The 9th International Conference on Educational Technology of Adi Buana
Future Education: Welcoming the Era of Exponential

CONFERENCE PROCEEDINGS

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The 9th International Conference on Educational Technology of Adi Buana (ICETA-9)
“Future Education: Welcoming the Era of Exponential”

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FOREWORD FROM EDITOR

The 9th International Conference on Educational Technology of Adi Buana (ICETA-9) is the annual International conference held by the Graduate Program of University of PGRI Adi Buana Surabaya. This year’s theme is *Future Education: Welcoming the Era of Exponential*. To accommodate the diverse topics, the conference theme is broken down into several sub-themes, namely: a) human performance technology, b) mobile, E-learning and online learning, c) theories and practices of open and distance education, d) diffusion and innovation of teaching in digital learning environment, e) assessment, measurement, and evaluation for learning, f) teacher careers in ICT era.

There is a great focus for this year’s conference. First, the quality of the proceedings as a means of publication in this year’s edition is improved. It is aimed at maximizing the value of publication as the outcome of the conference. In addition, as international proceedings, it is regulated that the language in the proceedings should use one of the five languages recommended by the United Nation (UN), one of them is English. Hence, in ICETA-9 all papers are written in English.

Second, the committee has applied the system for abstract selection of which the criteria is its consistence with the conference’s theme. Reviewers have the right to select papers according to the criteria of the conference’s themes. The suggestions to revise abstract are sent to the presenters whose abstract are identified out of the conference’s themes. Revision should be made in accordance with the conference’s guidelines.

Third, the coverage of the sub-themes for this year’s conference is quite broad. Bearing in mind that the main and solely theme of education is not limited to certain topics. This is aimed at accommodating the diverse research interests of the presenters. There are more than forty five papers are selected and to be presented in two modes of presentation: parallel and poster presentation. The number of papers presented indicate the stability in the number of presenters and participants. It indicates that ICETA-9 is entrusted by the teachers, lecturers, and practitioners to be an academic forum to share their thoughts, reflections, and academic experiences.

Finally, we would like to deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, August 2017

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ENGLISH LEARNING METHOD FOR EARLY CHILDHOOD EDUCATION IN SURABAYA

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ABSTRACT

According to the regulation, Early Childhood Education is a coaching effort aimed at 0-6 years through the provision of educational stimuli to assist growth, physical and spiritual development in order for the child to have readiness in entering further education. Aspects which developed in Early Childhood Education are the aspects of behavioral development including social, emotional, self-reliance, moral and religious values and the development of basic skills that include the development of language, motoric, cognitive, and physics. Language became one of the important communication media. English is language that is widely used early on. Therefore, from an early age, parents want their children mastering good English. They are vying to include their children in schools that uses English. Based on the idea that learning a foreign language would be better when it starts from an early age. Second Language Acquisition theories say that the earlier the child learns a foreign language, the faster they master it because of the ability of short and long term memory were better. The subject of this research is Early Childhood teachers in Surabaya. The type of research used is juridical-empirical, the purpose is finding the facts, then identify the problem, as well as seek solutions to the problem. So the approach used in this research is sociological approach. The data obtained by interviewed teachers. It shown that most teachers feel comfortable to use songs along with movement to introduce the vocabulary. However, some of kindergarten use English as daily language, while others create activity center that focus on English learning. The analytical technique used is descriptive-qualitative, that is giving explanation about the importance of learning method of English given by teacher in Early Childhood Education then analyze and conclude the results.

Keywords: Learning Methods, English, Early Childhood Education

INTRODUCTION

According to Bartlet, learning is a process to build meaning (input), then the process through the cognitive structure so it will remain in memory (reconstruction process). Meanwhile, according to John Dewey, learning is an experience which obtained by mentoring rather than just providing the knowledge. Burton also argues that experience is the source of knowledge, values, and skills. Education provides opportunities and experiences in the process of information retrieval, so it can used to solve problem and making decisions.

Kindergarten is one form of early childhood education formal units, it organize education programs for children aged four to six years. Kindergarten is one of the institutions which responsible for helping to grow early childhood development. Kindergarten functioned as a developer of various children’s potentials. These potentials include cognitive domains, physical language (gross and subtle motor), and social emotional. Early Childhood Education is a preschool institution that introduce the form and culture of the school (Suherman and Sutyowati, 2005: 19).

Aspects developed in Early Childhood Education are aspects of behavioral development by engaging in social, emotional, self-reliant, moral and religious values and the development of basic skills that include the development of motor, cognitive, and language physics (Arikunto, 2007: 11).
Globalization require people to use English more frequently, both oral and written, because language is a very important communication tool for communicating. These demands make the parents in competition to make their children get into school that the language medium used is English. Lately, learning English as a foreign language in Indonesia began to penetrate the level of early childhood education (Sulistyo, 2009).

English learning process in Early Childhood education, is based on the idea that learning a foreign language or a second language will be better if it starts early (Hammerly, 1982: 265). Many assumptions about age and language learning, suggest that children learn languages better than adults. These suggestions assume that foreign language learning in schools should start as early as possible. They assume that children are easier to be attracted and show more attention and interest in learning languages than adults (Ur, 1996: 296). According to the theory, the most sensitive period of language development in a person's life is between the ages of two and seven. All aspects of language should be introduced to the child before this sensitive period ends. In this sensitive period it is very important to introduce a good and correct way of speaking, as it is useful for communicating with the environment (Montessori, 1991). The latest Second Language Acquisition theories suggest that the earlier the child learns a foreign language, the faster they adequate it. This is because the ability of short and long term memory are higher. It was mentioned that in childhood age there are fewer psychological distress, therefore an intense interaction is strongly recommended to help children learn a foreign language.

In this study, we collected data by interview techniques to obtain verbal information directly from kindergarten teachers. Technical analysis of data that used in this research is descriptive-qualitative technique. This technique expected to give description or exposure to subject and object of research as result of research conducted to data tangible of qualitative case, to then analyze further as become general conclusion. In brief, the steps in doing this research are (1) researcher make research work plan; (2) researcher designing research measuring instrument; (3) the researcher determines kindergarten to be used as research place in Sukolilo district. Kindergarten used as research objects are the kindergarten that use English in learning process; (4) data collected by conducting structured interviews. In addition, the researchers also collected supporting data by performing documentation method; (5) conducting research data processing; (6) conducting analysis of research data.

DISCUSSION

Children language is a language that has been owned from the environment processing and it believed to keep growing. In addition, the development of the language of children is also enriched and complemented by the community environment where they live. This means that the process of personality formation resulting from interaction with the community will give a special characteristic in language behavior. Along with his life in the wider community, children follow the learning process in school (Susanto, 2011: 36). The development of the language of children has actually started since they were born using the simplest language i.e "crying". Then it develop in the form of "babbling", simple words / sentences with body movement / requirement as a complement to talk. In educational psychology, there is a learning theory that can be used as the foundation of teaching.

Language is a system of symbols used to communicate with others (Santrock, 2002: 178). In human, language is characterized by endless creativity and the existence of systems or rules. The system or rules include phonology, morphology, syntax, semantics, and pragmatics.

English in Indonesia is the first foreign language. The position is different from the second language. Mustafa (2007) stated that the second language is the language that the child learns after his mother language with the characteristics of the language is used in the community environment. While a foreign language is a language of another country that is not used in general in social interaction. In Indonesia, there are not many people who use English in their social interactions, so that English, actually categorized as subject that is difficult to learn. This is because English is a foreign language that is not used in everyday life. However, many expert say that mastery English is a very important skill in today's information and communication era.

Today, the international world needs qualified human resources which is capable in communicating using foreign languages, especially English. The ability to speak English is required...
to master the science, have a broader interaction and promising career opportunities. This makes all societies motivated to learn and speak English better. The tendency of the community for the ability to use the foreign language, making them compete to include their children to learn English as one of the developed skills. This is based on the assumption that children learn foreign languages faster than adults (Santrock, 2002: 313). A study by Johnson and Newport, 1991 (Santrock, 2002: 313) showed that immigrants from China and Korea who began living in America at the age of 3 to 7 years of English ability better than older children or adults.

Start with the assumption above, this research is a scientific activity to gain knowledge about Early Childhood Education related to the method of learning English used by kindergarten teachers. The last few months we managed to collect data from the total number of 57 kindergartens in Sukolilo district, among them we managed to held the interview in 28 kindergartens, therefore we decided to make these 28 kindergartens as the object of research. Overall, the result of interview can be seen in the following table:

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<td>3</td>
<td>Hang Tuah 18 Kindergarten</td>
<td>Question and Answer, Songs and Music, Arts and crafts, story telling</td>
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<td>4</td>
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<td>Question and Answer, Songs and Music games, study tour</td>
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<td>7</td>
<td>Raden Patah Kindergarten</td>
<td>Question and answer, demonstrate, imitate</td>
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<td>8</td>
<td>Citra Taruna Kindergarten</td>
<td>Songs, games, Habituation through songs</td>
</tr>
<tr>
<td>9</td>
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<td>Music and songs</td>
</tr>
<tr>
<td>10</td>
<td>Tunas Dhita Kindergarten</td>
<td>Music and songs, counting</td>
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<tr>
<td>11</td>
<td>Al-Amin Kindergarten</td>
<td>Conversation role play, games, music and songs</td>
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<tr>
<td>12</td>
<td>Baitul Mukmin Kindergarten</td>
<td>Sing, music and songs, story telling</td>
</tr>
<tr>
<td>13</td>
<td>Mabadiul Ulum Kindergarten</td>
<td>Move along with songs</td>
</tr>
<tr>
<td>14</td>
<td>Al Fath Kindergarten</td>
<td>Role play, song and games, (the song should represent the theme that will be discussed)</td>
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<td>15</td>
<td>Al-Kamil Kindergarten</td>
<td>Song and sing, art, and games</td>
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<td>16</td>
<td>Cahaya Tazkia Kindergarten</td>
<td>Song and music, flashcard, habituation, show and tell, role play, games</td>
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<td>Andini Kindergarten</td>
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<td>18</td>
<td>Permew Kindergarten</td>
<td>Role play, music and song, story telling, games, art and craft, show and tell</td>
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<td>19</td>
<td>Tut Wuri Handayani Kindergarten</td>
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<td>Cue card, games, music and songs</td>
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<td>Darussalam Kindergarten</td>
<td>Songs, pictures, sing and play</td>
</tr>
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<td>22</td>
<td>Aisyyiyah 57 Kindergarten</td>
<td>Music and songs, while listening the music children will absorb the vocabulary</td>
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<td>23</td>
<td>Yunior Kindergarten</td>
<td>Music and songs, games, art and craft, show and tell</td>
</tr>
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<td>24</td>
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<td>Music and songs</td>
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<td>Whiz Kids Kindergarten</td>
<td>English as the daily language</td>
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<td>28</td>
<td>Royal Family Kindergarten</td>
<td>Games and flash card, playing music using laptop</td>
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From the data obtained, as many as 28 kindergarten which became the subject of research, they have provided learning English during the teaching and learning process. From the interviews, almost all kindergartens use various methods of learning English. The method that is widely used in learning English in kindergarten children is to use movement along with song. As many as 36% of subjects conducted interviews, using this methods in the class. Move while singing, is believed by teachers as the effective method to use in the class. Additionally, according to Hidayat (in Miranti, et al, 2015) a good song for children is a song that has several things as follows: the sentence is short, easy to memorize by children, there is a mission of education, appropriate with the characteristics of children, and the tone used is easily followed/memorized by children.

According to Ela (2012) movements along with song has an important role in the process of child growth. Music could provide a balance process for children in life learning, human can express the thoughts and feelings of his heart and can control his emotional aspects. The singing songs is part of the music. Singing serves as a tool to devote thoughts and feelings to communicate so singing is an activity that children love very much. Through the method of singing is expected to attract children to engage in English learning activities with pleasure and enjoyment. By making children enjoy the learning methods used, it is expected that the learning process goes well so that children will not get bored and easily understand the vocabulary. When the child is interested to join the learning process, they will feel that it is easy to involve every stage of learning. Here, teachers expect that children memorize the English vocabulary well. (Miranti, et al., 2015)

In Indonesia, English is the first foreign language to be taught in junior and senior high schools. While the English lesson in elementary school is one of the lessons of local content that is actually not a mandatory lesson (Chamot, 1987). In fact, the purpose of teaching English includes all the competence of the language, namely listening / auditory, speaking, reading, and writing. English is also very different from mostly Indonesian children first language (Indonesian, Javanese, Sundanese, and other regional languages in Indonesia).

Differences in the use of language is important to understand for the learning be justified and designed. These differences include: how to pronounce, how to spell, language structure used, pronunciation pressure, intonation of voice, vocabulary, and the value of foreign language culture. English is also known as a language that refers to time (tenses), numbers (singular-plural), and gender offenders (feminine and masculine). So that learning English especially at early childhood in Indonesia must be done comprehensively, thoroughly and continuously. Changes and development not only on learning methods and materials given to students, because environmental factors are also considered as factors that influence and be considered in the selection and application of learning methods.

In another study also stated that the utilization of foreign language mastery earlier, has advantages in terms of flexible intellectual, academic, language and social skills. Mustafa (2007). In addition, the child tends to have a more mature readiness when entering a social context with multiple languages and cultures. So that when an adult, the child will be a quality human resources.
and achievers. Mustafa (2007) adds that children's understanding of language and culture will also develop if children learn foreign languages early on. The reason is because they will have greater access to foreign languages and cultures. However, learning English in Indonesia is different from learning English as a second language. Countries where English as a medium of communication is more environmentally supportive, because children can more easily find an English-speaking environment than in Indonesia.

CONCLUSION
English learning in kindergarten children is very encouraging. On the other hand there are also concerns arising because there are still many deficiencies in terms of methods and materials accordingly. Moreover technically, in its implementation the teacher's and policy's role of each school determines how English learning as a foreign language for kindergarten students. The use of learning methods in Early Childhood is also an important role in the delivery of English material. Methods that teachers can use in delivering lesson materials to Early Childhood such as storytelling, singing, role playing, etc. This study conclude that most of teachers feel comfortable to use songs and music while also teach movement to students, in order to make the learning process more enjoyable. Even most of them only focus on the vocabulary introduction, some of kindergarten provide English Language as their habit activities. However, the sources of songs, music, and movement provided should be guided based on regulation or curriculum, because it shown that the material used in the class is always depends on teachers’ preferences. It also bring the consequences that teachers should always updated their knowledge to provide more effective methods and materials.

BIBLIOGRAPHY

Biodata
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THE DEVELOPMENT OF LEARNING DEVICES OF REALISTIC MATHEMATICS WITH CONCEPT MAP IN TRIGONOMETRIC SUBJECT IN CLASS XI SMK NEGERI 1 KEMLAGI ACADEMIC YEAR 2016/2017

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ABSTRACT
One of the learning approaches that are oriented to students is realistic mathematics learning. As a means for learning that is implemented in accordance with the design of learning is designed then required appropriate learning tools. The purpose of this research is to develop a product in the form of realistic mathematics learning device with concept map on trigonometric material in class XI SMK which include: learning implementation plan, module, and student worksheet. This was a developmental research. The subjects of this study were experts, teachers, and students of eleventh grade at vocational school. The validity of the learning device is based on the validator's opinion, the practicality is based on the implementation, the teacher's and student's response. The developmental of the teaching-learning instruments is based on the procedure of developing product by Plomp which includes five phases: (1) preliminary investigation; (2) design, (3) realization/construction, (4) test, evaluation, and revision; and (5) implementation. This study was conducted until gaining the final product and was not widely implemented yet. Based on the expert's analysis that the percentage of product eligibility is above 81%. The results show that this realistic mathematical learning tool is feasible to use and has the following characteristics of realistic mathematics learning, mathematics realistic problems oriented and designed hierarchically and systematically with the concept map.

Keywords: learning tools, realistic mathematics learning, trigonometry, concept maps

INTRODUCTION
One of the most difficult maths is trigonometry. Trigonometry is a material that is identical with angles and triangles. In addition to having certain rules that must be memorized, also in the daily life of trigonometry seemed not obvious benefits. In the material trigonometric students find it difficult in solving math problems related to the rules of sine, cosine and determine the area of triangle. This can be because students learn maths apart from their daily experiences so that students will quickly forget and can not apply mathematical concepts. In addition, teachers sometimes do not relate the life of students as a medium for students to build knowledge.

A good lesson is one that involves students actively in the learning process. For that orientation of the learning process should be changed, the role of teachers who during this time dominate the learning activities should be reduced and provide greater opportunities for students to actively participate in the learning process. Teacher-centered learning is naturally modified to be student-centered. The learning model should be chosen and designed so that more emphasis on student activity, so it is necessary to design a teaching that gives the widest opportunity to the students to learn by building their own knowledge (Nahdliyana., 2012).

Therefore we need a learning approach that is oriented to everyday life so that learners can absorb the lesson well. Realistic Mathematics Education (RME) model is one of the best learning alternative because with this learning model students are required to construct knowledge with their own ability through the activities they do in learning activities. The main idea of learning by using
RME learning model is that students should be given the opportunity to rediscover the mathematical concept with adult guidance. The principle of rediscovery means that students are given the opportunity to find their own mathematical concepts by completing the various contextual questions given at the beginning of the lesson.

Realistic Mathematics Learning is one of the lessons that utilizes the results of student experience in real life, which then turns them into new concepts to be used and applied in trigonometric concepts theoretically. In trigonometric learning, Realistic Mathematics learning with concept maps will help students to construct their knowledge based on problems they can understand and relate them to other previously understood knowledge.

To support the implementation of such learning is required device of Realistic Mathematical Learning. Learning tool is a means for learning that is implemented in accordance with the design or learning is designed. The suitability of learning tools with concepts to be learned by students with the characteristics of the learning of realistic mathematics will greatly support the implementation of designed learning. Therefore the development of Realistic Mathematics Learning tools is fundamental and necessary to be implemented by teachers or other education practitioners. But in reality, the availability of realistic mathematics learning devices is a constraint in the implementation, especially the realistic mathematics learning tool for trigonometric material (Sugiantara., 2013).

The model of learning device development that is often used is Dick and Carey and Four-D models. Therefore the researcher tried to use another development model, that is the Plomp model. The use of product development model from Plomp is based on the consideration that the model proposed by Plomp is a general model, in other words can be used both for the development of learning model and learning device. In addition, according to Rochmand (2011), the Plomp model is more flexible and flexible, because each step contains development activities. (1) initial investigation, (2) design, (3) realization / construction, (4) test, evaluation and revision, (5) implementation. With this kind of learning, students are expected to no longer float about the material being taught and the students are more directed towards real life so that students' mind patterns are no longer abstract but can be concrete (Sugiantara., 2013).

Based on this, the researcher sees the need to develop a mathematics learning tool as one solution to solve the existing problems. Therefore, the researcher conducts research development with the title: Development of Realistic Mathematics Learning Device With Concept Map In Trigonometry Subjects in Class XI SMK Negeri 1 Kemlagi Academic Year 2016/2017. The purpose of this development research is to develop a product in the form of realistic mathematics learning tool with concept map on trigonometric material in class XI SMK which includes Learning Implementation Plan (Rancangan Perangkat Pembelajaran/RPP), Module, and Student Worksheet (Lembar Kerja Siswa/LKS).

RESEARCH METHODS
This research was conducted at SMK Negeri 1 Kemlagi. The subjects of this research are expert, teacher, and students of class XI TGB, XI TKJ, and XI MM SMK Negri 1, Kemlagi. The development of this learning tool refers to the product development model of Plomp. Plomp as cited by Sadra (2007) suggests, a general development model in the effort to develop learning tools consisting of five stages: 1) initial investigation, 2) design, 3) realization / construction, 4) test, evaluation and revision, 5) Implementation. Each stage is described as follows.

Initial Investigation Phase
Activities undertaken at this stage is to analyze the situation and problems that occur in learning mathematics in SMK which in this case is taken at SMKN 1 Kemlagi. The analysis of the problems and needs is carried out in mathematics learning for class XI through interviews with grade XI mathematics teachers.

Interviews were conducted to determine the problems encountered in learning mathematics about the implementation of learning and learning devices that have been used by teachers. Interviews were conducted with math teachers teaching in class XI. From the interview result, the solution is solved by applying realistic mathematics learning with concept map. In order for the application of learning can be run optimally, also developed a realistic mathematics learning tool
Design Phase
Activities undertaken at this stage is composing the initial draft of mathematics learning devices oriented to realistic mathematics learning and instruments used to obtain data on the research design undertaken.
Draft of learning tools compiled include Learning Implementation Plan, module, and Student Worksheet. While the compiled instrument is a validation sheet consisting of:
   a. Expert validation sheet
   b. Peer validation sheet
   c. Student validation sheet
Learning tools are organized and focused on learning realistic mathematics on trigonometric material.

Stage of Realization / Construction
At this stage, the draft learning tools that have been prepared in the previous stage are realized into modules, Student Worksheets, and Learning Implementation Plans which in this case is still a prototype 1.

Test Phase, Evaluation, and Revision
At this stage, the resulting prototype must be tested and evaluated. In this case learning device that successfully realized the quality, among others is to test the validity of prototype 1. Prototype 1 which is produced at realization stage is tested by the expert validity (as a validator). Validator in question is two lecturers, and 1 teacher who is competent in his field. The analysis is performed in relation to the suitability of the design of the device with the specified device validity criteria.
Based on the result of validity test then it is done revision (if needed) so that the learning device is obtained in the form of prototype 2. The validation activity is done until the prototype is obtained that meet the criteria worth to use. Validity test is done related to suitability of device design with criterion of device validity. After obtaining a valid learning device (prototype 2) then tested student validation. In this case, students are taken heterogeneously from 3 majors in SMKN 1 Kemlagi, namely XI TGB1, XI TKJ 1, and XI MM 1. The results obtained from the validation sheet are used as guidelines for planning the various improvements that need to be done So that improvements can be made to the learning device developed. From the results of this improvement will eventually be obtained the final prototype. In order to support the practicality of the module and the Plan of Implementation of Learning arranged in one book.

Implementation Phase
This stage is concerned with the implementation of a prototype, final on a wider scope. This study is limited to only a limited trial of an attempt to evaluate and revise in order to obtain learning tools that are ready for implementation in a wider scope. This is based on the following considerations: 1) study time limitation, 2) requiring a large number of student involvement, and 3) requiring several different schools.
**DISCUSSION AND FINDINGS**

Learning tools generated in the development research is able to produce realistic mathematics learning which learning activities centered on students. With the use of these learning tools students are required to play an active role in understanding the concepts and finding their own concepts of mathematics. In Student Worksheets, in addition to students are required to find their own math concepts are also invited to solve problems related to everyday life. So it is expected with realistic mathematics learning, students are not only brought to the real world but also directly related to the real situation problems that exist in the minds of students. So students are invited to think how to solve problems that are often experienced in everyday life.

The development of realistic mathematics learning tools has followed the procedural flow of the Plomp model. This development is systematic because it follows the development steps contained in the model used. Here are the results of expert review: (1) based on expert material content, the percentage of RPP is 92.73%. This value if converted that RPP is in very good qualification, (2) based on expert material content, percentage level of RPP is 92,72%. This value if converted indicates that the RPP is in excellent qualification, (3) based on the expert content content results, the percentage of the RPP's feasibility level is 82.27%. This value if converted indicates that the module is in excellent qualification, (4) based on expert material content results, the percentage of trigonometric modification level eligibility is 84.5%. This value if converted indicates that the module is in excellent qualification, (5) based on expert material content results, the percentage of trigonometric module eligibility rate is 86%. This value if converted indicates that the trigonometric module is in excellent qualification, (6) based on the expert content content results, the percentage of the trigonomer module's eligibility rate is 84%. This value if converted indicates that the trigonometric module is in excellent qualification, (6) based on the expert content content results, the percentage of LKS eligibility level is 91.43%. This value if converted indicates that the module is in very good qualification, (7) based on the expert content content results, the percentage of LKS's eligibility level is 89.52%. This value if converted indicates that the LKS is in very good qualification, (8) based on expert material content results, the percentage of LKS's eligibility level is 81.91%. This value if converted indicates that the trigonometric module is in excellent qualification.

Based on the results of expert materials content assessment, design and learning experts and colleagues that learning tools consisting of the implementation plan of learning, trigonometric module, and student worksheets obtained very good qualifications. So it can be stated that the developed learning tools are appropriate / suitable to use although it should be revised on some components to then be applied in SMKN 1 Kemlagi class XI.

Based on the results of the field test, the feasibility level of the Student Worksheet is 86.61%. This value if converted indicates that the LKS is in excellent qualification. So it can be stated that
the developed Student Worksheet has been appropriate / proper to use although it must be revised on some components to then be applied in SMKN 1 Kemlagi class XI.

CONCLUSIONS AND SUGGESTIONS
The conclusions obtained from the research activities are realistic mathematics learning tools with concept maps on the concept of trigonometry in class XI SMK has characteristics: Successful Student Worksheet has characteristics: (1) oriented on realistic mathematical problems, (2) arranged hierarcics And systematically through the concept map (3) gives students freedom in solving math problems
Successfully developed modules have the following characteristics: (1) provide an overview of material demands through the concept maps contained in the student's book, (2) provide an overview of the learning activities, and (3) supplemented by the completion of tasks / exercises and ) Are arranged in a single book with a lesson plan. The prepared RPP has characteristics: (1) arranged in accordance with the characteristics of realistic mathematics learning, (2) developing students' mathematical thinking skills through group discussion activities and (3) according to SMK curriculum demands on trigonometric materials in SMK.

Based on the results obtained in this study, it can be suggested some things as follows: (1) The subject matter used in this research is limited to the achievement of competency standard on trigonometric material in class XI SMK especially for trigonometric comparison. So it can be said that the results of this study are also limited to the trigonometric material. Therefore, it is advisable to other researchers to conduct similar research on different competency standards to know the different possible outcomes, (2) teachers expected in the learning process can choose the appropriate learning approach in order to trigger students' enthusiasm and learning activities, (3) teachers are expected to apply realistic learning on materials deemed appropriate for the learning approach because it can increase students' interest to learn, (4) with realistic learning methods, it is expected that students can construct and find their own conceptual knowledge through the help of teachers (5) interested readers to apply learning tools successfully developed in this study to address the constraints experienced as a basis for consideration for improvement and refinement of the implementation of learning in the classroom, (6) practitioners and teachers who are interested menge Etc. (7) The results of this research need to be followed up in the form of socialization so that the learning tools developed can be accepted and used properly in broader school learning.

REFERENCES


THE IMPLEMENTATION OF COOPERATIVE LEARNING (STAD) AND COGNITIVE STYLE TO IMPROVE LEARNING ACHIEVEMENT OF NURSING CLINICAL STUDY

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ABSTRACT

The main purpose of this study were to examine: (1) the difference of nursing clinical study achievement among student instructed with cooperative Learning (STAD strategy vs direct instruction strategy) (2) the difference of nursing clinical study achievement of students with different cognitive styles and (3) the interaction learning strategy and cognitive style on students nursing clinical study. This study used quasi experiment. The subjects of this research were 88 students from the 2nd grade of III-Diploma Program Study of Malang Nursing Department. Sampling technique was using random sampling, where the classes were randomized. The data were collected using test for cognitive styles and using performance assessment for learning achievement. The hypothesis were examined with two ways ANOVA by using SPSS for Windows version 15. The findings of the study were: (1). There is a difference in learning achievement between the students who were taught by using cooperative learning strategy and who were taught using direct instruction. 2). There is a different achievement in students with different cognitive style, and 3) There is no interaction between learning strategy and students' cognitive styles toward learning achievement on nursing clinical subject matter. Based on the result of the study, it is suggested that (1) nursing education institution should develop learning strategy, especially student centered learning for clinical nursing, by employing Cooperative strategy (2) lecturers should use variety of learning strategy to accommodate the learning needs of students and more understanding about students’ characteristics, especially their tendency in cognitive style. For further research, a study can be developed on nursing clinical subject learning, and also other research suggested to conduct Classroom Action Research (CAR) to get more effectiveness of each learning strategy presentation can be more clearly, to get more qualified instructional activity.

Keywords: learning strategy, cooperative learning, direct instruction, cognitive style, learning achievement

INTRODUCTION

Diploma Nursing Education Program is a professional education aims to produce professional nurses. Nursing Education according to the2011Education Curriculum of D-III Nursing Program has the aim of producing professional beginner nurses who are competent in: providing nursing care in accordance with the authority, applying the principles of management of nursing care, participating in nursing research and using the results of research in nursing care as well as developing professional capability continuously.

Nursing Clinical Study is a learning experience that is very important in nursing education, because the clinical learning is a process of learning that gives students the opportunity to apply nursing science and practice work in the real order, with the aim to foster professional socialization, decision-making clinics, sensitivity to the situation of health problems and the public response. Nursing clinical learning is designed to provide a learning experience to the students to apply the nursing care to patients, according to standard in integrated and holistic profession in real conditions in a variety of health care structure. In doing nursing care by applying nursing process, which is a method of giving a systematic and
rational nursing care, and serves as a frame of nurses in carrying out the functions, responsibilities and as a tool to identify and solve client problems (Carpenito, 1991).

In carrying out nursing clinical learning, there are still a lot of problems or obstacles encountered to achieve the learning objectives. Problems are often found in students who failed to apply the nursing process in solving the patients' problems. Researchers assumed that this problem occurs because of the learning process experienced by students during their academic process. During the lessons, students are not accustomed to critical and systematic study. Some of the causes include: (1) the role of the lecturer is still very dominant and to be the major determinant in the learning process, (2) the majority of lecturers use learning strategies that are relatively common and they are rarely to use the approach involving students’ activities, making it less motivating for the students to learn. This is certainly not in accordance with the general principles of the use of learning strategies which states that there is a learning strategy that is better than the other for all the conditions to achieve goals and overcome learning problems. The general principle was stated by Killen (in Sanjaya, 2007: 129): No teaching strategy is better than others in all circumstances so you have to be able to use a variety of teaching strategy, and make rational decisions about when each of the teaching strategies is likely to be most effective.

In the learning process, lecturers are less likely to accommodate the characteristics of the students, and one of them is the cognitive styles of students. Cognitive style as one of the characteristics associated with a person's cognitive processes. Keefe (1987) explains that cognitive style is a part of the learning styles that describes the habit of a person in receiving, solving problems or storing information. By identifying the cognitive style of a student, a lecturer can accommodate different cognitive styles with a variety of learning strategies.

A change in mindset that is used as the basis for learning is needed to improve the quality of nursing clinical learning. Education reform should be started in the learning process. Nursing education in the 21st century is expected to use learning strategies that can integrate moral reasoning and ethical, technical skills and expertise of intellectual, thus preparing graduates to be able to compete, face a moral challenge, more creative, able to think critically and, apply their knowledge to empower patients, the community and develop the nursing profession.

One important element related to learning strategies is to set the environment so that learning becomes an attractive activity for learners and to create active learning. Active learners become a very important element in determining the success of learning (Degeng, 2001). Suitable with the nursing clinical learning objectives, one of the appropriate learning strategies is to develop a model or learning strategies that are more oriented to students is known as a student-centered learning. One model of learning appropriate for students of the Nursing Diploma program is Cooperative Learning which is is based on the theory of constructivism. Cooperative learning model is the techniques of practical classes that can be used every day to help students to study ranging from basic knowledge to solving complex problems. This model refers to a method of teaching where students work together in small groups to help to achieve common goals in learning, so that the students can become more active. One of the important aspects of cooperative learning is to help developing cooperative behavior and relationships among students, thus helping the academic learning (Nur, 2005. Student Teams Achievement Division (STAD) is one of type of cooperative learning developed by Robert Slavin et al. This type is suitable for teaching with clearly defined purposes. In this method, all students are grouped in teams of learning consisting of 4-5 members, where the members have various performance levels, gender and ethnicity. STAD consists of five main components: a class presentation, team work, quizzes, discussions, tutorials, team award.

