbahasa terbagi menjadi dua yaitu pencampuran dengan bahasa daerah dan pencampuran dengan bahasa asing. Adapun pemaparannya sebagai berikut.

1. Pencampuran Bahasa Indonesia dengan Bahasa Daerah
  - Dog-dog → gendang, Keler → toples,...
2. Pencampuran Bahasa Indonesia dengan Bahasa Asing
  - Motor *cross*, handphone,...

### **Simpulan**

Analisis kesalahan berbahasa adalah suatu cara atau langkah kerja yang biasa digunakan oleh peneliti atau guru bahasa untuk mengumpulkan data, mengidentifikasi kesalahan, menjelaskan kesalahan, mengklarifikasi kesalahan, dan mengevaluasi taraf keseriusan kesalahan berbahasa.

Analisis kesalahan berbahasa akan diuji dalam pembelajaran menulis catatan harian, yang mana catatan harian yang akan dikembangkan berdasarkan tema yaitu “pengalaman yang mengesankan”. Adapun sasaran analisis kesalahan berbahasa dalam hal ini adalah siswa SMP Terbuka Cimanggung, Kabupaten Sumedang, Jawa Barat.

Analisis kesalahan berbahasa di analisis berdasarkan beberapa kajian yaitu pertama, berdasarkan tataran fonologi yang mana dalam tataran ini menganalisis perubahan bunyi yang terjadi dalam kata. kedua, analisis berdasarkan morfologi yang mana banyak kesalahan berbahasa yang dilakukan oleh siswa SMP Terbuka Cimanggung dalam pembentukan afiks pada kata. Ketiga, pada tataran sintaksis yang mana banyak kesalahan dalam pembentukan frasa dan kalimat. Keempat, analisis berdasarkan tata tulis, dalam kesalahan berbahasa ini siswa SMP Terbuka Cimanggung banyak melanggar kaidah EYD (Ejaan Yang Disempurnakan). Terakhir, analisis berdasarkan tata bahasa baku, dalam hal ini banyak kata-kata yang tidak baku yang ditulis oleh beberapa siswa, selain itu kata-kata yang ditulis pun terdapat kata yang berasal dari bahasa asing yaitu bahasa Inggris dan bahasa daerah yaitu bahasa Sunda.

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## **MECHANISM OF ASSESSMENT AND REFLECTION ON THEMATIC ASSIGNMENT FOR STRENGTHENING OF CRITICAL THINKING AND DEMOCRATIC ATTITUDES IN LEARNING**

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### **Abstract**

*This article describes the impact of reflection that was preceded by intragroup and intergroup peer assessment, to improve the students work on thematic assignment instruction of water cycle. Reflection is done based on the classification of the material tasks such as: description of facts and phenomena, the relationship between the concept and context, the process of science, the formulation of concept network, and the social implications of the thematic assignment. Students are being targeted are high school students in Manganitu and Tamako, in Sangihe regency. The results showed that the assessment and reflection positively influence to improve student work on material that students have an early experience and basic knowledge. Constraint in reflection and knowledge construction of students was the lack of mastery of concepts and the relationships between concepts and context. The results of the study recommend the importance of continuity of materials and learning activities to enable students construct knowledge based on experience, while developing critical thinking skills.*

*Keywords: Thematic Assignment, Instructions, the Water Cycle, Peer Assessment, Reflection.*

### **Introduction**

The results of the initial survey (Raturandang, 2013) shows that learning in Sangihe is still centered on the teacher (Medellu, 2013; Marpaung 2014), and only emphasizes the concept that originates from the textbook (Tumangkeng, 2013; Rende, 2013). This is related to learning orientation to meet the demands of final exams (Medellu, 2013; Raturandang, 2013). Learning utilize resources from the surrounding environment that enables the process of science has not been implemented (Tumangkeng, 2013; Rende, 2013). Students are not faced with the facts of science learning that exist in the environment. Learning materials in the classroom and homework given to students only concerned with concepts. The task assigned by the teacher is not done optimally (Raturandang, 2013). The survey shows that the problem of learning in Sangihe is not only related to the substance or learning materials and teaching methods but also the behavior of student learning.

Thematic learning students confront the facts and phenomena that exist around the students. The substance or instructional materials made possible the science process potentially more attractive to students, as it relates to the experience and problems faced in everyday life. Learning design in the form of thematic instruction is done by choosing a theme related to the lives of students in order to ensure students' attention and love of learning content. Integrated thematic instruction across subjects, provide flexibility to teachers to design instruction according to the needs of children by utilizing a multi-source learning (Wood, 1997). Thematic instruction can encourage the development ability of a compound (multiple intelligence) because it involves skills such as reading, thinking, remembering or writing a real life context that can encourage creative exploration. (Fogarty, 1997). Barton and Smith (2000) suggested that the integrated thematic instruction in the unit theme, enabling the authentic assessment.



Object thematic learning the real world around students, focuses on learning activities conducted outside the classroom. Instructions executed thematic learning outside the classroom, can be designed to observe activities that vary (Pendrill, 2005). Through thematic instruction outside, students can analyze the relationship between the facts with conceptual knowledge (Bransford et al, 1999), to exchange experiences with other students (Krogh, 1990) as a process of building knowledge more complex and complete. Higgins (2002) suggested that learning outside the classroom enhance their knowledge and understanding of natural systems and processes ultimately establish responsibility towards the environment.

Our team developed a research thematic learning in the form of thematic assignment instructions are implemented outside regular instructional hours in class. Stages of research include (1) a basic instructional design, (2) development plan with the participation of teachers, students, and parents, (3) implementation of the plan involves the role of parents, and (4) evaluation. This thematic task implementation is flexible. Instructions thematic task designed and developed based on the principles of democratic learning. Democratic schooling or learning needs the support of all personnel involved in the management of the school (Ozcan, 2005). Parents play an important role in the learning process of democratic child (Bekoe and Quartey, 2013). There is six category of participation of parents / community to education namely: strengthening, partnership, interaction, consultation, provision of information, and manipulation (Aref et al, 2009). Teachers act as organizer and facilitator who encourages communication, group discussions and various forms of collaboration in developing critical thinking skills (Popov, 2008). Fettes (2013) suggested that the practice of democratic learning can strengthen the relationship between experience and imagination. The principle of such a democratic learning: learning multisumber, flexibility to develop personal potential, implement collaborative learning etc., Encourage the development of critical thinking skills and abilities. Collaborative learning environments in small groups is the most convincing design of learning environments (Heller et al, 1992). Environment as a learning objects, allowing the development of collaborative groups of students in learning science through scientific procedures. According Kazempour (2014) about collaborative learning environment can be emphasized in scientific practice, critical thinking and problem solving. Most of the activities undertaken thematic assignment instructions with parents / community. Parents and the community can act as a facilitator or student learning partners, depending mastery of the material. The role of parents and the community respond to the challenges of social dimensions of science learning, which is to make citizens responsible for the social problems related to science. Teachers act as facilitators who intensively interact with students. According Moswela (2010), teacher collaborative interactions with students can improve intellectual activity and can accommodate learning activities.

Reflection thematic task is developed through the process of assessment tasks within their own group (intragroup assessment) and assessment across groups (intergroup assessment). Reflection thematic task is the process of integrating the experience with critical thinking imaginatively. Nichols et al. (1997) in Akerson et al. (2000), suggests that the practice reflective science learning allows teachers to develop learning resources so that students can think critically about science learning materials connected with his own experiences. Instructions thematic task to integrate the student experience of the facts and phenomena in the surrounding environment with related concepts in the lesson. Thematic material categories reflection task in our research include: a description of the facts / issues of local, description-concept relationship context, description of the process of science, the description of networking concepts, social implications description. Evaluation of product development tasks thematic reflection, may indicate an increase in the skills of reflection, as well as showing the weaknesses and strengths of students in reflecting material categories thematic assignment instructions.

Research assignment instructions thematic reflection process is a special part of thematic research and development tasks in school. The general objective of the research is the creation of a democratic science lessons at school are supported by the Universitas Negeri Manado. The general objective is spelled out in a five-year objectives, namely:

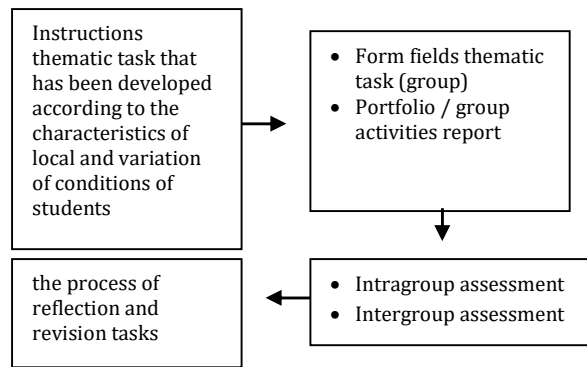
- (1) Develop and strengthen the thematic task model for learning in school that synergy with the development competence of prospective teachers in Unima.
- (2) Improving the ability of creative and innovative thinking of the faculty, students and teachers interactively through the design and implementation of holistic thematic task to improved cognitive ability, psychomotor and affective.
- (3) Build participation of parents and communities in the development of learning materials and activities, so as to gradually build a participatory-democratic learning climate.

The purpose of research first year (2014) are: (1) designing learning materials sourced from the issues in the environment of students, with the participation of parents and the community, (2) implement instructional design with the participation of parents and the community, and (3) designing and implement evaluation dialogical among school-student-parent. This article describes thematic reflection process tasks as part of the democratization process of learning and improvement of critical thinking skills and imaginative students. In particular, this study describes the impact of peer assessment process (intragroup and intergroup) followed by reflection, the material classification task: the description of the facts and phenomena, linking concepts with the context, process sciences, formulation of networking concepts, and social implications of the water cycle thematic task.

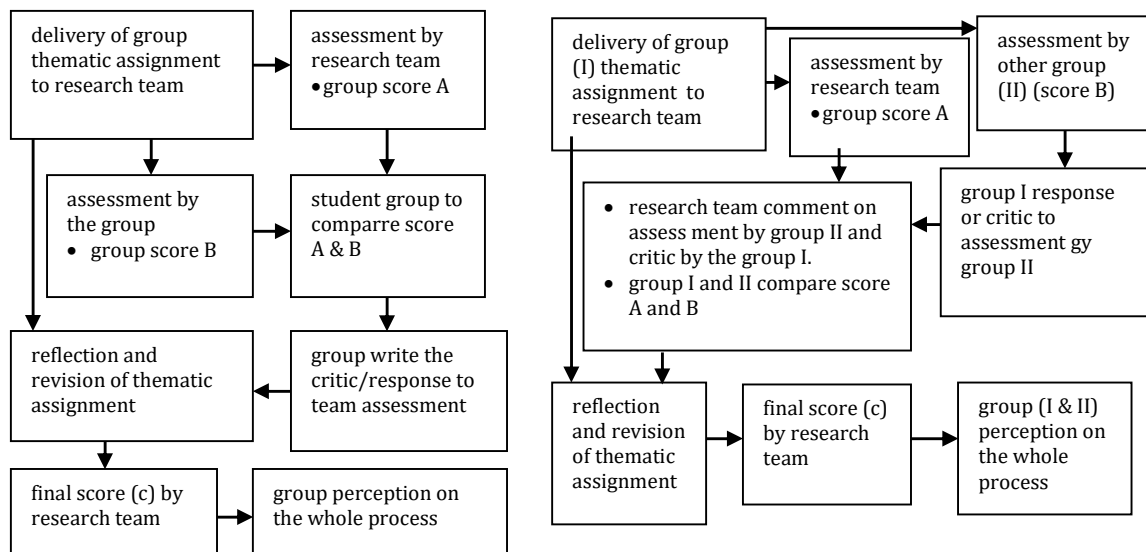
### **Research Methods**

Research thematic reflection task is a specific part of the scheme more extensive research on the development of thematic tasks at school (in the North Sulawesi), with the support of Universitas Negeri Manado. The first year (2014) was conducted in three districts in Sangihe, namely District Manganitu, District and Sub-District Tamako Central Tabulan. Implementation of instruction thematic task carried out for two months (January - February 2014). Instructional material includes five themes: water cycle, land landslide, energy, coastal erosion, and mangrove forests. This thematic task instructional materials integrate the concept of science - mathematics with related social problems such as the behavior of the public, local wisdom, the community response to the government program on the management of natural resources and the environment into learning objects. Thematic instruction have proven reliable as instructional methods to integrate the various concepts in the curriculum with life and everyday experience (Medellu, 2014). Thematic instruction can be developed to build cognitive skills such as reading, think, remember and write context in real life and encourage creative exploration (Fogarty, 1997). According to Barton and Smith (2000), Integrated instruction also allows implemented authentic assessment. Implementation of thematic task carried out in small groups, to encourage students to acquire basic cooperative attitude, and values needed to think independently inside and outside the classroom (Borich, 2004). Ajaja and Eravwoke (2010) affirmed that cooperative learning as an instructional strategy to significantly improve science learning outcomes

The process of reflection is a specific part of the implementation of thematic assignment instructions. Reflection process carried out by the students in the group after they do peer assessment on their own tasks (intragroup assessment), or after their service direviu by other groups (intergroup assessment). Schematically, the mechanism of peer assessment and reflection are presented in Figure-1



**Figure 1 Review Mechanism, a Process of Reflection and Revision of Thematic Task**



**Figure 2 Mechanism of Intragroup Assessment and Reflection**

Peer assessment was done for inputs (the identification) components of the tasks that need to be completed or corrected. The input can come from members of their own group (intragroup) or from members of other groups (intergroup). Research peer assessment by a group of students, among others, performed by Falchikov (2003), and Kritikos et al (2011). Kritikos et al (2011) developed a peer assessment process that triangulated with input facilitators. Reflection thematic task carried out by a group of students after they assess the task alone product or after receiving the results of assessment of the other groups. Reflection conducted to assess, analyze feedback assessment and reformulate the result of integration experience, knowledge with these inputs. Ires and Cakir (2006) cites Tann (1993) suggests that critical reflection is needed to find alternative analysis and compare it with the work of others or other theory to the formulation and testing of back.

van Leeuwen et al (2009), developed a method of reflection groups of students in two phases. The first phase is the inclusion of actual experience and reflection that experience. The second phase is the abstraction of experience and testing this new experience on behavior. In this study, the first phase of reflection is a reflection of the description of the facts / phenomena of local issues (inclusion of actual experience) and reflection-concept relationship context. Reflections on the first phase of a response to the peer assessment (intragroup and extragroup). In our study, the second phase of reflection is a reflection of the process of science, formulation networking related concepts, and descriptions of social implications. In the process of assessment and reflection, the teacher acts as a facilitator, while parents become partners in specific activities students undertake reflection. Learning held in two schools. The

process of reflection at the first school (SHS Tamako) is done through the stages of assessment tasks by the group itself. The process of reflection at the second school (SHS Manganitu) is done through the stages of assessment across groups.

Data presented reflection process and product quantitatively (percentage of the task item that reflected true and complement / improve thematic task group). The process of assessment and reflection carried out by sub-themes / activities appropriate instructional design thematic duty cycle of water. Sub themes / activities, classification of matter and form of group activities of students in instructional design thematic task water cycle is presented in Table 1 (appendix). Checkmark (√) indicates classification and forms of activity are in accordance with sub-themes or sub-activities. Format (Table-1) is used to analyze the data in a form the thematic assignment instructions and the result of reflection. Description percentage form field data is thematic assignment instructions and revisions (the result of reflection) from the initial meeting to the next meeting may indicate an increase in the productivity of the process and reflection. Percentage of reflection according to material classification tasks can show the productivity of peer assessment and reflection process according to the classification of the material.

### **Results and Discussion**

Table 2 (appendix) presents data-highest percentage of lowest field of thematic task instruction form, and the highest percentage of low-reflection results (through assessment intragroup and intergroup assessment), according to the classification of the thematic material duty cycle of water. Thematic material classification tasks include: a description of the facts and phenomena, linking concepts with the context, the process of science, social networking concept and implications of the water cycle thematic task. The interpretation of the data and descriptions are as follows:

1. The process of reflection a significant impact on the percentage of data form field thematic task, for classification of material description of the facts / phenomena, the process of science, learning and social implications of the water cycle. It can be seen from the wide range of stuffing percentage of the data group (a) or data without reflection data group (b) or the data of reflection through assessment in the group, and the data group (c) or reflection through the assessment results data across groups. Significant impact on the classification reflection not matter: the relationship with the concept of context, and the formulation of networking concepts. The results of interviews with a group of students revealed that students do not understand the concept so well that they are difficult to connect the concept of the context, and formulate networking concepts. The results of this study partly corresponds with the results of research Akerson et al (2000), but some are different. Compliance with the research results Akerson et al (2000) on the scientific knowledge about natural materials (facts / phenomena) and observation (relationship with science process). The different results with regard to the law and theory. Research Akerson et al proved that reflection influence the outcome of legal analysis and theory. In this study, the reflection does not significantly influence the formulation of concepts and networking concepts (consistent with the law and theory). Prior knowledge and experience of the facts and phenomena, knowledge of the social implications, as well as direct experience in the field activities (observation, measurement, comparative field conditions) enhance students' thinking skills. When a group of students were instructed to reflect on the task, then an increase (improvement tasks) are significant. The combination of the assessment process (in a group or across groups) to identify parts of the tasks that need to be repaired, which followed up a reflection group is a pretty good mechanism to increase the knowledge and ability of critical thinking. Results of research Schwartz et al. (2004) concluded that the experience of the process of science, slightly improve student understanding, but that experience is important in setting the context in which students can reflect on the nature and process of science. Schwartz et al study results are in line with the results of this study, particularly with regard to the classification of

- materials science process. Khishfe research results and Abd-El-Khalick (2002) suggested that in the process of science, reflection needs to be integrated with the process of science, to improve students' understanding of the nature of science.
2. Impact of reflection significantly to the classification of material directly related to the experience, and no significant effect on the classification of materials that are more abstract (concepts relation to the context and the formulation of networking concepts), consistent with the results of van Leeuwen et al (2009). The results of the research van Leeuwen et al concluded that the process of inclusion of experience and reflection on that experience to grow significantly, while the process of abstraction of experience did not show significant results. Analysis of the range of the low percentage of forms available in the classification of materials science process lower, affected by a lack of mastery of science concepts. The results of interviews with students revealed that they could understand the procedure sins but can not make a deeper analysis due to poor mastery of concepts. These results concur with those of Clough (2006) who argued that students should be given the opportunity to assess the concept that has been known previously to help understand the nature and process of science. Mastery of concepts that they cause less disadvantaged students explore the process of science and networking concepts related to the phenomenon. Results of research Arrieta et al (2005) that learning science procedures or procedural capacity building, is more difficult than learning conceptual, because it takes the ability to apply cognitive, so it takes time to learn more. Evaluation of the task group concluded that the students reflect on the process of science, significant enough to make a group of students to understand the steps procedural material science but the description can not be done in depth because of the lack of mastery of concepts. Mastery of science and math concepts that low also causes a percentage stuffing thematic task that is low on material classification networking concepts. The impact of significant reflections for the material formulation concepts networks caused by lack of mastery of the concepts of science and mathematics-related elements of the context or the facts and phenomena of the water cycle. The results of this study may reflect the learning and mastery of the material weaknesses relating to governance relationship with the concept of the context in which further affects the mastery of science and formulation processes networking traffic concept study areas. Mastery networking concept mastery of subject areas into a comprehensive indicator (cognitive) of the facts and phenomena and the relationship between phenomena in the water cycle theme.
  3. Impact of significant reflection of the increase in the percentage of thematic classification task stuffing material social implications. This is due to students having mastered the social problems (people's behavior), local wisdom, in response to the government's program on water management. The process of inclusion experience with knowledge of the water cycle is developed through peer assessment mechanism followed by reflection students can build a positive attitude and commitment to water management responsibilities. Ires and Cakir (2006) points out that in the final part, a reflection oriented in character education by asking the students about his ideas, beliefs and values about learning science and to bring his experience they were aided clarification, confrontation and possible changes theories that have it's.
  4. In general, the results showed that the mechanism of peer assessment followed by reflection gives positive effect on the construction of knowledge, skills (the science) and affective (social implications) if the student has the experience and knowledge of early adequate. According Kritikos et al (2011) the process of peer assessment to make students interested, confident and motivated to develop goals and long-term learning skills. Make the student experience productive groups in identifying and assessing the form fields its own task or tasks other groups. Adequate experience also determines the ability of groups of students perform tasks deepening and revision materials at the stage of reflection. The results of this study confirms the importance of the continuity of learning materials and activities. Materials and learning activities designed for

students to be adjust with mastering "real" learning material beforehand. Mastery of basic material needs to be evaluated first and if necessary the deepening so that students can implement instructional activities. The weakness of the students in formulating the concept of networking a challenge for interdisciplinary thematic learning. Student motivation and group interaction in the discussions and observations, assessment and reflection process tasks, indicating that the application of thematic assignment instructions water cycle (and other thematic task) the potential to improve the knowledge, skills and affection of students on water management. Student interaction in the group also shows the development of a democratic attitude of learning. Results of the research team observed the student activity ranging from the implementation of activities until the task reflection shows the development of democratic learning climate. Students are more active in communication (asking, answering, explaining to friends, accepting criticism), split duties in the activities of observation, assisting members of the group who experience barriers to learning, motivate friends perform assessment and reflection etc. According Kazempour (2014), a collaboration of students in science learning encourages them put forward questions, explore ideas and take steps so that at the end of science learning activities students can improve their critical thinking skills and independent learning skills. Private student motivation and groups need to be maintained in the process of knowledge construction. Grandmontagne and Villamor (2005), suggested that the motivation and the acquisition of knowledge related to one another. Continuity of material and activities in science learning (thematic) becomes a prerequisite in constructivist learning strategies (Ugarte, 2005)

### **Conclusion**

The assessment and reflection thematic duty cycle positive effect on the water quality improvement task assignment if material associated with the experience and knowledge of the initial or base owned by the students. The results reflect significant effect on improvement / repair tasks associated with the material description of the facts and phenomena, the process of science, and social implications of the water cycle thematic task. Reflection no significant effect on increasing mastery of concepts relationship with the context and the formulation of networking concepts. This is caused by a lack of mastery of concepts related to the facts and phenomena of the water cycle. The results of this study indicate the challenges in the thematic learning relationship mastery of concepts in the context of networking concepts and formulation of interdisciplinary studies (interdisciplinary). The results also recommended the importance of continuity of materials and learning activities to enable students construct knowledge based on their experiences, while developing critical thinking skills. Implementation of the draft thematic task by a small group of students ranging from the implementation of the thematic assignment instructions to the reflection tasks, can create a climate of democratic learning.

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#### **Thankyou note**

The research team would like to thank to the students S1, S2, S3 and alumni involved in the study. Thanks also to the Regent Sangihe, Sangihe Head of Education and staff, the school and the teachers and the community for facilitating and accommodating team of researchers for conducting research in Sangihe.



## **PENGARUH KOMITMEN, EFIKASI DIRI, MOTIVASI DAN KEEFEKTIFAN TERHADAP PRODUKTIVITAS KERJA GURU SMPN DI KABUPATEN MINAHASA UTARA**

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### **Abstract**

*Labour productivity is the most fundamental in improving the quality of education because it has a direct impact on the output of teachers and student learning outcomes. The role of the study participants a lesson in commitment, self-efficacy, motivation and keefektivitas can increase labor productivity Junior High School teacher in the district of North Minahasa North Sulawesi province. The purpose of this study was to determine the influence of Commitment, self-efficacy, motivation and effectiveness on work productivity. Subject Teachers Junior High School in North Minahasa Regency. The method used is path analysis. Commitment, self-efficacy, motivation and keefektifitas independent variables and labor productivity as the dependent variable. sample is Junior High School Teachers in North Minahasa Regency is determined using a formula Slovin with a total of 124 respondents. The results showed: (1). There is a direct effect of commitment to keefektivitas (2) .Terdapat direct influence commitment to work productivity. (3) .Terdapat direct influence on the effectiveness of self-efficacy. (4) There is a direct influence of self-efficacy on work productivity. (5) There is a direct influence on the effectiveness of motivation. (6) There is a direct influence motivation to work productivity. (7) There is a direct influence on the productivity of labor ektivitas. (8) There is no direct influence on the effectiveness of the commitment. (9) There is no direct influence on the effectiveness of self-efficacy (10) There is an indirect effect of motivation on ektivitas. (11) There is no direct effect on productivity effectiveness. (12) There is a commitment to the indirect influence of self-efficacy. (13) There is no direct effect on the motivation of self-efficacy. Teachers must have a strong commitment, self-efficacy, motivation to participate in learning activities. Teachers should be able to produce products outpun which can be used as motivation for other peers, provide moral and material support learning to the learners, principal became the highest peak in the school environment managerial carry out supervision and provide a sense of comfort in learning activities at school.*

*Keywords: Commitment, Self-Efficacy, Motivation, Effectiveness,  
Work Productivity*

### **Pendahuluan**

#### **Latarbelakang**

Pendidikan merupakan ujung tombak kemajuan suatu bangsa. Negara negara yang maju telah menjadikan pendidikan sebagai faktor strategis dalam menciptakan kemajuan bangsanya. Pendidikan yang berkualitas dapat menghasilkan sumberdaya manusia yang berkualitas dan produktif. Hal tersebut mendorong suatu negara menjadi negara yang maju dan pesat dalam perkembangan dan teknologi.

Guru menjadi salah satu komponen yang sangat menentukan terselenggaranya proses pendidikan. Guru menjadi fasilitator utama penyelenggaraan proses belajar peserta didik. Kehadiran dan profesionalisme seorang guru sangatlah berpengaruh pada terwujudnya program pendidikan nasional. Dimana menjadi seorang guru haruslah memiliki kualitas yang

cukup memadai, karena merupakan komponen mikro system pendidikan yang sangat strategis dan banyaklah berperan dalam proses pendidikan persekolahan.

Saat ini masih banyak guru yang belum kreatif dan produktif, hanya menjadi guru yang sebatas mengajar saja, masih banyak yang bisa dikembangkan dari mata pelajaran yang diampuhnya. Bahkan seorang guru bisa menjadi seorang entrepreneurship yang handal di bidang pendidikan. Di lapangan terdapat guru yang menjadi tukang ojek dan berdagang sehingga jauh dari kata kreatif dan produktif. Menjadi seorang guru yang produktif adalah guru yang kreatif yang tidak pernah puas dengan pembelajaran yang dilaksanakan. Guru haruslah melakukan refleksi diri melalui penelitian penelitian yang dilakukan di kelasnya sendiri.

Lewis (2002) mengemukakan, bahwa kedudukan guru dipahami demikian penting sebagai ujung tombak dalam pembelajaran dan pencapaian mutu hasil belajar peserta didik.

Kebutuhan Aktualisasi diri Aktualisasi diri merupakan hirarki kebutuhan dari Maslow yang paling tinggi. Aktualisasi diri berkaitan dengan proses pengembangan potensi yang sesungguhnya dari seseorang. Kebutuhan untuk menunjukkan kemampuan, keahlian dan potensi yang dimiliki seseorang. Malahan kebutuhan akan aktualisasi diri ada kecenderungan potensinya yang meningkat karena orang mengaktualisasikan perilakunya. Seseorang yang didominasi oleh kebutuhan akan aktualisasi diri senang akan tugas-tugas yang menantang kemampuan dan keahliannya.

Mutu guru tentunya akan mencerminkan kualitas (*output*) peserta didik yang akan dihasilkannya. Dengan demikian saatnya melakukan pembenahan diri, peningkatan kemampuan terhadap potensi guru untuk menjadi tenaga pendidik yang lebih bermutu dan profesional, khususnya para guru SMP Negeri yang ada di Kabupaten Minahasa Utara Provinsi Sulawesi Utara masih ada guru yang ada di Kabupaten Minahasa Utara yang belum menguasai apa tugas pokok dari seorang guru. Kemampuan untuk menghasilkan produk masih rendah dimana masih banyak belum terlalu paham membuat rencana pembelajaran, penilaian bahkan masih kurang percaya diri untuk mengadakan buka kelas takalah pengawas hadir untuk mengsupervisi.

Yang paling menganjal dari seorang tenaga pendidik yaitu mengcopy paste perangkat pelajaran dan terkadang tidak jeli sampai lupa mengganti nama kepala sekolah dan nama guru matapelajaran. Produktivitas yang masih rendah mengakibatkan produk yang dihasilkan masih di bawah standart dan tidak merata.

Kabupaten Minahasa Utara yang terdiri dari 10 kecamatan dan 10 UPTD memiliki 70 SMP Negeri dan 33 SMP Swasta, yang topologinya yang letak geografisnya terdiri dari daratan dan kepulauan. Ada beberapa tempat yang belum terjamah sepenuhnya oleh tenaga pendidik yang handal.

Komunitas guru di Kabupaten Minahasa Utara telah melaksanakan kegiatan peningkatan mutu kinerja untuk semua mata pelajaran, namun kegiatan ini hanya sebatas bagaimana seorang guru dapat membuat persiapan mengajar dan memecahkan soal-soal yang diujicobakan pada setiap evaluasi pelajaran. Guru masih kurang berinovasi secara berkala karena selama ini yang menjadi dasar pemikiran para guru adalah cukup hanya melengkapi perangkat pembelajaran, serta kelengkapan administrasi pembelajaran. Ketika ada jadwal kunjungan supervisi dari kepala sekolah dan pengawas sekolah, guru selalu diliputi rasa takut dan tidak percaya diri ketika disupervisi oleh kepala sekolah dan pengawas mata pelajaran. Masalah seperti ini tidak boleh terjadi secara berkelanjutan, karena bisa menghambat upaya untuk pencapaian mutu pendidikan yang lebih maksimal. Merasa takut dan belum percaya diri merupakan refleksi nyata dari ketidakmampuan seorang guru untuk menghadapi tantangan yang lebih berat serta belum siap untuk menerima tanggungjawab sepenuhnya. Seorang guru menjadi lebih percaya diri, berani menghadapi segala tantangan, mampu meningkatkan motivasi dan mampu meningkatkan kualitas siswanya bilamana ia telah menjadi seorang guru yang profesional. Memiliki pengetahuan yang tinggi dan luas akan memberikan kemampuan, keberanian kepercayaan diri seorang guru untuk menyatakan eksistensinya sebagai guru yang profesional. Karenanya perlu suatu terobosan baru dan pola pembaharuan sistem pembinaan guru untuk pencapaian mutu siswa yang terbaik. Menurut Soenarto (2002), kurang berhasil

pelatihan-pelatihan yang telah dilakukan untuk meningkatkan mutu pekerjaan selama ini disinyalir disebabkan oleh perencanaan dan pelaksanaan pelatihan yang tidak mendukung pencapaian tujuan, materi pelatihan tidak sesuai dengan kebutuhan guru, dan pelaksanaan pelatihan kurang didukung oleh sarana yang memadai.

Kurang berhasil pelatihan guru dalam jabatan selama ini antara lain diakibatkan oleh; (1) Kegiatan pelatihan belum diselenggarakan atas dasar kebutuhan riil guru di lapangan atau tidak diawali dengan *need assessment* yang tepat; (2) Dalam sistem penjangkauan peserta pelatihan belum dilakukan dengan sistem yang tepat. Hal ini menyebabkan rendahnya tingkat pemerataan kesempatan mengikuti pelatihan. Fenomena ini terjadi akibat dari *database* pemetaan kualifikasi dan kompetensi tenaga pendidik di dinas pendidikan pemuda dan olahraga sangat lemah; (3) Implementasi hasil pelatihan oleh guru dalam pembelajaran di sekolah masih kurang maksimal; (4) Sistem monitoring dan evaluasi terhadap implementasi hasil pelatihan oleh guru dalam kelas, baik oleh kepala sekolah atau pengawas masih sangat kurang; (5) Rendahnya motivasi kerja guru untuk mengembangkan diri dan berprestasi karena kurangnya sistem mendukung dengan demikian maka kegiatan pembelajaran benar-benar ditujukan untuk mengatasi kegagalan siswa belajar.

Kegiatan pembelajaran hanya dapat diubah melalui pengujian terhadap kegiatan belajar dan mengajar guru serta menganalisis dampaknya terhadap perolehan belajar siswa. Program pengembangan profesi guru tersebut membutuhkan fasilitas yang dapat memberi peluang kepada mereka.

Komitmen guru sebagai pemegang kendali dalam proses pembelajaran sangat penting. Pemahaman Guru dalam penerapan pembelajaran yang baik sangatlah ditentukan oleh komitmen dari seorang guru untuk mendapatkan kesempatan merubah pola pemikiran. Setiap kegiatan seorang guru tentunya mempunyai kendala, baik dalam diri sendiri maupun dari lingkungan sekolah. Pemberian diri seorang guru pada proses pembelajaran tetap akan menemui sebab berbagai kendala yang dihadapi, antara lain, komitmen kepala sekolah yang tidak berjalan dengan baik yakni kurang memberikan dorongan untuk bisa meningkatkan efektifitas dan produktivitas. Rendahnya komitmen peserta dapat dilihat dari perlakuan ketidakseriusan guru dalam memperbaiki produktivitas kerja guru, kurangnya komunikasi secara terbuka kepada kepala sekolah dan sesama guru di sekolah. Sifat malas dan rasa takut juga sering menghantui sehingga kadang komitmennya diabaikan dengan berbagai alasan.

### **Identifikasi Masalah**

Sesuai dengan latar belakang, serta fenomena yang terjadi di lapangan dan teori yang ditelusuri dapat diidentifikasi berbagai variabel yang memengaruhi Produktivitas Kerja Guru SMP Negeri di Kabupaten Minahasa Utara, Komitmen, Efikasi Diri, Motivasi, dan keefektifan. Dukungan Pemerintah Daerah, Penerapan Cara Pembelajaran yang baik, Peran Kepala Sekolah dan lain-lain. Dari variabel-variabel tersebut dapat diidentifikasi permasalahan sebagai berikut:

1. Komitmen seorang guru rendah dalam melaksanakan pembelajaran.
2. Guru kurang termotivasi dalam pembuatan perangkat pembelajaran yang baik.
3. Guru masih belum termotivasi untuk mengembangkan metode pembelajaran.
4. Guru kurang memiliki pengetahuan yang cukup untuk membuat skenario kegiatan pembelajaran.
5. Rendahnya efikasi diri guru dalam melaksanakan tugas
6. Guru kurang percaya diri melakukan tugas pokok sebagai guru.
7. Belum menerapkan kreativitas dan inovasi.
8. Kepala sekolah kurang memberikan motivasi kepada guru.
9. Kurangnya komunikasi antara guru dan kepala sekolah
10. Kurangnya pengetahuan manajerial kepala sekolah tugas pokok kepala sekolah
11. Masih ada kesenjangan yang nyata antara kepala sekolah dan guru dalam melaksanakan kegiatan pembelajaran
12. Kehadiran Lembaga Penjamin Mutu Pendidikan sebatas memberikan penguatan materi pelajaran untuk peserta kegiatan MGMP.

13. Peningkatan mutu guru untuk mengikuti pelatihan pelatihan masih mengikuti daftar nama dari Dinas pendidikan Pemuda dan Olahraga
14. Masih belum merata bagi guru untuk mendapatkan pelatihan pelatihan tentang pembuatan perangkat pembelajaran
15. Masih terdapat guru yang melaksanakan pekerjaan sampingan tanpa memperhatikan tugas pokoknya.
16. Pengawas Sekolah kurang memonitoring guru bina dan sekolah binaan
17. Lingkungan sekolah belum dapat meningkatkan produktivitas kerja
18. Kegiatan pelatihan belum diselenggarakan atas dasar kebutuhan riil guru di lapangan atau tidak diawali dengan *need assessment* yang tepat
19. Rendahnya tingkat pemerataan kesempatan mengikuti pelatihan diakibat dari *database* pemetaan kualifikasi dan kompetensi tenaga pendidik di dinas pendidikan pemuda dan olahraga sangat lemah.
20. Implementasi hasil pelatihan oleh guru dalam pembelajaran di sekolah masih kurang maksimal
21. Sistim monitoring dan evaluasi terhadap implementasi hasil pelatihan oleh guru dalam kelas, baik oleh kepala sekolah atau pengawas masih sangat kurang;
22. Rendahnya motivasi kerja guru untuk mengembangkan diri dan berprestasi karena kurangnya sistim mendukung

### **Pembatasan Masalah**

Masalah yang diidentifikasi masihlah cukup luas, oleh karena itu perlu dibuatkan pembatasan masalah agar penelitian ini lebih terfokus dan terarah. Apabila semua masalah diteliti maka waktu penelitian akan memakan waktu lebih lama, biaya penelitian akan relatif lebih besar dan kemampuan penulis menjadi tidak maksimal. Masalah yang diteliti hanya meliputi masalah-masalah yang berpengaruh paling dominan terhadap Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara yaitu, komitmen, efikasi diri, motivasi dan keefektifan.

### **Perumusan Masalah**

Berdasarkan Pembahasan pada identifikasi masalah dan pembatasan masalah, maka kajian penelitian ini dapat dirumuskan sebagai berikut :(cek kembali oleh prof gugule

1. Apakah komitmen berpengaruh langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara?
2. Apakah komitmen berpengaruh langsung terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara?
3. Apakah efikasi diri berpengaruh langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara
4. Apakah efikasi diri berpengaruh langsung terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara?
5. Apakah motivasi berpengaruh langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara?
6. Apakah motivasi berpengaruh langsung terhadap produktivitas kerja Guru SMP Negeri Di Kabupaten Minahasa Utara?
7. Apakah keefktivitas berpengaruh langsung terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara?
8. Apakah komitmen berpengaruh tidak langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara?
9. Apakah efikasi diri berpengaruh tidak langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara?
10. Apakah motivasi berpengaruh tidak langsung terhadap keefktivitas Guru SMP Negeri di Kabupaten Minahasa Utara?
11. Apakah keefektifan berpengaruh tidak langsung terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara?

12. Apakah komitmen berpengaruh tidak langsung terhadap efikasi diri Guru SMP Negeri di Kabupaten Minahasa Utara?
13. Apakah efikasi diri berpengaruh tidak langsung terhadap motivasi Guru SMP Negeri di Kabupaten Minahasa Utara?

### **Manfaat Penelitian**

#### **Manfaat Teoretik**

Hasil penelitian ini dapat dijadikan bahan informasi dan kajian bagi segenap pihak terutama dilingkungan satuan pendidikan di Kabupaten Minahasa Utara. Secara akademis, dapat menghasilkan proporsi-proporsi empirik tentang kemampuan guru yang memungkinkan untuk dikembangkan lebih lanjut menjadi teori, guna menambah wawasan ilmu kependidikan tentang pembelajaran.

#### **Manfaat Praktis**

Bagi Pemerintah Kabupaten Minahasa Utara Penelitian ini dapat memberikan kontribusi bagi Pemerintah Kabupaten Minahasa Utara dalam hal ini Dinas Pendidikan pemuda dan Olahraga sebagai bahan referensi atau sebagai bahan acuan untuk membuat kebijakan dalam menumbuh kembangkan produktivitas kerja guru Sekolah Menengah Pertama serta mendapatkan tenaga Pendidik yaitu Guru-guru di SMP Negeri Kabupaten Minahasa Utara yang berkompeten di bidangnya masing-masing serta bisa meningkatkan mutu pendidikan.

Bagi Sekolah dan bagi Guru Diharapkan bisa meningkatkan kemampuannya dalam kegiatan pembelajaran, mampu membuat perangkat pembelajaran yang berkaitan dengan peningkatan kompetensi guru sebagai tenaga pendidik dan juga diharapkan menjadi masukan yang sangat berguna bagi guru dalam melaksanakan tugasnya sebagai pengajar di lingkungan sekolah.

Bagi ilmuwan, serta pihak terkait lainnya. Dalam mengembangkan kompetensi untuk kemajuan mutu pendidik bisa dijadikan tolak ukur akan kemajuan prestasi guru dalam pembelajaran dan mampu untuk menghasilkan tulisan-tulisan yang dapat dijadikan referensi.

### **Kajian Teoretik**

#### **Produktivitas**

Konsep produktivitas kerja dapat dilihat dari dua dimensi, yaitu dimensi individu dan dimensi organisasi. Dimensi individu melihat produktivitas dalam kaitannya dengan karakteristik-karakteristik kepribadian individu yang muncul dalam bentuk sikap mental dan mengandung makna keinginan dan upaya individu yang selalu berusaha untuk meningkatkan kualitas kehidupannya. Sedangkan dimensi keorganisasian melihat produktivitas dalam kerangka hubungan teknis antara masukan (*input*) dan keluaran (*output*). Oleh karena itu dalam pandangan ini, terjadinya peningkatan produktivitas tidak hanya dilihat dari aspek kuantitas, tetapi juga dapat dilihat dari aspek kualitas (Masofa, 2008). Makna produktivitas kerja pada awalnya disampaikan oleh Qesney, seorang ekonom Perancis pada tahun 1776. Konsep ini banyak dikenal dalam bidang ekonomi dan industri. Dalam konteks ekonomi, produktivitas menunjuk pada hasil yang didapat dalam proses produksi dengan menggunakan satu atau lebih faktor produksi (Kohler dalam Mulyono, 1993). Ini berarti bahwa suatu organisasi dikatakan produktif, jika menghasilkan banyak produk. Semakin banyak produk yang dihasilkan semakin produktif organisasi tersebut. Sedangkan Barner (1980) menekankan produktivitas dalam konteks pencapaian tujuan.

Setiap organisasi pada umumnya memiliki tujuan yang hendak dicapai, baik tujuan jangka pendek atau jangka panjang. Barner (1980) mengatakan produktivitas organisasi dapat diukur dengan membandingkan antara *output* dengan *input*. Secara kuantitatif, produktivitas merupakan ratio antara hasil yang diperoleh dengan pengorbanan dari keseluruhan sumber daya yang dikeluarkan untuk menghasilkan *output*. Artinya, seberapa besar kemampuan suatu organisasi dapat mencapai tujuan yang telah ditetapkan dengan menggunakan sumber daya yang ada secara efektif dan efisien. Rohiat (2008) mengatakan produktivitas dapat dilihat dari dua sudut, yaitu individu dan organisasi. Dari sudut individu, produktivitas dapat dipandang

sebagai potensi yang terdapat di dalam diri individu yang digunakan secara maksimal tanpa kebergantungan pada pihak lain. Sedang Gilmore (dalam Rohiat, 2008) mengemukakan produktivitas adalah kualitas atau daya yang dihasilkan, membawa keluaran (*output*) yang lebih, kreatif, generatif, dan menghasilkan keuntungan. Dengan demikian, produktivitas berkaitan dengan kreativitas. Sedang produktivitas dari sudut organisasi adalah kumpulan dari produktivitas individu dalam organisasi tersebut.

Greenberg (2008) dan Baron (1993), mengatakan pendapatnya tentang komitmen merefleksikan tingkat identifikasi dan keterlibatan individu dalam pekerjaannya dan ketidaksediaannya untuk meninggalkan pekerjaan tersebut.

Porter dan Smith dalam Setiawati (2007), komitmen adalah sifat hubungan seorang individu dengan organisasi yang memungkinkan seseorang memunyai komitmen yang tinggi dengan memperlihatkan keinginan yang kuat untuk tetap menjadi pegawai organisasi yang bersangkutan, kesediaan untuk berusaha sebaik mungkin demi kepentingan organisasi tersebut, dan kepercayaan akan penerimaan yang kuat terhadap nilai-nilai dan tujuan organisasi.

Gibson, Ivancevich dan Donnely (2006), mengatakan bahwa komitmen ketertarikan adalah “rasa identifikasi, keterlibatan, dan loyalitas atau kesetiaan yang dinyatakan oleh seseorang terhadap tempat bekerja”.

Sebuah instintusi pendidikan sangat diharapkan dapat memberikan hasil kinerja terbaik pada sekolahnya sesuai dengan kompetensi yang dimilikinya. Dasar kompetensi yang dimiliki menjadi tidak cukup bagi seorang guru bila tidak ditunjang dengan komitmen yang tinggi untuk memberikan hasil kinerja yang baik dalam lingkungan pekerjaan.

Selain kompetensi yang dimiliki oleh tenaga pendidik, pekerja di dunia pendidikan, dosen, guru, bekerjasama sangatlah diharapkan untuk dapat memberikan hasil yang baik pada organisasi atau perusahaan. Kompetensi yang berjalan sendiri tanpa komitmen ibarat seperti sebuah pistol berpeluru tetapi tidak dapat digunakan. Seorang guru yang tidak memiliki komitmen, sebenarnya bagaikan seorang ahli dalam bidangnya (*competent*) namun ia bekerja dengan setengah hati. Guru yang memiliki suatu komitmen, bekerja secara total, mencurahkan perhatian, pikiran, tenaga dan waktunya, ia mengerjakan apa yang diharapkan oleh sekolahnya.

Berdasarkan pemahaman diatas, saya berpendapat bahwa komitmen guru adalah suatu rasa identifikasi, keterlibatan, loyalitas/kesetiaan, derajat atau sifat hubungan dari seorang guru terhadap anak didik yang ditunjukkan dengan ketercapaian pembelajaran, berminat untuk meningkatkan mutu lulusan, dan kepercayaan diri yang kuat terhadap nilai-nilai dan tujuan pendidikan

### **Efikasi Diri (*Self Efficacy*)**

Seseorang akan berupaya melakukan tugas tertentu yang ia persepsikan dapat dilaksanakannya dan ia akan menghindari situasi dan perilaku yang ia persepsikan di luar batas kemampuannya (kekuatan keyakinan), yaitu berkaitan dengan kekuatan pada keyakinan individu atas kemampuannya. Pengharapan yang kuat dan mantap pada individu akan mendorong untuk gigih berupaya mencapai tujuan, walaupun mungkin belum memiliki pengalaman-pengalaman yang menunjang. Sebaliknya, pengharapan yang lemah dan ragu-ragu akan kemampuan diri akan mudah digoyahkan oleh pengalaman-pengalaman yang tidak menunjang (*generalitas*), yaitu hal yang berkaitan cakupan luas bidang tingkah laku di mana individu merasa yakin terhadap kemampuannya. Individu bisa yakin terhadap kemampuan dirinya, tergantung pada pemahaman kemampuan dirinya yang terbatas pada suatu aktivitas dan situasi tertentu atau pada serangkaian aktivitas dan situasi yang lebih luas dan bervariasi.

Albert Bandura (1986) mengatakan bahwa efikasi diri merupakan penilaian seseorang terhadap kemampuan dirinya untuk meningkatkan kinerja. Sejalan dengan pendapat Luthans (2008) efikasi diri merupakan keyakinan individu terhadap kemampuannya dalam mengerahkan motivasinya, sumber pengetahuannya dan caranya bertindak sehingga berhasil dalam melakukan tugas-tugas khusus sesuai dengan konteks yang telah ditentukan. Seirama dengan pendapat Greenberg (2008) mengatakan bahwa efikasi diri merupakan keyakinan seseorang terhadap

kemampuannya dalam menyelesaikan tugas untuk mencapai tujuan-tujuannya. Pengertian efikasi berkaitan dengan kebiasaan hidup manusia yang didasarkan atas prinsip-prinsip karakter, seperti integritas, kerendahan hati, kesetiaan, pembatasan diri, keberanian, keadilan, kesabaran, kerajinan, kesederhanaan dan kesopanan yang seharusnya dikembangkan dari dalam diri menuju ke luar diri, serta bukan dengan pemaksaan dari luar ke dalam diri individu.

Dari uraian diatas dapat dikemukakan bahwa seseorang yang memiliki efikasi diri yang tinggi memiliki keberanian mengambil resiko untuk melaksanakan tugas karena adanya keyakinan dalam dirinya bahwa ia akan mampu menghadapi tantangan demi tantangan yang bakal dihadapi.

### **Motivasi**

Sudah umum orang menyebut dengan “motif” untuk menunjuk mengapa seseorang itu berbuat sesuatu. Kata motif diartikan sebagai daya upaya yang mendorong seseorang untuk melakukan sesuatu. Motif dapat dikatakan sebagai daya penggerak dari dalam dan di dalam subjek untuk melakukan aktivitas-aktivitas tertentu demi mencapai suatu tujuan. Bahkan motif dapat diartikan sebagai suatu kondisi intern (keseapsiagaan). Berawal dari kata “motif” itu maka motivasi dapat diartikan sebagai daya penggerak yang telah menjadi aktif. Motif menjadi aktif pada saat-saat tertentu, terutama bila kebutuhan untuk menjcapai tujuan sangat dirasakan mendesak. Motivasi dapat juga dikatakan serangkaian usaha untuk menyediakan kondisi-kondisi tertentu, sehingga seseorang mau dan ingin melakukan sesuatu dan bila tidak suka, maka akan berusaha untuk meniadakan atau mengelakan perasaan tidak suka itu Sadirman A.M (2014).

Motivasi kerja merupakan dorongan psikologis seseorang yang menentukan perilaku (kerja) dalam suatu organisasi, tingkatan upaya dan ketekunannya dalam menghadapi hambatan (dalam bekerja). Kekuatan yang berfungsi sebagai motor penggerak, yang memengaruhi individu untuk memilih suatu perilaku untuk ditampilkan di dalam berkinerja, dan diwujudkan melalui peningkatan ketrampilan, kemampuan, pengetahuan dan pengalaman yang berhubungan dengan tugasnya.

Pada kutipan diatas bisa menjelaskan motivasi kerja memiliki tiga elemen kunci, yaitu: intensitas, arah dan ketekunan. Intensitas menjelaskan bahwa seberapa banyak seseorang berusaha keras untuk mencoba mengatasi hambatan-hambatan kerja yang ada. Usaha ini akan memiliki konsekwensi terhadap seseorang untuk seberapa banyak menentukan arah (direction) perilaku kerja seseorang yang secara konsisten sesuai dengan harapan capaian tujuan organisasi tempat bekerja. Ketentuan merupakan aspek motivasi yang menjelaskan sampai seberapa lama seorang guru secara konsisten berusaha keras dan menjaga arah perilaku kerjanya dalam bekerja sesuai dengan harapan capaian tujuan sekolah.

Siagian (2005) menyatakan bahwa motivasi merupakan:

“Keadaan kejiwaan yang mendorong, mengaktifkan, menggerakkan, mengarahkan dan menyalurkan perilaku untuk menuju pada sasaran organisasi. Motivasi kerja sebagai alat pembangkit, penguat, dan penggerak seorang karyawan yang diarahkan untuk mencapai tujuan dan hasil”.

Definisi yang dikemukakan, dapatlah diambil kesimpulan bahwa yang dimaksud dengan motivasi kerja adalah sebagai penguat atau kekuatan untuk mendorong seseorang dalam mencapai tujuan dan hasil. Motivasi dikatakan meningkat bila indikator motivasi kerja meningkat. Indikator motivasi itu meliputi: minat, perhatian, konsentrasi dan ketekunan. Motivasi kerja peserta yakni guru, pada saat kegiatan proses pembelajaran berlangsung dapat diamati dari aspek minat, perhatian keseriusan dan ketekunan. Peningkatan minat diamati dari bagaimana peningkatan aktivitas peserta dalam ketepatan waktu menyelesaikan tugas, peningkatan semangat, peningkatan rasa ingin tahu dan peningkatan frekwensi bertanya. Peningkatan motivasi aspek perhatian dapat diamati dari peningkatan aktivitas peserta dalam mengikuti setiap kegiatan yang dilaksanakan, menerapkan hasil yang diperoleh kepada teman-teman guru. Peningkatan motivasi, aspek konsentrasi dapat diamati dari peningkatan aktivitas guru dalam memusatkan perhatian.

Peningkatan motivasi peserta aspek ketekunan dapat diamati dari peningkatan aktivitas guru dalam usahanya menyelesaikan masalah pembelajaran, menyelesaikan tugas secepatnya, diskusi dalam kelompok, melakukan peningkatan produktivitas kerja dan mengerjakan evaluasi.

Dalam pengertian ini motivasi kerja berarti pemasok daya untuk bertindak laku secara terarah. Hal ini menunjuk bahwa motivasi merupakan suatu proses psikologis yang mencerminkan interaksi antara sikap, keputusan, persepsi dan keputusan yang terjadi pada diri seseorang itu sendiri (intrinsik) atau faktor di luar diri seseorang (ekstrinsik)

Motivasi dikatakan meningkat bila indikator motivasi meningkat. Indikator motivasi itu meliputi: disiplin, semangat kerja, ambisi, berprestasi, kompetensi, kreativitas dan prestasi. Motivasi kerja peserta yakni guru didalam setiap kegiatan dapat diamati dari aspek minat, perhatian keseriusan dan ketekunan. Peningkatan minat diamati. Penjelasan ini mengungkapkan bahwa dari bagaimana peningkatan aktivitas siswa dalam ketepatan waktu menyelesaikan tugas, peningkatan semangat, peningkatan rasa ingin tahu dan peningkatan frekwensi. bertanya. Peningkatan motivasi kerja aspek perhatian dapat diamati dari peningkatan aktivitas guru dalam mengikuti setiap instruksi kepala sekolah, melaksanakan praktikum dan berpendapat.

Dari beberapa pendapat tentang motivasi, yakni guru dapat disintesis, merupakan dorongan psikologis individu untuk bekerja keras sesuai keinginan yang terdapat pada diri seseorang sehingga merangsang untuk melakukan tindakan sesuai dengan pencapaian tujuan program. Jika dihubungkan dengan motivasi kerja pesertayakni guru, maka motivasi kerja peserta merupakan: (1) Disiplin peserta ketika mengikuti kegiatan. (2) Semangat kerja guru tumbuh ketika dengan tekun mengikuti setiap program pengajaran dan bimbingan pada setiap kegiatan. (3) Ambisi guru keluar dari dorongan dirinya untuk mau membuat dan menyelesaikan berbagai program kegiatan sedini mungkin demi peningkatkan kompetensi. (4) Kompetensi guru akan terukur dengan implementasi materi pembelajaran pada tugas di sekolah. (5) Kreativitas guru untuk memberikan ide atau pendapat dalam kegiatan pembelajaran dan bisa memberikan kontribusi yang nyata dengan cara menjadi tutor sebaya pada teman-teman guru di sekolah. (6) Prestasi guru yang bisa diwujudkan pada setiap hasil evaluasi peserta didik ataupun keterlibatan guru dalam setiap lomba kompetensi tenaga pendidik.

### **Keefektifan**

Individu merupakan fungsi dari dua hal: apa yang dihasilkan atau diproduksi dan aset yang menghasilkan atau kapasitas produksi, sehingga keefektifan seseorang merupakan keseimbangan antara produk/hasil yang diinginkan dengan kemampuan berproduksi. Pengertian keefektifan tersebut terfokus pada keseimbangan yang tidak boleh diabaikan. Misalnya, untuk memperoleh hasil yang diinginkan harus disertai dengan perlakuan yang baik terhadap orang-orang yang telah berusaha mencapainya sehingga kemampuan kerja mereka dalam jangka panjang tetap terjaga. Seseorang dikatakan efektif apabila dapat memecahkan masalah dengan efektif, memaksimalkan peluang, dan terus menerus belajar serta memadukan prinsip-prinsip lain dalam spiral pertumbuhan.

Ketut Puspadi (2002), mengungkapkan efektifan dalam konteks perilaku organisasi merupakan hubungan optimal antara produksi, kualitas, efisiensi, fleksibel, kepuasan sifat, keunggulan dan pengembangan.

Ada dua kunci untuk efektifan seseorang dalam suatu organisasi, seseorang yang paham dengan jelas apa yang dia akan lakukan atau tidak di setiap aspek dan seseorang yang mengambil tanggung jawab untuk memikirkan apa yang dibutuhkannya dalam melakukan pekerjaan. Hadiningrat (1994), mengatakan bahwa: Efektifan adalah pencapaian tujuan dan berbagai sasaran yang telah ditetapkan dengan pengorbanan secara rasio lebih kecil dibandingkan dengan hasil yang dicapai.

Hal ini mengisyaratkan bahwa efektifan itu mengandung makna dalam mencapai suatu tujuan dan memanfaatkan segala sumber daya yang ada secara tepat serta menggunakan segala fasilitas yang tersedia dengan baik, sehingga memperoleh keuntungan/manfaat dari penggunaan sumber daya yang ada. Keberhasilan dalam mencapai suatu tujuan yang tidak



diiringi dengan manfaat berarti keberhasilan tersebut tidak efektif secara individu ataupun berkelompok. Secara individu dalam melakukan pekerjaan tidak lepas dari kehidupan kelompok sehingga efektifitas individu disebabkan beberapa faktor, antara lain: kemampuan, ketrampilan, pengetahuan, sikap, motivasi, dan stres. Sedangkan penyebab efektifitas kelompok antara lain: keterpaduan, kepemimpinan, struktur, status, peran, dan norma. Sedangkan penyebab efektifitas organisasi antara lain: lingkungan, teknologi, pilihan strategis, struktur, proses dan budaya. Individu jarang bekerja sendiri, dalam pekerjaan selalu memunyai sifat ketergantungan dengan orang lain oleh sebab itu seseorang harus memerlukan perspektif lain dari efektifitas yakni efektifitas kelompok. Efektifitas kelompok secara sederhana adalah jumlah kontribusi seluruh anggota. Perspektif yang ketiga adalah efektifitas organisasi. Organisasi terdiri dari individu dan kelompok, karenanya efektifitas kerja organisasi menjadi penting dalam suatu komunitas kerja kelembagaan agar bisa menghasilkan produksi yang maksimal sesuai dengan sasaran program. (direvisi kembali).

Hal ini dapat dimengerti karena efektifitas kerja itu berhubungan dengan pencapaian tujuan yang ditetapkan semula. Efektifitas kerja adalah adanya kesesuaian antara orang yang melaksanakan tugas dengan sasaran yang dituju. Efektifitas adalah bagaimana suatu organisasi berhasil mendapatkan dan memanfaatkan sumber daya dalam mewujudkan tujuan organisasi. Made Pidarta yang mengungkapkan pendapat, "Suatu pekerjaan yang efektif ialah kalau pekerjaan itu memberi hasil yang sesuai dengan kriteria yang telah ditetapkan dari semula". Lipham dan Hoeh menjelaskan efektifitas dari segi pencapaian, seperti yang dikemukakannya Efektifitas berhubungan erat dengan pencapaian tujuan bersama atau tujuan sosial bukan pencapaian tujuan pribadi. Hal ini juga senada dengan Engkoswara yang mengungkapkan bahwa: "Keberhasilan manajemen pendidikan adalah produktivitas pendidikan yang dapat diteliti pada prestasi atau efektifitas dan pada efisiensi. Produktivitas pendidikan dapat dilihat dari prestasi, efektifitas dan efisiensi kerja yang dilaksanakan oleh tenaga kependidikan.

Pendapat para ahli di atas mengisyaratkan bahwa efektifitas itu mengandung makna bahwa dalam mencapai suatu tujuan organisasi itu perlu memanfaatkan segala sumber daya yang ada secara tepat dan menggunakan segala fasilitas yang tersedia dengan baik, sehingga memperoleh manfaat dari penggunaan sumber daya yang ada tersebut. Keberhasilan dalam mencapai suatu tujuan yang tidak diiringi dengan manfaat berarti keberhasilan tersebut tidak efektif. Demikian juga keberhasilan yang tidak diiringi dengan penggunaan fasilitas yang tersedia secara efisien berarti merupakan suatu pemborosan. Keberhasilan akan tercapai ketika didukung oleh berbagai faktor penentu dalam suatu proses yang terencana untuk menentukan tujuan pendidikan.

Lucio dan McNeil dalam Buchari (1997), memunyai pandangan tersendiri tentang efektifitas kerja, yakni : "Kriteria dalam menentukan efektifitas kerja pada proses belajar mengajar tersebut sebagai berikut: (1) proses, (2) karakteristik guru, dan (3) hasil".

Proses belajar mengajar menyangkut perilaku guru yang dinilai berdasarkan standar penampilan, misalnya bagaimana guru membuat perencanaan, menyajikan serta mengevaluasi pembelajaran. Karakteristik guru berkaitan dengan intelegensi, kesopanan, kefasihan berbahasa, kepribadian, kesehatan.

Dengan demikian, keefektifitas Guru SMP Negeri di Kabupaten Minahasa Utara ialah keterlibatan guru secara maksimal dalam proses pembinaan dan peningkatan profesionalisme guru yang direncanakan dan dilaksanakan secara kolaboratif dalam suatu wilayah untuk berbagi pengetahuan dan pengalaman, mengidentifikasi masalah-masalah pembelajaran, mencari solusi, mengujicoba dan mengembangkan ide-ide baru untuk mencapai peningkatan mutu pembelajaran. Tingkat keefektifitas guru dalam mengikuti proses kegiatan untuk merealisasikan tujuan mutu pendidikan demi menciptakan pembelajaran kolaboratif yang membuat peserta didik menikmati hak belajar yang layak dan kemampuan diri yang sesuai dengan sasaran pembelajaran.

Siagian (1997) mengatakan bahwa, "Efektifitas kerja adalah pencapaian tujuan dan berbagai sasaran yang telah ditetapkan dengan pengorbanan secara rasio lebih kecil dibandingkan dengan hasil yang dicapai".

Jadi ukurannya dapat dilihat dari seberapa jauh perkembangan kognitif, afektif dan psikomotor yang diperoleh oleh guru dalam pelatihan untuk dapat berkembang dan berubah ke arah yang lebih baik. Demikian juga halnya dengan keefektifan guru dalam melaksanakannya, guru dikatakan efektif apabila terdapat kemampuan dalam pelaksanaan belajar mengajar yang dilakukan, sehingga terjadi keseimbangan yang dinamis antara kualitas dan kuantitas pembelajaran dengan memanfaatkan sumber dana dan daya yang tersedia. Sebaliknya pembelajaran dikatakan tidak efektif apabila dalam proses pembelajaran tidak terdapat keseimbangan antara kualitas dan kuantitas pembelajaran dengan sumber daya dan dana yang dipergunakan atau dengan kata lain suatu proses pembelajaran dikatakan efektif apabila: (1) terjadi perubahan perilaku kognitif pada diri siswa, (2) terdapat keseimbangan antara kualitas dan kuantitas bahan pembelajaran, dan (3) proses pembelajaran dapat berlangsung dengan memanfaatkan sumber dana yang tersedia secara efektif. Sebaliknya proses pembelajaran dikatakan tidak efektif apabila tidak dapat memenuhi kriteria pembelajaran.

Berdasarkan pendapat yang dikemukakan para ahli di atas, dapat dinyatakan keefektifan adalah capaian seseorang dalam bekerja untuk merealisasikan tujuan yang telah ditetapkan organisasi.