Slavin in Ibrahim (2006) examined some studies and reported the results of cooperative learning on learning outcomes. Of the 45 studies, it showed that 37 of them showed higher academic results than the control group, eight studies showed no difference, and no one showed that cooperative learning give negative effects (Ibrahim, dkk.2006).

Direct strategy instruction (direct instruction) is used as a comparison for cooperative learning strategy. This learning strategy is teacher-centered. This strategy, according to researchers is a strategy that can be used for clinical learning because the essence of this learning is procedural and declarative. In applying direct instructional strategies, teachers should demonstrate the knowledge or skills to be trained to the students step by step. Basically the role
The lecturer is required to be an attractive model for the students. Direct instructional strategies designed specifically to develop procedural and declarative knowledge. This learning strategy emphasizes the mastery of concepts and behavior change with emphasis on deductive approach. The characteristics of direct learning as follows: (1) direct transformation and skills; (2) a specific learning goal oriented; (3) the learning materials have been well structured; (4) have a structured learning environment; and (5) structured by the lecturer. Lecturers act as a transmitter of information. In this case the lecturer should use a variety of appropriate media, e.g. films, tape recorder, pictures, demonstrations, and so on.

Assumptions about the increased achievement of students with different learning strategies, cannot be separated from the characteristics of the students because the effectiveness of learning and guidance greatly influenced by the characteristics of the students. Bloom (1982) suggested that learning achievement is related to two main factors, namely the characteristics of students and the quality of learning. Similar statement is stated by Reigeluth (1983) who argues that the learning outcomes are related to the interaction between the learning strategies and learning conditions. One of them is the students’ characteristics. One of the characteristics that greatly influence the learning outcome is the cognitive style of the student.

Student’s cognitive style is associated with a person's cognitive processes. Growth and activation of cognitive processes are very closely related to the cognitive characteristics of students. According to Witkin (1976), cognitive styles are forms of functioning in a characteristic manner based on a person's intellectual ability displayed in the activities of perception and intellectual activity. Keefe (1987) suggests that cognitive style is part of the learning styles that describe relatively fixed behavior of a person in accepting, thinking, solving problems or storing information. It can be concluded that cognitive style involves a person's intellectual ability to process and store information. Experts agree that cognitive style can be divided into field dependence (FD) and field independence (FI).

This study aims to examine and analyze: (1) differences in learning achievement in the application of the nursing process in clinical learning of nursing among the group of students who earn a strategy of cooperative learning (STAD) and direct instruction (2) differences in learning achievement in the application of the nursing process in clinical learning of nursing between groups of students who have different cognitive styles (field independence, neutral, and field dependence, and (3) the effect of the interaction between the learning strategies and cognitive styles of students toward the learning achievement of the nursing process applications on students of Health Polytechnic of Malang.

RESEARCH METHODS

This study is an experimental research by using a quasi-experimental (Quasi experiment) design, in which researchers manipulate and control the independent variable, the moderator variable and made observations on the dependent variable to find variations that arise due to the manipulation of independent variables without changing the condition of the class. The first study design is intended to address or ensure that any hypothesis can be included in the draft and the variables can be controlled. (Ardhana 1987, Kerlinger, 1990)

This study will assess three variables: (1) The independent variable is the learning model cooperative learning (STAD) and direct learning), (2) moderator variable is the cognitive styles of students (field dependence and field independence), and (3) the dependent variable is the learning achievement of clinical nursing subject. The design used in is a 2x2 factorial design (Kerlinger, 1990)

The subjects of the study were chosen by using random assignment, the selection was based on the group of subjects (classes) that is already structured in Health Polytechnic of Malang in Department of Nursing as the target of the research. The subjects were 88 students of the Nursing Study Program of Malang in semester III.

The research instrument for this study is: (1) Cognitive Style Instrument, is a test of students’ cognitive styles that is the Group embedded figures test (GEFT), developed by Witkin, et al (1971). (2) Instrument for learning achievement on nursing process application by
using Performance Assessment. This assessment is based on observation. It is done by observing the students activities in performing nursing care based on standards of competence and sub competencies.

Data analysis technique in this study is using two-way ANOVA (Analysis of variance).

**RESEARCH RESULT**

Students’ score were tabulated to get pretest and posttest scores. Independent test was conducted on pre test and it showed a significant value to the average value of learning achievement, between groups of students who used cooperative learning and direct instruction with n p> 0.05 (0.103), which means that the average score during the pretest between the group of students who use direct instruction and cooperative learning did not show any significant difference or significant (p> 0.05, Ho is accepted). It means both classes have equal ability.

Results of post test:

1. Distribution of cognitive style of the 3rd semester students of Nursing Department Of Health Polytechnic of Malang

<table>
<thead>
<tr>
<th>Cognitive Style</th>
<th>STAD Strategy</th>
<th>Direct Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Independence</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>Field Dependence</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>42</td>
</tr>
</tbody>
</table>

2. Average score of Clinical Study Subject using cooperative learning (STAD) direct instruction

<table>
<thead>
<tr>
<th>Learning strategy</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAD</td>
<td>82.92</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>80.3</td>
</tr>
</tbody>
</table>

3. Average score of learning achievement suitable with students’ cognitive style

<table>
<thead>
<tr>
<th>Cognitive style</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Independence</td>
<td>82.56</td>
</tr>
<tr>
<td>Field Dependence</td>
<td>80.97</td>
</tr>
</tbody>
</table>

From the results of hypothesis testing it can be concluded that

**For hypothesis 1:**

On the discussion of Learning Strategy (STAD and direct instruction) toward the learning outcomes of Skill subjects, the analysis using F test showed F = 46.379 with sig = 0.000 (0.000 <0.05), so Ho is rejected. Thus, there are differences in learning outcomes in nursing clinical subjects by using cooperative learning (STAD) and direct instruction.

**For Hypothesis 2**

Cognitive style of the Students (FI and FD) was tested by using One-Way Anova. The Fcount = 17.103 with sig = 0.000 (0.000 <0.05). Thus H0 is rejected, so it can be concluded that there is a difference of the learning outcomes between the students field independence and field dependence cognitive styles.

**For Hypothesis 3**

The interaction between cooperative learning strategy (STAD) with the attitude of the students (favorable and unfavorable) was tested using Two-Way ANOVA. Fcount = 0.347 with sig F = 0.558 (0.558> 0.05). So, H0 is accepted. Thus, there is no interaction between the use of learning strategies and cognitive style on learning outcomes of clinical nursing courses.

**DISCUSSION**

The results of the study showed that there are some differences in learning outcomes of nursing clinical courses among students who receive cooperative learning strategies (STAD) and direct
instruction. Table 4.2 showed that the average score of STAD is higher than the direct instruction method. This shows that the cooperative learning strategies (STAD) can produce better learning outcomes when compared with the direct instruction. Learning is a process of constructing an understanding of the world we live in, students construct knowledge in their own minds (Brooks, 1993; Slavin, 1994: Mayer, 1999). Construction of knowledge implies that knowledge is not accepted passively, but actively. Building knowledge of students to the concepts of nursing obtained through reflection on the physical environment and mental activity of students.

STAD cooperative learning model has a basic idea of how to motivate students in the group so that they can encourage each other and help each other, in mastering the material presented and developing awareness toward learning as important, meaningful and fun. In STD method, a lecturer must evenly pair students who has high and low ability. One group consists 4-5 students. Group score is given based on the achievement of group members, as an important feature in STAD that students are rewarded not only for their individual success but also for their spirit in team working.

STAD cooperative learning has a fixed learning cycle, they are preparation, material presentation/classroom presentations, group activities, evaluation, and group awarding. Slavin (Nur, 2005) explains the stages as follows. In STAD method, students are grouped with 4-5 people in one team. It is meant to convince each other that all group members can work together in learning to achieve expected academic goals. To determine the members of the group, rank the students first to decide the grouping. The lecturer must be careful not to put high differences between group members.

Cooperative learning model is practical classes techniques that can be used every day to help students learning ranging from basic knowledge to solving complex problems. This model refers to a method of teaching where students work together in small groups and help each other to achieve their goals in study, so that the students can become more active. One of the important aspects of cooperative learning is to develop cooperative behavior and better relationships among students, thus helping in academic learning (Nur, 2005), as this learning model offers the freedom to students in the learning process. Through this method, students are expected to engage in a research process that require students to identify problems, collect data and use the data for problem solving.

To develop the students capability in nursing skill, cooperative learning strategy is an appropriate choice because with this approach students will learn actively on some cases, either individually or in groups and find a solution/alternative solutions to problems both independently and by collaboration. Cooperative learning strategy (STAD) is one of the alternative learning strategies appropriate with the constructivism theory. Philosophy of constructivism has become the basis for many learning strategies, especially those known focus on student-centered learning, learning-oriented students. It needs to be understood by the basic premise of constructivism that it promotes students activity in constructing knowledge based on their interaction with the learning experience, then it is clear that in this case students and student learning becomes the main focus, while the lecturer only acts as a facilitator, or together with the students is also involved in the process of learning and knowledge construction process. In testing the cognitive styles of the students (FI and FD) on the learning achievement, the writer used One Way Anova. Fcount = 17.103 with sig = 0.000 (0.000 <0.05). So H0 is rejected, thus it can be concluded that there is a difference between the cognitive styles of learning outcomes of students that have field independence and field dependence.

Cognitive style is defined as the habit of receiving, processing, and storing information referring to the cognitive process and generally covers all processes associated with cognitive mapping, perceptions, thoughts, imagination, and problem solving (Keefe, 1987). Cognitive style is a part of the learning styles specifically related to the reception and processing of information and it has a role in determining the success of learning. Cognitive style is seen as a factor which has a great potential when used in efforts to improve the effectiveness of the learning process.

In FI and FD theory, cognitive style may affect the achievement of students. It depends on the student's characteristics and properties of the lecture material. FI cognitive style has some characteristics, such as: 1) easy to understand the ingredients that are not structured. 2) tends to have its own purpose and reinforcement alone, 3) be able to solve the problem without any
guidance, 4) need help to understand social science, 5) can analyze a situation and reorders and 6) are less affected by criticism. In contrast, the FD style has some characteristics, namely: 1) difficult to learn unstructured lectures, 2) tend to accept the course that has been structured, 3) need to be taught how to solve problems, 4) have a good memory about social information, 5) need to be taught to use assistive devices memory, and 6) are more easily affected by criticism (Witkin in Mahmud, 1989).

The research findings show that clinical nursing learning achievement is better on students with FI cognitive style. This is possible because the characteristics of the students with this cognitive style are appropriate with the nature and characteristics of the clinical nursing learning materials. Therefore, clinical learning materials is a very important part, because it is the chance of the students to apply the knowledge, attitudes, and skills into real situations aimed at solving problems that occur in patients. Clinical learning provides learning experiences for students to apply aspects of knowledge, attitudes, and skills that they acquire in college or in the nursing laboratory in real conditions.

In accordance with the description above then theoretically individual cognitive style of FI and FD have differences in accepting or responding to stimuli coming from the students’ environment. In fact, FI individual cognitive style is more thorough and detailed in receiving and presenting information or stimuli from their environment than students who have FD cognitive style. Therefore, the FD cognitive style responds to stimuli as a whole or globally. While FI cognitive style students respond to stimuli parts by parts. In receiving the information they undertake active analysis first, also describing and explaining the material in detail or details. This characteristic impact on better understanding of the case/matter that can improve learning achievement. These findings were also found in clinical learning, in which the better learning achievement is achieved by students with Flcognitive style. The findings of research on cognitive styles mostly show that cognitive style has a significant influence on learning achievement. The findings of the study also indicated that student with FI cognitive style showed better learning achievement than the FD cognitive style.

Lamba research (2006) showed that there are differences in the acquisition of Physics learning outcomes between students who have FD cognitive style with students who have Flcognitive styles, then the averagescore of the students with FI is higher than students who haveFDcognitive style. It is also consistent with the results of research by Wijayantwith 5th grader students in science subjects. Research bySahertian (2007) also showed that (1) there is a difference of learning achievement between groups of students withFlcognitive style compared to the studentsFDcognitive style, and (2) there is an interaction effect between Team Assisted Individualization teaching method versus individual and cognitive style on learning achievement in Christian Religious subject in STAPKN Ambon. In accordance with the previous study, Flcognitive style students have higher achievement than the FD cognitive style students.

Based on hypothesis testing 3 in Table 1, it also showed that the average ratio of the students score based on the interaction between treatment group learning strategies (cooperative learning and direct instruction), as well as the cognitive style (FI, FD) by using ANOVA test showed a significance value of 0172 (p> 0.05), so Ho is accepted and it can be concluded that there is no interaction between the learning strategies and cognitive style on learning achievement of clinical nursing subjects in clinical learning of nursing.

At last, there is no one teaching method suitable for all types of learners, because teaching methods must be determined by considering the students’ way of learning or their learning style. Each learner has their own way in terms of processing, encoding, feeling or receiving information. There are learners who prefer a visual way and others by auditory.

Closing
Based on the research, it can be concluded that:
1. There is a difference in learning achievement between students who used cooperative learning strategy and those using direct instruction, with the higher average score of the students who get cooperative learning strategy compared to those using direct instruction.

2. There is a significant difference between the average score of the students with FI, FD and neutral cognitive style. Students with Field Independence (FI) cognitive style have higher score than those who have Field Dependence (FD) cognitive style.

3. There is no interaction between the learning strategies and learning styles of students with the learning achievement of clinical nursing courses. It is possible that there are some internal factors that influence student scores.

**RECOMMENDATIONS**

1. Educational institutions should be able to create policies that can improve the quality of learning, especially in the development of learning strategies that are more oriented to students, especially for clinical nursing subjects. The lecturers are also advised to use innovative strategies such as cooperative learning, PBL or problem-based learning.

2. The main task of a lecturer is to assist students in learning and they may function as a designer, teacher, learning manager, and an evaluator.

3. Related with the finding that cognitive style has an influence on learning achievement, it is suggested that a lecturer must understand the characteristics of the students. Besides, the lecturer can design an effective learning forthose with FI cognitive style and give more opportunities for the FD cognitive style to perform and cooperate, and also facilitate the learning of all cognitive styles.

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<table>
<thead>
<tr>
<th>Atti Yudiernawatiis a lecturer of Nursing Education Department, Health Polytechnic of Malang, a graduate from the Department of Nursing Science, University of Padjadjaran Bandung, S2 and S3 of learning technologie state University of Malang</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

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ABSTRACT

Artistic talent is something that stands out in a person and becomes his or her strength in a particular field. Through Basic Social and Cultural Sciences (known as ISBD) course, the students are taught the basics of social knowledge and cultural concepts in order to be able to study social, humanitarian, and cultural issues. The purpose of this research was to understand the benefits of Cultural Art as well as the students’ being sensitive, responsive, critical, and empathetic for solutions to social and cultural problems. The efforts to dig up the artistic talents of students through ISBD course are initially done by giving pre-questionnaire and at the end of the lecture the post questionnaire. It was a qualitative research. The targeted subjects of the research were students of Home Economics 2013, Mathematics 2010 and 2011, English 2012, Indonesian 2012 Study Programs through Basic Social and Cultural Sciences course. The results of the study indicated that the students of Indonesian Study Program were ranked first for artistic awareness and became artists. Furthermore, the English Study Program also had artistic awareness and became an artist. The third rank was conferred by the students of Mathematics Study Program. They were more adaptive to learn arts easily. The next rank was conferred by the students of Home Economics (Food Preparation and Nutrition, and Dress Making) and the last was Pancasila (State of Philosophy) and Civics (known as PPKn). Yet according to the concept of the study program description, the students of Home Economics should confer a high ranking.

Keywords: artistic talent, digging up, culture

INTRODUCTION

A course objective can be well attained if planned by a lecturer who realizes it by developing the course syllabus, the basic course outline, and the lesson plans appropriately. Lecturers can be expected to actively prepare those devices and be also equipped with the current instructional media. They can be expected to have abilities and skills in selecting and using effective teaching methods to be applied in an learning system. They can make a main effort through educational programs for their students.

Learning requires understanding, where understanding is a mental process of adaptation and transformation of science (Gardner, 1999). Understanding is the foundation for learners to build insight and wisdom (Longworth, 1999) or understanding is the standard tool of educational programs that reflect competence (Yulaelawaty, 2002). And understanding comes from the results of self-evaluation and reflection (Wenning, 2006).

To make efforts to achieve course objectives in addition to good teaching conducted by the lecturer, a student is also expected to participate actively in the lecture. Active here means is to achieve an optimal learning outcome. Thus students must be active in course learning process. Active lectures do not only mean to be actively present but also actively participate in learning.

Learning in question is looking for talents of art students that are hidden. Spearman (Fudyartanta, 2004) suggests that talent is a special ability that develops in a special or outstanding way, compared to other abilities, talent is not the same as intelligence but intelligence is the basis for talent development. According to Woodworth and Marquis (Suryabrata, 2004), talent is incorporated into ability, and it has three meanings, namely:
METHOD
This research was quantitative in nature. To collect the data, it employed a questionnaire and the result of individual and group art work. By analyzing the data collected by the researcher, some conclusions were drawn as the embodiment of the hypothesis.

RESULT AND DISCUSSION
The results of the study indicated that the students of Indonesian Study Program were ranked first for artistic awareness and became artists. Furthermore, the English Study Program also had artistic awareness and became an artist. The third rank was conferred by the students of Mathematics Study Program. They were more adaptive to learn arts easily. The next rank was conferred by the students of Home Economics (Food Preparation and Nutrition, and Dress Making) and the last was Pancasila (State of Philosophy) and Civics (known as PPKn).

In relation to these results, Spearman (in Fudyartanta, 2004) argues that talent is a special ability that develops in a special or outstanding way, compared to other abilities, talent is not the same as intelligence but intelligence is the basis for talent development. Even that intelligence can be viewed as a common factor and that talent is a special factor. According to Woodworth and Marquis (Suryabrata, 2004), talent is incorporated into ability, and it has three meanings, namely:

a. Achievement which is actual ability, which can be measured directly with a particular tool or test.
b. Capacity which is a potential ability which can be measured indirectly through the measurement of individual skills, where this skill develops with a combination of basic skills with intensive training based on experience.
c. Aptitude which is a quality that can only be measured by a special test that is intended to cover it.

Muhammad (2010) argued that talent is innate and must be developed to achieve optimal results. Talent is always to be sharpened and developed in order to appear optimally in a person. Sharpening should be entirely supportive of talent development due to different talents with less emphasis on practice.

Utami Munandar (in Muhammad, 2010) suggests that what distinguishes between talent and ability is that talent is identical to the exercise for talent to be realized, while the ability is the power to perform an action as a result of innate and training. The ability may show that an action can be done now, while talent requires actions which can be done in the future.

The effort to extract the artistic talents of students in Basic Social and Cultural Sciences course (known as ISBD) was initially done by giving a pre-questionnaire and at the end of the course a post-questionnaire. The purpose of administering both questionnaires was to determine the initial conditions whether a student has artistic talent or not.

If a student is talented, then they will better know the benefits of arts for themselves, as well as for others, the researcher subsequently just gives further advice to develop it. Conversely, if the student does not have any artistic talent at all, then the researcher intends to realize it in order that the students do art in their everyday lives, both as an artist or an art connoisseur.

CONCLUSION AND SUGGESTION
Conclusion
From the previous results, it can be concluded that the students of Indonesian Study Program were ranked first for artistic awareness and became artists. Furthermore, the English Study Program also had artistic awareness and became an artist. The third rank was conferred by the students of Mathematics Study Program. They were more adaptive to learn arts easily. The next rank was
conferred by the students of Home Economics (Food Preparation and Nutrition, and Dress Making) and the last was Pancasila (State of Philosophy) and Civics (known as PPKn).

**Suggestion**

Based on the results obtained from the research conducted, then it is suggested that the Students Unit should provide motivation to the students to develop their talents at University of PGRI Adi Buana Surabaya.

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IMPROVED MATHEMATICS CONCEPT MASTERY THROUGH HANDEP COOPERATIVE LEARNING MODEL

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ABSTRACT

Handep cooperative learning model has been develop based on mutual cooperation of Dayak tribe in Kalimantan. The model porpuse to improve the mathematical concept mastery and problem solving. The aim of study is to analysis the effect of handep cooperative learning model compared to conventional teaching on improved the mastery of mathematical concepts. The research was conducted through pretest-postest non-equivalent control group design. The 63 students of sixteen years old were selected from the population of 304 students of SMAN-2 Palangka Raya through cluster random sampling technique. The mastery of mathematical concept including rational, irrational, and root numbers, that assessed through objective test. Test on mathematical concept have reliability index of 0.64. Data analysis used t-test. The research finding shows higher the mastery of mathematical concepts of students which learn through handep cooperative learning model improved significantly than conventional teaching. Implication of implementation handep cooperative learning model, teacher should be understand the map of students mathematics prior knowledge and mastering on metacognition questioning strategy.

Key Words: handep cooperative learning, indigenous knowledge, mastery of mathematical concept.

INTRODUCTION

The implementation of active learning in classrooms is very important, in order to achieve the objectives of mathematics education. The objectives of mathematics education, to develop students understanding, applying, and analyzing factual, conceptual, procedural, metacognition, and mathematical problems (Kurikulum, 2012). However, in some empirical facts showed that the process of mathematics learning, not yet optimal. Students still low in the ability to solve problems and good mathematical reasoning (Gunawan, 2010; Setiadi, et al, 2012). According to Astawa (2009) that problems caused of lack understanding of teachers on the philosophical foundation, pedagogical, and curriculum evaluation. The results of his study indicate that the ability of teachers in adopting active learning models is still weak. Setiadi, et al (2012) in their study of international benchmarks by Trend in International Mathematics and Science in 2011, also recommended that in line with cognitive development should be created in the learning that can help learners to get high-level thinking skills.

This problem can be solved by designing a mathematical learning model that is more easily applied in Indonesian school context. The cultural aspect of mutual cooperation of Indonesia community which is the knowledge of local wisdom can became an alternative as a basis for developing a model of mathematics learning. A model of teaching based on mutual cooperation of Dayak tribe has been developed since 2010. The results of design and development of handep cooperative learning model validation through expert of instructional technology, a small group of students (Demitra, et al., 2012).

The model has been tryout in classroom context also, to assess the effect of handep cooperative learning model on mathematical concept mastery in junior high school (Demitra, et al, 2015), motivation and social skill in high school (Demitra, et al, 2017). But the effect of the model on students understanding of mathematical concept in senior high school not yet. However, the research of the effect of handep cooperative learning model on mastery of mathematical concepts on students in high school, has not been done. This research focused on analysis of the effect of the handep
cooperative learning model compared to conventional teaching to improve the mastery of mathematics concept.

Some people or families have big burdens in the villages in Borneo island, such as farming, keep moving their house from a place to another place, conducting wedding party, etc. They can not finish that burden by them selves, tradionaly. Demitra, et al (2011) find the handep mutual cooperation mechanism as follow, for example, each family A, B, and C, wants to harvest the rice plant. Since they have no sophisticated technology for harvest, they make an agreement for finishing that work by handep mutual cooperation. At the begining, families of A, B, and C meet together to discuss how they do there work, and then they make an agreement by taking turns or shifts to help each other. Family of A gets the first turn help by families B and C to harvest the rice plant. When the rice plant of family A has been harvested completely, family B gets the second turn to be assisted. Family B will do the harvest of his rice plant assisted by families of A and C. When the rice plant harvest of family B has been finished completely, family C gets the third turn for help.

Handep mutual cooperation has been used as the basis for constructing a cooperative learning model that is further called handep cooperative learning model. Handep cooperative learning model as a model of teaching (Joice, et al. 2012) has several components of scenario, model orientation, objective and assumption, key concept, and teaching model. Teaching model include components of syntaxes (Demitra, et al. 2011) as below: (1) understanding of the initial ability; (2) grouping the students into teams of 3-4 students; (3) each member in team reflecting his/her problem individually; (4) each member presenting his/her problem to others in team and discussing it to get meaningful understanding about the problem deeply; (5) the team making an agreement about the sequence of solving the problem; (6) the team solving the individual problem together, one by one in turns; (7) the team evaluating the solution; (8) the team presenting the solution and celebrating their success.

Conceptual understanding in mathematics means that students understand which ideas are key (by being helped to draw inferences about those ideas) and that they grasp the heuristic value of those ideas. They are thus better able to use them strategically to solve problems-especially non-routine problems—and avoid common misunderstandings as well as inflexible knowledge and skill (Grantwiggins, 2014). The mathematical concepts as follow Skemp (1987) can be formation by abstracting and classifying. Formation of mathematical concept in the mind related to the schema. Mastery of mathematical concepts occurs through a process of understanding during the learning takes place. Understanding is a term related to the possession of mental representation goes to far. Understanding a topic is a matter of being able to think and act creatively and competently with one knows about the topic (Perkins, et al., 1999).

The mastery of mathematical concept is representation of mastery of competency indicators. Mathematical concept including (1) the number in form $\sqrt[n]{a}$ or $a^n$ if $a \geq 2$ and $n \in A$, and (2) the properties of algebra operation of numbers with fractions exponents. Indicators of competence should be mastery base on that materials as follow (1) students have ability to change the roots into exponents form and vice versa, and (2) students can simplified the algebraic form that contains the rational exponents (Kurikulum, 2012).

**METHOD**

The research was carried out using the experimental design of pretest-posttest non-equivalent control group design (Campbell, et al, 1963). Before experiment, researcher developed the lesson plan and worksheets. And then, researcher invited teacher to conducting focus group discussion about lesson plan and learning material, and peer-teaching. Worksheets are prepared to facilitate the students to learn the material rational exponent. Experiment conducted as follow these steps, the first researcher give pretest about rational exponent material to students in experiment and control groups. Second, teacher and students to conducted instruction using handep cooperative learning model was applied in the treatment group, and those using conventional teaching was applied in the control group. Teaching and learning take in 3 weeks. Third, researcher give posttest of rational exponent material, which the test just the same to pretest.

The 66 students as sample were selected by cluster random sampling from the population of 304 students. The sample students were divided into 33 students as a treatment group and 33 students as a control group.
Mastery of mathematical concepts assessed using multiple choice and essay tests of rational exponent. Rational exponent is a one of topic in mathematic subject matter of senior high school. The tests was tried out and analyzed to determine coefficients of difficulty, discrimination power, and reliability (Mehrens, et al., 1984). The objective test of the mathematical concept of rational exponent has a reliability coefficient of KR-20 of 0.64.

In order to answer the research question, the data analyzed with t-test, which where the students' initial mastery on rational exponent concept in both groups is the same significantly. The normality test was performed in each experimental group using Kolmogorov-Smirnov formula, and the test of homogeneity using the Levene test (Winer, 1971).

**RESULT AND DISCUSSION**

The results of data analysis to answer the research questions is presented below. Table 5 shows the pretest and posttest means of the mastery of mathematical concept of experiment and control groups. The material of mathematical concept is rational exponent.

Table 1. The means of the mastery of mathematical concept

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pretest</th>
<th>Posttest</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Experiment</td>
<td>33</td>
<td>44.55</td>
<td>20.13</td>
<td>79.61</td>
<td>11.84</td>
</tr>
<tr>
<td>Control</td>
<td>33</td>
<td>45.76</td>
<td>19.85</td>
<td>61.82</td>
<td>17.40</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>45.15</td>
<td>19.85</td>
<td>70.71</td>
<td>17.27</td>
</tr>
</tbody>
</table>

Students who learned using handep cooperative learning model got the mastery of the rational exponent mean of pretest of 44.55 which increased to the mean of posttest of 79.61. Meanwhile, students who learned using conventional teaching had the mastery of the rational exponent concept mean of pretest of 45.76 which increased to posttest mean of 61.82.

Figure 1 shows the increase of mastery on mathematical concepts of students. Students who learned using handep cooperative learning model has the increase of mean, that higher than those using conventional teaching. The mastery of rational exponent concept of students who learned using handep cooperative learning model increased 35.06 points, while the mean of students who learned using conventional teaching increased 16.06 points. The mean increase of students who learned using handep cooperative learning model was higher than those using conventional teaching.
The F value of Levene’s test of 0.01, \( p = 0.94 \) showed the score of mastery of rational exponent concept has fulfill homogeneity assumption. Table 2 shows the result of Kolmogorov- Smirnov test of pretest and posttest of the mastery of mathematics concept of each group has fulfill normality assumption.

Table 2. Normality test of mastery of mathematical concept.

<table>
<thead>
<tr>
<th>Group of scores</th>
<th>Kolmogorov-Smirnov</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>0.15</td>
<td>0.06</td>
</tr>
<tr>
<td>Posttest</td>
<td>0.12</td>
<td>0.19</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>0.12</td>
<td>0.19</td>
</tr>
<tr>
<td>Posttest</td>
<td>0.15</td>
<td>0.07</td>
</tr>
</tbody>
</table>

Table 3 presents the mean equality of pre-test of experiment and control groups, in which \( t = -0.25, p = 0.81 \). It means that there is equal of mean significantly, of students who learn through handep cooperative learning model and those using conventional teaching. The mathematics ability of students in the treatment and control groups in the experiment had a homogenous ability of rational exponent concept of mathematics. Then, the result of t-test showed that \( t = 4.85, p = 0.00 \), it means that there is a significant difference of mean of posttest of students in the treatment group and control group. The mastery of mathematics concept of students who learn using handep cooperative learning was significantly higher than conventional teaching.

Table 3. The means equality test of mathematical concept mastery.

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.85</td>
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<td>17.79</td>
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<td></td>
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<td>64</td>
<td>0.81</td>
<td>-1.21</td>
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</tr>
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</table>

The increase of students concept mastery on rational exponent material, indicated that the ability of students become improved, significantly. The finding based on analysis of students answer on rational exponent items test, that the mastery of indicator of ability to change the root of a number fractional exponent achieved mastery of 75.6. And also, the mastery of the simplified the algebraic form that contains the rational exponents achieved mastery of 83.62. The finding of the research cooperative learning based on indigenous knowledge of handep mutual cooperative was more suitable to facilitate students to master the mathematical concept.

This research indicated that the model of handep cooperative learning can become a model to improve student understanding and mastery on mathematics. Reigeluth (1999) said that the effectiveness is a desired instructional outcomes. The level of effectiveness is a matter of how well the instruction works. Mutual cooperation of a community based on cultural of Dayak tribe can adopt to create a model of teaching and learning for enhance students achievement. As well as Bishop (1988) find the ideas of cultural group can generates mathematical ideas. And also Shuaibu (2014) find cultural practices to be a factor influencing the mathematical ability. Slavin (2014) also found from synthesis of some studies on cooperative learning, that is cooperative learning greater achievement than the traditional instruction significantly.

Handep cooperative learning model have advantageous to facilitated students learning process. When students learning in team through this model, they help each other. Student with good mathematical ability can help the other students in team. Students who mastery on material can share their knowledge through peer modeling. They working together to find solution of mathematical problems, and get mastery. This can be reflected when team do collaboration at the step for to six of handep cooperative learning. Where each member of team presenting their individual problem to others in team and discussing it to get meaningful understanding about the problem deeply, and continuing through making an agreement about the sequence of solving the problem, and then solving the individual problem together, one by one in turns. The problem here
is the individual problem experienced as each member when they learn the material. Slavin (2015) said that the cooperative learning through peer tutoring increase the academic achievement.

CONCLUSION
Handep cooperative learning model can using in order to improve students mastery on mathematical concept. Student mastery on mathematical concept through handep cooperative learning model higher than conventional teaching. The cultural of handep mutual cooperation of Dayak tribe has been based that using for create the steps of cooperative learning model.

The implementation of handep cooperative learning requires the teachers prepare materials in the form of worksheets and understanding of students' initial ability.

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REVITALIZING THE ENTREPRENEURIAL LEARNING PRODUCTION UNIT WITH THE APPLICATION OF THE MODEL OF PBE

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ABSTRACT

The research aims to find a conception of applying learning entrepreneurship, entrepreneurial competencies developed in the production unit foodservice. This research used the qualitative method type of case studies. The subject of the research units of production, and students. Data collected through interview, observation, and documentation and analyzed using the interactive model from Miles and Huberman that consists of data reduction, data display, and conclusion. The results showed that: (1) learning entrepreneurship requires a real activity (hands-on) and involves students in a real business activities within the unit produksim through model PBE; (2) the entrepreneurial competencies developed through the production units are: knowledge about entrepreneurship through self knowledge and practical knowledge skills; set the time, leadership skills. Entrepreneurship learning model developed through the application of PBE production units are: production and production in, and cafeteria. Evaluation and monitoring is done through two ways, by monitoring performance and products.

Keywords: learning, entrepreneurship, production unit, model PBE

INTRODUCTION

In fact students in education is education which is expected to form the participants of his protégé to be the new entrepreneurs in the future in accordance with their areas of expertise. Education is the process of learning for learners to achieve a wide range of competencies, skills and attitude. For the individual, the ability to learn continuously will contribute towards the development of quality of life. According to Hilgrad and Bower (2002), learning (to learn) means: (1) to gain knowledge, comprehension, or mastery of through experience or study, (2) to fix in the mind or memory; memorize, (3) to acquire through experience, (4) to become in form of to find out.

According to Berthan Russel that all forms of education should have the elements and elements of the Commissioner. Based on the contents of the book "towards a 2020 Skills" vocational secondary education has a role in preparing learners in order to be ready to work good work independently (self-employed) or filling the vacancy on the working world. Therefore, the direction of development of vocational secondary education is oriented on the determination of the labor market demand. In the macro, the direction of the development of secondary vocational education refers to the principle of demand driven.

Business management education component of Boga are directly related to the acquisition of knowledge and skills required by learners. Although there is debate about whether the management of the Business can create jobs, Boga prepares students with the necessary skills and expertise in the world of work, it is hoped the students would have had a better chance in the world of work and function in society and can improve life and kehidupanya in the future.

With the exposure can be seen in the layout of the urgency of a production unit for vocational education. Production unit can be an organization that is more appealing to students in addition to gain experience but with little taking into account workforce in accordance with ability of production units, so that students are more motivated in managing production units.
Formulation of the Problem

1. How does the implementation of merevitaliasikan production unit located in the Educational status of Culinary?
2. Whether the PKK has the potential to implement the method pembalajaran Production Based Education (PBE) in the lesson?

THEORYTICAL REVIEW

PRODUCTION UNIT
Production unit is a program that was originally a single entity in the Whole School development program in the School development program (School of Integrated Development) program PSS (PPPGT Bandung, 1994). In general the production unit is a process of business activities conducted in schools and businesses (profit oriented) as well as done by any citizen with empowering school resources school owned and professionally managed.

Some sense of the production unit of experts as follows: according to Benny Suprapto (2001) production unit is "an activity that serves to produce goods and services by leveraging all the resources that exist in all schools." According to Y.H. S Sriyanto (1982) production unit is "a container for one or more potential business activities and the results can include marketable goods and services." While according to Ir Tawan Rosidi "production Unit in Adibuana University is a business activity that aims to obtain added value/profit from business activities. Good business activity services or production activities, so that the additional income expected for the school, which could support the budget revenue and Expenditure of the school (APBS). "

LEARNING MODEL PBE
It's been pretty much a model of learning in the world of education, one of them is education-based production (Production Based Education). This model basically embraced the concept that students should practice produced a salable goods or products for sale, therefore the entire requirements of the mandatory production of goods fulfilled criteria in an attempt to produce goods or products that have value in society.

Production-based education is a process of education skill or skill that is designed and implemented based on standard procedures and working real (real job) to produce goods or services that fit the demands of the market or consumers. PBE emphasizes learning, where students can do the activities of production or services that meet the standards of World business/industrial world and society. PBE can also be interpreted as a Implementatif Curriculum created jointly between the school World with Business/Industry.

PBE is expected to embody human resource capability in the form of tangible skills that are supported with the existing infrastructure and facilities on the campus or institution optimally. Moreover PBE is also expected to improve in the mastery of technology in accordance with the needs of the business world/the world of industry, as well as shaping the attitudes of professional or entrepreneur that productive, for example, just appreciate the time, honest, confident, upholding the ethics and the professions, discipline, love of work, responsible for the task and independent.

In the function, Production Based Education (PBE), can be used as a place of realization of the concept of link and match (connectedness and match) for schools or other educational institutions managed by the business/Industry that are implemented in the form of Production-based education, the Education System or Double Prakerin (PSG). PBE can also be used as a place of real training (on the job training) for students, as a container to establish cooperation between the educational world and the world of Industry and the public as well as a place of experimentation and the development of new ideas that are beneficial to the development of science and technology.

PBE strategy development is the synchronization/alloy between mastery of concepts and principles against an object as well as its application in the production activities, having regard to the facts and using fixed procedures to produce a product standard. This provision refers to learning in order to establish professionalism and attitude competencies of students.
1. Orentasi
PBE strategies is an effort that is focused on the learning potential of students and the need for the region to produce graduates who are professional, and have a high relevance, having regard to the principles of effectiveness and efficiency. The main goal of this Approach is that CMS can be instrumental in enhancing the empowerment potential of the region to spur economic growth.

2. Program development
Learning program developed by reference to the regional/school superior product, and competence-competence needed to enter employment and seek self-sufficient in agriculture that are relevant. The development program also pays attention to the optimization, efficiency, sustainability/sustainability to describe a pattern of an integrated agribusiness, promoting the value of education, and business. In addition to the above components

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   a. oriented and adapts to the environment which includes: the biological environment, geographical environment including proximity to economic activities, social and ecological environment.
   b. Consider future needs (development of SCIENCE and TECHNOLOGY, environmental sustainability/sustainability and welfare society).
   c. consider the economic aspects, that program that developed must be able to encourage the growth of the economy of the area, and simultaneously improve the welfare of the school community.

4. Learning strategies
Learning is directed towards the various strategies that are considered suitable and in accordance with the objectives, conditions, and environmental needs of the school. The recommended strategy is reserved generally is Mastery Learning, learning-based production, and berorentasi students/learning active students (student centered learning), as well as behavior Outcomes Aproach. Through this kind of learning approach in addition to be able to form a professional man who, it is hoped it will also encourage the emergence of a positive attitude in learning. The cycle of formation of positive attitude in learning. Psychologically this positive attitude is expected to be a value system on student learning, and through ketuntasan, the capacity of learning (learning capasity), his creativity will flourish and grow a work ethic and confidence or self confident in the production activities.

5. Learning Approach
Teaching and learning activities geared to form a professional and productive students with emphasis on the development of (kognitive Psychomotor Skill, skill, skill and Afective) as well as personal skill in accordance with character and demands competence. Implementation of the learning process was gradually organized with attention to the level of development and the ability of the students as well as the level of difficulty/complexity of competencies (ranging from the abstract into the concrete actions). To gain efficiencies, organizing study can be done in a group (group) or individual. Organizing is designed taking into account the potential of individual students, resource support, and the expected behavior changes happen to the students. Teacher to student services provided on an individual basis in accordance with the level of needs of individual students. From a production-based learning dimensions, there are two main components of competence which is about agriculture, and agricultural learning methodology. Review of agricultural vocational competence, a teacher must be capable of transferring competencies and
developed technology and needed in the world of work in accordance with the scope of the competence required of students.

Review of methodologies/instructional design, the teacher must be able to prepare a learning activity that can grow motifasi to Excel and become independent learners, able to collaborate in a team, and dare to take decisions on the various conditions to be the. From this function then give priority to the learning process of how students can learn actively, so as to provide the understanding (understanding) and penghayatan/soul against the existing behavior on each competency and being able to act according the procedure, in accordance with the standards of the products, so competent.

6. The pattern of conduct of the
In order to bring closer the suitability quality of graduates with respect to the ability of work and professional attitude required by employment, then the pattern of organization of learning is directed to use the rides/Training production units Production Unit (TPU) which is managed in a professional manner.

To achieve efficiency and obtain the operational standards of appropriate procedures, schools should do a study and development of learning process continuously, until it found the most suitable learning pattern in PBM. Conformance is characterized by the emergence of a positive reaction on the students in any stage of the study.

7. Evaluation of the success of student learning
Student assessment is one of a very important component in learning. Evaluation not only as a process of measurement and assessment of student learning outcomes, but the result is also to provide feedback on the process of the PBM. Evaluation approach using the reference Benchmark Assessment, while his strategy is to use an external Evaluation (success in student learning

METHODS
This study used a qualitative approach to the type of research case studies (case study). The subject of this research is in charge of the unit production manager, production units, and implementing production units. In this study researchers collecting data using the method of interviewing, observation, and documentation. the analysis of the data used in this study is the Analysis of the Interactive Model of Miles and Huberman (1985:23) which divide analysis into several sections, namely: data gathering, grouping according to variables, data presentation, data reduction, separating the outlier data, conclusion or withdrawal and verification of data

RESEARCH RESULT
Knowledge entrepreneurship being developed include self knowledge and practical knowledge. Self knowledge is knowledge that is tacit knowledge relating to knowledge of the type of business that will run and basic knowledge about entrepreneurship. While the practical knowledge is knowledge that is explicit knowledge-related knowledge that is both practical as knowledge of cooking techniques and manufacture, product quality control, accounting, and marketing.

Second; entrepreneurial attitude. Entrepreneurial attitude developed include the work ethic, self-reliance, discipline, and creative and innovative. The planting of these values is very important and has already started to implanted to the students in the study of entrepreneurship through the activities of the production unit. This is considered important because in general the entrepreneurial attitude is necessary in maintaining the continuity of human life, especially in running a business in the field of hairdressing culinary.

The third; entrepreneurial skills. Armed with knowledge and entrepreneurial attitude alone is not enough if it does not come with the provision of skills. Some entrepreneurial skills developed in entrepreneurship learning through activities production units Catering to this extent in the process of learning entrepreneurship, internationalization or cultivation of the values of entrepreneurship to students in the activities of production units is already done by the teachers, but it is still not fully realized by many teachers that what it does is part of the learning process of entrepreneurship. The actual appearance of the teacher unconscious ignorance fuelled by teachers against the concept of entrepreneurial learning. In the lesson, a teacher is more focused on achieving the capabilities of cognitive and psychomotor aspects of entrepreneurship students such knowledge and skills in the
field of vocational or productive culinary and forget the achievement ability aspects of attitudes (affective). When planting the entrepreneurial attitude is the most important thing is to form an entrepreneurial character. Where perhaps someone can manage a business with solid knowledge and skills capabilities without having the ability in the aspect of such creative and innovative attitude, independent, daring to take risks, and more.

**DISCUSSION**

Indonesia's resources are the most valuable are the skills and expertise of their people. Best practice training and become an important aspect in the face of globalization. Increasing competition in the global as well as regional that will be faced by Indonesia, requires a level of adequate vocational training with material about a good method (best practice) and quality. By 2020 the economy of Indonesia will change and evolve towards a global economy, so that the company and the industry are required to be able to compete in regional markets as well as global markets. Therefore Indonesia must be able to manage and develop a wide range of existing resources to good use. Therefore the need for added value, that is by the way enhance the skills and expertise of the young generation who will enter the workforce.

Quality improvement skills can be created by means of improving the quality of work and operational execution of production units in the educational status of the grammar of Boga. Production unit can be used as the basis of good training practice theory directly aligned with reality and the realities of work in the industrialized world, and can also be used as a strategy of establishing the human resources (HR) professional and reliable in the face of the era of globalization.

**Standard Skills Required**

Competency-based systems using standard skills defined by the industry, which is used as the basis for the preparation of curricula, learning materials, testing and certification. all certificates must be must be based on the standard skills. The standard consists of various types of skills, among other things: Standarr international force in various industries Because these industries carry out work in the context of the international, the national standards are needed in most areas of Indonesia which shows employment needs in Indonesia, and regional Standards or company are used to meet the needs of specific regional/area or a specific company

**Revitalization of the Production Unit in Preparation for the Application of the Model of PBE**

A lot of things to do to unify all resources, opportunities dankekuatan memvitalkan back to production units, some of which perlumembenahi operations management, changing the paradigm of PBE study model, continues to restructure the curriculum learning, product innovation, and others.

To note any activities requiring resources which in business resources are always limited, it is the task of management to make perioritas, memuntuskan how to do it, when done, who is doing how are the stages of implementation.

The main activities of the consolidation effort is to set goals and objectives production units, learning and business to be achieved, explore current issues and which will appear in the next practice, came in looking for a solution to these problems must be strung together for an integrated work programme so that it can be done consistently.

Problems in establishing production units and learning targets are:

1. Draw a line between the objectives to be achieved in the coming with conditions of production units, learning and the environment currently, the line is the among the targets or the stages of the work.

2. Estimate the environmental conditions or future opportunities and challenges come so that the goals you want to achieve more realistic.

**The Relevance of The Production Units and Model Quality Against PBE Graduates**

1. Recognition
A simulation or case studies that provide training to participants the opportunity to recognize one or more competencies that must be controlled and measured the height of poor quality of his work so that training participants can learn from the experience of the simulation.

2. Understanding
Special instructions that are given to participants of the training by instructors include modelling the behaviour of what and how should I get for a tenerapkan's competence.

3. Feedback
An exercise where participants can practice the training competency that has been.

4. Just my Assessment
Is feedback to the participants of the training against the competency has to bear. This way can motivate so training participants willing to learn the competencies that should be owned so that they are aware against the gap between actual performance with ideally.

5. Job Application
Training participants set goals and develop specific actions that are developed through the exercise.

6. The fifth step performance
Based on the results of research data obtained, monitoring progress against learning students can be viewed from two aspects, namely monitoring against performance of students (performance monitoring) and monitoring of production results against students (product monitoring). According to Salim, Peter (Husaini Usman, 2009:488) that the performance is used when someone is running tasks or processes with skilled in accordance with procedures and conditions exist. Whereas the products can be either services or goods. So between the performance and the product has an affinity for each other, the good performance of the students will be able to create a good product anyway.

CONCLUSION
Production unit can be an organization that is more appealing to students in addition to gain experience but with little taking into account workforce in accordance with ability of production units, so that students are more motivated in managing production units. Based on the observations, it is basically a unit of production in the educational status of Culinary has been very nice, because it was equipped with the means and a very supportive prasaran, so have the potential to apply learning models production based education (PBE).

However, the production units contained therein suffered a setback with the bergai range of the problem. Based on a SWOT analysis for the merevitalisasikannya can be done with a strategy of consolidation, that is bringing together all resources, opportunity and power to win a long-term rivalry.

In shaping the students become an entrepreneur is able to create new jobs in his field it is not enough just armed with talent that is owned by the students, but also the students should have knowledge about all aspects of the business which will be practiced. To realize it required entrepreneurial learning based on real experience with how to involve students directly into the real entrepreneurship activity (hands-on experience), one of them through entrepreneurial learning in the production unit.

RECOMMENDATIONS
As for the recommendations that can be given to the educational status of Culinary is as follows:

1. Undertakings development management management of production units continuously, gradually as well as hard-wired, and enhance partnerships with the business world/industry.

2. Fix the system of learning and perception of learning likened the PBE.

3. Enhancing the dissemination of programme production unit in concrete, so that all citizens in the schools feel mutual have (sense of belonging) and gradually attracted to participate so that created the existing pontesi. empowerment

4. Build a formidable production unit manager, honest and tenacious in entrepreneurship, as well as authorized by autonomous to manage products that can be marketed
Enhance cooperation with the business world and the industry by building mutually beneficial (mutual benefit).

7. Always involves an element of student in the production process that are adapted to the types of jobs and skills in job demands.

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ANALYSIS OF LEARNING FOR SPECIAL NEEDS CHILDREN BASED ON GENERAL GUIDELINES FOR INCLUSIVE EDUCATION INSTITUTIONS (ACCORDING TO PERMENDIKNAS NO 70 YEAR 2009) IN INCLUSIVE EARLY CHILDHOOD LEVEL SURABAYA

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ABSTRACT

The Inclusive Education System comes as an effort to the services for children with special needs. Services to children with special needs should be equally distributed, including at the level of early childhood education. As for the fact, the existence of early childhood Inclusion in Surabaya is still rare. Early Childhood Education (PAUD) Cahaya Indah is one of the Early Childhood Schools that implement Inclusive education system. This study aims to analyze the suitability of learning practices for children with special needs in Early Childhood level in Early Childhood Education (PAUD) Cahaya Indah based General Guidelines for the Implementation of Inclusive Education (according to Permendiknas No 70 Year 2009). The approachment used for this research is descriptive qualitative. The researcher try to analyze the conformity of learning in Early Childhood Education (PAUD) Cahaya Indah Inclusion School based on the Guidelines for the Implementation of Inclusive Education (as per Permendiknas No 70 Year 2009). The results of the research from two components observed: the classroom management system and the learning activities for children with special needs in Cahaya Indah Inclusion School, are in conformity with the Guidelines for the Implementation of Inclusive Education (as per Permendiknas No 70 Year 2009).

Keyword: Learning Activities, Children with Special Needs, Inclusive Education

INTRODUCTION

Currently, education services for early childhood with special needs have experienced good progress. The reason, they not only can attend school in Early Childhood Education (PAUD)LB / TKLB but also can attend school in regular with inclusive education system. Inclusive education is a education that brings together special needs children with their peers at one or the same school. Stainback and stainback in Widyastono (2004) explain inclusive education is a school that accommodates all students in the same class. The school provides a decent, challenging education program, according to the abilities and needs of each student. The help and support that teachers can provide for children to succeed. Moreover, inclusive schools are also where every child can be accepted, be part of the class, and help each other with teachers and peers, as well as other community members to meet their individual needs.

Early Childhood Education (PAUD) is the early foundation for further child education. Based on Permendikbud RI No 146 Year 2014 Article 1 mentioned that Early Childhood Education is a coaching efforts aimed at children from birth up to age 6 years conducted through the provision of educational stimuli to help the growth and development of physical and spiritual so that children have Readiness to enter further education.
Early Childhood Education (PAUD) with inclusive education system is new with the development of early childhood in Indonesia. Inclusive education system so far only applied to many schools of elementary education, middle to advanced. The existence of early childhood Inclusion in Surabaya is still rare. Based on interviews of researchers with some early childhood teachers in Surabaya (2015-2016) obtained the result that actually in the classroom even in their schools there are many children who indicate the character of children with special needs. However, their schools still have not applied the inclusive education system. So the services provided to children with special needs are limited to the ability that teachers or schools have alone, meaning that education services are not maximal.

Early Childhood Education (PAUD) Cahaya Indah is one of Early Childhood Education (PAUD) that has applied inclusive education system in Surabaya. As one of the early adopters of the inclusive education system, researchers are interested to learn more about the implementation of educational services for early childhood with special needs in the school. There are several aspects that must be considered in applying the inclusive education system in a school. Aspects of concern are: Student, Identification and Assessment, Curriculum, Labor, Learning Activity, Classroom Upgrade System and Study Outcomes Report, Educational Facility and Infrastructure, School Management, Financing and Community Empowerment. On this occasion, the researcher focuses on the learning aspect which includes two components: classroom management and learning implementation consisting of planning, implementation and evaluation of learning activities.

The formulation of the problem in this study is, "How is the implementation of learning in early childhood with special needs in early childhood inclusions Cahaya Indah Surabaya?". Based on the formulation of the problem then the purpose of research in this study is to determine the implementation of learning in early childhood with special needs in Early Childhood Cahaya Indah Surabaya.

**RESEARCH METHODS**

The research approachment used in this research is qualitative approach with descriptive research type. The data collected and processed in the form of words, pictures, documents to describe a state, event or phenomenon. This research will describe in the form of words about the implementation of learning in Early Childhood Inclusion Cahaya Indah Surabaya. The subjects of this study are teachers both classroom teachers and special escort teachers and principals to help explain the implementation of learning for young children with special needs in early childhood inclusion Cahaya Indah Surabaya. The reason for choosing this school is because it is one of the Early Childhood Education of legal inclusion and strategic place to be reached.

The data required in this research is the completeness of information related to the implementation of learning which consists of two main components of classroom management and implementation of learning which consists of learning planning, implementation of learning and evaluation of learning. Process of gathering information using observation, interview and documentation methods. Information that has been obtained from the field through observation, interviews and documentation is valid if there is no difference between the researchers reported with what actually happened to the object under study. Therefore it is necessary to test the validity of data in qualitative research, one of which is by triangulation of data. Triangulation of data is done by checking its findings by contrasting with sources, theories and methods.

This study uses qualitative data analysis to provide interpretation of research results or data to be described in sentence form. So in the end based on the analysis can be drawn conclusions to show the state of what is on the field. In this study the analysis used refers to the analysis of Flow Model Analysis. According to Wahyudi and Sujarwanto (2014) in the flow analysis model, data reduction is done since the data collection process takes place, forwarded at the time of collecting data together with two other components (data presentation and conclusion / verification). Two components are still flowing and keep each other at the time of data collection activities have ended up with the process of writing further research reports.
Information obtained in the field is analyzed through the steps as follows:

**Reduction of data / information**

Reduction is done after collected data obtained from observation, interview and documentation. Categorization or reduce the data that encompasses the main things, focus on the things that are important, sought the theme and pattern. Simplification and pentransformasian raw data in the notes on the implementation of learning for early childhood needs khsuus in Early Childhood Inclusion Cahaya Indah Surabaya.

**Presentation of data**

Presentation of information is to present data or information in the form of narrative text. Assessment or description of the findings obtained on the implementation of learning for early childhood with special needs in Early Childhood Inclusion Cahaya Indah Surabaya. The presentation of information is limited as a set of information that provides for possible conclusions and follow-up treatment.

**Conclusion**

Taking conclusions based on the arrangement of narratives that have been prepared, so as to provide answers to research problems. The conclusion is made after all data is presented and analyzed. This is done as a basis of withdrawal of conclusions of researchers to interpreted the data on the focus of issues raised by researchers.

**RESULTS OF THE STUDY**

Early Childhood Inclusion is an education for early child ages from birth up to age 6 years which implemented in public school (not special education school) by bringing together children with special needs with regular learners. Early Childhood Cahaya Indah is one of Early Childhood that has applied inclusive education system in Surabaya. Therefore, this research is carried out.

The study was carried out by taking into account the learning process that took place in the inclusive Cahaya Indah Surabaya and conducting interviews with teachers and principals. The study, conducted from April to June 2017, refers to the standard provision of inclusive education, ie Guidelines for the Implementation of Inclusive Education (as per Permendiknas No 70 Year 2009). The document outlined some of the indicators discussing the implementation of learning in inclusive schools. Some of these indicators are used as instruments in conducting observations and interviews.

Based on observation instruments and interviews obtained adequate data. Each instrument consists of 2 main components that will be observed namely the classroom management system and learning activities. Researchers conduct research with procedures that have been submitted by the school that is once a week. This is because so as not to interfere with the concentration of children who are mostly experiencing concentration disorders. So the researchers go to the class 4 times and 1 times meeting to conduct interviews with the principal. For interviews with classroom teachers conducted while observation activities take place.

The results of the study on the conformity analysis of learning implementation in early inclusion of Cahaya Indah Surabaya based on the Guidelines for the Implementation of Inclusive Education (As per Permendiknas No 70 Year 2009) are as follows: Early Childhood Education (PAUD) Inclusive Cahaya Indah has 9 teachers and 20 students there are 18 students with special needs And 2 normal students. The types of needs that are owned by children include autism, ADHD, late talk and hearing loss. The age range of students in this school starts from the age of 3 years until the age of 7 years. The education system in this school is in addition to being a place to serve education for students as well as a place for therapy for children with special needs. The following is described in detail information obtained under the Guidelines for the Implementation of Inclusive Education (As per Permendiknas No 70 Year 2009),

**Data / information reduction**

This stage is done after the research data about the implementation of learning for children with special needs in Early Childhood Inclusion Cahaya Indah Surabaya collected through data retrieval techniques. Then the data is grouped according to the information group based on the data
collection instrument based on the Guidelines for Implementing Inclusive Education (as per Permendiknas No 70 Year 2009).

Based on the research process that has been done then analysis that in the learning process there are two main components of the classroom management system consisting of 3 sub components and learning activities consisting of 3 components. In the observation instrument, checklist is "yes" for all components, then strengthened by interview stage with class teacher, special escort teacher and principal related to the component under study.

Presentation of data

Then in the next stage, the grouped data are presented in descriptions. The data is narrated in accordance with the happening in the field, what is the process of implementation of learning for children with special needs in Early Childhood Inclusion Cahaya Indah Surabaya.

Based on the data obtained during the research it can be seen that the classroom management system in Early Childhood Education (PAUD) Inclusive Cahaya Indah is a regular class with companion teachers. The school labeled this inclusion provides services appropriate to the age of child development rather than the chronological age of the child. The classroom management system in this school is determined by the age of child development and the ability of each child. There is no classroom stay system, so the child is encouraged to maximize the child's abilities. There is a regular class for general activities, then there are individual classes like resource spaces that provide therapy to help maximize the ability of each child. As for regular children continue to do regular classroom learning with classroom teachers. Both regular and therapeutic classes are conducted by teachers who have the competence to provide services to young children with special needs.

Then for the component of learning activities: aspects of learning planning, implementation of learning and evaluation of learning in accordance with those listed in the guidelines. Teachers and principals can synergize well in preparing learning for students. There is cooperation between classroom teachers and companion teachers in preparing learning tools. Even other teachers as well as headmasters became a place of discussion in the process of developing learning tools.

Conclusions

In the last stage, there will be a recall of how the implementation process of learning for children with special needs in Early Childhood Education Inclusion Cahaya Indah Surabaya in general, is in accordance with the Guidelines for Implementing Inclusive Education (According to Permendiknas No 70 Year 2009).

Based on the results of data reduction and presentation of data above, it can be concluded that in the implementation of learning for young children with special needs in Early Childhood Cahaya Indah Surabaya in accordance with the Guidelines for the Implementation of Inclusive Education (As per Permendiknas No 70 Year 2009).

CONCLUSION AND SUGGESTION

The implementation of learning for children with special needs in inclusive schools based on the General Guidelines for the Implementation of Inclusive Education (according to Permendiknas No 70 Year 2009) consists of two aspects: Classroom Management System and Learning Activities (learning planning, learning implementation and evaluation). Based on the results of the research in the previous chapter on how the implementation of learning for early childhood needs in Inclusive Cahaya Indah Surabaya. Based on the data, it is concluded that the implementation of learning in Inclusive Cahaya Indah Surabaya has been in accordance with the General Guidelines for the Implementation of Inclusive Education (As per Permendiknas No 70 Year 2009).

SUGGESTIONS

Based on the results of the research and the conclusion above, there are some things that attracts the attention of researchers during the research process. Therefore, the researcher has some suggestions such as:
a) For school
   1) To provide learning facilities, especially the classroom that is comfortable for children's learning
   2) In order to increase the number of teachers who have a background in Special Need Education degree, considering the majority of students in the school are children with special needs

b) For the government
   1) In order to give serious attention to the implementation process of inclusive education, especially in Early Childhood Education (PAUD) level
   2) In order to increase the number of inclusion schools in Early Childhood Education (PAUD) level, because the article of children with special needs are also often found from an early age

c) For the next researcher
   1) To be able to conduct research on the implementation aspects of inclusive education especially at Early Childhood Education (PAUD) level, not only on the implementation of learning
   2) To be able to conduct research in other inclusive education in Surabaya and surrounding areas. This is done to enrich information dissemination of inclusive early childhood and then publicate to the community about the existence of Inclusive Early Childhood Education (PAUD) in Surabaya and surrounding areas

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Biodata

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DEVELOPMENT OF WORKSHEETS THEMATIC GRADE V (FIVE) WITH REALISTIC MATHEMATICAL APPROACH

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ABSTRACT
Based on the results of the author's interviews with fellow teachers and some students that the main problems faced in learning mathematics is less developed teacher materials, so that students feel less saturated and interests, as well as in learning. Student worksheets related to math lessons on books, contains only a symbol – a symbol of mathematics without any practice in applying them in life. This Development are summarized in a study entitled development of the student's Worksheet Thematic Grade V (five) with Realistic Mathematical Approach. Student worksheets as development method used is ADDIE (Analysis, Design, Development or Production, Implementation or Delivery and Evaluations). Test results validation and feasibility of product-based student math worksheets realistic with sheet question form validation and assessment by realistic, mathematician of elementary school field experts, and linguists give a good response, which is demonstrated by the results of a percentage of the mathematician realistic 90.625%, expert design 91.67%, expert field of 87.5% primary school and 91.07%, and linguists 88.63%. Then it can be inferred that the product worksheet grade five V-based elementary school math can be realistic and feasible to use.

Keywords: Student Worksheets, Math In Realistic, Approach, Thematic

INTRODUCTION
Mathematics curriculum in 2013 having a general-purpose mathematics education emphasised on students to have the ability to use math as a way of imagination that can be implemented on any circumstances such as critical thinking, systematic, objective, honest, discipline of looking at and resolving problems. In 2013, the curriculum of learning which is done using a scientific approach that emphasizes the 5M, that is, observe, ask yourself, collect data, pegging, concluded. In 2013, the curriculum learning done based on mapping of the theme and is divided into part of the theme.

Student Handbook have a very central role toward the success of the student, the student handbook can give the opportunity of students read and learn math concepts when and where only the students both individually and in groups. The authors found that there were many students Handbook worksheets/activities to do students but lack of explanation in the book the student make students the trouble of doing or working on. The book comes from the Central Government that has problems with high difficulty and there is a discrepancy with the ability of students who are generally medium sized down.

Teachers as educators play a role as a facilitator in helping students to increase the interest and motivation of students in learning mathematics. Therefore, teachers should have been looking for solutions to the problems faced by students. To address the above student handbook is required based on an approach that process of learning math fun, meaningful, engaging thereby increasing interest, motivation, activity, creativity and understanding of students.

There are several current approaches began to be developed and applied mathematical approach one is realistic. Realistic Mathematics Learning (RML) is a operationalisasi from an approach of mathematics education that have been developed in the Netherlands by the name

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Realistic Mathematics Education (RME) which means realistic mathematics education. Realistic mathematical approach already developed since 2000 in Indonesia. There are three main principles in the PMR, namely: a) guided reinvention and progressive mathematizing (reinventing the concept of matematika), b) didactical phenomenology (the phenomenon of learning), and c) self-developed models (models built himself).

A mathematical approach to discipline students doing real directly and get their own knowledge through experience. Therefore authors interested in developing student handbook based approach realistic mathematics. Research is carried out, is the result of the discovery of the various existing problems. Among others; students still do not understand the material and concepts of mathematics because the 2013 curriculum book material is limited to (1), the teacher just glued or refers to a curriculum book to 2013 with no development of material (2), the study of mathematics was implemented still using contextual methods without having to associate with the environment (3) no student worksheet development in the process of teaching and learning (4).

In general the purpose of this research is to produce a Student worksheet learning materials accompanied by realistic mathematics based on thematic learning in class V (five) elementary school. Student worksheet that refer to the applicable and curriculum have been developed. According to the definition in General and experts can be inferred that the curriculum is very fundamental that describes the actual function in a process of education. There are 5 components of curriculum, namely: the purpose of the component, the component's content/material, the components of the media (and infrastructure), the components of the strategy, and the components of the teaching and learning process. The function of the curriculum in the education of no other is a tool to achieve the goal of biennial donations. In this case, the tools to forge a human expected in accordance with the expected goal.