### **Hipotesis Penelitian**

Berdasarkan deskripsi teoritik dan kerangka berpikir yang dikemukakan di atas, maka diajukan hipotesis penelitian sebagai berikut:

1. Terdapat pengaruh langsung komitmen terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara
2. Terdapat pengaruh komitmen langsung terhadap produktivitas kerja guru SMP Negeri di Kabupaten Minahasa Utara
3. Terdapat pengaruh langsung efikasi diri terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara
4. Terdapat pengaruh langsung efikasi diri terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara
5. Terdapat pengaruh langsung motivasi terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara
6. Terdapat pengaruh langsung motivasi terhadap produktivitas kerja Guru SMP Negeri di kabupaten Minahasa Utara
7. Terdapat pengaruh langsung keefektifitas terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara
8. Terdapat pengaruh tidak langsung komitmen terhadap keefektifan Guru SMP Negeri di kabupaten Minahasa Utara
9. Terdapat pengaruh tidak langsung efikasi diri terhadap keefektifan Guru SMP Negeri di kabupaten Minahasa Utara
10. Terdapat pengaruh tidak langsung motivasi terhadap keefektifitas Guru SMP Negeri di kabupaten Minahasa Utara
11. Terdapat pengaruh tidak langsung keefektifan terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara
12. Terdapat pengaruh tidak langsung komitmen terhadap efikasi diri Guru SMP Negeri di Kabupaten Minahasa Utara
13. Terdapat pengaruh tidak langsung efikasi diri terhadap motivasi Guru SMP Negeri di Kabupaten Minahasa Utara.

### **Hasil Penelitian dan Pembahasan**

#### **Pengujian Persyaratan Analisis**

Sebelum data dianalisis, terlebih dahulu diuji persyaratan analisis. Syarat-syarat yang dipenuhi dalam menganalisis data, yaitu galat taksiran berasal dari populasi yang berdistribusi normal dan hubungan antara variabel-variabel dalam model harus linear dan signifikan. Setelah dilakukan pengujian, menunjukkan bahwa persyaratan analisis telah terpenuhi.

### **Pengujian Hipotesis**

Setelah dilakukan berbagai uji yang dipersyaratkan tentang data yang diperoleh, maka tahapan selanjutnya adalah pengujian hipotesis. Adapun hipotesis yang akan diuji adalah pengaruh variabel bebas terhadap variabel terikat. Model pengaruh variabel bebas terhadap variabel terikat yang dianalisis berdasarkan pemahaman konsep teoretik.

### **Pengaruh langsung Komitmen (X<sub>1</sub>) terhadap Produktivitas Kerja Guru SMP Negeri di Kabupaten Minahasa Utara (Y)**

Hipotesis yang diuji adalah:

$$H_0 : \beta_{y_1} \leq 0$$

$$H_1 : \beta_{y_1} > 0$$

Berdasarkan hasil perhitungan didapat nilai koefisien jalur  $\beta_{y_1} = 0,239$  memiliki nilai  $t_{hitung} = 2,783$ , sedangkan nilai  $t_{tabel}$  dengan derajat kebebasan 91 dan taraf nyata  $\alpha = 0,05$  diperoleh  $t_{tabel} = 1,66$ . Karena  $t_{hitung} (2,783) > t_{tabel} (1,66)$  maka hipotesis  $H_0$  ditolak dan menerima  $H_1$  artinya bahwa komitmen (X<sub>1</sub>) berpengaruh langsung positif terhadap keefektifan kerja (Y).

### **Pengaruh Langsung Komitmen (X<sub>2</sub>) terhadap Keefektifan Kerja (Y)**

Hipotesis yang diuji adalah:

$$H_0 : \beta_{y_2} \leq 0$$

$$H_1 : \beta_{y_2} > 0$$

Berdasarkan hasil perhitungan didapat nilai koefisien jalur  $\beta_{y_2} = 0,213$  memiliki nilai  $t_{hitung} = 2,309$ , sedangkan nilai  $t_{tabel}$  dengan derajat kebebasan 91 dan taraf nyata  $\alpha = 0,05$  diperoleh  $t_{tabel} = 1,66$ . Karena  $t_{hitung} (2,309) > t_{tabel} (1,66)$  maka hipotesis  $H_0$  ditolak dan menerima  $H_1$ , artinya bahwa komitmen (X<sub>2</sub>) berpengaruh langsung positif terhadap keefektifan kerja (Y).

### **Pengaruh langsung Efikasi Diri (X<sub>2</sub>) terhadap Produktivitas Kerja Guru SMP Negeri di kabupaten Minahasa Utara (Y)**

Hipotesis yang diuji adalah:

$$H_0 : \beta_{y_3} \leq 0$$

$$H_1 : \beta_{y_3} > 0$$

Berdasarkan hasil perhitungan didapat nilai koefisien jalur  $\beta_{y_3} = 0,213$  memiliki nilai  $t_{hitung} = 2,387$ , sedangkan nilai  $t_{tabel}$  dengan derajat kebebasan 91 dan taraf nyata  $\alpha = 0,05$  diperoleh  $t_{tabel} = 1,66$ . Karena  $t_{hitung} (2,387) > t_{tabel} (1,66)$  maka hipotesis  $H_0$  ditolak dan menerima  $H_1$ , artinya bahwa efikasi diri (X<sub>3</sub>) berpengaruh langsung positif terhadap keefektifan kerja (Y).

### **Pembahasan Hasil Penelitian**

Berdasarkan hasil analisis data penelitian tentang pengaruh komitmen, efikasi diri, dan motivasi, keefektifan, terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara, telah membuktikan bahwa ke tiga belas hipotesis yang diajukan koefisien korelasi antar variabel terikat dengan variabel bebas adalah sangat signifikan. Hal ini menunjukkan hasil analisis data penelitian adanya kesesuaian antara hasil penelitian dengan teori-teori yang dikemukakan para ahli.

Komitmen terhadap produktivitas kerja Hasil penelitian ini menunjukkan Komitmen berpengaruh langsung positif terhadap Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara, hal ini menyimpulkan bahwa terdapat pengaruh langsung positif Komitmen terhadap Produktivitas kerja dengan koefisien jalur sebesar 0,239 dan nilai  $t_{hitung} (2,783) > t_{tabel} 1,66$  pada taraf signifikansi  $\alpha = 0,05$ . Hal ini menunjukkan semakin intens atau tingginya komitmen, maka menyebabkan semakin tinggi keefektifan kerja. Enam, komitmen terhadap motivasi. Hasil penelitian ini menunjukkan bahwa komitmen berpengaruh langsung positif terhadap motivasi kerja, hal ini menyimpulkan bahwa terdapat pengaruh langsung positif komitmen terhadap motivasi dengan koefisien jalur sebesar 0,370 dan nilai  $t_{hitung} (4,124) >$

$t_{\text{tabel}} 1,66$  pada taraf signifikansi  $\alpha = 0,05$ . Hal ini menunjukkan bahwa komitmen menyebabkan motivasi meningkat.

Menurut Luthans, (2008) komitmen melibatkan keterikatan individu terhadap pekerjaannya. Sedangkan untuk motivasi dikemukakan oleh Siagian (2004), merupakan keadaan kejiwaan diri individu yang mendorong, menguatkan, mengaktifkan, membawa, menggerakkan, mengarahkan dan menyalurkan perilaku untuk menuju pada sasaran organisasi. Jadi dapat dikemukakan bahwa keterikatan peserta dalam pelaksanaan *lesson study* berbasis MGMP akan menimbulkan dorongan kejiwaan untuk tetap mengikuti kegiatan. Efikasi diri terhadap Produktivitas kerja. Hasil penelitian ini menunjukkan efikasi diri berpengaruh langsung positif terhadap Produktivitas kerja, hal ini menyimpulkan bahwa terdapat pengaruh langsung positif efikasi diri terhadap produktivitas kerja dengan koefisien jalur sebesar 0,278 dan nilai  $t_{\text{hitung}} (3,100) > t_{\text{tabel}} 1,66$  pada taraf signifikansi  $\alpha = 0,05$ . Hal ini menunjukkan bahwa efikasi diri menyebabkan produktivitas kerja meningkat.

Menurut Bandura, efikasi diri adalah keyakinan individu akan kemampuannya untuk melakukan tindakan yang diharapkan. Produktivitas kerja merupakan keadaan kejiwaan yang mendorong, menggerakkan, mengarahkan, serta menyalurkan perilaku untuk menuju pada sasaran organisasi. Hal ini menunjukkan bahwa keyakinan kemampuan diri yang tinggi dalam mengikuti kegiatan *lesson study* akan mendorong peserta untuk melaksanakan tugas sesuai dengan sasaran pembelajaran.

### **Simpulan, Implikasi, dan Saran**

#### **Simpulan**

Berdasarkan hasil analisis data penelitian membuktikan bahwa teori-teori yang dikemukakan memiliki kesesuaian dengan hasil penelitian yang telah dilakukan, sehingga hasil penelitian ini dapat disimpulkan bahwa, 1). Komitmen berpengaruh langsung positif terhadap Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika komitmen tinggi maka menyebabkan peningkatan Produktivitas kerja. 2). Komitmen berpengaruh langsung positif terhadap keefektifan kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika komitmen tinggi maka menyebabkan peningkatan produktivitas kerja. 3). Efikasi diri berpengaruh langsung positif terhadap keefektifan kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika efikasi diri yang tinggi peserta tinggi maka menyebabkan peningkatan keefektifan kerja. 4). Motivasi berpengaruh langsung positif terhadap keefektifan kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika motivasi tinggi, maka menyebabkan peningkatan produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara. 5). Komitmen berpengaruh langsung positif terhadap motivasi, artinya jika komitmen yang tinggi maka menyebabkan peningkatan motivasi Guru SMP Negeri di Kabupaten Minahasa Utara. 6). Komitmen berpengaruh langsung positif terhadap keefektifan kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika komitmen yang tinggi maka menyebabkan peningkatan motivasi. 7). Efikasi diri berpengaruh langsung positif terhadap motivasi Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika efikasi diri yang tinggi maka menyebabkan peningkatan motivasi. Dengan demikian, ternyata bahwa Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara, dipengaruhi oleh komitmen, efikasi diri, dan motivasi.

#### **Implikasi**

Mengacu pada kesimpulan yang telah dikemukakan di atas, maka dapat dirumuskan implikasi-implikasi penelitian sebagai berikut: 1) Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara secara keseluruhan telah berjalan dengan baik, namun perlu upaya peningkatan dengan menerima arahan dan binaan secara terus menerus. 2) Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara keseluruhan telah berjalan dengan baik, namun perlu upaya peningkatan komitmen yang tinggi dari berbagai pihak terkait secara konsekuen dan peningkatan ketrampilan dan sikap dalam implementasi tugas. 3) Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara dapat ditingkatkan dengan efikasi diri melalui kesiapan guru dalam mengajar, terampil menciptakan alat peraga, mengelolah kelas dan menciptakan suasana belajar yang menyenangkan. 4) Perlu adanya kelengkapan sarana kerja yang dapat menunjang

Produktivitas Kerja Guru SMP Negeri di Kabupaten Minahasa Utara kerja dan memberikan motivasi lebih baik sesuai dengan program pembelajaran berbasis 5) Motivasi peserta dapat ditingkatkan dengan melibatkan institusi eksternal, melalui menanamkan pola pembelajaran *lesson study*, menjelaskan teori baru,serta mengarahkan pembuatan bahan ajar yang mudah untuk diajarkan. 6) Motivasi peserta dapat ditingkatkan dengan membentuk komitmen yang tinggi, melalui kesadaran pentingnya mengikuti kegiatan serta merasa perlu untuk belajar mendukung pencapaian optimasi kerja. 7) Motivasi peserta dapat ditingkatkan dengan efikasi diri yang tinggi. Meyakini kemampuan serta memiliki tekad menyelesaikan semua program kerja dengan maksimal.

### **Saran-Saran**

Mengacu pada simpulan dan implikasi sebagaimana dijelaskan di atas, maka dikemukakan saran-saran sebagai berikut: 1) Guru SMP Negeri di Kabupaten Minahasa Utara agar memiliki komitmen yang kuat dalam meningkatkan mutu kegiatan agar prosuktivitas kerja dapat meningkat. 2) Guru SMP Negeri di Kabupaten Minahasa Utara hendaknya memiliki efikasi diri yang tinggi dalam mengikuti kegiatan dan melaksanakan tugas secara bertanggungjawab di sekolah sehingga akan meningkatkan Produktivitas kerja. 3) Guru SMP Negeri di Kabupaten Minahasa Utara, hendaknya memiliki motivasi yang tinggi agar menumbuhkan produktivitas kerja guru dan bisa diimplementasikan secara maksimal dalam pembelajaran di sekolah. 4) Dinas yang terkait di Kabupaten Minahasa Utara hendaknya dalam pemberian materi dan kesempatan pada setiap kegiatan memasukan kreatifitas pembelajaran serta menciptakan hal-hal yang baru dalam menunjang pembelajaran sehingga dapat meningkatkan motivasi kereja peserta. 5) Guru SMP Negeri, seharusnya memiliki komitmen yang tinggi dalam hal mengikuti kegiatan secara aktif dan mampu menanamkan komitmen pada peserta lain sehingga terjadi peningkatan motivasi bagi semua peserta. 6) Guru SMP Negeri hendaknya menumbuhkan efikasi diri untuk dapat berperanaktif dalam mengikuti kegiatan agar dapat meningkatkan motivasi.

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## **DEVELOPMENT DESIGN AND IMPLEMENTATION TASK CROSS ENERGY THEMATIC STUDY OF EDUCATION**

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### **Abstract**

*Research purposes: 1) describe design development of task thematic energy across levels, involving the role of teachers, the community, parents and students, 2) Evaluate and describe the learning process of students in doing thematic energy across levels of education through the assessment instrument, 3) Describe perceptions of students, teachers, parents / community in the implementation of learning inside and outside the classroom. This research has resulted in products such as teaching materials, learning scenarios and evaluation of learning across levels of education. This research used stages Borg and Gall, was developed based on the characteristics of the democratic research-based thematic tasks across levels and environmental characteristics. Results showed that the active involvement of students, teachers and facilitated by parents and the community in any activities designed development of energy thematic task. The learning process across levels of education can foster a sense of responsibility, cooperation and solidarity among students with different levels of education, this is indicated by the progress of learning interaction group at each meeting.*

*Keywords: Development, Thematic Assignment Instructions, Energy, Traffic Education*

### **Introduction**

#### **Background**

The essence of this research is thematic task based learning democratic. Democratic learning is student centered learning to develop themselves both on the knowledge to the study of values and a positive attitude. (Raharjo K, 2015) was estabthematic learning that facilitate student learning productively in answering the questions and satisfy the curiosity about facts or phenomena that occur in the natural surroundings or the real environment (Prastowo, 2013). Thus, democratic learning based thematic task is a student centered learning in a phone solve problems or tasks through an event or a natural phenomenon that occurs in the area or in the neighborhood, then of the themes associated multiple subjects.

Model-based learning thematic task instruction across levels of education is part of a collaborative research thematic task (Medellu, 2013) to be implemented starting in 2014. This level of cross learning model adopts the concept of cross-age learning. Cross-age learning is defined as the process by which a young man teach children were younger, or vice versa. Cross-age learning programs can be implemented in schools or nonformal education, such as enrichment programs or activities of the club (Centre for Youth Development, University of California in rendeh, 2014).

The study ever conducted on learning across levels by (a) Utay and Utay (2010) pointed out that cross-age learning in science (chemistry) can solve any problem and make the concept more meaningful concept mapping. (B) Meyer, et al. (2000). Through early learners across ages, teachers and parents can give a more powerful influence. Cross-age learning has the potential to: (1 improve the ability to think abstractly, (2) establish the identity, (3) build independence, (4) and thus increasing the learning outcomes, (5) the transition to adulthood. (C) Calik and Ayas (2005), carried out early cross-age learners to groups of students in grade 7 (age 13-14 years) with a group of students in grade 10 (age 16-17) years, subject to the condition clicking research revealed that happen misconceptions about the lack of a solution

of the substance and the conservation of mass due to a lack of knowledge about these concepts. Students having trouble connecting knowledge and lawyer life experience, students are also very limited in giving an example of what is seen in everyday life.

Learning outcomes across ages showed that although students need more time to work on instruction, but has created a climate of good learning, where students can build and motivate each other and help each other in completing the task. Learning situations such as this can be supplemented by a teacher or a researcher who is competent and capable of designing and creating meaningful learning and fun for students. Research conducted on the analysis of teacher difficulty in the thematic by Prastianingsih et al (2013) which gained that knowledge about the concept of thematic learning is still low, the willingness to understand the concept of thematic learning also lacking, and the socialization of education department is not maximized. Besides the involvement of parents / community and the government in supporting the learning is very important, where nowadays parents / community do not pay attention to the maximum student learning, often negligent in monitoring student learning activities and not become a good facilitator for students. Hence the need for the development of the learning process by collaborating teachers, parents and the community in supporting the development of student learning. This means signaled that it is not only teachers who have an important role in supporting the learning progress of students but also parents and the community have equal responsibility to participate, helped devise and provide assistance in the learning process of students (Anonymous, 2015).

The design of learning materials and activities across ages can be a response to critical issues in the implementation of the curriculum in 2013, learning relevant to the needs and experiences of children, utilizing the resources of the surrounding environment, involves the role of parents and the community. Learning is designed to become an activity thematic instructional tasks, the tasks are completed together and implemented in an interactive integrative or interdisciplinary studies, involving components of learning implementers (teachers, students, parents and community). Learning democratic task based thematic with the learning process across levels of education intends to build the character of the knowledge and creativity of teachers to develop learning and positive attitudes of students in a collaboration between education level is different, with the ability to think differently, to build awareness of the importance of protecting the environment and natural resources there for the sake of human survival.

The results of previous studies of collaborative research team pointed-out that cross-age learning with learning task-based democratic thematic positive impact on knowledge, attitudes and behavior of students. Christophil S. Medellu, S. Lumingkewas, J. F. Walangitan (2015) in the implementation of the research titled Democratization Of Learning Through Thematic Assignment. Analyzed based on indicators of student activities, the role of teachers and parents. The results showed the creation of a collaboration of teachers, students and parents in the development of the design can begin the process of democratization. Agnesiaty Lanombuka 2014, the title of the study design and implementation of thematic task of physics theme of energy with the approach of the neighborhood school in SMA N 1 Manganitu with the essence of learning the same but different implementations of learning, where the subject of research only high school students only. Jackly Manopo 2015, the title of research is the development's design and implementation of energy reflective thematic task to approach the concept of context for high school students. difference from previous research is the evaluation of student mastery of concepts as well vote. Mike Tindige 2015, heading the development of the design and implementation of thematic task water cycle across levels of education with science concept approach to the junior high school physics. The results obtained have been created communicative learning climate between junior-high school students so that learning is getting better with a good learning outcomes anyway. The difference with the study authors that on learning. Through these studies, the authors intend to develop while perfecting democratic task-based study design cross-thematic energy levels of education.

### **Purposes**

1. Describe the development of a draft thematic tasks across levels, involving the role of teachers, the community, parents and students.
2. Evaluate and describe the process of student learning in the thematic tasks across levels (junior-high school) through the assessment instrument.
3. Describe the perceptions of students, teachers, parents / community in the implementation of learning inside and outside the classroom?

### **Research Methods**

This study is a research and development using learning estab-democratic setup in the form of thematic tasks ranging from knowledge, thinking skills and the evaluation. Instructional design of the base is part of the research design development which is open (open ended) accumulated in the development stage Borg and Gall. Motif essentially that the research conducted is mostly traditional, such as experiments, surveys, correlation analysis that focuses on the descriptive analysis has not given better results for design and development in education. The situation is very complex from the many policy changes in education, requiring a more evolutionary approach to research (interactive and cyclical). (Navel, 2012).

Research and development is the research and development carried out by stages. Each stage is a process of an activity that has a target to be generated. Implementation should be carried out earnestly by using a proven instrument. Borg and Gall detailing the research stages in 10 stages. Referring to the 10 stages of R & D proposed Borg and Gall these two phases of the study simplified without reducing the value of research and development itself into 4 stages with seven important steps and adapted to the characteristics of the study democratic task based thematic cross-education (Sanjaya, 2013). Research procedures development, as follows:

### **Preliminary Study Phase**

Implementation of the pilot study in the form of a survey to create products that suit your needs. 2 steps involved in the preliminary survey as a stage to produce the initial product is the embryo of products that will be developed and produced, namely field survey and survey of all the library. 1) The field survey was conducted to encompass a variety of natural phenomena related to real life and the environmental characteristics of the area into a place of research and the difficulty of teachers in teaching students to learn science subjects specially for junior high and high school Physics. The field survey conducted by, interviews with teachers, students and the public to explore the condition of the users or users of the product, student learning in school and outside of school and Observations regarding the environmental characteristics to be collected through documentation in the form of photos. 2) Survey aims to improve understanding of literature theoretically about educational products, so that the educational products that are developed can be accounted for with a solid theoretical basis. Things need to be on the study of literature, namely the concepts and theories related to the products that will be developed, through the completion of the field survey, natural phenomena and local wisdom, the determination of the theme of research, the formulation of the material characteristics of learning concepts with regard to the context, the structuring of learning material formulation indicators and evaluation instruments draft.

### **Research Design Development Phase**

This stage is the stage of refinement of the initial stage is a preliminary study carried out in schools and school environment as well as the study of literature. The product development process in accordance with the indicator

- 1) Plan for the implementation of development activities in accordance with the indicator
  - (1) The percentage of students who attended a public hearing designed development of thematic task of energy more than 80%.
  - (2) The number of students who leave the relevant insert (from experience) of the material energy thematic task.



- (3) The percentage of students who can download correctly answer the questions the way down the other teachers or friends of more than 80%.
  - (4) The percentage of students who can download the linkages described local elements and concepts, proposed to be included in the thematic material duties of more than 80%.
  - (5) The number of entries are corrected draft revision of students based on test Design.
- 2) Describe the results of the development of the draft.

### **Phase Trials/field test**

Phase trials / field test is the testing phase of the revised draft, which prepared the draft was tested on a group of students across levels of education are students of SMA Negeri 1 Manganitu and SMP Negeri 1 Manganitu 17 assessment indicators and mapping the interaction process of learning across educational levels as follows:

Beginning to open up communication activities

- 1) Motivating to please activities
  - 2) Declare the willingness of the self-employed group
  - 3) Ask the idea to launch activities
  - 4) Bring prepare observation activities
  - 5) Bring prepare observation activities
  - 6) Stating role in the activities according to the design
  - 7) Approve agreements role in the implementation of activities
  - 8) Carry out activities according to agreed role
  - 9) Communicate / coordination in the implementation of activities
  - 10) Give positive feedback on the implementation of activities
  - 11) Asking questions when there are problems in the implementation of activities
  - 12) Provide a solution to the problem of group members
  - 13) To assist the implementation of the activities of the group of natural barriers clicking the implementation of activities
  - 14) Remind timing of activities that will soon expire
  - 15) Expressing satisfaction and gratitude for the cooperation and the achievements of the Working group
  - 16) To motivate the group to perform better in the following activities
- Implementation of this research will be conducted at SMP Negeri 1 Manganitu class VIII and SMA N 1 class XI Manganitu IPA2.

### **Phase validity and dissemination of the draft**

Validation study design was conducted to test the feasibility of teaching materials, learning scenarios and research instruments across junior-high school education to obtain decent design and ready disseminated in schools.

Methods of data analysis used in this research is descriptive qualitative. data collection techniques, namely through interviews, observation, evaluation instruments across levels, documentation and field notes. At this stage the researchers analyzed the data and evaluate the interaction process through evaluation instruments across levels of education by category of activity assessment affects group members across levels based on the category of inactive (1) to very active (5) junior high school students in high school or otherwise affect students. Total interaction is the number of scores contribution junior-high school students. Total interaction shows the activity level of interaction across levels of the group concerned. Besides analyzing the data the percentage of perceptions of students, teachers, parents and the community with the following formula: Percentage of perception (%) = Frequency (n) x 100%.

## **Result and Discussion**

### **Preliminary Studies**

Surveying for preliminary studies carried out in the area Manganitu. Two steps of preliminary studies were conducted: 1) The field survey through interviews and observations at the school and the environment around the village mala districts Manganitu where most students of class X SMA Negeri 1 Manganitu and eighth grade students of SMP Negeri 1 Manganitu, stating that (1) the learning process is still too monotonous, (2) less attractive, (3) the climate is not yet created an interactive learning among students, parents and the community. One of the teachers of physics SMA Negeri 1 Manganitu and science teachers SMP Negeri 1 Manganitu states that (1) the teacher is still dependent on the curriculum and have not been able to develop it into a teaching materials, (2) the teacher has not been able to design interactive learning and interesting for students, (3) teachers not using the environment as a source of learning for students. Most parents who are members of district community Manganitu states that (1) there is no space involvement of parents and communities in the process of school learning, (2) with the flurry that there are parents and the community have not been able to follow the process of learning development of children.

Observation of natural phenomena that occur in Manganitu ie the energy of water flowing from a high place to a lower place when water flows ( $E_p = \text{Max}$ ) potential energy of water getting smaller and transformed into kinetic energy. Phenomenon is the process of changing the form of energy. The kinetic energy of the water is a natural energy source that can be utilized as a source of hydroelectric energy. Energy is also widely used public water to fill the pond pisciculture, washing clothes, washing shortly household furniture, planted spinach and processing sago. In some places the river water energy is hampered by piles of garbage because there are many communities and household garbage that can not be used again. Besides garbage, illegal logging is also often do special community watershed area. If this is not addressed and prevented, what will happen to the environment three years or 10 years in the future? How is the government's concern as well as executive education schools in directing learning that love of nature and the environment, especially water energy in science teaching junior high and high school physics involving parents and the community in the learning process?

Based on observations with the characteristics of the material according to research themes raised were energy by utilizing the environment that is energy flow of water as a source of student learning. The study design development of thematic task energy themes can be classified as follows:

- (1) Understand the various forms of energy in nature and changes in energy use and environmental impact
  - (a) Activity-1. Understanding energy and other forms of energy in the universe
  - (b) Activity-2. Understanding the changes in energy and energy conservation laws
  - (c) Activity-3. Summing up the level of influence of factors that exist in the village and surrounding areas
  - (d) Activity-4. Analyze the various forms of energy utilization, environmental impact and impact control
- (2) Reflection local issues and commitment to efficient energy utilization, and sustainable
  - (e) Activity-10. Strengthening programs / activities through technical adaptation and adoption activities environmentally friendly energy utilization and environmental impact control forms

It is not easy to achieve success in a research or achieve the perfect figure as desired. because conditions and circumstances may change from the previous plan, enjoy the process and do their best, become facilitators and supporting students' learning process, performs the role of the teacher who is indeed a major task that is a researcher for the development of students' learning process better.

### **Development**

Development design their duties prior to the implementation of the draft. The result of the development of the draft obtained :

- 1) The percentage of students who attended a public hearing designed development of energy thematic task 95.83%
- 2) The number of students who leave the relevant insert (of the lawyer-experience) the material energy thematic task that 7 input
- 3) The percentage of students who can download correctly answer the questions the way down the other teachers or friends 84.38%
- 4) The percentage of students who can download the linkages described local elements and concepts, proposed to be included in the material thematic task 90.63%
- 5) The number of design revision ran the student corrected by the trial design, which is 5 input

Design development activities carried out at the beginning of the implementation of the draft energy thematic tasks across levels (junior-high school). Instructional materials have been divided in each group to work with. Discussion of the draft development of energy thematic task was attended by 95.83% of the students in which, at the meeting of 1 and 3 some students can not keep up development activities due to illness, should help parents to work and follow the activities of the school. Each group gave relevant inputs (from experience) to the materials thematic task each energy input 7 (a) How is the flow of water? (B) How is the water cycle? (C) Why is the water never runs out? (D) Material instructional coupled with the material of solar power plants (e) Format stuffing plus table / column (f) The material energy and the explanation is added so that it can be understood in the task (g) Add columns commitment of students to preserve the environment, especially the river flow kampong Manganitu Some students can download correctly answer the questions the way down the other teachers or friends and some students can explain the relevance of local elements with the concept, proposed to be included in the task of thematic material. Enter the proposed revised corrected students' international based on the trial design No 5 in accordance namely (a) Implementation Practices conducted immediately after the material (b) activities implemented on time so that the completion of the activities as agreed (c) Prepared a special time for the preparation of an (d) reference is made to the water cycle scheme (e) activities in the field should be done early considering there are students who live far. The result of the development of this draft is then discussed with the team of developers and revised for better results in the implementation of the next draft.

### **Implementation of the draft thematic tasks across levels of education**

The draft energy thematic task completed at one containing teaching materials, concept maps, reference materials and materials in the form of 10 instructional activities. Inten the capacity for meeting the implementation of the design task thematic themes of energy, namely 10 meetings, of which 10 meetings with discussion 10 activities, 3 meetings in it is a per-finding cross-education class VIII SMP Negeri 1 Manganitu and students of class XI IPA2 SMA Negeri 1 Manganitu with the number 32.

Researchers who serves as a facilitator to direct students to the learning process well. The first meeting of cross-education begins with the introduction of intergroup high school students, then the researchers repeated the mastery of the concepts of physics and mate-Matika about energy and its changes as well as statistics and broad flat wake. The second meeting of field observations were carried out around the river village of Mala Manganitu districts. The third meeting was discussion of observations about natural energy and its utilization as well as the process of changing the form of energy.

**The process of cross-level interaction in the implementation of the draft**

**Table 1 The Process of Interaction Across Levels of Junior-High School Student Group Meeting 1**

Indikator	SMP	SMA	Skor Total
1	4	3	5
2	3	2	5
3	4	4	8
4	3	2	5
5	5	5	10
6	5	4	9
7	4	4	8
8	5	5	10
9	5	5	10
10	4	3	7
11	2	2	4
12	4	3	7
13	3	4	7
14	3	4	7
15	3	3	6
16	3	3	6
17	3	3	6

Table 1 shows the total score of the interaction of students at the time of acceptance of materials for mastery of concepts. 11 indicators classified as poor, an indicator 1, 2, 4, 15 to 17 pretty good indicator 3, 7, 12-14 is good and 5, 6, 8, 9 is very good. Based on the score of these interactions can be concluded that the learning interactions across levels of education varies widely.

**Table 2 Interaction Process Across Levels of Junior-High School Student Group Meeting 2**

Indikator	SMP	SMA	Skor Total
1	4	4	8
2	3	3	6
3	5	4	9
4	3	3	6
5	5	5	10
6	4	4	8
7	4	4	8
8	4	4	8
9	5	5	10
10	5	5	10
11	4	4	8
12	4	3	7
13	3	4	7
14	4	4	8
15	4	4	8
16	4	3	7
17	3	3	6

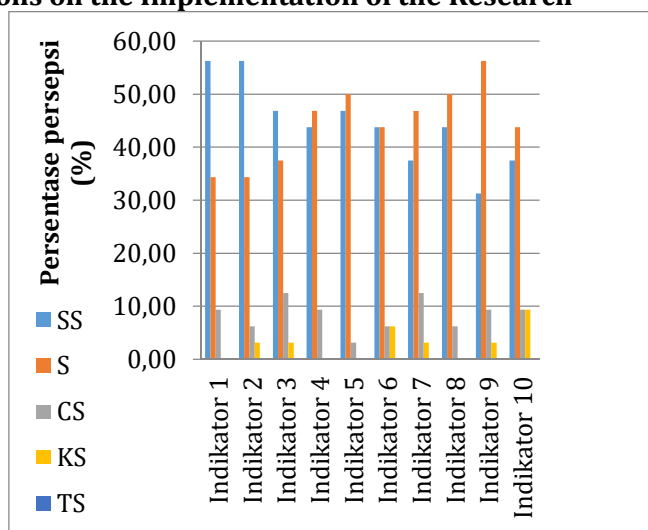
At this second meeting students doing research dialiran river village mala Manganitu districts to calculate potential energy and kinetic energy of water, see and observe and provide input as the development of the basic design. Table 1.2 shows the increase process of learning interactions across levels (junior high school), where the indicator 2 4, and 17 have been quite good, indicators 1, 6, 7, 8, 11-16 is quite good and the indicator 5, 9, 10 classified very good.

**Tabel 3 Interaction Process between Group of Students SMP-SMA  
Meeting 3**

Indikator	SMP	SMA	Skor Total
1	5	5	10
2	3	3	6
3	5	5	10
4	3	3	6
5	5	5	10
6	5	5	10
7	5	5	10
8	5	5	10
9	5	5	10
10	5	5	10
11	4	4	8
12	4	4	8
13	4	4	8
14	4	5	9
15	5	5	10
16	4	5	9
17	3	3	6

Table 3 Shows the interaction process of learning high school students better than the first and second meetings. The intensity of the meeting to make students more familiar and better in building cooperation, mutual help and motivate each other. At the third meeting of the students present and discuss the results of observations obtained.

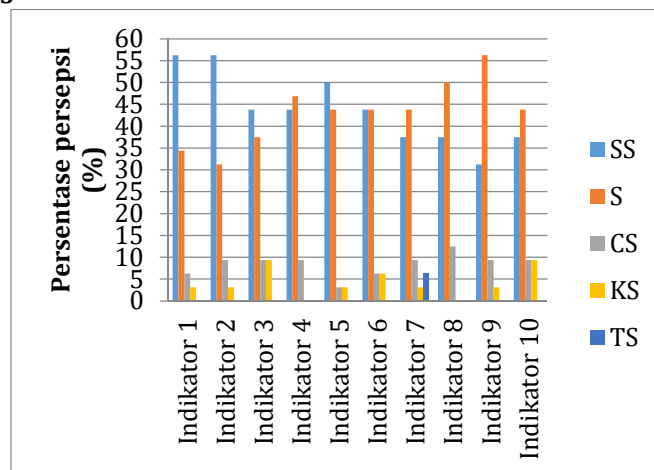
**Student's Perceptions on the Implementation of the Research**



**Figure 1 Percentage of Students' Perceptions  
(Source. Lanombuka, 2016 [thesis])**

Perception of high school students through a task-based learning activities democratic energy theme with a thematic approach to the concept of cross-context education is shown in Figure 1.1. On Indicator 1, 56.25% of students who stated strongly agree with the design and implementation of activities that motivate students to study harder, 34.38% agree, 9:38% quite agree. Indicator 2, 56.25% of students stating that the learning activities goes according to plan, 34.38% agree, 6:25% is quite agree and 3:13% of students who expressed less agreed. Indicators 3, 46.88% stated that materials and learning activities to make students understand the science subjects, closely related to everyday life., 37.50% agree, 12:50% quite agree, and 3:13% disagree. Indicator 4, 43.75% stated that materials and activities encourage students to learn the importance of preserving natural resources and environment, 46.88% agree, 9:38% quite agree. Indicator 5, awareness of the importance of environmental conservation to encourage students to actively maintain and preserve the environment, the perception of students who 46.88% strongly agree, 50% disagree, and 3:13% is quite agree. Indicators 6, 43.75% stated strongly agree, 43.75% agree, 6:26% quite agree, and 6:26% disagree with the statement that through this learning activity students can use the time outside school for learning activities. Indicators 7, 37.50% who strongly agree, 46.88% agree, 12:50% quite agree, 3:13% disagree with the statement that this encourages students to analyze the events that occur around and another place. Indicator 8, 43.75% strongly agree, 50% agree, 6:25% quite agree with the statement that in addition to books / teaching materials as a source of thematic learning reading using other information media, which can be used as a learning resource such as TV, radio, newspapers. Indicators 9 Event thematic task can build student interactions of elementary education, junior high schools and between students and parents strongly agree 31.25%, 56.25% agree, 9:38% quite agree, 3:13% disagree. Indicators 10, 37.50% of students strongly agree, 43.75% agree, 9:38 and 9:38% quite agree% disagree with the statement that through this learning process more open communication between students and teachers is created.

### Parental Perceptions

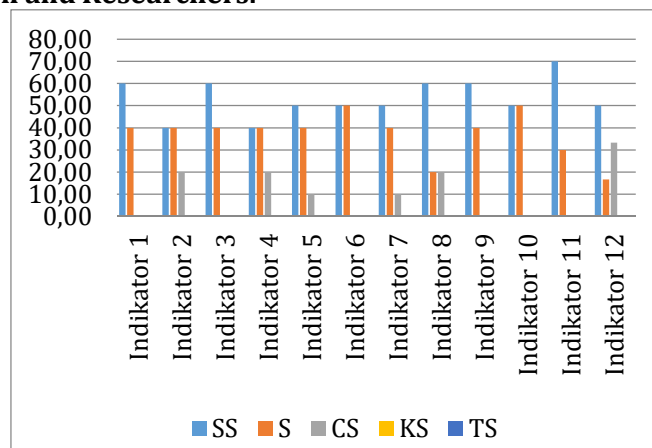


**Figure 2 Perception of Parents  
(Source. Lanomboka, 2016 [thesis])**

Parents are very supportive of assets the students' learning process so that the need for the involvement of parents in helping teachers become facilitators of student learning time at home. Figure 1.2 shows the percentage of parents' perceptions of the learning process according to the statement indicator. Indicator 1, 56.3% of parents strongly agree that states with a democratic learning-based thematic tasks must continue to be developed by the school, 34.4% agree, quite agree 6.3% and 3.1% of students who disagree. Indicator 2, 56.25% of parents stating that students need to understand the elements of the environment as part of the study, 31.25% agree, 9:38% is quite agree and 3:13% of students who expressed less agreed. Indicators 3, 43.75% of parents who strongly agree, 37.50% agree, 9:38% quite agree,

9:38% disagree, parents stating that the involvement of parents in the learning process is an appreciation and recognition of the existence of the old school. Indicator 4, strongly agree 43.75%, 46.88% agree, 9:38% quite agree on a statement on the implementation of the thematic task students can be more skilled in doing the activity at home and in the community. Indicator 5, 50% of parents who strongly agree, 43.75% agree, 3:13% quite agree, 3:13% disagree with the statement that the implementation of the thematic task by a group of students with parents increase the positive perception of students toward their parents. Indicators 6 strongly agree 43.75%, 43.75% agree, 6:25 and 6:25% quite agree% disagree with the statement that states that the implementation of the thematic task can lead students to use the time outside school for learning activities. Indicators 7, 37.50% of parents who strongly agree, 43.75% agree, quite agree 3:13 9:38%% disagree and 6:25% who do not agree with the implementation of the thematic task can avoid students from delinquency. Indicators 8, 37.50 strongly agreed, 50% disagreed and 12:50% of parents who agree that through the implementation of this study can provide the experience and knowledge related to environmental issues (fission, social) and the work of parents / community. Indicator 9, 31.25% strongly agree, 56.25% agree, 9:38% quite agree, 3:13% less agree with the implementation of the thematic task that could otherwise be an understanding of society and strengthening community support for government programs regarding the conservation of nature. Indicators 10, 37.50% of parents stated strongly agree, 43.75% agree, 9:38 and 9:38% quite agree% disagree with the implementation of the thematic task that could otherwise encourage the strengthening of local wisdom and its preservation by the younger generation including junior high or high school students.

**Teacher Perception and Researchers.**



**Figure 3 Perception of Teachers and Researchers**

10 respondents teachers and researchers have each other's perceptions on the implementation of learning democratic task-based thematic energy cross-education junior-high where, Indicator 1 learning democratic task-based thematic improve student mastery of the relationship concept-context, three learning democratic task-based thematic may increase mastery of the concept of cross-subject teachers and build cooperation across fields of study, and nine thematic design and implementation tasks can enhance teachers' ability to take advantage of the environment as a learning resource with percentage of teachers and researchers who strongly agree 60% and 40% agreed. Indicator 2 learning democratic task-based thematic improve the ability of teachers to identify elements of local as part of the learning material and the indicator 4, learning democratic task-based thematic sensitizing students about environmental values associated with the material duties of thematic with the same percentage of strongly agree 40 %, 40% agree and 20% agree enough. Indicators 5 learning democratic task-based thematic implementation involve parents and the community has the potential to build behavior positive students in public and indicators 7 learning the

democratic task-based thematic can build positive attitudes of students towards teachers each indicator 50% strongly agree, 40% disagree and 10% quite agree. Indicators 6 thematic design and execution of tasks can improve the positive relationship between teacher-student more open-parents / community and the indicator 10 experience performing the task of thematic improve the ability of teachers to coordinate the design and implementation of learning activities of students with perception percentage of each 50% strongly agree and 50% agreed. Indicators 8, democratic learning-based thematic tasks, improve teachers' understanding about the whereabouts of each student and the diversity of students in a class by the perception percentage 60% strongly agree, 20% agree, 20% quite agree. Indicators 11 thematic design and implementation of the tasks given to the experience of teachers work together to design learning materials integrated in theme with the percentage of strongly agree and 70% disagree 30% means that both teachers and researchers have a positive percentage to the indicator 11. Indicator 12, the design and implementation of thematic task give experience to integrate the experience and prior knowledge of students in the design of learning materials with the percentage of teachers and researchers who strongly agree 50%, agreed 16.67% and 33.33% of teachers and researchers whose perceived negatively to the indicator 12, it because some teachers feel not enough time when only 1-2 months to learn this lesson as well as the majority of researchers so that the implementation plan can not be maximized there should be a follow up to the success of students / children in the future.

Research Development This thematic task-based learning is an approach that brings together a series of learning experiences, so interconnected with each other, and centered on a subject or issue in accordance with the characteristics of the environment. It needs a learning approach thematic learning system in schools which see firsthand the real world that the "real world" that shows the integration between learning by the fact that the two are related, using the environment as a source of student learning, it can give meaning and special experience for the process students learn hard to forget. (Haryono A, 2009). Seeing the development of thematic learning on to the implementation of an increase in per-developmental learning process across levels of the good of each meeting, the thematic learning needs to continue to be implemented for the sake of a change process of learning a better future.

In accordance with the actual design of learning scenarios, parents / community directly involved in following the learning process of students within and outside the classroom, this can not be done because of the busyness of parents / communities who must work for a living for the family. Finally, the task in the form of instructional material that should discussed with the parents under the home and answered the students together with their parents so that parents / communities have the same functionality as teacher / researcher is as a facilitator of student learning at home.

### **Conclusion**

1. Activities designed development has involved the role of students, teachers, researchers, parents / community actively. The design was developed air-ity enter and revision of student groups that are relevant and appropriate to the characteristics of the circle of late.
2. Interaction student learning across levels of education varies widely. Through this learning process across levels of junior-high school students can learn to motivate each other, establish a good cooperation between group members and are responsible for executing tasks according to mutual agreement.
3. Most of the students, parents / community, teachers and researchers claim that the design and process-based learning is very good thematic task through which this learning, can be built students' understanding of the relationship between the values of science with the values of the socio-cultural and environmental, and to support policy's government to build a positive attitude of society to the problems of energy utilization in nature.



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### **Thank you note**

Researchers would like to thank the team leader Dr. Ch. S Medellu, SU, chairman of the research team and the whole development of S1, S2 and S3 who helped research. Thanks for the Regent and the entire staff even Dikpora Sangihe Islands Regency for allowing the conduct of research. Thanks for principals, teachers and all students SMA Negeri 1 Manganitu and SMP Negeri 1 Manganitu which has participate on the implementation of this study.

## **DEVELOPMENT PROGRAM IN PARENTING CLASS ON EARLY CHILDHOOD EDUCATION INSTITUTION IN SOUTHEAST SULAWESI**

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### **Abstract**

*Early childhood is the basis for beginning that determines the life of a nation in the future, so that the necessary preparations to prepare the next generation of children to grow and develop optimally. The research objective in particular is to describe the model of communication between parents and the early childhood institution that took place during this time. Find the advantages and disadvantages of communication between parents and the early childhood institutions that have been implemented. Finding the ideal model characteristics of communication between parents and the early childhood institutions. Developing a model of parenting classes for the parents of children in early childhood institutions. Identify role models parenting class for parents in improving the quality of their engagement towards early childhood education. This study was included in the category of research & development research. Characteristic model of the ideal communication between parents and the Institute of ECCE is model of parental involvement as an integrated program of family-school and community in the study site is still not optimal because of the persistence of the insulation between the activities of children in school (institute ECCE), at home and in the community. There needs to be openness to receive information about the importance and benefits of parental involvement in education. Through a planned program to mature and is supported by a picture of the level of education and age parents will increase parental involvement in the stimulation is very likely to occur. Meeting of parents, 40% of parents who choose parenting class meeting at the end of the semester. Material about character development, child development, discipline, upbringing and education of children, and child psychology.*

*Keywords: PAUD, Parenting Class*

### **Introduction**

Education of children formally to take place in institutions like the Post early childhood education, Playgroup (KB) TPA (TPA) and kindergarten (early childhood institutions). However, in addition to formal education, early childhood education also can be conducted informally, namely education done by parents to their children. Supposedly, informal education with formal education experienced by children will go hand in hand. However, some cases in the field shows in early childhood institutions that sometimes there is problems that would come from the unsynchronized of informal education with formal education.

Teachers in early childhood institutions, before plunging as teachers usually already equipped with the knowledge about early childhood education. Including development practices, which activities are appropriate and inappropriate. Based on this he gives the variation range of activities in class, so that the children feel comfortable to learn while playing in his class. However, sometimes the barriers come from the parents. Often parents have a certain target on a child, that child should be able to read or write letters. Hope is imposed on the teacher, to ask PR writing or reading to their children. Or directly ask the teacher in order to provide training in reading classical as one of the learning activities. The incident occurred in one of the early childhood institution in Southeast Sulawesi Se. Teachers in group B complained that there are two parents (30 parents of children in group B) who often ask the

house where child teach reading writing calculate, while in group A there is one of 23 parents of children who often ask for something similar. Teachers early childhood institutions who already understand the stages of child development finally a dilemma, because in theory he knew, learning to read early childhood cannot be imposed such. But he was also afraid if it does not accommodate the request of parents, many parents are protesting.

The other problem is that sometimes the parents often did not continue habituation-conditioning either already begins in early childhood institutions. For example, in early childhood institutions children are taught to pray before and after meals, or wash your hands, but at home this habit no longer taught. Also in terms of waiting in line, pointed to speak politely, and so on, sometimes it's not a concern of parents when children are at home. Complaints from teachers about habituation is not in line between home and school is much more than about reading, calculated and writing reading, calculated and writing exercise. In group A 3 (out of 23 parents), and in group B there are seven parents (30 people), and in Play Group No 2 (out of 14 parents). Based on interviews with teachers in early childhood institutions in Southeast Sulawesi Se, similar problems are also experienced. That is, there are things that need to be improvee in the relationship between parents and teachers in early childhood institutions.

Meanwhile, his mother for learning usually escorts children in early childhood institutions. Of the 67 children studying in the early childhood institution, 47 children (or 70%) were regular escorted by her own mother, not by the maid or shuttle vehicles. Because of the time the child's learning in early childhood institutions are not too long, just two and a half or three hours, many mothers whose children waiting up to an hour to go home. Especially if they have no attachment to work elsewhere. The time to wait is can be filled with chatting or sometimes while selling merchandise between the parents. Childcare for this opportunity can be used to provide additional insight to parents in child caring, so gradually be synergy between care for children in homes with at school.

Watch over the children, parents can be collected periodically in a class on certain days to gain additional insight into the variety of education and child development. This meeting was filled by experts who master the science of child development, as well as monitoring the way the care of the parents in their homes, were discussed at the next meeting. Based on the opinion of mothers who deliver children in early childhood Such institutions, most of the mothers welcomed enthusiastically when training package parenting class held periodically. It is expected that after the package parenting class is held in a certain period of time, there will be a good synergy between parenting at home with the child's education in his early childhood institutions, which will further increase the involvement of parents of children in early childhood institutions.

### **Theory**

Early childhood education as stated in Law No. 20 of 2003 Chapter I, Article 1, paragraph 1, of the National Education System states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state<sup>1</sup>.

Theories of child development naturally believed that children's development is different, intelligence, talent, enthusiasm, creativity, emotional maturity, personality, physical state, and social circumstances. According to the research Osbora, White and Bloom human intellectual development at the age of four years has been 50%, at the age of 8 years to 80%

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<sup>1</sup> Undang-Undang No 20 Pasal 1 Ayat 1 Tahun 2003 Tentang Sistem Pendidikan Nasional.

and at the age of 18 years 100%<sup>2</sup>. Soegeng found in early childhood often called golden age (the golden age) because it is important to be educated appropriately qualified to become human<sup>3</sup>. When children are stimulated from an early age, it will be found that the potential continues to grow. Every child has the unlimited ability in learning that was in him to be able to think creatively and productively. Therefore, children need the full support of all parties concerned to develop their hidden potential through meaningful learning from the beginning.

Studying the development of children need to understand the principles of development that occurs in children consisting of four principles, namely, first, the similarity in the pattern of development, all children in general must have followed the same pattern of development from one stage to the stage next. Second, the development moves from the general to the special circumstances. Third, the development takes place on an ongoing basis. Fourth, the development in various fields on different speeds<sup>4</sup>.

In terms of education, early childhood is a time lay the foundation for further growth and development of the building. Many experts believe that, if the quality of education received in both early childhood and child to develop the potential of the future will have the capability of quality. The National Association for the Education of Young Children (NAEYC) defines early childhood the period from birth to eight years (1987)<sup>5</sup>.

A family is the oldest educational institutions, informal, first and foremost, experienced by children and educational institutions, which is nature.

- a. The oldest educational institution. where the family has been born as an educational institution since the child where their parents are fathers and mothers as educators and children as educated, because education since human existence.
- b. Informal education institutions. The family is informal education: educations that do not have the form of a clear program and official.
- c. The first and foremost educational institutions, in this family is the most important or primary education to the children's personal development. In relation to this case Ki Hajar Dewantoro says: Natural family is education first and foremost, because since the onset of the humanitarian customary until now, the family life it always affects the growth of mind and character of each man<sup>6</sup>.
- d. Characteristically nature.

The family is the natural character education institutions because there is a blood relationship between educators and students. Because of this nature, the authorities of educators in the family also are natural and reasonable authority that cannot be disturbed contested, except if the family is unable to perform his duties earlier. Because the bonds are of this nature, anyway so there is a close relationship between educators and students.

Parents have a very important role in children's education. The role of a parent for a child's education, among other things: (1) the teacher first and foremost for children, (2) children learn life and learn to develop all aspects of personal, (3) main protector of the child, (4) the source of life for children, (5) a dependent child, and (6) the source of happiness of children (<http://paudust.blogspot.com>). Based on these opinions, it is clear that parents, especially mothers more time with children from infancy, became a central figure in the development of children's interests and talents. Furthermore, Arya (2008) explains that the role of parents in motivating their talents and interest can be done by: (1) to teach children to expect success, (2) adjusting the education of children with interest and styles of learning, (3)

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<sup>2</sup> Soegeng Santoso, *Konsep Pendidikan Anak Usia Dini Menurut Pendirinya : Pengembangan Kurikulum Diklat Berbasis Kompetensi bagi Guru Taman Kanak-Kanak* (Jakarta:Universitas Negeri Jakarta, 2011), h.7.

<sup>3</sup> *Ibid*, h.8.

<sup>4</sup> Sugiman, "*Prinsip-prinsip Perkembangan Anak Usia Dini*", <http://www.infogue.com>. (diakses 16 Januari 2012).

<sup>5</sup> Jo An Brewer, *Introduction to Early Childhood Education* (Boston: Allyn and Bacon, 2007), h.4.

<sup>6</sup> Zahra Idris, *Dasar-Dasar Kependidikan*, Bandung: Aksara, 1982, h.10

the child must learn that it takes perseverance to achieve success, and (4) the child must learn to be responsible and learn to deal with failure.

### **Methodology**

This study was included in the category of research and development (research & development).

1. Identify the problem, namely the analysis of the communication model that has been used by the early childhood institution together parents, then find the weaknesses and strengths of the model.
2. Study of Theory, which is analyzing the product / model which will be developed through the study of the various theories that support, so that the model will be developed rests on a strong theoretical basis. The results of the study of this theory is to find the ideal criteria for a model of communication between INSTITUTIONS ECD with parents.
3. Model Development, which developed the initial model in accordance with the criteria of ideal communication model has been formulated. The development includes the following stages.
  - a. Development Design Activity  
Development activities include curriculum design intact for one semester and details of each meeting parenting class.
    - 1) The appropriate experts design the activity for one semester with regular meetings of parents who filled out.
    - 2) Development of activities for every meeting and activity guide for parents in the home.
  - b. Model Development Parenting Class, by meeting periodically (once a month) from parents during the hours of children's learning by renowned expert education / child development.
  - c. The meeting continued INSTITUTIONS ECD parenting class with the activities of childcare by parents at home are arranged in the guide and monitored through evaluation sheets.
  - d. Implementation of Testing, is applying the initial model on a small scale, which in this case will be held for parents in early childhood institutions Se Southeast Sulawesi.
  - e. Revision Model, is revising the model based on the results of the implementation of the test as the final stage of the development of this model. Then try out again on the other ECD INSTITUTIONS. From the results of the implementation of the pilot will be evaluated, which include:
    - 1) Evaluation of design activities. This evaluation will determine whether material, intensity and activity guide parents in a house that has been prepared is good enough to be used or there are still some things that need to be perfected.
    - 2) Evaluation of the implementation of the model, namely by asking the opinions of parents, teachers and principals about the models that have been implemented, which is captured through a questionnaire, self-evaluation sheets and sheets of observations and interviews.

The instrument used to collect data in this study: Questionnaire for parents, literature study, observation, questionnaires, self-evaluation, journals and interviews, for early childhood education and trial models institutions parenting class on 20 respondents. The data findings in the form of literature, journal, observation, evaluation sheets themselves, interviews and questionnaires will be used as a basis for the revision of the model will be tested in the field, so arranged the final product in the form of model development Parenting for parents at all of the institute early childhood in Southeast Sulawesi.

### **Research Findings**

1. Parenting Program is Already Running. In terms of communication, there are 34% who have not kindergarten providing communication books, and activity books highest communication is still limited write impression / message for the teacher. However, parents are diligent enough in communicating directly with classroom teachers, when that shuttle children. A total of 100% TK expressed already held parent meetings, and the meetings are usually held per half-term (three months).
2. Weakness communication ECD Institute and the elderly: The material is rarely given at a meeting of parents is about children with special needs (ABK) and this habitation. Most children (62%) driven by a pick-up his own mother, and of the most widely visited by the parents is the top event theme in kindergarten. With regard to the involvement of child care in the home, most parents allow children choose their own toys, guiding children in reading the daily prayer, to train children up his toys, train cleared cutlery and accompany the child while watching Television. Tradition of watching television is done by children generally 2-3 hours, and play games about 1 hour each day. Sources knowledgeable about the child's knowledge of the most widely access is television's channel. Parental involvement in community activities is still minimal. While the advantages of this class Parenting are Helping educators in assisting children and other children, ranging from institutions to the place of activity, eat together, to come home institutions is back. Assist educators in record important events that arise in learning activities. Assist educators in evaluating the learning activities that had been implemented. Giving advice to educators based on the evaluation of each learning activity undertaken.
3. Characteristics of an ideal model of communication between parents and the Institute of ECCE is parental involvement as a Model family of integrated programs between schools and communities in the study site is still not optimal because of the persistence of the insulation between the their activities at school (early childhood institutions), at home and in the community. There needs to be openness to receive information about the importance and benefits of parental involvement in education. Through a planned program to mature and is supported by a picture of the level of education and age parents will increase parental involvement in the stimulation is very likely to occur.
4. How to develop a model of parenting class for parents is a meeting of parents, it turns out most parents want to do a midterm meeting or three months with a percentage of 40% of parents who choose to take a parenting class meeting. The majority of parents are willing to be actively involved in parent meetings that will be develop. However, there are 3% of parents stated explicitly not willing, so it needs to be examine further about their unwillingness. Of the 100 parents who express their opinions, it turns out 5 main material desired to be delivered at a meeting of the parents is: character development, child development, discipline, upbringing and education of children, and child psychology. Interestingly, it turns out Cali stung material is still pretty much in demand by parents. In addition, there are proposals interesting material (others) that is about ESQ, sex education and the book review.
5. With this class parenting, can improve the quality of the involvement of parents towards their children's education. Parents who responded, 80% were high school graduates, with 55% of mothers did not work which is expected to facilitate the involvement of mothers in parenting class program. Forms of activities that most interest is the culmination of themes and educational seminars, and the majority of parents expressed able to engage in the parenting program will be held. Of hope in children, generally parents are still based on the achievement of the ideals and compliance of children. However, the happiness of children also got a fairly large portion is 59%. There are also parents who give hope to the very special. For example, a degree or able to memorize 6 section of the Koran of the Quran. Parties most choose TK is the mother and father. The dominance of the mother in the pick kindergarten for children because it's very reasonable that shuttle the children to kindergarten

(according to recent research results above) is also a mother. Dad also has a role which is no less important because as the head of the family, fathers who are responsible about living, including for school fees. Interestingly, there are about 5% of children who chose for himself TK. Selection of TK on the desires of such children is actually very important that children feel really involved from the beginning and felt more comfortable following in the kindergarten program of their choice.

### **Recommendations**

1. Needs to be continued with the development model of parenting programs that suit the needs of parents and kindergarten characteristics and to produce parent cadre parenting can be an example in the development of early childhood education Institutions.
2. Develop a model of parent involvement program that can empower potential based on the demographic picture. The level of education and the availability of time parents is a factor that can support parental involvement programs, namely:
  - a. Regular meetings with seminars or training materials for parents.
  - b. Provide written information from the institutions to the parents about child development tips stimulation in this case literacy stimulation.
  - c. Provide added value that are economically viable for mothers when they were present in the meeting (Example, training makes APE for children valuable economic stimulation, hand puppet/finger to tell stories, create letters and text / image from recycled materials).
  - d. Provide opportunities for parents to volunteer in the learning activities, where the schedule appropriate to the circumstances and the agreement.
  - e. Show the transparency program of children's learning activities so parents can contribute ideas to support DAP (developmentally appropriate program).
3. The government put together a program that is operating as a referral agency to increase parental involvement.
4. The government provides facilitation assistance to start the operation of the program.
5. The socialization of the importance of parental involvement in supporting optimal child development, including the development of literacy (reading and writing).

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## **PENGARUH BAHASA INGGRIS DALAM MEMBENTUK KOSA KATA BARU BAHASA INDONESIA**

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### **Abstract**

*This paper discusses the english influence toward Indonesian language, especially Indonesian slang language in several communities. Holmes (1992:276-282) said that in early time the slang language only was used by people in the specific occupation communities. They communicated fast and efficiently in the community. Then, they created the special idioms. Each member assumed that he had known it because he had knowledges, experiences, and urgencies. That interaction caused the discourse would show the features. For example the decrease of syntactical structure, the contrary of normal word structure in the sentences. This paper use library research methode. The composition used in this paper are the abbreviation of english words or idiom and adding suffix -er sticked in the Indonesian words in the social media, like facebook, twitter, instagram, etc. They were usually used by member of the specific community. For example the abbreviation cmiiw from correct me if i'm wrong, otw from on the way, etc. The example of adding suffix -er is hijaber/hijabers, jilbaber, jomploer, jokower, and etc . So, apparently there are many Indonesian slang influenced by english structure, especially morphology level. It is abbreviation and adding suffix. This case only happend on Indonesian language. This need to learn deeply.*

*Keywords: The Influences of English, Forming the new Vocabularies,  
Indonesian Slang Language*

### **Pendahuluan**

Bahasa gaul adalah bahasa yang telah digunakan dan telah disepakati oleh kelompok tertentu, terutama di kalangan remaja. Dewasa ini sering dijumpai bermacam-macam bahasa yang diterapkan di lingkungan masyarakat. Umumnya bahasa ini diterapkan oleh kelompok-kelompok tertentu, awal mula bahasa gaul tidak dipermasahkan namun kemunculannya menggencarkan masyarakat dan berkembang dengan pesat sehingga bersaing dengan bahasa Indonesia. Holmes (1992:276-282) menyampaikan bahwa awalnya bahasa gaul hanya digunakan oleh orang-orang di komunitas pekerjaan tertentu. Mereka berkomunikasi dengan cepat dan efisien di komunitasnya. Kemudian, mereka menciptakan ungkapan-ungkapan khusus (dalam Chaer dan Agustina 1995).

Bahasa gaul pada umumnya digunakan sebagai sarana komunikasi di antara remaja sekelompoknya selama kurun tertentu. Hal ini dikarenakan, remaja memiliki bahasa tersendiri dalam mengungkapkan ekspresi diri. Sarana komunikasi diperlukan oleh kalangan remaja untuk menyampaikan hal-hal yang dianggap tertutup bagi kelompok usia lain atau agar pihak lain tidak dapat mengetahui apa yang sedang dibicarakannya. Masa remaja memiliki karakteristik antara lain petualangan, pengelompokan, dan kenakalan. Ciri ini tercermin juga dalam bahasa mereka. Keinginan untuk membuat kelompok eksklusif menyebabkan mereka menciptakan bahasa rahasia (Sumarsana dan Partana, 2002:150).

Kehadiran bahasa prokem itu dapat dianggap wajar karena sesuai dengan tuntutan perkembangan nurani anak usia remaja. Masa hidupnya terbatas sesuai dengan perkembangan usia remaja. Selain itu, pemakaiannya pun terbatas pula di kalangan remaja kelompok usia tertentu dan bersifat tidak resmi. Jika berada di luar lingkungan kelompoknya, bahasa yang digunakannya beralih ke bahasa lain yang berlaku secara umum di lingkungan masyarakat tempat mereka berada. Jadi, kehadirannya di dalam pertumbuhan bahasa

Indonesia ataupun bahasa daerah tidak perlu dirisaukan karena bahasa itu masing-masing akan tumbuh dan berkembang sendiri sesuai dengan fungsi dan keperluannya masing-masing.

Maryono (2002 :18) menyebutkan register merupakan variasi bahasa yang disebabkan oleh adanya sifat- sifat khas keperluan pemakaiannya, misalnya bahasa tulis terdapat bahasa iklan, bahasa tunjuk, bahasa artikel, dan sebagainya, dalam bahasa lisan terdapat bahasa lawak, bahasa politik, bahasa doa, bahasa pialang dan sebagainya.

Di era yang serba kekinian ini penggunaan bahasa gaul meningkat pesat, baik di dunia nyata maupun dunia maya, seperti di facebook, whatsapp, instagram, telegram, line, dan sebagainya. Bahasa gaul yang mereka gunakan dapat berasal dari ungkapan dalam bahasa Inggris yang disingkat. Selain itu, bahasa gaul juga berasal dari bahasa Indonesia yang ditambahi sufiks *-er* sehingga menyebabkan kata tersebut berubah makna gramatikalnya.