Curriculum 2013 (K-13) is the curriculum in the Education system of Indonesia. This curriculum is the curriculum still applied by the Government to replace the curriculum-2006 (commonly referred to as the curriculum unit level education) which has been in effect for a little over 6 years. Curriculum percobaananya time entry in 2013 in 2013 by making some school became a school stub. Thematic learning is meant as a learning that is designed based on specific themes. In his discussion of the various subjects. Thematic learning provides the breadth and depth of the curriculum implementation offers an opportunity that is very much on students to bring up the dynamics in education.

"LKS"is a worksheet or activity for students in both intrakurikuler as well as extracurricular activities to facilitate an understanding of the subject matter. By using the worksheet in teaching the existence of opportunities will open up to the students to participate actively in learning. Thus teachers solely responsible in monitoring students in the process of teaching and learning.

![Figure 1.1 the domain of Skills](Source: Material training teachers Kemendikbud 2013)

Math is (1) the study of patterns and relationships (the study of patterns and relationships) thus each topic that will be mutually berjalinan with one another that shaped him, (2). How to think (way of thinking) that provides strategies for organizing, analyzing and synthesizes data or all
found in everyday problems, (3). An art (an art) that is characterized by the presence of internal consistency and sequence, and (4) as a language (a language) is used sparingly and defined in the terms and symbols that will improve the ability to communicate will be the real circumstances of life, science, and mathematics itself, and (5) as a tool (a tool) used by each person in everyday life. " (Reyt., et al, in Ida Ayu p. d. 2011:5)

Realistic Mathematics Learning (RML) is a operationalisasi from an approach of mathematics education that have been developed in the Netherlands by the name Realistic Mathematics Education (RME) which means realistic mathematics education. Realistic mathematics learning is essentially exploiting reality and environments that facilitate learners to understand the process of learning math, so that achieving the objectives of better mathematics education. There are three main principles in the RME, namely: a) guided reinvention and progressive mathematizing b) didactical phenomenology, c) and self-developed models.

Research we have funded is research development (reseach development). Development of research is research conducted to produce new products that will be implemented to support learning activities. Researchers are working to develop the student's worksheet-based scientific approach to improve critical thinking skills and learning outcomes.

Development model that will be used to develop is worksheet in this study is a model of ADDIE. The model uses the five stages of development as follows: analysis (analysis), design (design), development (development), implementation (implementation), and evaluation (evaluation).

<table>
<thead>
<tr>
<th>Aspects of the</th>
<th>The steps</th>
</tr>
</thead>
</table>
| Analysis      | 1. planning to find new things that will be developed that is LKS  
2. identify the products that will be developed and reviewed the existing components in it, including material  
3. determine the themes that will be developed |
| Design        | 1. researchers create design products that will be developed  
2. the results of the draft can be written in detail |
| Development   | 1. at this stage of development researchers do development of drafts already in design  
2. create instruments that can be used as a measuring instrument products developed |
| Implement     | 1. researchers apply a product that has been planned  
2. review of the results of the application |
| Evaluatie     | 1. researchers reviewed after implementation of learning development is LKS  
2. measuring success  
3. fix the flaws and revised |

In this stage of the analysis carried out two analysis i.e. analysis in terms of KI (core competence), KD (basic competencies) and analysis of the needs of the students, in the design phase it does is create a worksheet outline which diverged from 3 part of theme, determine, devise instruments worksheet (LKS) specification validation/assessment, continued composing is worksheet. This was followed in the development phase after the finished draft 1 is worksheet as conducted by some experts and validation carried out a revision to the product is worksheet being better. Furthermore, worksheet that has been so tested in the study.

Methods of data analysis is the way used to process data. Data analysis in this study uses the technique in writing, i.e. via the question form validation sheets students, experts, and student learning outcomes tests (used only as additional data).
DISCUSSION

The subject in this study is the grade V SDN I CermeKidul amounted to 30 students, which comprises 16 men and 14 women for using worksheet developed by researchers. Where the class V (five) – C SDN 1 CermeKidul became class alphabets experiment in this study. Research we have funded is research development (reseach development). Development of research is research conducted to produce new products that will be implemented to support learning activities. Researchers strive to develop students ' math based worksheets realistic.

Validation fact sheet is used as a reference, to examine the validity of the worksheet developed. Validation is performed by expert/experts in the field of mathematics and manufacturing is worksheet. Draft is worksheets along with sheets been provided to validator for validation is carried out in accordance with the instructions and the validator also gave advice to the development and writing of the worksheet. Following the scheme development is done,

[Diagram: ADDIE Model]

Figure 2.1 Design Modification ADDIE

The material Expert Validation (Realistic Mathematics)
The test was performed by expert expert material about the feasibility of student worksheets that have been made. Implementation testing is intended to get a response in the form of advice or criticism and assessment of the feasibility of product development to held analysis and revision. The development of products submitted to experts in realistic mathematics materials on 9 March 2017 to get assessment and response. Expert mathematical realistic material which validator product development is Dr. h. IbutPrionoLeksono, m. Pd as the Deputy Director of graduate and postgraduate University lecturer PGRI AdiBuana Surabaya. The instruments used to collect the data sheet is validation.

<table>
<thead>
<tr>
<th>Assessment indicators</th>
<th>Assessment of grain</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Presentation Techniques</td>
<td>a) presentation of Systematics) Description: Systematics presentation consists of titles, instructions, boxes of notes and practice matter.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>b) Systematic Material Description: the material in each chapter are presented coherently and clearly ranging from easy to difficult.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>c) Conclusions on each end of the learning Description: there are pieces of the conclusions that can be filled out at each end of the student learning.</td>
<td>3</td>
</tr>
<tr>
<td>2) Advocates serving</td>
<td>d) Worksheets usage instructions Description: there are instructions or commands in the use of the obvious is LKS</td>
<td>4</td>
</tr>
</tbody>
</table>
Assessment indicators | Assessment of grain | Value
---|---|---
3) Presentation of Learning | e) able of contents
   Description: there is a concise table of contents at the beginning is LKS (worksheet) | 4
| f) involvement of Learners
   The task: there is a section that invites learners to do activities together. | 4
| g) Using RME or realistic mathematical Approach
   Task: systematic learning activities with activities to observe, ask yourself, collect information, pegging and communicating | 4
| h) integrity of meaning in every learning
   Description: the material presented in each study should reflect the unity of the part of theme | 3

THE TOTAL NUMBER OF 29

Need refinement in some respects, on assessment of grain (1) (b) assessment of the grain of the material in each chapter are presented coherently and clearly starting from the easy to the difficult grades 3, because the materials are arranged in order but need refinement in terms of easy to difficult. (2) assessment of Grain (c) there is a conclusion that filled the students learning each end gets the value 3, there is already a foregone conclusion in the sheet materials categorized but not on a separate sheet. (3) Grain (h) assessment of the material presented in each study should reflect the unity of the subtema get the value of 3, with the explanation that the material presented each subtema will be divided into 6 (six) learning.

Because the highest assessment weighting on each assessment was then the percentage is $\frac{29}{32} \times 100\% = 90.625\%$

(1)

Based on the criteria established in Chapter 3, then the percentage degree of achievement of 90% are on the level of qualification very well so the worksheet students do not need to be revised just need refinement to make it more pleasant.

Validation of the Design Experts

In addition to the material expert subjects, the development of learning materials are also provided to the expert instructional design on 10 March 2017. Instructional design expert who did the assessment of product development is worksheet and learning materials was Nanang Khoirul U., S. Pd, M. Pd as chaplain to a lecturer at the Muhammadiyah Gresik. The instruments used to collect data is the question form validation.

Table 2.2.1
The Results Of The Expert Assessment Against Learning Design Is LKS/ Worksheet

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Compliance with ISO standards worksheet the size Description: standard ISO A4</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The cover illustration is worksheet describing the contents of the teaching material and reveal the character of the object</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The appearance of the layout element on the cover of harmonious and attractive colors</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Harmonious layout element, prints text and images clearly</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Illustration and description of the image</td>
<td>3</td>
</tr>
</tbody>
</table>
The highest scoring in each assessment was then the percentage is
\[ \frac{33}{36} \times 100\% = 91.67\% \]

(2)

Based on the criteria established in Chapter 3, then the percentage degree of achievement of 91.67% are at the level of the qualification very well so learning materials need not be revised only need refinement.

**Validate Expert Field Primary School**

After the subjects and materials expert instructional design, the development of learning materials are also provided to the expert field elementary school on March 15, 2017. Expert field elementary school who did the assessment of product development worksheet students is Arya Nugraha Setya, S. Pd, M. Pd as Lecturer teacher education primary School Muhammadiyah University of Gresik instruments used to collect data is now.

The subjects and materials expert instructional design, the development of learning materials are also provided to the expert field elementary school on 16 March 2017. The second expert field elementary school who did the assessment of product development learning materials is Nyoman H.W., S. Pd as master class V C SDN 1 Cerme Kidul. The instruments used to collect data is the question form validation.

<table>
<thead>
<tr>
<th>Table 2.3.1</th>
<th>The Results Of Expert Validation Fields Primary School Against The Student Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment indicators</td>
<td>Assessment of grain</td>
</tr>
<tr>
<td>1) the suitability of the description matter with KI and KD</td>
<td>a) comprehensiveness of the material</td>
</tr>
<tr>
<td></td>
<td>Task: the material presented includes all of the material that is contained in the core competencies (KI) and Basic Competence (KD)</td>
</tr>
<tr>
<td></td>
<td>b) breadth of material</td>
</tr>
<tr>
<td></td>
<td>Description: the elaboration of the material presented a sufficient sense of accomplishment each KD complies with level of education learners.</td>
</tr>
<tr>
<td></td>
<td>c) the depth of the material</td>
</tr>
<tr>
<td></td>
<td>Description: the material presented includes the introduction of concepts, examples, exercises in accordance with the level of education of the learners.</td>
</tr>
<tr>
<td></td>
<td>d) coverage of this type of exercise: problem</td>
</tr>
<tr>
<td></td>
<td>Description: practice questions Available that include the question of the types of discussions, as well as review exercises with tiered levels of difficulty ranging from simple to complex.</td>
</tr>
<tr>
<td></td>
<td>e) the accuracy of concept</td>
</tr>
</tbody>
</table>
Assessment indicators | Assessment of grain | Value (1) | Value (2)
---|---|---|---
2) the accuracy of the material | Description: the concepts presented in accordance with the applicable concepts in the curriculum. | | |
| | f) Accuracy problem exercises | Description: the suitability of the matter of exercise to be used with the context of the discussion of the matter. | 3 | 4 |
| | g) Precision problem exercises | Description: accuracy (error not found) in the practice problem. | 4 | 4 |
| | h) the suitability of the pictures and illustrations | Description: Pictures and illustrations are presented in accordance with the material. | 4 | 3 |
| | i) accuracy of source images and illustrations | Description: Pictures and illustrations include the source. | 2 | 3 |
| | j) the accuracy of the term | The task: the terms used are appropriate to use in accordance with the material. | 3 | 4 |
| 3) up to date Material | k) the suitability of the material to the curriculum that apply | Description: the material presented refers to the curriculum. | 4 | 4 |
| | l) Exercise the actual problem in Indonesia | Description: there are actual questions the early exercise by the condition of Indonesia. | 4 | 4 |
| 4) Encourage Curiosity | m) encourage curiosity: | Description: exercises and case studies presented encourages students to seek more information about the material presented and may expand the understanding or enhance skills (psychomotor) | 4 | 4 |
| 5) expansion of Insight | n) other relevant Material | Description: there is additional information in the relevant material is worksheets. | 4 | 4 |

THE TOTAL NUMBER OF

Expert field elementary school 1

\[
\frac{49}{14 \times 4} \times 100\% = \frac{49}{56} \times 100 \% = 87.5 \%
\]

Based on the criteria established in Chapter 3, then the percentage degree of achievement of 87.5% are at the level of qualifying well so learning materials need not be revised but needs refinement to make it more pleasant.

Expert field elementary school 2,

\[
\frac{51}{56} \times 100\% = 91.07 \%
\]

Based on the criteria established in Chapter 3, then the percentage degree of achievement of 91.07% are at the level of the qualification very well so learning materials do not need to be revised.
Validation of Linguists
Has been validated by experts and subject matter expert instructional design, development of student worksheets are also given to linguistic field expert on 07 March 2017. Linguistic experts who conducted the assessment/validation against is worksheet product development and learning materials was NurainiSetianingsih, S.Pd who continue graduate schools in the field of language Indonesia UNESA Surabaya. The instruments used to collect data is the question form validation.

<table>
<thead>
<tr>
<th>Indikator Penilaian</th>
<th>Butir Penilaian</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Conformity with the level of development of the learners</td>
<td>a) simplicity of the sentence Description: Use simple, direct sentences at the core of the discussion</td>
<td>3</td>
</tr>
<tr>
<td>2) Komunikatif</td>
<td>b) readability of sentences are Guide Description: the sentences are guiding students in doing is LKS / worksheet</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>c) grammar and spelling Accuracy Description: the appropriateness of using the term unfamiliar with letters printed in italics and in accordance with the rules of Indonesian Language spelling</td>
<td>3</td>
</tr>
<tr>
<td>3) Size is worksheet</td>
<td>d) Conformity with ISO standards worksheet the size Description: standard ISO A4</td>
<td>4</td>
</tr>
<tr>
<td>4) skin is worksheet Design (cover)</td>
<td>e) the cover illustration describes the contents of the teaching material and reveal the character of the object</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>f) layout element’s appearance on the cover of harmonious and attractive colors</td>
<td>3</td>
</tr>
<tr>
<td>5) content modules Design</td>
<td>g) elements of the layout of harmonious, prints text and images clearly</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>h) illustrations and captions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>i) don’t use too many fonts and font variations (bold, italic, etc.) overload</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>j) normal text order Sheet</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>k) creative in the presentation</td>
<td>3</td>
</tr>
</tbody>
</table>

THE TOTAL OF NUMBER 39

The highest scoring in each assessment was then the percentage is
\[
\frac{39}{44} \times 100\% = 88.63\% 
\]

(5)

Based on the criteria established in Chapter 3, then the percentage degree of achievement of 88.63% are at the level of qualifying well so learning materials need not be revised only need refinement.

Criticism and suggestions given by expert linguistic field was made in refining the guidelines the student worksheets and classroom learning materials V (five) elementary school.
Field Trials
Field trials carried out on Thursday, April 27th, 2017. Students who made a test object is grade V-C SDN 1 CermeKidul amounted to 30 students. Based on field trials obtained data that contains the responses of students against students worksheets that have been developed. The percentage is

\[
\frac{2790}{3000} \times 100\% = 93\%.
\]

Based on the criteria established in Chapter 3, then the percentage rate of 93% achievement is at the level of the qualification very well so learning materials need not be revised only need refinement is necessary.

LKS or worksheet compiled also refers to the statements of Piaget (in Hergenhahn, 2014:313) which States that cognitive development has four aspects, namely 1) maturity, as a result of the development of the order of nerves; 2) experience, i.e., the reciprocal relationship between orgnisme with his world; 3) social interaction, namely the influences obtained in relation to the social environment, and 4) ekuilibrasi, namely the capability or system set up within the organism so that he always mempau maintain balance and adaptability to the environment.

Specifically, Vygotsky (1978) emphasized that learning occurs through social interaction. He was sure that the level of new problem solving performance can be achieved when students work in cooperative groups particularly heterogeneous groups (Jones & Thornton, 1993). According to Marpaung (2001:6) in elementary mathematics learning that match is contextual approach realistic.

CONCLUSION
The author can be concluded from the research development is done, namely (a) the results of product testing to the students of classes V (five), it brings the student response SDN 1 CermeKidul, indicated by a good percentage of 89% liked the student worksheets that have been made. And there is an increase in student motivation and learning results after using mathematics-based worksheet realistic.

(b) To cope with teachers who are fixated on book curriculum, then the prepared worksheet grade V (five) theme 1 math-based realistic made and developed using the model ADDIE, aims to establish the concept of knowledge of students about math through real experience (directly). (c) a class V student worksheet 1 theme based math discipline developed in order for the motivation and interest of the students is growing especially in the math lesson, according to students of mathematics in the curriculum is confusing and tedious 2013 due to gurus only use the contextual method. (d) the existence of the development of the student's worksheet (LKS) with test results validation and feasibility of product-based student math worksheets, discipline by discipline, a mathematician of elementary school, and the field linguist give a good response, which is demonstrated by the results of a percentage of the mathematician realistic 90.625%, expert design 91.67%, 87.5% of the primary school field and 91.07%, and linguists 88.63%. So it can be inferred that is worksheet developed viable for use in the process of teaching and learning in class V (five).

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Biodata

Eko Susanto Aries was a primary school teacher, who was also a graduate student University PGRI Adi Buana Surabaya. He worked at SDN 1 Cerme Kidul, Cerme - Gresik, East Java. He had been the Coordinator of the Adiwiyataschool to the national level at the school. Often the following education and training for the development of his profession.

Email: aries.eko9@gmail.com
Plagiarism has been an enormous issue amongst academicians around the world today. Since it deals with copyright ethics, patchwriting, textual borrowing, language re-use and intertextuality, lecturers from all disciplines should be aware in how to handle. Plagiarism is also resulted from cultural values and educational background. Instead of punishing their students, lecturers need to give well information about how to write and cite properly, so this misbehave can be avoided. This paper is based on a case study revealing 10 English lecturers in a private university in Indonesia how they detecting and combating plagiarism in their class. The finding is that they all teach how to write and cite properly but only some of them still need to improve their knowledge about free and paid electronic translation service and uncommon formatting and language that are not commonly used in their assignments which might be used by their students. These lecturers also apply strategies to detect plagiarism in their students’ essay and they are very positive in combatting plagiarism. The finding of this study can inspire teachers, lecturers and academicians from all disciplines to be aware and combat plagiarism in their real and daily academic duties.

Key words: plagiarism, lecturers perspective, plagiarism strategies

INTRODUCTION
Since the issue of plagiarism emerging for the last ten years in Indonesia, the Indonesian government has endorsed an academic ethic and copy right infringement by the Ministry of National Education number 17 in 2010 – borrowing word, sentence, paragraph, or chapter from a composition or book written by group or individual without mentioning its reference or source are categorized as illegal use. In this country, since 1949 famous poet Chairil Anwar was suspected to cite The Dead Young Soldiers by American poet Archibald MacLeish, for his popular poem Karawang-Bekasi, many outstanding lecturers from some state and private universities leaving their profession due to plagiarism in their academic work and a health minister presenting other’s work as her own in a meeting at Pusat Jantung Harapan Kita. (Evan, 2014)

Plagiarism includes literary transgressions such as forgery, impersonation and general hoaxing, while being hemmed in on its other flank by copyright studies, which investigates the way that creativity has been circumscribed by the legal construction of authorial property. (Terry, R., 2010). It also deals with drawing too heavily on the words of the source rather than rendering the ideas in “original language” and people usually mention it as patchwriting, cryptomnesia, unconscious plagiarism, non-prototypical plagiarism, clause quilt, copy and paste, word string, pawn sacrifice, cut and slide plagiarism. (Jamieson, S., 2015) Meanwhile in Academic Writing, Diana Pecorari stated that plagiarism covers:

- Intentional violation of accepted conventions
- Dishonest: penalties for committing this act
- Honest : The problem that arises from a gap between the kinds of texts that some writers produce, and the expectations of (some of) their readers
- More effective detection methods are not enough when there is little agreement about what needs to be detected.
- Teaching novice academic writers about source use: what are students to be taught to do and not do?
- Ubiquitous practice by students at university campuses in the world.
• Plagiarism: “linguistic phenomenon,” “an act of language use,” rather than labeled as unethical behavior.
• Intercultural perspective due globalization trends, with increasing numbers of international students at institutions in the U.S., the U.K., and Australia, in particular, faculty are increasingly misuse of source texts and lack of attribution
• The emphasis on plagiarism prevention may seem reasonable by preventing poor paragraphing or preventing an unfocused text or preventing subject-verb disagreement
• Teachers try to promote good argumentation, organization and lexico-grammatical choices to make a text stronger
• A cline of more or less successful writing performance committes plagiarism. Therefore she mentioned that the text (1) contains words/ideas of another published text; (2) that similarity between two texts cannot be coincidental; (3) that the writer of the text with evidence of plagiarism failed to use citation norms for attribution. (Pecorari, D., 2010)
Thus, there is no similar text produced by two writer to express the same idea. We should mention the proper citation of other ideas or published texts. Those who cannot do proper citation can be committed plagiarism.

In Indonesian context, according to Academic ethic violations: Ministry of National Education Number 17 in 2010, plagiarism is borrowing a word, sentence, paragraph, or chapter from a composition or book written by an individual or group without mentioning its reference or source and categorized as illegal use. Meanwhile according to Copy Right Ethic no 19 in 2002, all research publication, books, lectures, speeches, and course materials are protected creation. (Ministry of National Education, 2012) The above definitions of plagiarism confirm that plagiarism should be promoted well in school since the very beginning so people will be aware how to respect other intellectual properties written in electronic and printed media by doing proper citation.

Besides that I notice that there are many thesis and dissertation service arround many campus ready to promote hundred titles of final academic papers works for busy or reluctant students, so that they can finish their study as they wish. This improper business has been running for years in Indonesia and unfortunately the thesis advisors or dissertation promotors can not detect this academic misbehave or those who notice this, do not anything. Fortunately for the last five years some state and private univeristies in Indonesia like UI, UM, UNAIR, UDINUS, UNIPA Surabaya and many more, have applies commercial plagiarism checker software. However not all these university have applied the software for their students, some universities are only their lecturers who will process their academic position at the Director General of Higher Education of Indonesia. I assume these higher education institutions still want to prepare their lecturers to be ready to teach their students to write properly and avoid plagiarism.

Due to huge and rapid flow of information in the internet, students in any level of education are also interested to take the same reference there without proper citation. Many of them even claim that their downloaded texts or ideas are their intellectual works. Therefore, research quality in university should be improved, by urging them to publish their final projects in the form of an online journal before they graduate. (Patak, A. A, 2013) This is in line with the policy of Indonesian Directorate of Higher Education.

In Indonesia some studies about plagiarism revealed that The impact of cultural values and educational backgrounds as a reason preventing students from critiquing “accepted knowledge” and discouraging creative and analytical thinking which, according to the participants, lead to plagiarism. Students complained about an alarming rate of confusion and insecurity resulting from the inconsistencies in the understanding of plagiarism and the implementation of plagiarism policy by teaching and administrative staff. (Kutieleh, S., Adiningrum, T, S,, 2011) Next Adiningrum identified plagiarism should be comprehended by both students and faculty members because there is a perceived discrepancy of standards between the overseas and local graduate faculty members on what plagiarism is. The overseas graduates are perceived as ‘stricter’, and this creates reluctance from the overseas faculty members to speak up on the issue for fear of being judged harshly. Concerns over standards and consistency, especially in law enforcement, were discussed in efforts to prevent plagiarism in higher education institutions in Indonesia. (Adiningrum, T, S, 2015) Finally examining document is a challenging and intriguing task for scholars to detect plagiarism act. They used similarity computation of two documents as the main step of document plagiarism by employed Latent Semantic Analysis (LSA) approach via Singular Value Decomposition (SVD)
as the semantic-based document plagiarism. The result showed Rabin Karp has better performance than LSA Plagiarism. (Supriyanto, C., Rakasiwi, S., Syukur, A., 2012)

As a result there are many factors why intentional plagiarism happened among students. The factors may vary depending on personal intention such as ignorant, careless note taking, time saving, efficiency gain, temptation and opportunity, and lack of skills of writing (Harris, R. A., 2001). These factors can continually exist among schoolars if there is no clear penalty toward plagiarism in academic field. There are several ways of detecting-plagiarism in essay writing. (Suarez, J., Martin, A, 2001) mentioned that this detection is in the form of teacher’ acknowledgement toward several sign in a student’s writing product. The signs can be technical form of writing, such as abnormal margins, subheading styles and form if the assignment is printed, inconsistent skill level of writing within the composition, and website address attachment in the paper. These signs strongly indicate that the students have employed plagiarism. Therefore, an individual interview should be conducted to the students who has this indication to find out the originality of the writing’s work.

Like influenza, plagiarism basically can be prevented as early as possible. Harris (2001) suggested that the teacher give the students clear and precise instruction in essay writing tasks. This instruction can be in the form of giving the strict rules to the students, such as two references used for the assignment, copying and submitting the references together with the writing product, limiting the small number of pages, and providing exact measurement for paper margins. Besides, providing a particular learning schedule for students to identify the plagiarized text can also be done. The teacher can show three texts in the classroom: a prototype text, a prototype text which is plagiarized and a text which is accurately paraphrased. This strategy can teach students to identify plagiarism issues in textual writing and learn appropriate paraphrasing in the same time.

RESEARCH METHOD
The purpose of this study was, first to investigate the English lecturers’ perspective in detecting plagiarism in their students’ essay writing products. Secondly, it investigated the strategies used by the teachers to combat plagiarism for the following writing activities session in their classroom. For this purpose, a survey by employing a questionnaire was distributed among lecturers of English Department of Adi Buana university of Surabaya in the form of paper-based. From fifteen permanent lecturers, ten of them were willing to answer and return the questionnaire. They were asked to answer the questionnaire anonymous and to provide the information of years of teaching experience.

The questionnaire was adopted from the plagiarism concept written by Suarez and Martin (2001). Conradson and Hernandez-Ramos (2004), and Carroll and Carl-Mikael (2009). The overall items were 27 questions and contained two sections with yes/no answer. To obtain the first research problem, the respondents were asked to respond to the questions about the strategy employed by the teachers. The strategies were divided into technical writing category (questions 1 and 2) and content category (questions 3-9). These sections comprised nine questions. (Suarez, J., Martin, A, 2001) (Conradson, S., Hernandez-Ramos, P., 2004) (Carrol, H., Carl-Mikael, Z., 2009)

To answer the second research problem, the respondents were asked to answer eighteen questions dealing with the techniques to combat plagiarism. This section was divided into two categories. The first category was implicit techniques which were related to writing activities (questions 10, 11, 12 and 13), writing-task instructions (questions 14, 15, and 16), students' sides in writing activities (questions 17 and 18), and Google targets avoidance (questions 19, 20 and 21). The last category investigated the explicit techniques which included six questions (questions 22-17). The data collected through the questionnaire were descriptively analyzed and presented in percentage (%).

FINDING AND DISCUSSION
Forty questionnaires containing two sections were analyzed and discussed to answer the research problem. The results of the study show the strategies used by the English lecturers in detecting plagiarism when checking students’ writing products, and the techniques to combat plagiarism.

Strategies Used in Detecting Plagiarism when Checking Students’ Writing Product
The results of the study show that most of the teachers conducted several strategies in detecting plagiarism when checking students’ writing product. Table 2 shows that how the lecturers...
applied the strategies in two categories (technical writing and content writing) with high percentages. The highest strategies in the content writing category. It seemed that the lecturer knew well about the language of their students and the common texts produced by others in the printed and electronic media. All of the lecturers noticed well-written information; a level of written language which is different from their student’s oral performance (100%). Another strategies are that they had the sense that “this sounds familiar” if their students was probably doing plagiarism and they noticed that the paper contains information that was not required (90%). They also recognized mixed paragraph styles (80%). In addition to that they noticed unfamiliar jargon and advanced vocabulary usage used by their students (70%). 60% of the lecturers noticed an essay to last year’s writing of topic answer because they always examined each essay of their students and they taught some levels of writing class in the same class. Thus they can measure their progress well.

Meanwhile their technical writing category is relatively low. For those who checked for unusual formatting that does not match the assignment of requirement such as e.g. margins, skewed tables, mixed subheading styles, internet links remaining in the text and inconsistent page is 40%. Only half of them checked the grammatical error in the whole sentences that might be the results of Google translation service. Thus they need to improve their technical writing skills like unusual formatting and grammatical error of the whole sentence which is the result of google translation service. Internal evidence in writing such as paragraph styles, vocabulary and grammatical errors could become clue in indicating plagiarism. (Harris, R. A., 2001)

Table 1. Strategy used in detecting plagiarism when checking essay writing

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Strategy:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I check for unusual formatting that does not match the assignment of requirement</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>(e.g. margins, skewed tables, mixed subheading styles, internet links remaining in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the text, and inconsistent page).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I check grammatical error in the whole sentences that might be the results of</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Google translation service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I notice mixed paragraph styles.</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>I notice well-written information; a level of written language which is different</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>from my student’s oral performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I notice unfamiliar jargon (e.g. meridian, gobbledygook, burlesque).</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>I notice advanced vocabulary usage.</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>7</td>
<td>I notice that the paper contain information that was not required.</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>I notice an essay to last year’s writing of topic answer.</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>9</td>
<td>I have the sense that “this sounds familiar” if my students was probably doing</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>plagiarism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of this study is also similar with the study conducted by Niki Raga Tantri using the sample of secondary high school teachers. In her study only half number of teachers acknowledging unfamiliar jargon that was used in students’ writing. This may be the English teachers not have the same degree understanding the English jargon as Roig (2006) stated, foreign students whose primary language is not English may use unfamiliar English jargon that they not mastered yet in their writing. Thus, both the lecturers and teachers may not successful in acknowledging some English jargon, thus only half number of them are aware of this strategy.

**Techniques Used to Combat Plagiarism**

Regarding to the technique used to combat plagiarism in the classroom, two types of techniques devided the ways teachers teach anti-plagiarism knowledge. In Table 2, most lecturers have high perspective in combating plagiarism. The ways of combating plagiarism employed more in implicit techniques rather than explicit techniques. All lecturers break down the writing task (e.g. introduction, content and conclusion) in several meeting, track the students’ writing progress and organize discussion groups to comment individual student’s writing. All of them also ask students to use their personal experience, experiments or activities to construct an answer and to refer to recent topics and discuss it. Most of them give individualize and local topic of task to students for essay
writing and ask students to include reference to specific texts notes or class activities in their answers (80%).

It seems that most lecturers have the competencies of combating plagiarism. From the result of the study, there is high intention from the lecturers to include meaningful learning in students’ tasks, such as providing personal experience and giving recent topics for writing assignment. Presenting real-life problems for students’ assignment is not only preventing plagiarism but also engaging them in more challenging and motivating teaching and learning activities.

Only 60% of them set new questions for each teaching topic every academic year. This can be caused by abundant works of each lecturer that they have to be responsible such as the tasks of Tri Darma (Education, Research, Social outreach). For they are private lecturers, they have more works in administrations and social works in campus. As a result only half of them set new questions for each teaching topic every academic year (50%). However only some of them arrange oral examination based on their writing (20%) and arranged oral examination based on their writing (30%). The most writing lecturers do not teach speaking and vice versa. Those who conduct oral examination based on their writing is the speaking lecturers who prepare the speaking performance of their students by assigning their students to do write before speaking as one of their teaching technique.

Table 2 The way of combating plagiarism

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Strategy:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Implicit Technique</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>I break down the writing task (e.g., introduction, content and conclusion) in several meeting.</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>I track the students’ writing progress.</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>I arrange discussion groups to comment individual student’s writing</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>I choose an ‘action’ verb for the assignment (e.g. rank, plan, alter, invent something, categorize, produce, compare).</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>6</td>
<td>I arrange oral examination based on their writing. (e.g., explain the role of Chaerul Saleh in the process of Indonesia Independence Day).</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>7</td>
<td>I set new questions for each teaching topic every academic year</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>8</td>
<td>I give individualize topic of task to students for essay writing</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>9</td>
<td>I ask students to use their personal experience, experiments or activities to construct an answer</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>I ask about local topic (e.g., waste recycling in Surabaya)</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>11</td>
<td>I ask students to refer to recent topics and discuss it.</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>I ask students to include reference to specific texts notes or class activities in their answers.</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>13</td>
<td>Explicit Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I let students know that I know about online sources used for cheating/copying essay work.</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>15</td>
<td>I survey students’ knowledge about plagiarism.</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>16</td>
<td>I teach students how to paraphrase.</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>17</td>
<td>I show examples of plagiarized and non-plagiarized texts.</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>18</td>
<td>I ask students for submission of drafts and source materials.</td>
<td>60%</td>
<td>405</td>
</tr>
<tr>
<td>19</td>
<td>I conduct personal consultation inside and outside the classroom related to plagiarism issue.</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Almost explicit techniques in combating plagiarism were taught to students but they mostly teach their students how to paraphrase (90%). Many of them let their students know about online sources used for cheating/copying essay work, conduct survey on students’ knowledge about plagiarism, show examples of plagiarized and non-plagiarized texts (70%). After exposing their students to the online source of conducting plagiarism, only 60% of them asked their students for submission of drafts and the source materials. Finally only half of them conduct personal consultation inside and outside the classroom related to plagiarism issue. The cheating/copying essay work websites are
useful reference for lecturers not to take the essay writing topic that the answer has been provided in these websites. Next, they can start teaching anti-plagiarism techniques, such as paraphrasing and dealing with the students about the sanctions given to the students who do plagiarism.

**CONCLUSION**

This study has found that the lecturers have positive perspective in combating plagiarism by the Indonesian lecturer. It also describes that almost all lecturers have employed and familiar with the strategies to detect plagiarism in students' essay writing products. The technique to curb plagiarism in university level is in the form of implicit and explicit.

For the implicit strategies, they break down the writing task in several meeting, track the students’ writing progress and organize discussion groups to comment individual student’s writing. They ask students to use their personal experience, experiments or activities to construct an answer and to refer to recent topics and discuss it. Most of them give individualize and local topic of task to students for essay writing and ask students to include reference to specific texts notes or class activities in their answers.

For explicit strategies, they mostly teach their students how to paraphrase. Many of them let their students know about online sources used for cheating/copying essay work, conduct survey on students’ knowledge about plagiarism, show examples of plagiarized and non-plagiarized texts. They also exposed their students to the online source of conducting plagiarism.

Concerning the strategy used in detecting plagiarism when checking essay writing the applied the strategies in two categories (technical writing and content writing) with high percentages. The highest strategies in the content writing category. The lecturer knew well about the language of their students and the common texts produced by others in the printed and electronic media. All of the lecturers noticed well-written information; a level of written language which is different from their student’ oral performance. They mostly had the sense that “this sounds familiar” if their students was probably doing plagiarism and they noticed that the paper contains information that was not required. Their technical writing strategy is relatively low. They did not always check for unusual formatting that does not match the assignment of requirement such as e.g. margins, skewed tables, mixed subheading styles, internet links remaining in the text and inconsistent page. Checking the grammatical error in the whole sentences that might be the results of Google translation service was not always conducted. Thus they need to improve their technical writing skills because it is vivid evidence in writing such as paragraph styles, vocabulary and grammatical errors which could become clue in indicating plagiarism.

1 REFERENCES


(2011).


FEEDBACK STRATEGY IN TEACHING TRANSLATION FOR EFL CLASSROOM: A CONCEPTUAL FRAMEWORK

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ABSTRACT

Feedback as an evaluation of learning in teaching translation plays important role as the basis for improvement in translation result. From feedback the learners are encouraged to reflect and learn from their current works. Subsequently, the translation result is expected to be better. Feedback according to level, written feedback, and group feedback are various feedback strategies that can be applied in translation classes. This paper aims at explaining conceptual framework each type of feedback strategy implemented in the EFL classrooms which in turn is expected to improve the translation result of learner’s pieces of work. This paper also clarifies among the types of feedback strategies that have the effect of improving translation outcomes. To strengthen the elaboration of the concept of feedback strategies, the results of the relevant of previous studies will also be elaborated. At the end, the conclusion of the elaboration of the concept of feedback strategy can serve as the theoretical basis of future research in teaching translation to improve translation result in EFL classrooms.

Key words: feedback strategy, translation result, teaching translation, EFL classroom

INTRODUCTION

The quality of translation is really matter in term of professional and academics in particular. Therefore it should be enhanced in ELT classrooms by evaluating the students’ works. Feedback in teaching translation should encourage and fasten learning translation in order to improve the quality of translation works. In translation classroom, teachers definitely should do to provide translation tasks and as a response the students should have to do the translation work. As in return the teacher should give their translations feedback for evaluation. As Shore (2001) examines that translation projects are evaluated by the teacher and then given back to students as feedback. This action could be of an obligation for teachers; it sometimes takes place during the teacher’s working time (ibid). This is a form of teacher-student communication where the teacher actually gives some feedback, but simply in a written form of varying features and usefulness; consequently a claim could commence that such a procedure actually presents effective and incorporated feedback.

In this paper, some strategies are exposed. These strategies should be applied based on the students’ purpose and learning objective designed by translation lecturers. Since there is no best strategy to be applied in the classroom, teachers need to know well the weakness and strength of each of strategy to meet the need of their translation class. This paper gives some insight to them how the latest research of the strategies applied in translation classroom in ELT context. These notions can be the theoretical framework for the next study in teaching translation to produce future translation with high quality.
The importance of feedback strategy in translation classroom

As part of teaching tools, feedback is seen as a strategic way in teaching process. It displays the existence of teacher-students communication. When teachers give the assignments to the students and they hand in the final work of the assignment, it shows that at both ends of the sides the communication has been built then when feedback is given by the teachers it means that both ends have been bridged. In term of communication between teacher and student, it is agreed that feedback bears the important component in teaching. Brookhart (2008: 2) affirms that feedback can function as a formative assessment. Formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals. Other formative assessment includes designing clear learning targets, lessons and assignments that corresponds those targets to students. After giving good feedback, the students learn how to formulate new goals for themselves and action plans that will lead to achievement of those goals.

Feedback can be very useful if it is conducted correctly. The usefulness of formative feedback situated in its two-side purposes, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next; the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning; the motivational factor (ibid, p. 3). Good feedback contains information that a student can use, which means that the student has to be able to hear and understand it. Students can't hear something that's beyond their comprehension; nor can they hear something if they are not listening or are feeling like it would be useless to listen. Good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot take place without practice. If the classroom culture values finding and using suggestions for improvement, students will be able to use feedback, plan and execute steps for improvement, and in the long run attain better than they could if they were trapped with assignments on which they could already get a good result without any new learning.

In translation classroom, feedback is used for its role to be part of translation activity. This is meant to give the foreground especially for the beginners to cover up what should be paid attention to the elements in language which should be transferred to the target language (Colina, 2003: 70-71). Those elements such as pragmatic, functional and textual consideration are to guide the students through the translation process rather than presenting them with traditional instruction and to help them to provide the relevant information (Shreve, 1997). Further, feedback can also be conducted as the apparatus of acquiring translation competence (Colina, 2013: 71) in a gradual and slow process through which the students must be guided. As for the teachers, feedback allows the teachers focus on particular aspects of translation competence that have been identified earlier, for example, teachers can give feedback on textual features to bring the students’ attention to how this issues bear on translation process (ibid).

Thus, feedback strategy in teaching translation should be encouraged for: 1) the need to emphasize translation as a process: students should get feedback from their teachers to be aware their own fallacy in translation skill, 2) the need to develop the student’s self awareness and self concept: the awareness can build professionalism, and 3) the students in translation classroom often face problems in identifying the obstacle and recognizing the weak points in their translations. The possible causes have to do with limits on the processing capabilities. Feedback helps students focus on translation problem that may have gone overlooked due to the lack of translation competence.

Previous studies in feedback strategy in teaching

More recently, scholars have tried to conduct research on feedback that has accumulated over the influencing for many years, what makes some feedback effective and some ineffective (Seguinot,1991; Tedick and Gortari,1998; Hattie & Timperley, 2007; Kluger & DeNisi, 1996). Other researchers have concentrated on describing the characteristics of effective feedback (Johnson, 2004; Piertzak, 2014). Educational theorists no longer explain learning with behaviorist theories about stimulus-response connections. More recent studies recognize the role of the student in the feedback process. They study the kind of feedback given and the context in which it was presented. What we now realize is that the message sent is filtered through the student's perception.
(influenced by prior knowledge, experiences, and motivation) as it becomes the message received. The student's job is to make meaning from schoolwork, not to respond to stimuli.

Hattie and Timperley (2007) propose a model of feedback that distinguishes four levels: (1) feedback about the task (such as feedback about whether answers were right or wrong or directions to get more information), (2) feedback about the processing of the task (such as feedback about strategies used or strategies that could be used), (3) feedback about self-regulation (such as feedback about student self-evaluation or self-confidence), and (4) feedback about the student as a person (such as pronouncements that a student is "good" or "smart"). The level at which the feedback is focused influences its effectiveness. Feedback about the qualities of the work and feedback about the process or strategies used to do the work are most helpful. Feedback that draws students' attention to their self-regulation strategies or their abilities as learners can be effective if students hear it in a way that makes them realize they will get the results they want if they expend effort and attention.

Rezaei, S and Derakhshan, A. (2011) share the result of their study on recast and metalinguistic feedback strategy which their study was considered to be useful in methodological issues related to error correction techniques and teacher educators training pre-service or in-service teacher.

Kinds of feedback strategy in EFL classroom

Several authors have offered different kind of feedback strategy in EFL classroom. Those strategies are employed in different situation.

Tedick and Gortari (1998) identified corrective feedback which covers the followings:
1. Explicit correction. Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.
2. Recast. Without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.
3. Clarification request. By using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.
4. Metalinguistic clues. Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?" "That's not how you say it in French," and "Is it feminine?").
5. Elicitation. The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in French?"), by pausing to allow the student to complete the teacher's utterance or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.
6. Repetition. The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

Hattie and Timperley (2007) distinguish four levels of feedback:
1. Feedback about the task
2. Feedback about the processing of the task
3. Feedback about self-regulation
4. Feedback about the self as a person

Feedback about the task includes information about errors—whether something is correct or incorrect. Feedback about the task also includes information about the depth or quality of the work, often against criteria that are either explicit (for example, criteria from a scoring rubric) or implicit in the assignment (for example, a written assignment should be well written). Feedback about the task may include a need for more information (for example, "You should include more information about the First Continental Congress in this report"). Feedback about the task can also include information about neatness or format.

Feedback about process gives students information about how they approached the task, information about the relationship between what they did and the quality of their performance, and information about possible alternative strategies that would also be useful. Some successful learners are able to translate feedback about the task into feedback about the process. Feedback about processes shows students the connections between what they did and the results they got. Simple knowledge of test results is task-related feedback. To extend it into feedback about the

70  The 9th International Conference on Educational Technology of Adi Buana (ICETA 9)
learning process, have students figure out the reasons for the error for each item they got wrong. This simple exercise can be done individually. Help students see that careless errors (like marking the wrong choice even though they knew the right choice) imply that being more careful and taking more time might be good strategies for improvement. Errors about facts or concepts imply that studying longer or differently might be helpful. Trying to classify what kinds of facts or concepts were particularly problematic can help students "study smarter, not harder" by focusing on the trouble spots.

Self-regulation is the process students use to monitor and control their own learning. Self-regulation can lead to students seeking, accepting, and acting on feedback information—or not. Effective learners create internal routines that include figuring out when they need more information, or an assessment or suggestions, and strategies for getting this feedback. Less effective learners depend more on external factors, such as whether the teacher decides to give any feedback on this or that assignment, for their information. Students are more willing to expend effort in getting and dealing with feedback if they have confidence in themselves as learners, called self-efficacy, and confidence that the information will be useful and thus worth the effort. Therefore, feedback about self-regulation is effective to the degree that it enhances self-efficacy.

**Applying feedback strategy in translation classroom**

Translation classroom is actually a form of translation in practice. The kinds of written feedback claimed by Brookhart (2008) are: 1) clarity, 2) specificity, and 3) tone.

Clarity is important; students need to understand the feedback information as you intend it. Students have different vocabularies and different backgrounds and experiences. The criterion for clarity is whether the writing or speech would be clear to the individual student.

Specificity is to make your feedback a matter of the suited principle: not too narrow, not too broad, but just right. I had given back an extensive paper to a student at the end of one marking period. I had read it with "pen in hand" and had almost absent-mindedly corrected all his mechanical errors. The class had an opportunity to redo these papers for credit, and he did—but all he did was make the editing changes I had marked for him. It annoyed me to give him credit for work that I had done, but he did make changes, and I had not written any other, more substantive things on his work. So I couldn't claim there was anything else I had asked him to do, and for about 10 minutes' worth of correction work, he "revised" a major project. I won't do that again! The feedback I provided was definitely too narrow. The moral of this sad little fable is this: go for conceptual feedback.

Tone refers to the expressive quality of the feedback message, and it affects how the message will be "heard." The tone of a message is conveyed by word choice and style. They communicate underlying assumption about the students. Tone can inspire or discourage. It's important to choose words that imply that students are agents, active learners.

In his attempt to define constructive feedback, Dollerup (1994: 125) distinguishes three components of feedback; these comprise corrections in the translations submitted by the students, an oral discussion in class covering adequate as well as inadequate renditions and finally a feedback form, assessing strengths and weaknesses with each student. Indeed, to ensure that the feedback is effective, it should be individualized, geared towards the student’s particular needs; but is oral discussion the best way of analysis and are written comments left by the trainer enough? Should translation teachers’ work be based on the belief that those who are left with a short commentary willingly give some consideration to the teacher’s annotations? Or that they are conscientious and inquisitive enough to prove more deeply into the issues during the teacher’s office hours and indeed get to know what and why they did wrong? Or that, having discussed it during the office hours, they come to fully comprehend the reasons for their mistakes and memorize what to improve and what to avoid next time when they translate?

While Piertrzak (2014) offers: group of feedback and focus group of feedback. Group feedback is therefore a form of translation practice where students not only join forces but are also allowed to react and improve the analysed translations - acting as if they were in a position of a teacher or a client. Therefore, group feedback aims not at assessing and marking but rather at revising and editing, which better represents the actual job context and what the response of a client could be. 1) focus group of feedback practice, 2) organization group of feedback practice The reason to focus on revising and editing skills is a survey undertaken by Mucha (2013) under the author’s supervision. It was conducted among three groups of respondents represented by translation students, translation
teachers and translation agencies with a view to investigating how translation competence is seen in the Polish translation market. The results showed that proofreading is understood as a crucial sub-competence of translators since the ability to edit text was valued highly by all the three groups.

Having chosen the area to focus on, the organization of group feedback provision should be resolved. The crucial question that needs to be answered concerns the form and material for such group feedback. First, the problematic fragment of a student’s translation as well as the way of presenting it for discussion must be decided on. The fragment can be read aloud by the teacher, spotted by the students, stopped at when a student is reading the whole text, suggested by the students on the basis of the comments written on their assignments (if the teacher decides to hand them out before the discussion), presented to the group by means of a chosen assignment of one or two students xerocopied or displayed to the group, or arranged in other possible manners.

Regardless of how many types of feedback strategies are proposed, there is always a risk that the chosen strategy does not always have the best impact in line with its learning objectives. For example, in his study of student evaluation reports, Kenny (2010: 110) notes that a large number of student comments fall into the so-called 'other' category in the study. The group produced comments that were considered too harsh by the study instructor or left the problem text unchanged. However, it is worth stressing that Kenny investigated the results of group evaluation activities in an online translation training module in which students participated in private discussion conferences set up so that each group could share files and discuss the task. Such problems can be eliminated by the presence of the instructor in the proposed procedure for feedback as they manage the discussion and control whether the specified criteria are followed without problems.

CONCLUSION

The teaching process is presented only as a conduct in classroom; However, after applying this way to propose feedback to students in the translation classrooms, the authors can prove the benefits it provides to students and their appreciation. While it goes beyond the scope of this article to prove the value of such feedback procedures in such an appropriate way, it should be observed that the participation and active contribution of students, the task of translation becomes a more holistic practice. Not only provide a framework for organizing translation classes but also help students practice together. In this way they gain access to 'performance models' (Shreve 2002) and pass with apparatus for quality management. After obtaining various criteria for revision and evaluation to assess their own work, translation students are ready to polish their future translations to perfection so they can manage without commenting their translation teacher and fighting for themselves in their future careers. If possible, then in their skillful performance, they can supply the feedback they demand which is one of the most important translation tools.

ACKNOWLEDGEMENT

The paper is part of the outcome for grant that is funded by Dikti in the scheme for Grant of Young Lecturer. Gratitude should be delivered to Ministry of Research and Technology and Higher and Education. This research can be conducted by its grant with contract number of 055.4.2/LPPM/VII/2017 dated on July, 2017.

REFERENCES


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**BIODATA**

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<th>Nunung Nurjati</th>
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<td>She is a permanent lecturer at English Education Department of Universitas PGRI Adi Buana Surabaya and currently pursuing her doctoral degree at Universitas Negeri Malang. Her research interests are in language assessment, language acquisition and translation.</td>
<td>She is a permanent lecturer at English Education Department of Universitas PGRI Adi Buana Surabaya and currently pursuing her doctoral degree at Universitas Negeri Surabaya. Her research interests are in teaching translation, language assessment, linguistic politeness.</td>
<td>She is a permanent lecturer at English Education Department of Universitas PGRI Adi Buana Surabaya and currently pursuing her study at Universitas Negeri Surabaya. Her research interests are in teaching speaking, teaching listening, and language acquisition.</td>
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</table>
THE EFFECT OF PROBLEM BASE LEARNING METHODS ON IMPROVING THE ACTIVITY AND RESULT OF MICRO ECONOMIC LEARNING

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ABSTRACT

The learning objectives are: (1) whether the problem base learning method can improve students' activity in the microeconomic course. (2) What is the influence of the problem-based learning method on the improvement of learning results. The design of this study is an experimental research to determine the relationship between variables that will be studied by the use of PBL methods with the liveliness and microeconomic learning outcomes. The data obtained in this study is quantitative data in the form of test results obtained from pretest-posttest data. From the data of research and discussion that have been discussed above can be concluded that: (1) The use of problem base learning method influences the increase of learning outcomes this is proved by obtaining pretest value amounting to 1105 while the value of posttest amounted to 1805 with the average value of pretest of 52.619 and an average posttest score of 85.95, So there is improvements in learning outcome of 33.331. (2) The use of problem base learning method has an effect on student's learning activity can be proved by the acquisition of activity above can be known that student activeness in every aspect is very high with the average value 7.95, 7.9, 7.95.

Key Word: Problem Base Learning Methods, Activity and Learning Outcomes

INTRODUCTION

Success in achieving learning goals is strongly influenced by the learning process itself, how the interaction between lecturers and students. The accuracy of lecturers in using the methods of learning and class management during the process is done will be able to increase the activity and success in achieving learning objectives. According to Piaget optimal education requires a challenging experience for the learner so that the process of assimilation and accommodation can produce intellectual growth (Hergenhahn, 2014: 324). Referring from the opinion then the choice of learning methods should consider several things including: material, student characteristics, time, and learning objectives to be achieved. Trianto (2007) states that the learning method is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning objectives and serves as a guide for learning designers and teachers in designing and implementing learning. The development of theory about learning also produces many learning method which one of them is cooperative learning method problem base learning (PBL). Use of this learning method should be tailored to the characteristics of students and learning objectives. Lecturers should also be able to use teaching techniques that can improve students' activities in the learning process. The lesson that is now popular now is student centered learning. That is learning that requires students to be active in learning poses not as a listener but must be directly involved in the process.

Learning is a planned and design process so students can learn actively and focus on learning resources. As educators, we have responsibility in choosing the most accommodative and conducive learning method so that the goals and objectives can be achieved and the learning process can give the meaning and the concept of knowledge to be developed by the students.
Improving the quality of learning by lecturers is done by choosing the right method. The use of PBL method in micro economy course with problem approach to be done by students and discussion to be sought solution. So with the method of learning that allegedly can improve the activity and learning outcomes of students in microeconomic subjects is Problem Based Learning (PBL). According to Arends (2008: 41), PBL is a learning that has the essence of learning methods with various situations problems that are authentic and meaningful to the students. In addition, in the PBL the role of the teacher is to provide authentic issues so it is clear that students are required to solve the problem. After the problem is obtained then the next make the formulation of the problem, from the problems are then solved together with the discussed. When the problem solving will occur the exchange of information between students with one another so that problems that have been formulated can be solved.

PBL is a progressive, active learning and learning approach centered on unstructured issues used as a starting point in the learning process. The PBL method is a method of learning by exposing students to real-world problems (Maggi Savin and Claire Howell (2004: 8): PBLs use the various intelligences needed to confront real-world challenges, the ability to deal with new things and problems The PBL is often done with a team approach through emphasis on skills development related to decision making, discussion, team maintenance, conflict management, and team leadership. According to Howard Barrows and Kelson (Amir, 2009: 21)

Activity learning is a form of student participation in following learning. Djamari (2008: 110) said that in learning, the expected activity is not only the physical aspect but also the mental aspects. Activity is not only shown by listening and following the learning process but must be shown by liveliness in asking questions, submitting ideas and opinions, completing tasks, active in discussions. Write, read, graph and record important things from the lecturer's explanation. Therefore the activeness of learners is an activity that involves learners to be directly involved both physically and mentally in the learning process.

The purpose of this study are: (1) whether the problem base learning method can affect student activeness in micro economy course. (2) Is there influence of method of problem base learning toward improvement of learning result.

METHOD

The design of this study is an experimental research to determine the relationship between variables that will be studied is the use of PBL methods, liveliness and learning outcomes. The research design is quasi experiment. Quasi experiment is an experiment that has the elements of treatment, pretest, and posttest but does not take a random sample. Benchmarking depends on non-equivalent groups (Blessing & Chakrabarti, 2009: 266). With sampling in total sampling. Because the number of students who take the microeconomic course amounted to 21 people. With the theme of economic relations actors in the economy. Student activity and student learning outcomes.

The design of this study is an experimental research to determine the relationship between variables that will be studied is the use of PBL methods, liveliness and learning outcomes. The research design is quasi experiment. Quasi experiment is an experiment that has the elements of treatment, pretest, and posttest but does not take a random sample. Benchmarking depends on non-equivalent groups (Blessing & Chakrabarti, 2009: 266). With sampling in total sampling. Because the number of students who take the microeconomic course amounted to 21 people. With the theme of economic relations actors in the economy. Student activity and student learning outcomes.

Posttest data is used to determine the ability of students on the material diajarkkan and used to determine the effect on the treatment. Data analysis was done with SPSS 20. To know the difference between before learning with after process of learning by PBL method. Data collection using research instrument, that is data of student learning result. And data of direct observation.
conducted by lecturer. To analyze the data is done by using descriptive statistic to get the picture data in the form of tables, graphs and histogram and use inferential analysis to test the research hypothesis with the research results obtained.

RESULTS

The result of research using problem base learning method (PBL) on the activity and student learning outcomes can be obtained as in the table below:

TABLE 1 Pretest-Posttest Learning Outcomes by PBL Method

<table>
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<th>NO.</th>
<th>PRETEST</th>
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<td>23</td>
<td>52.619</td>
<td>85.95</td>
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</table>

From the above data can be explained that the value of pretest amounted to 1105 with the number of students as many as 21 people with a pretest average of 52.619 and the value of posttest learning results obtained value 1805 with an average value of 85.95.

While the results of field observation on the activity of students during the learning process with problem base learning method (PBL) obtained data such as table below:
Table 2 Student Activity Score

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From the above data can be obtained information, to the value of the activity of the students speaks diligently with instruments Work on tasks assigned lecturer with really - really obtained the average value of 3.95 and instruments Finding out about microeconomics unknown values obtained by an average of 4. With an average value of this aspect of 7.95

Value liveliness students aspects not easily give up on the assessment tool Trying to complete the tasks assigned faculty earned an average rating of 3.90, while the assessment tool inquiry to friends when there is a task that can not be done gained an average of 4, while the entire value is not easily surrender values obtained 166 With an average score of 7.9

Values aspects of student liveliness curiosity assessment instrument inquiry about the material being taught is based on the theory that there is obtained an average value of 3.95. the assessment instrument inquiry about the problems that exist around us in the case study gained an average value of 4. The results of the assessment aspect of curiosity gained an average value of 7.95

DISCUSSION

Data of learning outcomes with problem base learning method obtained pretest value amounted to 1105 while the value of postest amounted to 1805 with a prestest average value of 52.619 and the average postest value of 85.95 so that there is improvement of learning outcome of 33.331 so that the results above hypotheses answered. H0 rejected means there are differences in learning outcomes by using the problem base learning method.

Student activity data during the learning process with PBL obtained information that the student activity aspect diligently with the instrument Working on the task given lecturers earnestly
obtained an average value of 3.95 and instruments Finding out about microeconomics unknown obtained an average value of 4 With an average value of this aspect of 7.95.

The value of student activity is not easy to give up on the assessment instrument Trying to complete the task given the lecturer obtained an average value of 3.90 while the assessment instrument Asking a friend when there are tasks that can not be done average 4 while all values are not easily give up the value obtained 166 with an average score of 7.9.

The value of student activeness aspect of curiosity in the assessment instrument Asked about the material taught based on existing theory obtained an average value of 3.95. On the assessment instrument Asking about the problems that exist around us in the case study obtained an average value of 4. The curiosity aspect assessment results obtained an average value of 7.95. From activity data it can be seen that student activeness in every aspect is very high with average value 7.95, 7.9, 7.95. From this data indicates student's activity is high enough on every aspect of student activeness in learning process.

CONCLUSION

From the data of research and discussion that has been discussed above can be concluded that:
1. The use of problem base learning method has an effect on the improvement of learning result. It is proved by pretest value of 1105, while the value of posttest is 1805 with pretest value of 52,619 and the average posttest value is 85.95 so there is improvement of learning result 33.331.
2. The use of problem base learning method influences student learning activity can be proved by the acquisition of activeness above can be known that student activeness in every aspect is very high with average value 7.95, 7.9, 7.95.

SUGGESTION

During this research the researcher found some suggestions that can be taken into consideration in penggunaan problem base learning method such as:
1. the use of problem base learning method provides clear and detailed guidelines for students to do well.
2. Implementation of learning with the problem base learning requires lecturers to provide guidance and guidance so that students actively do learning and do not let other students yitan activity so that the learning process can run with the plan.
3. Guidance from lecturers to be a determinant of the success of learning with the problem base learning method.

REFERENCE

Biodata

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Hadi suryanto lecturer in social science education department, field of education technology expertise. Currently serving as chairman of the research and community service center. Magister education conducted at PGRI University Adi Buana Surabaya. 2014, is currently pursuing a doctoral program in state university of Malang. Get a scholarship from the ministry of research and higher education through the lecturer of Indonesian lecturer (BUDI) and LPDP
THE ROLE OF SPIRITUAL INTELLIGENCE IN ADVANCING EDUCATION ON THE CREATIVE INDUSTRIES SECTOR

Fachrudy Asj’ari
Universitas PGRI Adi Buana Surabaya

Subakir
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ABSTRACT

Human Resources is a natural resource that is used to drive and synergizing other resources to achieve goals. This study intended to analyze the role of spiritual intelligence in advancing Education on the creative industries sector. This study uses the variable spiritual intelligence, education and the creative industries. This research by utilizing literature study to analyze variables. Spiritual intelligence and creative industries sector revealed that these variables needed by education. The results of this research were empirical date of the development of the theoretical of human resources and practice management and education. Theoretically, this study supports previous research on the the role of spiritual intelligence in advancing education on the creative industries sector. While practically contribute thoughts to the Indonesian educational and creative industries sector to understand that the spiritual intelligence very important for them to enhance human resources. The results of this research were empirical date of the development of the theoretical of economic, human resources and practice management. A model of the relationships between the variables examined produce spiritual intelligence has an important relationship to education and the creative industries sector. The three parties, namely the Government, the private sector and academics plays an important role in optimizing the creative industries sector and three types of education. The results of this study also has important meanings especially for offender education and creative industries in Indonesia in applying spiritual intelligence so that human resources is increasing.

Keywords: Spiritual Intelligence, Education And Creative Industry Sectors.

INTRODUCTION

Statistically children who have a high level of creativity quite a lot number. It is estimated as many as 2.2% of the overall population (SCU, Munandar, 1982:4). It means as much as 2.2% of the total number of age groups of children, including children who are creative. Research results (1979:379) showed that about one-third of the entire student has the potential both to high. Despite the fact they are is expected to be high achievers but the reality shows that not all students who are high achievers are potentially high. About a third of the potentially high or about ten from all students classified their learning achievement in low. They named the students doing less.

Whose hypotheses can be said that first, nowadays that many developed through education is the ability to think in a linear, logical, and exact. The functions of the left hemisphere of the brain (left hemisphere) such as the ability to think in a linear, exact, rational, reasoning (Clark, 1983) as a manifestation of convergent thinking ability (Guilford,1985) got a strong pressure in educational practices. Meanwhile, the functions of the right hemisphere of the brain (right hemisphere) that concerns the ability to think holistic, gestalt, imaginative, intuitive, creative still less attention. Second, students have not fully got adequate education services to be able to develop its potential
optimally, so they tend to be students perform below its potential. In the point of view of communication science, these allegations very reasoned, because reality shows that the process of teaching and learning prefer the instructional communication (linear communication, one way communication) that put the Communicator (the educator) in a very dominant position. It is not impossible that such conditions will lead to a situation where the creativity of the child will not develop optimally, even going to sink.

In some developed countries approach to creative thinking had long made an alternative approach in solving the quality of education. Even in the United States, have long made the series for good research in “Social Studies” or “Social Education”. In Indonesia it is seemingly not much revealed though his condition was already required to towards the right brain. Related to it, to do research in this field, for the quality of our education much is determined by the quality of the thinking patterns grew.

In the framework of the development of creative industries and creative economy, national Governments represented the Department of trade and Industry has conducted a variety of efforts to grow the creative industries, through a variety of seminars, conferences, trainings, workshops, etc. The Government also formed a Commission of national Innovation initiative, as part of steps to enhance national creativity and innovation. Creative industries are now regarded as its driving force for national economic growth, and a strategy to compete in the forefront of global competition.

With regard to the development of creative industrial power that art, higher education has a central role. Creativity and innovation is the "spirit" of the art itself, and the way creative work is the primary way of working in the art activity. However, the role as a “spirit” creativity and innovation can only be realized if higher education is able to manage resources and capital there are optimum. Higher education the art must be able to build a healthy academic environment in order to encourage the growth of creative works and innovative products, to answer the needs of the community.

Endrawan (2009:60) says that the impact of spirituality on the individual is the formation of a new mentality characterized by an orientation more holistic, altruistic, service to mankind, a commitment to the truth and other forms of behavior, as well as other sublime sense of self (self awareness). Self-monitoring, optimism, encouragement to do the best, and initiatives, all of which were associated with self management, is also another impact of spirituality. That kind of mentality is vital for accelerated change in the company.

CEO survey conducted by the international Character Kouzez and Postner (Agustian, 2009:184), found that the CEOS generally have the following characters: honest, capable of inspiring, just, like, be able to support partners, have empaty and caring, loyal and independent. Such energies have managed to lift them to become CEO of world class and the institute analyzes the Carrage notes about "success" 10,000 people, and concludes that the 15% of their success is achieved thanks to the practice of engineering, brain thinking ability and skills to work, while 85% of success they achieved due to factors of personality. Other research shows that spiritual intelligence employees, high and supported a work environment which is also spiritual, positively becoming more creative, have a high job satisfaction, able to work well in a team, and have a high commitment to organizations and attitudes is expected to become the culture of the company or corporate culture, which is not only a slogan, but as values in the day to day operation. In other words, the resulting output is akhlakul karimah, or levels of EQ and SQ.