### **Metode Penelitian**

Penelitian ini dilaksanakan menggunakan teknik studi kepustakaan. Menurut Nazir (1998:11), studi kepustakaan adalah teknik pengumpulan data dengan mengadakan studi penelaahan terhadap buku-buku, literatur-literatur, catatan-catatan, dan laporan-laporan yang ada hubungannya dengan masalah yang dipecahkan. Studi Kepustakaan dapat dimaknai sebagai teknik penelitian dengan cara mempelajari dan membaca literatur-literatur yang ada hubungannya dengan permasalahan yang menjadi objek penelitian.

Bahan kajian yang digunakan adalah singkatan bahasa Inggris (abreviasi) dan penambahan sufiks *-er* atau *-ers* yang dalam kata bahasa Indonesia di sosial media seperti facebook, twitter, instagram, dan lain sebagainya. Kata-kata itu biasanya digunakan oleh komunitas tertentu. Contohnya singkatan *cmiw* dari *correct me if i'm wrong*, *otw* dari frasa *on the way*, dan singkatan-singkatan lainnya. Contoh penambahan sufiks *-er* adalah kata *hijaber*. Jadi, ternyata ada banyak kata dalam bahasa Indonesia gaul yang dipengaruhi oleh stuktur bahasa Inggris, khususnya level morfologi.

### **Pembahasan**

Berdasarkan penelitian yang dilakukan, ditemukan banyak kosakata bahasa gaul yang dipengaruhi oleh bahasa Inggris. Pengaruh tersebut peneliti klasifikasikan menjadi dua, yaitu singkatan atau abreviasi dan imbuhan sufiks *-ers*. Klasifikasi tersebut dapat dilihat pada tabel berikut.

**Tabel 1 Bentuk Baru Kosakata Bahasa Indonesia Gaul dari Abreviasi**

No.	Bentukan Baru	Asal Kata	Makna
1.	KEPO	<i>Knowing everything particular object</i>	Ingin tahu sedetail-detailnya
2.	CMIW	<i>Correct me if i'm wrong</i>	Koreksi jika saya salah
3.	OTW	<i>On the way</i>	Sedang di jalan
4.	BTW	<i>By the way</i>	Omong-omong
5.	LOL	<i>Laughing Out Loud:</i>	Tertawa keras
6.	ILY	<i>I Love You</i>	Aku Cinta kamu
7.	LMAO	<i>Laughing My Ass Off</i>	Tertawa terpingkal-pingkal
8.	OMG	<i>Oh my god</i>	Oh, Tuhanku
9.	TFYI	<i>Thanks For your information</i>	Terima kasih atas informasinya
10.	OOT	<i>Out of Topic</i>	Keluar dari topik/ ngawur
11.	BT	<i>Boring Time</i>	Membosankan
12.	TFL	<i>Thanks for like</i>	Terima kasih sudah menyukai
13.	TFT	<i>Thanks for Tagging</i>	Terima kasih sudah menandai
14.	ROTFL	<i>Rolling On Floor Laughing</i>	Tertawa sampai guling-guling di lantai

15.	GWS	<i>Get well soon</i>	Semoga segera sembuh
16.	IYKWIM	<i>If you know what I mean</i>	Kalau kamu tahu maksudku
17.	WTH	<i>What the heck?</i>	Apa-apaan ini?
18.	VSF	<i>Very sad face</i>	Wajah Sedih
19.	ASAP	<i>AS Soon as possible</i>	SESEGERA MUNGKIN
20.	FOLLBACK	<i>Follow back</i>	Balik ikuti
21.	Congrats	<i>Congratulation</i>	Selamat ya!
22.	Congraduation	<i>Congratulaion for graduation</i>	Selamat telah lulus!
23.	Watev	<i>Whatever</i>	Apa pun
24.	TIME	<i>Tears in my eyes</i>	Air Mata di Mataku
25.	TIA	<i>Thanks in advance</i>	Terima kasih banyak
26.	SWYP	<i>So, what's your problem?</i>	Jadi, apa masalahmu?
27.	SMH	<i>Shaking my head</i>	Geleng Kepala
28.	WB	<i>Welcome back</i>	Selamat Datang Kembali
29.	WYCM	<i>Will you call me?</i>	Akankah kau menelponku?
30.	YUREWEL	<i>You are welcome</i>	Terima kasih kembali
31.	WOLS/WOLES	<i>Slow</i>	Pelan-pelan
32.	BC	<i>Boadcast</i>	Pesan Siaran
33.	PM	<i>Personal Message</i>	Pesan Pribadi
34.	DP	<i>Display Picture</i>	Gambar Tampilan
35.	DC	<i>Delete Contact</i>	Menghapus kontak
36.	PP	<i>Profile Photo</i>	Foto profil
37.	PC	<i>Personal Computer</i>	Komputer Pribadi

Bentukan baru pada tabel tersebut berasal dari ungkapan dan kalimat dalam bahasa Inggris. Biasanya bentuk baru tersebut digunakan oleh komunitas tertentu atau pergaulan sehari-hari antarteman. Tidak semua orang tahu bentuk baru tersebut.

Berikut ini dipaparkan penggunaan bentuk baru kosakata yang sering digunakan di media sosial.

1. KEPO  
KEPO merupakan singkatan dari *knowing everything particular object*. Bentuk baru ini bermakna *ingin tahu sedetail-detailnya*. Bentuk ini biasa digunakan apabila seseorang ingin tahu sesuatu secara mendetail. Karena rasa ingin tahunya sangat besar, kadang orang tersebut melakukan hal-hal yang tidak lazim. Misalnya mengamati kepribadian seseorang melalui media sosialnya.
2. CMIIW  
CMIIW merupakan singkatan dari *Correct me if i'm wrong*. Bentuk ini bermakna *koreksi jika aku salah* dan biasa dijumpai pada percakapan media sosial. Kadang juga digunakan oleh penyiar radio ketika memandu acara.
3. OTW  
Otw singkatan dari *on the way* yang bermakna *di jalan (dalam perjalanan)*. Bentuk ini biasa digunakan seseorang yang berada dalam perjalanan ke suatu tempat.
4. BTW  
Btw adalah singkatan dari *by the way* yang bermakna *omong-omong*.
5. BT  
BT (bete') adalah singkatan dari *boring time* yang bermakna *waktu yang membosankan*. Bentuk ini dipakai seseorang yang sudah merasa bosan, misalnya ketika menunggu terlalu lama.
6. GWS  
Gws adalah singkatan dari *get well soon* yang bermakna *semoga segera sembuh*. Bentuk ini diucapkan ketika seseorang mendoakan orang lain yang sedang sakit agar segera sembuh.

7. OMG  
OMG (o em ji) adalah singkatan dari *oh, my god* yang bermakna *oh, Tuhanku*. Bentuk ini dipakai seseorang yang kaget dalam menerima, melihat, atau mendengar sesuatu.
8. LOL  
LOL adalah singkatan dari *Laughing Out Loud* yang bermakna *tertawa keras*. Bentuk ini bisa berupa ikon dalam media sosial seperti BBM, FB, WA, Line, dan sebagainya.
9. ILY  
ILY adalah singkatan dari *I love You* yang bermakna *aku mencintaimu*.
10. TFYI  
TFYI adalah singkatan dari *thanks for your information* yang bermakna *terima kasih atas informasinya*.
11. OOT  
OOT adalah singkatan dari *out of topic* yang bermakna *keluar dari topik (ngawur)*. Bentuk ini dipakai kalau ada pembicaraan yang keluar dari topik awal.
12. TFT  
TFT adalah singkatan dari *thanks for tagging* yang bermakna *terima kasih atas penandaannya*. Biasanya bentuk ini dipakai seseorang untuk berterima kasih karena sudah ditandai dalam foto atau postingan yang diunggah oleh orang lain.
13. TFL  
TFL adalah singkatan dari *thanks for like* yang bermakna *terima kasih sudah menyukai*. Bentuk ini dipakai seseorang dalam berterima kasih kepada orang lain karena telah menyukai postingan yang dia unggah.
14. ROTFL  
ROTFL adalah singkatan dari *rolling on the floor laughing* yang bermakna *tertawa sampai guling-guling di lantai*. Bentuk ini dipakai untuk menunjukkan ekspresi senang yang berlebihan hingga seperti berguling-guling di lantai.
15. LMAO  
LMAO adalah singkatan dari *laughing my ass off* yang bermakna *tertawa terpingkal pingkal*. Bentuk ini dipakai untuk ekspresi senang yang berlebihan hingga seperti berguling-guling di lantai.
16. IYKWIM  
IYKWIM adalah singkatan dari *If you know what I mean* yang bermakna *kalau kamu tahu maksudku*.
17. WTH  
WTH adalah singkatan dari *What the heck?* yang bermakna *Apa apaan ini?* Bentuk ini dipakai seseorang ketika marah-marah.
18. VSF  
VSF adalah singkatan dari *very sad face* yang bermakna *wajah sedih*.
19. ASAP  
ASAP adalah singkatan dari *as soon as possible* yang bermakna *sesegera mungkin*.
20. TIME  
TIME adalah singkatan dari *tears in my eyes* yang bermakna *air mata di mataku*.
21. TIA  
TIA adalah singkatan dari *thanks in advance* yang bermakna *terima kasih banyak*.
22. SWYP  
SWYP adalah singkatan dari *So, what's your problem?* yang bermakna *Jadi, apa masalahmu?*
23. SMH  
SMH adalah singkatan dari *shaking my head* yang bermakna *geleng kepala*.
24. WB  
WB adalah singkatan dari *welcome back* yang bermakna *selamat datang kembali*.
25. WYCM  
WYCM adalah singkatan dari *Will you call me?* yang bermakna *akankah kau meneleponku*.

26. FOLLBACK  
FOLLBACK adalah singkatan dari *Follow back* yang bermakna *balik ikuti*. Bentuk ini dipakai seseorang yang meminta untuk mengikuti *bail akun* medsia sosialnya.
27. Congrats  
Congrats adalah singkatan dari *congratulation* yang bermakna *selamat ya!* Bentuk ini dipakai untuk menyatakan ucapan selamat.
28. Congraduation  
Congraduation adalah singkatan dari *congratulation for graduation* yang bermakna *selamat telah lulus!* Bentuk ini dipakai untuk menyatakan ucapan selamat karena seseorang telah menyelesaikan pendidikannya.
29. Watev  
Watev adalah singkatan dari *whatever* yang bermakna *apa pun*.
30. YUREWEL  
Yurewel adalah singkatan dari *you are welcome* yang bermakna *terima kasih kembali*.
31. WOLS/WOLES  
WOLS/WOLES adalah kebalikan dari *slow* yang bermakna *pelan pelan*.
32. BC  
BC adalah singkatan dari *boadcast* yang bermakna *pesan siaran*. Bentuk ini terdapat pada akun BBM.
33. PM  
PM adalah singkatan dari *personal message* yang bermakna *pesan pribadi*. Bentuk ini terdapat pada akun BBM.
34. DP  
DP adalah singkatan dari *display picture* yang bermakna *gambar tampilan*. Bentuk ini terdapat pada akun BBM.
35. DC  
DC adalah singkatan dari *delete contact* yang bermakna *menghapus kontak*. Bentuk ini terdapat pada akun BBM.
36. PP  
PP singkatan dari *profile photo* yang bermakna *foto profil*. Bentuk ini terdapat pada akun FB, Path, dll.
37. PC  
PC adalah singkatan dari *personal computer* yang bermakna *komputer pribadi atau laptop*.

Berikut bentuk baru berdasarkan penambahan sufiks *-er/-ers*.

**Tabel 2. Bentuk Baru yang Berasal dari penambahan sufiks *-er (tunggal)* atau *-ers (jamak/komunitas)***

No.	Bentukan Baru	Proses gramatikal	Makna
1.	Hijabers	Hijab + -ers	Komunitas hijab
2.	Jilbabers	Jilbab + -ers	Komunitas orang berjilbab
3.	Jomploers	Jomplo + -ers	Komunitas jomplo
4.	Jokowers	Jokowi + -ers	Komunitas simpatisan Jokowi
5.	Syekher	Syekh + -er	Penggemar Habib Syekh
6.	Slanker	Slank + -er	Penggemar Grup Band Slank
7.	Alayers	Alay + -ers	Komunitas anak-anak <i>alay</i>

Sufiks *-er/-ers* pada Tabel 2 bermakna orang dan komunitas atau kelompok. Penambahan sufiks *-er/-ers* sering dijumpai pada komunitas/perkumpulan atau penggemar yang memiliki kesamaan.

### **Simpulan**

Berdasarkan hasil dan pembahasan, dapat disimpulkan bahwa bahasa gaul adalah bahasa yang digunakan dan disepakati oleh kelompok tertentu. Ada kosakata baru bahasa gaul dalam bahasa Indonesia yang dipengaruhi oleh bahasa Inggris. Pengaruh tersebut berupa abreviasi dan imbuhan sufiks. Peneliti menyarankan perlu adanya kajian yang lebih mendalam terhadap objek penelitian ini.

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## **INVENTORY OF LITERACY HUMOR TOWARDS APPLYING OF 2013 CURRICULUM**

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### **Abstract**

*This study is a qualitative study and a conceptual idea that examines literacy humor as Indonesian learning course on 2013 curriculum. Humor literacy can be developed in a learning anecdotes text in 10th class on Senior High School. Nusantara text study as humorous texts written and verbal jokes as humor based on local wisdom can be applied in learning anecdotes. It aims to explore the potential of local-based teaching study to be used in understanding and applying lessons are relatively new anecdotes. The results of this study indicate that literacy humor can be explored on two aspects: written and oral humor-based traditional and modern. Traditional written humor can be extracted from the text and oral humor can be extracted from stories on clowning arts. Modern writing humor can be extracted from the political anecdotes and oral humor can be extracted from stand up comedy. Utilization of traditional and modern humor literacy can be applied as a media or instructional subject because it does not conflict with the scientific approach to the curriculum of 2013. Through humor literacy inventories are expected to improve the understanding and language skills of students, especially on anecdotes text learning.*

*Keywords: Humor Literacy, Anecdote, 2013 Curriculum*

### **Introduction**

Curriculum development 2013 consisting of three zooms, which is curriculum development increases national, region, and local education (Mulyasa, 2013:77). On lowest-level namely increases learning program developed bases syllabus, interest fundamental, and grad interest. Teacher is given freedom of develop learning at schooled appropriate standard interest on curriculum. Fundamental curriculum performing 2013 on indonesian subject aims that educative participant gets memproduksi wiolds text in one's line and its social function (Laksono and Priest, 2015:2). Indonesian diajarakan is not just merely as gnostic as get language only, but also as text that mengemban function, and as source of actualization self in the context academic culture social. It is poured in interest basing to write and the one speaking amongst those on anecdotal text learning.

Due to that thing, interest on Curriculum 2013 about to produce anecdote text have momentous roles in society life. Anecdotal text writing begins from activity see and observing corresponds to saintifik's learning principle. Therefore, anecdotal text cans be base deep increase critical thinking, creative, and formation participant character education is taught. But, one that as about problem is how learn to give theory and learning model in point and pulling as intermediate of participant is taught in memproduksi and passes on anecdote text. Anecdotal text learning on tutorial indonesian stills most new count and constitute daring alonging to learn and student. In skill writes (including anecdote text), student responding to gains control lexicon, science, and experience to be able to pass on ideas with every consideration to readers. But, in learning process writes is still a lot of subtracted student to be motivated, are hard in determines topic, pouring its idea into writing form, and learning tend that is applied learns less creative (Damayanti, dkk 2014:3). Besides skill writes, speaking skill that in this case is interest hit to pass on anecdote text also needs to be developed. Student writing result as text of anecdote ought to being featured word-of-mouth so inures student for

good act speaking. Inuring two that skill need after-glow been built. Therefore, shall there is effort of teacher for can create creative and innovative learning.

Effort learns in develop anecdotal text learning gets to be begun by studies literasi humor. Literasi is ability; science or skill in writes and reading (KBBI) so literasi is humor of course it gets bearing with gnostic about humor reading and writing study. Anecdote form a part of humor study that apparently highly complex and multiple diverse. Teacher can utilize a lot of literasi's source humor to be applied deep learning. But, need remembered also that literasi's elect humor as material as teaches to need a lot of judgment. Judgment as context of material teaches, keterbacaan, psychological, media, method, and model teaches to have in one's line curriculum 2013. Thus, teacher shall gain control or at least knows two mendasar's things in goings in literasi humor which is humor theory and that humor type is alone.

### **Basal Humor Theory Literasi Humor**

Humor terminology comes from Latin language which is *umor* one that matter 'liquid'. Since year 400 SM Antic Greek nations gets that assumption heart of men atmosphere determined by four liquid kinds in body. Freud's terminological humor (in Suprana, 2013: 8) constitute a social phenomenas and psychological one get to be had and are enjoyed with. Something who can collectively get melampiasikan aggression and gets regression (stimulus responds). Such Degan, person that easy tending wag smiling or razing if feel humor phenomena that gets bearing with quaintness as phenomena psychological.

Get bearing with that definition, setiawan (in Suhadi, 1992:32-33) clasifying humor bases its type become six criterion form for example:

#### **1. Express criterion**

As shaped as expression, humor is divided as three types. Type is first is personal's humor that have trend to laugh at thysself. Type secondly is intercourse humor that is created for banter at antarteman and quaintness that is slipped as in orasi. Drd type is artistry humor that interpolate humor as affinity aesthetical swan song.

Artistry humor is subdivided as three types which is humor lakuan, graphics, and literer. Humor lakuan is humor that disisipi in bandstand stage art as comedy, humor dance, and comic pantomime. Graphic humor is humor that gets to form image as cartoon, caricature, jocose photograph, and comic statue. literer's humor (art text) are one terminology divide exploited art opus to enrich humor opus. Art opus is made as ' media ' to pass on humor idea.

#### **2. Criterion means**

Humor in criterion means in communication aim is divided as three a part, which is: a. communicator intentionally jokes and be accepted as wisecrack by communicant, b. communicator don't intentionally joke but reputed jokes by communicant, and c. communicator intentionally jokes but not look on comic by communicant.

#### **3. Indrawi's criterion**

Humor in indrawi's criterion is divided as three types which is humor verbal, visual's humor, and auditif's humor.

#### **4. Material criterion**

Humor bases material can be divided as type sevens which is political humor, seks's humor, sadistic, puzzle, etnik, intercourse, and religion.

#### **5. Ethical criterion**

Humor in ethical criterion gets to be differentiated becomes two mendasar's things which is healthy humors or educative humor and insanitary humor.

#### **6. Esthetic criterion**

Humor in esthetic criterion gets to be came to pieces becomes two a part which is tall humors (more ground and indirect) and low humor (rougher and over explicit).

Humor constitutes one within study in observational humaniora who can assess to base other knowledge branch as psychology, anthropology, and kebahasaan. According to



setiawan (in Suhadi, 1992:28-29) there is three approaching kind in the effort make humors as subjek scholarships for example.

1. Topographic approaching

This approaching based on on study about razzing phenomena in humor. This approaching not utilize analytical trick but more a lot of utilize observation and descriptive. This approaching is done to fix humor and a variety classification it on clear concept about phenomena which be evoked. It prevents to continue it misunderstanding sort about humor e.g. that ' humor it banTERS 'or' humor it shall joke and rejoicing'

2. Practical approaching

This approaching emphasize its study on how person shall joke that deep disciplined fine arts was called to banter. Fundamental study it is praktik's teachings jokes or bantering that good with fall has say dipraktikkan'safters. It is done sort gets that tips that konstruktif that pagelaran banTERS can funnier and comfort audience.

3. Analytical approaching

This approaching mengkaji that something causative things stimulate person for laughs (humor phenomena) on given wisecrack. This approaching is frequent being done by pro one that mengkaji will humor phenomena. But, this research beresiko a loss joy in enjoy humor because is assessed scientifically.

Kaplan and Pasco (in Darmansyah, 2010:95-101) interpose to mark sense many theories about applicable humors in effort dissects humor ways of working include in to describe meaning and humor function. That theory is agglomerated into three knowledge study as follows.

1. Linguistics theory

Kebahasaan's humor theory constituted by semantic theory bases scenario that dikemukakan by Rasikin (in Darmansyah, 2010: 101). It is theory-based, human behaviour or life even its person have most flat and is recorded deep one semantic map. Happening deviation on that map will wreck balance and will evoke quaintness.

2. Anthropological theory

Anthropology that centralizes self on humor relationship between who just or deep trussed kinship which how that humor can happen. Humor in a general way happening between a galaxy man which in any case among two men where a wag and humor audiences shall lie deep situated or trussed given that that humor gets happening. This theory interposed by Apte (in Darmansyah, 2010: 100)

3. Psychology theory

Humor theory on agglomerate cognitive psychology consisting of eight subkelompok which is:

a. superioritas's theory

This theory memposisikan self among object and subjek is humor which is subjek what does laugh at lies deep positioning *super* meanwhile object that is laughed at in position *degradation* (despised or is contempered). Plato says (in Suhadi, 1992: 26) that phenomena laughs to happen if available something that menggelikan and unconventional. Thing that menggelikan in here diartikan as something that trespass order or very bad something. Following samples humor in cognitive superioritas.

X: *By trade pedicab, are you trusting on susudah's life dies?*

Y.: *susudah's life dies? Life before even taste dead it never I feel.* (Yunus, 1997:13)

b. Evolution theory( *instinct* or biological)

This theory opines that potency laughs and joking constitutes deliverance (*built in*) in nerve mechanism system and has adaptif's function (acclimatization and looks after balance) so functioning keeps in good health body organ function. This theory interposed by McDougall (in Darmansyah, 2010:96).

c. Inkongruitas's theory

This theory opines that happening humor if available appointment among IDE or situation IDE that interfering so happening bias of atypical rule. This theory interposed by

Goldstein and McGhee (in Darmansyah, 2010:97). Following samples humor in cognitive inkongruitas.

*X: What is ulama's difference before and now?*

*Y.: Ulama before kissed by its hand by official, meanwhile ulama now now kiss official hand.*

(Yunus, 1997: 14)

d. Surprise theory

This theory opines that surprise, surprise attack, or suddenness constitutes condition who can evoke humor. This theory interposed by Sully (in Darmansyah, 2010:97). Following samples humor in cognitive surprise.

*X: The most nation economical (meanie) at this earth is the jews, subsequently riveting nation and nations drd one Chinese.*

*Y.: What is its reason?*

*X: If into one glass which contains fall potion a fly, person China will canting glass until fall fly comes out glass then meminumi fills that glass. If happening the same thing, person rivet will take one spoon which minuscule then discards fly previously with that spoon, and then drinks potion in glass. For jew, if they are brought up to the same thing they will take that fly with its finger then blackjack it upon glass, and then drinks previous glass content. (Yunus, 1997:14)*

e. Escape and priority theory

This theory opines that tension that espouses to collect thoughts sometimes intemperate control causing undulate emotion which outgrows and get to end by its appearance humor. This theory ordinary too is grouped into theory 'energy excess' one interposed by Spencer (in Darmansyah, 2010: 97 - 98). In cognitive societal life it signs to mark sense things who may not be uttered, pointed out or figures to be shown face common. If this rule is breached, therefore will there is sanction of society. Following samples humor in cognitive escape and priority.

*X: Why is Usman's Father clears a root rather oyong and appear to be forward retreat?*

*Y.: Father the bigamous Usman five person and having is more than 20 childs. That is its cause, it walks to go forward retreat. (Yunus, 1997: 16).*

f. Configuration theory

This theory have equality with cognitive inkongruitas who emphasizes on kognitif's meaning and perseptual is humor. In contrast both of theory it lays in not mark sense relevance (in inkongruitas's theory) and marks sense relevance (in configuration theory) humor source that as situated as abrupt so its appearance humor. This theory interposed by Mailer (in Darmansyah, 2010:98). Following samples humor in cognitive configuration.

*X: Are you yesterday to hotel y. and seeing a young woman a new one lodge at that hotel?*

*Y.: Yes, Father! Fortunately I there is business with remained someone front with that woman room.*

*X: Do you flatter or tempt that woman?*

*Y.: Aa ... a. ... available, yeah! Fathers jump off its chair and hugs its child hand in glove while say, "You child new me!" (Yunus, 1997:15)*

g. psikoanalisis's theory (stress release)

This theory opines that agreeable things tending for menjurus on releasing psychological energy. If energy is formed and at leads to given object but that energy teredam, therefore that energy will thru release humor. This theory bear psychology terminology which is stress release. This theory dikemukan by Freud (in Suhadi, 1992: 26) that mechanism that is done in wisecrack similar to dream so represi and sublimation of stoned think that will hold role.

h. Bisosiasi's theory

Koestler (in Suhadi, 1992:26) opine that thing that constitutes all its humor form bisosiasi. Humor is created through two situations or impossible instance happening at a swoop so through particular context evokes to get association kind. In summary gets to be

concluded that humor constitutes phenomenon be linked two in contrast to frame of reference one imagined IDE same. In line with that thing, bergeson and Freud (in Wijana, 2004: 22) calling phenomena most conceive of interference resiprokal (deviation gets character each other get reply) and condensate (merging two IDEs or more on consciousness).

Humor has a lot of function and quite a lot too pro one opine about that thing. According to Sudjoko (in Suhadi, 1992: 36) humor can function which is:

- a. Perform all wish and all idea aim or send away for.
- b. Reviving her 's that person is not always correct.
- c. Teaching person sees problem of a variety angle.
- d. Comfort.
- e. Smoothing think.
- f. Making mentoleransi's person something.
- g. Making person understands quaint problem.

Danandjaja (in Suhadi, 1992:37), say that the most humor function stands out, which is as medium of sensory dealer that presses self someone. That feel can because of thing kinds of, as injustice of social, politics emulation, economy, tribe or faction, and constraint in emancipated stirred, seks, or freedom issues to have say. If there is injustice usually arises humor that as protest of seks's social or constraint, usually evoke humor about seks.

Criticism indirecting to have more influence effective as compared to criticism which directly deep society life. Criticism that is passed on in write often evokes disaster, variably if criticizes to be presented deep shaped humor. Social protest in humor may not comment serious ala because that menyuarakan absolutely irresponsible. Accountability in protests social as humor be taken collegial by cultural society so that society is alone responsible one.

On eventually, to make good humor, shall see situation and condition of. Humor did by not very overacting, that humor quality makes a abode to awake. Humor as medium of social communication to be expected gets to be understood and accepted by various individual manner. Base view exhaustively to humor function, researcher will utilize humor function theory by Sudjoko (in Suhadi, 1992: 36). But, base relevansi's judgment in anecdotal text learning, need suggested mark sense three beneficent humor function deep learning:

1. Function understands

This function refers on that theory humor can open someone thinking to understand and mendalami is minded problem individually (psychological) and also extent society (social) to then looked for by its solution via one trick passed on by meyenangkan's alae and accepted by all society coats. Humor oft is made as media of social criticism and antarmanusia's social communication. So, via handaged idea humor, society can understand problem that really elaborate even if until can open thinking with to do social criticism that konstruktif.

2. Function regards

This function refers on that theory humor can give chance to someone to pass on konsruktif's idea in the effort gives pengaruh that thinks and betindak one expedient. This function also used to mean as concept ' regards ' reader or humor discourse audience to follow what does become argument with logical grounds through humor. So, functioning humor as forwarding and asking out to perform idea and to the effect for most describes it mandate or send away for making for the better change aim via makes the point that agreeable emotionally.

3. Function comforts

This function refers on that theory humor can give amusement to remove saturation in life routine. On tertenti's situation e.g. while write, declaim, even while keagamaan's discourse, oft humor needful that reader or audience not boring one of course it shall be adjusted by its society culture. That thing bearing with art, humor as 'condiment' deep one art opus apparently can make main affinity in one conflict.

### **Humor Object as Material As Literasi**

Humor learning in Indonesian is applied in anecdotal text makings. Text anecdotaling to constitute one narasi's composition that can inspired dari pengalaman lives someone that is written in few words, short, and comic. Ordinary topic appointed as education, politics, law, allusion, criticism, etcetera. Need acknowledged that anecdotal text not only funny story storycomprisings one eye but available also mandate, send away for moral, and expression about a truth in common.

In common, text anecdotaling to have kindred structure with narasi's text. struktur's following anecdote text:

1. Abstractedly is sectioned early paragraph which work through about content sort of text.
2. Orientation is sectioned menunjukkan's one first few scene or instance that that place background happening.
3. Event is story series or can be called also story road.
4. Crisis is sectioned one where happen problem or things that can't happen. And usually this crisis happening on self that writer is alone.
5. Re Orients is closing part of story.

Anecdotal text learning all this time adopted of intern learning e.g. of Australian. Indonesia as state that rich with its culture potency wants to be empowered through pengkajian text, don't except archipelago humor text. Pengkajian is archipelago text that gets local wisdom basis get to be applied deep anecdotal text learning. That thing intent to dig up material potency teaches to get local basis for exploited deep understands and apply it in Indoensia's lingual learning.

In common, humor object can be divided as two forms which is orals and also write that get traditional basis or modern. Humor object following bases its type. Objects numeric following humor who can be applied by teacher in anecdotal learning.

No.	Humor form	Humor basis	Humor object
1	Oral	Traditional	Traditional drama (E.g. lenong, mendu, kaba, etc.)
		Modern	<i>Stand Up Comedy</i>
			Modern jest (situated comedy)
			Comedy drama
2	Write	Traditional	Folklore (E.g. Pak Belalang Story, Saloi / Alui's story),
		Modern	Politics anecdote, puzzle, intercourse, and religion
			Humor caricature
			Meme / comic

That humor object gets dijadikan as material as and also media teaches. But, teacher shall see how to for menghubungkan anecdotal text structure with object who will be utilized. E.g. apply video *stand upcomedy* as media teaches. On *stand upcomedy* available humor material abbreviates that kindred with anecdotal structure. But, teacher also needs sort da to choose amna's humor material would be convenient to be made media. Humor type that ccok in learning is politics and social humor be not sex's humor or etnik even.

### **Conclusion**

Curriculum learning 2013 is interest learning with strengthen autentik's learning and estimation process to reach attitude interest, science, and skill. Support processes learning be done through approaching saintifik, which is learning which push student more can in observes, ask, try or gathers data, mengasosiasi or menalar, and communicating. On that elongated process notably deep anecdotal text learning, teacher shall understand various theory and humor function that melandasi learning. Humor type comprises verbal's humors and writes, well traditional and also modern, also needs to be developed by innovative ala.

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## **KEEP SMILE BOOK: AN INSTRUMENT OF STUDENTS' AFFECTIVE EVALUATION**

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### **Abstract**

*This study aims to describe the use of "Keep Smile Book" as an instrument of students' affective evaluation and factors affecting its implementation. "Keep Smile Book" is a diary consists of students' book and teachers' column. This book combined observation and self-assessment technique of evaluation. The students actively involved to assess their-self by a cute way of putting an emoticon sticker on a diary. Descriptive qualitative design was used in this study to explore the phenomena. The research subjects are 88 students and 3 teachers of the fourth to sixth grades of SD Negeri 1 Piji Kudus. The data were gathered through documentation and interview. The result of this study showed that "Keep Smile Book" was valid and eligible to be used as students' affective evaluation shown by low-margin score between of students' and teachers' given. It also gives a choice to the teacher to adopt such kind of self-evaluation on affective domain. By understanding the criteria and having a happy activity, students respectively encouraged to perform noble behavior. The constraint laid on the time consumption in filling the book but the students' involvement contributed to the success of the implementation*

*Keywords: "Keep Smile Book", Evaluation, Affective Domain*

### **Introduction**

Evaluation is the one of the main component of learning purposes. It is a process to know the achievement and instructional affectivity (Putra, 2013; 76). Generally, evaluation has two vital function, those are to know (1) the students' learning achievement concerning on how the students reach the learning objectives and mastering the competencies involved and (2) the teachers' achievement as the manager of learning concerning on planning, organizing, and evaluating (Arikunto, 2002 & Sukardi. 2010).

Teaching and learning achievement closely relate to the learning goals specifically elicited from *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003* about national educational system of Indonesia (Departemen Pendidikan Nasional, 2003). National educational system of Indonesia mandated that educational system is aimed to develop students' potential becoming godly human who are virtuous, healthy, knowledgeable, competent, creative, independent, and becoming democratic and responsible civilization. Attempting to those goals, education in Indonesia must cover three domains; cognitive, affective, and psychomotor (behavior). Cognitive domain explicitly shown by aspect of knowledgeable, then affective is represented by godly, virtuous, independent, democratic and responsible (Departemen Pendidikan Nasional, 2008) then behavior is represented by healthy, competent and creative.

Educational system should combine proportionally three domains of evaluation (Anderson & Anderson, 2006: 524). Unfortunately, affective evaluation is rather difficult since evolving non-concrete aspects (Fernandes, 1983). It is quite different with aspect of cognitive and behavior which are laid on the test result and students' worksheet. These aspect can accurately assess because of having a concrete proof. Observation is become the only tool helping teacher to assess the affective domain of students on their daily activity (Mardapi, 2012: 164). This technique is merely inaccurate to use in a large number of students in a class (Camellia & Chotimah, 2012 & Nurbudiyani, 2013).

Unfortunately in most formal schools the affective evaluation is not taken into consideration (Hall, 2011 & Kusumawati, 2015). The case has also happened in SD Negeri 1 Piji. Based on the preliminary observation, the teachers only use general observation without any documentation before stating a score in students report. Deeply, the teachers admitted that this technique is absolutely subjective but then they have no idea to use other technique. Observation will only lay on the teachers experience and give non-objective result since it only shot at one point of view (Suyanto, 2010: 159). Other laxity of this technique is when the teachers take only partial students' behaviour as the main criteria (Furqon, 2007: 130).

In developing instructional system, Hopkins et.al (1990) stated that assessment technique for affective domain may consist of testing technique and non-testing technique. Testing technique can be an objective test or essay whether non-testing technique can be a questionnaire with open or closed question. Andayani (2012) said that affective domain assessment can be executed by observation and self-report. The use of observation is based on assumption that affective characteristics can be directly seen from the activity shown or psychological responses (Qomari, 2008: 90). The technique of self-assessment assumes that the affective situation of students can be derived well and measured only by themselves (Hamalik, 2001: 150) and it will attract the students' responsibility and involvement on their learning (Ross, 2006: 7).

Based on those two assumptions, the writer compiles a set of assessment tool named "Keep Smile Book". It consists of a simple diary book for students and observational column for teachers. This book contains 10 (ten) statements related to affective values in daily activities stated in *Juknis Penilaian Afektif* (Departemen Pendidikan Nasional, 2008). Especially, those ten affective values are discipline, orderliness, cleanliness, responsibility, neatness, politeness, social relationship, honesty and godly. These are examples of "Keep Smile Book":

**Table 1 Students Book Format**

No	Today	Respons
1.	I come to school before 7 o'clock	
2.	I make noise when teacher is explaining	
3.	I throw rubbish into garbage	
4.	I do my homework at home	
5.	My uniform is always neat	
6.	I shake my teacher's hand when will go home	
7.	I go to canteen alone	
8.	I inform my naughty mates to teacher	
9.	I speak to others when praying	
10.	All my answers above is truth	

Students respond those question by attaching small sticker in each statements. The responses can be "smile" for "yes" and "sad" for "no" represented Guttman's rating scale (Sugiyono, 2015: 139) based on their real daily situation. Regarding to reliability, the writer prepared 4 different statements and used alternately.

**Table 2 Teacher's Column**

Students name	Student 1	Student 2	Student 3	Student 4	...
Question number					
1					
2					
3					
4					

5
6
7
8
9
10

Teachers' column helps the teacher to document the students' activities regarding in affective aspects. After both forms are completed, the writer then compare the student' and the teachers' form. The teacher can conclude whether the situation stated in students' form and teachers' form are correlated in which to get the final decision about the students affective.

Based on those conditions which the students had not involved in the process of evaluation. So that the writer proposed to observe how the implementation of "Keep Smile Book" become tool of affective evaluation in SD Negeri 1 Piji, an elementary school located in Kudus Regency, Central Java Province, Indonesia. Generally, this study aimed (1) to know the implementation of "Keep Smile Book" in case of helping the role of teachers to evaluate the affective aspect, and (2) to see factors influencing its implantation as a tool of evaluation.

### **Methodology**

This study used a descriptive qualitative design to gain and describe the specific phenomena of implementation of "Keep Smile Book" as an instrument of affective evaluation. Moreover, by qualitative approach, this study is expected to peel the real situation and factors influencing the implementation effectively. The subjects of this research consisted of 88 students and 3 teachers of Fourth to Six Grades. This research was conducted in early March to June 2016 in SD Negeri 1 Piji

The techniques of collecting data were documentation, which are the fulfilled students' and teachers' books, and interview, to know the students and teachers perception in Keep Smile Book. The writer used unstructured interview to gain more information regarding their feeling on advantages and factors influencing the implementation (Arikunto, 2010: 151).

The analysis of data from documentation is by comparing the result of those two books and then validated by data from interview about the implementation. The data is associated and then the writer took a conclusion.

### **Result and Discussion**

#### **The Implementation of Keep Smile Book.**

The result of implementation from students' and teachers' book are as foolows:

**Table 3. The Result of Students and Teachers' Book**

Grade	Upper Score		Lower Score		Mean	Margin
	Students	Teacher	Students	Teacher		
Four	9.00	10.00	5	5.2	8.01	1.14
Five	9.57	9.86	1.42	1.43	8.75	0.45
Six	8.57	8.42	3.35	3.07	7.35	0.23
Mean	9.05	9.43	3.25	3.23	<b>8.03</b>	<b>0.06</b>

The table above indicated that the teacher tended to give higher scores. Thus, students who gave the score based their own experiences, tended to give lower score. The data showed that most of affective attributes has appeared on students shown by the mean of the score is 8.03. It means that both students and teacher refers to attach the attributes of affective. The most importance part is the margin between students and teachers score gave which is 0.06. The limit margin score represented that students and teacher had the same perspective of students affective. This fact absolutely strengthens that both observation technique by teacher is supported by active self-evaluation by students. In other hand, it also gives a choice to the



teacher to adopt such kind of self-evaluation on affective aspects. So that the book gave a positive implication in using it as a tool to assess affective domain.

### **Factors Influencing the Implementation**

After the implementation of "Keep Smile Book" for 28 days, the writer conducted some interview to the teacher and to gain their perspective on the implementation and elaborate the influencing factors which are supported or inhibited, to this instrument.

Generally all of the respondents stated that "Keep Smile Book" containing a positive and negative effect. The respondents declared that the positive effect can be seen from students' point of view where they feel happy and unconsciously were assessed. So as the result they gave a truly response or answer based on their daily condition. Beside that the students had higher motivation to fulfil the response on the book since the mechanism is simultaneously individual. In fact, the students were always questioning and waiting for the moment to fill the book enthusiastically. It may be caused by the joyful activity of attaching the interactive stickers. Those also represent that this book made the students act honestly.

According to the first respondent the most inhibited factor was limitation of the time. The teachers felt burdened to fill many observational columns on students' affective attributes while the time is limited in completing a lot of tasks. In line with the first, second and third respondents mentioned the technical view of the book which has to be filled daily. Even though they recognized that "Keep Smile Book" particularly give concrete and valid data of students' affective condition.

Dealing with the method of evaluation the respondents agree that this book is more compatible than their usual method based on the observational and subjective evaluation. They admit that their conventional ways is totally laid on subjectivity of their experience. Nevertheless they are still sure to adopt this instrument in the future since its compatibility to help them in task of evaluation. The issues of time will be solved further by particular adjustment.

### **Conclusion**

This study implies that the self-evaluation technique are more accepted than the observational technique used in evaluate affective domain. "Keep Smile Book" hopefully can be an alternative solution as the instrument of students' affective attributes since it combine those two alternative techniques. This book has more advantages compared with its limitation.

The advantages of "Keep Smile Book" are the involvement of students which gain objectivity and enthusiasm of students during the proses of evaluation and affectivity of showing the real condition of students affective attributes which they are unconsciously evaluated. Even though the book take specific time to use, good time management will fully support the implementation

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## **CIVILIZE LOCAL LANGUAGE TO IMPLANT THE ETHICS SINCE EARLY CHILDHOOD: A LITERATURE STUDIES**

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### **Abstract**

*The purpose of writing this article is the author's desire to reveal again the values that contained in local language, however in this writing the author focus on Balinese language which can be made as guidance in implanting the ethics or deontology since the very early childhood. A reality can be seen at this era is the lack of communication ethics or dentology. This situation evocative the writer to reappoint nobleness of local language in this case we concern on Balinese language. This article is a review of the literature, and the results are (1) civilize Balinese language can be made as a media in implanting the ethics since the children early childhood because; (a) there are some rules in communicating with other people conformed to their position that named sor singgih basa. Through Balinese language rules that implanted to the children since their early childhood, they will understand in: how to communicate with person whose position is higher than theirs such as to priest, teacher, governor officer, older people; how to speak humble themselves; how to speak with the people who they meet for the first time, and how to speak with friends on the same age that they already known well, (b) children should be implanted the communication ethics. Children in their growing up need other helps, that makes children need to communicate to other daily, therefor ethics in communicating should be implanted since their early childhood and civilize the Balinese language is effective in implanting the communication ethics since their early childhood, and (2) the way in implanting the Balinese language culture as a ethics since their early childhood can be done and started from children home, society, and school.*

*Keywords: Civilize the Local Language, Ethics Implantation, Early Childhood.*

### **Introduction**

Ethics are the most important thing for everyone, if someone hold on tight to the ethics there will be no conflicts among the human being all around the world. Each region or area has their own liofe values that that they already made it as their life guidance in their society and interact to others. So their society life live and life in a good harmony and prosperity. Someone ethics can be seen at the first time from the way she/he is talking while she/he make communication with other people. Does she/he produce soft and polite wqay or otherwise she/he talks hurting others feeling. The ethics should be implanted since the early childhood age. So, at the time the kid in their growing up proses, they become a person who has a good ethics and manner. Therefore, since the child in the early childhood age shold be taught and implanted the good way in talking by using the polite and good words, means that the language has the important role in building and shaping the children personality since their early childhood age.

The purpose of this written article is that the writer has wishes to discover the values of local or traditional language such as Javanese, Sundanese and Balinese language, but in the context of this article, the writer choose Balinese languiage which can be made as a guidance in implanting the ethics values or deontology since thye children in their early childhood age, because of the implanting the ethic is very effective through the local culture that contained environment of the child. Ethics is the part of the basic framework of Hindu religion, beside tawta (philosophy) and the ritual (ceremony), so the impantation of the ethics values since the

early childhood means that the religion values have been taught, introduced and implanted to the kids since their early childhood age. Balinese language teaches that in communication to other has many different rules that should be obeyed in order to running it well smoothly.

The reality happens seen in our society is the lack of the ethics and manners in the way communicating, such as lack of ethics when the children talking to their parents, teachers and the person who meet at the first time, especially for the children who live in cities caused by they never taught the rule of communicating in Balinese language. This situation evocative the writer to reappoint nobleness of local language in this case we concern on Balinese language. As for the title that author was appointed is “Civile the Local Language to Implant the Ethics since the Early Childhood (study literature)”, there are some questions which deserve some answer such as: (1) how to civilize Balinese language as a media in implanting the speaking ethics since their early childhood?, and (2) how to implant the Balinese language culture to the children so it can be as a media in developing their ethics since their early childhood?

Author interest in reviewing this issue is also because the existing of a journal that written by Judy Clegg at al, titled “The contribution of early language development to children's emotional and behavioural functioning at 6 years: an analysis of data from the Children in Focus sample from the ALSPAC birth cohort”, concluded that The study identified that early language ability at 2 years, specifically expressive vocabulary and later receptive language at 4 years both made a moderate, but important contribution to emotional and behavioural functioning at 6 years of age (Judy Clegg at al, 2015: 75).

### **Balinese Language**

The use of dialogue as a tool for scaffolding is only one example of the important role of language in a child's development, not for social communication, but also to help them solve tasks. Young child use language to plan, guide, and monitor their behavior. This use of language for self-regulation is called private speech, but for Vygotsky it is an important tool of thought during the early childhood years (Santrock, 2012: 192). Vygotsky said that language and thought initially develop independently of each other and then merge. He emphasized that all mental functions have external, or sosial, origins. Children must use language to communicate with others before they can focus inward on their own thought (Santrock, 2012:192). Furthermore Vygotsky said that language has a very important role in the growing up proses of children since their early childhood age, for society communication (Santrock, 2012: 191). Indonesian nation rich of vernaculars, such as Balinese, Sundanese, and Javanese language, where local language is the first language that has been introduced to the kids by their parents since their early childhood ages.

Balinese language is the local language that used by Bali people from their ancient as a delivery communication language in their daily life activities. Beside the unque of its diversity, its also has uniqueness of accent (logged). The other uniqueness of Balinese language is that its consist of several levels, and each level has its own function is used for communicating with who according to their position. The levels in Balinese language known by name sor singgih basa (low high language), where sor means low, singgih means high and basa means language. There are some opinions about Balinese language level, but by Pak Tinggen, Balinese divided into two levels, those are basa singgih and basa sor. Basa Singgih is the language that used to respect when communicating with: (1) Tri Wangsa (Tri Wangsa is the three highest classes in Hindu religion, actually it is called colour, consist of: Brahmana, Ksatriya, and Waisya), (2) governor officer, and (3) to the guess who meet at the first time, while Basa Sor used when communicating with: (1) the lower wangsa, (2) fellow Wangsa Sudra (wangsa or Warna Sudra is represent the lowest colour in Hindu religion), and (3) to close friends or when fighting or arguing (Tinggen, 1994: 3). Asa divided into four levels which are: (1) Basa kapara, (2) Alus Sor, (3) Alus Mider, and (4) Alus Singgih (Asa, 1985: 20), while according to Suwija divided it into two parts which are Kruna Alus (smooth words) and Kruna nenten Alus (not smooth words) (Suwija, 2014: 27).

Next, Basa Singgih divided into four levels which are: (1) Basa Alus Singgih (a.si), (2) Basa Alus Sor (a.so), (3) Basa Alus Madia (a. ma), and (4) Basa Alus Mider (a.mi). Next, Basa Sor also divided into two parts, which are: (1) Basa Kasamen or Basa Kapara, and (2) Basa Kasar. Basa Alus Singgih used when communicating with the higher wangsa (colour, position) and to the person in respect, word example: seda (dead), mobot (pregnant), ngicen (give). Basa Alus Sor is the language that used to lower or humble when talking with other people, words example: padem (dead), abot (pregnat), ngwehin (give). Basa Alus Madia is smooth language that is in the middle, used to higher wangsa, fellow Tri Wangsa, and for the lower wangsa who need to respected words example: niki (this), tiang (I), ten (no). Basa Alus Mider is the language that used to respect person who people position higher and for the person who has lower position but need to be respected, words example: uning (know), lali (forget), eling (remember). Basa Kapara is the language that used by everyone which meaning is not to raise and lower, for example: pules (sleep), icang (I), madaar (eat). Basa Kasar is the language that used when talking to the friends at the same age that have been known for along time, and also used when fighting or arguing, words example: mamelud (sleep), kai (I), leklek (eat) (Suwija, 2014: 27-39, Tinggen, 1994: 3-6).

Based on the opinion that has been mentioned above, the concluded that Balinese language is a language that consist of several levels that used when speaking and communicating to the Tri Wangsa, respected person, guess who meet at the first time and close friends.

### **Ethics**

In etymology ethics come from Greek, “ethos” which means “moral characters or culture” (Atmaja, 2010: 40). According to Indonesian dictionary, Ethic is behavior, manners, politeness. Hindu religion also said that ethic as decency, where decency is the part of the three framework Hindu religion, which are: Tattwa, Susila and Ritual. Susila (decency) word came from Sanskerta, which Tata means that, in or spread, Śilā is stone, warangan, basic, principle, rule of life or norma, and Su means good, well, spring, many. So decency (tata susila) come to a meaning as life rules, good norma (Mantra, 2002: 3).

Ethic is always connected with right and wrong which people will always be faced in this world. According to Graham that morality is not like science that connected with facts, but it connected with life values, where everyone has their own opinion, therefore there is no moral facts, this will explain why human never come to an universal deal about the ethic issues, by that means if the science is objective, then morality purely subjective (Graham, 2015:1). About ethic has so many differences in opinion between the Sophist and Socrates, where Sophist said that ethic is about good-bad, right-wrong is a reflection of desire and subjective opinion as a person in feeling something. Meanwhile, according to Plato and Socrates believe that the good and bad is the part of the nature condition between world facts and world values, between fissionable and nomos, the difference that connect with the values issue, so the right and wrong concept will have no meaning. But if Socrates said that there is a right-wrong answer to the good-bad issues, and human being can use this understanding power to find those answers (Graham, 2015: 2).

There are some differences between attributive goodness and predicative goodness. Attributive goodness refer to the goodness in expressing happiness or personal choices, otherwise, predicative goodness is the world goodness not the personal happiness. Aristoteles’s concept about a good person and the good life use good predicative way (Graham, 2015:80). In Nichomachean Ethics mentioned that the good life is the soul activities which suitable with the values, a goodliness expression. Translation of soul is psyche which the root of psychology word and refer to thoughts and rational faculty. Value is translated from arête which means perfectness, so the sentence that connected with value means with the very possible good ways, by this mean Aristoteles’ concept about good life is the concept that made by human thought to act,think and make something in a good way (Graham, 2015:81).

Based on the opinions that has been mentioned above, it can be collaborated that ethic is the character or decency and everything that connected with morality and also about good-bad, right-wrong that will never be the same as sciences which are always about facts.

### **Children in Early Childhood Age**

Early childhood kids are the kids who have uniqueness and they grow up just like their ages. The classification of early childhood spans birth to age eight, which includes infants, toddlers, preschoolers, kindergartners, and children in the primary grades (Essa, 2011: 11). Early childhood according to a scientific study is children from birth to eight years old (Roopnarinen, 2009: 3). Another source said early childhood education is education that began from pre-kindergarten through third-grade of elementary school (Morrison, 2012:139), and early childhood by Ki Hadjar Dewantara referred to childhood, until the age of 7 years (Dewantara, 2004: 80). Age of the child at this strategic period is often called as golden age (the golden period). John Amos Comenius believed that education should start at an early age, because "young plants can be transplanted, trimmed and shaped, but when it became a tree, these processes cannot be done" (Morrison, 2012: 62).

During toddlerhood, approximately eighteen to thirty-six months, language remains socially based. However, toddlers begin to mimic words and short phrases that their parents use. Adults, in turn, elaborate and extend the short phrases. Gradually, as their oral language abilities develop, toddlers acquire the tools for mental representation. The ability to attach names, or labels, to objects and processes is called verbal mediation (Estes, 2004: 61; Bredekamp & Copple, 1997). Thinking and speech continue to be co-constructed between children and adults, and eventually toddlers are able to think out loud (Estes, 2004:61; Vygotsky, 1987). Because of since the age of 18 months the kids have been started to get and understood the language. So, by the language ethic, the early childhood can be implanted by the parents and must be matched to the kids growing up proses.

Base on the opinion above, it can be collaborated that kids in early childhood age are the kids who since their birth to eight years old, or until they get into third grade of elementary school, by having the uniqueness in their growing up proses, motoric, cognitive, language and even their social emotion.

### **Methodology**

This research is the literature research (Yin, 2011: 61) which is reviewing the local language, and in this written the author took Balinese language which is used by Balinese. The author interesting in balinese language's literature is because Balinese language has several levels in the usage whhile communicating to other person who has different society position, that is why, the author believe that Balinese loanguage can be made as a media in iomplanting the ethic and the deontology since the kids in their early childhood ages. Analyze by collecting language and words that used in different levels of society, and comes to conclution that language can be used as media to implant the ethic since their early childhood.

### **Result and Discussion**

#### **Civilize the Balinese Language can be Made as Media in Implanting the Ethic to the Early Childhood Age**

Thought analysis based on the literature, the author found that civilize the Balinese language can be made as media in implanting the ethic to the early childhood age, because: **(a) Balinese language has some rules in communicating with other people which callerd sor singgih basa.** Canakya Nitisastra Adhyaya16 sloka 17 Holy book said "everyone will be happy if they given nice and interesting words. Therefore, it is necessity to talk good and interesting things. Actually, what is the lack of the nice words?" (Darmayasa, 1992:2015). Base on that sloka, can be concluded that no one in this world will not like if they asked to say, speak, greet with nice and polite words. Balinese language is a traditional language that still preserved and used as a delivery language by Balinese because the language has noble values that can be made as a media in implanting the ethic, by this means, its needed to introduce Balinese language

since the early childhood age. Vygotsky's sociocultural theory asserts that infants and toddlers are engulfed in families and culture and that their intelligence results from a combination of social experience and maturation. From birth to approximately eighteen months, according to Vygotsky, intelligence is primarily nonverbal. Adults, literally, speak for babies (Estes, 2004: 61). Thought using Balinese language, rules are implanted to the early childhood kids, the rules are: how to speak with someone in the higher social level position such as; priest, governor officer, teachers or to older people, how to speak with a close friend in the same age. Communication rules in Balinese language are: **Basa Alus Singgih**, in sentence example: sira sujatine **pesengan** Ratune?" (translation, "what is the real **name** of Ratune Queen/King?"); **Basa Alus Sor**, sentence example: "Titiang **mawasta** I Wayan" (translated as, "my **name** is I Wayan"); **Basa Alus Madia**, sentence example: "Tiang **nika** ngelah" (translated to, "**that** I have"); **Basa Alus Mider**, sentence example, "Ratu **punika** nuenang"(translated as, "**That** Queen has"); and **Basa Kasar**, sentence example: "aké **ento** ngelah" (translated as, "I have **that**") (Suwija, 2014:29-39). **Pesengan** and **mawasta** words have the same meaning which is showing the word **name**, but different in use. **Pesengan** addressed when asking someone name whose position is higher in society or to the respected person, meanwhile **mawasta** is for someone with the lower position when they mention their names to the respected person or the one who just meet at the first time. Likewise **nika**, **punika**, and **ento** words, they have same meaning **that**, but **punika** word is more polite than **nika** word, and used to people in respected, **nika** word position is neutral, otherwise **ento** word has rude meaning. When Balinese language put as a media in implantation of the ethic since the early childhood, then the kids must be taught to always speak use polite words and sentences or called basa alus, such as: when the children talk with a teacher, the kids must use the polite language (Basa Alus Singgih), the example sentence ": "pak guru sampun **merayunan**?" (translated, "sir, have you taken your **meal**?"). if the kids talk to their teacher but she/he point to her/himself, then the kids also must use the polite words instead (Basa Alus Sor), example sentence: "tiang sampun **nglungsur**" (translated to, "I have taken my **meal**"). **Merayunan** and **nglungsur** words has the same meaning which means eat, but they are different in use, because **merayunan** word is more polite and addressed to respected person, otherwise, **nglungsur** word is a polite word but also used to humble if she/he talking to more respected person. If since the early childhood has been implanted how to use polite word every time kids talking to older people, respected people and the people who they meet at the first time, so the kids automatically have the ethic in their daily life, because talking in polite way has become their habit to the kids since their early childhood ages. According to Vygotsky, language is an important tool of many years thinking from the early childhood (Santrock, 2012:191), so, the ethic can be implanted since the early childhood age through language, because language is the tool in their intercross. Canakya Nitisastra Adhyaya 16, sloka 18 Holy Book said, "in the world full of misery, there is a tree with two fruits just like amerta. The one is sweet words and the other one is the intercommunication with holy man (Darmayasa, 1992:206). Sloka in Holy Book showed that human living in this world full of miseries because of their interesting in immortal things, or worldly things, but in the middle of the misery, there is something that can save their life, which is if the people always talk and speak the good and polite words. Good and polite words will save human being from suffering, because by those words someone will have good friends, by having good friends there will be no suffering; **(b) kids implanting communication ethic**. Balinese people has a unique society structure, which is the society that consist of four colours (society based on their skill), where the three colour are Brahmana, Ksatriya and Waisya are the respected colour, so when warna sudra talking or communicating with these type of society colour, they must use a very polite words or sentences (Basa Alus). Kids since their early childhood ages should be planted the communication ethic, so they will grow up by having ethic in every part of their daily life, because the main factor in the relationship with others is the procedures and manners while they talk to others. Talking in the good words and sentences is the main things in implanting the ethic since the early childhood, where in Hindu Holy Book Canakya Nitisastra III.13 mentioned, "who is the stranger if they talk sweetly and polite" (Darmayasa, 1992:64), that sloka showed that if the children

have been talking in good and polite words, then the kids will never feel fear with anyone, because everyone who has been asked to talk with will accept and pay attention to her/him in a polite way too. This happens because, if she/he talks to everyone, the kids will use the nice and polite words and sentences, then every one will rate those kids have ethic. Likewise if the kids always talk using polite and nice words, then people who she/he asked to speak will do the same. According to Vygotsky, maturation alone cannot account for children's new language and thinking abilities. Indeed, it is children's continued social and cultural interactions, combined with maturation, that foster cognitive development. Vygotsky (1978) contends that learning is continually mediated by adults or more able peers. Children need mental challenges in order to progress developmentally in their language and cognitive abilities (Estes, 2004:61-62). As according to Vygotsky that kids need help from others in the developing of his/her language, so the kids must do some communication with the people around her/him. People around must ask the kids to communicate using Alus Singgih language or polite language, so the kids have been implanted the communication ethic since their early childhood age, and civilize Balinese language is effective in implanting the communication ethic since their early childhood. The ethic implantation through Balinese alus must be done, because in Kitab Kakawin Nitisastra mention, "Wasita nimittanta manemu laksmi, wasita nimittanta pati kapanggih, wasita nimittanta manemu duhka, wasita nimittanta manemu mitra" This means: by the words you will be happy, by the words you will meet death, by the words you will get trouble, by the words you will be a friend or friends (Compiler, 1999: 28). These rhymes clearly said that utterance has the important part in everyone's life in this world, because people will get their happiness and sadness based on the words that has been said or speak up and also they manners;

### **Implanting the Balinese Language as a Communication Media since the Early Childhood**

Implanting using the Balinese language as habit can be done at home and in society, because the kids get the implantation of ethic for the first time happens in the home environment, and next the implantation of the ethic through Balinese language can run continuously, so the society also has responsibility to implant the Balinese language since the early childhood age, so the ethic implantation since the early childhood can be reached. The ethic implantation since the early childhood need other people help, just like what has been said by Vygotsky, that the child development need help from the people around. Vygotsky has belief that the importance of the society influence in the early childhood cognitive development (Santrock, 2012: 190), the ability in choosing of the polite words is the part of cognitive development because it has society influences. Rogoff also said that, kids service just like apprentice in thinking through their participation guide in social activities and culture. (Santrock, 2012: 192), by this means that implantation of ethic through Balinese language is very effective through the local culture and get help from the people around. Children's individuality also is shaped by cultural, ethnic, religious, and economic background of the family (Essa, 2011:48), therefore, culture in one region very support the ethic development since the early childhood. Society with their culture take a part in developing the ethic through their local language since the early childhood, according to William, that in the culture sociology has three main components, which are, culture institutions, culture contents, and the culture effects or norms (Kuntowijoyo, 2006:6), in this case local language can be put into the culture contents, so it should be taught since the early childhood, next, the impact of teaching the local language in this case using Balinese language is that the kids have ethic in their intercross with every one, because ethic is the third component which is norms. The implantation of the ethic happens because of the parents and society educate the early childhood to use the polite words (basa alus), instead Basa Alus Singgih, Alus Sor, Alus Mada and Alus Mider in every time they talk to every one and to their close friends. Because of the local language which is Balinese language with its levels, still has important and effective roles in implanting the ethic since the early childhood, so the society should continuously conserve and teach the Balinese language, so Balinese language will always be the part of culture contents can function optimally and continuously.



### **Conclusion**

The resume based on the analyses result that has been mentioned before are as follows: **(1) Civilize Balinese language can be made as a media in implanting the ethic since the early childhood** because: **(a) Balinese language has some rules in communicating with other people which called sor singgih basa.** Through Balinese language, the communication rules which have been since their early childhood are: how to talk to the person who has higher position such as priest, governor officers, teachers, or older people, how to speak humbly; how to speak with someone meet at the first time; and how to speak with close friends. These speaking rules should be known since the early childhood to make this tradition become media in implanting the ethic by the kids ability in speak politely: **(b) kids implanted the communication ethic.** Kids since their early childhood should be planted the communication ethic so the kids will grow up be kids who have ethic in every acts that they made, because the main factor in relationship with others is the manners or politeness in talking. Talking with polite words is the main thing in implantation of ethic to the early childhood, where in Hindu religion Holy Book Canakya Nitisastra III.13 mentioned, "who is the stranger if she/he talks nicely and interesting". **(2) The ways in implanting the Balinese language as a communication media since the early childhood.** Implanting the Balinese language. Implanting Balinese language as habit can be done at home and in society, because the kids get the implantation of ethic for the first time happen in the home environment, and next the implantation of the ethic through Balinese language can run continuously, so the society also has responsibility to implanted the Balinese language since the early childhood age, so the ethic implantation since the early childhood can be reached. The ethic implantation since the early childhood need other people help, just like what has been said by Vygotsky, that the child development need help from the people around. Vygotsky has belief that the importance of the society influence in the early childhood cognitive development.

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## **ECOFEMINISM FOR ETHICAL BEHAVIOR FIGURE MABEL IN THE NOVEL *TANAH TABU* BY ANINDITIA S. THAYF**

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### **Abstract**

*This study aimed to describe the ethical behavior of leaders Mabel as a form of resistance based on the oppression of women as a result of production activities which impact on environmental degradation and livelihood of women in Timika. This research uses descriptive qualitative method. Sources of data in this research is the novel Tanah Tabu Anindita S. Thayf work consisting of 237 pages, published by PT Gramedia Pustaka Utama in 2009 and used a technique carefully consider and record, directed, and careful review of the literature as a form of targeted research Soil novel text Tabu to obtain the desired data. The results of this study indicate that the ethical behavior of leaders Mabel (1) simplicity, and (2) concern. Both of these figures show how the struggle Mabel in demanding rights and justice for women who suffer on their land as a result of greed rulers who do not care about the impact of environmental damage.*

*Keywords: Ekofeminsme, Ethics, Relationships Women and the Environment*

### **Introduction**

As a work of literature, the novel can be seen as a portrait or a reflection of the life of a community, as proposed by Stanton (2012: 112) that the creation of literary works linked to the world view of the authors formed by the experiences of his life. In line with the opinion of the Stanton, Teeuw (2013; 253), suggests that certain literary system does not grow and develop in isolation mutlak. Hal concluded that a lot of things that can be expressed through his literary writers, one about women and the environment.