A REVIEW OF THE LITERATURE

Spiritual intelligence

At the end of the twentieth century found the kind of the third intelligence namely spiritual intelligence (SQ), which completes the whole picture about human intelligence. Zohar and Marshall (2000:4), defines spiritual intelligence (SQ) as intelligence to confront the question of meaning or value, that is the intelligence to put our lives and behaviors in the context of a broader meaning and rich, intelligence to rate that person's action or way of life more meaningful than others is the necessary foundation of SQ to enable IQ and EQ effectively, and it is human intelligence SQ the highest grades.

According to Paisak (2006:255) the spiritual wholeness can be obtained through the ways, among others:
1) self-Integrity
2) Homage (commitment) in life
3) Spread compassion and love

The above three things not directly related to religious rituals, that is to say not everyone is diligent in worship is a person who is of high spirituality. Many people are diligent worship but instead lost spirituality. This is due to a lack of understanding of the meaning of spirituality itself. With spirituality will be able to encourage men to success, as this will be able to produce spiritualism five things, namely (Agustian, 2003:5)
1) Integrity or honesty
2) Energy or excitement
3) Inspirasi or ideas and initiatives
4) Wisdom or wise
5) Courage in taking decisions

Someone who is likely to be high come with the SQ was a leader of the community, is responsible for bringing vision and higher value and could give inspiration to others. SQ can be used to make man more intelligent spiritually and religiously (Zohar and Marshall, 2000:14). Signs of spiritual intelligence (SQ) that have been well developed include the following (the Zohar and Marshall, 2000:14)
1) Ability of being flexible (Adaptive and spontaneously active)
2) a high level of self-awareness
3) Ability to deal with and make use of suffering
4) The ability to confront and transcend the pain
5) Quality of life which was inspired by the vision and values
6) Reluctance to cause unnecessary losses
7) Inclination to see how various things (think the holistic)
8) its tendency to ask "why?" or "what if?" to find the answers that are fundamental.
9) Into what is called by psychology as "the field of independent", that have the ease to work against the Convention

SQ is used to deal with existential issues, i.e. when people personally feel the sinking, stuck by the customs, concerns and past problems due to illness and grief. SQ could also make people smarter in the spiritual in religion, it means someone who has probably run religious high SQ not fanatical, exclusive, insular or prejudice. Through spiritual intelligence (SQ) a person trained and more through the honesty and courage of self can connect back the source and meaning of the inner self (Zohar and Marshall, 2000:15). Sukidi in (Setyawan, 2004:13), argued about the value of shared spiritual intelligence based on components in the much-needed SQ in the business world, among others, are:
1. Be honest. The first keywords for success in the business world in addition to said is true and consistent truth is absolute being honest. This is the law of spiritual in the corporate world.
2. Openness. Openness is a law of nature in the corporate world, then logically when someone being fair or open so he has participated on the road to world of good
3. Self knowledge. Self knowledge becomes the main element and so needed in the success of an effort because the business world is concerned in a good learning environment.
4. Focus on the contribution. In the business world there are laws which favor giving rather than receiving. This is important in dealing with the human tendency to demand rights rather than fulfill obligations. For that person must be good at building a sense of self to be more focused on the contribution
5. Non dogmatic Spiritual. This component is the value of spiritual intelligence where there is in it's ability to be flexible, have a high level of awareness, as well as the ability to cope with and harness the suffering, the quality of life which was inspired by the vision and values.
Someone who carries the meaning of spirituality in his work life and his work will feel more meaningful. This encourages and motivates him to further enhance performance, resulting in a career he can progress further. Spiritual intelligence can be developed by any person. Given the importance of spiritual intelligence in the world of work, then some organizations create method to fill the spiritual needs and training in order to encourage the behavior of their employees so that work better, so that each employee could bring a more optimal performance. Spiritual intelligence owned everyone is not the same. It depends on each person's personal in giving meaning to his life. Spiritual intelligence is more broad and not limited to religion only. The difference in belonging to each individual will make the results of the different work (Idrus, 2002:72).

**Education Learning**

Students who are smart set of emotions can take advantage of anxiety when will the exam with the ramp motivate myself to prepare well so it can do it perfectly. When the desired value target by a student is B, the value of the first test which has a weight of 30% of the final value, but in fact the student gets the value D. then that should be done by the students is putting high hopes. Expectation that make everything different. Response to high levels of expectation that students are working harder and thinking of a series of efforts that could boost the value of their end. The students hope levels are, think of ways you can raise their value, but does not intend to carry it out. And of course a degree students the expectation low surrender in it and feel discouraged (Goleman, 1997).

According to Snyder, (Goleman, 1997), if in students intellectual ability range the same spiritual abilities, will make a difference that matters. Students who have high expectations with the high goals for herself and knows how to learn correctly to grab it. Comparison between students who are his intellectual talent on par in terms of academic achievement, what will distinguish it is hopeless. Next Snyder (Goleman, 1997) says, the hope is the belief that we have the will or the way to achieve our goals, whatever the target. The characteristics of the students who have high hopes was able to motivate myself, felt quite a lot of sense to discover how to achieve your goals, still has a high kepecayaan that everything will be resolved when facing the tough, flexible enough to find an alternative way in order that the goal remains achieved or to change the target if the original target impossible to reach and have the courage to break down very serious tasks into small tasks that are easy to handle.

**Creative Industries**

In addition, a successful entrepreneur will share their experiences and expertise in basic education institutions up to higher education, facilitating the development of networks and encouraging creative employee cooperation inside and outside the country. In this case, both the head of the area until the principal and teachers, whether they are capable of carrying out what the expectations of the President and the country’s future goals?

1. It seems that among education providers have to work extra hard to realize this, the benchmark is the target in the medium term National development plan (RPJMN) 2010-2014 which prioritize education in second place. In the achievement of the targets outlined in the RPJMN education include Increased access to quality education, affordable, relevant and efficient towards the welfare of the people's life, terangkatnya independence, notability of the character, and the character of the nation. Development education is directed in order to achieve the economic growth that supported an alignment between the availability of a well-educated workforce with the capabilities of the untuuk create jobs or entrepreneurship and to answer the challenges of workforce needs. Therefore, the substance of the core education action program are as follows:

   2. Methodology: application of the educational methodology that no longer be teaching for the graduation exam (teaching to the test), but a thorough education that pays attention to the social ability, character, manners, love of culture-language of Indonesia through the adjustment of the national final examination system in 2011 and completion of primary and
secondary school curriculum before the year 2011 which is applied in 25% of the school in 2012 and 100% in 2014.

3. Management: Empowering principal role as the Manager of a superior education system, revitalizing the role of the supervisor of the school as entitas quality assurance, prompting the activation of the role of the school Committee to ensure the involvement of stakeholders in the learning process, and the Board of education at the district level.

4. Curriculum: re-arrangement a school curriculum is divided into national level, curriculum area, and schools so as to encourage the creation of results of students who are able to answer the needs of Human Resources to support national and regional growth by introducing entrepreneurship education (including by developing model links and match).

5. Quality: the improvement of the quality of teachers, school management and services, through:
   a. Program remediation capability to teach teachers.
   b. Application of the performance evaluation system of professional teachers.
   c. Certification ISO 9001:2008 in 100% PTN, 50% PTS, 100% CMS before 2014.
   d. Open the extensive cooperation with international institutions PTN.
   e. Encourage 11 PT entered Top 500 THES in 2014.
   f. Ensure teacher: pupil in every Elementary School of 1:32 and MI & in every junior and MTs 1:40.
   g. Ensure the achievement of business education standards (SNP) for religious education and religious affairs the slowest of the year 2013.

So the number of targets to be achieved in order to realize the developed countries particularly the development of the education sector-based creative economy. This should return on the holders of power and the participants education are expected to run their tasks as well as possible for the sake of progress and prosperity of the nation.

**RESEARCH METHODS**

In this article method is used the study of librarianship. According to the Nazarite (2003:93), the study of librarianship is the tracing of existing literature and examines in diligently regardless of whether a study using data on primary or secondary, whether the research is done in the field, laboratory or museum. Some of those concepts describing spiritual intelligence is feeling connected with oneself, others and the universe as a whole. At a time when people work, then he is required to direct its intellectual, but a lot of things that make someone happy with her work. A worker can show excellent performance when he gets the opportunity to express the whole potential as human beings. It can appear when someone can interpret each his job and can align between emotions, feelings and the brain. Spiritual intelligence teaches people to express and give meaning to each of his actions, so if you want to display good performance then needed spiritual intelligence (Munir, 2000:32).

**ANALYSIS AND DISCUSSION**

Symptoms of low quality of education today, of which came in the form of low creativity graduates who allegedly is a reflection of his thinking levels are low. It certainly is a product of the education system of education is lacking or not even develop individual psychological dimensions, overall good cognitive, affective dimension, cognitive, and psychomotor. Psychological dimensions that seem less attention from the adult education system these are the aspects of creativity. Whereas the individual creativity in the era of globalization and information that is marked by the complexity of human life as depicted by Toffler is urgently needed. Because creativity can bring forth innovations that settles in the manifestations of culture. Through creativity that human life be full of meaning.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusion**

There are two options that can be pursued, namely; First, with the road improves education, meaning that the educational process should be directed to the development of the best potentialities
optimally and refers to the norms of manhood. The efforts of the development of the best potentialities, (including creative potential) in order to create a human quality of Indonesia. Scientific thinking is synonymous with creative thinking, that is, higher-order thinking (higher thinking process) in order to seek a new resolution-resolution of the progressive and constructive in the various sectors of life, with the aim of enhancing the dignity of life. Therefore in the education sector and creative industries needed intelligent spiritually.

Suggestions

In schools, this creative economy can be taught to students through a variety of activities related to good learning material or not. For example, in natural science subjects, students are not only taught the material only. But they also have to experiment. Some of the material that can be implemented directly in daily life such as cell electrolysis (gilding), power plants, hydropower, wind, and other electrolyte solution (can produce electric current), insight into environmentally conscious (utilize used goods for reuse or serve as a garnish), and much more material that is highly contextual and applicable for students. On subjects such as arts and crafts, students can be taught how to create an assortment of craft and artistry of the hand, how to Cook, make someone, and more. On economic subjects, students can be taught how to set up and manage a cooperative properly. And many other things that can be taught practically to students. It is the capital of all large sanga for students as well as students for their future. Mentally they little by little will begin waking up to being a true enterpreneur.

The present College course would be easier to teach this creative economy because they are not a school students should be no feeding. Students will be more active and creative, depending on how the system and educators direct them. Keep in mind that in this creative economy education, mental capital alone is not enough. The most important is the innovative attitude, because after all, the market demand is always evolving and consumers will easily tempted by the new products offered.

Creative economy not only deals with in just one area of the creative economy, but had 14 industrial subsector, namely advertising (advertising), the architecture, the art and antiques market, crafts, design, fashion, film/advertising/video/photography, gaming, music, performing arts (showbiz), publishing/printing, software, television/radio (broadcasting), research and development (R&D) of the many sectors of the economy that are creative, in Indonesia's own economy thriving creative is in the field of cultural heritage-based crafts. This can be seen from the products produced by the son of Nations in various areas, particularly tourism. The next step is how the Government manages the creativity this nation into a superior product.

Thus, creative economy education given at schools or colleges are expected to erode mental labour when the students and the students leave college. They no longer have to jostle stock work to apply for a job with a very small chance. However too much skills needed, not only the certificate. In addition, it is desirable they can open up jobs in various sectors so as to reduce unemployment in the country dear, especially academic unemployment. This creative economy education will run in accordance with the hope that if all parties involved truly shedding and consistent ability to what became his obligations. Government, educators, pupils/students, as well as businessmen though must be involved actively in the development of the creative economy. So that our nation will be more advanced and raised her dignity in the eyes of the world.

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PARENTING EDUCATION TO HELP PARENTING SKILLS OF DEAF CHILDREN’S PARENTS

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ABSTRACT
The presence of a deaf child in a family will cause variety reactions, responses and feelings to the whole family. Parents are the key to the provision of safe, nurturing and providing positive learning environments for children as they grow and develop. Thus, parents must have certain knowledge, skills, and interpersonal skills as an effective parent. Parents should have good parenting skills in order to monitor the development of deaf children who have different stages of development with other children. But many deaf children’s parents experience difficulties in understanding their children and need more information about their characteristics, their development, and how to communicate with them. Parenting education is expected to be a solution in improving parenting skills of deaf children’s parents. Many researches show that group-based parenting education is effective in improving parenting skills and improving the mental health of parents. With parenting education, parenting skills can be improved so that deaf children can develop optimally in families that really understand them.

Keywords: Parenting Education, Deaf Children’s Parents, Parenting skills.

INTRODUCTION
The presence of a deaf children in a family will cause variety reactions, responses and feelings to the whole family. Although the response or reaction of each family will be different, Gargiulo (2012: 121) states that in general the stage begins with shock, disbelief, rejection, anger and depression. The next stage is guilt and shame and eventually the parents begin to accept the presence of deaf children in the midst of their families. Moores in Slemenda (2008) states that over 90% of parents of deaf children are born in normal parents (hearing parents). This shows that most parents never expect that a deaf child can be present to their family. It also refers to their readiness in being parents of deaf children. Though as parents, they have many obligations, one of them is in raising and parenting.

Parenting is one of the most important tasks for the family. Parents are the key to the provision of safe, nurturing and providing positive learning environments for children as they grow and develop. Thus, parents must have certain knowledge, skills, and interpersonal skills as an effective parent. Those abilities are widely known with parenting skills. Parents should have good parenting skills in order to monitor the development of deaf children who have different stages of development with other children. However, more than 90% of deaf children are born in stressful families. This is not only due to the presence of deaf children in the family, but also because of their special needs (Feher, 1996). In general, parents are confused in raising and caring deaf children.

Zepeda et al (2004: 8) states that many deaf children’s parents experience difficulties in understanding their children and need more information about their characteristics, their development, and how to communicate with them. This is strengthened by the result of questionnaire that given to parents of deaf students at PG-KG Aurica Preschool Surabaya. From 30 parents as respondents, the result was 80% have difficulties in recognizing the characteristics of children that are different from other children, 90% are confused about how to communicate with their children,
and 93% feel unconfident in raising their children. Parents are people who are always with children all day long. If parenting skills of parents is bad, it will directly impact to the child. Negative impact if deaf children raised by parents with poor parenting skills, it can disturb the development in various aspects such as cognitive, language, social and emotional.

Parenting education is expected to be a solution in improving parenting skills of deaf children’s parents. Furlong et al 2000 in Van Ryzin et al (2016: 43) explains that group-based parenting education is effective in improving parenting skills and improving the mental health of parents. While Thomas & Zimmer-Gembeck (2007) explained that the results of following parenting education programs include increased parents 'self-esteem, parents' warmth, reducing parental pressure / stress and increasing parenting skills or positive parenting skills to their children. Based on those findings, it is necessary to give parenting education to the deaf children’s parents. With parenting education, parenting skills can be improved so that deaf children can develop optimally in families that really understand them.

DISCUSSION
Parenting Skills of Deaf Children’s Parents

Parenting skills comes from the word “parenting” and “skills”. “Parenting” has a meaning of parenting or nurturing. “Parenting” is a thing (way, deed, and so on) in caring. While “skills” has meaning as expertise. Expertise is a special ability that results from knowledge, information, practice and intelligence.

Feldman & Werner (2002) states that parenting skills is not only positively impact parents' effectiveness in reducing child behavior problems, but also in preventing problems and teaching children about appropriate behavior. Parenting skills are very important for parents to manage children's behavior. If parents are consistent and effective in using their own strategies and skills for children, parents can create a productive environment and have a good effect on the child's development. Nurturing skills develop into a knowledge that parents need to know, so a training or parenting skills program is created to help parents to educate children.

Soemantri (2006) states that it is not easy for parents to accept the fact that their child has an abnormality. The parents' first reaction is feel beaten and bewildered and it is followed by other reactions such as:

1. Feel Guilty, parents want to devote their full attention and affection so that they seem very protective (over protective),
2. Parents feel disappointed with their child's disorder. This is usually accompanied by a sense of rejection of the existence of deaf children
3. Parents feel embarrassed in facing fact that his son is deaf. This is sometimes accompanied by the attitude of isolating the child. It will give bad impact to the development of language and communication of the children, and socialization.
4. Parents are realistic, that is to accept the child's situation as it should be. They want to appreciate everything their children do as long as they do not get out of the corridor.

Parents basically have their own ways in caring and nurturing their children, including parents of deaf children. According to Hasan (2011), there are several types of parenting such as:

1. Authoritative Type, parents of this type will receive and involve the child completely. In this type, the parents of the deaf children are aware and understand about the condition of their child. So he was able to pursue everything for the sake of his son's success. Certainly in this case, deaf children also play an active role and also the establishment of 2-way communication (between parents and children) so that the hope of the parents is his son can live independently.
2. Authoritarian Type, parents are always demanding and controlling solely because of power, without warmth, guidance, and two-way communication. Such parents usually like to compare their children with other children. If the parents' demands are too excessive and ignore the ability and condition of the deaf children, it can lead to pressure within the child who is deaf, and will interfere with learning activities. Large children with this kind of child care techniques are usually unhappy, paranoid or always in fear, easily sad and depressed,
happy to be outdoors, hate parents, and others. However, behind it, usually the result of children authoritarian parents more independent, can be people according to the wishes of parents, more disciplined and more responsible in life.

3. Patience Type, parents will receive, responsive, give less demands to his children. This type of parent has a realistic attitude, in accepting the limitations of a deaf children. So this will help the child in overcoming the obstacles that arise due to the weariness he bears. So the child also feels appreciated for his existence and ability.

4. Permissive Type, parents of this type pay more attention to their own activities and are not involved with the activities of their children. Children who are cared for by their parents with this method can later develop into children who lack attention, feel insignificant, low self-esteem, misbehavior, poor socialization skills, poor self-control, misconduct, lack of respect for others, etc. either when they still child or adult.

**Parenting Education**

The ability and potential of early childhood can be developed with a program that can help and support the development of children, one of which is the holding of activities that synergize between early childhood educators with parents through parenting education programs (parenting education). In general, parents need education as an effort for self-direction, so that they are able to direct themselves and also can direct their children, because often parents disturb the learning process that is undertaken by educators.

Berns in Nada (2000) mentions that nurturing is an ongoing process of interaction and affects not only children but also parents. Brooks in Baumrind (2001: 68) also defines nurturing as a process that refers to a series of actions and interactions by parents to support the child's development. The nurturing process is not a one-way relationship in which parents affect children but more than that, parenting is a process of interaction between parents and children affected by the culture and social institutions in which children are raised. Parenting skills are closely related to the ability of a family / household and community in terms of giving attention, time and support to meet the physical, mental, and social needs of growing children and for other family members. Parenting skills also includes a variety of activities aimed at optimizing the child's ability to survive and survive well.

An institution providing parenting education services in Columbia named Greene County explains that parenting education programs provide services to parents covering several issues, including:

1. Parenting skills
2. The development of child growth
3. Creating and managing the health and social environment of children
4. Education on nutrition for children
5. Communication skills
6. Time management skills
7. Be a model for children

**Relationship between Parenting Skillss of Deaf Children’s Parents with Parenting Education**

Parenting education is a program includes many things one of which is information about parenting skills, in this case is deaf children. Parenting education is designed to provide information about parenting strategies to unify the needs of parents and children. Hotchkiss, Biddle and Sacramento (2009) describe parenting education programs can reduce child problems and provide information about parenting skills to parents.

Each parent has a different way of caring for the child. Munfaati (2014) explain that the response of parents who have children with hearing impaired is various, there is parents who can not accept their child. Parental acceptance of the presence of deaf children is a factor that can cause deaf children do not get appropriate care for their needs, especially in parents who tend to reject the presence.

Parenting education program is important for deaf children’s parents. Especially if deaf children attend school in inclusive school. Parents want their children to socialize with their peers. Through parenting education programs, it can provide adequate information on how to take care of children.
So that parents can have the good parenting skills according to the needs and conditions of deaf children.

Thomas & Zimmer-Gembeck (2007) states that the results of participating in parenting education programs such as increased parental confidence, parental warmth to their children, reducing parental stress and increasing parenting skills or positive parenting skills. Parenting skills of deaf children’s parents is growing well after following parenting education. This is because the delivery of appropriate information to parents about parenting skills related to the needs and conditions of the deaf children.

Previous Relevant Research
1. The research conducted by Munfaati (2014) states that parenting pattern which consists of parenting skills affect the cognitive development of deaf children in Dharma Wanita Sidoarjo Special School.
2. Thomas & Zimmer-Gembeck (2007) describes the results of their research are parents who follow parenting education program experienced a positive change, among others, the increased self-confidence of parents, the warmth of parents to their children, reduce the pressure / stress of parents and increased skills of parenting skills or positive parenting skills
3. Hotchkiss, Biddle and Sacramento (2009) describes the results of their research is parenting education can reduce the stress level of parents to the condition of their children, so that after parents have a relaxed thinking it will affect the children condition.

CONCLUSION
Based on the discussion, it can be concluded that the understanding of parenting skills of deaf children’s parents is important to be improved. It can be improved by parenting education. Deaf children have typical growth and development related to their limitations. Therefore, parents must have good parenting skills in order to monitor the development of deaf children who have different stages of development with other children.

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**Biography**

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Ana Rafikayati born in Bojonegoro on 16 December 1988. In 2011, she graduated from the Department of Special Education, State University of Surabaya UNESA. She continued her master degree in the same university in 2012 and she graduated from there in 2014. She has range of experiences as a teacher and consultant of learner with special needs especially for learner with hearing impairment since 2011. She started to be a special education lecturer in 2015 in University PGRI Adi Buana Surabaya. She joined range of project about special education such as the development of recorded book for blind children.
THE DEVELOPMENT OF INDONESIAN LANGUAGE BUILDING BOOK BASED ON TEXT FOR INCREASING LITERATIZATION OF GRADE STUDENTS VIII SMP AL HIKMAH SURABAYA

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ABSTRACT
The purpose of the development is to produce an Indonesian language textbook for VIII students of second semester of Al-Hikmah Junior High School in accordance with the characteristics of learning and student characteristics. This Indonesian language textbook product is designed so that students love to read and write, active learning and enjoy learning by doing the process of training in a classical or independent in the second semester. The model used in the development of textbooks in Indonesian is Dick & Carey model that has been adapted to the needs in development. The validator of this research is one of the lesson design experts and one expert in the field of Indonesian language studies. The subjects of this research trial consisted of nine students for individual trials and twenty-five students and one teacher for field trials. The instrument used for this study is a questionnaire. Data were analyzed by using descriptive technique in the form of mean percentage. The results obtained in this study are: the content aspect shows the average score of 88% and the design aspects of learning show the average score of 91.27% 3) the attractiveness, responsiveness and utilization aspects for the students show that the language-based literacy textbooks developed very well. In field trials the score given by the participants reached an average of 89.723%. This has a good impact on students' interest in improving the process of thinking on language literacy and is expected to improve language skills to reach maximum language of students.

Keywords: development, language literacy, Indonesian language

INTRODUCTION
Quality education is the curriculum has a very strategic and decisive role in the implementation of education because in it formulated goals to be achieved, learning materials, ways used in learning activities, and of course the assessment to know the achievement of goals. In the National Education System Law that the curriculum is a set of plans and arrangements regarding the objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals (Law No. 20 of 2003), including the fields of Indonesian Language and Literature, Both as a compulsory subject and as a specialization. The goal of Indonesian language and literature learning is that learners have language skills or commonly known as having language skills, language proficiency, or language competence, which includes four aspects of language skills (listening, speaking, reading, and writing). The 2013 curriculum emphasizes the implementation of text-based learning. Students are required to study various types of texts explicitly, to understand the structure and features of the language, and to produce text. Text-based learning is considered important considering the culture of reading and writing students and even the people of Indonesia are low. Oral culture is so dominant in the life of our society. It is not difficult to present and illustrate examples of phenomena that illustrate how our children and our society feel alien to the book. They more memorized artists and TV
singers on television than the name of the author of the book. They are more eloquent to talk about the plot and character of the soap opera that is watched rather than telling about the plot and character of a novel. It is also emphasized that learning should use a scientific approach or a scientific approach (scientific approach). The learning process can be matched by a scientific process. This approach as the development and development of attitudes, skills, and knowledge of learners. Text-based learning and the use of such scientific approaches are believed to be able to develop a culture of literacy.

In this research in the achievement of learning objectives there is a learning method that is used in accordance with the characteristics of the contents to be developed. The development of this textbook uses a model of Dick and Carey instructional instructional system design. The reason for using this model selection is because the Dick and Carey model can be used for the development of learning materials in the realm of verbal information, intellectual skills, psychomotor and attitude. In this situation students' language characteristics will be read. Students will be active and happy in the language process when educators provide methods and learning creativity. While the characteristics of language students aged 12-13 years in terms of language students have normal language skills (in accordance with it should), in terms of language that is often in use both in the family environment, schools, and society. On the other side of the curriculum, learning methods, student characteristics, quality textbooks are still lacking, many textbook authors are less concerned about ease of understanding of textbooks for students. As a result, students find it difficult to understand the textbook they read and the book is relatively boring. The inefficient, ineffective and less relevant symptoms are evident from some indicators such as, lack of student learning motivation, student task completion not meeting the time specified, and student test results showing low scores. With such learning conditions, it is difficult to expect the achievement of optimal learning objectives (Made Wena, 2009: 229).

Active role of teachers and the active role of students is needed in covering the limitations of learning resources used for students' language skills can be realized optimally. So that the development of text-based Indonesian language resources is a solution for students' ability in language and creative thinking can be realized. Without a good source of learning, students will find it difficult to learn.

Textbooks of Indonesian, which are text-based, contain a number of different types of texts that indicate differences that should not be differentiated by students using reading and writing skills. In text-based textbooks, at the beginning of the activity given the process of reading as information to know the contents of the text for students, with this problem students are given the opportunity to explore in reading by presenting interesting text content according to the character and development of students. In addition to the use of learners in the classroom, textbook will provide benefits for the freedom of students to do learning in accordance with its ability independently outside of learning activities.

Development of text-based Indonesian language resources to train students' literacy has not been done by educators or publishers. Therefore, to encourage the ability of language skills should be developed special learning resources in the form of textbooks Indonesian text-based language to train language literacy. Thus, students are expected to gain new learning experience by utilizing textbook of Indonesian language, thus encouraging the increasing ability of language skills in learning Indonesian in the next stage. The learning resources should be able to involve all students actively to follow the learning activities. The learning resources should also provide an explanation of the stages of understanding the text that will be carried out during the learning activities. The development of this Indonesian language textbook to improve the ability of language skills and creative thinking higher is very important to build the foundation of students for the next stage of science.

Based on the background description of the problem of the lack of quality textbooks and the development of text-based Indonesian language resources to improve the language of VIII Junior High School students who have not done much by the author or publisher, it is necessary to develop textbooks with text-based to increase literacy Speak and provide new experiences in improving the process of creative thinking. The purpose of this development is to produce textbooks of text-based Indonesian language so that the learning process to improve language skills and provide new experiences for students in improving language skills and creative thinking. The product of this development is textbooks of Indonesian text-based language to improve students' language skills. This product has the following specifications: 1) Learning textbooks to produce the following: a) actively involve students, b) provide new experiences to students to develop language skills, as it provides students with reading and writing opportunities c) evaluation of learning activities that emphasize the process of reading and developing the process of
writing. 2) The learning materials contain several types of text, so that students can see and distinguish different types of text comprehensively and equipped with examples of content development in each text. The text content is adapted to the character and state of junior high school students.

c. Small group trial, aimed at obtaining feedback from students. This is achieved by means of direct interaction between developers and individual students. During this stage, the developer works alone with nine students who are representatives of the target population. In the assessment of this stage developers dialogue on the contents and components that exist on the product to be developed. When students use the product, they will find typos / prints, missing or missing content, missing or missing pages, inappropriate titles, or unattractive titles and covers. When conducting the appraisal, the developer makes notes on the comments and suggestions the student submits. These are all recorded in textbooks / texts, or during this encounter a ribbon tape machine can be used by the student at all times.

d. Try large groups. At this stage, it takes twenty-five students as an object in the assessment. The basic procedure used in the assessment of the large group differs greatly from that used in one-man judgments. Then the developer (teacher) starts by explaining that the teaching material is still in the formative stage or pattern formation of the development effort and that it needs to get back on ways to make it better. Having said this, then the teacher runs the material on the product in appropriate ways. All data derived from these sources are summarized and decisions about ways of revising teaching materials are made.

RESEARCH RESULT

The first stage of this development is to determine the subjects that will be developed, the subjects developed are textbooks of text-based Indonesian for second semester class VIII students consisting of five chapters namely various types of text (fable text, review text, Bigrafi text, discussion text) Then identify the curriculum and syllabus of subjects to be developed while keeping in mind the basic competence and competency standards. Identify indicators and objectives of subject learning. Next is to select and develop Indonesian textbooks based on selected material. After that compile and write textbook in the form of textbook of Indonesian language. The next stage is a product trial that includes expert subject content responses, design learning experts, small group trials, and large group trials. For test subjects not necessarily in large numbers, but quite representative.

Limitations in this development are: This textbook can be used by students of SMP class VIII semester even in class or independent. This product is designed by assuming that educators have been aware of the student's previous abilities. This textbook is still developed for the subject matter of Indonesian junior high school class VIII semester even and used in limited institution that SMP Al Hikmah Surabaya.

Important terms used will be discussed in the following sections with a simple, easy to understand and shortest explanation. According to Ely (Haris 2009: 8), development is the process of translating design specifications into products. In this case teaching materials in the form of textbooks text-based Indonesian language to train the language literacy of students of class VIII SMP Al Hikmah Surabaya semester two. The textbook is a teaching material that has a distinctive structure. Textbooks are designed to finish learning in just an hour, or a day, or a week, or more depending on the breadth of the topic being discussed. Each module must contain self-contained information (Degeng, 2008: 2). Product development is related to the effort to train language literacy, especially the effort to understand the text in Indonesian class VIII even semester. More details of the importance of developing textbooks of Indonesian text-based language can be described as follows: For teachers of Indonesia, this development product can be used as an effective and creative teaching materials in order to achieve optimal learning outcomes. For Students, the development of textbooks of text-based Indonesian language is presented with variatif, thus raising the attraction of students to train language literacy and can improve creative thinking. For Schools, this Indonesian language textbook can provide new insights for schools to improve the quality of education through the creativity of educators.
On this occasion, researchers developed textbooks in the form of textbooks with Dick & Carey model approach (1990) in the hope that teachers can arrange their own learning design so that more focused and orderly. The Dick & Carey model is one of the procedural models. Benefits of procedural model, namely:
1) facilitate developers to follow the flow of model execution, 2) every step is clear so easy to follow, 3) with this regularity, there will be effectiveness and efficiency of implementation. While the limitations of this model include among others: 1) rigid, because each step is determined by the previous step, 2) not all learning procedures can be developed according to these steps. The steps of Dick's model Carey & Carey are as follows: 1) identifying each general learning objectives, 2) making an analysis of learning, 3) identifying initial abilities and characteristics of students, 4) formulating each specific learning objectives, 5) Assessment, 6) developing strategies in learning, 7) developing and choosing learning materials, 8) designing and conducting formative evaluations, and 9) revising lessons. For the 8th step is to conduct a summative assessment or evaluation intentionally not done.