Talking about women and the environment also emerged a movement ecofeminism. Ecofeminism movement emerged as a form of change in the environment with regard to the existence of a close relationship between women and nature that is based on institutional oppression by the patriarchy and men's roles are dominant, as well as positive identification of women with nature. So ecofeminism born out of growing concerns on the issue of environmental damage is considered to have a correlation with the discrimination experienced by women.

Ecofeminism itself an offshoot of feminism, ecofeminism taunn leveled first time in 1974 by a French feminist Françoise d'Eaubonne, in the book *Le Feminisme ou La Mort*. Through this book, Françoise d'Eaubonne uploading human consciousness, especially women, will be the potential for women to have an ecological revolution in saving the environment (Keraf 2010: 145). Ecofeminism was categorized as social ecology, while ecology studies the relationship between humans and the environment, linking the natural sciences with the humanities is interdisciplinary. Ecological consciousness about to see the reality of this world is integrally holistic, that the world is one that turned out to contain a lot of diversity Buntaran in (Astuti 2012: 50).

According to Des Jardins dala Keraf (2016: 153) even though there are many differences between ecofeminism and social ecology, both of them have some similarities. Similarities between the two main dai they both assume that the destruction and ecological crisis is basically caused by the logic of domination masyarakat modern, Western society especially with all the progress that has been achieved, including the fields of science and technology. This perspective is spawned the exploitative and destructive behavior towards the

environment. The statement reinforces that ecofeminism opposes the Western view, which is atomistic, mechanistic, dualistic, and reductionistic.

Ecofeminism rejected the starting point of the view of Francis Bacon's recognition process knowledge. Bacon's famous motto "Science is power" to make aware of activity leads to the mastering process. Becoming acquainted devoted to mastering an activity that is inhumane because it can bring out the logic of oppression and exploitation. Activities to know and recognize the creative and humane is admired. The basis of a process to know, to know, to find out about something is awe. Admiration is the mother of all sciences (Woi, 2008). Admiration is the starting point for understanding social reality and the universe as a constructive and positive.

There are ethical principles developed in ecofeminism in preserving nature. Ecofeminism considers that ethical principles are not a rigid obligation that applies absolutely but is contextual. Ethical principles that are intended, ie, responsible for the integrity of the biosphere, cosmic solidarity, maintain harmony with nature, to establish similar relationships, caring, and simplicity.

The main contribution of ecofeminism is to help us understand the root causes of the environmental crisis, which is rooted in the dominance of any attempt to save the environment will not be a lot of results if not accompanied by efforts to remove the patriarchal perspective and hierarchical in modern society today. Along with the emergence of ecofeminism movement is also, then also born literary works especially novel that addressed issues of environmental crisis which affects the oppression of women.

Novel *Land Tabu* works Anindita S. Thayf is one novel that reveals the reality that occurs in the community, especially about the environmental damage that affects the lives of women in Timika. Natural damage occurs due to the production activities of the company's gold, resulting in a neighboring mine can not benefit from the forests, because the mountain is sacred and animal habitats have been destroyed. Seeing this, women can not do the job properly, because the rivers can no longer be used for washing and other purposes.

Environment and its problems are not gender neutral. When there is damage to the environment, women are the most at risk. Not only because women close to nature, but because nature itself has a gender dimension. In that dimension that makes the relationship between women and nature is very strong, so when there is damage to the environment, women will feel pain for what happened anyway, because indirectly it is the women who will feel the impact.

As a result of the negative impact felt by women make the characters in the novel *Land Mabel Tabu* works Anindita S. Thayf explain their ethical behavior that shows how the struggle to demand rights and justice for women who suffer on the ground of their own. As a result of the greed of rulers who do not care about the impact of environmental degradation is the role of women in Timika no longer properly.

Women should simply set the domestic economy unencumbered by the heavy workload, but from the story presented in the novel *Land Tabu* works Anindita S. Thayf the contrary, it is women who are burdened with heavy obligations, should be the backbone of the family, caring for children, even the humiliation of women often become the object of violence from the men who caused the family economy that is no longer sufficient to meet the cost of living.

Damage to the environment make local communities can not they just rely on nature, the industrial influx has changed the way of life that naturally become more modern, but not all people can adapt to a new way of life. Not only the environment contaminated with industrial waste, but also a way of life had been contaminated by the bad effects of their gold company. On condition that the authors were interested in assessing novel from the perspective of ecofeminism with a focal point on ecofeminism as ethical behavior Mabel character in the novel *Land Tabu* works Anindita S. Thayf.

### **Method**

This study examines the ethical behavior ekofeminsem as *Mabel* character in the novel *Land Tabu* works Anindita S. Thayf. Sources of data in this research is the novel *Land Tabu* works Anindita S. Thayf. Thickness of the novel as a whole is 237 pages, published by PT Gramedia Pustaka Utama in 2009. Mechanical consider and note a key instrument in doing penyimakan careful, focused and careful review of the literature as a research target in the form of text to obtain novel *Land Tabu* the desired data.

The results of these refer, then recorded to be used as a source of data to be used in the preparation of the study in accordance with the aims and objectives to be achieved. Technique performed after data collection is data analysis. The data analysis is an important factor in determining the quality of research results. The method used is descriptive qualitative method. This qualitative method aims to reveal all the problems that have been mentioned in the formulation of the problem. Descriptive method used to describe the problems that became a topic in the study of the sources of the data obtained in order to get a more detailed discussion.

### **Results and Discussion**

#### **Ekofeminsem For Ethical Behavior**

Ecofeminism is a form of study of environmental ethics that want to sue, and to break the prevailing dominant perspective in modern society and also offers a perspective and new behaviors to cope with today's environmental crisis (Keraf 2016: 144). As a study of environmental ethics, ecofeminism is this part or branch of feminimse, in other words ecofeminism associated with ethical behavior of a person, and someone who dimaksudkan here of course is for women who struggle to demand the freedom over oppression caused by damage to the surrounding environment

Ecofeminism part of the environment, then the current view of human unity with the environment can be said that human beings have an independent value. According Suliantoro in (Endraswara 2016: 43) there are six ethical principles that must be developed ecofeminism in an effort to preserve the environment, namely: (1) is responsible for the integrity of the biosphere; (2) maintain harmony with nature; (3) establish similar relationships; (4) concern; and (5) simplicity. In line with the above principle sixth novel *Tabu Land Anindita S. Thayf* work also shows how the ethics pereilaku ekofeminisme affecting a person, namely the ethics of *Mabel* figure who became a central figure in the story. The ethical principles that seen in the story that is the principle concern and simplicity.

#### **a) Simplicity**

The principle of simplicity is the ability to control himself to things that are a pleasure lahiria, against the selfishness and greed of human attitudes in utilizing what is available in nature. Lifestyle *Mabel* in the novel was very sederhana. Although he lived and live in their ancestral land itself, but to stay even he had to rent a house belonging to migrants, potluck meal with a menu like tubers are planted himself in the garden

*Our sacred soil, son. Taboo. Almighty created specifically for us, do you know why? Because He knows we can be relied upon to protect. "I told thee, Leksi, that is why our ancestors since the first simple life. As it is. Take necessary from nature to be kept as a legacy for children and grandchildren. You and turunanmu later. However, unfortunately, boy, there dianatara descendants of our ancestors that it gives our heritage to foreigners. Not only that, he also became involved as their mala "(TanahTabu page 74).*

The principle of simplicity is very favorable to the preservation of the ecosystem. From the quote above shows how *Mabel* figures assume that the simple life is the right way to appreciate what God has given. Living simply does not mean people should not use the results of an ecosystem that is in the neighborhood, but need to be careful and keep in order to avoid extinction. This means that as human beings should certainly enjoy what nature has been

prepared, but just enough to enjoy a good manner and be responsible without abandoning any environmental ethics.

In basically humans have equal position and equal to nature and all other living creatures. This has encouraged the character *Mabel* prefer to live simply and embed these principles to children and grandchildren so that one day no human being greedy, but be a man who cares about the environment. *Mabel* believe that essentially the man has a moral obligation and responsibility towards nature, even though he can not change anything that has happened as a result of waste from gold companies, but through ethical behavior shown in figure *Mabel* in the story already shows how his opposition to parties Arafat was responsible for the environmental damage that has occurred.

*"Let us just eat taro, petatas, and sago rather than eat rice and bread as gerson it, but forgot his own skin and curly hair and black. People are so de pu nature tralaku e ...  
"(Tanah Tabu page 74)*

Moral obligation and responsibility are believed *Mabel* to keep this nature can also be seen from the above quotation, though the obligations and responsibilities that he believes it is not the form of the act, but can shaped minimal to no action detrimental universe and everything in it, which is like life simple, utilizing the results of the natural taste for life. *Mabel* also vehemently opposed to anything that resulted become corrupted nature, the simple life rather than become traitors to their own ancestral nature. Here is an excerpt of the novel *Tanah Tabu* creation Anindita S. Thyaf describing how *Mabel* life in simplicity.

*Mabel house rental house still belongs migrants, although built on the land of his ancestors. The food menu also remains the same: sago, petatas, taro and vegetables from the garden. The new rice and meat tasted when no additional income or a party invitation. The tersimavn shabby clothes in the closet already forgotten when he bought (Tanah Tabu page 147).*

Despite living *Mabel* is very simple that is far from worthy of what land he lived was ground ancestors made her feel better than should be the one to mengiginkan live in luxury false at the expense of nature, for him to live in luxury at the expense of nature then not there will be more balance and mutual relationship between man and nature as it should be.

*Mabel* understand themselves as part of the integral nature and should take advantage of it is enough, there are limits to live decent lives as human beings, then the simple life a principle that is the basis and believe in the law of nature makes *Mabel* feel no need to be greedy like strangers who exploit their ancestral lands without limits.

## **b) Concern**

*Mabel* figures have the value of caring for the environment so that he feels have the obligation to protect and preserve the environment are regarded as ancestral lands. It comes from the attitude or behavior of *Mabel* figures in bold express dislike of foreigners who considered damaging to the environment without charge.

*"If dogs and cats loyal to his master to his home, the company at the end of the road just stick with our gold. No matter whether soil, water, and the people we are so damaged karenannya, which is important all got their gold. They are so rich, we are left destitute. Poor to own land! " (Tanah Tabu, page 108).*

From the quote above shows how *Mabel* hatred against foreigners who take advantage in their ancestral land degan a devastating effect on communities around the neighborhood. This gives rise to a sense of concern *Mabel* bravery in him, daring in the sense here showed through his behavior in talking mengelurkan opinion about the bad things that happened regardless of the result of their actions.

*Mabel* Courage is a reflection of the attitude of reverence towards nature, because for *Mabel* respect for nature is a basic principle for humans, not only respect but also keeping is an obligation, because human life depends with nature. So if the environment is damaged by the act of people who are not responsible, then *Mabel* would feel the pain.

Damage to the environment not only makes the surrounding habitat becomes damaged, but it also will have an impact on human life and of damage will cause a bigger problem, as happens in the novel *Tanah Tabu* creation Anindita S. Thayf that tell about the conflict caused by greed parties that harm the environment and human surroundings

*"Jih .. those people do not have the kinds of pikirankah? Brothers kill each own when the wrong outsiders "*

*"Who is wrong, Mabel?"*

*"Who else if not the gold company? They did so, son. Always make chaotic and violent. Tipu continues! And there! Because of them, people become a fight like this. Some are dead, sick, poor, suffering. They just want our gold, Leksi, regardless of whether we have to live hard or going to die all "(tanah Tabu, page 112).*

Not only mngakibatkan conflict between siblings to be able to kill each other, poverty, hunger, illness and even too often often experienced by women and children. Endless suffering makes *Mabel* leaders dare to slit even scolding people who he feels partly responsible for what happened to the suffering menimpah herself and other women. Hatred *Mabel* made he did not want to believe the sweet promises given by the parties who are just looking for a profit and does not really care about their fate. *Mabel* attend and voice their opinions on this aversion occurs also when the elections where the local people were asked to choose candidates for regent and deputy regent, but he was always ready to hostility karanea he would not choose a single candidate between the regent and deputy regent.

*"Those people do not realize? Instead, they are making smaller the oppressed people. Promises alone. Nonsense. Chi! If they really want to help, why should have to wait until the election is over? Do they think this could be full stomach if only disis Wind " (Tanah Tabu, page 146).*

*Mabel* feels it is pointless to choose a leader because it did not reduce the suffering that exists, bahkan further increase the suffering of the common people. *Mabel's* scathing comments from making one among candidates for regent and vice regent felt anger and indignation over what he said

*Pace Gerson shanties Mabel came with a group of burly men. They are bouncer paid, everyone knows, except Leksi. Pace Gerson was reprimanded Mabel met with tirades spiciness once again, until the man was going to leave a threat (Tanah Tabu, Page 173-174).*

Knowing that *Mabel* did not care about the threats directed at her, because she just wanted to open the eyes of the community not to select a leader. He ignored all the risks that might be happening to her for one purpose: to protect 'land and lineage so as not to impact more severe by the greed of rulers greedy for position and power, so ignore the responsibilities that should be done is to maintain the land that has been passed.

*"Soon Mabel pursue Gerson pace to make the calculations. "Humans can only threaten, but not able to make it really happen real. Even if I have to die today, cause it certainly was not because of male sycophants. But because my death was already arrived. Usa so do not be afraid "(Tanah Tabu, page 174).*

From the above quotation proves that a *Mabel* cares about the environment and everything that happens around it. This occurs due to natural women and nature has a very strong relationship. *Mabel* inside there is a deep awareness that he is part of the elements of the biosphere. *Mabel* from any behavior that is based on the basic sense of concern is certainly not solely for his own benefit, he was one of the women who represent the voices of other women in utter a groan of misery which they have been natural for this. So there is a struggle for a sense of caring, caring for the land, water, air and even lifestyle of the people, especially women who have been damaged by the waste of the gold company in the novel.

### **Conclusion**

Ecofeminism is the literary context of glasses feminism explains the relationship of nature and especially women who became the focal point is the destruction of nature which are of direct relevance to the penindsan women. Based on studies that have been done in the novel *Tanah Tabu* creation Aninditia S. Thayf showed how ecofeminism as ethical behavior *Mabel* figure who became a central figure in the story. Ekofeminisme as ethical behavior *Mabel* figure in the form of simplicity and caring. Simplicity in question is ethical behavior grateful for what God has given, oppose all attitude of selfishness and greed to control himself against all enjoyment of birth which impact on environmental degradation. Living simply does not mean people should not use the results of an ecosystem that is in the neighborhood, but need to be careful and keep in order to avoid extinction. Simplicity of character *Mabel* was born of a sense understands itself as an integral part of nature and should take advantage of it is enough, there are limits to live decent lives as human beings without being greedy man.

In terms of the care shown *Mabel* figures also intended to protect and preserve the environment damaged by parties who are not responsible. Ethics concern is born from the masculine perspective characterized by the dominance of that back confirming domination. Simplicity and this concern arose out of respect for nature, because for *Mabel* respect for nature is a basic principle for humans, not only respect but also keeping is an obligation, because human life depends with nature. When man can respect and appreciate nature that means man can receive take nature and everything in it has a moral status and rights, then as a real manifestation of the appreciation of human need to nurture, care for, emjaga, protect, and preserve the nature and all its contents.

Because if the environment is well preserved, we as human beings can feel the result is good too, but what if people are destroying the environment, the adverse impacts will be felt by humans sendiri as commonly happens that warming global warming causes climate change is uncertain, causing penyebarannya various diseases or failed crops for farmers, logging and agricultural expansion overload can cause erosion, fishing in the sea on a large scale without giving a chance to breed causing endless reserves of food by humans and populations in the sea itself, and many again. Adverse effects that occur are also evident in the novel *Land Tabu* works Anindita S. Thayf where people, especially women and children have to experience to share patients, friends with poverty, not enough to eat, even ditinggalinya house was far from decent. Many children who can not berkesekolah because of economic limitations. The women are often mengalamim domestic violence. All the bad things that happens is because of a lack of awareness of human ethics so ignore everything related to the environment.

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## **UTILIZATION MANAGEMENT LINOW LAKE AS NATURAL LABORATORY IN DEPARTMENT OF PHYSICS**

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### **Abstract**

*Linow lake in Tomohon city with a variety of physical phenomena has been used as an object of study a student majoring in department of physics Faculty of Mathematics and Natural Sciences, State University of Manado but there is no systematic plan and has not carried out regularly as part of the lecture. This research is gradually developing the use of the lake as a natural laboratory integrated with lectures, which systematically and tiered build student competence, ranging from the observation of natural phenomena to study for a minithesis. Stages material and field activities developed adopt the learning cycle 5E (E1: engagement, E2: exploration, E3: explanation, E4: elaboration, E5: evaluation) as a reference for the development of competence, associated with the stages of field activities (K1: recognition and appeal of the object of study K2: exploration of the object of study and build skills: lab work, K3: deepening and elaboration of knowledge and skills in the field of geothermal through independent research (or collaboration), and K4: comparative research, applied and competency evaluation for the development of independent activity. Components of executive management activities include: leadership of majors and programs of study, the team of subject-related and the team of researchers, a graduate student whose minithesis and student groups mentor / facilitator and student groups target (first to forth semesters). Research generates formulation activities in the six zones varied manifestations associated geothermal physical phenomena and ecosystems. The results also showed that the development activities gradually adopt a systemic cycle 5E provides guidance to students to carry out field activities and the development of independent activity. Model mentoring (student participants in the previous year) were effective in building interaction, improve productivity and quality of field activities of the target student group.*

*Keywords: Laboratory of Nature, Physical Phenomena, 5E Cycle, Management*

### **Introduction**

Trumper (2003) noted the importance of laboratory and field activities for student activity observation, experimentation and testing. Observation activities, field measurements can improve their understanding / comprehension of students to the object being studied while building mastery of procedures and processes studied objects in nature. The procedure experimental activities using the steps in the research is a method of teaching and learning methods are most effective to build student mastery on innovations (Xiaolai and Qinghuai, 2011). The principles of constructivism in the development of learning authentic through experiments in the laboratory and in the field (Trumper, 2003) are: (1) cultivating the art or the pleasure of doing the experiment, (2) Build skills of experimentation and analysis, (3) study the concepts : lab helps students to master the basic concepts of physics, (4) Understand the basic knowledge in physics such as how to make direct observations, recognizing the process of building knowledge based on theory or experiment, (5) develop collaborative learning skills

Results of research Nilsson et al (2006) showed that a wide variety of field conditions can effectively be used by students (students) to make observations, and compare the



observations with one another. Importance of learning activities in the field, among others, proposed by Edwards (2003) which states that there is no knowledge without context and processes to build knowledge. Higgins (2002) suggested that learning in the field can increase knowledge and understanding about the real world, systems and processes in the environment so that it can build responsibility to the environment. Learning in the field have an impact long-term memory (longterm memory) that can strengthen the relationship between affection and cognition as well as a bridge to further learning. According to Popov (2008), the learning of science in the context of the real world more fun student to perform the learning process or inquiry skills such as: observe, measure, classify, test hypotheses, etc.). According Stohlmann et al (2012), learning approaches need to develop the students knowledge in order to capture the concept of the process. Slingsby (2006) points out his belief that the future will be based science learning field activities.

Utilization of the Lake Linow for field activities students of Department of Physics was developed through the stages of adopting the 5E learning cycle (E-1: engagement, E-2: Exploration, E-3: Explanation, Elaboration E-4 and E-5: Evaluation). Explanation 5E learning phase by Bybee (2006), are as follows:

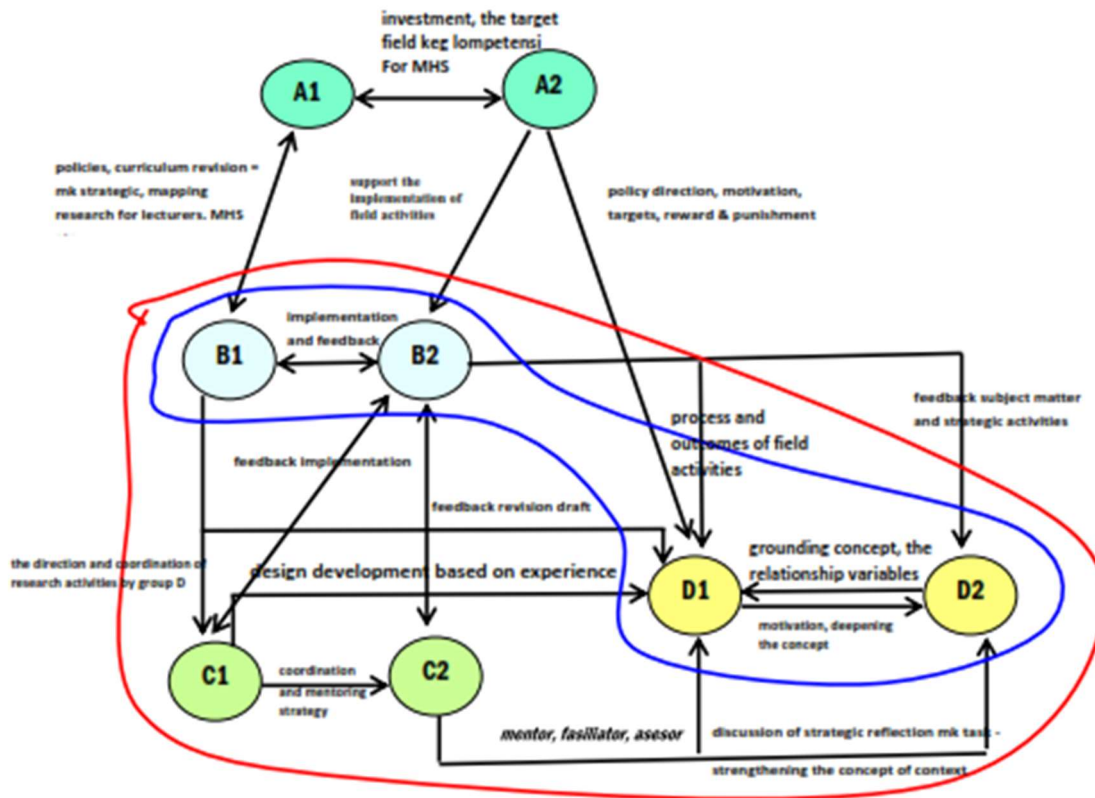
1. **Engagement (Preparation)**. In this phase, the teacher-assess prior knowledge (prior knowledge) students and help them to be interested in new concepts through the use of short activities to spark curiosity. Activities undertaken must connect between previous learning experience with a learning experience that will be performed, exposing the preconceptions that have been owned by the students, and organize students' thinking to achieve the goal of learning to be implemented.
2. **Exploration (exploration)**. In the exploration phase (exploration) students have the opportunity to do activities in which concepts they already have, misconceptions, the process of learning and skills identified and facilitated the conception change. Students can complete the laboratory activities that will help them use prior knowledge to generate new ideas, exploring the questions and the possibilities, and to design and carry out the investigation.
3. **Explanation (explanation)** . Phase explanation (explanation) focus student attention on a particular aspect of their learning experience in the engagement phase (preparation) and exploration (exploration) and provide the opportunity to demonstrate understanding of concepts, science process skills, or a certain behavior. This phase also provides an opportunity for teachers to directly convey the concepts, processes, or skills. Students explain their understanding of context-concept. Explanation of teachers can guide them to a deeper understanding, which is the most important part of this phase.
4. **Elaboration (elaboration)**. In the phase of elaboration (elaboration) teachers challenging and expanding the conceptual understanding and skills of students. Through learning experiences that new students build deeper understanding and broad, obtain information, and skills. Students apply their understanding of certain concepts by conducting additional activities.
5. **Evaluation (evaluation)** . In the last phase of this 5E learning cycle model, namely the phase of evaluation (evaluation), students attempt to self-assess their understanding and capacity. Also in this phase the teachers also had the opportunity to evaluate the progress of students in achieving the learning objectives that have been set.

Adoption 5E model for the development of natural lab is the stage to build competence in students through lectures task field with focus gradually from E1 s / d E-5. Adoption is an extension 5E learning cycle learning stages developed into a stage of development of competence of students of the first semester (E-1) to final semester doing research and describe the results of a comprehensive study (associated with the E-5).

### Research Methods

The design stage of the development activities of natural lab includes components and roles are presented in Figure – 1.

Figure 1 . Stages, component management (roles and functions) in the development of the use of the lake Linow as a natural lab



Components which are in a closed curve in blue is a management component or implementing the research activities in 2014. The executive component consists of the team of researchers and students of the target (D). Students are students first half goals s / d IV. Activities include field-level activities 1 (K1: recognition and appeal of the object of study), and level-2 (K2: discover the object of study and build skills: lab work). Competence cycle development include E1, E2, and E3. the components of management development and implementation design lab activities in 2015 include the team of researchers and lecturers subjects related (B), student researchers (thesis) and student mentor (C) and students target (D) (component bounded closed curve in red). Student researchers are students who do research physics and physics education about physics objects in each zone of observation. Student mentors are students who join field activities in the previous year be a mentor to the student target (the participants in the 2015 first half of the student s / d VI). Scope of competence development cycle is E1, E2, E3, and E4 categories of activities K1, K2, K3. K3's core activity is the deepening and elaboration of knowledge and skills independently. Feedback management (implementation of the role and function of natural lab development component), the development of materials and activities into the revised management, materials and activities in 2016. The components of management and executive development activities and its role in nature lab and function of all components in Figure-1 , Components with implementing field activities, the leadership of majors and courses (A), the team of subject-related and a team of researchers (B), a group of student researchers and students mentor (C) student groups target. The student group researchers and students varies from year target, while a student who becomes a mentor tiered activities of the semester to semester of appropriate road map, participation in the activity levels of the previous year. In each stage

of development are evaluated and revised system management (the role of the components, activities supporting elements such as the availability of teaching materials, equipment, activity guides, evaluation instruments etc.), evaluated the range of material and alternative student activities.

### **Result**

The results of the study described herein is the result of research in 2016 which includes the results of research and utilization of feedback study in 2014 and 2015. The management component of natural development lab in 2016 include all the components shown in Figure-1. The results of the study are as follows:

1. Formulation development activities on the lake Linow natural lab. Step lab development activities undertaken Linow natural lake in 2016, referring to the stage of development in 2014 and 2015 is as follows:
  - a. The formulation of the idea of research utilization d. Linow for field studies in stages, in accordance with the duties tiered lecture policy (Strategic Studies of Physics and Physical Education).
  - b. Elaboration of the draft field activities as a strategic task of the course (the Review syllabus)
  - c. Establishment of the research team and development team field activities, according to its competence and academic experience
  - d. Formulation cycle stages of field activities adopt 5E, perform initial and formulate draft zoning activities in each zone
  - e. The formation of student groups as targets for the development of a tiered activities, referring to 5E cycle.
  - f. Establish focus (reference, targets, criteria) activities of the field, including interaction lectures with field work, the role of the team management component lecturers and students subject strategic targets.
  - g. Formulating a conceptual area of research, includes all management components, roles and functions in supporting the design and implementation of design utilization Linow lake as a natural lab
  - h. Implementation of field activities, validation / revision of the scope of activities, forms of activities according to the characteristics of the zone, formulate alternative scenarios and guide each activity category (reference 5E), evaluate the process and the performance of groups of students
  - i. Analysis of field data about the object of study (ecosystem each zone: variables as well as the spatial distribution and temporal changes), as reference data for the implementation of regular activities
  - j. Analyzing the achievements of student group activities, and reflecting on the process and outcomes as input for the revision of the design and development of alternative activities. Data process and student achievement is also a lecture feedback (directly to the course and not directly related to the course).
  - k. Conduct research and formulation FGD tiered assignments (materials, activities, targets, according to the cycle from evaluating networks between 5E)
  - l. Establishment of policies to support the implementation of field activities

The stages of this activity can be used as reference for the development of natural laboratory, based on the stage of research using the framework of qualitative research approach that includes analysis and quantitative description.

2. Zoning and determination of competency development cycle as the reference activity

**Table-1. Zone development lab activities, competency development cycle and alternative field activities**

No	Zone	Cycle 5-E as milestones field activities	Alternative field activities (K)
1.	A. The western part of the lake	E1-E2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4
2.	B. The Northern part of the lake	E-1, E-2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4
3.	C. The Eastern part of the lake	E-1, E-2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4
4.	D. Steaming ground in the north of the lake	E-1, E-2	K1, K2
		E-3, E-4	K2, K3, K4
5.	E. The land south of the lake	E-1, E-2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4
6.	F. wooded land (south of the lake)	E-1, E-2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4

**Notes :** K1 = recognition and appeal of the object of study, K2 = discover the object of study and build skills: lab work, K3 deepening and elaboration of knowledge and skills in the field of geothermal through independent research (or collaboration), K4 = comparative research, applied and competency evaluation for the development of independent activity in the field of geothermal

3. Description form field activities on the lake Linow

a. Activity level-1 (K1): recognition and appeal of the object of study

- 1) Conducted in the first half - the target students are students of the first semester
- 2) The activities of (groups):
  - a) Scientific tourism, students are introduced to the first semester of geothermal phenomena, the public properties geothermal conditions, usefulness and utilization of geothermal energy and geothermal ecosystem - performed entirely on location (lake Linow)
  - b) discussion: the experience of the introduction and geothermal events, basic knowledge about the utilization of geothermal energy, knowledge about the utilization of geothermal ecosystem (travel, health, etc.) - implemented on site
  - c) Assignment: students read reference, describes the tourist experience and the results of the discussion associated partnered with reference, write down a plan personal development activity related to the development of knowledge, skills and affective competence fields of geothermal, write a personal commitment to follow a program of lectures and independent activity in the gradual development of competence in geothermal

3) Implementing activities: (1) the faculty team implementing field activities Level-1, (2) the team of subject that is directly related to the field operations level-1, (3) final year students (who are or have been following the activities of field level-4)

4) Timing of: adjusting the number of students of the first semester, with a target of a student attends twice fieldwork

5) Indicators of activity: developed based indicator E1-E2.

b. Activity Level-2: discover the object of study and build skills: lab work

- 1) Implemented in semester 3 to 6
- 2) Form of activity: lab
  - a) Students learn methods of measuring, determination of the transect, the principles of determining the location of measurement / sampling
  - b) Students take measurements of physical and chemical variables (directly on the ground or through the testing of samples in the laboratory)

- c) Students identify and perform measurements at multiple positions appearance (phenomenon in the field) are different, as well as explaining the discrepancy.
- d) Students do prepare reports practical activities, which includes (a) the background of practical activities, (b) the purpose and benefits (for the development of competencies and personality), (c) literature review (relevant to the material, activities and methods) (d) methods of measurement and data analysis, (e) results and discussion, (f) conclusion
- 3) Implementing activities: (1) the faculty team executive level-2 field activities, (2) the team of subject-related practical activities, (3) final year students (who are or have been following the activities of field-level 4)
- 4) Timing of: four semesters starting from the 3rd semester to 6 semester. Each student must conduct field-2 levels four times during the four semesters (semesters 3 to 6). Three activities implemented as practical activities of related lectures, and the project is implemented as an independent lab activities. Self-directed practicum as a pilot for a 3-level activities that thesis research. Independent lab activities can be done through the participation of students as personnel data collectors and data analysis more senior thesis student, or a faculty research.
- 5) Indicators of activity: developed based on indicator E2-E3.
- c. Activity Level-3: deepening and elaboration of knowledge and skills in the field of geothermal through independent research (or collaboration)
  - 1) It was held on the 6th semester s / d 8, depending on the readiness and progress of students study
  - 2) Form of activity: research for thesis
    - a. Students define the scope and focus of research independently, or translated from one study umbrellas (for the study design collaboration)
    - b. Students design a research scenario that includes the steps of research, study variables, research methods (determination of the transect and position measurements), methods of data analysis based on the results of a comparison study and general reference. The basic design is consulted with a team of field operations supervisor level-3, is for standardization of materials research thesis (especially research methods), controlling duplication of research, landing synergy with the framework research competence development of geothermal fields.
    - c. Students prepare proposals thesis under the direction of the team supervisors assigned by the Head of Geothermal Studies Program
    - d. Students conducting seminars proposal to get feedback on the draft research and thesis writing
    - e. Students planning field activities, conducting observations / measurements, analyze the data and compare it with previous research and references, and write a complete draft thesis
    - f. Student describes the results of research (the material scope of research, studies supporting references, research methods, research and discussion, conclusions and recommendations)
  - 3) Implementing activities: (1) the faculty team implementing 3-level field activities, (2) teams thesis supervisor, (3) final year students (who are or have been following the activities of field-level 4)
  - 4) Timing of: during the semester 6 semester 8.
  - 5) Indicators of activity: developed based indicator E3-E4.
- d. Activity Level-4: comparative research, applied and competency evaluation for the development of independent activity in the field of geothermal
  - 1) Event-Level 4 is directed as activities related internalization of student competence sensitivity, concern for the problems of geothermal.
  - 2) The following activities: (1) research and development (comparative to experience in research thesis), (2) give assistance (counseling and guidance) for the other

- students in the field activities level-1, level-2 and level-3 (3 ) makes writing scienctifically related research results, (4) made a study of the issues / problems geothermal. Each student must perform field activities (or the development of field activities) Level-3, by selecting one or more focus of the activities mentioned above
- 3) Implementing activities: (1) the faculty team implementing field activities Level-4 and leadership courses, (2) the partner institutions directly related to the implementation of the research partnership activities, seminars etc.
  - 4) Timing of: during the semester 7 to 8 semesters.
  - 5) Indicators of activity: developed based indicator E4-E5.
4. The perception of students toward the object, activity design and implementation of field operations management
- a. The development phase E1 s / d E2 (activity K1, K2)

**Table-2. Summary results of the evaluation to the category of the development cycle E1 and E2**

Zone	Characteristics phenomenon	Activities and category 5E	Category appeal for location and activities by student groups					
			1	2	3	4	5	6
A	Manifestations of hot water, the temperature variation of 50 ° C - 70 ° C, the water changes color seen from a distance	Leisure (E1)	3	3	3	3	3	3
		Survey and observation of phenomena (E1 and E2)	3	3	3	3	3	3
B	Water with a low temperature, 22 ° C - 28 ° C, fluctuating because the sun shines, there are biota and habitat poultry	Leisure (E1)	3	3	3	3	3	3
		Survey, an observer physical phenomena, biota (E1, E2)	3	3	3	3	3	3
C	Hot spring small scale, on the edge of a shallow lake, with temperatures varying between 30 ° C - 70 ° C, with an area of: a radius of about 1 m	Leisure (E1)	3	3	3	3	3	3
		Survey, an observer phenomenon of physics, chemistry and water temperature measurements (E1 and E2)	3	3	3	3	3	3
D	steaming ground with a radius of 5 m center manifestations, is a limestone land without land cover	Leisure (E1)	3	3	3	3	3	3
		Survey and observation of phenomena of physics, chemistry (E1 and E2)	3	3	3	3	3	3
E	steaming ground with spatial variation of high soil temperatures characterized by grasses and small trees	Leisure (E1)	3	3	3	3	3	3
		Survey, observation of phenomena of physics and biology, measurement of physical variables (E1 and E2)	3	3	3	3	3	3
F		Leisure (E1)	3	3	3	3	3	3

The land is overgrown with trees kind of microclimate influenced by thermal manifestations of the lake and surrounding land	Survey, an observer vegetation condition and identification of the type of vegetation, land ermukaan temperature measurement (E1 and E2)	3	3	3	3	3	3
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Category scores appeal object (phenomenon) and activities: 3 highly motivated, 2 pretty motivating, one does not motivate

b. The development phase E3 s / d E5 (K2 activities, Ke, K4)

**Table-3. Summary results of the evaluation to the category of the development cycle E3, E4 and E5**

Zone	Characteristics phenomenon	Activities and category 5E	Category relevance of an object with field activities					
			Group					
			1	2	3	4	5	6
A	Manifestations of hot water, the temperature variation of 50 ° C - 70 ° C, the water changes color seen from a distance	Observation / measurement of physical variables (E2-E3)	3	4	3	4	3	4
		Research and explanations related to the measurement of the physical properties (E3 and E4)	4	4	3	4	3	4
B	Water with a low temperature, 22 ° C - 28 ° C, fluctuating because the sun shines, there are biota and habitat poultry	Observation / measurement of physical variables (E2-E3)	3	4	3	4	3	4
		Research and explanations related to the measurement of the physical properties (E3, E4)	3	4	3	4	3	3
		Research and comprehensive explanation of the phenomenon of the relationship between miscellany bell with biological and physical environment (E4-E5)	4	4	3	3	3	3
C	Hot spring small scale, on the edge of a shallow lake, with temperatures varying between 30 ° C - 70 ° C,	Observation / measurement of physical variables (E2-E3)	3	4	3	3	3	4
		Research and explanations related	3	3	3	3	3	3

	with an area of: a radius of about 1 m	to the measurement of the physical properties (E3, E4)						
D	steaming ground with a radius of 5 m center manifestations, is a limestone land without land cover	Observation / measurement of physical variables (E2-E3)	3	4	3	3	3	4
		Research and explanations related to the measurement of the physical properties (E3, E4)	3	4	3	4	3	3
		Research and comprehensive explanation of the phenomenon of the relationship between the physical variables and environmental biology (E4-E5)	3	4	3	4	3	3
E	steaming ground with spatial variation of high soil temperatures characterized by grasses and small trees	Observation / measurement of physical variables (E2-E3)	3	4	3	4	3	4
		Research and explanations related to the measurement of the physical properties (E3, E4)	3	4	3	4	3	4
		Research and comprehensive explanation of the phenomenon of the relationship between the physical variables and environmental biology (E4-E5)	4	4	3	4	3	4
F	The land is overgrown with trees kind of microclimate influenced by thermal manifestations of the lake and surrounding land	Observation / measurement of physical variables (E2-E3)	3	4	3	4	3	4
		Research and explanations related to the measurement of the physical properties (E3 and E4)	3	4	3	4	3	3
		Research and shifts comprehensive explanation of the phenomenon of the relationship between	3	4	3	4	3	4



miscellany bell with  
biological and  
physical environment  
(E4-E5)

Category scores appeal object (phenomenon) and activities: 4 highly relevant, relevant 3, 2 less relevant, one irrelevant.

5. The role and performance indicators designed development and management components implementation field activities on the lake Linow

**Table-4. The role of components and component performance indicators in the management system development and implementation design lab activities natural lake Linow**

<b>Component</b>	<b>Role / learning conditions</b>	<b>Indicator / scope of indicators</b>
A Leadership Programs / Prodi	1 Policy implementation of field activities	The formulation of the curriculum and the content field activities, the object mapping and form field activities (department of physics and an educator physics), the establishment of strategic mk for field activities, policies to support the dissemination of results of efficiency, competence development produktivity bag
	2 Tutorial and facilitating the development of field activities	Determination of strategic mk for field activities, the establishment of reference and allocation of field activities, targeting 5E cycles for competency development of students
B The team of lecturers	1 The design of materials and field activities	Determination of the object of study field and object characterization, formulation components fit the character object activities, formulation and appraisal targets cording lectures 5E cycle, the formulation of a facilitating role by lecturers and mentoring by graduate student for each stage of the cycle 5E
	2 Implementation of field activities	Identification of facts and factors affecting physical phenomena, concepts and networking concepts are related as final year students prepare reference materials and field activities, facilitating / supervising research students,
C. MHS graduate student and the previous year's participants	1 The design of lecture material field	Examining the draft material (context - the concept) refers to the formulation of the material and activities by the faculty team, develop guidelines according to the stages of field activities 5E, formulate choice of activities, formulating targets and principles of science process

		2	implementation activities	Directs and facilitates groups of students according to levels / cycle 5E, conducting the assessment process and the achievement of targets, evaluate and formulate draft revision, evaluation of activities and time allocation, formulating feedback for the development of materials and activities at other locations.
D	Students target (group 5E)	1	Implementation of field activities	Participation and the level of participation in group activities, initiatives to encourage the team to optimize the activities, initiatives to evaluate - reflection - correction and reporting of its activities, the intensity of the discussion (analysis and discussion of the results),
		2	Lecturing activities of strategic subjects	Participation and participation in lectures related strategic efforts to integrate the field operations with strategic tasks subjects, to reflect the contribution of field activities (each stage 5E) in the development of competence

### **Discussion**

The results showed that the Linow lake region has a diversity of manifestations of geothermal and good physical variables on water, soil, vegetation and air as a whole showing the variation in the ecosystem. The diversity of objects and physical phenomena allows for gradual development activities ranging from the introduction of the phenomenon (activity K1) to the implementation of an integrated research, covering the ecosystem components (K4). The ecosystem approach enables the development of research between faculty and students in a physics major or majors / fields of Mathematics others in the neighborhood such as Biology, Chemistry and Mathematics. The development of field activities simultaneously substance (material and form of activity) to the management system has spawned six zones with translation activities and student competency development cycle through field activities. Research development labs this nature using a framework approach to qualitative focus is the implementation of the study subjects strategic interactive with field activities in stages, with the area of conceptual dynamic include: the role of the leadership of departments / study programs, the role of faculty courses and faculty researchers, the role of student researchers and students who become mentors and student goals (strategic course participants). Students perceive very positively to the material, design activities and management of field activities (especially with the role of mentor) in building competencies through the stages of 5E. Model development and natural lab management system will be improved in accordance dynamics of lectures, educational policies and conditions / needs of students..

### **Conclusion**

Linow lake region has a diversity of manifestations of geothermal and its interaction with the ecosystem components as objects of the fieldwork and research in physics and physics education. Management development Linow lake as lab nature can be focused on the interaction of lectures with field activities, with regional conceptual management component that includes leadership roles majors and programs of study, the team of researchers and a team of course ideally, a graduate student who did thesis research and student groups mentor, and students target. Components are dynamic management that need development or

adaptation continues in the area of conceptual management system, referring to lectures focus and field assignments.

#### **Thank-you note**

This research received support from various parties. The research team would like to thank DRPM Higher Education, which has funded research, led majors and courses that motivates and supports the substance and implementation of the research as well as students who actively participated as a researcher, mentor and targeted testing of design for the development of materials and activities.

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## **IMPLEMENTASI METODE SOSIODRAMA DALAM PEMBELAJARAN UNGGAH-UNGGUH BAHASA JAWA DI SMPN 2 JOGONALAN KLATEN**

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### **Abstract**

*The study aimed to discuss the implementation of sociodrama method in teaching-learning Javanese language manners in SMPN 2 Jogonalan Klaten. The study used qualitative approach, while data collection was done through observation, interview, and documentation. The data analysis was done by using inductive technique through some steps those are data reduction, unitization and categorization, data display, and drawing conclusion. The study was done in two cycles that in each cycle consists of planning, action, observation, and reflection. The subject of this study was students class VII B SMP Negeri 2 Jogonalan Klaten. The data obtained by researchers was primary sources consist of students, teachers, and the headmaster of SMPN 2 Jogonalan Klaten. The result of this study was the students' competence in teaching-learning Javanese language manners has increased from the first cycle to the second cycle. It can be concluded that the use of sociodrama method is very effective to be implemented in teaching-learning Javanese language manners.*

*Keywords: sociodrama method, teaching-learning, Javanese Language manners.*

### **Pendahuluan**

Pendidikan merupakan salah satu hal penting di dalam kehidupan manusia. Banyak hal yang dapat diperoleh melalui pendidikan. Pendidikan juga memberi kontribusi yang sangat besar terhadap kemajuan suatu bangsa. Apabila pendidikan di negara Indonesia ini baik dan maju, maka Indonesia akan terbebas dari kebodohan, keterbelakangan, dan dapat meningkatkan kualitas sumber daya manusia agar bisa bersaing dengan bangsa lain. Adapun peran penting dalam proses pembelajaran adalah seorang guru. Pembelajaran dapat berhasil dan dilaksanakan dengan baik, apabila guru mempersiapkan rencana-rencana pembelajaran dengan baik pula. Selain mempersiapkan rencana-rencana pembelajaran, hendaknya guru juga memilih metode-metode yang sesuai agar materi dapat dicerna oleh siswa dengan baik. Keberhasilan proses pembelajaran tidak terlepas dari kemampuan guru mengembangkan model-model pembelajaran yang berorientasi pada peningkatan intensitas keterlibatan siswa secara efektif di dalam proses pembelajaran Aunurrahman (2012: 140).

Salah satu mata pelajaran yang diberikan di sekolah adalah bahasa Jawa. Mata pelajaran bahasa Jawa berfungsi untuk melestarikan dan mengembangkan budaya Jawa agar tidak hilang seiring dengan masuknya budaya asing. Budaya asing pada saat ini dianggap lebih menarik dibandingkan dengan budaya Jawa, karena hampir semua media sosial menggunakan bahasa asing sebagai bahasa pengantar. Bahasa asing yang sering digunakan tersebut menyebabkan generasi muda melupakan bahasa Jawa sebagai bahasa ibu mereka.

Bahasa merupakan cermin kepribadian seseorang. Bahkan, bahasa merupakan cermin kepribadian bangsa. Artinya, melalui bahasa (yang digunakan) seseorang atau suatu bangsa dapat diketahui kepribadiaannya (Pranowo, 2009: 3). Sama halnya dengan mata pelajaran bahasa Indonesia, di dalam mata pelajaran bahasa Jawa juga terdapat empat kompetensi saling berhubungan erat satu dengan yang lain dan harus dicapai siswa yaitu kemampuan menulis, menyimak, mendengarkan, dan berbicara. Keempat keterampilan berbahasa tersebut merupakan dasar untuk mengembangkan diri siswa dalam berkomunikasi di masyarakat. Pada saat ini, mata pelajaran bahasa Jawa masih menjadi mata pelajaran yang kurang dikuasai bagi sebagian besar siswa di Jawa Tengah, Jawa Timur, dan Yogyakarta, termasuk di dalamnya

siswa Sekolah Menengah Pertama (SMP). Mata pelajaran bahasa Jawa seringkali dianggap sulit padahal dalam kehidupan sehari-hari para siswa di Jawa Tengah, Jawa Timur, dan Yogyakarta menggunakan bahasa Jawa. Para siswa seringkali menganggap remeh mata pelajaran bahasa Jawa. Hal tersebut dikarenakan bahasa Jawa adalah mata pelajaran muatan lokal dan tidak termasuk dalam ujian nasional.

Dalam sebuah artikel berita yang dimuat dalam portal berita online Kompasiana (02/11/2013) dipaparkan bahwa bahasa Jawa memiliki beberapa dialek yang memiliki perbedaan antara satu dialek dengan dialek lainnya. Perbedaan dialek ini sedikit banyak menyebabkan siswa kesulitan belajar bahasa Jawa yang sesuai standar seperti bahasa Jawa yang digunakan di DIY dan Solo. Kesulitan ini dialami oleh siswa berdialek Jawa Timur yang belajar bahasa Jawa. Kesulitan tersebut disebabkan bahasa yang mereka gunakan sehari-hari baik dengan teman, orang tua, ataupun lingkungan sekitar berbeda. Perbedaan ini menyebabkan siswa kesulitan mencerna kata, merangkai kalimat, memahami isi bacaan, dan yang paling sulit adalah memahami isi dari *geguritan* (puisi bahasa Jawa). Yang paling menyedihkan adalah ketidakmampuan sebagian besar siswa saat mengubah basa ngoko (bahasa kasar) menjadi krama (bahasa halus).

Fenomena dan gejala yang sama seperti yang telah dipaparkan di atas, terjadi dalam pembelajaran di kelas VII B SMP Negeri 2 Jogonalan. Pada saat melakukan survei awal, yaitu pada bulan April 2015, sebagian besar siswa kelas VII SMP Negeri 2 Jogonalan kurang memahami mata pelajaran bahasa Jawa, sebagian besar siswa tersebut juga kurang menguasai keterampilan menulis dialog sesuai *unggah-ungguh* bahasa Jawa. Dari semua kelas VII, yaitu kelas VII A, VII B, VII C, VII D, dan VII E, kelas VII B adalah kelas yang paling kurang menguasai keterampilan menulis dialog berbahasa Jawa. Menurut hasil pratindakan yang dilakukan di kelas VII B, dari 36 siswa hanya terdapat 12 siswa atau 33,3% siswa yang sudah memenuhi memenuhi nilai Kriteria Kelulusan Minimal (KKM). Fenomena tersebut terjadi karena sistem pembelajaran di SMP Negeri 2 Jogonalan masih menggunakan metode pembelajaran konvensional. Minimnya kegiatan praktik menjadi salah satu faktor rendahnya keterampilan siswa dalam menulis. Siswa kurang mampu menumbuhkan imajinasinya apabila dihadapkan dengan topik yang tidak dikenal, hal tersebut membuat siswa kesulitan untuk melanjutkan tulisannya dan pada akhirnya tidak dapat melanjutkan kegiatan menulis.

Berdasarkan segi proses, pembelajaran masih dilakukan secara konvensional. Berikut langkah-langkah pembelajaran menulis dialog yang dilakukan oleh guru:

- (1) Guru menerangkan kepada siswa macam-macam *unggah-ungguh* bahasa Jawa, dalam hal ini adalah ragam *krama* dan *ngoko*.
- (2) Guru menugaskan siswa untuk menuliskan *unggah-ungguh* bahasa Jawa tersebut dalam buku catatan masing-masing.
- (3) Guru memberi contoh kalimat menggunakan *unggah-ungguh* bahasa Jawa kepada siswa.
- (4) Guru menugaskan siswa untuk menulis dialog sesuai *unggah-ungguh* bahasa Jawa.
- (5) Guru menilai pekerjaan siswa.

Dari paparan di atas, maka dapat diketahui faktor penyebab ketidakberhasilan pembelajaran menulis dialog, yaitu: pembelajaran *unggah-ungguh* bahasa Jawa masih berpusat pada buku ajar. Siswa yang belum paham dengan *unggah-ungguh* bahasa Jawa tidak mau bertanya kepada guru pada saat guru memberi kesempatan siswa untuk bertanya. Sebagian besar siswa tidak mau bertanya karena merasa malu dengan teman-temannya dan yang lainnya takut dengan guru. Selain itu, metode serta sumber pembelajaran yang bervariasi dan menarik minat siswa juga tidak nampak dalam pembelajaran. Hal tersebut membuat siswa menjadi jenuh dan tidak tertarik selama proses pembelajaran. Alokasi waktu yang tersedia juga menjadi permasalahan yang menyebabkan siswa tidak bisa memahami ragam bahasa Jawa sebagai indikator pelajaran. Berdasarkan diskusi yang dilakukan peneliti bersama guru, kegiatan pembelajaran menulis dialog berbahasa Jawa memerlukan metode yang relevan. Metode yang disepakati guru dan peneliti untuk mengatasi masalah pembelajaran tersebut adalah metode sosiodrama. Sosiodrama adalah sandiwara atau bermain peran yang bertujuan memberi informasi kepada masyarakat tentang masalah sosial (Widiahening, 2012: 253). Metode sosiodrama dapat dijadikan alternatif untuk meningkatkan keterampilan menulis

dialog berbahasa Jawa. Melalui metode sosiodrama siswa dapat mendramatisasikan sebuah masalah kemudian mempraktikannya dengan menulis dialog berbahasa Jawa, sehingga siswa dapat mencapai nilai Ketuntasan Minimal (KKM). Berdasarkan uraian di atas, peneliti ingin mengadakan penelitian dengan judul “Implementasi Metode Sosiodrama Dalam Pembelajaran Unggah Ungguh Bahasa Jawa di SMPN 2 Jogonalan Klaten”

### **Metode Penelitian**

Dalam penelitian ini peneliti menggunakan metode Penelitian Tindakan Kelas (PTK) dengan empat tahapan kegiatan pada setiap siklus yaitu: (1) perencanaan, (2) pelaksanaan, (3) observasi, dan (4) refleksi. Penelitian ini bersifat diskriptif kualitatif. Diskriptif adalah metode yang menuturkan dan menafsirkan data yang ada, misalnya tentang situasi alami, satu hubungan, kegiatan, pandangan, sikap yang nampak, atau tentang satu proses yang sedang berlangsung, pengaruh yang sedang muncul, kecenderungan yang nampak, pertentangan yang meruncing, dan sebagainya. Kualitatif adalah metode untuk menyelidiki obyek yang tidak dapat diukur dengan angka-angka ataupun ukuran lain. Karena disini peneliti mengamati objek secara langsung dan menggunakan metode yang sistematis dan objektif. Dengan menerapkan rencana penelitian secara seksama diharapkan penelitian akan berjalan sesuai dengan yang diharapkan.

### **Pembahasan**

#### **Hakikat Pembelajaran**

Pembelajaran merupakan proses interaksi antara peserta didik dan pendidik serta sumber belajar dalam satu lingkungan belajar. Pembelajaran berguna untuk membantu seseorang dalam mengetahui dan memahami suatu keterampilan yang baru. Melalui pembelajaran seseorang akan mengetahui suatu pengetahuan yang baru sehingga tujuan yang sebelumnya diinginkan dapat tercapai.

Pembelajaran adalah usaha yang dilakukan secara sadar oleh guru atau pendidik untuk membuat siswa atau peserta didik belajar (mengubah tingkah laku untuk mendapatkan kemampuan baru) yang berisi suatu sistem atau rancangan untuk mencapai tujuan tertentu (Khanifatul, 2013: 14). Pembelajaran (*instruction*) adalah upaya untuk membelajarkan seseorang atau kelompok dengan berbagai upaya, strategi, metode, dan pendekatan untuk mencapai tujuan tertentu yang sebelumnya sudah direncanakan (Majid, 2014: 4).

Berdasarkan beberapa pengertian di atas, dapat disimpulkan bahwa pembelajaran adalah suatu proses yang secara sadar dilakukan oleh guru atau pengajar kepada peserta didik untuk memberikan pengetahuan yang baru kepada peserta didik. Apabila peserta didik dapat menyerap pengetahuan baru yang diberikan dari guru, maka peserta didik akan dapat mengembangkan potensi yang dimilikinya, sehingga tujuan yang sudah direncanakan dapat tercapai.

#### **Hakikat Metode Sosiodrama**

Dalam proses pembelajaran, seorang guru harus dapat memilih metode-metode belajar yang tepat agar proses pembelajaran dapat dilaksanakan dengan lancar sesuai dengan harapan dan tujuan pembelajaran. Penggunaan metode yang kurang tepat dapat menghambat tercapainya tujuan pembelajaran. Pemilihan metode pembelajaran yang tepat, dapat mewujudkan tercapainya pembelajaran secara efektif. Metode yang digunakan harus disesuaikan dengan materi yang disampaikan (Roestiyah, 2008: 1). Metode digunakan oleh guru untuk mengkreasi lingkungan belajar dan menghususkan aktivitas agar guru dan siswa terlibat aktif dalam proses kegiatan belajar mengajar (Majid, 2014: 21). Dengan memperhatikan hal tersebut, maka guru dapat menggunakan metode yang tepat agar tujuan dari pembelajaran dapat tercapai. Ada beberapa metode pembelajaran, salah satu di antaranya adalah metode sosiodrama.

Sosiodrama adalah sandiwara atau bermain peran yang bertujuan memberikan informasi kepada masyarakat tentang masalah sosial. Metode sosiodrama dan bermain peran merupakan dua buah metode mengajar yang mengandung pengertian yang dapat dikatakan

sama, sehingga pelaksanaannya sering bersamaan Widiahening (2012: 253). Istilah sosiodrama berasal dari kata *socio* (sosial) dan drama. Drama dalam arti luas adalah semua bentuk tontonan yang mengandung cerita yang dipertunjukkan di depan orang banyak, sedangkan dalam arti sempit, drama adalah kisah hidup manusia dalam masyarakat dipentaskan di panggung, disajikan dalam bentuk dialog dan gerak berdasarkan naskah didukung oleh tata panggung; tata lampu; tata rias; dan tata busana (Wiyanto, 2002: 3).

Sementara itu, bermain peran berarti memegang fungsi sebagai orang yang dimainkannya, misalnya berperan sebagai lurah, penjudi, nenek tua renta, dan sebagainya (Widiahening, 2012: 255). Sosiodrama adalah metode pembelajaran bermain peran untuk memecahkan masalah-masalah yang berkaitan dengan fenomena sosial. Sosiodrama memberikan pemahaman tentang masalah-masalah sosial dan mengembangkan kemampuan siswa agar dapat memecahkan suatu masalah (Majid, 2014: 205). Sosiodrama adalah bentuk pendramatisasian peristiwa-peristiwa kehidupan sehari-hari yang terjadi dalam masyarakat (Waluyo, 2003:56).

Metode sosiodrama memiliki banyak manfaat bila dilaksanakan dengan baik, di antaranya adalah sebagai berikut.

- 1) Dapat mempertinggi perhatian peserta didik melalui adegan-adegan.
- 2) Peserta didik dapat ikut merasakan perasaan dan pikiran orang lain.
- 3) Peserta didik dapat menempatkan diri pada tempat orang lain dan memperdalam pengertian mereka tentang orang lain (Anitah, 2009: 115).

Metode sosiodrama memberikan manfaat kepada siswa agar siswa lebih paham terhadap keadaan di lingkungan sekitar seperti lingkungan sosial dan lain sebagainya. Metode sosiodrama juga mengajarkan empati dan simpati terhadap masalah yang sedang dihadapi orang lain, misalnya merasakan sedih dan gembira yang sedang dirasakan oleh orang lain.

### **Hakikat Unggah-Ungguh Bahasa Jawa**

*Unggah-ungguh* bahasa Jawa merupakan tata bahasa yang digunakan orang Jawa untuk menghormati orang yang lebih tua atau lebih tinggi pangkatnya melalui pemilihan kata dalam berbicara. *Unggah-ungguh* bahasa merupakan alat untuk menciptakan jarak sosial dan menggambarkan sopan santun dalam berbahasa Jawa. Berbahasa dan berperilaku santun merupakan kebutuhan setiap orang (Pranowo, 2009: 15). Seseorang berbahasa dan berperilaku santun sebenarnya lebih dimaksudkan sebagai wujud aktualisasi diri. Apabila seseorang menggunakan bahasa yang baik dan sopan biasanya orang tersebut lebih dapat menghormati orang lain apabila dibandingkan dengan seseorang yang menggunakan bahasa kasar apabila sedang berbicara dengan orang lain. Untuk menghindari adanya perilaku tidak sopan tersebut maka dalam bahasa Jawa terdapat *unggah-ungguh* bahasa.

*Unggah-ungguh* bahasa Jawa dibedakan menjadi beberapa macam, di antaranya sebagai berikut (Sofwan, 2011: 85).

#### 1) Bahasa *Ngoko*

##### a) Bahasa *Ngoko lugu*

Bahasa *ngoko lugu* digunakan untuk bercakap-cakap antara orang yang tua kepada orang yang lebih muda, orang yang usianya sebaya, orang yang sudah akrab, dan orang yang sedang monolog (berbicara dengan dirinya sendiri).

##### b) *Ngoko Andhap (Ngoko Alus)*

Bahasa *ngoko andhap (ngoko alus)* berupa bahasa *ngoko* yang bahasanya dicampur dengan bahasa *krama*. Bahasa *ngoko andhap* digunakan oleh saudara yang lebih tua kepada saudara yang lebih muda namun pangkatnya lebih tinggi, istri kepada suami, orang yang pangkatnya sama tinggi dan sudah akrab. *Ngoko andhap* dibedakan menjadi:

##### (1) *Antya Basa*

Digunakan ketika orang yang lebih tua berbicara dengan orang yang lebih muda namun orang tersebut memiliki pangkat yang lebih tinggi, tetapi imbuhan tidak dikramakan. Ciri-ciri penggunaan *antya basa* yaitu:

- (a) *Aku*, tetap tidak berubah.

- (b) *Kowe*, berubah menjadi *panjenengan, ki, raka, kangmas* untuk menghormati seseorang.
- (c) *Imbuhan dak-, ko-, di-, -ku, -mu, -e, -ake* tidak berubah.
- (2) *Basa Antya*

Digunakan ketika orang yang lebih tua berbicara dengan orang yang lebih muda namun orang tersebut memiliki pangkat yang lebih tinggi dan imbuhan dikramakan.

Contoh:
- 2) *Basa Madya*
  - a) *Madya ngoko*

Bahasa madya ngoko digunakan oleh orang yang pangkatnya lebih tinggi kepada bawahannya. Ciri-ciri penggunaan bahasa *madya ngoko* di antaranya:

    - (1) *Aku* berubah menjadi *kula*
    - (2) *Kowe* berubah menjadi *dika*
    - (3) Imbuhan *tak-* berubah menjadi *kula*
    - (4) Imbuhan *ko-* berubah menjadi *dika*
    - (5) Imbuhan *di-* tidak berubah
  - b) *Madya Krama*

Digunakan oleh istri kepada suaminya, tetapi tidak mengkramakan imbuhan. Ciri-ciri penggunaan *madya krama* yaitu:

    - (1) *Aku* berubah menjadi *kula*
    - (2) *Kowe* berubah menjadi *sampeyan* atau *samang*
  - c) *Madyantara*

Bahasa *Madyantara* yaitu percakapan antara orang bawah dengan orang bawah, atau antara saudara dengan saudaranya sendiri yang pangkatnya rendah. Ciri-ciri penggunaan bahasa *madyantara* adalah:

    - (1) *Aku* berubah menjadi *kula*
    - (2) *Kowe* berubah menjadi *sampeyan* atau *samang*
    - (3) Imbuhan *tak-* berubah menjadi *kula*
    - (4) Imbuhan *ko-* berubah menjadi *samang, mang*
    - (5) Imbuhan *-ku* berubah menjadi *kula*
    - (6) Imbuhan *-mu* berubah menjadi *sampeyan, samang*
    - (7) Imbuhan *-e* tidak berubah
- 3) Bahasa *Krama* dapat dibedakan menjadi lima golongan, di antaranya:
  - a) *Mudha Krama*

Bahasa *mudha krama* ini digunakan oleh anak kepada orang tua. Imbuhan juga dikramakan.
  - b) *Krama Lugu*

Bahasa ini digunakan oleh orang tua kepada orang yang lebih muda, dan merasa lebih tinggi pangkatnya.
  - c) *Wredha Krama*

Bahasa *wredha krama* yaitu bahasa yang digunakan oleh orang tua kepada orang yang lebih muda tetapi imbuhan tidak dikramakan.

Contoh:
  - d) *Krama Inggil*

Bahasa *krama inggil* yaitu bahasa yang digunakan rakyat kepada raja dan anak kepada orang tua.
  - e) *Krama desa*

Bahasa yang digunakan orang di desa/pedalaman.
- 4) Bahasa *Kedaton*

Bahasa yang digunakan di lingkungan kerajaan.
- 5) Bahasa *Kasar*

Bahasa *kasar* adalah bahasa yang merupakan bahasa *ngoko* yang digunakan oleh orang yang sedang marah.