To be able to know the level of interest and effectiveness of textbook product conducted a series of trials on the product and then held a revision. The resulting product is then tested through several stages, among others:

A. Terview of expert content, aims to obtain data in the form of assessment, opinion and advice on the accuracy of the textbook content contained in the module plan that will be made.
B. Preview of design experts, aims to obtain data in the form of commentary assessment as well as suggestions on the accuracy of the instructional package design, development model, learning package content component.

Data Analysis Results Expert Assessment Content

The data obtained from the result of expert opinion questionnaire about the content of the subject matter of the next subject is analyzed. To determine the level of feasibility of the products that have been tested, the data have been analyzed to be matched with the feasibility table that has been set. Based on the results of questionnaire data obtained from the content experts, then calculated the percentage by using the formula and show that the percentage of the results of the assessment of teaching materials as a whole is 88.46%. After being converted with a product feasibility table, the percentage achievement level of 88.46% is in excellent qualification and is highly feasible to produce. The written comments and suggestions from the subject matter expert are used as reference for the refinement of the textbook.

Data Analysis Result of Design Expert Assessment

Questionnaire data from expert design appraisal result of teaching materials then analyzed. To determine the level of feasibility of the products that have been tested, then the data have been analyzed is matched with the table of eligibility that has been set. Based on the results of questionnaire data obtained from the design expert of learning, it can be calculated the percentage by using the formula and show that the percentage of the results of the assessment of the teaching materials as a whole is 91.27%. Once converted with a product feasibility table, that percentage is in excellent qualification and highly viable for production. Generally concluded by the design of learning expert, the learning package can be used for data retrieval.

Analysis of Small Group Test Results Data

The questionnaire data on the results of small group trial assessments on textbooks were then analyzed. To determine the level of feasibility of the products that have been tested, then the data have been analyzed is matched with the feasibility table that has been set. The average score is given by twenty-five aspects, then the score is summed so as to produce the whole score for the teaching materials that is 91.27% for the assessment, 86.41% for display feasibility, 91.71% for the material presentation and 95.16% for the benefit aspect. From the results of the three items, then obtained the average of the results of small group assessment is 91.27%. Once converted is in excellent qualification and no revisions are required.
CONCLUSION

Based on the research results can be summarized as follows: Indonesian language textbook for VIII students in the second semester is worthy of production, because the textbook gets value; Expert of content, from 26 aspects observed there are 18 aspects to get the value of SS (Very good), while 8 aspects get a B (Good), so that the final result is 88% (more than 80%) from expert content analysis. Therefore, the Indonesian language textbook for VIII students in second semester is very good but not yet feasible to be produced before the revision is made. Therefore, the authors immediately revise this textbook according to the advice of the content expert. The design experts, from 31 aspects observed all received notes and suggestions from design experts. From 31 aspect that get the value of SS (Very Good) there are 28 and that get value of S (agree) there are 3, so that the final result is 91.27% more than 80% from review expert analysis of desaian. Therefore, Indonesian language textbook for VIII students of second semester is very good and feasible to be produced. To refine this textbook, the authors will make revisions according to the advice of design experts. Small group participants give 3 aspects observed, namely; (1) Aspects of the display in the textbook attracts a score of 86.45% (2) Aspects of presentation of interesting textbook materials get a value of 91.71% (3) Aspects of benefits in the Indonesian textbook scored 95.16%. So the average value obtained from 3 aspects observed that is 91.27% so it can be declared Indonesian textbook for VIII students of second semester is very good and feasible to be produced. To refine this textbook, the authors will make revisions according to the advice of design experts. Students of field trial group have 3 aspects observed as follows; (1) Aspects of textbook display get value 87.16% (2) Aspect of material presentation Obtain value 90.84% spect of benefit get value 90.66%. So the average value obtained from 3 aspects observed is 89.72% so it can be stated that the Indonesian language textbook for VIII students of second semester is very feasible to be developed and can be produced. The result of the teacher's evaluation of the Indonesian language textbook is the teacher's activity on the Indonesian language textbook using the result of the development of the Indonesian language textbook for the second grade students of the second semester based on the observation sheet shows; = 41/44 (scores obtained) x 100% = 93% So the average score obtained from the teacher's assessment of the textbooks observed is 93% so it can be declared Indonesian language textbook for VIII students of second semester is very feasible to be developed and Can be produced.

Based on the research results suggested as follows: 1) Considering this research only develops textbook of Indonesian for second semester class VIII students at SMP Al Hikmah Surabaya, this textbook need to be tested in other junior high school. 2) Indonesian language textbook for VIII students of second semester needs to be expanded with examples of texts that directly tangent to the daily life of students. 3) Textbooks can be used as a reference for students to read and write Bahasa Indonesia to improve students' language literacy. 4) Indonesian language textbook for VIII students of second semester can be used as a guide book for teachers to teach Indonesian language with the concept of increasing the students' language literacy. 5) For the next Researcher can be developed to be a textbook that has perfect completeness, such as there are books of teachers, student books, LKS and others.

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THE USE OF MOVIE FOR TEACHING WRITING ESSAY FOR COLLEGE STUDENTS

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ABSTRACT

Movies can be used as the media of teaching English. The fact, writing could be difficult for some students especially college students if they do not know how to start with, especially writing essay. Movies can be one of the way to help students to compose an essay, since firstly students prefer watching than reading, secondly is that movies showed some events which will help students to write in a good order. It will also guide them to construct the outline of their own writing. The students also will gain the benefits for writing essay by using movies. In this case, the students are able to understand how to find the topic and also building thesis sentences or topic sentences, they are able to construct their own thesis statements taken from the movies, they are able to build the chronological events and construct main idea in their writing essay, and they are also able to create the conclusion of what they have been from the movies. During the process of learning, students also get joyful learning, besides that the students are able to differentiate topic, thesis sentence, and main idea as well, and they are able to practice them. However, the teacher should be wise in choosing the movies by avoiding some movies which carry violence and porn messages.

Keywords: movie, college students, writing essay

INTRODUCTION

There are many sources which can be utilized for teaching writing, most of them can be in the form of printed sources such as textbooks, magazines, newspapers so on and so forth. Movie, a multimedia tool which is rich of text, colors, movement, emotion, and power that, can be the alternative media of teaching essay writing to college students. The fact is that teaching writing sometimes can be very uninteresting both for the teachers and students because the teachers sometimes conduct the same teaching methods all the times without improvising it at all. However, some teachers start using movies in the class to accomplish various instructional objectives such as creating background for particular topics or motivating student to learn to write.

Why using Movies?

Teachers use movies in teaching writing because it has a chronological events that students can see and they find themselves drawn into an experience rather than studying a problem. Movies, which also rich in text, color, movement, story and culture can be used as an educational tools which are now more accessible and less unmanageable to use. The application of movies in teaching world has become very famous since the existence of the videocassette recorder (VCR) with its relatively economical and easy to use.

Farmer (1987) stated that the VCR gave a lot of flexibility in teaching. Teacher can stop the movie and discuss elements of introduction, mood, suspense, and characterization and then view it again. Moreover, The VCR is very easy to operate, it is portable, and quite economical. Post (1987) also stated that students now are in media-oriented world, they can operate them both sight and sound as user friendly. In this case, college students need something different, interesting and motivating way of learning which can improve their writing skills, and the application of films in their writing class can represent what they need. The use of movie itself, which sometimes carries the violent and porn messages, can be neutralized by giving explanation to students, but still, the choosing of films is very important. Another expert who has considered the advantage of using VCR believes that one of the pedagogical tasks in teaching world may well be finding the most convincing ways of employing this universal piece of technology (Gallagher, 1987).
Movies can become powerful allies of the teacher in teaching writing as long as the teacher can use it efficiently and effectively (Post, 1987). Specifically, in teaching writing essay, films can give students real examples of a story and they can follow the story and the plot, see the characters and settings vividly. Secondly, movies which show some chronological events, will support them to write in a chronological order.

**What kinds of movies can be used to teach writing?**

Basically, all kinds of movies can be used as media in teaching writing essays, but teacher must be very selective in choosing them. Teacher should be able to choose movies which carry less violence and pornography, give good moral values, and consist of chronological events. Such movies like drama, romantic comedy, film history, etc. Hardaway (2009) stated that the students love the choice of movies which are current and represent the newest kinds of writing being done today. Students also prefer to have movies that represent their life or more or less are about them, for example A Walk to Remember. This movie is about college students who are in love and how they live their life, or Beautiful Mind, although it is definitely an adult movie, its story contains none of the potentially material or language that appears in the original play, but the movie is still interesting for the college students.

Movies can help students to think critically as Boyd and Robitaille (1987) stated. According to them, movies can be used as materials for college writer especially writing because students can generate topics for a composition from it. They also stated that even television series can be used for this kind of learning. The use of television series, such as Friends, which is about friendship or Gilmore Girl which is about family, will give another advantage since the teacher does not need to buy the CDs, the teacher can ask the students to see the series on the television and discuss it in the class in the next day. Movies talking about family relationship are another advantage since it has less violence, the story is not hard to follow, and the duration is adequate (about 30 minutes). Masiello, (1985) stated that viewing students the family movies will help them to observe carefully and often results in sharper writing skills.

**How can we teach writing using movies?**

A step-by-step application of using movies to teach writing for college students can be undertaken in a single or more class period, using the following strategies:

1. **A warm-up mechanism**
   In this first session, the teacher introduces the writing skill elements, for example, topic, thesis statement, information or persuasion kinds of writing. The teacher explains the theory and teaches them how to make a good topic or thesis statement, teacher also teaches and gives them how to generate topic or thesis statement from the movies.

2. **View the movies**
   The teacher gives the film to watch and students are asked to see and analyze it. They are asked to take a note on specific and important information such as the names of characters, the plot and the settings of the movies. If possible, teacher can ask them to write the plot of the story in chronological order which will help them to understand the story of the movie better.

3. **Time for questions and comments**
   After seeing the movie, teacher can give a discussion session where the students can question and comment on the movies they have seen. This session also helps their understanding of the films before the writing process.

4. **Making the draft outline**
   After the students answer the questions and give comments, they are asked to make draft outline based on the movie they watch, which consists of topic, thesis statements, argument to support the thesis, etc. In this session, students will still require teacher assistance in making the thesis statement or generating topic from the movies.

5. **Writing essay**
The outline of writing are submitted at the end of the class to minimize any external effects; and the students are able to construct a full-length essay during the next class period, after their outlines have been returned. The writing essay can take place in the class or at home as homework.

In the process of writing essay, there are three-steps process needs to focus: pre-writing, writing, and re-writing. In reality, when students arrive in college, they have strategies for managing all the steps of the process; while others have less experience that have served them in high school but that limit them in college; but still others do not carry strategy for writing at all. Teachers of first semester of writing class will have chance to know what an individual's writing process is. The teachers also will get benefit from having the methods to help their students go on successfully through the writing process.

Prewriting
Prewriting includes everything that students should do before beginning to draft a paper. It is classified into five activities: reading as a writer, generating ideas, organizing ideas, contextualizing ideas, and then working a thesis.

a. Reading as a writer
With most academic papers, prewriting begins by reading a text. Text can be taken from books, works of art, results of scientific experiments, cultural, social, and economic systems. Students can read these texts independently, satisfying themselves by getting the information from them. They may read actively, raising questions or challenging the writer as they read. Instructors can help their students to read like writers by encouraging them to highlight the margins of their books with questions and quibbles. Students should be encouraged to look for patterns, or to underline sentences that they do not understand.

b. Generating ideas
Seasoned writing instructors offer students several strategies for generating or stating ideas. Students may free-write, or brainstorm, or write a discovery which are more informal and can be used not only to come up with a topic but also to motivate students out of a jumping writing. Perhaps the best way of assisting students to generate ideas is by asking questions, both in conference or in writing workshops models. With practice, students will be able to internalize these methods and apply them to all of their academic tasks.

c. Organizing ideas
Students have several writing strategies that can be used in organizing their ideas. Some students can draft formal outlines and follow them as they write. Other students make informal outlines that they revise as they draft. Some students can find out the paper works which best for them. They can start by writing down a possible thesis statement and then filling the page with related ideas, drawing arrows or lines to make possible connections, and using circles or stars or checkmarks to determine which ideas should be prioritized. Some students can search main ideas as umbrella ideas and try to classify or cluster related ideas beneath them. Still others can write short paragraphs and summarize their thinking. The teachers can lead students to demonstrate how a different organizational strategy might be effective.

d. Contextualizing ideas
Sometimes students do not have a good sense of where their argument fits in their essay, therefore doing some research may help them to be better writer. Teachers can their students how to contextualize their ideas. In a writing workshop or in a conference, note their ideas, choose one, and then ask questions about the history of the idea, the topic that is relevant to their discussion, the relationship between one idea to other ideas and so on and so forth. Asking these kinds of questions not only moves students into the ongoing academic conversation, it also gives them a sense of how to craft an introduction, when it comes time to write one.
e. Working thesis
The last step in the prewriting process is working thesis or thesis question. Ask students to post the thesis questions where they can see it as they write: this question will help the writers to stay focused on the argument they are trying to make. Let the students know that, at this stage, they have only a working thesis, but most writers revise their thesis as they go, in order to accommodate their perspectives and new ideas.

Writing
To begin to write is not an easy task for beginner writers. Most young writers suffer from one of three phenomenon: first, they are perfectionists, they write the same first sentence again and again, trying to get it right; second, they are terrified of making a decision and so continue to stare at the page as the clock ticks on; or third, they see writing simply as the process of getting what is in their head onto the page.

Students need to understand that writing tends to happen in two stages: first ask them to write to express themselves, then ask them to write to make sense for their reader. More experienced writers have learned how to conflate the two stages into one, crafting their sentences and paragraphs as they write so that they express their ideas in ways that will engage their readers. College students, however, will need to understand that, for young writers, there are many drafts between the first and the last. In this way, writing is always rewriting.

Writing is also understood by experienced writers as a recursive process. By writing draft, they discover new ideas and unexpected problems. They may have to return to earlier processes in which they may brainstorm, generate their ideas, re-write their outlines. They will inevitably revise or refine their thesis. Some young writers will find this process discouraging so that teacher can support the students as they struggle through the writing process.

Finally, teacher may wish to talk to their students about their writing habits such as where, when, and how many time they usually write. Many students watch roommates magically produce papers the night before they are due and attempt to do the same. Have a nice conversation about what it means to write, and then hold the students to high standards.

Rewriting
Some students might have a thought that rewriting a paper is even more difficult than writing it. The process of revision requires that students revise their papers, try to understand how readers are understanding them or not.

What are the advantages & disadvantages?
Applying movies as a tool in teaching writing for college students has some advantages and disadvantages. Some of advantages of using it are students can learn how to make or generate the topic and also constructing the topic sentences or thesis sentences, they can make their own thesis statements from the movies, they can build the events chronologically and create the main idea in their writing, they can also construct the conclusion of what they have been seen in the movie, and it can be a joyful learning since most of students think that writing is an uninteresting subject. Compared to other materials, films have some special advantages for classroom use. They are often shorter than fiction feature movies, and they can easily be excerpted, with a short backgrounder. They function somewhat like inviting a guest speaker into the classroom; they are rich in the personality of the maker, and they have the authenticity of documentary. They are good discussion starters, because you can go right to the question of the speaker’s perspective, and what shapes and motivates it.

However, the use of movies requires special attentions which can be the disadvantages of it in learning and teaching process. The disadvantages of movies in this learning are the violence and pornography content and the long duration. These problems can be overcome by choosing the films that suitable for the students’ age, movies about college life, relationship or even family which carry less violence and pornography. The long duration of the movies can make the students get bored easily, but the teacher can apply the television series which its duration is shorter, about 30 minutes, by record it and view it to the students in the following day.
CONCLUSION

The mass media are an important element of today's environment in which nowadays students learn to listen, speak, read, write, and make meaning of their lives. Thus, the appropriate designed course of instruction can use media to link a student's enthusiasm and route it to an academically useful goal. The use of movies in teaching writing will be very beneficial since it is more attractive and interesting than using the books, novels or other textbooks in the class. Although, movies can be representative enough for teaching writing, but teacher still needs to give theory and examples of writing process such as how to make a good thesis statement, generating topic from the movies, analyzing the characters, plot and the settings, making an outline draft, and also writing chronologically. However, the use of films requires special attentions which can be the disadvantages of it in learning and teaching process. The disadvantages of movies in this learning are the violence and pornography content and the long duration. These problems can be overcome by choosing the movies that suitable for the students' age, movies about college life, relationship or even family which carry less violence and pornography. The long duration of the movies can make the students get bored easily, but the teacher can apply the television series which its duration is shorter, about 30 minutes, by record it and view it to the students in the following day.

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RESCUE TO RESOURCES OF EDUCATIONAL INPUT

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ABSTRACT
Currently there are still many human resources as the output of education that is less able to maintain life. This indicates a buildup of intellectual unemployment. This paper is aimed at describing the accumulation of intellectual unemployment and its solution. The research method used the analysis and discussion using descriptive from various literature data. The results showed, firstly, the rescue of educational output required teaching and learning process that can improve thinking skills. Second, the thinking skills of learners can be done using constructivistics learning and combined learning method with brainstorming. Third, the ability to do entrepreneur needs the ability to think.

Keywords: rescue, educational resource, educational output, thinking skill, entrepreneur

INTRODUCTION
As we know that the school as a place to learn. One goal is to make students able to live noble when in the middle of society. In order to live and having skilled in moral life then the students need to learn in school to have the ability to think normatively, scientific, morals, have the skills, behave, love the homeland and community.

Currently graduates (out-put) schools and universities are still not satisfactory, because there are still many graduate school unemployment. From the latest data if the unemployment rate is open in February 2016 at 5.50%. That is, from 100 labor force, there are about 5 to 6 people unemployed. Judging from the level of education, TPT (fixed unemployment rate) for vocational high school education (SMK) occupies the highest position that is equal to 9.84 percent, followed by TPT Diploma I / II / III that is equal to 7.22 percent. In other words, 9 to 10 vocational graduates are currently unemployed (Desy Setyowati, 2016). This cannot be tolerated if school graduates do not survive after graduation. Unemployment of school products as a sign of poor school graduate quality, low-thinking skills, motor skills and soft-skill less good, so less able to create profitable jobs. If left un-accumulated unemployment increasingly accumulate that burden the family and the country.

Educational institutions will become less functional if there is no learning process. Learning that leads to increased ability to think, soft-skill and maturity of learners. Otherwise, it will be an accident generation or become a failing generation. Therefore it is necessary to preventive measures for generational rescue. Rescue is the need for emphasis on teaching and learning process that is able to improve the skills of thinking and skillful thinking pattern of entrepreneurship (entrepreneur), so that after graduating from the educational institutions learners survive independently and adults.

Thinking Skill Improvement
What do you think about something? When do people think? The thinking tool in the human organs is the brain. Humans can think using their brain, this is what distinguishes between human beings with other creatures created by God. When there is a problem, people will think that in his brain, heart (mind) / psychological process of finding solutions to the problem. Therefore, when humans experience / feel the occurrence of the gap between reality and hope, then the problem arises, and when it arises the problem that people start on thinking.

Presseien (1985) in Tri Puji Lestari (2016) says that creative thinking is to use basic thought processes, to find novels, aesthetics, products, constructive ideas that relate to perceptions as well as concepts. Of course people think that when in itself has problems. What about learning to think while in school? According to Susianna (2003) quoted Tri Puji Lestari...
(2016), "the optimal development of creative thinking ability of learners in the learning environment is closely related to the way teachers teach". It is a sign that the improvement of students' thinking ability is very dependent on the teacher using teaching method in the process of teaching. Therefore, constructivist learning method of learning that is the formation of knowledge views the active subjects create cognitive structures in their interaction with the environment closer to the occurrence of learning events / thought processes. "The process of adjustment occurs continuously through the reconstruction process" (Piaget, 1988) quoted Nurul Rifky Huba (2013), stressing that the most important in constructivism theory is that in the learning process that the students who should get an emphasis to learn to think.

To be able to think is necessary to learn. To optimize students learn to think fun creative with constructivistik method, need to be added brainstorming. The addition of brainstorming (brainstorming) is one that is used to bring out the free ideas of each team member that are structured and systematic on the issues that are the focus of the solution. According to Andi Budiansyah (2012) brainstorming can inspire, broaden the horizons, it is a learning in making decisions, besides creating equality and involving all members of the team. Brainstorming can also be done without having to gather in one room, but can also be done in cyberspace or teleconference with a distance of thousands of meters (distance learning).

**Thinking Skill of Entrepreneur**

Entrepreneurship comes from the French word entreprendre which means to run, to do or to strive. People who carry out entrepreneurship activities is called entrepreneur, where they will carry out organizational activities, manage and take a risk in running the business. In the soul of an entrepreneur there must be creativity, innovation and entrepreneurial spirit, where an entrepreneur must think of creativity by thinking of new things that have never been business-like people but there are benefits for others, so that will lead to an opportunity will be purchased. For that also need to be innovated, that is doing the new things that is result of creativity, so as to produce a useful product and can be consumption of people (Parlin Nainggolan, 2015). Therefore, a person to be able to do entrepreneur skills required skilled thinking. Learning at school should be able to form learners who have the skills to think (brain teaser) so that after graduating survive. The survival ability in life is at least self-sufficient, able to cooperate with others, and able to see the opportunities that others need. Thus graduate school has the ability to make business, so that there is no longer "intellectual unemployment".

**CONCLUSION**

Based on the above analysis and discussion can be summarized as follows:
1. Rescue out-put education in order not to become intellectual unemployment or failure generation, required teaching and learning process that can improve thinking skill.
2. Student's thinking skill can be done by using constructivistic learning method combined with brainstorming.
3. Ability to make entrepreneur who does not become the generation of unemployment needs the ability to think.

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BIODATA
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THE EFFECT OF LEARNING AND THE DIFFERENT STUDENTS EARLY ABILITY TO CALCULATING CHILDREN ABILITY GROUP B IN TK PGRI 2 BULUH AND TK AISYIYAH 2 SOCAH BANGKALAN

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ABSTRACT
Early childhood education before entering primary school is education in kindergarten. Parents send their children to a kindergarten in order to have the initial knowledge and skills so as to support the ability to count children. The purpose of this research is to know the difference of the method of play and telling the ability of counting children of group B TK PGRI 2 Buluh and TK Aisyiyah 2 Socah. Researcher use quantitative research approach with research subject of student group B TK PGRI 2 Buluh and TK Aisyiyah 2 Socah which amount 50 students. Data collection methods using pre-test and posttest to determine the initial capability and yield after treatment is given. The results showed that the ability to calculate the method of playing and telling different significantly.

Keywords: early ability, game, story telling, learning outcome

INTRODUCTION
Child group B or age 5-6 years should have the ability to know the basics of counting learning through the mastery of the introduction of concepts by using concrete objects such as the introduction of colors, shapes, and counting numbers. But in reality the age of 5-6 years or group B is still a lot of passive when the teacher invites him to think logically, although there are children who can specifically think logically and systematically. From an early age through the observation of the concrete objects pictures or figures that are surrounded. Children are difficult to adjust and involve themselves in the life of society which in daily life requires the ability to count, accuracy, concentration, abstraction and higher appreciation, have an understanding of the concept of space and time and can estimate the possibility of sequence according to events that occur around it, and have the creativity and imagination In creating something spontaneously (MoNE, 2000).

According to Piaget (1991), the goal of early childhood learning as Logico Mathematical Learning or to study logical and mathematical thinking in a fun and uncomplicated way, so that children can not count to a hundred or a thousand, but understand the mathematical language and its use for thinking (Suyanto, 2005). Counting activities in early childhood should be introduced and given to the child through fun play can be done through the presentation of a story that can arouse the minds of children by using the symbols of real objects in the form of media blocks in the classroom as a medium so easy to do And introduce ways of counting from an early age.

The fact that is happening today, is always inconsistent with the situation in the community that often do not pay attention to the importance of the abilities and initial knowledge obtained by children in the Play Group. They want their children to go to kindergarten because the education in the Play Group is considered unimportant and only a waste of money. At this time the kindergarten teachers are forced to follow where and the parents suggest the children who want their children smart and no difficulty in reading, writing, and counting when entering the elementary school level. This is done by kindergarten teachers to maintain the continuity of kindergarten education institutions.
are still trusted by the community. Playing methods and storytelling methods are used in learning to improve children's numerical skills according to different initial skill levels through block media.

REVIEW OF LITERATURE

Game Learning Method

According to Kimpraswil (in Muhammad, 2009) says that the definition of the game is the effort by the self (if mind and physical) that is very beneficial for the improvement and development of motivation, performance, and achievement in performing the tasks and interests of the organization better. While the "game" learning method by Joan Freeman and Utami Munandar defines the game as an activity that helps children achieve full development, whether physical, intellectual, social, moral, and emotional. In other words the definition of the word "game" is an activity performed by some children to achieve fun that can shape the child's personality process and help the child achieve physical, intellectual, social, moral, and emotional development.

Story Telling Learning Method

Aziz and Majid (2002) say "some of the existing stories include some negative elements. This is because the nature of the story does not heed the value of aesthetics and norms ". A child has the potential for everything faster, making it easier to shape and direct himself. This is in line with the objectives (MoNE, PKB TK GBP KB TK, 1996) that is to "lay the foundation towards the development of attitudes, knowledge, skills, and creativity needed by the students in adapting to the environment and for further growth and development".

Meanwhile, according to Piaget in Tampubolon (1991) said "from birth to adulthood children's minds development through the levels of the period in accordance with the level of maturity of the child as a whole with its interactions with the environment.

For children aged 4-6 years is that children are able to listen carefully to what others are saying. A child who does not understand can ask questions, then the child can tell and express the content of the story being heard, because according to Jerome S Brunner in Tampubolon (1991) "language has a great influence on the development of the child's mind".

According Piaget in Tampubolon (1991) tells with props can be developed ie motor sensory ladder that developed from birth to 18-24 months. The use of media can help a child understand something. The media gives a clearer picture of what is described and makes the abstract more concrete. Children in the operational and operational concrete stage need a medium that can explain the material in the learning into a real object that is easily recognizable students in the surrounding environment.

Student Early Ability

According to Rebber in Muhibbin (2006) says that "the initial ability of prerequisite to know the existence of change". Meanwhile, according to Gerlach and Ely in Harjanto (2006) said "the initial ability of students by giving the initial test". It is important for teachers to provide the right dose of learning, not too difficult and not too easy. The ability of the child is also useful to take the necessary steps.

In line with what Gagne expressed in Sudjana (1996) states that "early ability is lower than new abilities in learning and is a requirement that students must possess before entering the next higher learning material". According Sugiyanto (2009) states that "the main key of the tutorial is the knowledge possessed by someone called Prior Knowledge. Prior Knowledge will be out of savings of learners if there is a trigger or trigger ". In the process of guided inquiry, the child is triggered by questions that lead to answers to problems encountered so that the child can conclude and find in the concepts in the material being studied.

Numeracy Skills

Counting is part of mathematics, especially the concept of numbers that is the basis for the development of math skills and readiness to follow basic education. For early childhood, the ability is called the ability to begin counting, namely the ability of each child to develop it, the characteristics of development starting from the environment closest to himself. Along with the development, the
child's ability can be increased to the understanding stage by the amount associated with addition and subtraction (Susanto, 2011).

Counting activities in early childhood is called the activity of mentioning a number or spelled out blind because the child mentions a sequence of numbers without connecting with concrete objects. At the age of 4 years can mention the sequence of numbers to 10. Ages 5 to 6 years can mention the number to 100 (Sriningsih, 2008).

According to Piaget (1991), the learning objectives of early childhood logiomathematical learning or learning logical and mathematical thinking in a fun and concrete way, so that children can not count to a hundred but understand the mathematical language and its use for thinking (Suyanto, 2005). Counting activities through a more effective game because play is a vehicle for learning and working for children, it is believed that children will be more successful in learning something when they learn according to their interests, needs, and abilities (Murdjito, 2007).

**RESEARCH METHOD**

This research was conducted by using quantitative research method with experiment study approach. This design has a control class but can not function fully to control the outside variables that affect the implementation of the experiment. This experimental design form is not a purely experimental, but as pure experiment. This design has a control class but can not function fully to control the outside variables that affect the implementation of the experiment.

The design used in this research is non equivalent control group design. However, neither in the experimental nor control group was chosen randomly.

\[
\begin{array}{c}
O_1 \times O_2 \\
O_3 \times O_4
\end{array}
\]

Picture 1. Design of Non Equivalent Control Group Design

**Notes**:
- **O1**: Measurement capability with high initial ability using play method.
- **O2**: Measurement capability with low initial ability using play method.
- **X**: Provision of treatment
- **O3**: Measurement of numeracy skills with high initial ability using storytelling method.
- **O4**: Measurement of numeracy skills with low initial ability using storytelling method.

In this research, the research sample is the entire population of students group B TK PGRI 2 Buluh Socah District Bangkalan District amounted to 25 children and group B TK Aisyiyah 2 District Socah Bangakalan District amounted to 25 children. Researchers use the test as a method of collecting research data. Statistical analysis in this research are normality test, homogeneity, and two-lane anana with formula:

\[
f_1 = \frac{S_1^2}{S^2} : f_2 = \frac{S_2^2}{S^2} : f_3 = \frac{S_3^2}{S^2}
\]

\[
S^2 = \frac{\sum_{j=1}^{a} \sum_{k=1}^{b} JKA}{a} \quad JKA : \text{Quadrat number (main effect)}
\]

\[
S^2 = \frac{\sum_{j=1}^{a} \sum_{k=1}^{b} JK (AB)}{a(b-1)} \quad JK (AB) : \text{Quadrat number (main effect)}
\]

\[
S^2 = \frac{\sum_{j=1}^{a} \sum_{k=1}^{b} JK G}{ab(n-1)} \quad JK G : \text{Quadrat number (main effect)}
\]

**RESEARCH RESULT**

Based on the variables in this study, there are two independent variables that is using Playing and Storying Method, Initial Ability and the dependent variable is Ability to Calculate. By performing calculations it can be seen that the child by using the method of gaining the ability to count is an average of 59.14 and deviation deviation (SD) is 19,276 from a number of children 29
children. Children who used the storytelling method gained numeracy skills were averaging 40.24 and the deviation deviation (SD) was 14.096 from a number of 21 children. Data research results can be grouped in the table as follows.

Tabel 1 Data of Research Result

<table>
<thead>
<tr>
<th>Metode</th>
<th>K.Awal</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metode Bermain</td>
<td>Rendah</td>
<td>41,36</td>
<td>10,269</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Tinggi</td>
<td>70,00</td>
<td>14,852</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>59,14</td>
<td>19,276</td>
<td>29</td>
</tr>
<tr>
<td>Metode Bercerita</td>
<td>Rendah</td>
<td>37,69</td>
<td>13,168</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Tinggi</td>
<td>44,38</td>
<td>15,454</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40,24</td>
<td>14,096</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>Rendah</td>
<td>39,38</td>
<td>11,824</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Tinggi</td>
<td>62,12</td>
<td>19,035</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>51,20</td>
<td>19,550</td>
<td>50</td>
</tr>
</tbody>
</table>

The result of t-test calculation using SPSS obtained by statistical group of children by using play and story as follows.

Table 2. Group Statistic

<table>
<thead>
<tr>
<th>Metode</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bermain</td>
<td>29</td>
<td>59,14</td>
<td>19,276</td>
<td>3,579</td>
</tr>
<tr>
<td>Bercerita</td>
<td>21</td>
<td>40,24</td>
<td>14,096</td>
<td>3,076</td>
</tr>
</tbody>
</table>

From the statistical group for the counting ability of children using the play method and the average root score of 59.14 and the mean standard deviation of 19.276 while the numeracy ability of the children using the storytelling method averaged the value of 40.24 and the standard deviation of 14.096.