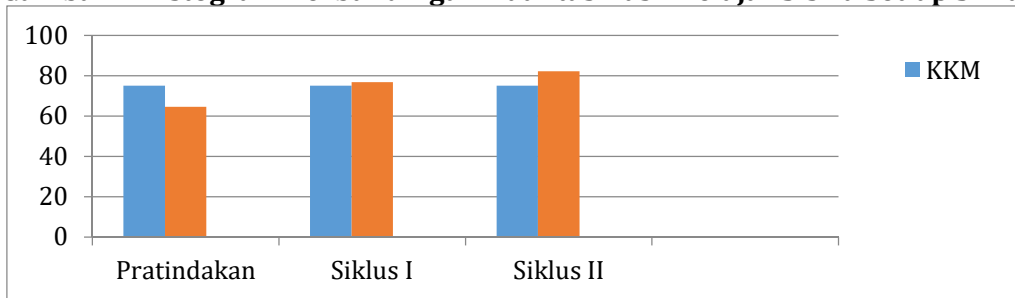


### Hasil Penelitian

Penelitian tindakan kelas ini dilaksanakan dalam dua siklus karena indikator keberhasilan sebesar 75% siswa mencapai kompetensi penilaian proses dan hasil pembelajaran telah tercapai dalam siklus yang kedua. Hasil penelitian pada siklus I yaitu siswa yang mencapai kompetensi menulis unggah-ungguh sebesar 72,26%. Siklus II yaitu siswa yang mencapai kompetensi menulis dialog sesuai *unggah-ungguh* sebesar 88,8%. Tiap siklus melalui empat tahapan yaitu: (1) perencanaan tindakan; (2) pelaksanaan tindakan; (3) pengamatan; dan (4) refleksi. Hal tersebut sejalan dengan pendapat Kurt Lewin (dalam Arikunto, 2013: 131) bahwa proses penelitian tindakan kelas yaitu menyusun bersama, bertindak, dan mengamati secara individual, dan bersama-sama mengadakan refleksi terhadap berbagai kegiatan yang telah dilaksanakan. Berikut perbandingan peningkatan kualitas hasil belajar siswa kelas VII B SMP Negeri 2 Jogonalan pada KD menulis dialog sesuai *unggah-ungguh* bahasa Jawa dari tahap pratindakan sampai dengan siklus II.

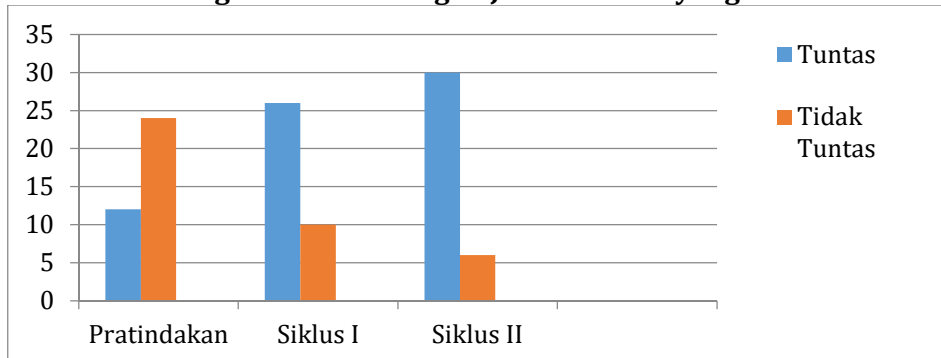
Pada tahap pratindakan, siswa terlihat pasif karena guru masih menggunakan metode ceramah. Pada siklus I dan siklus II, diterapkan metode sosiodrama dalam proses pembelajaran menulis dialog sesuai *unggah-ungguh* bahasa Jawa. Hasilnya pada setiap siklus, motivasi belajar siswa meningkat. Metode pembelajaran sosiodrama adalah metode pembelajaran yang dapat menjadikan siswa aktif bersama kelompoknya, sehingga siswa dapat belajar secara aktif dengan berinteraksi dengan kelompoknya maupun dengan guru. Berikut persentase kualitas proses belajar siswa dari tahap pratindakan sampai dengan siklus II.

**Gambar 1 Histogram Perbandingan Kualitas Hasil Belajar Siswa Setiap Siklus**



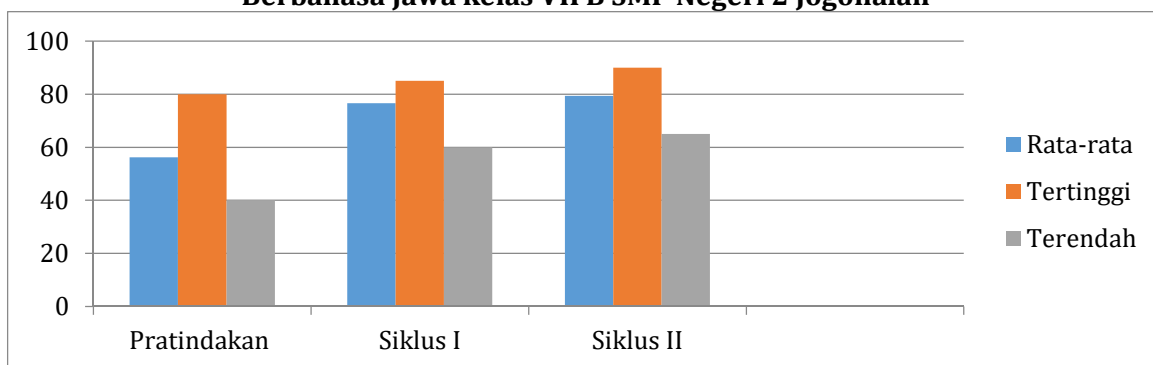
Selain terdapat peningkatan rata-rata dalam pembelajaran menulis dialog berbahasa Jawa, jumlah siswa yang nilainya memenuhi batas Kriteria Ketuntasan Minimal (KKM) juga meningkat pada setiap siklusnya. Sebelum dilakukan tindakan, jumlah siswa yang nilainya tidak memenuhi KKM lebih banyak dibandingkan jumlah siswa yang nilainya memenuhi KKM. Setelah dilakukan tindakan pada siklus I dan siklus II, jumlah siswa yang nilainya memenuhi KKM lebih banyak jika dibandingkan dengan jumlah siswa yang nilainya tidak memenuhi KKM. Peningkatan tersebut disajikan dalam gambar 2.

**Gambar 2 Histogram Perbandingan Jumlah Siswa yang Memenuhi KKM**



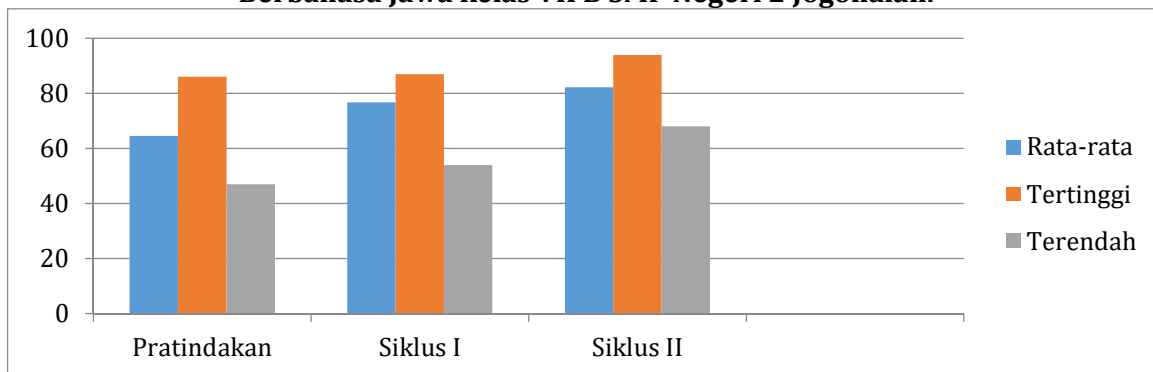
Peningkatan kualitas proses nampak dari peningkatan nilai proses siswa. Pada tahap pratindakan siswa yang mencapai kompetensi pada penilaian proses adalah 13 siswa atau 38,8% dari jumlah keseluruhan siswa, dengan nilai terendah 40 dan nilai tertinggi 80. Pada siklus I siswa yang mencapai penilaian proses hanya 23 siswa atau 63,8% dari jumlah keseluruhan siswa, dengan nilai terendah sebesar 60 dan nilai tertinggi sebesar 85. Pada siklus II siswa yang mencapai kompetensi pada penilaian proses sebanyak 30 siswa atau 83,3% dari jumlah keseluruhan siswa, dengan nilai terendah sebesar 65 dan nilai tertinggi sebesar 90. Rata-rata kelas mengalami peningkatan, pada pratindakan rata-rata kelas mencapai 56,25 kemudian pada siklus I rata-rata kelas mencapai 76,6 dan pada siklus II rata-rata kelas meningkat menjadi 79,36. Berikut gambar peningkatan proses pembelajaran menulis dialog berbahasa Jawa pada kelas VII B SMP Negeri 2 Jogonalan.

**Gambar 3 Histogram Peningkatan Penilaian Proses Pembelajaran Menulis Dialog Berbahasa Jawa kelas VII B SMP Negeri 2 Jogonalan**



Peningkatan kualitas hasil pembelajaran terbukti dengan peningkatan nilai hasil tulisan siswa dari pratindakan, siklus I, sampai dengan siklus II. Pada tahap pratindakan siswa mencapai kompetensi pada kualitas hasil hanya sebanyak 12 siswa atau 33,3% dari jumlah keseluruhan siswa dengan nilai terendah 47 dan nilai tertinggi 86. Rata-rata nilai pada pratindakan mencapai 64,5. Pada tahap siklus I siswa mencapai kompetensi pada kualitas hasil hanya sebanyak 26 siswa atau 72,2% dari jumlah keseluruhan siswa dengan nilai terendah 54 dan nilai tertinggi 87. Rata-rata nilai pada tahap siklus I mencapai 76,72. Pada tahap siklus II siswa mencapai kompetensi pada kualitas hasil sebanyak 32 siswa atau 88,8% dari jumlah keseluruhan siswa dengan nilai terendah 68 dan nilai tertinggi 94. Rata-rata nilai pada tahap siklus II mencapai 82,2. Peningkatan tersebut dapat dilihat pada grafik yang akan disajikan pada gambar 4.

**Gambar 4 Histogram Peningkatan Hasil Penilaian Pembelajaran Menulis Dialog Berbahasa Jawa kelas VII B SMP Negeri 2 Jogonalan.**



Penelitian ini memberikan gambaran yang jelas bahwa keberhasilan proses pembelajaran dan peningkatan hasil pembelajaran dipengaruhi oleh beberapa faktor. Faktor-faktor tersebut antara lain: guru, siswa, metode pembelajaran, media pembelajaran, dan

sumber belajar. Keterampilan guru dalam mengelola kelas yang kurang akan menjadikan siswa tidak berminat, sehingga tidak memperhatikan pelajaran. Wawasan guru yang kurang terhadap metode pembelajaran yang lebih inovatif dan bervariasi menyebabkan guru lebih konvensional inovatif dan kemampuan siswa meningkat.

Faktor-faktor pembelajaran guru, siswa, metode pembelajaran, media pembelajaran, dan sumber belajar merupakan faktor-faktor pembelajaran yang saling terkait, sehingga faktor-faktor tersebut perlu diperhatikan agar kualitas pembelajaran dapat meningkat. Siswa harus memiliki minat, motivasi, perhatian, dan aktif dalam pembelajaran agar dapat menyerap materi yang disampaikan guru. pemenuhan faktor-faktor tersebut tersebut tercermin pada keterampilan guru dalam mengelola kelas.

Penelitian ini membuktikan bahwa kualitas proses dan hasil pembelajaran meningkat setelah diterapkannya metode sosiodrama. Metode ini dapat digunakan dan menjadi alternatif agar pembelajaran menulis dialog berbahasa Jawa menjadi menyenangkan. Penggunaan metode sosiodrama dapat meningkatkan keterampilan siswa dalam menulis dialog. Siswa dapat membedakan penggunaan unggah-ungguh antarteman, antarorang tua, dan sebagainya karena siswa merasakan sendiri dengan memeragakan peran tersebut.

Pemberian tindakan pada siklus I dan siklus II menggambarkan bahwa ada beberapa kelemahan dalam pembelajaran menulis dialog berbahasa Jawa, namun kelemahan tersebut dapat diatasi oleh guru. berdasarkan kegiatan analisis dan refleksi yang dilaksanakan setelah tindakan, diketahui terdapat peningkatan baik kualitas proses maupun hasil berupa keterampilan siswa dalam menulis dialog berbahasa Jawa. Dari segi proses, terdapat peningkatan pada keterampilan guru dalam mengelola kelas, perhatian siswa terhadap pelajaran, minat siswa, dan motivasi siswa dalam pembelajaran. Adapun dari segi hasil, terdapat peningkatan nilai rata-rata siswa siklus I sampai siklus II.

### **Simpulan**

Berdasarkan hasil analisis data yang dilakukan dalam penelitian tindakan kelas yang dilaksanakan dalam dua siklus pada siswa di kelas VII B, pada materi pembelajaran menulis dialog berbahasa Jawa. Hasil analisis tersebut diperoleh kesimpulan bahwa metode pembelajaran sosiodrama dapat meningkatkan keterampilan siswa dalam menulis dialog berbahasa Jawa yaitu pada Kompetensi Dasar menulis dialog menggunakan unggah-ungguh bahasa Jawa pada siswa kelas VII B SMP Negeri 2 Jogonalan, Kabupaten Klaten pada tahun ajaran 2014/2015, seperti penjelasan berikut:

Hasil belajar siswa kelas VII B pada materi menulis dialog berbahasa Jawa sebelum menggunakan metode pembelajaran sosiodrama pada pratindakan diperoleh nilai rata-rata kelas sebesar 64,5 dengan persentase ketuntasan klasikal sebesar 33,3% atau terdapat 12 siswa tuntas belajar mencapai Kriteria Ketuntasan Maksimal (KKM = 75). Setelah diberikan tindakan pada kegiatan pembelajaran siswa yaitu dengan menerapkan metode pembelajaran sosiodrama pada siklus I, nilai rata-rata kelas yang diperoleh menjadi sebesar 76,72 dengan persentase ketuntasan klasikal sebesar 72,26% atau terdapat 26 siswa tuntas belajar mencapai KKM. Hasil analisis pada siklus I setelah menerapkan model pembelajaran yang dipilih, nilai siswa mengalami peningkatan namun belum mencapai indikator yang ditentukan. Selanjutnya, diadakan siklus II dengan diperoleh hasil yaitu nilai rata-rata kelas menjadi 82,2 dengan persentase ketuntasan klasikal sebesar 88,8% atau terdapat 32 siswa tuntas belajar mencapai KKM. Hasil pada siklus II sudah melebihi dari target indikator yang telah ditentukan yaitu penelitian dikatakan berhasil jika siswa yang mendapat nilai 75 atau lebih, minimal sebanyak 75%.

Berdasarkan hasil tersebut dapat disimpulkan bahwa penerapan metode pembelajaran sosiodrama berhasil meningkatkan keterampilan menulis dialog berbahasa Jawa siswa dalam Kompetensi Dasar menulis siswa kelas VII B SMP Negeri 2 Jogonalan, Kabupaten Klaten tahun ajaran 2014/2015.

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## **BOARDING SCHOOL MANAGEMENT AND GOVERNANCE TOWARDS WORLD CLASS: A CASE STUDY AT PONDOK PESANTREN UICCI SULAIMANIYAH INDONESIA - TURKI**

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### **Abstract**

*Pondok Pesantren (Boarding School) is a model of classical education that is still recognized their work at the international level. As an indigenous institution, school emerge and continue to grow from the experience of sociological surrounding environment. Cultural roots is what makes schools can survive and is expected by the world community and government levels. The purpose of this study to describe the management of the boarding school both new and old to have a world-class quality that includes management and governance, and academic tradition of learning and methods Tahfidz. This study found that a boarding school who intend to go international to the world-class quality, should improve the universal institution both in terms of management and governance. Good management is to optimize the role of each of the management functions optimally with international quality and have a lot of network or networking both within and outside the country, and managed by the best human resources, means of pre facilities to support, funding sources are clear and adequate, the curriculum is designed according to the needs. Sulaimaniyah educational institution is an educational institution devoted to the study of the Al-Qur'an and memorize the Qur'an. Especially for the Qur'an by the institute using a method Tahfidz Ottoman Islamic Boarding School that is different from Tahfidz in Indonesia. In addition, the system of teaching in UICCI Sulaimaniyah Boarding School different in that in addition to emphasis on the activities of memorizing the Qur'an. This Boarding School also provides a teaching that emphasizes understanding of Arabic language books and supported by quality infrastructure as well as the international standard education system, currently own UICCI Sulaimaniyah have 6.000 branches spread across the country.*

*Keywords: Management, Sulaimaniyah Boarding School, World Class*

### **Introduction**

The term 'Pondok Pesantren' (Boarding School) is not limited to use in traditional Islamic educational institutions in Java but is also applied throughout the Malay world and region. Nevertheless, besides 'Pondok Pesantren', there are many other names assigned to traditional Islamic education. In Aceh, for example, the term used is 'Dayah'; in Minangkabau 'Surau' is the equivalent term; and in some parts of the Malay world the term 'Sekolah Arab' is commonly employed (Zamakhsyari Dhofier, 1984). In addition, in Southern Thailand (Hasan Madmarn, 2001) and in Malaysia (Ismail Ab Rahman, 1992), these educational institutions may also be referred to as merely 'Pondok'.

Pondok Pesantren is one of many forms of educational Islamic institutions and centres which advocate the spread of Islam and can be found in the hearts of communities throughout the country. As the oldest-existing Islamic educational institution, it has been recognized ever since the introduction of Islam in Indonesia. It is due to this reason that the position of Pondok Pesantren in Indonesia cannot be separated from the lives of Muslims in the nation.

The tradition of education in Pondok Pesantren in Indonesia possesses a lengthy history in its efforts to advance and improve the citizens and residents of the country (Kafrawi, 1978; Marwan Sarijo, 1984). This board of education also functions as a venue for the intensive

study of religious knowledge, the preservation of Islamic traditions as well as preparation for potential Islamic scholars. This view is supported by Thomas Arnold (1980), who explains in his book, *The Preaching of Islam*, that Islamic education had already been in practice from the time when Islam arrived on the shores of Indonesia in the year 674, earlier than the practice of modern education which was brought over by Portuguese colonialists who spread Catholicism.

The history of Pondok Pesantren in Indonesia represents a part of the history of the growth and development of Indonesian society. This history began from the first century of Muslim government in Aceh, commencing from the first century of the Muslim calendar until the present day. In the history of Islamic rule in Indonesia, the position of Pondok Pesantren was always at the forefront. Pondok Pesantren also played a significant role in Indonesia's struggle for independence from colonial rule and the nation's eventual attainment of independence. From a historical point of view, Pondok Pesantren is not only associated with the definition of Islam, but also holds the symbol of authenticity of Indonesia.

This is due to the fact that this educational institution has been in existence ever since the era of Hindu-Buddhism being in power. Islam arrived soon after to continue these existing educational institutions as well as spread the influence of Islam within them. However, this does not imply that Islam played a small role in the struggle for education in Indonesia (Nurcholis Majid, 1997). The world of Pesantren is a traditional Islamic world, that is a world which has passed on and preserved the continuity of Islamic traditions cultivated by scholars from one era to the next with no limitation to precise periods in Islamic history (Hossein Nasr, 1987).

This boarding school also provides a teaching that emphasizes understanding of Arabic language books and supported by quality infrastructure as well as the international standard education system, currently own Sulaimaniyah Organization UICCI 6000 branches spread across the country. In Indonesia, Boarding School is moving below the United Islamic Cultural Center Foundation of Indonesia (UICCI). This organization is officially cooperating with the Ministry of Religious Affairs (MORA) of the Republic of Indonesia to provide free education to print theologian with educational experience in Indonesia and Turkey. Based on the above information, then boarding a classical education model exist world level remains to this day. However, weakness and lack of pondok pesantren is not inferior to its advantages and strengths. Starting from the member pondok pesantren of personal problems such as lack of love and care, health, safety, finance, until the agency issues such as management, dedication, financial, etc. Therefore, in this study will be discussed on how to manage the boarding school until deserves to be a world-class consumption.

### **Research Methods**

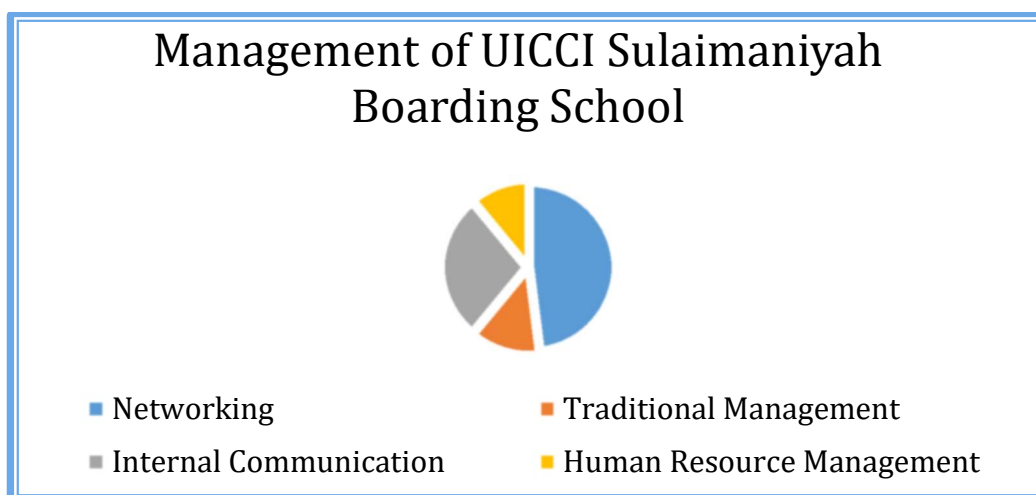
The research method used was qualitative content analysis in both journals and conceptual research results regarding uniquely pondok pesantren, especially regarding the management of world-class boarding school. The research approach used is phenomenological, is an approach that does not just examine the social facts that are visible, but intends to reveal the meaning behind social facts seem. The research location is in UICCI Sulaimaniyah Boarding School, the data collection techniques by observation participation, interview and documentation. Analysis of data using individual case with a flow models developed by Miles and Huberman (1992).

### **Result and Discussion**

#### **Management World Class UICCI Sulaimaniyah Boarding School**

The success of an organization is strongly influenced by the style of leadership of its chairman. A manager's leadership style that is the keyword success of an institution / organization included in the boarding school. Although not all general theories of management can not necessarily be applied just in the boarding school environment, but at least there is general theories of education management has been applied in UICCI Sulaimaniyah Boarding School thus supporting progress towards the boarding school world-class quality.

**Figure 1. Management World Class UICCI Sulaimaniyah Boarding School**



48% do networking / network, 28% conduct internal communications, 13% apply traditional management, and 11% of human resource management.

### **1.1 Function Institution UICCI Sulaimaniyah Boarding School**

- As the central cadre of thinkers religion (center of excellence).
- As an institution that prints human resources (human resources).
- As an institution that has the power to empower the community (agent of development).

Boarding school institutional management UICCI Sulaimaniyah Boarding School managed by professional management development executive boarding school where the position is held by the chairman of the foundation along with other foundation members, vice chairman, treasurer and foundation field. As an executive, chairman of the foundation plays a central role in pursuing sustainability boarding school life both in terms of institutional management and governance.

As an executive, chairman of the foundation plays a central role in pursuing sustainability boarding school life both in terms of institutional management and governance. Chairman of the foundation's boarding school have a duty to seek donors to contribute financially to support school. The salaries of teachers, provision of teachers' residential facilities, as well as the needs of the boarding school everyday operations are the responsibility of the chairman of the foundation along with other members of the foundation.

They were selected from among professionals such as businessmen and successful entrepreneurs who have a spiritual attachment to the movement that became *Tarekat Naqshabandiyah* spirit Sulaimaniyah Boarding School education activities. These entrepreneurs generally have a very extensive network with other entrepreneurs so it is possible to look for a new charity donors from among them. With the spirit of this *Tarekat Sufi*, although the chairman of the foundation is not paid they still called to do service sincere dedication to the development of the propagation of Islam through education school.

**Table 1 Strategic Management in the system of world-class UICCI Sulaimaniyah Boarding School**

<b>Strategic Management</b>		
<p><b><u>Raw Input:</u></b> The percentage of local students and beyond 1: 8, there is a budget allocation of scholarships for foreign students, there are additional targets foreign students per year with increasing number of boarding school that each year continues to grow.</p> <p><b><u>Instrumental Input:</u></b> Vision, mission, goals, objectives, curriculum standards used, means of pre-prepared facilities, human resources recruitment, quality and financial management prepared all international scale.</p> <p><b><u>Environmental Input:</u></b> follow the development of technology for information systems management, criticism and suggestions from the public, government policy and UNESCO, etc.</p>		
<p><b><u>Outcome:</u></b> In this case the boarding school did collaborations abroad so graduates can be received at the destination either to study or work.</p>	<p><b><u>Output:</u></b> Graduates who excel in terms of cognitive, affective, psychomotor, and other targets that have been made in the beginning, whether it has to meet the target or not, to then be used as material for evaluation planning / input.</p>	<p><b><u>Process:</u></b> Improved quality in the form of internal and external Time Quality Management in the form of accreditation and ISO ongoing.</p>

**Table 2. Data Fellowship Program Student To Turkey**

<b>Year Deaparatures</b>	<b>Amount Student</b>
2007	4 Person
2008	19 Person
2009	46 Person
2011	28 Person
2012	29 Person
2013	45 Person
2014	70 Person
2015	100 Person

**Implementation at UICCI Sulaimaniyah Boarding School Wordl Class**

- *Learning to know*  
In the process, not simply knowing what is meaningful but also at the same time do not know what is useful in life. Learn directly from world class educators will bear students are ready to face the challenges as well as world conquered globally. Teachers, trainers, instructors, and other education personnel should be the inspiration in the development, planning, and development of education and learning.
- *Learning to do*  
Learn to work. Implementing a learning system that have an impact on the quality of the learners' memory:
  - ❖ 10% of what we READ
  - ❖ 20% of what we HEAR
  - ❖ 30% of what we SEE
  - ❖ 50% of what we SEE and HEAR
  - ❖ 70% of what is DISCUSSED with OTHERS
  - ❖ 80% of what is EXPERIENCED PERSONALLY
  - ❖ 95% of what we TEACH to SOMEONE ELSE



Learning to do that in the rank 6 and 7 that 80-95% of science will survive in our memory.

- *Learning to be*

Mastery of knowledge and skills is part of the process of becoming self (learning to be). Therefore UICCI Sulaimaniyah Boarding School facilitate channeling of interest and talent of the students as well as the strong belief that every child is a unique individual with different needs.

- *Learning to live together*

Once you understand the concept of being a whole person expected that learners are able to learn how to live well with people in the neighborhoods, both nationally and internationally.

- *Learning to believe and convince the almighty God*

Learning to Faithful and cautious to god almighty One, this is the culmination of all science.

### **Governance in UICCI Sulaimaniyah Boarding School World Class**

Governance of boarding school here are closely related to resource management boarding school as well as matters related to the daily life of schools. Sulaimaniyah is generally a boarding school students have a total of no more than 200 people on a full scholarship from the school. Pupils in Sulaimaniyah come from countries such as Britain, Indonesia, Kazakhstan, Yemen, Germany, the Netherlands, Georgia, Senegal and other countries. Sulaimaniyah Boarding School which in Turkey only consists of one-storey building. Overview of the Sulaimaniyah Boarding School outside the building looks like a luxury office building with seven floors.

Being in the middle of a residential apartment residents, Sulaimaniyah Boarding School stood firm with Turkish language text above the entrance *"Istanbul-Umraniye Ozel Gumussoy Vakfi Yuksek Ogrenim Erkek Ogrenci Yurdu"*. In the lobby boarding school the visitors warmly welcomed by one of the students in charge of receiving guests. In the lobby boarding the visitors warmly welcomed by one of the students who on duty vacancy. Then these students show where visitor's shoes that are in one room next to the lobby entrance. Shoes visitors neatly on a shelf enclosed cabinet exclusively reserved for guests. While in boarding school visitors must wear special slippers provided in front of the entrance.

At the boarding school a fountain surrounded by ornamental plants to be right the first floor in the building boarding school. The fountain can be seen clearly by visitors both from the first floor to the seventh floor. To reach the top floor visitors can pass through a winding staircase sized right side of the pool and grand staircase in the building or can use the lift machinery. The whole floor is covered by a thick carpet boarding with brightly colored flower pattern which is very beautiful.

Each floor consists of several rooms that serve as a classroom, office space, a library, a mosque, a dining room and a common kitchen, meeting rooms for the guests, bedrooms students, cafeteria, bathroom and WC, laundry room and other etc. In contrast to the bedroom boarding school in Indonesia, the bedroom of students in one room that differ from the room where the wardrobe and books. In the room to the bedroom, there are about twenty bed (spring bed) were always neat.

Sulaimaniyah Boarding School around the world have a fairly high standard of cleanliness. Cleanliness and orderliness Sulaimaniyah Boarding School is not separated from the application of governance cleanliness very disciplined and rigorous. All hygiene tasks performed by the students with the guidance of a teacher strictly. Every day the students got a tour of duty cleaning each boarding area within a specified time.

For example, a group of students in a period of one month only cleaning the bathroom area, while another group of students who get a turn to clean up a meeting room and a library. A month later the group of students was alternately clean the other places that should be their responsibility. With hygiene pattern like this, each students get the same task to clean all the

boarding area in turn. This way is meant to teach the students self-reliant attitude that is needed when they return to society.

Besides the issue of cleanliness, other things that get attention, the daily governance is governance Sulaimaniyah Boarding School consumption for the students. Governance Sulaimaniyah Boarding School consumption in boarding school is done professionally like governance restaurant. Mealtime students neatly arranged and organized by their diet to consult a dietician so that students have the energy needed to learn without feeling drowsy.

Every day the students received food rations for three times. They gathered in the dining room on a regular basis. Food menu is served exclusively by students who have a duty serves food each day taken from boarding adjoining kitchen from the dining room is clean and tidy. The kitchen is also made with the boarding school meet strict hygiene standards.

Funding boarding school every day a lot depends on the ability chairman of the foundation and its members seek funds from donors. Boarding school fund is managed to meet the needs of boarding school such as the cost of meals, maintenance, teacher salaries and scholarship students. Some Sulaimaniyah Boarding School have even independent business entities such as hospitals, gas stations, car repair shops and mini market professionally managed so that profits can be used to meet the needs of schools.

### **Conclusion**

Management and governance of the World Class boarding school like UICCI Sulaimaniyah Boarding has a lot of network or networking both within and outside the country. Management and governance UICCI Sulaimaniyah Boarding School optimize the role of each of the management functions optimally with international quality, managed by the best human resources, means of pre facilities to support, funding sources are unclear and inadequate, and the curriculum is designed according to the needs of international level. Boarding schools that intend to go international to the world-class quality, should improve the universal institution both in terms of management and governance of the boarding school.

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## **THE EFFECT OF TEACHER'S COMPETENCY, ACHIEVEMENT MOTIVATION AND CREATIVITY ON THEIR TEACHING PERFORMANCE : A DISTANCE LEARNING EDUCATION PROGRAM**

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### **Abstract**

*The national education achievement requires the improvement of education system quality. The most influence factor needed for educational quality improvement is teachers. Teacher competeness will enhance teacher's achievement motivation. This reaseach using path analysis, indicate that there is positive influence of teacher's creativity on teaching performance. In fact, there is no impact of competency and achievement motivation on teaching performance. Teacher's competencies and their achievement motivation influence teaching performance significantly through variable of creativity. The whole research showed competency and achievement motivation influence the education quality.*

*Keywords: Competence, Achievement Motivation, Creativity, Performance,  
Distance Learning Students*

### **Pendahuluan**

Pencapaian tujuan pendidikan nasional, memerlukan peningkatan kualitas komponen sistem pendidikan, baik *human resources* maupun *material resources*. Guru (tenaga pendidik), merupakan salah satu komponen sistem pendidikan yang bersifat *human Resources* yang selama ini masih mendapat banyak perhatian lebih banyak dari pada yang lainnya. Hal ini dimaksudkan agar tercipta guru-guru yang berkualitas (profesional), karena mereka mempunyai tugas sebagai pengajar, pendidik, dan pembimbing bagi peserta didik.

Untuk menciptakan kualitas kinerja guru, pemerintah telah berupaya dan memberikan perhatian yang besar kepada para guru melalui Surat Keputusan Menteri Pendayagunaan Aparatur Negara Nomor 26/MENPAN/1989, untuk naik pangkat sampai golongan/ruang IV/e melalui pengumpulan angka kredit; kenaikan pangkat otomatis; dan adanya tunjangan fungsional, tunjangan profesi. Di samping itu, pemerintah juga mengadakan beberapa kegiatan penataran, pelatihan, *workshop*, beasiswa untuk melanjutkan studi dan sebagainya. Meskipun telah dilakukan upaya oleh pemerintah maupun masyarakat setempat seperti tersebut di atas, namun kelihatannya belum menampakkan hasil yang menggembirakan. Indikasinya antara lain adalah, masih terdapat guru pada setiap jenjang pendidikan yang belum dapat melaksanakan secara utuh proses pembelajaran di kelas.

Indikasi sebagai mana di atas, diduga juga terjadi pada guru-guru di mana adanya kecenderungan para guru dalam melaksanakan tugasnya hanya sekedar rutinitas semata. Kompetensi dan motivasi berprestasi para guru diprediksi belum relevan dan masih rendah. Dari segi kualifikasi pendidikan dan kualifikasi pengalaman kerja tergolong memadai, namun kelihatannya para guru itu belum menunjukkan kinerja yang optimal dalam mengelola proses pembelajaran. Sikap apatis para guru ini terlihat, barang kali disebabkan adanya persepsi yang keliru bahwa tidak ada perbedaan penghargaan terhadap guru yang berprestasi dengan yang tidak berprestasi. Perlakuan yang tidak adil ini terhadap guru juga datang dari pimpinan sekolah yang membawa konsekuensi terhadap rendahnya kinerja guru. Kepedulian pimpinan terhadap mutu pendidikan relatif tidak ada. Kondisi ini terlihat dari kecenderungan perlakuan guru yang belum peduli dengan prestasi belajar siswa. Ada sebagian guru yang hanya memberikan catatan kepada siswa waktu mengajar di kelas, proses belajar mengajar cenderung monoton. Hal ini berarti bahwa di Sekolah Dasar perlu diadakan upaya untuk mengetahui kinerja guru.

Untuk menimbulkan kinerja guru diperlukan adanya usaha mengefektifkan kompetensi guru dan mendorong tumbuhnya motivasi berprestasi guru. Kompetensi guru dan motivasi berprestasi guru diduga memiliki pengaruh dengan kinerja guru, karena dengan kompetensi guru dan motivasi berprestasi guru, serta kreativitas guru maka kualitas kinerja guru sebagai upaya dalam mencapai kualitas pembelajaran yang optimal akan dapat dicapai. Oleh karena itu, faktor-faktor ini perlu mendapat perhatian yang serius dari para pengelola pendidikan. Salah satu cara untuk mengetahui tingkat hubungan kedua faktor tersebut terhadap kinerja guru, perlu dilakukan pembuktian melalui penelitian. Berdasarkan latar belakang, maka penelitian ini akan mengkaji pengaruh kompetensi guru, motivasi berprestasi guru, dan kreativitas guru terhadap kinerja guru Pendidikan Dasar.

### **Tinjauan Teori dan Pengujian Hipotesis**

#### **Kinerja Guru**

Stephen P. Robbins, menyatakan kinerja sebagai analisis terhadap apa yang telah dan sedang dilakukan seseorang dalam pekerjaannya untuk membantu agar ia melakukan pekerjaan itu dengan lebih baik. Sementara James H. Donely, James L. Gibson dan John M. Ivancevich, (1987:328) menyatakan bahwa kinerja berkaitan dengan kepuasan dan tingkat imbalan. Kinerja yang baik dipengaruhi oleh keterampilan, kemampuan, dan sifat-sifat individu. Penghargaan terhadap kinerja individu berpengaruh lagi pada kinerjanya. Kinerja dalam menjalankan fungsinya tidak berdiri sendiri, berhubungan dengan banyak faktor, seperti harapan, kemampuan, tingkat imbalan, motivasi, kepuasan, dan sebagainya. Kinerja dapat dijadikan sebagai analisis dikarenakan kinerja itu memiliki standar-standar tertentu.

Menurut Simamera (1997:147-149) standar kinerja itu bersifat : 1) relevan dengan individu dan organisasi; 2) stabil dan dapat diandalkan; 3) mampu membedakan antara pelaksanaan pekerjaan yang baik, sedang, atau buruk; 4) dinyatakan dalam angka; 5) mudah diukur; 6) dapat dipahami; dan 7) tidak memberikan penafsiran yang mendua. Sehingga dapat dikatakan bahwa standar kinerja berfungsi menjadi tujuan dan sasaran pemegang pekerjaan, dan merupakan kriteria pengukuran kesuksesan suatu pekerjaan. Robert M. Gagne (1974) mengemukakan kinerja guru yang baik terletak pada tiga fungsi yang diperankan oleh guru dalam melaksanakan pengajaran yaitu: guru sebagai perencana pengajaran, guru sebagai pengelola pengajaran, dan guru sebagai evaluator. Kinerja guru dapat diukur dengan melihat capaian nilai yang diperoleh oleh guru pada setiap tiga fungsi guru.

#### **Kompetensi Guru**

Kompetensi guru menurut Daniel Lenox Barlow (1985:51) adalah kemampuan seseorang dalam melaksanakan kewajiban-kewajibannya secara bertanggung jawab dan layak. Peran dan kompetensi guru dalam proses pembelajaran meliputi: guru sebagai demonstrator, pengelola kelas, mediator, fasilitator, evaluator, dan konselor. Kompetensi guru dapat diartikan sebagai kemampuan dan kewenangan guru dalam menjalankan profesinya yang berarti bahwa guru yang piawai dalam melaksanakan profesinya dapat disebut sebagai guru yang berkompoten.

Crow and Crow (1958:26) mengatakan bahwa kompetensi guru meliputi: a) penguasaan subjek materi yang diajarkan, b) keadaan fisik dan kesehatannya, c) sifat-sifat pribadi dan kontrol emosinya, d) memahami sifat-hakikat dan perkembangan manusia, e) pengetahuan dan kemampuannya untuk menerapkan prinsip-prinsip belajar, f) kepekaan dan aspirasinya terhadap perbedaan-perbedaan kebudayaan, agama, dan etnis, g) minatnya terhadap perbaikan profesional dan pengayaan kultural yang terus menerus dilakukan.

Dunia pendidikan di Indonesia mengenal "Pendidikan Guru Berdasarkan Kompetensi". Pada program S1 dikembangkan "Sepuluh Kompetensi Guru", yang dianggap sebagai profil kemampuan dasar bagi seorang guru. Sepuluh kompetensi guru yang dimaksud adalah a) kemampuan menguasai bahasa, b) kemampuan mengelola program belajar, c) kemampuan mengelola kelas, d) kemampuan menggunakan media, e) kemampuan menguasai landasan-landasan kependidikan, f) kemampuan mengelola interaksi pembelajaran, g) kemampuan menilai prestasi siswa untuk kependidikan dan pengajaran, h) kemampuan

mengenal fungsi dan program pelayanan bimbingan dan penyuluhan, i) kemampuan mengenal dan menyelenggarakan administrasi sekolah, dan j) kemampuan memahami prinsip-prinsip dan menafsirkan hasil-hasil penelitian pendidikan guna keperluan pengajaran. Menurut Depdikbud. Kompetensi guru akan memberikan hasil yang positif, antara lain berupa penambahan wawasan bagi guru dalam rangka mendinamisasikan materi ajar dan kemajuan pendidikan dan pembelajaran pada umumnya.

### **Motivasi Berprestasi**

Menurut Tery George R. Terty, (1991 : 47) motivasi adalah keinginan dari individu yang merangsangnya untuk melakukan sesuatu tindakan. Motivasi juga merupakan daya penggerak yang telah menjadi aktif. Motivasi muncul karena adanya suatu keinginan yang belum tercapai atau tercapai tetapi belum terpuaskan. Motivasi mencerminkan interaksi antara sikap, kebutuhan, persepsi, dan keputusan yang terjadi dalam diri seseorang. Faktor penyebabnya adalah karena adanya faktor intern seperti, sikap, harapan, cita-cita, dan kebutuhan. Sedangkan faktor eksternal meliputi iklim kerja, situasi, budaya, dan sebagainya.

Porter (1963 : 141-148) mengemukakan bahwa motivasi individu dalam bekerja dipengaruhi oleh sifat-sifat individu, sifat-sifat pekerjaan, dan lingkungan kerja dan situasi kerja. Motivasi yang kuat dari guru maka guru akan melahirkan tingkah laku yang lebih baik, sehingga dapat membantu proses perkembangan siswa. Keberhasilan guru dalam bekerja menimbulkan kepuasan tersendiri. Mohamad Surya (1997 : 111-112) menjelaskan bahwa faktor-faktor yang mempengaruhi kepuasan guru menurut, adalah : 1) imbalan kerja atau sesuatu yang diperoleh dari melaksanakan tugas sebagai guru, baik imbalan yang berupa material ataupun nonmaterial, 2) rasa aman dalam pekerjaan, 3) kondisi kerja yang baik, 4) kesempatan pengembangan diri, 5) hubungan pribadi.

### **Kreativitas Guru**

T.M Amabile (1983:31-33) menjelaskan bahwa kreativitas merupakan suatu produk atau respons. Seseorang dikatakan kreatif apabila menurut pengamatan atau para ahli mengatakan bahwa itu kreatif. Kreatifitas pada dunia pendidikan bukanlah apa yang dihasilkan dari proses tetapi kebermaknaannya dalam proses pembelajaran. Artinya proses pembelajaran yang kreatif sehingga tujuan pembelajaran akan tercapai. Segi pendorong, bahwa dalam pendidikan yang terpenting adalah bagaimana guru dapat mengkondisikan faktor eksternal sehingga mampu mendorong internal siswa untuk mengembangkan kreatifitas. Hal itu tercipta bila guru memberikan kondisi pada keamanan psikologis dan kebebasan psikologis. Kebebasan psikologis akan tercipta jika guru memberikan kesempatan pada siswa untuk bebas mengekspresikan pikiran-pikirannya atau perasannya sehingga siswa merasa bebas dalam berpikir sesuai dengan apa yang ada dalam dirinya.

Keamanan psikologis yang mendorong terciptanya kreatifitas akan tercipta bila guru (a) menerima siswa apa adanya dengan segala kelebihan dan kekurangannya; (b) percaya bahwa siswa pada dasarnya baik dan mempunyai kemampuan, apa pun prestasi yang dihasilkan siswa saat itu, berarti guru telah mendorong kreativitas siswa tersebut; (c) mengusahakan suasana penilaian yang tidak mempunyai efek mengancam. Usahkan agar siswa tidak merasa bahwa dirinya sedang dinilai dan diukur sehingga merasa tidak ada beban; dan (d) memberikan pengertian secara empati. Guru sebaiknya memahami dan ikut menghayati perasaan siswa, pemikiran-pemikirannya, tindakannya, serta mampu melihat dan sudut pandang siswa, sehingga betul-betul memberi rasa aman pada siswa.

Berdasarkan deskripsi teori di atas, maka dapat diajukan hipotesis penelitian sebagai berikut:

- H1: Kompetensi guru berpengaruh langsung secara signifikan terhadap kinerja Guru Pendidikan Dasar.
- H2: Motivasi berprestasi guru berpengaruh langsung secara signifikan terhadap kinerja guru Pendidikan Dasar.
- H3: Kompetensi guru berpengaruh langsung positif secara signifikan terhadap kinerja guru di Sekolah Dasar Bogor, Tangerang dan Jakarta.

- H4: Motivasi berprestasi guru berpengaruh langsung positif secara signifikan terhadap kinerja guru di Sekolah Dasar Bogor, Tangerang dan Jakarta.
- H5: Kreativitas guru berpengaruh langsung positif secara signifikan terhadap kinerja guru di Sekolah Dasar.
- H6: Kompetensi guru dan Kreativitas Guru, secara bersama-sama berpengaruh langsung secara signifikan terhadap Kinerja Guru Pendidikan Dasar di Dasar.
- H7: Motivasi berprestasi Guru dan Kreativitas Guru secara bersama-sama berpengaruh langsung secara signifikan terhadap Kompetensi guru Pendidikan Dasar.

### **Metodologi Penelitian**

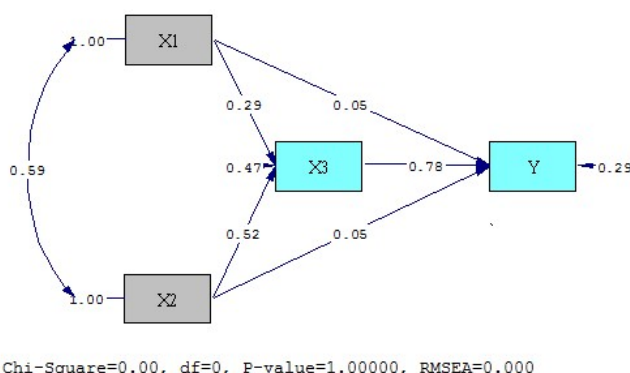
Penelitian ini dilakukan pada Guru-guru Pendidikan Dasar yang saat ini merupakan mahasiswa S1 Pendidikan Dasar Universitas Terbuka. Sampel responden terdiri dari mahasiswa dari UPBJJ-UT Bogor, UPBJJ-UT Bandung, UPBJJ-UT Jakarta, UPBJJ-UT Serang, UPBJJ-UT Pekanbaru, UPBJJ-UT Kupang, dan UPBJJ-UT Padang dengan total responden sebanyak 148 guru. Metode yang digunakan adalah metode penelitian survai (survey). Penelitian ini mengkaji hubungan sebab akibat (kausal) antar variabel bebas terhadap variabel terikat. Variabel bebas yang dimaksud adalah Kompetensi Guru (X1), Motivasi Berprestasi Guru (X2) dan Kreatifitas Guru (X3).

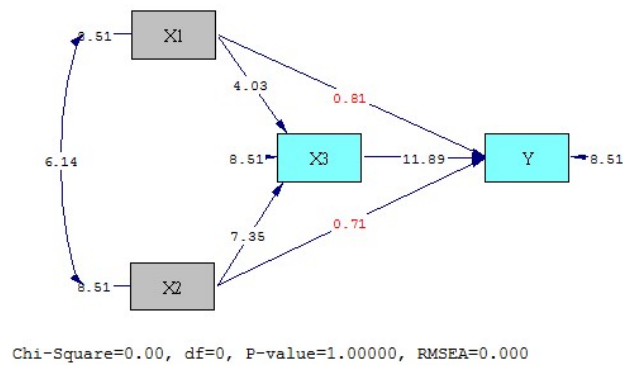
### **Hasil Penelitian dan Pembahasan**

Hasil Uji Validitas dan Reliabilitas menunjukkan korelasi lebih besar dari r tabel untuk n = 30 dengan alpha 5% sebesar 0.361 sehingga semua pertanyaan valid. Nilai *alpha cronbach* (0,943) lebih besar dari *cutvalue* 0,70 maka dikatakan reliabel. Sehingga dapat disimpulkan bahwa pertanyaan sudah mampu mengukur variabel dan responden secara konsisten mampu menjawab pertanyaan dengan baik

### **Hasil Pengujian Hipotesis**

Pengujian hipotesis dilakukan dengan Analisis Jalur (*Path Analysis*) untuk melihat hubungan antara variabel Kompetensi Guru (X1), Motivasi Berprestasi Guru (X2) dan Kreatifitas Guru (X3) terhadap Kinerja Guru (Y). Hasil pengujian ditunjukkan pada gambar berikut.





Gambar 1. *Standardized Loading Factor*

- H1: Kompetensi guru (X1) berpengaruh langsung positif secara signifikan terhadap kreativitas guru (X3) di Sekolah Dasar.  
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,29 dan nilai t hitung 4,03. Nilai t hitung (4,03) lebih besar dari t tabel (1,96) artinya kompetensi guru berpengaruh langsung positif secara signifikan terhadap kreativitas guru (Hipotesis diterima).
- H2: Motivasi berprestasi guru (X2) berpengaruh langsung secara signifikan terhadap kreativitas guru (X3) di Sekolah Dasar  
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,52 dan nilai t hitung 7,35. Nilai t hitung (7,35) lebih besar dari t tabel (1,96) artinya motivasi berprestasi guru berpengaruh langsung positif secara signifikan terhadap kreativitas guru (Hipotesis diterima).
- H3: Kompetensi guru (X1) berpengaruh langsung positif secara signifikan terhadap kinerja guru (Y) di Sekolah Dasar.  
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,05 dan nilai t hitung 0.81. Nilai t hitung (0.81) lebih kecil dari t tabel (1,96) artinya kompetensi guru *tidak* berpengaruh langsung terhadap kinerja guru (Hipotesis ditolak).
- H4: Motivasi berprestasi guru (X2) berpengaruh langsung positif secara signifikan terhadap kinerja guru (Y) di Sekolah Dasar  
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,05 dan nilai t hitung 0.71. Nilai t hitung (0.71) lebih besar dari t tabel (1,96) artinya Motivasi berprestasi guru *tidak* berpengaruh langsung terhadap kinerja guru (Hipotesis ditolak).
- H5: Kreativitas guru (X3) berpengaruh langsung positif secara signifikan terhadap kinerja guru (Y) di Sekolah Dasar  
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,78 dan nilai t hitung 11,85. Nilai t hitung (11,85) lebih besar dari t tabel (1,96) artinya kreativitas guru berpengaruh langsung positif secara signifikan terhadap kinerja guru (Hipotesis diterima).

Pengaruh Tidak Langsung X1 dan X2 terhadap Y melalui X3 (*Indirect Effects of Xon Y*)

X1	X2		
-	-		
X3	--	--	
Y	0.22	0.41	(0.06) (0.06)
	3.81	6.25	

- H6: Kompetensi guru dan Kreativitas Guru, secara bersama-sama berpengaruh secara signifikan terhadap Kinerja Guru Pendidikan Dasar.  
Pengaruh tidak langsung X1 terhadap Y melalui X3 menghasilkan besar koefisien pengaruh sebesar 0.22 dengan t hitung 3.81. Nilai t hitung lebih besar dari t tabel artinya pengaruh X1 signifikan terhadap Y secara tidak langsung melalui X3.



H7: Motivasi berprestasi Guru dan Kreatifitas Guru secara bersama-sama berpengaruh secara signifikan terhadap Kompetensi guru Pendidikan Dasar. Pengaruh tidak langsung X2 terhadap Y melalui X3 menghasilkan besar koefisien pengaruh sebesar 0.41 dengan t hitung 6.25. Nilai t hitung lebih besar dari t tabel artinya pengaruh X2 signifikan terhadap Y secara tidak langsung melalui X3.

Berdasarkan hasil *Path Analysis* tersebut terlihat bahwa variabel kompetensi, motivasi berprestasi merupakan variabel yang berpengaruh terhadap kinerja guru, hanya saja besar pengaruhnya tidak sama. Kreatifitas guru merupakan variabel yang paling berpengaruh terhadap kinerja. Guru-guru yang memiliki kreatifitas yang tinggi cenderung memiliki kinerja yang tinggi. Tingginya kreatifitas guru didukung oleh kompetensi guru. Hasil ini juga terlihat pada Hipotesis 6, dimana kompetensi guru menghasilkan kreatifitas dan berpengaruh terhadap kinerja.

Variabel kompetensi dan motivasi berprestasi guru tidak berpengaruh secara langsung terhadap kinerja, tetapi dimediasi oleh adanya kreativitas guru. Artinya kompetensi dan motivasi menghasilkan kreativitas guru.

Hasil penelitian ini dapat dijadikan sebagai salah satu landasan bagi Kepala Sekolah dan pengambil kebijakan untuk meningkatkan kompetensi dan motivasi guru agar secara tidak langsung mempengaruhi kinerja guru-guru di Sekolah Dasar.

### **Simpulan**

Berdasarkan hasil *path analysis*, pengaruh kompetensi guru dan motivasi berprestasi dan kreativitas guru terhadap kinerja guru, dapat disimpulkan bahwa:

1. Variabel kreativitas guru merupakan variabel yang paling berpengaruh positif terhadap kinerja guru
2. Variabel kompetensi guru dan motivasi berprestasi tidak berpengaruh signifikan t terhadap kinerja
3. Pengaruh kompetensi guru dan motivasi berprestasi signifikan t terhadap kinerja tetapi tidak langsung melalui variabel kreativitas guru.

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## **SLOW READING AND SPEED READING: TWO DIFFERENT TECHNIQUES IN READING COMPREHENSION**

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### **Abstract**

*This article reviews about slow reading and speed reading; two different techniques in reading comprehension. There are a number of readers still have problems with their reading techniques and in the same time experience some difficulties in comprehending texts. Some readers prefer speed reading technique to overview or get the general information about a passage or text, but some tend to read slowly to more fully comprehend and appreciate a complex text they are reading. The two reading techniques; slow reading and fast reading both have the weaknesses and strengths. The reading rate may influence the readers' overall comprehension of passage. Effective reading requires a logical sequence of thinking and recognition of words is one of the important requirements to comprehend the text easily. Reading is a communication process requiring a series of skills. By understanding the layout of the materials we are reading, we can extract the information efficiently.*

*Keywords: Slow reading, Speed reading, Reading comprehension.*

### **Introduction**

Reading activities involves both slow reading and speed reading techniques. Reading is personal, private, and individually interpretive; each person is correct within their own frame of reference. Our reading habits are varied. The importance of personal control over the speed of reading or reading rate may influence the reader's overall comprehension of a text.

Nowadays, readers are experiencing difficulties in comprehending text messages due to their reading techniques. Many people are still performing reading based on their own habit or as the way they were trained (Shepherd, 1997: 4). In one hand, some readers will read much faster and at the same time, they try to remember more of what they have already read. On the other hand, some readers tend to read slowly and to more fully comprehend and appreciate a complex text or what they are reading. Regardless the aforementioned techniques, reading is an individual's total inter-relationship with symbolic information in which they make use of increasing their comprehending. In addition, effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind.

Speed reading is a technique to increase the rate of reading and absorbing information quickly. While slow reading is the intentional reduction in the speed of reading and performed to increase comprehension or pleasure. Reading is a visual and symbolic process of seeing an item or symbol and translating it into an idea or image (Bennette, 1997:23).

This article reviews about slow reading and speed reading; two different techniques in reading comprehension. It is initiated by explaining slow reading and speed reading techniques, discussion. Then, it is ended up by summarizing of several important points as final comments.

### **Slow Reading Technique**

Reasons for reading are varied. When we read newspapers, journals, articles or any kinds of texts, we have our own techniques to comprehend the messages within paragraphs. Some readers tend to read slowly in order to control and adapt to their own needs and rhythms.

When we begin to read, we of course have a number of purposes, like to get specific information from a text, including the main ideas, particular words, and phrases. Other readers pick up any sort of reading materials and read them for the purpose of pleasure. Most of the readers perform slow reading to get the information accurately and appropriately. As a practice for achieving balance, slow reading often involves reading light material at a relaxed pace for pleasure, and not just complex materials read slowly for insight. Slow reading allows us to scan the text, particularly if we need to find out a moderate level of information on a subject. What we have to do is just move our eyes slowly and check the passage thoroughly. In consequences, we may be able to pick out and understand key words and its concept in details.

The idea of slow reading is not merely about slowing down, but about controlling the pace of reading. Slow readers may speed up at times, and then slow down for the more difficult or pleasurable portions of a text. Therefore, slow reading is considered as a great way to achieve a comprehensive knowledge of the subject we are reading.

### **Speed Reading Technique**

Some readers perform the speed reading because they just want to know the general information about a passage or text without spending much time on it. They just look at the reading materials at a glance and quickly draw the written information for their general comprehension. Speed reading will help the readers to overview texts or other reading materials. In this case, a reader can highlight and underline key information required by skimming them. In our daily life, we are required to provide our time for reading and most of us read regularly as part of our jobs, and to develop our skills and knowledge. In fact, there are a number of works, and social activities that take out huge portions of our reading time. It is not a big surprise that many of us have no much time to read. In addition, most of us feel pressure of time as we are facing with dozens of home works. How can there be enough time to conduct other activities? Some people found the answer through speed reading. It is an amazing way when we are able to consume reading materials quickly. Indeed, it is an act of absorbing written materials fast.

One of the primary tricks in speed-reading is to look at phrases and groups of words instead of individual words. Instead of reading word-by-word, you read in chunks of information. You don't have to say the word to understand what it means. A speed reader may not read every word on page. They may skip some sections as it has little overall consequence to the meaning. It emphasizes on basic information about text, then we put them in our mind, and will review the important points later. Where you only need the shallowest knowledge of a subject, you can skim material. In this case, you may read chapter headings, introductions, and summaries.

Speed-reading is a skill that can be learned. One of the most important tactics in learning how to read better and faster is in the eye movement and span of vision. Eye movements should be restricted to take in much information by moving the eyes only slightly. A person should aim to read large groups of words at the same time, rather than each word separately. To achieve this, we need increase our peripheral visual abilities. Peripheral vision is natural for humans, but most of us focus our vision to a much smaller degree when reading. A more in-depth approach may be needed to help with visual exercises and eye movements.

The recognition of words is also important to read faster because if a reader doesn't have good recognition of words then he would spend much time on reading small documents. On the other hand, a good reader who has good memory and recognition power will read those words in less time and comprehend them easily. So fast reading is a combination of good eyesight, regular eye movement, making larger blocks of words, spending short time in reading those blocks, reading silently and having strong recognition power. Speed reading is about controlling your reading rate, not just going faster. The ability to control your speed will make you a much more efficient reader than just blazing through text. Some readers read faster because their visualization and memory is very good; they can visualize larger blocks of words in short time. If you think about reading faster, you will make an effort to pick up the pace. Reading speed is something you must work on and concentrate on until it becomes a habit.

### **Discussion**

Slow reading is not merely about slowing down, but deals with controlling the pace of reading. The readers perform slow reading technique as it may help them create high level of comprehension. Since the readers focus their eyes on one word at a time, moving one space and focusing on the next words, it is considered as a time consuming. When a reader performs slow reading, he/she may have suffered from many bad reading habits such as; poor memory (quickly forgetting the information that we have read), and read word by word (focusing our eyes on one word at a time, moving one space and focusing on next word).

When we have to read a number of books, articles, journals and other printed reading materials, and at same time we have dozens of works and have a very limited of time to read them all, then speed reading technique can be helpful for us to save our time and absorb the information quickly. On the contrary, we sometimes skip some important words or phrases, and fail to pick out and understand key words and concepts. Speed reading does absolutely no good if the material is not remembered. There must be at least 50 % comprehension rate of the read material, and anything less is considered a failure. The goal is to read quickly yet still understand what the material and writer is presenting.

Succeeding in today's information-dependant global economy is directly linked to your ability to read and remember information. When you perform the speed reading techniques, you will confront two pleasant scenarios. First, you will be able to reduce markedly the time you are now required to do necessary reading. Second, you will be able to get much more done in the same amount of time (Cutler, 1993: 2). While reading, the eyes move in a series of quick jumps and still intervals. The jumps themselves are so quick as to take almost no time, but the fixations can take anywhere from a quarter to one and a half seconds. At the slowest speeds of fixation a student's reading speed would be less than one hundred words per minute (w.p.m).

Whenever we read passages that we want to understand and make use of, make sure never pass by a word or concept that we do not understand. If we do pass by a misunderstood word or concept, the rest of the text will probably become incomprehensible, and we will feel distracted and bored (Shepherd, 1997: 5).

The majority of us would like to know how to read better and faster to save time and benefit from all the information that is nowadays available. If a person has never researched any methods to improve their reading skills, it is often assumed that their reading speed is fixed, cannot be changed and the way we read is the way we read. Some people read faster and others slower. What needs to be realized is that the reason why some people know how to read better and faster is that they have taken the time to practice and implement some new strategies.

Many people read at an average rate of 250 words per minute. This means that an average page in a book or document would take you 1-2 minutes to read. However, imagine if you could double your rate to 500 words per minute. You could zip through all of this content in half the time. You could then spend the time saved on other tasks, or take a few extra minutes to relax and de-stress. Another important advantage of speed-reading is that you can better comprehend the overall structure of an argument. This leads to a "bigger picture" understanding, which can greatly benefit your work and career. Speed-reading is a useful and valuable skill. However, there might be times when using this technique is not appropriate. For instance, it's often best to read important or challenging documents slowly, so that you can fully understand each detail.

We often must read and comprehend a tremendous amount of material. Being able to read rapidly is an important skill that will make schoolwork easier, as well as help you advance in your career. Most speed-reading techniques are based on skim reading first and in reading groups of words. When applied correctly and practiced diligently, speed-reading can significantly improve your overall effectiveness, as it frees up precious time and allows you to work more efficiently in other areas.

It certainly is more enjoyable to be able to read something rapidly, instead of spending what seems like forever struggling through the words. Besides the enjoyment factor, students need to get through a lot of reading material in as fast a time as possible. Efficient reading skills

will help them in their schoolwork and help to improve their grades. Workers must read reports, as well as research material, for their jobs. If they can read faster, with greater comprehension, their chance of a raise and a promotion is increased. Note that top executives usually have rapid-reading skills. Although it is difficult to speed-read a complex chapter in a Mathematics book, using speed-reading techniques can help to improve your comprehension. This is especially true when you have to read a large amount of material that can numb your brain. With some complex reading like Mathematics, you should still skim over the material, quickly looking at section titles and the equations and formulae. After you get an idea of what the material is about and where it is going, you can read it more carefully.

### **Conclusion**

Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. Most people read in the different ways and reading take effort and therefore you yourself should make the effort. You can apply one of the reading techniques or may be combine both. In addition, vary your reading rate to suit the difficulty and type of writing of the text.

To sum up, poor readers always read at the same slow rate, and an efficient reader normally speeds up for easier material and slows down for the hard. Legal material and very difficult text for instance, should be read slowly, and easier material and magazines and newspapers can be read quickly. When applied correctly and practiced diligently, speed-reading can significantly improve your overall effectiveness, as it frees up precious time and allows you to work more efficiently in other areas. By understanding the layout of the material we are reading, we can extract the information we want efficiently.

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## **ANALYSIS OF THE ROLE OF BOOK JOURNAL ACTIVITIES READING RESULTS IN ORDER TO CREATE THE MOTIVATION CULTURAL LITERACY: A CASE STUDY IN CLASS X SMK SANTO PAULUS SURAKARTA 2016/2017 ACADEMIC YEAR**

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### **Abstract**

Book read student journals activity results in this research are the diaries after the students *read the book*. *Diary of the results of students' reading will make students know the increase in reading. Reading will adding insight students through the material in the book. Reading students noted in a journal which contains the core of the knowledge that they can understand through reading. The reading activities included in the cultural literacy as a way to open the reader insights on technology and events develop according to the progress of time. Literacy can be defined as an ability to read and write, sometimes referred to as "literate" or literacy. The purpose of this research is to create student interest in reading as a form of implementation of literate culture through journals book reading activity results. This study uses content analysis method: the object of this research is the a journal result of reading activity grade 1 vocational high school Santo Paulus Surakarta. The results of this research is students who were given the task to read the books and records in the journal will be more motivated to read. Motivation of students seen in the journal that contains the result of the number of books they've read. Journal of the results of reading including one technology to cultivate literacy among students because the journals reading then the teacher will know the motivation literacy of emerging through reading activities.*

*Keyword : book journal, reading, motivation, literate culture*

### **Introduction**

Instructional media becomes one of the things that are important in ongoing learning activities. All forms of media in teaching and learning processes aimed at that facilitate students to absorb information, message, purpose, and goals of the material being studied. Although there are many restrictions on the media, but many such restrictions are essentially no equality among them that the media is anything that can be used to distribute messages from the sender to the receiver so that it can stimulate the mind, attention, and the interest and attention of learners such that the process learning occurs (Arief S. Sadiman, et al., 1986: 7).

Learning materials from the teacher will be easily conveyed when using appropriate instructional media. Media in this research is a journal the results of the students' reading. In a journal or can be called with a logbook helps students record the results of reading the book. Events like this make students must write activity, whereas at SMK Santo Paulus from observations and interviews show poor writing habits. Writing it self included in the activities of cultural literacy.

Reading and writing can not be separated from the activities of learning in any subject. It is also reinforced by the opinion of an expert, that it seems there is no activity during this time that can be separated from the read-write (Arswendu Atmowilopo, 2004: 6). This is in line with the opinion of Sumarwati (2010: 623), and writing is to inform potential ideas and thoughts in a very broad coverage (Sumarwati, 2010: 623). Reading and writing are always in teaching and learning activities, whether the discussion of what is being described in a learning process. Read and write activity is included in the culture of literacy. Cultural literacy that can



be termed 'literacy today is often discussed in a study that wants to benefit the repertoire of knowledge about cultural literacy. Literate culture can be defined in terms of reading and writing. With a lot of reading, the knowledge will be broader. Reading provides benefits that allow us to understand more about the science that is constantly evolving.

Student diary used in SMK Santo Paulus Surakarta help cultivate students in literacy. Culture of reading and writing that can help broaden each individual constructed in various ways according to the teacher's creativity. Reading and writing are used in communication has its share of each, it is presented by Tarin (2008: 129), that the time used to communicate is 9% for write, 16% read, 30% to talk, and 45% for listening. This shows that every language has the skills in each portion in communication and all the skills used in communicating.

Based on observations, it was the tenth grade at the time still a lazy student learning to read and write. Students are more likely to be explained rather than reading books for information. Then for the students' writing activities tend to lack motivation because they do not have the ingredients to be written. As for the cause of unqualified students in literate culture will have the motivation to make teachers look for ways or appropriate learning strategies. Here are some of the causes of reading and writing that is low in SMK Santo Paulus Surakarta are: 1) there are students who are passive in getting information, 2) there are students who are confused in determining reading books, 3) there is no motivation for the students to realize that knowledge gained from reading.

Based on the above problems researchers interested in conducting research with the title "Analysis of the Role Record Book Reading Event Results In Motivation Efforts to create a Cultural Literacy: A Case Study of Class X SMK Santo Paulus Surakarta Academic Year 2016/2017". General purpose in this study is to analyze the literate culture contained in SMK Santo Paulus Surakarta Academic Year 2016/2017. The benefits of this objective are: (1) To describe the implementation of learning had been reading and writing in class X SMK Santo Paulus Surakarta Academic Year 2016/2017; (2) To describe the ability to read and write in class X SMK Santo Paulus Surakarta Academic Year 2016/2017; (3) To describe the ways in which the ability of teachers to improve motivation in class X SMK Santo Paulus Surakarta Academic Year 2016/2017.

### **Result and Discussion**

Each study is inseparable from the use of methods. According Nawawi (2012: 65) the use of appropriate methods in the study are as follows: (a) Avoid the ways of solving the problem and ways of thinking that is speculative in the search for the truth of science, especially in the social sciences that variable is strongly influenced by the attitude of human subjectivity that express; (b) Avoiding problem solving or ways of working that is trial and error as a way that is not favorable for the development of science that is needed in modern life; (c) Improving the nature of objectivity in knowledge of the truth, which is not only theoretically important but also very big influence on the practical usefulness in human life.

Methods can be defined as the means used to conduct research in order to achieve the research objectives. This study uses content analysis method: the object of this study is the result of reading a journal activity class X SMK Santo Paulus Surakarta. Researchers supported by the homeroom teacher X. Subjects in this study were students of class X Health Analysis and Grade X Chemical Industry which in aggregate 58 students. Data collection tools were used: (a) the observation sheet, (b) interview, and (c) documentation.

The learning process in general has a purpose in accordance with the lesson plan created by the teacher before the process learning. Each competency has a basic learning objectives are different. Good learning process requires manner or media appropriate learning to be able to achieve the learning objectives of each KD. Research conducted at the Vocational High School of St. Paul Surakarta have problems such as how to foster curiosity to read and write. Factors affecting this can be from internal and external factors. Internal factors are contained in the student, like lazy to dig up information through books, do not have the motivation in itself, and the lack of trained reading habits. External factors ie from outside the student's own. As the medium used to motivate students in reading and writing that have not met. Lack of motivation of students in reading and writing make teachers must find ways to

foster a culture of literacy among students. So that teachers use journal providing results of reading to students. teachers at these schools find the right way to cultivate motivation literate culture. Cultural literacy itself has a purpose that can be called with literacy or reading writing.

This study shows motivation literate culture with their record book. Student motivation can be seen with the assessment of a student made a journal. The motivation for learning should be owned by every student so that the student is able to receive learning materials to the maximum. According to Uno (2007: 1), motivation is a basic impulse that drives a person to behave. The word motivation comes from the word meaning motive force contained in a person and cause individuals to act something.

In general the results of interviews with subject teachers can be inferred motivational factors causing cultural literacy of students in SMK Santo Paulus Surakarta Academic Year 2016/2017 is still low. Students tend to have a habit of just want to listen or explained by the teacher. Teachers try to explain the importance of cultural literacy that can be said reading and writing skills that can be associated with KD every learning process. Based on the interview can be concluded that in the process of learning the teacher has to do their jobs properly in accordance with the syllabus and lesson plans have been made, learning to use the media, learning tools are sufficient, the enthusiasm of the students to follow the study, provide an assessment, and teachers held a continuous learning assessments and assist students in dealing with learning difficulties, especially in reading and writing.

Based on observations made during the process of learning Indonesian in vocational high schools Santo Paulus Surakarta shows activity lesson would like to cultivate literacy by giving them assignments such as reading a book on Indonesian literature in the library and then after they finish reading the students are given a journal activity results read and students filling the journal in accordance with the contents of the book that has been read. Each student may choose reading books as they wish, for the results obtained from the reading will be better. This reading activity can be attributed to KD understand the text contained in KD 3.1 in the chapter text learning exposition. In textbooks recommended by the government in the chapter there is an introduction to the negotiating text in the form of literature as an introduction to the text material to the exposition. Text exposition itself has a sense as text that contains the author's presentation of the text itself. Literary association with this text is in literature such as poetry, short stories and even novels it is a story in which there are the opinion of the author.

The process of learning to use the media in the form of a journal in the act of reading a book, then write down the core of the book written by the students and in the form of student opinion regarding the appropriateness of books that have been read can be associated with text learning exposition. Students in observation enthusiastically in reading because students feel vying to quickly fill a journal or the notebook. Teachers in this process observe students in selecting books and read and write the contents of the book into the record book. Occasional teachers help students who have difficulty in understanding the word or phrase in the books they read.

The books students read the book is directed towards literary Indonesia, this is because, enables teachers to assess the results of a journal written by the students. teachers of subjects studied Indonesian has been reading a book that became a child reading material in making a journal or notebook. Teachers will know the motivation level of cultural literacy of students to see the results of the record book. Here is a journal that made the teacher to know the motivation of students' cultural literacy.

No	Day / Date	Titles are read	The contents of the books read	Feasibility of books by students

Filling in the form of a journal written description in accordance with what is read by students and according to his own judgment. From the results of students' writing in a journal that can be judged the emergence of the motivation of the students. More and more the result of the students' understanding that book was written in the column contents of the book, the student can be said the emergence of a culture of reading and writing are already visible in the students themselves. This record book as an object that is analyzed in this study in order to know the culture of literacy which is owned by the students. thus expected teachers can expand their knowledge about the proper way for students in the learning process may have its constraints of each KD.

### **Conclusion**

Based on the results of research in general on the analysis of literate culture motivation of students learning Indonesian (case studies in class X SMK Santo Paulus School in the academic year 2016/2017) can run well and smoothly as expected. The results of the research can be specifically described as follows: (1) the learning process is already well underway in accordance with the learning objectives in the RPP prepared by the subject teachers. It can be seen from the activities of teachers when teaching by using the media in a learning journal. But when there is a learning process of students who can not understand the intention of reading material they chose. (2) The level of motivation literate culture existing in students already visible and enthusiastic students begin to read books and write in a journal. But of the 58 students who look motivation in reading and writing somewhat hindered because some students there who do not understand some words contained in books, thus inhibiting their time in understanding the content of the books they read. (3) the efforts of teachers in finding a way to motivate the students are very creative literate culture that the teacher made a journal the results of the reading or in other words a logbook. It is very helpful to have motivated students in the culture of reading and writing. Based on this study creative teacher can motivate students in reading and writing. It would be better and more teachers are able to find ways to overcome the problems experienced by students in language skills.

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## **PENGUATAN JATI DIRI BANGSA MELALUI PENGINTEGRASIAN NILAI-NILAI KARAKTER BANGSA INDONESIA DENGAN STRATEGI PEMBELAJARAN *CONTEXTUAL LEARNING***

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### **Abstrak**

*Secara historis kemerdekaan Indonesia mempunyai latar belakang nilai-nilai perjuangan yang penting untuk diwariskan kepada generasi muda di masa depan. Semangatnya menjadi nilai-nilai karakter yang tidak pernah lekang sebagai perilaku dalam kehidupan sehari-hari. Oleh karena itu menjadi tugas yang penting melalui pendidikan dilakukan penguatan jati diri bangsa yakni melalui internalisasi nilai karakter yang bersumber dari agama, Pancasila, budaya, dan tujuan pendidikan nasional dengan strategi pembelajaran *contextual learning*. Rangkaian pengembangan model penguatan dapat dirinci menjadi tiga tahapan sebagai berikut: 1) tahap pendahuluan yaitu dilakukan studi literatur yang dikonfirmasi dengan kondisi pembelajaran kontekstual di sekolah yang saat ini dilakukan guna menyusun deskripsi dan analisis temuan sebagai model faktual; 2) tahap pengembangan desain model; dan 3) tahap validasi model, dilakukan dengan metode eksperimen kuasi (*pretest-posttest with control group design*), yaitu dengan melakukan tes awal, implementasi model, dan tes akhir sehingga diperoleh model akhir (*final model*). Penguatan jati diri bangsa dalam pendidikan sangat tergantung pada cara guru menggunakan metode pembelajaran, karena suatu strategi pembelajaran hanya mungkin dapat diimplementasikan melalui penggunaan metode pembelajaran.*

*Kata Kunci: Penguatan, Jati Diri Bangsa, Nilai-Nilai Karakter Bangsa, Strategi Pembelajaran Contextual Learning.*

### **Pendahuluan**

Sejarah yang melatarbelakangi kemerdekaan Indonesia yang sarat dengan nilai-nilai perjuangan menjadi warisan bagi generasi muda yang harus dipelihara semangatnya sehingga akan menjadi karakter yang tampak dalam perilaku dalam kehidupan sehari-hari. Dalam kondisi bangsa yang saat ini carut-marut, nilai-nilai persatuan sangat urgen untuk diapresiasi, dilabuhkan, dan dikontekstualisasikan ke dalam kehidupan konkret. Untuk itu, seluruh anak bangsa dituntut untuk menjiwai nilai-nilai karakter bangsa dengan memahami sumber-sumber nilai karakter yakni UUD Tahun 1945, Pancasila, Agama, Budaya bangsa Indonesia, Negara Kesatuan Republik Indonesia (NKRI), dan tujuan pendidikan nasional.

Secara tekstual, berdasarkan hasil kajian yang dilakukan oleh Pusat Kurikulum dan Perbukuan Kementerian Pendidikan Nasional tahun 2009, dalam rangka lebih memperkuat pelaksanaan pendidikan karakter telah teridentifikasi 18 nilai yang bersumber dari agama, Pancasila, budaya, dan tujuan pendidikan nasional, yaitu: (1) Religius, (2) Jujur, (3) Toleransi, (4) Disiplin, (5) Kerja keras, (6) Kreatif, (7) Mandiri, (8) Demokratis, (9) Rasa ingin tahu, (10) Semangat kebangsaan, (11) Cinta tanah air, (12) Menghargai prestasi, (13) Bersahabat/komunikatif, (14) Cinta damai, (15) Gemar membaca, (16) Peduli lingkungan, (17) Peduli sosial, & (18) Tanggung jawab.

Produk pendidikan di Indonesia, idealnya secara karakter baik dari Pendidikan Anak Usia Dini (PAUD) sampai dengan Perguruan Tinggi, baik negeri maupun swasta seharusnya menghasilkan lulusan yang berkarakter. Lulusan yang berkarakter ini secara positif diharapkan dapat menjadi sosok dengan ciri jati diri bangsa Indonesia yang berdaya saing di kancah persaingan global.

### **Tinjauan Konseptual Pembelajaran Berbasis Berkarakter**

Secara mendasar, pendidikan karakter didasarkan kepada totalitas psikologis yang mencakup seluruh potensi individu manusia (kognitif, afektif, dan pskimotorik) dan fungsi totalitas sosiokultural dalam konteks interaksi dalam keluarga, satuan pendidikan, dan masyarakat (Desain Induk Pendidikan Karakter Kemdiknas, 2010: 8-9). Ini berarti pendidikan karakter harus dipahami sebagai proses yang bersifat holistik, antara keluarga, sekolah dan masyarakat saling melengkapi sehingga potensi individu manusia di dalam perilakunya yang dijiwai oleh nilai-nilai luhur yang didalamnya terkandung sejumlah nilai karakter dapat diimplementasikan dalam kehidupan sehari-hari.

Di dalam Desain Induk Pendidikan Karakter yang disusun oleh Kemdiknas (2010: 28), strategi kebijakan pendidikan karakter ditempuh melalui tiga jalur, yakni: 1) *Stream Top Down*, yaitu kebijakan yang dikembangkan oleh pemerintah/Kemdikbud dan didukung secara sinergis oleh Pemerintah Daerah dalam hal ini Dinas Pendidikan Provinsi dan kabupaten/Kota; 2) *Stream Bottom*, yaitu jalur yang inisiatifnya berasal dari satuan pendidikan yang didukung oleh pemerintah melalui bantuan teknis kepada sekolah-sekolah yang telah mengembangkan dan melaksanakan pendidikan karakter sesuai dengan ciri khas di sekolah; dan 3) *Stream Realisasi Program*, yaitu merevitalisasi program-program kegiatan pendidikan karakter di mana pada umumnya banyak terdapat pada kegiatan ekstrakurikuler yang sudah ada dan sarat dengan nilai-nilai karakter. Ketiga pendekatan tersebut dapat dilaksanakan secara integratif dalam keempat pilar penting pendidikan karakter di sekolah, yaitu: kegiatan pembelajaran di kelas, pengembangan budaya satuan pendidikan, kegiatan ko- kurikuler, dan ekstrakurikuler.

Menurut Pedoman Pelaksanaan Pendidikan Karakter, Pusat kurikulum dan Perbukuan, Kemdiknas (2011: 6-7), strategi pelaksanaan pendidikan karakter di satuan pendidikan merupakan suatu kesatuan dari program manajemen peningkatan mutu berbasis sekolah yang terimplementasi di dalam pengembangan, pelaksanaan, dan evaluasi kurikulum oleh setiap satuan pendidikan. Strategi tersebut diwujudkan melalui pembelajaran aktif dengan penilaian berbasis kelas disertai dengan program remediasi dan pengayaan. Dijelaskan lebih lanjut, kegiatan pembelajaran dalam kerangka pengembangan karakter peserta didik dapat menggunakan pendekatan kontekstual sebagai konsep belajar dan mengajar yang membantu guru dan peserta didik mengaitkan antara materi yang diajarkan dengan situasi dunia nyata, sehingga peserta didik mampu untuk membuat hubungan antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan. Pembelajaran kontekstual akan membawa peserta didik akan lebih memiliki hasil yang komprehensif tidak hanya pada tataran kognitif (olah pikir), tetapi pada tataran afektif (olah hati, rasa, dan karsa) serta psikomotor (olah raga). Pembelajaran berbasis karakter memberikan kesempatan kepada peserta didik mengaitkan antara nilai-nilai karakter dan materi yang diajarkan oleh guru dengan situasi dunia nyata, sehingga peserta didik mampu untuk membuat hubungan antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan.

#### **Strategi Contextual Learning**

Strategi pembelajaran sebagaimana diungkapkan oleh David (1976) yang dikutip Sanjaya (2006: 126) sebagai *a plan method, or series of activities designed to achieves a particular educational goal*. Strategi pembelajaran dapat diartikan sebagai perencanaan yang berisi tentang rangkaian kegiatan yang didesain untuk mencapai tujuan pendidikan tertentu. Demikian juga, menurut Kemp (1995) (dalam Sanjaya, 2006: 130), strategi pembelajaran adalah suatu kegiatan pembelajaran yang harus dikerjakan guru dan siswa agar tujuan pembelajaran dapat dicapai secara efektif dan efisien. Guru harus mampu memilih strategi yang dianggap cocok dengan keadaan. Oleh sebab itu guru perlu memahami prinsip-prinsip umum penggunaan strategi pembelajaran. Strategi pembelajaran memperhatikan: 1) berorientasi pada tujuan, 2) aktivitas, 3) individualitas, dan 4) integritas.

Menurut teori Bandura dalam Reigeluth (1983: 40-41), proses pembelajaran terjadi dalam tiga komponen, yaitu: perilaku model, pengaruh perilaku model, dan proses internal siswa. Individu melakukan pembelajaran dengan proses mengenal perilaku model (perilaku yang akan ditiru), kemudian mempertimbangkan dan memutuskan untuk meniru sehingga

menjadi sendiri. Perilaku model ialah berbagai perilaku yang dikenal dilingkungannya. Apabila bersesuaian dengan keadaan dirinya (minat, pengalaman, cita-cita, dan tujuan) maka perilaku itu akan ditiru. Fungsi perilaku model ialah: 1) untuk memindahkan informasi ke dalam diri individu, 2) untuk memperkuat atau memperlemah perilaku yang telah ada, dan 3) untuk memindahkan pola-pola perilaku yang baru.

Menurut Reigeluth (1983: 255), strategi pembelajaran kontekstual (*Contextual Teaching and Learning* atau CTL) adalah suatu strategi pembelajaran yang menekankan kepada proses keterlibatan siswa secara penuh untuk menemukan materi yang dipelajari dan menghubungkannya dengan situasi kehidupan nyata sehingga mendorong siswa untuk dapat menerapkannya dalam kehidupan mereka. Strategi CTL banyak dipengaruhi oleh filsafat konstruktivisme yang mulai digagas oleh Mark Baldwin dan selanjutnya oleh Jean Piaget. Piaget berpendapat, bahwa sejak kecil setiap anak sudah memiliki struktur kognitif yang kemudian dinamakan "skema". Skema terbentuk karena pengalaman. Sebelum ia mampu menyusun skema baru, ia akan dihadapkan pada posisi ketidakseimbangan (*disequilibrium*) yang akan mengganggu psikologis anak. Manakala skema telah disempurnakan atau anak telah berhasil membentuk skema baru, anak akan kembali pada posisi seimbang (*equilibrium*), untuk kemudian ia akan dihadapkan perolehan pengalaman baru.

Pandangan Piaget tentang bagaimana sebenarnya pengetahuan itu terbentuk dalam struktur kognitif anak, sangat berpengaruh terhadap beberapa model pembelajaran, diantaranya model pembelajaran kontekstual. Menurut pembelajaran kontekstual, pengetahuan itu akan bermakna manakala ditemukan dan dibangun sendiri oleh siswa. Pengetahuan yang dipeoleh dari hasil pemberitahuan oleh orang lain, tidak akan menjadi pengetahuan yang bermakna. Pengetahuan yang demikian akan mudah dilupakan dan tidak fungsional.

Untuk itu ada beberapa catatan dalam penerapan CTL sebagai suatu strategi pembelajaran, yaitu sebagai berikut: (1) CTL adalah model pembelajaran yang menekankan pada aktivitas siswa secara penuh, baik fisik maupun mental. (2) CTL memandang bahwa belajar bukan menghafal, akan tetapi proses berpengalaman dalam kehidupan nyata. (3) Kelas dalam pembelajaran CTL bukan sebagai tempat untuk memperoleh informasi, akan tetapi sebagai tempat untuk menguji data hasil temuan mereka di lapangan. (4) materi pelajaran ditemukan oleh siswa sendiri, bukan hasil pemberian orang lain (Reigeluth, 1983: 257-258). Menurut Slavin (1995) dalam Sanjaya (2006: 242), pembelajaran dengan strategi CTL dipahami sebagai: (1) pembelajaran sebagai proses pengaktifan pengetahuan yang sudah ada (*activating knowledge*), (2) belajar dalam rangka memperoleh dan menambah pengetahuan baru (*acquiring knowledge*), (3) belajar adalah pemahaman pengetahuan (*understanding knowledge*), artinya pengetahuan yang diperoleh bukan untuk dihafal tetapi untuk dipahami dan diyakini, (4) belajar adalah mempraktikkan pengetahuan dan pengalaman (*applying knowledge*), dan (5) Dalam belajar melakukan refleksi (*reflecting knowledge*) terhadap strategi pengembangan pengetahuan.

Pembelajaran *kontekstual* mencakup beberapa strategi, yaitu: (1) pembelajaran berbasis masalah, (2) pembelajaran kooperatif, (3) pembelajaran berbasis proyek, (4) pembelajaran pelayanan, dan (5) pembelajaran berbasis kerja. Kelima strategi tersebut dapat memberikan *nurturant effect* pengembangan karakter peserta didik, seperti: karakter cerdas, berpikir terbuka, tanggung jawab, rasa ingin tahu (Pusat Kurikulum dan Perbukuan Kemdiknas, 2011: 8).

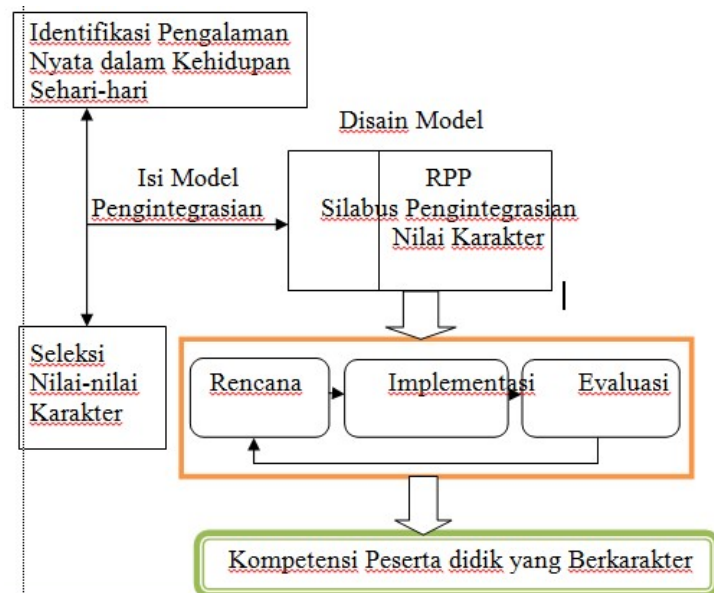
Berdasarkan deskripsi konseptual di atas, maka dapat disintesis bahwa strategi *contextual learning* adalah pembelajaran yang didesain dengan proses pengaktifan pengetahuan yang sudah ada (*activating knowledge*), yang memungkinkan diperoleh dan menambah pengetahuan baru (*acquiring knowledge*), pemahaman pengetahuan (*understanding knowledge*), mempraktikkan pengetahuan dan pengalaman (*applying knowledge*), dan melakukan refleksi (*reflecting knowledge*) terhadap strategi pengembangan pengetahuan.

### Kerangka Berpikir Pengembangan

Sejarah masa lalu menjadi landasan yang mendasar bagi terbentuknya karakter yang menjadi jati diri bangsa Indonesia, yakni: Agama, UUD Tahun 1945, Pancasila, Negara Keatuan Republik Indonesia (NKRI), budaya bangsa, dan tujuan pendidikan nasional. Nilai-nilai karakter yang saat ini telah digali oleh Pusat Kurikulum dan Perbukuan Depdiknas (2011) berjumlah 18 nilai karakter seharusnya menjiwai perilaku segenap bangsa Indonesia. Harapan ini akan mudah dilakukan dengan cara menanamkan dalam diri peserta didik melalui proses pembelajaran di sekolah.

Pembelajaran di sekolah selain memberikan pengalaman teoretik juga dapat dipadukan dengan pengalaman-pengalaman nyata kehidupan sehari-hari sehingga pembelajaran menjadi lebih bermakna. Bangsa Indonesia yang lahir melalui berbagai ujian perjuangan sehingga dapat merdeka memiliki nilai-nilai karakter yang telah digali dari sejarah masa lalu. Dalam konteks ini, maka nilai-nilai karakter diintegrasikan ke dalam model pembelajaran dengan menerapkan *contextual teaching and learning* (CTL) ke dalam mata pelajaran di sekolah.

Dengan pengembangan model pembelajaran berkarakter maka selain aspek kognitif peserta didik ditingkatkan maka diperoleh efek penyerta (*nurturant effect*) dapat dikembangkannya perilaku berkarakter di kalangan peserta didik. Mengacu kepada deskripsi konseptual dan kerangka berpikir di atas maka dapat dikembangkan model hipotetik sebagai berikut:



Gambar 1. Model Hipotetik Pembelajaran Berkarakter

### Teknik Pengembangan Desain

Teknik pengembangan model merujuk kepada metode yang digunakan dalam penelitian dan pengembangan (*Research and Development* atau R & D). Rangkaian pengembangan model dapat dirinci menjadi tiga tahapan sebagai berikut (diadopsi dari Sugiyono, 2009: 314-316):

#### Tahap Pendahuluan

Pada tahap ini dilakukan dengan pendekatan deskriptif kualitatif, yaitu dilakukan studi literatur yang dikonfirmasi dengan kondisi pembelajaran kontekstual di sekolah yang saat ini dilakukan guna menyusun deskripsi dan analisis temuan sebagai model faktual.

#### Tahap Pengembangan Desain Model

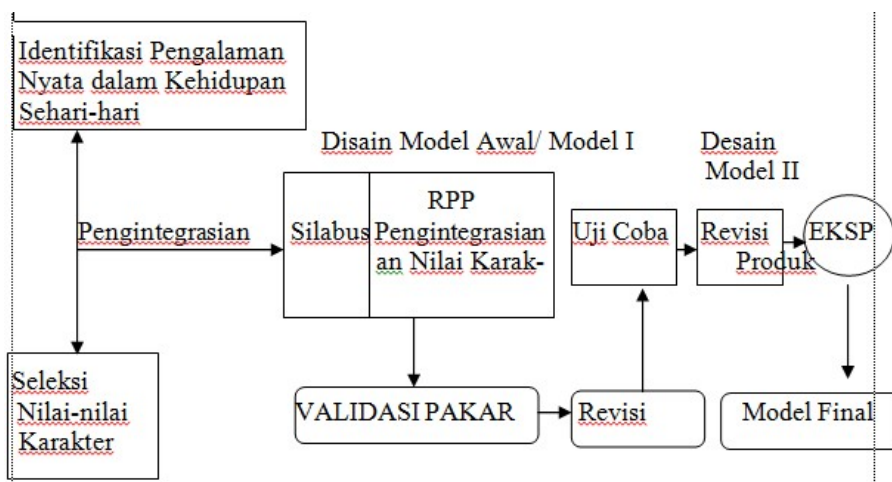
Kegiatan yang dilakukan di dalam pengembangan desain model sebagai berikut:

- (1) Menetapkan mata pelajaran yang menjadi focus pengintegrasian nilai-nilai-nilai karakter.

- (2) Mengidentifikasi pengalaman-pengalaman nyata dalam kehidupan sehari-hari yang dapat diangkat dalam pembelajaran CTL.
- (3) Menseleksi nilai-nilai karakter yang akan digunakan untuk mengembangkan pembelajaran berkarakter.
- (4) Menyusun model pembelajaran berkarakter dalam silabus dan RPP pengintegrasian nilai-nilai karakter.
- (5) Memvalidasi disain pembelajaran berkarakter yang sudah disusun dalam bentuk silabus dan RPP, yakni mengevaluasi komponen rancangan, implementasi, dan evaluasi dengan melibatkan pakar pembelajaran.
- (6) Melakukan uji coba produk (disain pembelajaran berkarakter) secara terbatas dengan melakukan pembelajaran di kelas.
- (7) Merevisi rancangan model pengembangan pembelajaran berkarakter sesuai dengan hasil evaluasi hasil uji coba terbatas.
- (8) Melakukan uji coba yang lebih meluas dengan metode eksperimen untuk menguji produk dengan metode eksperimen *one group pretest-postests*.

### Tahap Validasi Model

Validasi model dilakukan dengan metode eksperimen quasi (*pretest-posttest with control group design*), yaitu dengan melakukan tes awal, implementasi model, dan tes akhir sehingga diperoleh model akhir (*final model*). Keseluruhan langkah-langkah penelitian dapat digambarkan sebagai berikut:



#### Keterangan:

EKSP= Eksperimen

**Gambar 2. Alur Pengembangan Model**

### Simpulan

Model pembelajaran berkarakter melalui penintegrasian nilai-nilai karakter dengan menggunakan strategi *contextual learning* demikian mendesak untuk dikembangkan di segala jenjang pendidikan. Hal ini sejalan dengan amanah Bab IV Pasal 19 Peraturan Pemerintah No. 19 Tahun 2005 dikatakan bahwa proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik, serta psikologis peserta didik.

Namun demikian patut diingat bahwa keberhasilan implementasi strategi pembelajaran sangat tergantung pada cara guru menggunakan metode pembelajaran. Implementasi model pembelajaran dengan pengintegrasian nilai-nilai karakter dimungkinkan dapat memperkuat jati diri bangsa lulusan sehingga menjadi lebih berkompentensi dan berdaya saing di kancah persaingan global.



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## **THE ATTITUDE OF THE MAIN CHARACTER TO LOVE FORM ON NOVELS ENTITLED *AYAT-AYAT CINTA* BY HABIBURRAHMAN EL- SHIRAZY AND *DI BAWAH LINDUNGAN KA'BAH* BY HAMKA: A PSYCHOLOGICAL LITERATURE STUDIES**

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### **Abstract**

*The aim of this qualitative research is to explain the attitude of the main character in *Ayat-ayat Cinta*, a novel by Habiburrahman El-Shirazy and *Di Bawah Lindungan Ka'bah*, a novel by Haji Abdul Malik Karim Amrullah (Hamka). By using Psychological Literature, this research conducted by a theory of attitude from Krech Crutchfield and theory of love from Erich Fromm. Based on Crutchfield's theory, there are three aspects of attitudes: motive, emotion, and perception while theory of love from Fromm has four aspects: knowledge, care, respect, and responsibility. The conclusions of the analysis are (1) the male main characters on both novels show the attitude of low self-esteem, perceiving the physical issue, and protecting the person they love, (2) the female main characters on both novels show the attitudes of accepting the distinction of social status and perceiving the morality from whom they love, (3) there are some differences of sacrifice and the compulsive of love between the two novels, sacrifices in *Ayat-ayat Cinta* emphasizes material sacrifices while in *Di Bawah Lindungan Ka'bah* emphasizes self-sacrifice, the compulsive of love in *Ayat-ayat Cinta* is: the subject of love forces the object of love, while in *Di Bawah Lindungan Ka'bah* the compulsive of love has different output, (4) Habiburrahman in *Ayat-ayat Cinta* is indicated to be influenced by Hamka in *Di Bawah Lindungan Ka'bah*. This research can be applied for 12th grade of secondary level in 2013 Curriculum as Indonesian formal education curriculum on Bahasa Indonesian subject. Particularly on basic competencies 3.1 understanding the meaning of fiction and 4.1 interpreting the meaning of fiction in both written or oral form.*

*Keywords: Psychological literature, attitude, love, main character, novel*

### **Introduction**

During the human development stages, adolescence is one of phases which is marked by the increased sexual attraction and impulse. the symptom of being attracted to the opposite gender is defined as a feeling of 'feeling in love' by the adolescents. According to this, the teaching of literature by using novels as the media in helping pupils to understand the love can be utilized. Besides, pupils will also be able to perceive the novels' characters as a self representation and an understanding of psychological things, particularly, the character that is related to love and affection.

This phenomenal novels, *Ayat-ayat Cinta* by Habiburrahman El-Shirazy and *Di Bawah Lindungan Ka'bah* by Hamka become the role model of love which is considered an ideal love, because they are favored and accepted by people. To recognize what kind of ideal love that is accepted by the community, the research about love from that two phenomenal novels from different era is needed. That becomes important thing to study in this research. By choosing Hamka and Habiburrahman with *Di Bawah Lindungan Ka'bah* and *Ayat-ayat Cinta*, this research is conducted by the opinion, "Habibburahman is little Hamka". That is aimed to look for the possible influence of Hamka to Habiburrahman.

### **Theoretical Frame**

Psychological literature is a study of a literary work in terms of psychological aspects of the author, a figure in the literature, and the reader. It is because the literature is a reflection of psychological mechanism of occurrences in the real life and represented events in the fictional world. Despite, psychological literature is an interdisciplinary study between psychology and literature, but both of them can be connected. Discussing human will always involve the psychological aspects that need adequate psychological theories.

The attitude theory which is used in this research is Krech Crutchfield's theory, according to that, the attitude is formed by some fixed components which is called the organization that consists three processes, they are the motive, emotion, and perception [Ahmadi, 1999]. In addition, the motive has three types, they are biogenetic motive, sociogenetic motive, and theogenetic motive. While emotion is separate by two types, they are positive emotion and negative emotion perception is also divided in two types, self-perception and environmental perception. In relation to love, Erich Fromm believes that, there is an active effort as the establishment of the lovers to the things they loved. The effort of love is defined by the form of giving. Love is an activity, not a passive effect, it is a 'standing in' not a 'falling for'. In the most general way, the character of love can be described by stating that love is primarily giving, not receiving. Love, based on Fromm statement consist of four aspects, they are knowledge, care, respect, and responsibility [Fromm, 1990].

By using psychological literature, the study of main character's attitude can be done. Not only the main character but also the comparative literature of the novels from different era can be compared to find how they relate the love in their era to the current era. The two different novels from different era primarily contain two different culture which becomes one of pre-requirement for comparative literature study. The character of the main figure that is emerged by the attitude, in this research is examined by associating the conjunction with love that is influenced by differences cultural background from each novel. The conclusion of this research's result can be utilized for teaching literacy as one of important things in character education.

### **Research Method**

The general aim of this research is to study the attitude of the main character to love definition in *Ayat-ayat Cinta* novel by Habiburrahman El-Shirazy and *Di Bawah Lindungan Ka'bah* novel by Hamka by using psychological literature. For the specific aim, this research was especially done to know its implication for study literature in high school in relation to prose teaching. This qualitative method research is done since January up to July 2015.

### **Result**

In *Ayat-ayat Cinta* novel by Habiburrahman El-Shirazy, the attitude of the main character that shows up is soft, faithful, sacrificing, force, inferiority, passive or less initiative, and lacking of boldness. A soft found in a figure of Fahri as the main character in *Ayat-ayat Cinta*. Fahri shows his romantic love against Maria. That attitude appears on figure Fahri after he marries Maria as his wife. But, before marrying Maria, Fahri having much consideration until willing married Maria. This shows that romance of Fahri against Maria tempered by an altruistic love.

Loyalty contained in figure Fahri to his love for Aisha, his first wife. It was proven with rejection Fahri to love Noura and Nurul. Fahri has ever love Maria as a woman, but he ignores his feelings because he felt have no right to love Maria consider that they were not married yet. Although in finally Fahri marry Maria, but he still loves Aisha fully, the woman who make him in love from the first time he saw her face.

Attitude sacrificing contained in character Maria and Aisha based on their love for Fahri. Maria and Aisha do a lot of sacrifices to Fahri selfless. This shows that romance love from Maria and Aisha against Fahri tinged with an altruistic love for do not ask back what they have given. In addition, Fahri also sincere to help Noura yet Fahri's love to Noura excluding romance but brotherly love.

In contrast, Noura shows her enforcement to Fahri's love in a defamatory manner Fahri. It does to make Fahri marry her but it did not work. Thus, Noura's love including the romance love colored by love having because obtrude to the one she loves.

Different to Fahri's love to Nurul. Before married Aisha, Fahri had love Nurul. But, he becomes inferiority as distinction social status between himself and Nurul so Fahri acts passively. It means that Fahri unaccepted the distinction about his social status to Nurul consider to his lower position than Nurul. Same as Fahri's love to Maria, the romance love for Fahri against Nurul was tempered by pragmatic love. Attitude lacking boldness express love also showed by Nurul to love on helping Fahri. She has been in love with Fahri since long time ago but not dare verbalize express her own feeling to Fahri. She gets influence from her culture, about social norms between male and female interaction.

In *Di Bawah Lindungan Ka'bah* novel by Hamka, attitude from the figures to love that shows up is inferiority, sacrificing, and passive. All that attitude is shown by a figure Hamid. Hamid shows low self-esteem for realizing the distinction social status between himself and Zainab, the person he loves. The low self-esteem translated as an inferiority that makes Hamid has no bold to express his love and so does he makes a sacrifice of his own feelings by choosing leave Zainab. The leaving of Hamid consist of self-sacrificing in this context. A sacrifice done has is in its refusal to an arranged marriage planned her mother because she loved Hamid. But, she did not voice it out that she has in love to Hamid, it can be said that Zainab is also passive. In the other hand, Hamid admires the Zainab's beauty, this is similar to Fahri in *Ayat-ayat Cinta* who felt in love to Aisha since the first time he saw her face. In this two different circumstance, there are differences in beauty admiration between Fahri and Hamid. Fahri admits the beauty of Aisha before he finally states that he is in love, while Hamid admit the beauty of Zainab after he felt in love to her.

The results can be applied in teaching literature in schools both theoretically and practical. Theoretically pertaining to victuals 2013 curriculum class 12 in secondary level contained in topic 3.1 Understanding the structure and rules of the story fiction text and 4.1 Interpreting the fictional story in a novel either through orally or in writing. This can be done by linking entanglement interelement forming a literary work. The other advantage, students can also learn more deeply about the figure in a novel.

### **Conclusion**

Based on the results, it can be argued that there is the possibility for *Ayat-ayat Cinta* got the effects from *Di Bawah Lindungan Ka'bah* in terms of attitude inferiority owned the main character man as social class distinction and perceiving the physical issue due to admiring physical beauty. In addition, the acceptance of the difference social and moral judgments about time as shown the female main character. It can also in terms of sacrifice, *Ayat-ayat Cinta* novels influenced by *Di Bawah Lindungan Ka'bah*. *Ayat-ayat Cinta* lift up the theme of polygamy who made Aisha must do sacrifice while *Di Bawah Lindungan Ka'bah* lift up the theme of romance against the social distinction that makes the figure of the character from the novel not able to unite. It becomes Habiburrahman's distinctive in his *Ayat-ayat Cinta*. This side not affected by Hamka from his *Di Bawah Lindungan Ka'bah*. Perhaps this was related to the problems raised during their work so very allow variation the stories and creativity author difference.

### **Suggestion**

Based on conclusion research and the implications of literature teaching in this study, researcher advising this research be put forward namely:

1. For another researcher, the results of this research are suggested can be used as a point of reference or reference in investigating novel by using Psychological literature perspective relating to attitude of character and love.
2. For Bahasa Indonesia teacher, the result of this research are suggested can be used as a teaching material in school. Teacher absolutely needs to read both novels comprehensively before decide to bring it to the class and serve it to students.

3. For secondary students, this research is suggested as knowledge improvement about love and how to put the feeling considerably due to adolescence psychology.
4. For Indonesian Language and Literature students, hoped the result this research can be used as material input for the benefit of learning literary to be more variation in introducing literary the reflection human psychology especially with regard to comment on love.

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## **CONFLICT MANAGEMENT AT UNIVERSITY OF SARIPUTRA INDONESIA TOMOHON**

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### **Abstract**

*Conflict management is one of the approaches used in managing conflict in organizations. Conflict is an unavoidable thing in the organization even conflict is always present in every working relationship between individuals and groups. Conflicts can impact positively or negatively depending on the approach to conflict management performed. This research aimed to identify, to describe and to assess conflicts that exist in University of Sariputra Indonesia Tomohon. Qualitative research methodologies, research procedures begin data collection, data reduction, data display, making conclusions. Results of the study: 1) understanding of the academic community, view the conflict as something to build 2) the types of conflicts that exist among others: individual conflicts between individuals, individuals and groups. 3) the views led to conflict, leaders addressing the conflict as something natural and should be completed and dramatize so it does not disrupt the activities of the entire academic community. 4) The cause of the conflict. The changes occurred in the organization by switching leadership functions and ownership to heirs. 5) The efforts to conflict management. Leader approach problem solving.*

*Keywords: Conflict Management, University*

### **Introduction**

Conflict management is one of the approaches used in managing conflict in organizations. Conflict is an unavoidable event in organization even conflict is always present in every working relationship between individuals and groups. As the era of globalization impact on accelerating development of science and technology is going very fast, so it is very influential on human life in particular and the organization in general. Every human being or organization should be able to adjust to the circumstances and should be able to anticipate the changes that occur. It badly needs a strong preparation in dealing with the impact of globalization.

Faced with this change of course in the organization certainly needs to be more focus on identifying the strengths (strength), and weakness (weakness), and to identify all opportunities (opportunity) that develop and become a trend at that time and to anticipate threats (threats) current and forthcoming. Organizations must be able to prepare and anticipate the changes that will occur later.

In this case according to Sondang P. Siagian (1979: 12), the organization is any form of alliance between two or more people working together for a common goal and something formally bound. As a form of cooperation, in which there will always be a relationship between a / group of people called a so-called leaders and subordinates is an advanced member of the organization. While Greenberg and Baron (2003: 3) argues that organizations are structured social system composed of groups and individuals working together to achieve some of the goals agreed upon.

From the opinions above it can be seen that the organization has elements related mutually cannot be separated from each other. This means that every organization requires good management so that the organizations can function properly. In organizations, companies or institutions in general to achieve the goals of the organization, many of the problems that occur so that the opportunity for conflict is huge. Conflict is an unavoidable event in

organization even conflict is always present in every working relationship between individuals and groups. The conflict can impact positively or negatively.

More clearly the view of number of management experts believes that the conflict within the organization cannot be avoided and its existence can improve job performance as a result of the competition group. As stated by Gibson, J.L. Ivancevich, J.M. & Donnelly, J.H. (1996: 436) quoted by Wahyudi, (2011: 4), said conflicts between individuals and between groups within an organization cannot be circumvented, performance optimal organization goes a level of ongoing conflict, and they assume that no conflict means organizations no change, Hence, according to Cummings, (1980) quoted by Wirawan (2013: 4), explained that the conflict does not always interfere, because a certain number of conflicts is necessary to form a group and maintain the life of the working group.

Based on the description above conflict will always be present in large and small organizations and conflict can give positive and negative impact on organizational performance depends on the nature of conflict and its management. And there is no reason to eliminate all forms of conflict, unless the conflicts that hinder the achievement of objectives. Organizations are required to be able to adjust to the situation and attempt to anticipate the changes that will happen in the future.

The study is to examine the management of conflicts among the academic community of private universities. The ability to manage conflicts required by all leaders of the organization includes the leadership of the University of Sariputra Indonesia Tomohon in creating a conducive atmosphere in the organization. So many differences lead to conflicts among other characteristics of each individual is different, the mindset, worldview, perceptions, status, background, job position, so there are differences of interest. To be able to understand and manage conflict, how conflict is managed, so in this case need to first identify what it is, why there is a conflict and how the conflict can be managed associated with the various efforts by the University of Sariputra Indonesia Tomohon in facing the conflict. In this study, researchers will focus on how the conflict management at the University of Indonesia Tomohon Sariputra.

### **The Theoretical Study**

#### **The Concept of Organizational Conflict**

Conflict in everyday life is a fundamental and essential. Organization comprises a variety of different parts and each of it has dependence in the process of working together to achieve certain goals. There are differences in the organization often causes a mismatch that eventually lead to conflict. This of course caused when something happens within the organization in fact there are many possibilities for future conflicts. And conflict can be a serious problem in any organization, regardless of the size of the shape of the conflict if allowed to drag on without a settlement will have an impact on all the elements that exist within the organization itself. Therefore it needs a leader who has expertise in managing conflicts that exist within the organization.

In general, the conflict is something that is unavoidable in life. Even during life, people always confronted and wrestled with the conflict. Likewise with organizational life are always faced with conflict. According Killman and Thoman cited by Wijono Djoko (1993: 4), the conflict is a mismatch between the value of the condition or objectives to be achieved, both in the individual and in relation to others. Conditions that have been raised can be disturbing even impede the achievement of emotion or stress that affects the efficiency and productivity of work. Stoner explained further organizational conflict include disagreements about the allocation of scarce resources or dispute over the status of interest, values, perceptions or personality.

From both the above opinion concluded, when the conflict in the organization can make the perception and understanding the purpose of the establishment of the organization and objectives of the organization must be able to reduce conflicts by uniting agreement with reference to the policies that exist in the organization. The characteristics of the organization according Wijono Conflict (1990: 37), characteristic of organizational conflict as follows: 1)



there are two parties as individually or groups involved in a conflicting interaction. 2) a conflict arises between the two parties individually or group or organization in achieving its objectives play a role and their values or norms of opposites. 3) the emergence of interaction which is characterized by behavior that is planned to cancel each other out, reducing, and pressed against the other party in order to gain such status, job title, responsibilities, fulfilling a wide range of physical needs. 4) the emergence action against each other as a result of the protracted conflict. 5) the emergence of imbalances as a result of the efforts of each party related to the position, social status, rank, class, dignity, power, dignity, prestige, and so on.

### ***Understanding of the conflict within the organization***

Conflict in everyday life is a fundamental and essential. Conflict has the power to build due to the movement of the same dynamic. In this case the conflict is a natural process occurring in a group or community. According Killman and Thomas cited Rusdiana, (2015: 162), the conflict is the incompatibility between the values or goals to be achieved, both in the individual and in relation to others. Furthermore, according to Stoner, cited Rusdiana, (2015: 162), includes organizational conflict disagreement over resource allocation step or disagreement about goals, status, values, perceptions, or personality. According to Indonesian Wikipedia, conflict is motivated by differences in the characteristics that brought the individual in an interaction. The differences include the following concerning the physical characteristics, intelligence, knowledge, customs, beliefs, and so forth. By brought the characteristics of the individual in social interaction, conflict is a normal situation in any society and any society is not one who has never experienced a conflict between its members or with other community groups, the conflict will only disappear with the loss of society itself. From the above understanding of the conflict must greatly need good communication within the organization. where communication is a tool in achieving organizational goals. By communicating the characteristics of individuals, groups, organizations can understand.

### ***Types of Conflicts***

Each organization has a different conflict, so that each organization has its own way of dealing with conflict there because each leader has his own perspective on the conflict. In this case the conflict is not picking large organizations or small organizations because different types of conflicts that need skills in managing conflict itself.

As according to Polak, (1982), cited Wahyudi, (2011: 30), distinguishes the conflict into 4 types: 1) conflicts between groups, 2) internal conflict group, 3) individual conflict to defend the rights and wealth, and 4) internal conflicts individuals to achieve their goals. Furthermore Handoko, TH (1992), quoted by Wahyudi, (2011: 31), distinguish the conflict into five types, namely: 1) the conflict of individu. 2) conflicts between individuals within the organization, 3) the conflict between the individual primarily to groups, 4) conflicts between groups, and 5) conflict among the organizations. Cambell with different expressions, Corbally and Nystrand (1983), classifying the conflict over: "intrapersonal conflict, interpersonal conflict, individual institutional conflict, intra organizational conflict, and school community conflict".

Conflict is an event which concerns to human behavior in organizations. As for the types of conflicts can be seen and studied in terms of the relationship between individuals or groups involved. Various types of conflicts that arise in every organization so the need from conflict management styles in this case the leadership is able to manage it properly so it can have a positive impact on the effectiveness of achieving the goal.

### ***Opinion Leaders Conflicts***

Every leader has a different view of the conflict, so that it has the means to strategically in the face of conflict in the organization. A leader must know the factors underlying the conflict so as to anticipate the impact of the conflict itself.

As according Rusdiana, (2015: 164), the factors underlying the conflict is as follows: 1) a simple problem-solving, where the focus is only focused on problem solving and people did

not get attention. 2) adjustment / compromise, both parties are willing to give and take, but always directly fixed on the real problem, so both parties are satisfied. 3) did not agreed, which is marked with the opinion of the debate. 4) stage win, this is a disagreement with a very strong competitive position. In this case the opinions of others less appreciated. 5) the fight, in this case the people involved to shoot from a distance and then retreat to in saving themselves. 6) stubbornly, in this case retains its own way or not at all. 7) denial, this is one of the most intractable conflicts because there is no open and frank communication.

As a leader in managing the conflict would have to view conflict as a carrier change, in addition to the much-needed ability and skill in communicating in stimulating conflicts, reduce or degrade, and handling conflict. Thus, the goal of conflict management is to achieve goals in an effort to reach a common perception that the optimal way to preserve the conflict remains functional without compromising the dysfunction. Strategy of a leader based on the factors submitted by the experts of course very important in view of the conflict so that it can distinguish between thoughtful and conflict where conflict is dysfunctional. Besides that the leader must be able to distinguish the types of conflicts that understanding does not widen.

### ***Causes of Conflict in Organizations***

Every human being has a difference in terms of ability, skill, intelligence, attitude, talent, knowledge, personality, aspirations, interests, and needs. These differences are very attached to each individual so it is necessary to unify the perception of a pattern, and must be directed and managed properly in order to encourage development of the individual and the group.

The task of a leader is very influential for the survival of the organization and should have the ability (power) in managing the conflict. Besides that communication skills of a leader, because of a communications failure would be difficult to be understood by members of the organization would be difficult to integrate perception. More clearly stated by Stoner and Freeman (1992) and cited by Wahyudi, (2011: 34), the communication failure due to the communication process cannot take place either, the message is difficult to understand by the employee because of differences in knowledge, needs, and values that are believed to be leaders ,

With the study of the causes of conflict in organizations is intended as a basis for the leader in managing and controlling the conflict. If the conflict can be managed and controlled properly, it can be utilized as a means of conflict mediation conducive to making the organization.

### ***Organizational Conflict Management Approach***

To minimize conflicts hence the need for conflict management where the goal of conflict management is to establish and maintain cooperation, communication within the organization with all those involved in the organization.

Rusdiana (2015: 171), the main goal of conflict management is to build and to defend cooperation cooperatively with subordinates, peers, superiors, and outsiders.

In connection with the Fisher, Simon et al, (2001: 7), used the term conflict transformation is more general in describing the situation and the overall goals are as follows: 1) the prevention of conflict aims to manage the emergence of violent conflict, 2) conflict resolution aims to an end to the violent behavior through a peace agreement. 3) the management aims to limit the conflict and avoid violence by encouraging positive behavior change for parties included. 4) conflict resolution addressing the causes of conflict and seeks to build new relationships and durable among conflicting groups. 5) conflict transformation tackle sources of social conflict and politic wider and trying to change the negative force of war becomes a social and political forces are positive.

In addition the conflict management goal is to be reaffirmed by Rusdiana, (2015: 173), namely: 1) to prevent disruption to the organization's members to focusing on the vision, mission and goals of the organization, 2) increased creativity. 3) facilitated the implementation of activities through participation, mutual understanding and cooperation, 4) establish procedures and mechanisms for resolving conflicts based on the situation of conflict. Then

Rusdiana added, proactive conflict management and emphasis on prevention efforts. In this case the conflict management system should be comprehensive. So that leaders manage conflict should view the conflict in detail so that the role of conflict management can be put where the prevention, treatment, because basically the goal of conflict management to establish and maintain cooperation and good communication within the organization.

### **Research Methodology**

The method used in this study is naturalistic inquiry research. The prominent feature of qualitative research is a way to observe and collect data that is done in the background or any means without manipulating the natural setting of the subject, and to understand social phenomena reasonable. This was stated by Nasution, (1988: 31), qualitative research to learn a number of social problems in a reasonable neighborhood in a natural setting like in the world of reality.

In gathering key data, the researcher herself who becomes the main instrument in line with the opinion of Sugiono, that qualitative research methods are often called naturalistic research methods for research conducted on natural conditions (natural setting); referred to as qualitative research, because the data collected and the analysis is more qualitative.

The study design was expressed with determination focus is How Conflict Management at the University of Indonesia Tomohon Sariputra. The research instrument is the researcher himself where researchers serves to fix the focus of research, selecting informants as a source of data, collecting data, assessing quality data, analysis of data, interpret the data and make conclusions on the findings. While data collection techniques and procedures The procedure of this qualitative study refers to what is recommended by Nasution, (1988: 42), quoted by Sugiyono, (2015: 310), that there are several stages. The first stage is called the orientation stage, the next stage of exploration and member phase check. In carrying out the above activities, the researchers used data collection techniques as follows: 1) observation, 2) interviews, 3) documentation) field notes. At last topped off by checking the validity of the findings of the institute on the credibility (confidence data), transferability (transfer value can be applied), dependability (suitability data), confirmability (objectivitas data).

### **Results and Discussion**

Understanding the academic community about the conflict? Researchers previously had an understanding view conflict in the narrow sense, but the conflict has a wider meaning and complex. At the beginning of their understanding of the conflict is all that is devastating, painful, deprivation, and all were negative. It was necessary to disseminate to all of the academic community. With the socialization of understanding the conflict to the entire academic community so that the various interpretations of the conflict can be understood as an attempt of the organization in achieving the goals, the conflict could have a positive impact if managed correctly and a negative impact if the leadership was still glued to the long view. From the results of their interviews to understand and assume conflict is basically not be good or bad, but it be good on depending on how conflicts are managed effectively. Understanding the conflict in general conflict as something to build on.

The types of conflicts that occurred at the University of Sariputra Indonesia Tomohon, the findings of the conflict at the University of Sariputra Indonesia Tomohon including the type of individual conflicts between individuals and groups of individuals. In this case no conflict between leaders and subordinates, but rather the conflict between individuals and groups.

The views led to conflict. With the above problems led to manage conflict well. It is not easy to find solutions to problems that can at least satisfy fully the opponent in this case the interests competing for even more power. As a leader, let alone a woman of course many strategies used between attitudes relented, withdrew, silent action is the first step that is used as well as the reference of the Chairman of Dharma Bakti Indonesia Tomohon Foundation. So if the view conflict as a matter of turning off step is a misconception, but the conflict as a leader must have the power to manage conflict well and always view the conflict as a means of evaluation and institutional strengthening. From interviews with the Chairman of the

Foundation as well as structurally officials they view the conflict as something natural and should be completed and able to dramatize that do not interfere with the activity of the entire academic community.

Causes of conflict, which occurred at the University of Indonesia Tomohon Sariputra, is a change of leadership in this regard over the function to the heirs. After pendirannya died there conflicts between individuals as described in these types of conflicts. There are two groups in the struggle for possession of Yayasan Dharma Bakti Indonesia Tomohon. In this case the one that grabs the University Sariputra Indonesia Tomohon. So the impact on the temporary closure Forlap PD-DIKTI. And included in one of the private university that is considered problematic. Leaders in this case the Chairman of the Foundation has been using various means to integrate perception but from the opposition, but the opposition still feel they are positioned correctly. And culminate in the handling of the authorities. Basically the causes of the conflict are over the leadership and ownership to heirs. Efforts conflict management approach. In this case the conflict management approach is a tool used leaders manage conflict well to have a positive impact in the survival of the organization.

Overall the finding obtained in the study at the University of Sariputra Indonesia Tomohon is how the leadership abilities in this regard the Chairman of the Foundation manage conflict, so that conflicts do not interfere with the entire academic community activity. And in September 2016 PD-Higher Education University of Indonesia Tomohon Sariputra reactivated.

### **Conclusion and Suggestion**

#### **Conclusion**

Based on the results of conflict management research at the University Sariputra of Indonesia Tomohon, the role of conflict management approach is how the conflict can bring change to the organization. With an understanding of the conflict if we explain and inform well will certainly understandable olrh entire academic community. So that they can find out where the conflict is positive and which are negative conflict. As well withdrawn in dissent, narrowing differences and eliminates the difference unnecessary or unimportant.

With the role of conflict management is a key element in managing the conflict, because it avoids a conflict is impossible, then the resolution of conflicts in various positive ways will have a positive impact as well. As this study could be the study of conflict management leadership as an evaluation tool and a tool to strengthen the management of Univeritas Sariputra Indonesia Tomohon.

#### **Suggestion**

Based on the conclusion, it can be suggested as follows: (1) each of the academic community should view the conflict as a functional conflict, 2) leader should be able to categorize, distinguish the conflicts that exist so that it can respond to and manage it well. 3) the views led to conflict. A leader always views conflict as a functional conflict. 4) the causes of conflicts leader must be able to analyze the causes of the conflict from different perspectives. 5) the efforts of the leadership by using the application of conflict management approach.

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## **PENERAPAN NILAI KARAKTER PESERTA DIDIK DI SATUAN PENDIDIKAN DITINJAU DARI GAYA KEPEMIMPINAN, SIKAP GURU, DAN BUDAYA SEKOLAH**

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### **Abstrak**

*Pendidikan karakter telah menjadi perhatian semua pihak dalam rangka mempersiapkan generasi yang berkualitas, bukan hanya untuk kepentingan individu warga negara, tetapi juga untuk warga masyarakat secara keseluruhan. Pemerintah dalam hal ini Kementerian Pendidikan Nasional mencanangkan adanya pendidikan yang berbasis karakter. Dan ini diharapkan berlaku pada setiap peserta didik mulai dari PAUD, tingkat SD sederajat, SMP sederajat dan SMA/SMK sederajat dan sampai ke perguruan tinggi. Dengan sebuah harapan bahwa generasi kedepan akan memiliki karakter sesuai dengan harapan. Untuk menanamkan nilai-nilai karakter kepada peserta didik, dibutuhkan peran aktif dari semua pihak, baik dari lingkungan keluarga, masyarakat, bahkan lingkungan sekolah dimana peserta didik tersebut menuntut ilmu. Di lingkungan sekolah, adanya gaya kepemimpinan kepala sekolah yang partisipatif dan menganut prinsip semua yang ada di sekolah adalah satu bagian keluarga, sikap dan perilaku guru, serta budaya sekolah yang menerapkan nilai-nilai karakter akan memberikan dampak yang signifikan bagi penanaman nilai karakter peserta didik.*

*Kata kunci: Nilai Karakter, Gaya Kepemimpinan, Sikap Guru, Budaya Sekolah*

### **Pendahuluan**

Pendidikan karakter sebenarnya bukanlah hal yang baru di dalam masyarakat Indonesia. Sejak kemerdekaan Republik Indonesia, mulai dari masa orde lama, orde baru bahkan masuk pada era reformasi pendidikan karakter ini sudah ada namun dengan nama dan bentuk yang berbeda beda. Dalam Undang-Undang Sisdiknas no. 20 tahun 2003, pendidikan karakter itu telah ada. Namun belum menjadi fokus utama. Karena pendidikan karakter ini hanya dititip kepada guru – guru agama dan juga guru PKn. Sehingga tidaklah mengherankan ketika pelaksanaannya tidaklah maksimal. Ini dapat kita lihat dari merosotnya nilai karakter anak bangsa yang ditandai dengan tawuran terjadi di mana-mana, pergaulan bebas masih mewarnai para mahasiswa bahkan juga pada siswa usia sekolah SMP dan SMA sederajat, kasus plagiat yang terjadi pada mahasiswa di Perguruan Tinggi, jual beli ijazah, dan masih banyak lagi fenomena-fenomena yang terjadi dalam kehidupan sehari-hari seperti pencurian, pemerkosaan, pembunuhan dan masih banyak lagi yang semakin memperkuat asumsi bahwa nilai karakter itu sudah mulai merosot bahkan sudah mulai pudar. Sehingga Pemerintah dalam hal ini melalui Kementerian Pendidikan dan Kebudayaan melakukan berbagai upaya pelatihan-pelatihan, sosialisasi-sosialisasi dalam upaya untuk memperbaiki karakter generasi muda pada khususnya, bahkan karakter bangsa pada umumnya. Maka tidak mengherankan kalau akhir-akhir ini begitu banyak buku-buku baru yang terbit tentang karakter, semua itu dalam upaya memperluas pengetahuan bahwa pendidikan karakter itu merupakan hal yang sangat urgen bagi masa depan bangsa. Karena masa depan bangsa ditentukan oleh generasi sekarang ini .

### **Pendidikan Karakter**

Pendidikan adalah suatu proses yang berfungsi mewariskan nilai-nilai dan prestasi masa lalu ke generasi mendatang. Nilai-nilai dan prestasi masa lalu itu merupakan kebanggaan bangsa dan menjadikan bangsa itu dikenal oleh bangsa-bangsa lain. Menurut IG.A.k.Wardani (2009) bahwa selain mewariskan, pendidikan juga memiliki fungsi untuk mengembangkan nilai-nilai budaya dan prestasi masa lalu itu menjadi nilai-nilai budaya bangsa yang sesuai dengan kehidupan masa kini dan masa yang akan datang serta mengembangkan prestasi baru yang menjadi karakter baru bangsa. Oleh karena itu pendidikan budaya dan karakter bangsa sangat dibutuhkan bagi setiap generasi muda.

Pengertian karakter dapat kita lihat dari dua sisi, yakni sisi kebahasaan dan istilah. Menurut bahasa (etimologis) istilah karakter berasal dari bahasa latin *kharakter*, *kharassaein*, dan *kharax* dalam bahasa Yunani *character* dari kata *charassein*, yang berarti *membuat tajam* dan *membuat dalam* (Heri Gunawan, 2012:1). Sementara itu dalam Kamus Besar Bahasa Indonesia (KBBI), pusat bahasa Departemen Pendidikan Nasional kata karakter berarti sifat-sifat kejiwaan, akhlak atau budi pekerti yang membedakan seseorang dengan yang lain atau bermakna bawaan, hati, jiwa, budi pekerti, perilaku, personalitas, sifat, tabiat, temperamen, watak, dan lain sebagainya. Maka istilah berkarakter artinya memiliki karakter, memiliki kepribadian, berperilaku, bersifat, bertabiat dan berwatak.

Hornby and Parnwell (1927) mendefinisikan karakter adalah kualitas mental atau moral, kekuatan moral, nama atau reputasi.

Hermawan Kartajaya (2010) mendefinisikan karakter adalah ciri khas yang dimiliki suatu benda atau individu (manusia). Ciri khas tersebut adalah asli atau mengakar pada kepribadian benda atau individu tersebut dan merupakan mesin pendorong bagaimana seseorang bertindak, bersikap, berujar, serta merespon sesuatu.

Imam Ghozali menganggap bahwa karakter lebih dekat dengan akhlak, yaitu spontanitas manusia dalam bersikap, atau melakukan perbuatan yang telah menyatu di dalam diri manusia sehingga ketika muncul tidak perlu dipikirkan lagi.

Menurut Suyanto (2010) karakter adalah cara berpikir dan berperilaku yang menjadi ciri khas tiap individu untuk hidup dan bekerjasama, baik dalam lingkup keluarga, masyarakat, bangsa dan Negara.

Bedasarkan beberapa pendapat diatas, dapat dimaknai bahwa karakter adalah keadaan asli yang ada di dalam individu seseorang yang membedakan dirinya dengan orang lain.

Adapun pendidikan karakter secara ringkas berdasarkan definisi sebagaimana diuraikan adalah pendidikan yang menanamkan dan mengembangkan karakter-karakter luhur kepada anak didik, sehingga mereka memiliki karakter luhur itu, menerapkan dan mempraktikkan dalam kehidupannya, entah dalam keluarga, di lembaga pendidikan, sebagai anggota masyarakat dan warga Negara .

Pendidikan karakter sebenarnya bukanlah hal yang baru di dalam masyarakat Indonesia. Sejak kemerdekaan Republik Indonesia, mulai dari masa orde lama, orde baru bahkan masuk pada era reformasi pendidikan karakter ini sudah ada namun dengan nama dan bentuk yang berbeda beda. Dalam Undang-Undang Sisdiknas no. 20 tahun 2003, pendidikan karakter itu telah ada. Namun belum menjadi fokus utama. Karena pendidikan karakter ini hanya dititip kepada guru – guru agama dan juga guru PKn. Sehingga tidaklah mengherankan ketika pelaksanaannya tidaklah maksimal. Ini dapat kita lihat dari merosotnya nilai karakter anak bangsa yang ditandai dengan tawuran terjadi di mana-mana, pergaulan bebas masih mewarnai para mahasiswa bahkan juga pada siswa usia sekolah SMP dan SMA sederajat, kasus plagiat yang terjadi pada mahasiswa di Perguruan Tinggi, jual beli ijazah, dan masih banyak lagi fenomena-fenomena yang terjadi dalam kehidupan sehari-hari seperti pencurian, pemerkosaan, pembunuhan dan masih banyak lagi yang semakin memperkuat asumsi bahwa nilai karakter itu sudah mulai merosot bahkan sudah mulai pudar. Sehingga Pemerintah dalam hal ini melalui Kementerian Pendidikan dan Kebudayaan melakukan berbagai upaya pelatihan-pelatihan, sosialisasi-sosialisasi dalam upaya untuk memperbaiki karakter generasi muda pada khususnya, bahkan karakter bangsa pada umumnya. Maka tidak mengherankan kalau akhir-akhir ini begitu banyak buku-buku baru yang terbit tentang

karakter, semua itu dalam upaya memperluas pengetahuan bahwa pendidikan karakter itu merupakan hal yang sangat urgen bagi masa depan bangsa. Karena masa depan bangsa ditentukan oleh generasi sekarang ini . Apa jadinya jika generasi sekarang ini tidak dibekali dengan pendidikan karakter. Tentunya apa yang diharapkan bahwa generasi ke depan akan lebih baik dari sekarang itu jauh dari harapan.

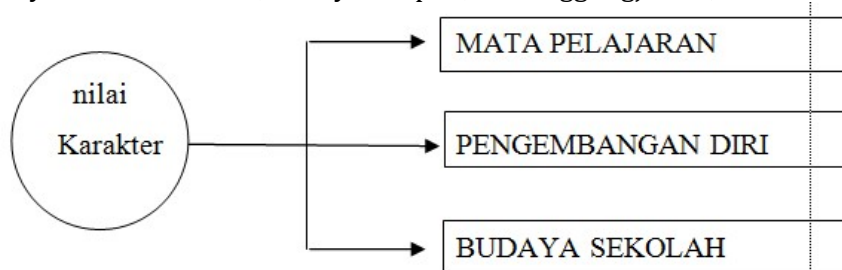
Pendidikan karakter ini menyentuh setiap satuan pendidikan, mulai dari kelompok bermain (PAUD), tingkat SD sederajat, SMP sederajat, SMA/SMK sederajat bahkan sampai pada Perguruan Tinggi. Tentunya timbul suatu pertanyaan, apakah pendidikan karakter ini hanya merupakan tanggungjawab satuan pendidikan ? tentu tidak. Sebab harus dipahami bahwa anak usia sekolah waktu berada di sekolah hanya mulai dari jam 07.00 -14.00 ( hanya ada 7 jam) sementara 17 jam dia berada dilingkungan keluarga dan masyarakat. Itu sebabnya penulis mengatakan bahwa pendidikan karakter itu harus terlihat dan dilaksanakan melalui 3 sektor pendidikan, *pertama* melalui pendidikan informal di rumah, *kedua* melalui pendidikan formal di sekolah dan *ketiga* melalui pendidikan non formal di masyarakat. Sehingga mata rantai dalam membina generasi muda tidak terputus atau tetap berkesinambungan.

Pendidikan Karakter adalah suatu konsep dasar yang diterapkan ke dalam pemikiran seseorang untuk menjadikan akhlak jasmani rohani maupun budi pekerti agar lebih berarti dari sebelumnya sehingga dapat mengurangi krisis moral yang menerpa negeri ini. Menurut para ahli pengertian pendidikan karakter haruslah diterapkan ke dalam pikiran seseorang sejak usia dini, remaja bahkan dewasa, sehingga dapat membentuk karakter seseorang menjadi lebih bernilai dan bermoral. Pada kenyataannya moral adalah faktor utama yang mendukung pendidikan karakter seseorang tetapi masih ada beberapa faktor yang menyebabkan siswa tidak dapat menyerap pendidikan karakter yang diberikan. Sebagian besar dikarenakan terbentur dari sisi latar belakang ekonomi dan sosial, kemampuan seorang siswa sebenarnya ada akan tetapi karena terbentur oleh faktor di atas maka terbentur pula kemampuan seorang siswa untuk dapat menyerap apa yang telah diberikan kepadanya. Demikian juga dengan faktor dari dalam, yaitu faktor orang tua. Sebagai orang tua haruslah menaruh kepedulian yang sangat tinggi terhadap pendidikan karakter anak-anaknya karena faktor orang tua juga merupakan salah satu kunci sukses dalam dunia pendidikan. Namun yang penulis tulis dalam jurnal ini terfokus kepada pendidikan formalnya.

### **Pelaksanaan Pendidikan Karakter**

#### ***Pendidikan karakter di sekolah***

Sekolah adalah wadah tempat peserta didik menuntut ilmu seyogyanya harus menciptakan generasi-generasi yang bukan hanya pintar secara ilmu pengetahuan (kognitif) saja, tetapi juga mampu mencetak generasi yang memiliki moral dan akhlak yang baik patut dipuji dan layak dijadikan contoh. Sehingga pelaksanaan pendidikan karakter di sekolah merupakan suatu hal yang sangat penting dan segera dilaksanakan. Adapun proses pengembangan nilai karakter itu, tidak menambah mata pelajaran khusus tentang pendidikan karakter, tetapi nilai dari karakter itu terintegrasi pada setiap mata pelajaran apapun. Selain itu juga melalui kegiatan-kegiatan pengembangan diri berupa ekstrakurikuler. Dan tidak ketinggalan juga bahwa nilai karakter ini dapat ditanamkan melalui budaya sekolah, budaya antri, budaya memberi salam, budaya disiplin, bertanggungjawab, dan lain sebagainya.



**Gambar 1. pengembangan nilai-nilai karakter di sekolah**

Ada 18 nilai-nilai dalam pengembangan pendidikan budaya dan karakter bangsa yang dibuat oleh Diknas. Mulai tahun ajaran 2011, seluruh tingkat pendidikan di Indonesia harus menyisipkan pendidikan berkarakter tersebut dalam proses pendidikannya.

18 nilai-nilai dalam pendidikan karakter menurut Diknas adalah:

*Religius*

Sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianutnya, toleran terhadap pelaksanaan ibadah agama lain, dan hidup rukun dengan pemeluk agama lain.

*Jujur*

Perilaku yang didasarkan pada upaya menjadikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan, dan pekerjaan.

*Toleransi*

Sikap dan tindakan yang menghargai perbedaan agama, suku, etnis, pendapat, sikap, dan tindakan orang lain yang berbeda dari dirinya.

*Disiplin*

Tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan.

*KerjaKeras*

Tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan.

*Kreatif*

Berpikir dan melakukan sesuatu untuk menghasilkan cara atau hasil baru dari sesuatu yang telah dimiliki.

*Mandiri*

Sikap dan perilaku yang tidak mudah tergantung pada orang lain dalam menyelesaikan tugas-tugas.

*Demokratis*

Cara berfikir, bersikap, dan bertindak yang menilai sama hak dan kewajiban dirinya dan orang lain.

*Rasa Ingin Tahu*

Sikap dan tindakan yang selalu berupaya untuk mengetahui lebih mendalam dan meluas dari sesuatu yang dipelajarinya, dilihat, dan didengar.

*Semangat Kebangsaan*

Cara berfikir, bertindak, dan berwawasan yang menempatkan kepentingan bangsa dan negara di atas kepentingan diri dan kelompoknya.

*Cinta Tanah Air*

Cara berfikir, bertindak, dan berwawasan yang menempatkan kepentingan bangsa dan negara di atas kepentingan diri dan kelompoknya. Apalagi di daerah perbatasan yang berada di Kabupaten Kepulauan Talaud, yang merupakan daerah perbatasan dengan Filipina, hal ini sangat penting untuk diterapkan, sehingga peserta didik sejak dini paham dan tahu bahwa NKRI (Negara Kesatuan Republik Indonesia) merupakan tanggungjawab semua pihak.

*Menghargai Prestasi*

Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, dan mengakui, serta menghormati keberhasilan orang lain.

*Bersahabat/Komunikatif*

Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, dan mengakui, serta menghormati keberhasilan orang lain.

*Cinta Damai*

Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, dan mengakui, serta menghormati keberhasilan orang lain.

*Gemar Membaca*

Kebiasaan menyediakan waktu untuk membaca berbagai bacaan yang memberikan kebajikan bagi dirinya.



#### *Peduli Lingkungan*

Sikap dan tindakan yang selalu berupaya mencegah kerusakan pada lingkungan alam di sekitarnya, dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi.

#### *Peduli Sosial*

Sikap dan tindakan yang selalu ingin memberi bantuan pada orang lain dan masyarakat yang membutuhkan.

#### *Tanggung Jawab*

Sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajibannya, yang seharusnya dia lakukan, terhadap diri sendiri, masyarakat, lingkungan (alam, sosial dan budaya), negara dan Tuhan Yang Maha Esa

Pembangunan karakter bangsa ini merupakan kebutuhan asasi dalam proses berbangsa, karena hanya bangsa yang memiliki karakter dan jati diri yang kuat yang akan mampu menjadikan dirinya berkualitas. Masyarakat dan keluarga pada khususnya masih banyak berharap pada sekolah, karena mereka beranggapan dengan pendidikan di sekolah dapat secara langsung, sistematis dan sistematis akan diberikan sejumlah pengetahuan dan dididik dengan nilai-nilai positif dalam kehidupannya.

Menurut Djihadono dalam Sapto Aji Wirantho(2011) pendidikan nilai ditujukan pertama pada penanaman nilai-nilai untuk menangkis nilai-nilai negatif atau yang cenderung mendorong nilai-nilai negatif dalam artian moral yang merupakan akibat arus

### **Gaya Kepemimpinan**

Menurut Arismunandar (2006 : 31), kepemimpinan adalah proses untuk mempengaruhi individu atau kelompok agar secara sadar dan harmonis bekerja untuk mencapai tujuan organisasi. Kata "sadar" menunjukkan bahwa kepemimpinan didasarkan oleh kerelaan bukan paksaan. Hal ini berbeda dengan kekuasaan yang diterima sebagai suatu keterpaksaan. Pengakuan terhadap konsep kepemimpinan dalam organisasi telah menjadi dasar dari berbagai kalangan. Dari analisis tersebut terungkap pentingnya strategi kepemimpinan yang dirumuskan dalam berbagai bentuk perilaku kepemimpinan yang efektif. Teori kepemimpinan perilaku (Hersey&Banchar,1982) yang sudah lama dikenal, misalnya memandang kepemimpinan yang efektif (yang mendorong kinerja bawahan) adalah kepemimpinan yang memperhatikan dua aspek secara bersamaan, yaitu orientasi terhadap tugas dan orientasi terhadap manusia. Orientasi terhadap tugas melahirkan kepemimpinan yang memiliki visi yang jelas, tugas yang jelas dan sistem komunikasi yang permanen. Orientasi terhadap manusia melahirkan kepemimpinan kesejawatan, kemauan pemimpin mendengarkan suara hati bawahan dan mendorong partisipasi bawahan dalam berbagai aspek kehidupan organisasi.

Menurut Iskandar Agung dalam Benny Binilang (2010: 35) Kepemimpinan merupakan proses untuk mempengaruhi dan menggerakkan seseorang atau sekelompok orang kepada tujuan-tujuan yang umumnya ditempuh dengan cara yang tidak memaksa

Gaya kepemimpinan adalah perilaku pemimpin untuk mempengaruhi bawahan secara situasional dalam mencapai tujuan organisasi dengan pendekatan memberikan pengarahan, dukungan, mengikutsertakan bawahan dalam pengambilan keputusan, memberikan penghargaan kepada bawahan yang berprestasi.

Menurut Tjong dalam Arismunandar (2006:33), bahwa kompetensi kepemimpinan yang diperlukan di sekolah yang efektif tercermin dari beberapa karakteristik di bawah ini :

1. Kepala sekolah yang adil dan tegas dalam mengambil keputusan
2. Kepala sekolah yang membagi tugas secara adil kepada guru
3. Kepala sekolah yang menghargai partisipasi staf
4. Kepala sekolah yang memahami perasaan guru
5. Kepala sekolah yang memiliki visi dan berupaya melakukan perubahan
6. Kepala sekolah yang terampil dan tertib
7. Kepala sekolah yang berkemampuan dan efisien
8. Kepala sekolah yang memiliki dedikasi dan rajin

Gaya kepemimpinan seorang kepala sekolah juga sangat memberikan dampak bagi penanaman nilai-nilai moral peserta didik yang ada di sekolah tersebut. Kepala sekolah yang mempunyai gaya kepemimpinan yang partisipatif dan menganut prinsip kekeluargaan akan memberikan kontribusi bagi penanaman nilai-nilai karakter pada siswa di sekolah tersebut.

### **Sikap Guru**

Faktor lain yang mendukung pendidikan karakter anak adalah guru, guru tentunya harus tahu tujuannya sebagai guru, bukan alasan utama untuk menjadi profesi guru untuk mencari nafkah demi keluarganya saja, tetaplah berpedoman bahwa seorang guru adalah pahlawan tanpa tanda jasa, bukan pahlawan dengan banyak tanda jasa. Guru memiliki tanggung jawab untuk membentuk hubungan yang baik dengan para siswa dan orang tua. Guru juga harus mampu berkomunikasi secara efektif dengan kedua orang tua dan siswa dalam rangka untuk memastikan bahwa tidak ada kesalahpahaman atau katidaktahuan tentang pendidikan anak-anak. Seorang guru yang baik menyadari setiap kebutuhan khusus untuk membantu siswa menyesuaikan diri dengan kurikulum yang sesuai. Dan sudah pasti, diperlukan kesabaran ekstra bagi seorang guru dalam berhadapan dengan para siswa. Jadi haruslah ada keterkaitan faktor-faktor tersebut agar terjalin kesinambungan pendidikan yang baik bahkan mencapai ke tingkat kesempurnaan.

Menurut IG.A.K.Wardani, 2009:93 bahwa tenaga kependidikan pada semua jenjang pendidikan seyogyanya harus mempunyai tanggungjawab yang sangat penting dalam membangun karakter bangsa. Seorang guru yang tidak memiliki kepribadian yang dapat diteladani dan kemampuan bersosialisasi yang memadai, tidak akan mampu membentuk karakter peserta didik. Dia tidak mungkin menjadi model kepribadian yang dapat ditiru oleh peserta didik.

Bahkan pada jenjang pra sekolah dan pendidikan dasar (SD), pendidik merupakan figur yang paling bermakna bagi peserta didik yang masih berusia sangat muda. Mereka lebih percaya kepada gurunya dibanding orang tuanya. Dalam kaitan inilah figur guru sebagai orang yang patut digugu dan ditiru benar-benar menjadi kenyataan. Dan ini merupakan kesempatan yang baik untuk menanamkan budi pekerti luhur seperti sopan santun, disiplin, kejujuran, ketulusan, saling menolong, saling menghargai.

Elias et al dalam IG.A.K.Wardani, (2009:89) mengatakan bahwa mengajar melalui model atau contoh langsung dari guru merupakan teknik mengajar yang paling efektif untuk semua jenjang pendidikan terlebih untuk anak-anak. Ini berarti bahwa anak lebih percaya pada apa yang dilakukan oleh gurunya dibanding apa yang dikatakan oleh gurunya.

### **Budaya Sekolah**

Menurut Miner dalam Prim Maskoro Mutohar (2007) bahwa organisasi yang memiliki situasi kerja dengan iklim terbuka menunjukkan tingkat kepercayaan dan keefektifan lebih tinggi dari pada yang menggunakan iklim tertutup. Dan ini sangat mempengaruhi kinerja setiap komponen yang ada di organisasi tersebut.

Seorang kepala sekolah yang menganut prinsip iklim kerja terbuka (selalu melibatkan guru dan staf dalam setiap pengambilan keputusan) sangat mempengaruhi kinerja guru dan staf yang ada di sekolah tersebut. Sebaliknya kepala sekolah yang selalu tertutup akan membuat situasi sekolah menjadi kurang efektif dan kurang nyaman bagi guru dan stafnya, dan ini tentunya akan berpengaruh juga bagi situasi, kondisi dan budaya dari sekolah tersebut. Dan inipun akan berpengaruh bagi penanaman nilai-nilai moral setiap peserta didik.

Menurut Ig.A.K.Wardani (2009:85) bahwa budaya yang menyebabkan peserta didik tumbuh dan berkembang dimulai dari budaya di lingkungan terdekat (kampung, RT, RW, desa) berkembang ke lingkungan yang lebih luas yaitu budaya nasional bangsa dan budaya universal yang dianut oleh umat manusia. Melihat tumbuh dan berkembangnya berawal dari budaya di lingkungan terdekat, maka peran sekolah (satuan pendidikan) sangat menentukan.

Sekolah yang dipimpin oleh kepala sekolah yang efektif akan menghasilkan suasana, iklim dan budaya di sekolah tersebut sarat dengan suasana kekeluargaan, saling menghargai, saling mempercayai dan ini bukan hanya terjadi kepada guru dan staf, namun juga akan terjadi

di lingkungan peserta didik. Dengan iklim dan budaya sekolah yang baik akan menjadikan mereka lebih kreatif, ada rasa toleransi, saling menghargai, saling menghormati baik terhadap bapak/ibu guru juga terhadap rekan-rekannya. Dengan demikian dapatlah dikatakan bahwa kepemimpinan kepala sekolah akan mempengaruhi budaya di sekolah tersebut, yang juga pada akhirnya akan mempengaruhi karakter dari setiap peserta didik yang ada di sekolah tersebut.

### **Penutup**

Untuk menanamkan karakter yang baik, diperlukan adanya keteladanan, tidak cukup hanya sebagai pengetahuan yang bersifat kognitif namun harus menjadi suatu keyakinan yang ia ingin terapkan dalam kehidupan sehari-hari. Oleh karena itu dibutuhkan kerjasama semua pihak baik itu keluarga, sekolah dan masyarakat. Sekali lagi dibutuhkan keteladanan semua pihak secara simultan.

Untuk mengoptimalkan peran pendidikan sebagai wahana pembentukan karakter maka sangat dibutuhkan peran aktif dari semua pihak yang ada dalam dunia pendidikan dalam hal ini sekolah dimana peserta didik itu dibentuk. Kepala sekolah, guru, tenaga administrasi, serta stake holder lainnya harus mampu menjadi panutan bagi peserta didik. Gaya kepemimpinan kepala sekolah sangat berpengaruh terhadap karakter peserta didik. Kepala sekolah yang partisipatif, tidak otoriter sangat memberikan kontribusi positif bagi pelaksanaan karakter peserta didik, sebaliknya kepala sekolah yang otoriter, akan membuat suasana tidak nyaman bagi guru-guru, pegawai dan peserta didik itu sendiri. Dan tentunya ini akan menghambat penanaman nilai moral / karakter kepada peserta didik. Demikian juga dengan budaya lingkungan sekolah. Sekolah yang memupuk nilai-nilai karakter melalui pembiasaan dan budaya sekolah, akan sangat berkontribusi bagi perkembangan nilai-nilai karakter peserta didik.

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## **BOOK REPORT TO PROMOTE READING INTEREST AND ACCESSING KNOWLEDGE AND SKILLS FOR THE STUDENTS OF SENIOR HIGH SCHOOL OF SEMINARY OF MERTOYUDAN, MAGELANG, CENTRAL JAVA**

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### **Abstract**

*Book Report is a compulsory activity of reading books that is carried out by students which at the end of a certain period of time they are to submit reports in the form of summaries or résumés of the books they have read. Book Report aims at developing, stimulating, and creating a reading society during the students' learning process. This activity proves that the students' knowledge, imagination, and creativity improve significantly. This activity also proves to be able to increase skills and background knowledge that support the learning process, that is the learning of English, such as linguistic competence (grammar, syntax, conversational phrases, vocabulary mastery, cross-cultural understanding, and so forth). An observation over 180 students of Classes X, XI, and XII indicated the students' great enthusiasm to read books. Every student was obliged to read a book and to make a summary for every book they read; one student read at least one book of minimum 50- page length. The available books for this activity are graded according to their difficulty indices, from Stage 1 (with the least difficulty) up to Stage 8 (with the highest difficulty). The skill of making summaries encourages the students to apply their background knowledge, i.e. learning composition in English. Book Report activity also functions as an assessment instrument to curricular tasks. The effect of this activity may also function as advantageous 'killing-time' toward the students' personal development. The handicap for the students is the limited time to perform consultations to their teachers, and for the teachers, Book Report is an extra work, such as to make corrections to the students' worksheet so that it is necessary for the stakeholders to design it perfectly and to involve English teachers in a teaching teamwork.*

*Keywords: book report, stage, résumé/summar*

### **Introduction**

The Research and Development Institution of the National Education Ministry (Litbangkemdiknas) reported on April 27, 2007, that the literacy achievement of Indonesian Children was very low. In 2006 Indonesia participated PIRLS (*Program in International Reading Literacy Study*) and in that year the literacy was seeded at 41<sup>st</sup> place (scoring 405) among 45 participants, one rank below Iran (scoring 421) and one rank above Qatar (scoring 353), Russia to be at the highest position (scoring 565) and South Africa the lowest (scoring 302). The international average score was 500 with Standard Deviation 100. With that situation, it is quite urgent for Indonesia to improve its reading literacy achievement through various ways in education and teaching of reading at schools.

In the Rule of the Ministry of National Education number 22 of 2006 about the Content Standard, the stress of reading is to give skills to students to be able to access as much information as possible from English written materials. That is why, students need to be taught to gain that skills, and this should be the basic to be further developed.

This paper aims at developing the students' skill of reading English books or texts so that they own reading habits to build a reading community through the activity of Book Report.

The development of English reading comprehension at Senior High Schools (SMA) through Book Report is expected to give a large benefit through scientific approach in the Curriculum 2013. Through reading books, the students' knowledge and imagination increases. Book Report improves the students' creativity as well.

### **Book Report**

Book report is one of the methods of teaching reading to school-students. This activity is designed by presenting a task to the students, i.e. reading a book for a certain period of time, say one month, and the students write the summaries of the books they have read to be submitted at the end of every month. The tasks will be checked and scored by the teacher(s). The rules of the Minister of Education and Culture (Permendiknas) number 81A/2013 about the principles of the development of Instructional Plan states that teaching language is to develop reading habit, understanding various reading texts, and expressing ideas in various forms of writing.

Book Report encourages students to possess what is called 'artful thinking' (Barahal, 2008), or creative thinking, including reasoning, questioning and investigating, observing and describing, comparing and connecting, finding complexity, and exploring viewpoints. Thinking critically means being capable of thinking profoundly and logically (Lloyd & Bahr, 2010). Logical thinking includes the skills of comparing, classifying, sequencing, thinking cause-and-effect, patterning, reasoning, thinking deductively and inductively, guessing, planning, making hypotheses, and posing criticism, etc. Similarly to critical thinking skill, reasoning is a thinking activity through comparison, classification, cause-and-effect relation, finding patterns, planning, building hypotheses, and criticism. In Curriculum 2013 it is mentioned that learning process and scientific approach in learning support creativity, which is achieved through activities, such as observing, questioning, associating, experimenting, and networking.

In the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001), it is stated that ability to create is the capability to generalize new ideas, new products or new viewpoints from an event through the phases of understanding problems and thinking of the possible solution, designing the accomplishment and also planning to complete the solution. The process of creating includes thinking and choose of possible and apt finishing, to make hypotheses toward the solution, thinking of the finishing methods toward accomplishment, designing the strategy of problem solving, and carrying out the plans or designing things to solve problems.

### **Curriculum of English for SMA**

#### **Curriculum 2013 (C-13)**

Just like in the previous Curriculum, Curriculum 2006 – known as KTSP – teaching of English obliged students to be active learners in the teaching process, in the current Curriculum 2013 (C-13), the learning approach utilized here is scientific approach, i.e., the approach through Exploration, Elaboration, and Confirmation (EEC) that is then broken down into five phases: observing, questioning, exploring, associating, and communicating. C-13 stresses the language competence as a means of communication, knowledge carrier, and logical, systematic and creative thinking. Another approach applied in this curriculum is discovery learning, that is a teaching approach of which the activity is leading the students to understand necessary things in life.

In learning a language, one will learn four macro-skills (Suwarsih Madya, 2000), namely, reading and listening (as receptive skills) and speaking and writing (as active skills). The four skills are supported by two important aspects, namely grammar and vocabulary. However, the two last aspects are taught integrally with the macro-skills.

Reading skill is a crucial skill in learning and communication (Alshumaimeri, 2011). Reading competence to be attained in general is "to understand the meaning of the short written functional texts in the daily life context and to access knowledge by responding the meaning of the short written functional texts accurately, easily and acceptably in the daily life context and to access knowledge." And therefore, through the activity of reading

comprehension, especially Book Report, students are expected to own the competence to respond meanings and to access knowledge.

Suwarsih Madya (2000) mentioned that one of the main goals in reading is to acquire information (general information, and detailed information) through micro-skills, i.e. 1. *skimming*: reading text rapidly top-down and applying background knowledge about sentence structures and vocabulary mastery, 2. *scanning*: reading text carefully to identify main ideas with its important details, e.g. information of time setting, place of events, people's names, etc. by using the background knowledge, and 3. *intensive reading*: reading intensively and carefully to get conclusions from the information in the text, such as to recognize the *genre* of a text.

### **Theories on Reading Comprehension**

#### **Process in Reading**

The thinking process in the activity of reading is as follow.

1. Reading is looking at letters, numbers, punctuations, symbols, words or vocabulary – including the meanings through context, understanding or getting the meaning.
2. Comprehending means creating meanings based on the background knowledge. A reader pays a great attention to a writing (series of letters, words, or numbers, parts of speech, sentences, syntactic and semantic patterns, lexical and grammatical knowledge, paragraphs, texts, keywords to identify the main ideas or topics of texts, characters, and setting), to understand the meaning implied in the text and associating it with the background knowledge, that is the knowledge of the language competence and the outer knowledge related with the content of the reading passage.
3. Reading comprehension involves a lot of complicated components. In the activity of reading comprehension interactive process takes place, namely involving interactions between the reader and the writer (Alderson, 2000); or interaction between the reader and what is presented in the text (preference to the text, understanding of the kind or *genre* of the text) so that the reader can find out something new (product) through the inference skills, for instance, drawing conclusion, generalization, applying methods, analyzing-synthesizing, and so forth.
4. The basic process of reading comprehension includes three steps: skimming, scanning (Alderson, 2000; Suwarsih Madya, 2000), learning and memorizing (using the supporting knowledge of linguistics, i.e. grammatical knowledge, cohesion of lexical and grammatical knowledge, vocabulary, and so on).
5. Making inferences (Alderson, 2000), especially attained through the activities of skimming and scanning (Suwarsih Madya, 2000).
6. Interactive process between the reader and the text: the reader understands the meaning of the text comprehensively and then associating with the concept or knowledge/experiences he/she has had.

What is meant by Suwarsih Madya (2000) and Kuder (2009) with interactive approach is comprehending/understanding texts through bottom-up approach and top-down approach, or (Alderson, 2000) higher-up and lower-down as follow.

1. Bottom-up approach is a reading process by using knowledge of linguistic signs, such as letters (Brown, 2001), morphemes, syllables, words, phrases (Kader, 2009), vocabulary and English grammatical rules (Suwarsih Madya, 2000). So, the reader needs to master vocabulary and grammar appropriately and to analyze form units to grasp the meaning. Top-down approach is skimming (Suwarsih Madya, 2000). A reader reads a passage from top downwards, from general knowledge and meaning toward the more specific information in the text (Kuder, 2009). The reader looks at the context of discourse, i.e. reads the whole text at a glance to know the main ideas of the text.
2. Another example of strategy in reading comprehension is through annotation (Suwarsih Madya, 2000), namely a reading strategy by giving special signs to certain parts of the text (Porter-O'Donnel, 2004).

3. According to Alderson (2000), the aspects of reading ability are, among others, a) general verbal ability, that is the factor of vocabulary knowledge as this knowledge plays a very great role in comprehending or understanding a text. b) understanding of implicit meaning that supports reasoning in reading), and c) appreciation element to the reading passage. The reading text itself, according to Ali (2011), consists of syntax, lexicons, grammar, morphology, phonology and semantics.
4. Rupp and Lesaux (2006) states that effective reading comprehension depends on the factors of readers, texts, and the action of comprehending itself. The efficiency and effectiveness of reading (comprehension) depends on the skills, such as absorbing the meaning during reading, reading the words accurately and efficiently, recognizing phonological and syntactic information, concluding the meaning of words and background knowledge, memorizing what has been read, understanding the purpose of reading a text to draw conclusion in different complexity levels.

From the above-mentioned explanation, it can be concluded that it is of great necessity that students should be trained to be able to gain reading skills through various methods, techniques or strategies and various facilities to be able to read well, such as the system of speed-reading, the techniques to grasp the main points of the presented texts in their various forms. A reader should learn to read accurately and analyze what he/she reads, to be able to view the relations of interideas, and to find out the implicit information (Liu, 2010). The process of basic reading comprehension is to understand the referents, to conclude cause-and-effect relationship and to understand sequence of ideas. Ideas will be understood better and easier to memorize when the reader is capable of organizing the ideas coherently. When reading, a reader will apply his background knowledge and make inferences of the main points that is explicitly mentioned in the text. In general, it can be concluded that special skills and strategies have to be taught to the students consistently (Alderson, 2000). Besides, language competence as the important factor in gaining the reading skills in the targetted language must be presented to students.

## **Methods**

### **Method of Research**

The research was performed through observation to the students' activities, their interactions, and their works. The observation was performed in September 2016, in the first semester of the Academic Year of 2016 – 2017. The objects were the students of SMA Seminari of Mertoyudan, Magelang, Central Java, involving 113 boystudents (= seminarians) of Classes X, XI, and XII. The observer was close to them from time to time during the school hours through portfolio method. Consultations occurred intensively.

### **Research Instruments**

The instrument used in this research is special books that are appropriate for the purpose. The total books of 446 titles are available in the school library (SMA Seminary). They are categorized according to their difficulty, from Stage 1 to Stage 9. Books marked Stage 1 are intended to the very beginners of English who have mastered 1,000 words. Such a book also contains simple sentence structures. Books marked Stage 2 are a little bit more difficult than those marked Stage 1, still with simple vocabulary and sentence structures. These are intended to students with vocabulary mastery of 2,000 words. And so, Stage 9 books are the most difficult, with a lot of difficult words or special expressions, and more complicated sentence structures. The tenth graders are only allowed to read books of Stage 3 and above, while the eleventh and twelfth graders should only read books of at least Stage 4 and above.

**Table 1. The Books Available for the Seminarians**

<b>Stage</b>	<b>Total of titles</b>	<b>Examples of books</b>	<b>Author</b>
1	86	The Noble Koling Lumanau	Markus Mardius
2	59	A Dangerous Paradise	Jo Hugh Jones
3	65	Police	Richard Musman
4	69	Jane Eyre The White Mountains The Black Tulip	Charlotte Bronte John Christopher Alexandre Duma
5	44	Allan Quatermain Some Travels of livingstone Adventure of Tom Sawyer	Sir H. Rider Haggard J.M.Winterbottom Mark Twain
6	18	The L-Shaped Room Tales of the Caliphs The Time Machine	Lynne Reid Banks A. Butros H G Weils
7	114	The Wooden Horse The Mill of the Floss	Eric Williams George Eliot
8	61	The Mackenzie Raid The World Above Twelve Tales	Col. Red Reeder Guy Murchie Nathaniel Hawthorne
9	30		
<b>Total</b>	<b>446</b>		

The books also vary in their thickness, between 20 to 400 pages. In general, the books of lower stages are thin enough, between 20 to 40 pages. The higher stages are thicker, up to 400 pages. Seminarians are only allowed to read books of at least 50 pages.

While reading, students pay attention to and take some notes on the characters, their behaviors, the plot of the story, the settings of place and time. They are also required to identify the moral teaching of the story or the writer's purpose through his/her writing. Later, students are to make the summaries of the stories.

In the heading of the report, it writes the title of the book, its author, level or stage, the number of pages, and the main characters of the story. In the body of the summary, the students are to write the plot of the story with the setting of place and time. The diction, the grammar, and the coherence of sentences will be the main points of scoring. At the end, students present the moral teaching or the writer's purpose by his/her writing as a reflection.

### **Results**

From the interviews, it can be inferred that students feel satisfied with the activity. They reported that Book Report is quite helpful for their significant development of their competence of English and their reading skills. Their lack of vocabulary and low mastery of grammar are handicaps. However, through intensive consultations to the instructor and some discussions among them they feel their efforts very advantageous. And therefore, it is very important that teaching of English should be supported by appropriate teaching instruments in a conducive condition and situation.

The total students are 179. 66 students did not submit the works. Out of 113 students who submitted their works, 1 student read 5 books, and so submitted 5 summaries; 4 students each read 4 books; 5 students each 3 books, and 17 students each read each 2 books, while others read one book. Consultations took place during the break of the schooldays and after school hours, usually on the matters of complicated English phrases, special expressions, and complicated long sentence structures, and some cultural matters. Consultations occurred intensively from time to time, in high frequencies, usually during classes, during the breaks, and after school. It is noted that books of Stages 4, 5, and 6 are the most preferred by students.



It seems that there is a linear correlation between students who did not work in Book Report activity and those who did it. The more book one reads the better achievement in the final reported marks of semester as can be seen in Table 2.

**Table 2. The Students' Average Marks in the End of 1<sup>st</sup> Semester 2016/2017**

No	Books read	Total	Average mark
1	0	66	79.10
2	1	86	88.72
3	2	17	91.35
4	3	5	94.80
5	4	4	96.00
5	5	1	98.00
<b>Total</b>		<b>179</b>	

### Conclusion

Book Report results in encouraging students to have the habit of reading books and so building a reading society. It also stimulates an attitude of critical and creative thinking. And so, Book Report is easily implemented as one of the various teaching methods in teaching English, especially in teaching of reading comprehension.

It is highly recommended that

1. Book Report should be implemented as one of the methods in English teaching and learning process at schools, especially in the teaching of English Reading Comprehension.
2. It is necessary that schools afford and provide appropriate and suitable books to support Book Report activities.
3. If there are more than one English teacher at a school, synergy among them is required to handle the activities, especially in the case of consultations and correcting the students' workpieces.
4. Teachers of English also need to read and understand the contents of each book used as the facility in reading activity, book report.
5. Viewing the students' workpieces, teachers can assess the improvement of their progress of achievement of their English competence, how critical and creative they are, and their general knowledge as well.

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## **AKTIVITI KESUKARELAWANAN KE ARAH PEMBANGUNAN MODAL INSAN DI MALAYSIA**

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### **Abstrak**

*Aktiviti kesukarelawanan adalah sangat penting ke arah pembangunan modal insan di Malaysia. Oleh kerana itu, kajian ini dijalankan untuk meneroka pemupukan semangat kesukarelawanan dalam kalangan sukarelawan di bawah persatuan sukarela yang aktif menjalankan aktiviti kesukarelawanan di Malaysia. Aspek-aspek yang diselidiki dalam kajian ini ialah latar belakang sukarelawan, ciri-ciri sukarelawan, cabaran dan impak yang dihadapi sukarelawan. Kajian ini adalah kajian kualitatif dan kaedah temubual digunakan untuk mengumpul data. Data telah dianalisis menggunakan analisis tematik. Setelah mencapai tahap ketepuan, seramai enam orang sukarelawan telah menjadi responden kajian ini. Hasil dapatan kajian menunjukkan faktor menjadi sukarelawan adalah kerana pengaruh rakan, keinginan diri sendiri dan bagi membentuk perilaku yang baik. Selain daripada itu, ciri-ciri yang perlu ada pada seorang sukarelawan ialah memiliki sifat ikhlas, mempunyai kemahiran komunikasi yang baik dan proaktif. Tema pengurusan sukarelawan dan pemupukan semangat kesukarelawanan pula merupakan cabaran yang dihadapi oleh sukarelawan. Hasil analisis bagi impak kepada sukarelawan ialah perasaan kesyukuran dan kepuasan. Ini menjelaskan aktiviti kesukarelawanan memberi hasil yang positif ke arah pembangunan modal manusia di kalangan generasi muda. Oleh kerana itu, semangat sukarelawan harus diterapkan kepada semua masyarakat bagi membangunkan modal insan di Malaysia.*

*Katakunci: Aktiviti Kesukarelawanan, Modal Insan, Pembangunan*

### **Pengenalan**

Sistem masyarakat di sebuah negara terdiri daripada tiga sektor utama iaitu kerajaan yang dikenali sebagai sektor pertama, perniagaan atau swasta yang dikenali sebagai sektor kedua dan masyarakat sivil yang dikenali sebagai sektor ketiga. Masyarakat sivil yang merujuk kepada sektor bukan kerajaan atau perniagaan berfungsi sebagai tulang belakang kepada pembangunan negara. Pertubuhan sukarela merupakan sebuah organisasi yang juga menjadi sebahagian daripada masyarakat sivil. Sebahagian besar ahli pertubuhan ini terdiri dari organisasi lain dan ia dikendalikan oleh pekerja tetap yang bekerja secara sepenuh masa. Keanggotaan ahli sukarelawan sememangnya bergantung kepada kerelaan ahli-ahli tersebut menjalankan tugas secara sukarela tanpa apa-apa paksaan (Azizi Yahaya *et al.*, 2006). Walaupun pengurusan masyarakat adalah salah satu daripada bidang kerja kerajaan, semangat kesukarelawanan juga dilihat mampu membantu masyarakat dan kerajaan dalam mengurangkan beban terhadap pihak yang terbabit (Pearce, 1982). Ini kerana sektor kesukarelawanan juga dapat memberi sumbangan terhadap pembangunan masyarakat di sesebuah negara (Muhammad & Alauddin, 2013).

Aktiviti kesukarelawanan bukanlah perkara baru di Malaysia, malahan aktiviti ini telah dan semakin berkembang di kalangan masyarakat Malaysia (Hamzah, Suandi & Hamzah, 2015). Menurut Persatuan Bangsa-Bangsa Bersatu (PBB), kesukarelawanan merujuk kepada aktiviti yang dijalankan bukan untuk mendapatkan ganjaran kewangan. Suandi (2009) menyifatkan keusahawanan sebagai tindakan yang dilakukan untuk membantu

individu tanpa mengharapkan imbuhan material ataupun disebabkan oleh keterpaksaan. Kesukarelawanan mempunyai empat unsur definisi iaitu keikhlasan, pendidikan, pengupayaan dan penglibatan (Alias & Balakrishnan, 2016). Justeru, dapat disimpulkan di sini bahawa kesukarelawanan adalah mana-mana aktiviti yang dilakukan secara ikhlas dan sukarela yang dapat memberi manfaat kepada individu dan masyarakat yang dibantu. Kesukarelawanan juga dilihat sebagai amalan sosial yang menghubungkan individu-individu yang ingin memberi manfaat kepada individu dan makhluk lain.

Menurut Hussain dan Yasin (2016), semangat kesukarelawanan sekiranya dihayati dengan baik mampu mewujudkan keharmonian dan keamanan di kalangan masyarakat. Sukarelawan berperanan menjayakan pelbagai program dan bantuan kemasyarakatan di seluruh dunia. Sebagai contoh, fenomena banjir yang melanda kawasan di negeri-negeri pantai timur dan utara semenanjung Malaysia saban tahun amat memerlukan bantuan anggota sukarelawan untuk membantu mangsa banjir menyelamatkan harta benda dan nyawa serta memberi sokongan moral (Zakariah M. S., 2009). Selain itu, skuad sukarelawan Malaysia juga sentiasa menghantar bantuan ke tempat-tempat terjadinya peperangan, gempa bumi, tsunami, tanah runtuh dan sebagainya sama ada di dalam mahupun di luar negara.

Masyarakat belia di Malaysia telah memaparkan semangat kerjasama, cinta negara dan prihatin kepada dunia. Semangat kerjasama, cinta negara dan prihatin yang ada dalam masyarakat belia di Malaysia dilihat sebagai sesuatu yang istimewa. Sehubungan itu, YB Menteri Belia dan Sukan telah melancarkan Rakan Muda Sukarelawan Antarabangsa yang memberi peluang dan membolehkan pelajar-pelajar Malaysia di luar negara menimba pengalaman dalam melaksanakan kerja-kerja kesukarelawanan semasa menuntut di luar negara. Program ini juga memberi peluang kepada pelajar-pelajar untuk meluaskan "networking" atau jaringan kerjasama antara pelajar dengan masyarakat, badan-badan mahupun persatuan-persatuan tempatan yang akhirnya membolehkan pelajar-pelajar Malaysia menjadi "duta" dan mampu memberikan tanggapan positif masyarakat tempatan di luar negara kepada Malaysia (Zakariah M. S., 2009). Menurut Bang dan Ross (2009), dasar pembangunan belia yang dirancang kerajaan ataupun NGO tidak akan berjaya tanpa sokongan tenaga sukarelawan. Dasar Belia Malaysia menekankan kesukarelawanan sebagai keperluan dalam membantu untuk melahirkan modal insan yang berupaya untuk menyalurkan sumbangan di pelbagai peringkat (Norshafawati, 2014). Menurut Alias & Balakrishnan (2016), aktiviti kesukarelawanan dapat memberi impak positif terhadap pembentukan personaliti, jati diri dan peribadi individu sekaligus menjadikan mereka agen sosial yang terbaik dalam membantu pihak kerajaan menangani masalah-masalah sosial.

Setiausaha Agung PBB, Ban Ki-moon, telah menekankan nilai sumbangan para sukarelawan kepada pembangunan dari aspek ekonomi dan sosial. Pada majlis sambutan Hari Kesukarelawanan Antarabangsa 2012, beliau menyatakan:

*"Berasaskan nilai perpaduan dan kepercayaan bersama, semangat kesukarelawanan menyeberangi semua sempadan budaya, bahasa dan geografi. Dengan mengorbankan masa dan kemahiran tanpa mengharapkan apa-apa ganjaran berbentuk material, sukarelawan disatukan oleh satu tujuan."*

Menurut Azizan (2011), kesukarelawanan telah menjadi suatu aktiviti yang semakin mendapat perhatian disebabkan oleh impak yang diperolehi terhadap kehidupan bermasyarakat, maka satu kajian perlulah dilakukan supaya dapat memberi kesedaran bahawa aktiviti kesukarelawanan penting kepada setiap individu. Menteri Kebudayaan, Belia dan Sukan di Brunei, Yang Berhormat Pehin Orang Kaya Pekerma Laila Diraja Dato Seri Setia Awang Haji Hazair Haji Abdullah semasa menyampaikan ucapan beliau pada Majlis Perasmian Festival Sukarelawan 2014 menyebut bahawa konsep kesukarelawanan perlu dijadikan sebagai satu tanggungjawab setiap anggota masyarakat terutamanya golongan belia dan generasi muda. Ini kerana penglibatan belia dalam aktiviti kesukarelawanan dapat membantu memelihara kepentingan dan kesejahteraan pelbagai pihak (Azizan, 2016).

Seterusnya, persatuan sukarela yang kecil biasanya mengalami masalah apabila tidak mendapat sumbangan atau derma yang mencukupi daripada orang ramai dan pertubuhan kerajaan mahupun bukan kerajaan. Keadaan ini amat berbeza dengan persatuan sukarela yang besar di bawah pimpinan seseorang yang mempunyai kuasa dan pengaruh. Mereka lebih mudah dan cepat menerima sumbangan kewangan daripada orang ramai.

Oleh kerana itu, kajian ini memberi fokus kepada aspek kesukarelawanan kerana ia adalah penting kepada pembangunan modal insan di Malaysia. Kajian ini bertujuan untuk mengenal pasti aspek-aspek yang boleh menggalakkan aktiviti kesukarelawanan di Malaysia seperti tujuan menjadi sukarelawan, ciri-ciri yang perlu ada pada seorang sukarelawan, cabaran yang dihadapi oleh para sukarelawan dan impak yang dihadapi oleh para sukarelawan semasa menjalankan aktiviti. Kajian ini dijalankan berdasarkan kepada objektif berikut:

1. Mengetahui pasti persepsi sukarelawan terhadap tujuan terlibat dalam aktiviti kesukarelawanan.
2. Mengetahui pasti persepsi sukarelawan terhadap ciri-ciri yang perlu ada pada seorang sukarelawan.
3. Mengetahui pasti cabaran yang dihadapi oleh para sukarelawan dalam menjalankan aktiviti kesukarelawanan
4. Mengetahui pasti impak yang dihadapi oleh para sukarelawan dalam menjalankan aktiviti kesukarelawanan.

### **Metodologi Kajian**

Responden kajian adalah sukarelawan-sukarelawan yang menyertai pertubuhan NGO yang dikenali sebagai Projek Rakyat JB. Mereka terdiri daripada sukarelawan yang mengajar tuisyen percuma dan sukarelawan yang menguruskan aktiviti kesukarelawanan untuk anak-anak yang kurang bernasib baik dan kurang berkemampuan dalam akademik dan pendidikan di sekolah. Data dikumpul dengan menggunakan kaedah temubual semi-struktur dan dianalisis dengan menggunakan kaedah analisis tematik.

### **Data Kajian**

#### **Persepsi sukarelawan terhadap tujuan terlibat dalam aktiviti kesukarelawanan**

Analisis tematik ke atas data temubual menghasilkan tiga tema bagi objektif kajian yang pertama. Menurut responden kajian, tujuan menjadi sukarelawan adalah kerana pengaruh rakan, keinginan diri sendiri dan bagi membentuk perilaku yang baik. Pengaruh rakan kerana para sukarelawan mempunyai pengalaman berjumpa dengan seorang sukarelawan yang telah lama melibatkan diri dalam aktiviti kesukarelawanan dan ini membantu mereka yang berminat untuk menjadi sukarelawan mengetahui langkah dan peluang yang ada untuk menyumbangkan sesuatu kepada golongan yang memerlukan. Kenyataan salah seorang responden dinyatakan di bawah:

*"Pengalaman pertama saya menjadi sukarelawan, bila mana saya dan team Buku Jalanan UTM buat program untuk para gelandangan, itu pertama sekali saya join sukarelawanan. Kemudiannya, kawan saya, Aslam ajak saya untuk menyertai sukarelawanan dalam akademik dan join Projek Rakyat Jb..."-Yana*

Selain daripada itu, tema yang kedua ialah responden mengatakan mereka menyertai aktiviti kesukarelawanan atas kehendak mereka sendiri. Khidmat dan sumbangan yang diberikan adalah atas kesedaran mereka sendiri. Kenyataan yang menyokong tema tersebut adalah seperti di bawah:

*"So pendorong sebenarnya adalah diri sendiri. Saya tertarik sebab ada satu senior saya di Sek Sains Muar tu dia suka post aktiviti sukarelawan dia dengan Projek Iqra and then saya fikir mula-mula rasa macam menarik and then ada kawan satu batch dengan sains*

*muar dia pun suka post benda yang sama so daripada situ saya terus contact dengan NGO yang diorang join iaitu Projek Iqra.”-Fatin*

Persepsi yang sama juga diberikan oleh Zarin iaitu:

*“...aktiviti yang saya buat ni kebanyakannya lebih kepada menyantuni asnaf ataupun golongan - golongan macam sakit, susah, anak yatim. Jadi, saya pernah berada dalam situasi diorang ni. Saya pernah susah. Jadi, saya dah rasa susah saya macam rasa simpati tu lebih rasa macam berminat nak tengok lepas tu bila kita pergi oh rupanya ada orang susah dari aku.”-Zarina*

Hasil daripada analisis data, tema ketiga bagi objektif kajian yang pertama ialah responden mengatakan mereka menyertai aktiviti kesukarelawanan bagi membentuk perilaku diri yang baik. Tema ini ditonjolkan oleh seorang responden seperti berikut:

*“Pertama sekali ada beberapa perkara yang memberi sebab saya berminat untuk melibatkan diri dalam aktiviti kesukarelawanan ini. Pertama sekali adalah bila mana kita melibatkan dalam aktiviti kesukarelawanan ini kita dapat merasai sendiri pengalaman ataupun kesusahan mangsa ataupun orang yang kita bantu itu sendiri tak kisahlah mangsa ke ataupun orang yang kita memberi khidmat tersebut kita dapat merasai keadaan dan situasi dia dan ia memberi satu keinsafan ataupun muhasabah kepada diri kita sendiri yang mana kadangkala nikmat itu Allah bagi kepada kita bukan untuk kita semata tapi untuk membantu orang lain.”-Asyraf*

#### **Persepsi sukarelawan terhadap ciri-ciri yang perlu ada pada seorang sukarelawan**

Data bagi objektif kajian kedua menghasilkan tiga tema iaitu ciri-ciri yang perlu ada pada sukarelawan ialah sifat ikhlas, memiliki kemahiran berkomunikasi yang baik dan proaktif. Analisis data menunjukkan sukarelawan yang terlibat di bawah Projek Rakyat JB perlu mempunyai sifat ikhlas dalam diri masing-masing bagi membolehkan mereka menjayakan aktiviti kesukarelawanan. Ini menjadikan mereka lebih fokus tentang hala tuju mereka ke arah memberi bantuan atau bimbingan yang secukupnya kepada kanak-kanak yang memerlukan. Tema ini ditonjolkan oleh salah seorang responden seperti ditunjukkan di bawah:

*“Pertama sekali dia kena ada sifat ikhlas, itu yang paling utama sekali sebab daripada ikhlas itu sendiri menjadikan seseorang itu sanggup melakukan apa sahaja, sanggup berkorban apa sahaja baik dari sudut tenaga, kewangan, masa, harta dan sebagainya, itu yang utama yang perlu ada pada seorang sukarelawan.”-Syafi*

Aktiviti kesukarelawanan yang dijalankan dapat melatih keupayaan seseorang daripada sedia ada kepada yang lebih baik ataupun daripada tiada kepada ada. Kemahiran berkomunikasi yang baik adalah suatu kemahiran yang banyak digunakan dan penting dalam menjalankan aktiviti kesukarelawanan. Ini adalah kerana sukarelawan perlu bersosial dengan kebanyakan sukarelawan lain yang juga pertama kali menyertai aktiviti kesukarelawanan di samping mendekati golongan-golongan yang susah dan memerlukan bantuan. Menurut Zarina:

*“... sebenarnya kemahiran untuk liase dengan pihak yang boleh membantu contohnya sebab saya lebih kepada mendekati asnaf, fakir, anak yatim, belajar tahfiz semua. Bagi saya, kemahiran boleh berkomunikasi dengan baik. Tak semua orang akan berkongsi masalah atau apa dalam hati dia, bila kita boleh selami perasaan dia dan dia boleh bercerita dengan kita, itu satu markah besar untuk kita ...”-Zarina*

Selain daripada itu, aktiviti kesukarelawanan yang dijalankan memerlukan sukarelawan yang proaktif supaya mereka dapat bekerjasama dan berinteraksi dengan sukarelawan yang lain. Ini adalah kerana sukarelawan-sukarelawan yang terlibat datang daripada pelbagai golongan usia dan latar belakang yang berbeza. Kenyataan ini ditonjolkan oleh Fatin:

*“Sekarang ni bidang sukarelawan ni sangat digemari oleh anak-anak muda especially dekat mahasiswa mahasiswi di universiti dan anak-anak muda ni bagus sebab dia semangat memang tinggi tapi adakalanya mereka macam fikir they do not know how to actually be a volunteer dan di situ berlakunya permasalahan jugalah sebab on our side kita macam mengharapkan sukarelawan kita bersikap tahu, assertive, bersikap proaktif tapi adakalanya ciri-ciri anak muda zaman sekarang ni lebih suka disuap dan diarah tapi dengan semangat yang tinggi bila kita kata jom datang, jom involve mereka akan buat dan mereka akan hadir.”-Fatin*

### **Cabaran yang dihadapi oleh sukarelawan dalam menjalankan aktiviti kesukarelawanan**

Bagi objektif kajian yang ketiga, analisis data menunjukkan cabaran yang dihadapi adalah bertemakan pengurusan sukarelawan dan usaha memupuk semangat kesukarelawanan. Kejayaan aktiviti sukarelawan yang dirancang bergantung kepada pengurusan yang baik oleh mereka yang menjayakannya. Antara contoh aktiviti pengurusan sukarelawan yang dikatakan adalah mendaftarkan butir-butir peribadi sukarelawan seperti nama, alamat dan nombor telefon. Bilangan sukarelawan dan jenis aktiviti juga perlu dirancang dan diuruskan dengan baik bagi mengelakkan kesulitan semasa program. Responden kajian mengatakan antara aktiviti utama yang memerlukan komitmen sukarelawan pada hampir setiap minggu adalah memberi tuisyen percuma kepada anak-anak di asrama. Bagi memastikan aktiviti dapat dijalankan dengan teratur, terdapat sukarelawan yang datang menyediakan sendiri bahan bercetak atau pun latihan serta buku aktiviti membaca, mengira dan sebagainya untuk digunakan oleh anak-anak yang tinggal di asrama Ar-rayan. Tema tersebut ditonjolkan oleh Fatin:

*“Cabaran yang saya hadapi dalam aktiviti kesukarelawanan adalah lebih kepada maintain dan manage bilangan sukarelawan dalam NGO yang saya sertai ni sebab pada pemikiran ideal saya, aktiviti kesukarelawanan ni kita perlu bagi komitmen, ianya bukan on off namun kebanyakan yang sertai aktiviti kesukarelawanan ni menganggap aktiviti sebegini seperti perkara yang on off maksudnya mereka nak datang, mereka datang...”-Fatin*

Selain daripada itu, dapatan kajian menunjukkan sukarelawan turut menghadapi cabaran dalam memupuk semangat kesukarelawanan dikalangan generasi muda. Program kesukarelawanan akan lumpuh sekiranya tidak terdapat penglibatan yang berterusan dari para sukarelawan. Kenyataan ini ditonjolkan oleh salah seorang responden:

*“So instead of orang lain yang memberi peranan ataupun orang lain yang memupuk semangat kesukarelawanan ini saya rasa mahasiswa yang patut berperanan untuk memupuk sendiri sebab akhirnya usaha kerja-kerja yang mahasiswa buat dalam alam universiti ini lama kelamaan akan menjadi satu habit dan benda tu saya yakin dan percaya benda tu akan terbawa-bawa sehingga ke luar universiti dan akhirnya mahasiswa ni menjadi contoh kepada masyarakat kat luar sana sebab tak semua orang boleh masuk dalam universiti...”-Asyraf*

### **Impak yang diperolehi sukarelawan dalam menjalankan aktiviti kesukarelawanan**

Data bagi objektif kajian yang keempat menghasilkan dua tema iaitu impak dari aktiviti kesukarelawanan ialah sukarelawan merasa bersyukur atas nikmat yang diperolehi dan pelajar menunjukkan respon yang memberangsangkan. Aktiviti kesukarelawanan memberikan impak yang besar dalam diri sukarelawan. Asyraf menjelaskan:

*“Selepas saya melalui beberapa misi sukarelawanan saya dapatlah beberapa perkara yang penting yang saya kira memberi kesan yang mendalam, dalam kehidupan saya sendiri terutamanya pertama sekali dari sudut sifat kita sendiri. Barangkali dulu bilamana kita hidup seorang ibarat katak di bawah tempurung kita tak tahu tentang apa yang berlaku pada dunia luar. Sekarang dimana kita mendedahkan diri dengan aktiviti sukarelawan ini kita dapat tahu tentang kesusahan orang lain menjadikan kita jugak merasai mensyukuri dengan nikmat Allah dan nikmat itu kena guna untuk bantu orang lain...”-Asyraf*

Peningkatan pembelajaran dalam kalangan penghuni asrama turut menjadi sesuatu perkara yang memberi kesan kepada sukarelawan yang datang ke asrama Ar- Rayyan. Menurut Aslam, rasa puas melihat perkembangan pelajar di asrama menyebabkan sukarelawan terus komited untuk menyertai aktiviti kesukarelawanan. Aslam menyatakan:

*“Perkara yang saya suka dalam aktiviti kesukarelawan ini yang pertama adalah rasa puas apabila kita selesai menjalankan sesebuah program seperti program mengajar setiap malam. Jadi kita dapat melihat prestasi anak-anak daripada mereka tidak boleh membaca kepada mereka boleh membaca. Daripada mereka tidak boleh mengira kepada mereka boleh mengira...”-Aslam*

### **Simpulan**

Peranan gerakan kesukarelawanan dalam pembangunan negara adalah amat penting. Masyarakat perlu menyedari peluang yang disediakan untuk terlibat secara langsung dalam pembangunan tersebut, di samping memberi sumbangan ke arah pembangunan demokrasi dan keadilan sosial dalam kehidupan bermasyarakat (Azizan, 2005). Oleh kerana itu, bantuan kewangan perlu disalurkan secara berterusan sama ada daripada kerajaan mahupun swasta bagi menyokong program kesukarelawanan. Selain itu, sektor swasta boleh menyumbang secara lebih signifikan dalam konteks merealisasikan tanggungjawab sosial korporat dengan bekerjasama atau memberi tajaan golongan asnaf, anak yatim dan sebagainya. Selain daripada itu, aktiviti keusahawanan mempunyai potensi yang besar sebagai medium dalam membawa masyarakat Malaysia yang berbilang kaum ke aras perpaduan (Alias & Balakrishnan, 2016).Dapatan kajian menunjukkan bahawa aktiviti kesukarelawanan memerlukan sukarelawan yang sentiasa bersedia untuk memberi bantuan kepada semua golongan. Tugas ini menjadi tanggungjawab masyarakat yang sentiasa prihatin terhadap pembangunan modal insan ke arah kesejahteraan dan keharmonian negara. Bagi sukarelawan tiada istilah putus asa dan sentiasa proaktif untuk membantu mereka yang memerlukan.

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## TRAINING MODEL AGILITY FOR BEGINNERS ATHLETE PENCAK SILAT

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### Abstract

*The purpose of this research and development is to produce a model of agility drills for beginners athletes sport Pencak Silat. In addition, research and development is conducted to obtain in-depth information on: the development and application agility training models for for beginners athletes sport Pencak Silat and examine the effectiveness, efficiency and attractiveness of the model athlete. Research and development using research methods development Research & Development (R & D) from Borg and Gall. Subjects in research and development are beginners athletes sport Pencak Silat POPKI Cibubur many as 30 people. Instruments used in this research and development is a questionnaire, a questionnaire, as well as test instruments "agility t test" used to collect the data level of agility athlete, while the stages in research and development are, at this stage: (1) analysis of the needs of , (2) the expert evaluation (initial product evaluation); (3) small group testing; and (4) the main trial (field testing). In this research resulted in 45 training models Item. Test the effectiveness of the model using the test "agility t test to determine the level of agility beginner athlete sports Pencak Silat. Data were analyzed using "t-test" of the value of the average pre-test average 1657.0667 and 1502.9667 post test, the standard deviation of the pre-test and post-test 106.47858 85.42508, the average pre-test and post test and standard deviation 154.1000 50.55918. t 16.694 level signifikan 0.05 For H<sub>0</sub>, Based on the information it can be said that this type of training agility for beginners athletes sport Pencak Silat that is developed effectively and can improve the agility of Pencak Silat athletes.*

*Keywords: Training, Agility, Pencak Silat*

### Introduction

*Pencak Silat Sport is an original martial sport of Indonesia, which has its own peculiarities which consists of attack, evasion and in its implementation has aesthetic value and harmony with emphasis on the beauty of motion. A Pencak Silat fighter should have skills to display motion using all his/her entire body to express ideas and feelings, and skills to use his/her feet and hands to create or modify gestures quickly and accurately. For beginner fighters they usually have not made any right moves in performing Pencak Silat motion.*

*Thus it affects their performance when they display standard steps such as a lack of beauty, flexibility and harmony in motion. Researchers are keen to develop several models of agility exercises for beginner athletes in Pencak Silat sport. These models of exercises are models that can support the exercise beginner fighters to reach achievement of fighters. With such models a coach can provide various exercises accordingly and provide motivation in an exercise so that students can easily master the exercise materials.*

### Exercise

*Exercises can be defined as a systematic participation and aim at improving the physical functional capacity and exercise endurance. In the field of sports one of the goals of the exercise is to improve achievement in sports. Exercise is a systematic exercise process and carried out repeatedly by increasingly adding the amount of exercise load and the intensity of exercise, Tangkudung (2012: 42). Physical activities carried out by a person do affect the physiological, anatomical, biomechanical and psychological conditions. In an exercise process*

one of the things that must be held firmly by a coach is the knowledge of exercise principles. James Tangkudung (2012: 58) suggests seven exercise principles, namely active and earnest, holistic development, specialization, individualization, variations in exercise, model in the exercise process and overload principles.

Richard A Schmid (2000 : viii) You'll find a variety of exercises and activities that guide you to actively connect the concepts and principles you are reading about with real-world problems and situations. Powell M.A (2011 : 58) The training is a repetition of loads to achieve a result with structural, biomechanical and functional changes. Exercise is a systematic process and practices carried out repeatedly by increasingly adding the amount of load and intensity. In a correct exercise there should be an increase, both in terms of load and intensity as mentioned by James Tangkudung (2012: 42). By performing repeated shuttle sprints not only can players stress the appropriate physiological capacities but they can also develop acceleration and agility, Gregory (2006: 109)

From the opinion has been described and can be said that exercise is a media to help clarify a concept of activities intended to improve a condition desired both the physical condition and the achievement. Creating this type of exercise can be based on the needs on the ground and in consultation with experts or trainers.

### **Pencak Silat**

Pencak silat is an Asian martial arts, comes from the Malay culture is defined as activities of self defense, the fight using the techniques, Khamdani (2010 :66). Pencak silat is known as the martial arts (the arts of self defense) cognate of Malay cultural heritage that contains four main aspects, namely: mental and spiritual development aspects, aspects of martial arts skills, the arts and cultural aspects, and aspects of the sport. Overall aspects are integrated and can not be separated from each other, become one within a fighter. The warrior and martial arts experts believe that the Malay community to create and use martial arts since prehistory, because at that time humans must face the harsh nature for the purpose of survival by fighting wild beasts. Naharsari (2008 : 2). It is essential to understand that Pencak-Silat is based on the meaning of its two components. One, Pencak, is a training method for self-defense: it consists of a wide range of controlled body movements directed to that purpose. Silat, the second component, is the application of the training method-the actual fight. There can be no Silat without Pencak. On the other hand, Pencak without Silat skills as its objective is purposeless. Howard (1977: 12)

Step in PencakSilat : **Stance:** Stance is a basic position in carrying out further techniques of *Pencak Silat*. Stance is a technique that shows an attitude of both legs in a static state. This technique is used to support a ready position in *Pencak Silat*. Stance is also used as a basic exercise of Pencak Silat to strengthen leg muscles. **Step Pattern:** Step is foot motion techniques in the removal and alteration of position to approach or move away from the opponent in order to get better position or beneficial position combined and coordinated with hand gestures and attitudes. **Defense:** Defense is an attempt to thwart an attack with parrying or evasion. Defense is divided into two, namely parrying and evasion. **Parrying:** Parrying is a defense technique to thwart an opponent's attack by taking an action to withstand the opponent's attack with arms, legs and body. **Evasion:** Evasion is a technique to thwart an opponent's attack without touching the opponent's body. **Attack:** Attack is composed of two types, namely hand attack and legs and feet attack. **Catch:** Catch is a technique to catch hands, feet or limbs of opponent with one or two hands and will be followed by other moves. **Locking:** Locking is a technique to control an opponent or make the opponent powerless by using feet, hands or other limbs beginning with catch techniques. **Kickback:** Kickback is a technique to drop by lifting an opponent's limbs, begins with catch techniques.

### **Agility in Sport**

According to Widiastuti, Agility is an ability to change direction or position of body quickly and made together with other movements, Widiastuti (2011: 125). Don gordon (2009: 2002) *menyatakan Agility as, 'a rapid whole-body movement with change of velocity or direction*

in response to a stimulus' (Sheppard and Young, 2006). Diperkuat dengan pendapat (Abernethy et al, 1999) *agility is a combination of what have been termed decision-making components.* Werner W.K. Hoeger, ( 2010 : 455) *Agility The ability to quickly and effi ciently change body position and direction.*

Werner W.K. Hoeger, ( 2010 : 15 ) Fitness components important for success in skillful activities and athletic events; encompasses agility, balance, coordination, power, reaction time, and speed.

**Figure 1. Motor skill-related components of physical fitness. Werner W.K. Hoeger ( 2010 : 16)**



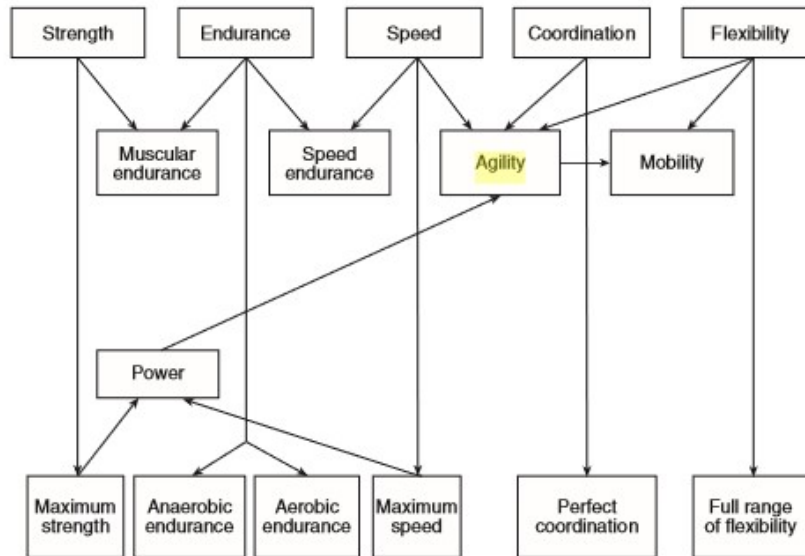
Furthermore, female athletes who participate in jumping and agility exercises tend to exhibit less muscular-stiffness protection of the knee than males do (Wojtys et al. 2003). Involuntarily, females allow their knees to drift inward (knock knees), which places more stress on the knee joint and can aggravate or strain the anterior cruciate ligament, Bompa ( 2015 : 119).

Agility, then, is the ability to accelerate quickly by using concentric strength; to decelerate by using eccentric strength, as in stop-and-go movements; and to change direction or perform the cuts that are so important in many sports, especially team and racket sports, Bompa (2015 : 270) Some agility instructors or coaches have their athletes perform similar agility drills and quickness exercises throughout the year of training—thus disregarding the concept of periodization—and with pretty much the same duration, intensity, and number of repetitions Bompa ( 2015 : 271 )

**Picture 2. of periodization of agility Bompa ( 2015 : 270 )**

Training phase	Preparation			Competitive	Transition
Periodization of strength	Anatomical adaptation	Maximum strength	Conversion to power	Maintenance: maximum strength, power	Compensation training
Periodization of agility	No agility drills	Learning phase: repeating known agility drills, learning new ones	Increasing velocity of agility drills	Increasing velocity of agility drills	No agility drills (not in scope of training for this phase)
Benefits to agility	Low	Good to high	Maximum		Low

**Figure 3. Interdependence among the biomotor abilities ; Bomp( 2015 : 7)**



So a person who has high agility allows him/her to have a quick move easily and can move quickly in all directions. Gains in agility exercise include: doing difficult moves easily, uneasily to fall or get injured and supporting techniques used.

Approaches in agility exercise should be focused on the first two aspects, namely physical and cognitive aspects. These two aspects are crucial because an exercise process is not just physical aspects but also cognitive aspects. Agility exercise should be adjusted to the characteristics of the sport a person occupies diligently.

### **Method**

The method in this study using a design method development of Borg and Gall, and following the steps of the design of the model : 1) *Research and information collecting*, 2) *Planning*, 3) *Develop preliminary form of product*, 4) *Preliminary field testing*, 5) *Main product revision*, 6) *Main field testing*, 7) *Operational product revision*, 8) *Operational field testing*, 9) *Final product revision*, dan 10) *Dissemination and implementation*.

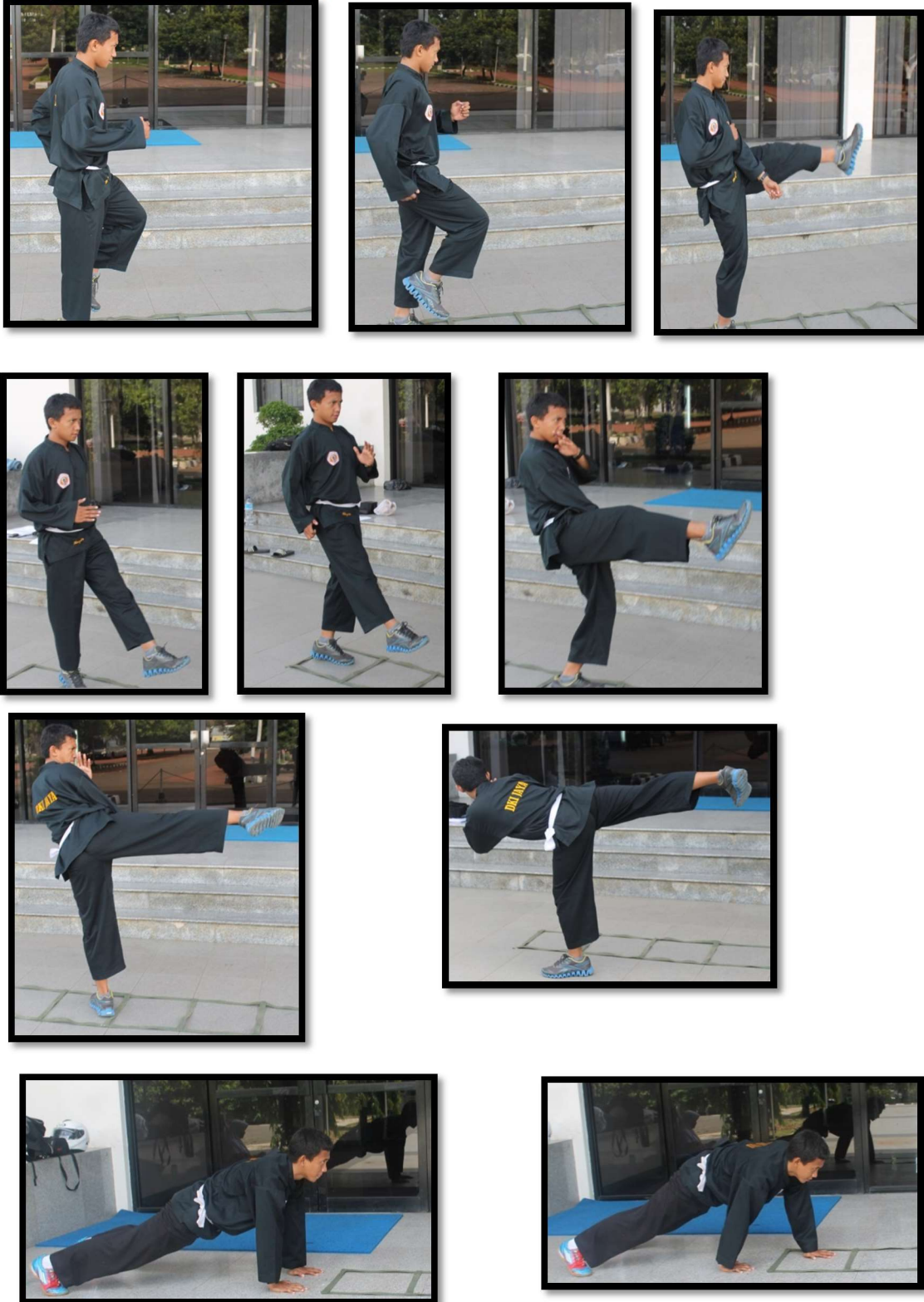
### **Results**

The results of the model product development agility exercises for beginner athletes sports Pencak Silat for this beginner acquire 45 items agility training models for the beginner athlete sports Pencak Silat.

Tested the product by using the study subjects were 30 athletes in Pencak Silat club Arena Porki Cibubur

In this research resulted in 45 training models Item. *Test the effectiveness of the model using the test "agility t test to determine the level of agility beginner athlete sports Pencak Silat. Data were analyzed using "t-test" of the value of the average pre-test average 1657.0667 and 1502.9667 post test, the standard deviation of the pre-test and post-test 106.47858 85.42508, the average pre-test and post test and standard deviation 154.1000 50.55918. t 16.694 level signifikan 0.05 For H0, Based on the information it can be said that this type of training agility for beginners athletes sport Pencak Silat that is developed effectively and can improve the agility of Pencak Silat athletes.*

An example of the model exercises :



### Conclusion

Based on data obtained, from the results of field trial and discussion of the results of this study can concluded that with: (1) an agility exercise model for beginner athletes of *Pencak Silat* sport can be developed and applied in the exercise of *Pencak Silat* sport branch. (2) an agility exercise model for beginner athletes of *Pencak Silat* that has been developed, effectively increases the agility of *Pencak Silat* athletes.

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## **IMPROVEMENT OF RHEUMATOID ARTHRITIS ON ELDERLY POSYANDU MEMBERS THROUGH HEALTH COUNSELING**

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### **Abstract**

*The study aims to find out the level of knowledge of public health about Rheumatoid Arthritis to Elderly members of the Posyandu. Research results are expected to be useful for the development of policy guidance as a basis to improve the knowledge of members of the Elderly so that they can recognize the Posyandu symptoms and do the treatment of Rheumatoid Arthritis. Research conducted at the Elderly Posyandu Nur Kinasih RW 08 Sub District, Assembly Hall, Kelurahan Paseban, Kecamatan Senen, Jakarta Pusat. This research uses quasi experiment method with design research one group pretest – posttest design and lasted for about 4 months. Results will be measured from the pretest activities that is before counseling and post test activities are the activities after counseling. Affordable population is 124 people and 42 people with sampling incidental sampling. Media used in health education is turning sheets and leaflets with the lecture method. Piror it was done normality test using Lilliefors formula at significant level  $\alpha = 0.05$  indicates that the data are normally distributed populations derived either group pretest results obtained  $L_h 0,115$  and posttest groups  $L_h 0.127$  of  $L_t 0.137$ . The next test of homogeneity of two variance can also be concluded groups of data of pretest and posttest groups are homogeneous, with the result  $F_h = 1.24$  is smaller than  $F_t = 1.69$ . Results of study using test-t one sample with a significance level of  $\alpha = 0.05$ . The results obtained through one test-t one sample is  $t_{count} = 12.08$  and  $t_{table} = 2.02$ , because of  $t_{count} > t_{table}$  then  $H_0$  is rejected which means that there is an increase in knowledge about Rheumatoid Arthritis to the elderly posyandu members.*

*Keywords: Knowledge of Rheumatism, Elderly Posyandu, Health Counseling*

### **Introduction**

The stage of life of elderly (hereinafter abbreviated as lansia) is currently the central attention of the government. Population projections by the Central Bureau of Statistics shows that between 2005-2010 the number of elderly population is about 19 million people or 8.5% of the total population.

The elderly period is vulnerable old age plagued by various problems as a result of their physical limitations. One of these is degenerative diseases that limit the independence of the elderly is Rheumatoid Arthritis disease or commonly known as rheumatism. Rheumatism is one of the causes of joint pain, especially the small joints in the wrist and fingers.

Rheumatism symptoms (Rheumatoid Arthritis) by the local people perceived as the common disease and does not cause death. Breedveld a rematolog from the University of Leiden, The Netherlands (Junaidi, 2013: xxii), said half of the 2,800 people from 5 countries said, Netherland (Junaidi, 2013: xxii), said that of 2.800 orang from 5 countries asked in a survey conducted by "European Public Opinion Survey" do not think that Rheumatoid Arthritis disease with joints may impair their ability to work, even about 55% do not realize that it can reduce life expectancy. Rheumatoid Arthritis that is not treated immediately can make limb function is not normal, the joints will be stiff, difficult to walk, and even cause lifelong disability, so that the daily activities of elderly is limited. In addition to quality of life, Rheumatoid Arthritis also improve socio-economic burden for patients and will



certainly cause problems for the family. Lack of attention to the people of Indonesia against rheumatic diseases evidenced by data from the Rheumatology Clinic RSCM Jakarta show, the number of visits of patients with rheumatoid arthritis during the period of January to June 2007 as many as 203 of the total number of visits as many as 1,346 patients (Afriyanti, 2009: 22).

Based on data from the Ministry of Health study in 2009 in Health Science Journals volume 59, on the prevalence and determinants of rheumatic diseases in Indonesia is as follows:

**Table 1. Rheumatism Prevalence Based on Diagnoses or symptom According to Characteristics**

Variabel	Rematik		Nilai p
	Ya N=21 7393 (%)	Tidak N=458 002 (%)	
Jenis Kelamin			<0,001
a. Perempuan	34,0	66,0	
b. Laki-laki	30,2	69,8	
Umur			<0,001
a. 65 + tahun	63,1	36,9	
b. 55 - 64 tahun	56,7	43,3	
c. 45 - 54 tahun	47,2	52,8	
d. 35 - 44 tahun	34,5	65,5	
e. 25 - 34 tahun	20,8	79,2	
f. 15 - 24 tahun	8,0	92,0	
Pendidikan			<0,001
a. Rendah	36,9	63,1	
b. Menengah	19,0	81,0	
c. Tinggi	18,9	81,1	
Indeks Massa Tubuh			<0,001
a. Kurus	31,4	68,6	
b. Berat badan lebih	36,0	64,0	
c. Obes	40,0	60,0	
d. Normal	30,7	69,3	
Klasifikasi Daerah			<0,001
a. Desa	35,4	64,6	
b. Kota	28,1	71,9	
Sosial Ekonomi			<0,001
a. Miskin	33,4	66,6	
b. Tidak Miskin	31,2	68,8	
Pekerjaan			<0,001
a. Tidak kerja	34,8	65,2	
b. Pegawai	20,5	79,5	
c. Wiraswasta	31,5	68,5	
d. Buruh/ petani/ nelayan	39,0	61,0	
d. sekolah	6,2	93,8	

Pendidikan rendah (tidak sekolah, SD), menengah SMP, SMA), tinggi (perguruan tinggi); Berdasarkan IMT (kurus: <8,5; normal: 18,5- 24,9; BB lebih: 25- 29,9; obesitas >30; miskin (kuartil 1-2); tidak miskin (kuartil 3-5); PNS/ BUMN/ POLRI/ TNI/ Swasta, pedagang/ pelayanan jasa; jumlah sampel

Source :Ministry of Health RI Study, 2009

Table 1 shows that the prevalence of arthritis sufferers of female is more with the percentage of 34% compared to 30.2% of male. Aspects of socioeconomic status shows that the lower economic groups of respondents have a high prevalence that is 33.4% compared to the low economy. Similarly with the categories of education, respondents with lower education that is 36.9% higher compared to the middle and high respondents.

Paseban is the name of Sub District and also the name of District surrounding the area of Central Jakarta. Based on the data obtained in 2012, Sub District Paseban including in a Sub District with no 1 population and has the highest number of elderly of District Senen, Central Jakarta. Education level of Paseban Sub District community dominated by the education level of junior high school, AK / DIPLOMA / PT, preschoolers, and elementary school.

Generally Rheumatoid Arthritis education for the elderly is done in the form of counseling by institutions / agencies outside the scope of the school, such as the BKKBN and the Ministry of Health. More counseling provided by the community with teens and adults than with the elderly. Yet we know that knowledge of Rheumatoid Arthritis more in demand by the elderly.

Therefore, elderly age also does not hurt to be given health education so that the elderly can prepare and take their decision in a safe and prudent in their life.

Direct target of elderly Posyandu is pre elderly (45-59 years old), the elderly (60 years and above), and the elderly with high risk (70 years and above) (Notoatmodjo, 2007: 292). According to Health Science Journals vol 59, Rheumatoid Arthritis disease usually suffered at the age of 40-60 years, but there is no doubt of any age can be affected by Rheumatoid Arthritis to prevent the high risk of Rheumatoid Arthritis performed on all members of the Elderly Posyandu with the type C of independence. Therefore, Elderly Posyandu is an appropriate place to provide physical health knowledge such as Rheumatoid Arthritis for its members.

Similarly with the Elderly Posyandu Nur Kinasih located in RW 08 Paseban Sub District, District of Senen, Central Jakarta. Elderly Posyandu Nur Kinasih is also routinely provide counseling in the category of physical health packed with the conditions and situations that laid in the form of questions and answers (sharing) as consultation alone without any general and specific objectives as well as the media in its delivery with the hope knowledge of his physical health was conveyed to remember the target they are the elderly extension potential with the type of C independence. In other words, the theme of the material will be tailored to the question posed by one of the members of posyandu and so on without structured. Extension materials are usually delivered by health workers of Health Center of Senen district.

Carolus Hospital, or cadres. Counseling in physical health categories performed at the 3<sup>rd</sup> week for the potential elderly. The researcher also held a short interview with some cadres, while the results of these interviews is the potential of the elderly around the Sub District of Paseban RW 08, the majority experienced physical health problems such as high blood pressure, gout, joints (arthritis), osteoporosis, and diabetes. Number of patients with rheumatoid arthritis in the Sub District of Paseban reach  $\pm$  80% of the total number of elderly in RW 08, that is 152 people.

The scene of physical health counseling that has been presented over the years of 2013 then includes 3B menu, osteoarthritis, balanced nutrition, diabetes disease, high blood pressure, preservatives and harmful dyes, osteoporosis, non-communicable diseases, gout, cholesterol and heart.

Based on the background and the data above, a study was conducted to determine the effect of education, in this case by extension, the level of rheumatism knowledge (arthritis Arthritis) on members of Elderly Posyandu Nur Kinasih Paseban Sub District of Senen, Central Jakarta. This research is expected to increase the knowledge of rheumatism (arthritis Arthritis) by way of counseling tailored to the age of the elderly.

### **Research Methodology**

The place of research conducted in the Elderly Posyandu Nur Kinasih Posyandu RW 08, Sub District of Paseban, District Senen, Central Jakarta for four months from November 2014 until March 2014.

The method used in this research is quasi-experimental (quasi-experimental). The study design used is one group pretest-posttest design. The awareness program implemented in a short time frame for the results that can be measured only assess the effect on the ability of the subject of the material provided by conducting a written test before and after the extension by giving the same test.

The elderly population as a whole amounted to 152 people, but the population has affordable elderly Posyandu card is 124 people. Posyandu members present in arthritic extension activities were research sample numbering of 42 people.

The research instrument used in the form of multiple-choice questionnaire with 16 items of questions consists of understanding question, causes, signs and symptoms, treatment of arthritis. The instrument has previously conducted trials and validity test the items using a correlation formula biserial point, power testing different matter, about the difficulty level, and reliability testing using the formula KR-20.

Data collection techniques using primary sources collected from the result of pretest and posttest while secondary sources obtained from the archives of Elderly Posyandu activities Nur Kinasih Sub District of Paseban and District of Senen.

This study uses descriptive data analysis techniques to compare the level of knowledge of arthritis (Rheumatoid Arthritis) member elderly Posyandu before and after counseling.

a. Data Analysis of Prerequisites Test

Accept  $H_0$  : if  $p >$  than F value

Reject  $H_0$  :if  $p <$  than F value

Data Normality Test Performed by using Lilliefors test aimed to see whether the data held normal distribution or not. Criteria normality is if:  $L_{count} < L_{table}$ , then the data is normally distributed.

b. Homogeneity test

Equality test variables in this study using Fisher's exact test by comparing the greatest variance with the smallest variance. Its testing criteria is

Accept  $H_0$ : if  $p >$  than F value

Reject  $H_0$  if  $p <$  than F value

Statistical hypothesis using test -t one sample to compare the value of *pretest* dan *posttest*.

The result of the hypothesis based on comparative hypothesis as follows:

$$H_0 : \mu_1 = \mu_2 (\text{not different})$$

$$H_a : \mu_1 \neq \mu_2 (\text{different})$$

Remarks :

$H_0$ : The knowledge level of Elderly Posyandu members is **not different** before and after counseling of Rheumatoid Arthritis.

$H_a$ : The knowledge level of Elderly Posyandu members is **different** before and after counseling Rheumatoid Arthritis.

Criteria for hypothesis testing is

Accept  $H_0$  if  $t_{count} < t_{table}$ . Reject  $H_0$  if  $t_{count} > t_{table}$

### Research Result

Activities resulting from this study is obtained the following data:

1. The Character of Elderly Posyandu

Pretest activity followed by 46 members of Elderly Posyandu posttest activity followed by 42 people. The difference is because there are 4 number of samples drop out in the pre test group that did not follow the activities of posttest.

Based on age, Elderly Posyandu members who attended the health education activities are dominated by members of Elderly Posyandu group aged of 60-69 years. Theoretically, that age has a greater tendency to suffer from rheumatism and started having health problems both physical, spiritual and social.

Members of elderly Posyandu dominated by the level of education on the educational level of Elementary School (SD) and the elderly who do not attend school. The level of elementary education and not in school are classified at a lower education level, where the elderly and less educated are less understood health problems he was experiencing (see

page 3), and should receive health knowledge, especially regarding rheumatic through health education.

Judging by the work of members of Elderly Posyandu dominated by elderly people who do not work. Seniors who do not work have the risk of arthritis and other health problems is greater.

2. The result of *Pretest* and *Posttest*

Activity process that has been done has resulted calculation of the minimum value, maximum value, and the average value of pretest and posttest as follows:

**Table 2. Results of pretest and posttest**

<b>Value</b>	<b><i>Pretest</i></b>	<b><i>Posttest</i></b>
Minimum Value	37,5	62,5
Maximum Value	81,3	100
<b>Average Value</b>	<b>58,95</b>	<b>80,98</b>

The above results can be interpreted that there is significant difference between a minimum value and a maximum value of pretest-posttest. Some of the factors that cause average value of pretest group much different from the post test group that is in the group of pretest, the elderly has trouble seeking information about various diseases, lack of curiosity, lack of motivation to maintain health, and there is suspicion that the disease easily heal itself without treatment. Factors that cause the average value of post test is higher is newly acquired information arthritis, the symptoms of the disease according to their condition, counselor language that is easily understood, and their ease when answering a posttest question for the previous question has been given a pretest.

Results are converted through a distribution table with several categories as follows:

**Tabel 3. Frequency Distribution**

<b>Level of Mastery</b>	<b>Remarks</b>	<b><i>Pretest</i></b>		<b><i>Posttest</i></b>	
		<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>80-100%</b>	<b>very good</b>	3	7,1%	24	57,1%
<b>66-79%</b>	<b>good</b>	10	23,8%	14	33,3%
<b>56-65%</b>	<b>enough</b>	14	33,3%	4	9,5%
<b>40-55%</b>	<b>less</b>	12	28,6%	0	0,0%
<b>30-39%</b>	<b>fail</b>	3	7,1%	0	0,0%
<b>Total</b>		<b>42</b>	<b>100</b>	<b>42</b>	<b>100</b>

The above data shows that the level of mastery of the most widely in pretest group is 56-65% with sufficient information, whereas in the group of posttest is 80-100% with a very good description. In accordance with the previous explanation that there is ease of Elderly Posyandu members in answering the posttest questionnaire because after being given counseling, they can fix the troubles when the pretest activities.

3. Test Result of Data Analysis Requirement Conducted Data analysis as follows:

a. Normality Test

**Table 4. Normality Test Result**

<b>N</b>	<b>A</b>	<b>Variable</b>	<b>Conclusion</b>	
<b>42</b>	0,05	<i>Pretest</i>	0,115 0,137	Normal Data normal
<b>42</b>	0,05	<i>Posttest</i>	0,127 0,137	Normal Data normal

The above data indicates that produces research data distributed normal data both pretest and posttest.

b. Homogeneity test

Based on calculations of data of pretest and posttest group data obtained  $F_{table}$  of  $F = 1.24$  and  $= 1.69$ , because  $F_{count}$  is smaller than it otherwise data  $F_{table}$  of pretest and posttest groups are homogeneous.

c. Hypothesis Test Result of One Sample

**Tabel 5. Average, Variance, and the Difference of Pretest and Posttest**

Group	N	Average ( $\bar{X}$ )	Varian s	Difference ( $\bar{D}$ )
<b>Pretest</b>	42	58,95	162,26	12,74
<b>Posttest</b>	42	80,98	131,37	11,46

After it is conducted calculation it obtained  $t_{count} = 12.08$  and  $t_{table} = 2.02$ , so it can be interpreted  $H_0$  rejected and known to have increased knowledge of Elderly Posyandu members of the rheumatism.

4. Activity Analysis Activity

Mastery and absorption ability Elderly Posyandu members vary according to the educational background and intelligence.

Testing the hypothesis resulted in an increase in significant knowledge, this is influenced by several things such as extension materials that are relevant to the conditions of members of Posyandu then, there are goals to be accomplished by the counselor, using methods and media outreach to facilitate the achievement of information in accordance with the provisions of experts, answer sheet in accordance with the standards in consultation by a specialist and the Ministry of Health, as well as the most important measures of health counselor activity has been done according to the procedure of extension.

### Conclusion

Health education activities that have been performed in elderly Posyandu RW 08 Nur Kinasih Sub District of Paseban, District of Senen, Central Jakarta has produced the values obtained from the average value is 58.98 and the value pretest posttest is 80.98. This significant increase in value is influenced by fairly good level of knowledge of Elderly Posyandu members of the rheumatism.

The results of the frequency distribution has been known by several groups category mastery level the percentage is very good at pretest group amounted to 7.1% of the control of posttest is 57.1% then an increase of about 50%, in the group of pretest percentage of 23.8%, while at posttest group was 33.3%, the percentage is enough in the group of pretest was 33.3% whereas in the group of posttest at 9.5%, a percentage is less in group of pretest was 28.6% whereas in the group of posttest 0%, the percentage of failure in group of pretest is 7.1% of the control group posttest by 20% and may imply a significant positive happening around 7.1%.

From the analysis above, it can be concluded from the group of pretest and posttest on one sample has been running well, which means that an increase in knowledge between before and after being given Health Counseling.

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## **THE ACCURACY OF VERTICAL EQUATING WITH EQUI-PERCENTILE METHOD BASED ON SAMPLE SIZE AND TEST LENGTHS**

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### **Abstract**

*The aim of this study is to obtain the accuracy of vertical equating using equi-percentile method in small sample sizes (100 and 200) when the test lengths used are 25 and 30. The method used is experimental method with sample sizes and test lengths as independent variables, while the dependent variable is the accuracy of vertical equating which showed by the value of Root Mean Square Error (RMSE) from 30 replications. The source of the data is the score of Mathematics achievement test for Geometry topic at VII and VIII grade of Junior High School in 2<sup>nd</sup> semester of 2015/2016 academic year. The data is collected by using equating design named common-item of non-equivalent group design with 20% internal common-item from the test length used. Whereas, data is processed to equate by using software R 3.3.1 with chained equi-percentile method and log linear pre-smoothing technique. The result of this study is when small sample size (100 and 200) are used, there's difference in vertical equating accuracy using equi-percentile method for test length of 25 and 30, however there's no difference of vertical equating accuracy using equi-percentile method when the test length used is 25 and 30 for sample sizes 100 and 200.*

*Keywords: Vertical Equating, Equi-Percentile Method, Small Samples, Test Length, RMSE.*

### **Introduction**

The results of assessment may be used as material for an evaluation of the implementation educational process and achievement of educational goals. Therefore, one of the efforts to improve the quality of learning is to improve the quality of assessment systems. One of the improvements in assessments quality which must be done is assessment in Mathematics subject. The knowledge contained in mathematics have a basic abstract object, based on the truth that is consistent, structured hierarchically and in accordance with the rules of logical reasoning. These characteristics lead to mastery of mathematics of the students in during learning process which is influenced by their ability to master the previous mathematical concepts. Therefore, the competence tracking capabilities in each grade at level of education is needed so that the development or change in the level of student ability can be measured. It means, the test must be done continuously and sustainably. However, continuous assessment in the subjects of Math is not an easy matter. This is related to differences in the ability of students which is being measured. Extreme differences in the ability of students in a class would make teachers encounter problems in the measurement. Students who have a high ability will likely be able to answer all the items on that the level. There is even a possibility that they can solve the problems for the material in the level above. But, students with low ability will not be able to correctly answer almost all the test items. As a result, information about the student learning outcomes are minimal. Therefore, to determine the ability of the students at that level a scores adjustment in the lower layers must be done. The objective is to make test results taken from the different level and scale of scores can be compared on the same or equivalent scales. Equating performed on a test that has a different level of difficulty and grade but measures the same trait is called as *Vertical Equating* (Crocker & Algina, 2008).

Vertical equating may be done at two levels of classes in the same field of study by using items that measure the same concept that allows students at lower grades to solve items with the material for the grade above their grades, and vice versa (Sugeng, 2010). Therefore, the vertical equating is applied to subjects that have the characteristics of vertical reasoning and not memorizing, such as Math. Vertical equating is done to see the continuity of the test (Zhu, 1998). Continuity of the test refers to the sustainability of the tests used to measure progress or changes in the level of students' abilities.

To obtain accurate information on the results of equating, the errors in the equating must be minimum. There are two types of errors in equating, namely random equating error and systematic equating error. Random error in equating arises because the data used to estimate the equating relationship is data from a sample, instead of the entire student population (Kolen & Brennan, 1995). Therefore, when higher number of samples are used, random error caused by sampling error can be minimized. It means, the smaller the random error in the equating, the more accurate the information obtained. However, the situation on field ground does not always allow the use a large sample in equating. So to reduce the equating error, especially if the sample size used in the equating is small, the curve rank and raw scores are generally smoothed by using the smoothing analytical procedures (*smoothing*) (Zhu, 1998).

Smoothing is a statistical procedure that can be applied to the distribution being studied to reduce the sampling error which will result in a smooth distribution that can be used to estimate the distribution of the population by assuming that the distribution of the population is quite smooth (Cui & Kolen, 2009). In addition to increasing the sample size, another effort to minimize the number of errors in the equating is to choose the appropriate equating methods and design (Kolen & Brennan, 1995). In the Classical Theory approach, equating can be done by two methods, namely the linear and equi-percentile methods. When a group of test participants which will be compared have different capabilities, then the equi-percentile equating method which is appropriate to determine the equating relationship is a the chained equi-percentile method (Kolen & Brennan, 1995).

Chained equi-percentile equating method is also called as direct equi-percentile method. This is called chained equi-percentile equating method because they contain a chain of two equi-percentile equating where the scores of a new is converted to a scale score by a chain containing the old test form. Specifically, in order to find the score on test Y which is equivalent to the score on test X, the following equation may be used:  $eY(chain) = e^{2[eF1(x)]}$

Equating designs which can be used in the equating is random group design, single group design, and common-item non-equivalent group design. To measure the progress of the two groups which are not equivalent, the common-item non-equivalent group design is the appropriate equating design to be used (Zhu, 1998). This design is useful in measuring the development of the two groups which are not equivalent because the test taker groups in this design has different distribution capabilities. Thus, this design is suitable when being used on vertical equating process with groups of test takers having varied distribution capabilities characteristics.

When equating design used is the common-item non-equivalent group design, the number of articulated items plays a very important role in the process of determining the results of the test equating. The number of articulated items needed in equating is 20% of the length of the test used (Crocker & Algina, 2008).

In addition to minimizing error in equating, another thing which must be minimized is the error in the measurement. Measurement error in education is also divided into two types, namely random error and systematic error (Mardapi, 2012). Systematic errors are caused by people who performing the measurement or the measuring instrument. Meanwhile, random errors can be caused by physical and mental conditions which are varied, and selection of measurements materials to be used. Material selection is generally done by choosing samples, complex material, and the scope which will require a broader range of items than the easy and simple material. It will then affects the number of item (test length) being tested to fit the allotted time.



Thus, to be able to provide exact information about the student's ability in a continuous manner in the subjects of Mathematics, a high level of accuracy in score equating score. The accuracy of a method of equating can be seen from the average value of the Root Mean Square Error (RMSE) (Sugeng, 2010). The smaller the RMSD and RMSE value, shows that equating methods is more accurate and the quality equating is improving.

Several studies on the effect of sample size on the accuracy of equating is conducted by Skaggs on equating with a random group design with very small sample sizes (25, 50, 75, 100, 150 and 200). Similarly, a research is conducted by Livingston on equating with a small sample size using the log linear smoothing. Another study which is conducted by Mark and Lindsay and Fitzpatrick and Yen address the influence of number of items on a test, the sample size and reliability of the two forms of tests in determining the accuracy of the test equating. Meanwhile, a research conducted on the vertical equating accuracy is done by Antara and Bastari that examines the comparison of accuracy of vertical equating with the classical approach and Item Response Theory (IRT). Other research on the accuracy of vertical equating is done by Sugeng by using partial credit model (PCM).

Therefore, with a realization that the level of accuracy of equating is influenced by the amount of random errors caused by sample size and the length of tests used in score equating, hence it is necessary to investigate the effect of the small sample size and length of the tests used in vertical equating to its accuracy. However, compared to previous studies, this research needs to be more specific in the use of equi-percentile and common-item non-equivalent group design on a vertical equating. Thus, the purpose of this study was to determine whether there are differences in the accuracy of vertical equating with equi-percentile method for tests with the length of 25 and 30 on a sample size of 100, for tests with the length of 25 and 30 on a sample size of 200, for a sample size of 100 and 200 on test with the length 25, as well as sample size of 100 and 200 with the length of the test of 30.

### **Method**

The method used in this study is an experimental method using a sample size of (100 and 200) as well as the length of the test of (25 and 30) as the independent variables and the dependent variable is the accuracy of vertical equating with equi-percentile method which is expressed by the value Root Mean Square Error (RMSE) obtained from 30 replications. Samples used in this study were students of class VII and VIII with stratified random sampling technique. Further, two groups of classes will be selected from each sample at each grade level that will be used as a sample to take the test with a length of 25 items and 30 items randomly to meet the amount of sample size sufficient to be used in this study.

The procedures for conducting research on Accuracy of Vertical Equating with Equi-percentile Method Based on Sample Size and Test Lengths which is commenced with the determination of Graduates Competence Standards, Standards of Competence, Basic Competence and indicators that will be developed into a grid of test at each grade level to measure cognitive aspects and sets out the outlines of the test that have been made in the form of test items. Afterward, the content validity and legibility of items are tested by experts in the field of mathematics and measurement in order to assess the suitability of items with indicator and accuracy in language used in the items are done. Further, the instrument test is done empirically to find out the characteristics of the test items prepared to allow selection of good items. Items that have been selected are then assembled into a mathematics achievement test which were used as data collection instruments. The collection of data by providing Mathematics learning outcome test to 2 (two) sample size groups with test length of 25 and 30 items. Data from Mathematics learning outcome test are processed to obtain the overall test scores where the articulated items subsequently used for replication and equating. The process of score equating using chained equi-percentile method through log linear pre-smoothing technique is done using the R 3.3.1 program. Based on the results of equating with the R program, RMSE data is obtained for each replication, the next stage is the analysis for the purposes of research hypothesis testing.

### **Result**

The results of validation of learning outcome test instrument of Grade VII and VIII by 20 experts concluded that each items used are considered as good because the CVR value is  $> 0$ , in terms of both indicators and legibility. While the results of test instrument of Mathematics learning outcome of Grade VII showed that from the 40 items used, there are 5 items that are not valid, hence the 5 items should be discarded. Meanwhile, the value of the reliability coefficient of the test instruments of Mathemaics Learning Outcome for Grade VII which are calculated by using the formula KR-20 is 0.89. It means, the Mathematics Learning Outcome Test of Grade VII is classified as Good so it can be used as instruments for research. As for the results of the test instrument of Mathematics Learning Outcome for Grade VIII, showed that there are 4 items that are not valid, hence the 5 items must be be discarded. Meanwhile, the value of the reliability coefficient of the test instruments of Mathematics Learning Outcome for Grade VII which are calculated using the KR-20 formula is 0.89. It means, the test instrument for Mathematics Learning Outcome of Grade VIII is considered as good, so it can be used as a research instrument.

The research data obtained is in the form of test scores of students' mathematics learning outcome which consist of the total score and scores of articulated items on the Geometry topic for Grades VII and VIII junior high school level. Data on total score and articulated item score of Grade VII and VIII are then grouped based on the same test length (25 and 30 items) and as many as 100 and 200 samples will then be randomly selected for each length of test. Randomization was performed 30 times. Data of total score and articulated item score on each randomization is equated by using chained equi-percentile method through log linear pre-smoothing technique using R 3.3.1 Software.



**Figure 1. Distribution of RSMD Score**

The average RMSE for the length of test of 25 is greater than the average RMSE for the length of test of 30 on a sample size of 100. Similarly, the average RMSE for the length of the test of 25 is greater than the average RMSE for the length of test of on a sample size of 200 . However, the average RMSE for a sample size of 100 is relatively not different from the average RMSE for a sample size of 200 on the length of the test of 25. Similarly, for a test with the length of 30, the average RMSE for a sample size of 100 is relatively not different than the RMSE for the size of sample of 200.

Based on results of analysis requirements test, the four groups of data is normally distributed. Data group on a sample size of 100 for a test length of 25 and 30 is homogeneous while the data on a sample size of 200 for the length of test of 25 and 30 are not homogeneous. Meanwhile, a group of data on a test length of 25 and 30 with a sample size of 100 and 200 are not homogenous. Thus, hypothesis testing is done in two (2) ways, namely for t test for independent samples for normally distributed and homogeneous data and t test for independent samples normally distributed but not homogeneous (Kadir, 2015).

The results of the first hypothesis testing generate  $p_{\text{value}} = 0.000 < 0.05$  so that  $H_0$  is rejected. It was concluded that the accuracy of the vertical equating with equi-percentile method on the length of the test of 25 is lower than the accuracy of vertical equating with

equi-percentile method on test length of of 30 with 100 samples. The second hypothesis testing results shows  $p_{\text{value}} = 0.000 < 0.05$  so that  $H_0$  is rejected. It was concluded that the accuracy of the vertical equating with equi-percentile method on the length of test of 25 is lower than the accuracy of vertical equating with equi-percentile method on the length of the test of 30 with 200 samples. The third hypothesis testing results generate  $p_{\text{value}} = 0.4065 > 0.05$  so that  $H_0$  is accepted. It was concluded that the accuracy of the vertical equating with equi-percentile method on the length of the test of 25 is higher or equal to the accuracy of the vertical equating with equi-percentile method on the length of the test of 30 with 100 samples which obtained  $p_{\text{value}} = 0.201 > 0.05$  so that  $H_0$  is accepted. It was concluded that the accuracy of the vertical equating with equi-percentile method on the length of test of 25 is higher or equal to the accuracy of the vertical equating with equi-percentile method on the length of test of 30 with 200 samples.

### **Discussion**

Based on the results of hypothesis testing, the the first and the second hypothesis testing concluded that there is a difference between the average value of RMSE on the length of the test of 25 and 30, both with the total samples of 100 and 200. Based on the results of the hypothesis testing, it can be concluded that the accuracy of the vertical equating with equi-percentile method on the length of the test of 25 is lower than the accuracy of vertical equating with equi-percentile method on the length of test of 30 with 100 samples, and hypothesis testing results for a sample size of 200 indicates that the accuracy of vertical equating with equi-percentile method on the length of the test of 25 is lower than the accuracy of vertical equating with equi-percentile method on the length of the test of 30.

It indicates that the scale of error in the measurement can be minimized by increasing the length of the tests used. This is because the accuracy of equating is also affected by errors of measurement caused by the amount of items used in the test instrument (length of test). Thus, one way to improve the accuracy of the results of score equating is by increasing the length of the tests used.

Meanwhile, the results of the the third and fourth hypothesis testing concludes that there is no difference between the average value of RMSE on a sample size of 100 and 200, both for a length of tests of 25 and 30. Based on the results of such hypothesis testing it can be concluded that the accuracy of the vertical equating with equi-percentile method on a sample size of 100 is greater than or equal to the accuracy of vertical equating with equi-percentile method on a sample size of 200 for the length of the test of 25, and the accuracy of the vertical equating with equi-percentile the vertical on a sample size of 100 is greater than or equal to the accuracy of vertical equating with equi-percentile method on a sample size of 200 for the length of the test of 30.

Based on the hypothesis testing results, it is shown that the addition of the sample on a small sample size for a particular length of test does not affect the accuracy of the vertical equating with equi-percentile method. It is since, in equi-percentile equating, a minimum of 1,500 data is required in order to produce accurate equating (Asiret & Sunbul, 2016). The more samples used, the equating created will be more accurate. However, the need for a large number of samples cannot always be met. Therefore, we need an analytical procedure that can improve the accuracy of equating if the number of sample used is small. Analytical procedures to minimize the number of errors in equating resulting from the use of small sample is smoothing techniques (smoothing). However, Cook and Petersen stated that the smoothing method will become more complex when equating design used is the Common-Item Non Equivalent Group Design (Cook & Petersen, 1987). Thus, the smoothing process is not appropriate to use on equating with this design. This is because the smoothing of each distribution of the four groups of data which will be synchronized independently may deteriorate the bivariate relationships between each test form with the anchor.

A research conducted by Tumilisar obtained information that there is no significant difference between the accuracy of equating with chainend equi-percentile method using the log linear pre-smoothing techniques with the accuracy of equating with chained equi-

percentile method without smoothing on a 300 samples (Tumilisar, 2005). This suggests that the effect of smoothing method has no effect despite the use of larger sample. It should be noted that random errors can be minimized by increasing the number of samples, but it does not necessarily reduce systematic errors in the equating. Smoothing technique applied correctly can reduce the number of random errors, but if applied in excess it will result systematic errors. Therefore, a more comprehensive review is needed on smoothing techniques and the degree of smoothing techniques used in equating using Common-Item non equivalent group design. More comprehensive elaboration is also needed to assess the vertical equating with the involvement of other relevant variables. The variables in question may include equating methods, smoothing techniques, the proportion of articulated items, and the number of replication.

### **Conclusion**

The accuracy of vertical equating with equi-percentile method with the length of the test of 25 is lower than the accuracy of vertical equating with equi-percentile method on the length of the test of 30, either with a sample size of 100 or 200. The accuracy of vertical equating with equi-percentile method between equating with a sample size of 100 is the same as the accuracy of vertical equating with equi-percentile method between equating with a sample size of 200, both on the length of the test of 25 or 30.

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## **COMMUNICATION STRATEGY OF INDONESIAN STUDENT TO FOREIGN SPEAKERS**

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### **Abstract**

*Indonesian is the national language of Indonesia. Currently Indonesian has been progressing up to the international level. Many developing countries that have made Indonesian as a subject and several leading universities have opened majoring in Indonesian. Indonesian development must have been the main attraction for foreigners. Some interest, namely the diverse culture of Indonesia, Indonesia's natural resources are abundant, and foreign economic activities that require the exchange of business, and so forth. There are currently many foreign students studying in Indonesia, some of which follow Darmasiswa Program, Partnership Developing Countries, and Independent. Developing Countries Program usually reserved for foreign students studying Indonesian for academic purposes at the university level. The material taught to students of Indonesian foreign speakers, namely vocabulary, word formation, the language of communication, scientific papers, and so forth. The foreign speakers have communication strategies in both languages. Some of the strategies that do usually influenced by the level of proficiency of students, personality, cultural background, and learning situation. The strategy undertaken by students Indonesian Foreign Speakers are usually done with the use of Indonesian with their Mother Tongue. In addition, many who use sign language to the opponent he says.*

*Keywords: Communications Strategy, Learner, Indonesian, Foreign Speakers*

### **Introduction**

Communication is done everyone in the family life, school, and community. Communication in this world can be done in the form of oral and written. The purpose of communication is to convey a message or information to someone on purpose. BIPA learners are strangers who learned Indonesian either inside or outside the country. The need to learn Indonesian is needed by some countries in ASEAN. Currently Indonesian has been used as a language of ASEAN, this makes Indonesian studied by strangers. Indonesian learning needs is for the world of work, travel, and education. The communication strategy is widely used by foreign speakers, foreign speakers terumata Indonesian. The strategy used intends to continue to communicate with the opponent he says, so that the conversation can continue to run well so that the opponent he says can understand the intent and purpose to be conveyed well.

Each language has a habit respectively. For example, the Indonesian word 'dead' can ber- light sanding with being a 'light off'. The word 'dead' is synonymous with the word 'died', 'died', 'ber- return to Rahmatullah', but a synonym of the word 'dead' unorthodox joined with the word 'light' (Said, 2010: 206). Indonesian has a unique or distinctive characteristics with the language of other countries. Indonesian has a lot of wealth, that is a synonym diverse, Indonesian also been adopted by some process of foreign language and region, and the Indonesian usage coinciding with the context of use.

### **Methods**

The method used in this research is descriptive. In this study, the authors use the research methods literature study or Library Research. Literature study is data collection techniques to conduct a study review of books, literature, records, and reports that had to do with the problem being solved (Nazir, 2003: 27). Researchers obtained the materials and

relevant information to be collected, read and studied, recorded and used as a guideline in this study. In this study, researchers used comparative analysis, ie by comparing objects with the concept of comparative research. Library Research aims to provide an overview of the subject matter to the reader, to convince the reader that the writer knows a lot about the subject matter being studied, and develop insight into the subject areas studied. This research also conduct interviews and observations in the field to obtain valid data.

## **Result and Discussion**

### **Learning**

The learning process related to interactions made by teachers and students inside and outside the classroom. Learning a second language (B2) had some difficulties faced by teachers in teaching and students in acquiring the material. Learning basically requires good and structured implementation. Learning programs must prepare learning strategies in the classroom from the planning, execution, and output achievement of learning outcomes. Collecting information on the progress of learning, both formal and non-formal held in an integrated manner, in a pleasant atmosphere, and always allow the best opportunity for students to demonstrate what they know, understand, and capable of doing the student (Suwandi: 2011: 17).

Lessons need to consider some important components, especially teachers as the main media must meet the needs of students. Learning Indonesian has four aspects that need to be applied in the learning process, namely listening, speaking, reading, and writing. These aspects can be developed through basic competencies to be able to test the ability of students to certain aspects.

### **Bahasa Indonesia Foreign Speaker**

Indonesian foreign speakers are learning Indonesian for foreign speakers in Indonesia and abroad. Page hall Indonesian agency informs BIPA there are 251 institutions that are inside and outside the country. The number of countries in the world that has had BIPA institution is 22 countries. Countries program providers BIPA, namely Indonesia 104 agencies, United States 13 institutions, Philippines 13 institutions, France 3 institutes, Poland 2 institutions, Japan 38 institutes, Germany 12 institutions, Netherlands 15 institutions, Azerbaijan 2 institutes, China 2 institutes, Australia 38 institutions, Italia 10 institutions, Russia 5 institutes, England 2 institutes, Saudi Arabia 2 institutes, South Korea 2 institutions, Bulgaria 1 institution, Suriname 1 institution, Hongkong 1 institutions, Iraq 1 institutes, India 1 institutes, India 1 institution, and Chile 1 institution.

BIPA teaching objectives that really stands out is (1) to communicate daily with Indonesian speakers (general purpose), and (2) to explore the Indonesian culture in all its aspects (special purpose) (Soewandi, 1994: 4-6). BIPA need teaching planning material and also an evaluation in any learning takes place. BIPA is aimed at the foreign speakers who have a need to learn Indonesian. BIPA learning requirement is for purposes of employment, an excursion in Indonesia, and was educated in Indonesia.

BIPA learners from different countries, so that they have the language and cultural backgrounds are different. In addition, overall they also have differences in language and culture with the language and culture of Indonesia to be learned (Suyitno, 2007: 67). Communications made by BIPA learners can also be influenced by culture learners BIPA different cultures that exist in Indonesia.

### **Bahasa Indonesia**

Indonesian is the national language of the Republic of Indonesia. Indonesian born through the upheaval of the young Indonesian Youth Pledge on October 28, 1928. Indonesia has many natural resources, ethnicity, culture, and language. Indonesian as the national language and serves as a unifying language milestones or communications mast nation Indonesia. Indonesian era AEC has undergone significant development. Currently in Southeast

Asia many are already able to use Indonesian fluently. This is certainly influenced by the free market economy in the countries of Southeast Asia.

Indonesian has formal and informal language. Indonesian formally used in the academic world in Indonesia and the official forums in the life of society and state. Indonesian informally used in conversations in everyday life. Indonesian both oral and written are used based on the context of use. Its use customized place, time, and the opponent he said.

### **First Language (B1)**

Discussing first language is certainly related to the mother language (B1). Mother Language is the language first acquired when someone first raised in a family environment. There are three views or theories of language development of children, namely the view nativism, behaviorism view, and the view Cognitivism (Chaer, 2009: 221). The views nativism have ratings that children are natural language mastery. The views of behaviorism assumes that child language acquisition is mouthful Cognitivism view is the view of the European Piaget who found language skills derived from the maturation of knowledge.

The first language is a language that someone obtained the first person to know the language. Introductory language usually acquired through both parents. A person's first language acquisition greatly influenced the language used by one's parents. All children are normal or reasonable growth would acquire a language in its development process is the first language or mother tongue in the early years of life (Syafroni, 2016: 67). Every normal child growth B1 or her mind will learn the mother tongue in the early years of his life, and this process takes place until approximately the age of 5 years. After that the onset of puberty (around 12-14 years) to adulthood (18-20 years), the child will still learn B1. After puberty the child's language skills are not a lot of progress, although in some instances, for example in the vocabulary, he learned B1 continuously throughout their lives. B1 acquisition we consider the primary language for the child because the language is the most stable of knowledge and its use (Muzaiyanah, 2015: 115). Language acquisition in children is influenced by several factors put forward by Chomsky, Piaget, Lenneberg, and Slobin (in Ulumuddin et al, 2015: 3), namely natural factors, factors of cognitive development, factor of social background and heredity (Intelligence and how personality)

### **The Natural Factors**

Children born with any set of procedures and rules language teaching, what is called by Chomsky Language Acquisition device (LAD). Potential basic fundamentals of that will Evolving Operating maximum taxable income received stimulus from the environment. Counterfeit Singer acquisition process through its Natural. Because natural nature, so in spite of children not get stimulated to review the language, the Kids will be able to accept what is happening in the surroundings. Slobin said that Yang brought born singer is not a set of categories of linguistic knowledge The universe, as stated by Chomsky. Procedures and rules that brought from birth that which allows a child for the review process of linguistic.

### **Factors Cognitive Development**

The development of one's language in line with the cognitive development. Both have a complementary relationship. In the language acquisition process is aided by the development of cognitive, reverse cognitive abilities will develop with the help of language. Both are grown in scope of social interaction.

### **Factors Social Background**

Social background includes family structure, social group affiliation, and cultural environments allow serious differences in child language acquisition (Vygotsky, 1978). The higher the level of social interaction of a family, the more likely family members (children) acquire language. Conversely the lower the level of social interaction of a family, the less the chances of family members (children) acquire language.

### **Heredity Factors Intelligence**

Child language acquisition is also influenced by intelligence co-owned child. This relates to the capacity of children to assimilate something through his mind. Every child has a brain structure that includes IQ different between one another. The higher a person's IQ, the more quickly acquire language, conversely the lower the IQ, the slower acquire language.

### **Heredity Factor Personality and Style / How Language Acquisition**

One's creativity in responding to something very decisive acquisition of language, speak and behave into a person's personality has influenced somewhat variations in said language. A child does not suddenly have the first grammar in the brain, complete with all the rules.

### **Second Language (B2)**

Regular second language acquisition obtained child when the child began studying in school. Second language learning acquired during formal contact. Classes in linguistics, such as applied linguistics, sociolinguistics, and second language acquisition (SLA), regularly form part of language teacher education programs, even though the relationship between theory and practice and the role of linguistics in second/foreign language (Abreu, 2015 : 136). In the study of linguistics, such as applied linguistics, sociolinguistics, psycholinguistics and is part of language teacher education programs, although the relationship between theory and practice and the role of linguistics in language use for foreign speakers. Teachers understanding of the process of speech perception could inform practice in classrooms listening Zoghbor (2015: 13). Teachers understanding of the process of perception can inform practice talking listening in class. Teachers have an important influence in the process of acquiring a second language through the process of teaching and learning in the classroom. In this case, teachers affect students listening skills of children in the classroom to the introduction of a second language.

Erikson gave birth to the theory of effective development consisting of eight stages, namely (Nuraeni, 2015: 16): Trust vs Mistrus or a trust basis (0-1 years), Autonomy vs. Shame and Doubt or autonomy (1-3 years), Initiative vs. Guilt or initiative (3-5 years), Industry vs. inferiority or productivity (6- 11 years), identity vs. Role Confusion or identity (12-18 years), intimacy vs. Isolation or familiarity (19-25 years), Generativity vs Self Absorption or the next generation (25-45 years), and integrity vs. Despair or integrity (45 and over). Jodai (2011: 3) Psycholinguistics that means psychology of language is the study of the Psychological and neurological factors that enable humans to acquire, use, comprehend and produce language. Psycholinguistic is the study of factors of neurological and psychological logical that enable humans to acquire, use, comprehend and produce language. Psycholinguistic is the study of mental processes by humans in language (Darwowidjojo in Mayasari, 2015: 125).

Experimental teaching showed increased the level of independent behavior in the process of foreign language study; The work in small groups on solution of linguistic tasks to the fullest extent actualizes potential linguistic abilities of students; the satisfaction with the learning process of the subject Foreign Language has also Increased (Panfilova, 2015: 176). Teaching experimentally demonstrated an increased level of independent behavior in the process of learning a foreign language who work in small groups on the solution of the task of linguistics to fully actualize the potential linguistic abilities of students' satisfaction with the learning process also increases.

Muzaiyanah (2015: 123) in his research entitled Language Acquisition Son revealed the results of his research, that children can experience the language disorder is the linguistic incompetence in the acquisition and processing of linguistic information. For example fluency problems that occur in children who stutter and talkative or physiological disorders involving the formation and processing errors articulation organs (such as the mouth, tongue, palate, the base of the throat and others.). In addition, children can face problems reading and writing. Here is necessary to distinguish between dyslexia and dysgraphia. Dyslexia or reading difficulties often followed with dysgraphia or difficulty writing. The degree of abnormality and symptoms vary between individuals. Most dyslexics also have limited phonological instance



can not guess how to distinguish misspelled words or not words. Other patients simply memorize the spelling of words and can not remember the spelling of the words of others. In general, people with dyslexia have difficulty in certain cognitive areas, including distinguishing left/right, west/east; Also the concept of time such as day, date, month, year; and mathematically processing.

Shaheed (2013: 107) on research concluded there is a difference between first language acquisition or others being called the mother tongue (mother's language) and acquiring a second language (second language) or a foreign language (foreign language). In some countries, among second language and foreign language have different meanings. As in Malaysia, besides the Malay language as the language of daily conversation (mother's language), English became the second language as a language of everyday conversation so that in this case the English language is no longer categorized as a foreign language it is called with a second language. This reveals the pedagogical application of Wikipedia functions better than the conventional method in terms of learners' lexical acquisition (Shi, 2015: 175). In the study Shi get results in his study of 2 (two classes) experiments that tested using Wikipedia and conventional applications. The results suggest the use of either Wikipedia applications used in learning for learners in learning acquire a second language.

A speaker is a communicator, who has a history belonging to a certain kind of anthropological character traits as well as socio cultural upbringing, having a certain kind of psychological mental states. The psychological mental states that naturally develop a linguistic psyche are actually constructed. Further when a speaker or a communicator performs a speech act s/he is having a private linguistic affair what we call linguistic experience. Language psyche and its natural outcome linguistic experience are the two very crucial concepts that need to be critically assessed (Mishra dan Singh, 2012: 14). This study obtains the results of the speakers is a communicator, who has a history of anthropological character specific cultural and social education, has a certain psychological mental state. Psychological mental condition that is experienced by developing building the spirit of linguistic truth. When the speaker or communicator perform speech acts he has the linguistic relationship personally called linguistic experience. Soul language and natural result of linguistic experience are two very important concepts that need to be assessed critically. In the development of children in the future influenced by his experience in the activities of linguistics since the child was premature. Cultural and psychological factors to build the character of children in communicating.

### **Strategy Communication**

Oral conversation or write both need a strategy to be able to interact well with the opponent he says. Communication as a means to convey information through language as a means. The communication process can be described as a process related to the significance of the system (Eco, 2011: 45). Communications directly related to the elements of the sign of the speakers in expressing his ideas. Some of the signs that arise regarding the intent and purpose of communication.

Communication strategy regards to a person's ability to speak activities. The factors influence the communication strategy BIPA is the first language learners (B1). Indonesian predominant use in the event of speech as the language of instruction in learning the Indonesian language. The English emerged as the language of mediation between faculty and students if there are difficulties in learning (Sadhono, 2012: 176). Based on multiple sources of data are performed in this study, researchers obtained data therein relating to communication strategies pemeelajar BIPA inside and outside the classroom. BIPA learners basic level still has good ability to conduct a conversation using Indonesian. It makes learners use communication strategies. Communication used is usually done with the teachers, said cross beam in the classroom in a learning process that requires the learners to use Indonesian, and direct contact with indigenous people in Indonesia. According to the typology of Torone (1980) using interactional perspective that he considers that the communication strategy is to work to bridge the gap between the linguistic knowledge of second language learners with the interlocutor in real communication situations (in Ghazali, 2010: 141).

### **Conclusion**

BIPA learners are foreigners who studied Indonesian at home and abroad. As a second language learning language learning Indonesia not easy. In learning, teachers need to use a special strategy so that the learners can learn Indonesian with ease. Indonesian studied as a student needs to be able to communicate inside and outside the classroom. dituntut learners in the classroom can be oral or written communication by using Indonesian. Outside the classroom learners are also required to be able to use Indonesian well. Intended use Indonesian as communication outside the classroom is for BIPA learners can interact with native speakers Indonesian. In addition, the communication needs of others is when learners studying in Indonesia, with Indonesia can berbahasa they can learn about Indonesian culture well. Konukasi done is not easy and requires a process. The strategy undertaken by students Indonesian Foreign Speakers are usually done with the use of Indonesian mencakup with their Mother Tongue. In addition, many who use sign language to the opponent he says.

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ISBN 978-602-72540-3-5



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