**DISCUSSION**

Based on calculations with anova shown on line Media Fhit = 13.234 at 5% significance level obtained Ftabel = 4.05. Thus Fhit > Ftabel or can also be seen from the significance value is a significant value in the sig column. Shows the number 0.001, this is smaller than the number 0.05; Means there is influence of play methods on the ability of counting children in group B TK PGRI 2 Buluh and group B TK Aisyiyah 2 District Socah Bangkalan.

Based on the results of statistical analysis proved that the use of play methods significantly influence the ability of counting children in group B TK PGRI 2 Buluh and group B TK Aisyiyah 2 District Socah Bangkalan. This means that the use or application of play methods in teaching and learning process has an effect or positive impact on the ability of counting children in group B TK PGRI 2 Buluh and group B TK Aisyiyah 2 Socah Bangkalan.

In the calculation results with anova shown in the initial ability line of children Fhit = 19,248 at 5% significance level obtained Ftabel = 4.05. Thus Fhit > Ftabel or can also be seen from its significance value is significant value in column sig.menunjukan 0.000, this is smaller than the number 0.05; Means that there is an influence of the child's early ability to the ability of counting children in group B TK PGRI 2 Buluh and group B TK Aisyiyah 2 Socah Bangkalan.
The use of play methods, the storytelling method with the initial ability there is a reciprocal relationship (interaction) in affecting the ability to count children. Meaning between the method of play with the ability to start affect simultaneously (simultaneous) to the ability to count children. The theoretical framework or framework above has been proved true and valid as indicated by the results of research that has been through hypothesis testing in the following. On the Method line, \[ F_{hit} = 7.437 \] initial ability at 5% significance level is obtained \[ F_{table} = 4.05 \]. Thus \[ F_{hit} > F_{table} \] or can also be seen from the significance value is a significant value in the sig column. Shows the number 0.009, this is smaller than the number 0.05; Means the conclusion there Interaction between Method and Initial Ability to Counting Ability in students group B TK PGRI 2 Buluh and group B TK Aisyiyah 2 Socah Bangkalan

CONCLUSION

Based on data of research result and statistical analysis by using two path anava, researcher conclude that:

a. There is a difference between the method of play and the method of telling the ability of counting proteges group B TK PGRI Buluh 2 and group B TK Aisyiyah 2 District Socah Bangkalan District.

b. There is a difference between low initial ability and high initial ability to the ability of counting proteges of group B TK PGRI Buluh 2 and group B TK Aisyiyah 2 District Socah Bangkalan District.

c. There is an interaction between the method and the initial ability to the ability of counting students of group B TK PGRI Buluh 2 and group B TK Aisyiyah 2 District Socah Bangkalan.

REFERENCE


BIODATA

Hernawati, Born in Bangkalan, September 7, 1969. He is a student of Postgraduate Technology Study Program of PGRI University Adi Buana Surabaya. Undergraduate Program also he completed at the University of PGRI Adi Buana Surabaya in 2003 and continued his study of Master of Education Technology at Universitas PGRI Adi Buana Surabaya in 2015. He works as Head of Kindergarten PGRI 2 Buluh District Socah Bangkalan.
CREATIVE WAYS OF TEACHING BAHASA INDONESIA IN POLAND

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ABSTRACT

Bahasa Indonesia has become one of the favorite subjects in Poland. Although the Indonesian language is competing with other International languages such as French, Chinese, and Japanese, yet Indonesian classes in Poland are popular among the international students from Ukraine, Mongolia, India, Poland, and Turkey. The Indonesian language is taught in cities such as Warsaw and Krakow. The Indonesian Embassy, the University of Warsaw, Collegium Civitas, and the University of Jagiellonian (Krakow) offer the Indonesian language for interested students. What makes foreign students love Bahasa Indonesia so much? It is because of the tradition/culture, Indonesian cuisine, landmarks and the language itself. To teach the Indonesian language to the students who have a different background and culture is not an easy task. Hence, this paper is presented as hands-on experiences by using Computer Assisted Language Learning (CALL) with the infusion of some innovative to teach Indonesian culture and language in Poland. The activities using power point (PPT) games like Family Feud, Who Wants to be a Millionaire, Guessing Pictures, as well as cultural lessons like Digital Comic Strips (Comic Page Creator), Whispering Game (Mobile Phone), the “Mauumere Gemu Famire” Dance, Indonesian Traditional Songs (YouTube), are some of the learning resources involved in this paper.

Keywords: Indonesian language, foreign students, culture

INTRODUCTION

BIPA stands for Bahasa Indonesia untuk Penutur Asing or Learning Indonesian for Foreign Speakers. In teaching the Indonesian Language for International students, there are six levels that should be considered (A1, A2, B1, B2, C1, and C2). Level A1 and A2 are for beginner, B1 and B2 for intermediate level and the last C1 and C2 for the advanced students. The six levels are based on CEFR English Language Self-assessment checklist in European Language Portfolios. BIPA has spread its wings in 45 countries. For instance, Bahasa Indonesia is an official language in Timor Leste and a second language in Ho Chi Minh, Vietnam (Muliastuti, 2016) Some countries in Europe have BIPA classes, the classes take place in Indonesian Embassy and also in some Universities. In Europe itself, BIPA classes are spread out in Bulgaria, Italy, Germany, France, Netherlands, and also in Poland. For example in Poland, BIPA classes are open to the International students in Poznan, Krakow, Torun and also Warsaw – the capital city of Poland. The program of BIPA is conducted to promote Indonesia both in culture and in language.

BIPA program in Indonesia is under the Ministry of Research Technology and Higher Education of the Republic of Indonesia (Kemenristekdikti), and some lecturers are selected to teach Bahasa Indonesia and culture abroad. The Ministry of Research Technology and Higher Education of the Republic of Indonesia cooperates with Indonesian Embassy in a European country for BIPA program. Besides, Indonesian government also has Darmasiswa scholarship program for the International students who want to study Bahasa Indonesia and the culture for three months. Teaching BIPA to International students has lots of challenging. The selected lecturers must focus on the materials, the local language of the students (Polish language), and many techniques to make the students interested more in studying Bahasa Indonesia. Regarding the techniques in teaching BIPA, the selected lecturers may use power point games, digital comic strips, whispering game and online YouTube video to be the learning resources. Because of this condition, the author intended to conduct a research about BIPA program to the International students in Poland.
The Implementation of Teaching Indonesian Language in Poland: Power Point Games

Power Point is an excellent media for presentations. Power Point is much more powerful compared to other activities because it includes important points (Jones, 2003). Rank & Warren (2011) also mentioned that the use of Power Point in education is very potential for encouraging teachers to do more professional presentations. To help the students in understanding the Indonesian lesson for the International students, the author creates media to raise students’ motivation in learning BIPA. One of the ways to increase students’ participation in class is by using Power Point Games. The power point templates can be downloaded from the internet. There is a variety of Power Point Games such as: Who Wants to Be a Millionaire, Family Feud, and Guessing Pictures. After downloading these Power Point Templates, the author makes some questions related to the theme of the lesson and puts on the Power Point. The questions can be about Seputar Indonesia, animals, colors, family, or even about the culture of Indonesia.

Figure 1. Who Wants to be a Millionaire (Taken from Mark E. Demon)
In creating the digital comic strips, the author has to choose the characters and setting of the story. It is supported by Poore (2013) that digital comic strips are described from a set of characters and picture strips. The content of the story must be related to the materials given to the level of students. There are many ways to create comic strips: drawing or using the software. One of the applications from Google Store called Comic Page Creator. Comic Page Creator is normally compatible with mobile phones and tablets. These are the steps how to use Comic Page Creator:

- Download and install the application from Google Store
- Decide the content of the story and the theme which relates to the materials given
- Set the characters of the comic strips whether it is males or females, including the appearance (clothes; style of the hair; the movement of the characters - stand, sit, drive a car, ride a bicycle; etc.)
- Set the time and the background of the story, for example: in the morning, at night, in the garden, in front of the house
- Write the sentences inside the bubble in order to make conversations between two people
- Save the story and publish the digital comic strips directly online
- These are the following examples of the digital comic strips about ‘Introduction’ and ‘Greetings’. It is suitable for an A1 level (beginner)
a. Whispering Game
According to Chatburn (2013), whisper game is an interesting game for the students. A message is passed on by whispering, down a line of people, and the last person speaks loudly the message. Whispering Game is one of the activities which is used by the author in teaching the Indonesian Language in Poland. This activity is given to A2 level for undergraduates in Collegium Civitas, Warsaw. The interesting of this game is by using the mobile phone. The students are divided into two groups, each group consists of four people. While standing in a line, the students bring their mobile phone. There are the rules how to play the whispering game:

- The author prepares sentences of what the students have learned before. It is exactly the same with the module given to students.
- At first, the author reads the sentence one by one starting from the title. While reading the sentences, the student who is standing in front of the author should type all the sentences on his mobile phone by using text messaging. It is done by the first student who stands in front of the white board and writes the sentences on the white board.

Here is the example of the sentences:

**Berkunjung ke Kebun Binatang Surabaya**


(Source: Bahasa Indonesia bagi Penutur Asing Tingkat A-1)

b. Indonesian Traditional Dances and Indonesian Traditional Songs
Indonesian culture is a part of Indonesia language. The culture of Indonesia can be seen from traditional dances and traditional songs. To help the students learn more about the dances and songs, the author displays a YouTube video. Here is what to do:

- Go to YouTube video
- Type the ‘key word’ on the search box, for example lagu daerah seluruh Indonesia
- Look for the suitable video
- Copy the embed code <https://www.youtube.com/watch?v=59KN_1xZuAE> and paste on YouTube Downloader
THE METHODOLOGY

This paper intends to share the teaching learning activities of BIPA program conducted in Collegium Civitas, University of Warsaw, the University of Jagiellonian in improving Bahasa Indonesia competency among the International students in Poland. The data was gathered from classroom observations, questionnaires, and interviews. The participants of this research were international students in the seventh semester of the academic year of 2016/2017. The students were registered in three Universities namely Collegium Civitas, University of Warsaw and the University of Jagiellonian in Poland. In Poland, the seventh semester’s of the students consisted of 45 (forty-five) students for the total amount.

The author held the classroom observations in three Universities for BIPA classes for four months. In this study, the author’s daily log books were used as data to be analyzed. The daily log books were written at the end of the each lesson. The daily log books enlighten the teaching phases in implementing “power point games”, digital comic strips, a whispering game using mobile and online YouTube video and also the students’ motivation during BIPA classes.

FINDINGS AND DISCUSSION

Based on the results below, it shows that there are four categories of teaching Bahasa Indonesia – power point games, digital comic strips, whispering game and online YouTube video. Each student in three Universities was given questionnaires to gather the data dealing with the techniques of teaching Bahasa Indonesia. Around 21 (twenty-one) students chose power
point games as interesting and engaging activities in learning BIPA. The power point games not only have attractive templates but also the questions related to the materials make the students enjoy and feel happy during the meeting. The next one is about digital comic strips. The students felt that the digital comic strips are something extraordinary and new in BIPA learning. Sixteen students were excited when the author asked the students to create a project dealing with digital comic strips using comic page creator.

For the whispering game technique using a mobile phone, the numbers of the students were only 3 (three) students. The students said they knew this game before and the different was only by using a mobile phone as a tool in learning BIPA. The good point of this activity was to improve the listening and writing skills in learning BIPA.

The last activity was online YouTube video as a media in learning dances and songs. Mostly, the students already knew how to download and use YouTube. However, the students were still happy during the workshop of dances and songs. Only 5 (five) students chose online YouTube video as a good teaching media in learning BIPA.

Figure 7. The results of Teaching Bahasa Indonesia to International Students

CONCLUSION

Teaching Bahasa Indonesia to International students in Poland needs lots of creativity. The author has to think of some techniques to make the lesson becomes more interesting and to avoid the boredom in class. The International students are from a different country such as Ukraine, Mongolia, India, Poland, and Turkey. However, their curiosity in learning Bahasa Indonesia is very high. It can be seen from the students’ enthusiasm every time in attending the BIPA meetings and actively participating in the program.

The results showed that the four techniques can be used impactful to enhance students’ motivation to learn Bahasa Indonesia in Poland. Thus, the use of these four techniques into teaching learning process has a good impact on the students. It provides a pleasant atmosphere in BIPA program. Power point games, digital comic strips, whispering game and also online YouTube video are not just entertaining and engaging students but also there are many reasons to use it in teaching BIPA.

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MISCONCEPTION OF INTEGRATED LEARNING IN STUDENTS PGSD UNIPA SURABAYA

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ABSTRACT

An integrated learning course is a major subject in PGSD which must be mastered by PGSD students. This course is very necessary for PGSD students to support the learning process in elementary school. Based on this study aims to describe the concept of integrated learning what is difficult to understand students and identify factors what causes the concept that is difficult to understand students. The Study Subject were Students of PGSD UNIPA Surabaya. The type of research is qualitative research. Data collection is done by performing inventory of concepts, tests, and interviews. The results showed that in the student of PGSD force 2015 C, there was a misconception of integrated learning model. Misconception reaches 72% of the concept identified.

Key word: Misconception, Integrated Learning

INTRODUCTION

Integrated learning courses are courses which are taught about integrating the material several subjects in a theme to teach some subjects in each meeting and presents some concepts and materials that have combined to make learning become more meaningful, in accordance with the development and karakteristik learners in primary schools (SD). This course is the main subject in PGSD which must be mastered by PGSD students.

Integrated Learning is needed especially for SD, because on this level the students ponder experiences still totality and still difficult to face the division that artificial (Richmond, 1977, Joni, 1996). This time the curriculum used in SD is the curriculum using integrated thematic learning approach from Class I to a class VI. So to be able to understand the integrated thematic learning, a prospective teachers state must first rule about integrated learning. This is the elective courses that provide a strong foundation of learning characteristics in SD involving several subjects an integrated to provide meaningful experience to students because of this courses holistic approach. Basically integrated learning is a learning approach in SD that requires a design that is based on the consideration that mature so that the students can develop competencies between soft skills and hard skills so that students are not only can become learners will be well but can also live in a worthy in society according to his profession as educators in elementary schools.

According to Prabowo (2000) integrated learning as a process has some characteristics: centered on the students, preferring the giving of direct experience in the learning process, between fields of study his separation is not clearly seen. According to Fogarty integrated learning Model there are ten namely, fragmented (model fragments), connected (connected), nested model (nested model), sequenced (unordered sequence model), shared (divided), webbed model (model of the web the spider), threaded teruntai model), integrated (integration model), immersed (model sunset), for networked (network model). To ten by Fogarty model are grouped into three based on the integration pattern, namely: integration in one discipline (one rumpun science), the integration of several disciplines ilmun (in between the different fields of science), integration in and several disciplines (integration in one discipline and some discipline is different.

The success of the implementation of integrated learning influenced by the right design that is based on the consideration that mature. In designing integrated learning, need to identify and specify
KI, KD, and indicators on each of the subjects will be integrated. Content from each of the core competencies and indicators should be understood before done integration. Study materials need to be understood in the activities that can be accomplished integrated learning curriculum-oriented on the mastery of a competency in a holistic approach for understanding would be the beginning of the success of the implementation of integrated learning in SD. As students as candidates for elementary school teachers must be able to understand the concept, design, drawing up and applying the integrated learning model.

RESEARCH METHOD
The Type of Research

Types of research in this paper is qualitative research that describes the layout, type, and the factors causing difficulty to understand the concept of integrated learning model and how to improve these difficulties.

The Subject of the Research

Subject of research is a student at the State of the host 2015 C PGRI University Adi Buana Surabaya (UNIPA), doing interviews with students. The research instrument is bullet test and an interview. Data analysis done in this research consists of three stages namely stage reduce data, stage presentation of data, stage and the withdrawal of the conclusion.

Research procedures the

Procedures used in this research is as follows:
1. Doing interviews with lecturers who currently teach integrated learning courses,
2. Do inventory concepts that students are not aware of the various sources such as lecturers, students and books source.
3. Develop test items to know whether the concept of the concept that one is also occur on students.
4. Give the test to students, namely in the form of materials test items 10 integrated learning model that has been developed.
5. Describe the concepts of integrated learning the concept of him needs to be repaired.
6. Map 21 items questions based on CP and KD

THE DISCUSSION

Based on the data obtained from the research results and the results of the data analysis in this research includes analysis of student test results and combined with the results of the interview to find the layout, type and cause of the students made a mistake in completing the questions related to integrated learning courses.

<table>
<thead>
<tr>
<th>No matter (Concept)</th>
<th>The number of students that misconception</th>
<th>The percentage of students that misconception for each concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>37</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>13,5%</td>
</tr>
<tr>
<td>3</td>
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<td>91,8%</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>94,6%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>10,8%</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>73%</td>
</tr>
<tr>
<td>7</td>
<td>18</td>
<td>48,6%</td>
</tr>
<tr>
<td>8</td>
<td>30</td>
<td>81,1%</td>
</tr>
</tbody>
</table>
| No.
(Concept) | The number of students that misconception | The percentage of students that misconception for each concept |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>33</td>
<td>89.2%</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>86.5%</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No matter (Concept)</td>
<td>The number of students that misconception</td>
<td>The percentage of students that misconception for each concept</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>5.4%</td>
</tr>
<tr>
<td>13</td>
<td>36</td>
<td>97.3%</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>36</td>
<td>97.3%</td>
</tr>
<tr>
<td>16</td>
<td>37</td>
<td>100%</td>
</tr>
<tr>
<td>17</td>
<td>37</td>
<td>100%</td>
</tr>
<tr>
<td>18</td>
<td>36</td>
<td>97.3%</td>
</tr>
<tr>
<td>19</td>
<td>27</td>
<td>72.9%</td>
</tr>
<tr>
<td>20</td>
<td>37</td>
<td>100%</td>
</tr>
<tr>
<td>21</td>
<td>37</td>
<td>100%</td>
</tr>
</tbody>
</table>

Description: Respondents 37 Students

Table of 3.2 Percentage Misconception of Integrated Learning Students on The State of The Host 2015 C

<table>
<thead>
<tr>
<th>The number of the identified Concept</th>
<th>The number of misconception that needs to be repaired on Students</th>
<th>The percentage of misconception</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>16</td>
<td>76%</td>
</tr>
</tbody>
</table>

Data from the results of research in the host 2015 C using test items correct one as much as 21 items integrated learning test, shows that the concept is not yet understood students is relatively high enough even the percentage of the concept identified by 76%. Misconception there concept being fished out through the items test number 1, 3, 4, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20.

The discussion of the results of the analysis of the concept on Students

Based on the results of the analysis, then obtained the results of the students that the concept needs to be repaired namely 72% from the test is one that has been given. Especially on the question of no 1, 16, 17, 20, 21. Because the question is 100 % students could not answer correctly both through the test or through interview.

On the question of no 1, who asked is 1.

B - S integrated learning can be done in a way that combines the materials from the subject of subjects.

On the question of no 16, who asked is

16. B - S fragmented Model is suitable to be applied on stage penjurusan subjects such as applied at the university level or Upper Secondary Schools in the learning process there penjurusan/separation subjects.
On the question of no 17, who asked is  
17. B – S threaded model is a model of integration of skill form

On the question of no 20, who asked is  
20. B - S characteristics thematic learning integrative namely, centered on students develop skills students develop communication students, presents learning by integrating different subjects.

On the question of no 1 should answer one, but students answer correctly because of the integrated learning not only combine the materials from the subjects only but also can integrate the students. As stated Hasnawati (2013) integrated learning can be done in a way that combines the materials from the subject of subjects and integrating students. The factors that became the cause of misconceptions on the students is, students do not understand the concept of integrated learning. Students always answer integrated learning that can be integrated is the subjects. According to Cohen and Manion (1992) and Brand (1991), there are three possible variation of integrated learning regarding education conducted in the atmosphere of progressive education integrated curriculum, integrated day and integrated learning.

On the question of no 16 should answer one, but students answer correctly because the model of fragmented not only suitable applied at the university level or upper secondary schools. Fragmented learning can be done not only at the university level or Upper Secondary Schools but also can be carried out at the level of the unit of SD, in grade 1-3 SD if learning is done correctly. There is good cooperation between the government agencies associated with the primary school teachers. The workshop training, seminar, KKG, study visits to other schools that became the parent of my guests (mitra), train teachers to be more creative in making teaching aids, schools provide learning media (Hilda Curry. 2009). The factors that became the cause of misconceptions on the students is, students do not understand each learning model has its pros and cons, to cover the lack it can be assisted by the method of teacher teaches, media and team work.

On the question of no 17 should answer one, but students answer correctly, according to Fogarty (1991) type threaded is teaching models that focus on metakurikulum who replaced or berpotongan with the nucleus of the subject matter, (Fogarty, R. 1991). The factors that became the cause of misconceptions on the students is, students do not understand the concept of integrated learning model threaded types, so that at the time of the interview done, some students completely unable to answer the questions.

On the question of no 20 should answer one, but students answer correctly, Characteristics thematic learning is also described in detail by Abdul Majid (2014). An elaboration of the characteristics thematic learning is as follows: 1) centered on students; 2) Provide direct experience; 3) separation of subjects not so clearly; 4) presents the concept of the various subjects; 5) Is flexible; 6) using the principles of learning. The factors that became the cause of misconceptions on the students is, the student always answer integrated learning characteristics combine the subjects, the concept of concept learning skills. There are 2 students add in accordance with the characteristics of the students think the concrete. But the student has not been able to develop the answer, whereas integrated learning should not be far from the concept of meaningful and enjoyable for students and flexible nature.

Based on the results of the diagnosis of student error, it needs to be drawn up your learning to resolve the issue. In the development of the learning is done through the strategy map the concept, kontruktivism, cognitive conflict strategy, this should be taken in considering the basis of the study that strategies are known to be effective in correcting errors concept (Berg, 1991).

CONCLUSION

Based on the result of the discussion, it can be concluded that, on students PGRI UNIPA Surabaya warring factions 2015 C there are misconceptions or errors the concept of integrated learning this can be known from 21 items questions, 72 % details about (the concept) answered one and only 28% details about (the concept) who answered correctly. The factors that affect the error concept, this because students do not dominate the concept of integrated learning materials, at least
a book that speaking in Indonesia to discuss clearly about 10 integrated learning model, and from the students themselves.

**REFERENCE**


**BIODATA**

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SKILLS ABILITY TO ASK ELEMENTARY SCHOOL TEACHER CLASS V KETABANG SURABAYA

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ABSTRACT

The aim of this study is to describe the teacher's skill to ask question. Subjects in this study was elementary school teacher of 5th (fifth) class Ketabang Surabaya. SDN Ketabang Surabaya is SD partner of UNIPA Surabaya. This research uses descriptive qualitative research design. The instrument used is category of questions, interview guides, field notes. From the discussion found that SDN ketabang Surabaya, teacher of SDN Ketabang surabaya when in the classroom had used the ability to ask from C1 to C6. Only C5 was not used yet On the learning process.

Key word: Teacher Competence, Skill to ask Question

INTRODUCTION

Learners are members of the community who seek to develop their own potential through the learning process available on the path, ladder, and certain types of education (Article 1 of Law No. 20 of 2003). The development of students' self potential should be supported by the presence of professional teachers, professional teachers are required to have the ability and competence. The ability that must be owned by one teacher is the ability of the teacher in giving the question. Questions given to students should make students able to think differently, able to get students to not only provide answers to questions that are only related to facts, but must be able to make students answer questions with creative, imaginative, hypothesis and synthesis answers (Suyanto and Asep Jihad, 2013). Teaching activities undertaken by teachers in learning can encourage, guide, assess students' thinking skills, dig information and lead students to aspects that have not been known.

Teachers should be able to train students to be skilled by training students to think from low to higher levels according to their age by providing questions in the level of analysis, synthesis and evaluation. The questions asked should have a logical sequence. How to ask a question that positively affects students is not something easy, so the teacher must understand and master the use of questioning skills. Brown, in Hasibuan (1994) in Mudlofir (2012) states that asking is any statement that studies or creates knowledge in students. Questioning skill consists of basic level ask skills and advanced questioning skills. The basic level of teaching skills include: clear and concise questions; Provide information that makes reference to questions; Centralizing answers; Turn to answer; Spreading questions; Giving time to think; Giving guidance. Advanced inquiring skills include: Changing the cognitive level guidance in answering questions; Setting the order of questions; Use of tracker questions; Increased interaction.

The ability of teachers in asking questions in terms of two aspects, namely the type of questions and construction questions asked by teachers. The types of questions are classified into Bloom's taxonomic questions, diverging-convergen questions, and process skill questions. The type of questions that are often developed in SD is a question related to the learning outcomes of "Cognitive domain", that is questions of type C1, C2, C3, C4, C5, and C6. C1 = recall, C2 = comprehension, C3 = apply, C4 = analyze, C5 = evaluate, C6 = create. Three important aspects to consider in constructing and implementing effective questions are: form, timing, and content. The question form refers to the way a question is expressed. The timing of questions relates to the timeliness of a question being asked and the giving of opportunities for students to submit answers. While the contents of the
question pertaining to the targets to be obtained from the response question (Harlen, 1993) in the team of Lecturer IPA (2006).

**RESEARCH METHODS**

This research is a qualitative descriptive research, Class V teacher is subject in this research. The research was conducted at SDN Ketabang Surabaya. Teacher selection is done after interview with principal and other teacher teacher that the teacher named Mr. Mahfudi is a senior teacher and always make preparation before teaching. Instruments in the collection of data in the form of high-level question categories, high-level question construction categories, interviews, and documentation. The data in the study were obtained through interviews, observation, field notes, and recording of teacher teaching activities.

- Interviews were conducted at the time before the observation, aiming to find out how the teacher profile, and at the time after the observation to get the data more deeply.
- Documentation is obtained from field notes and Teacher RPP
- Observation obtained from the recording of the learning process, to see firsthand how the process of teaching teachers.

**RESULT AND DISCUSSION**

SDN Ketabang Surabaya is the place of research implementation, this research is aimed to get data about the skill ability to ask elementary school teacher. The study begins with observation to the school, to see the situation and condition of the school, then continued with interview with principal and teacher aims to to know what curriculum used in school and fifth grade teacher which is considered best teaching. Interviews with school principals show that schools used as research use the 2013 curriculum and use the science approach. Other information found that teachers who teach already use the media, even for teachers from SDN Ketabang Surabaya already using IT media. Then the data that have been obtained are analyzed qualitatively. Data analysis in this study includes analysis of the learning process, combined with the results of observation at the time of learning and interviews with principals and teachers.

**Classification of Questions Related to the Teaching and Learning Process**

Category of questions in SD, which often developed the questions related to the learning outcomes of "cognitive domain", namely the question type C1 = recall, C2 = comprehension, C3 = apply, C4 = analyze, C5 = evaluation, and C6 = creation. The theme that took place in the learning process is the theme of 1 sub theme 1 PB 5. From the results of research categories of high-level questions the results are quite good.

**Discussion on the Analysis of Teachers' Questioning Ability in SDN Ketabang Surabaya seen from Question Category.**

Result of research data indicate that SDN Ketabang Surabaya on recording result of learning process in class V, with teacher named Mr. Mahfudi S.Pd, show teacher have executed category of ability to ask from start C1 until C6.

Type C1 = remembering, the teacher asks questions about the ability to recognize and remember and the students can answer the question well, so it appears that the student has memorized and answers the answer. This is seen in the process of learning the teacher to ask questions.

- "If you ever hear the words protect me. I mean who am I? ".
- "Where is it?".
- "Protect from what?".
- "Trash is 3, please mention?".

Type C2 = understand, for question C2 the teacher gives a question to know whether the student already understands the material submitted by the teacher, in question C2 this student have answer by using his own words by using example. This is seen in the process of learning the teacher to ask questions.

- "How do we cope so that no disaster happens??".
What's the effect of throwing garbage in the river? 
What if the water channel is not smooth?

Type C3 = implements, in the C3 question category that the teacher asks about how the parent discards the pampers then why the forest should not be felled, the students are able to answer the stages of how to dispose of pampers and why the forest should not be felled. This is seen in the process of learning the teacher to ask questions.
- "How do parents throw away pampers?"
- "The forest should not be felled. What is the effect of the forest being cut down?"
- "Which one should be cut down. What's the result of cutting down trees?"

Type C4 = analysis, on the category C4 questions the teacher gives questions that expect answers from any student that makes the water not fluent and what causes it. Students are expected to describe the information from the questions asked by the teacher and find the cause and effect relationship. This is seen in the process of learning the teacher to ask questions.
- "A lot of water flow is not smooth, it's because environment is not friendly with human. Who do you think makes the environment unfriendly to humans? And explain what happens if the environment is not friendly with humans?"

Type C5 = evaluation, in category C5, the teacher has not given the question C5 is about how the ability to assess, which expects students to evaluate information. This has not been seen in the learning process.

Type C6 = creates, the teacher has asked a question to make a mask and ask the steps how to make mask. This is seen in the process of learning the teacher to ask questions.
- "Write down the steps to make a mask according to what you know, after which we will make a mask of paper waste products."

From result of research got result that ability of ask teacher at SDN Ketabang already good enough and already in category of type C1, C2, C3, C4. And C6. Teachers have not submitted questions in category C5. Teachers have not submitted questions in category C5. Master has already asked questions from C1, C2, and C3, low level categories. As for the new high level C4 and C6. This is consistent with Astuti's research, Aloysius, Siti, and Susriyati (2017) stated that the results of quality data analysis of Biology teacher candidate questions indicate that 76.92% of the questions are classified as Lower Order Thinking Skills (LOTS) and 23.08% Higher Order Thinking Skills (HOTS). This is confirmed by Gandhi's research I Wayan Subagia, Ida Bagus Nyoman Sudria (2014), stated that based on questions according to Bloom's Taxonomy, the teacher proposed 69.1% of memory questions, 29.1% understanding questions, 1.1% And 0.7% analysis questions.

**Category Construction Questions**

In the construction of the question there are three aspects: form (form), time (timing), and content of question (content). The question form refers to the way a question is expressed. The timing of questions relates to the timeliness of a question being asked and the giving of opportunities for students to submit answers. While the contents of the question pertain to the target to be gained from the response question.

The form and time of the question in its implementation is known as the questioning technique. There are 4 techniques to ask, namely, pausing techniques, redirecting techniques, probing techniques, and tracking techniques (prompting).

From the data of research result indicate that ability of skill ask elementary school teacher in using question ability is good enough.

**Discussion on the Results of Teaching Answers Ability of Elementary School Teachers at SDN Ketabang Surabaya is seen from the construction of questions.**
From the construction of questions asked by the teacher, in the form of questioning techniques with the types that are: waiting time, guiding questions, and tracing questions, and content (content) questions.

In the questioning technique for the category of waiting time, the teacher has already asked the good questions from C1 to C6, the teacher gives the students the opportunity to think first before answering the question there are only a few questions that if given to the student for too long answered, will be answered by the teacher own.

For the category of repeated questions, the teacher has already asked questions to some students whose purpose is for all students to think.
- “Kalau kalian pernah mendengar kata-kata lindungi aku. Maksudnya aku siapa?”

For the category of guiding questions, the teacher has asked a student whose purpose is to improve the student's response to the correct and broader answer.
- Teacher: "how do your parents throw pampers garbage?"
- Student: "thrown into the river"
- Teacher: "what happens when the pampers garbage is inserted in the plastic bag then Thrown into the river?"
- Students: "dirty river pack"
- Teacher: "The river gets dirty, water does not flow. Why the river water does not flow If lots of garbage?"
- Student: "Due to clogged garbage pack"

In the category of questions tracing the teacher has given a question to students whose purpose is to know the extent to which students' mastery of the problem.
- "The forest should not be felled. What is the effect of the forest being cut down?"
- "Which one should be felled?"
- "What is the result of cutting down trees?"

For the category of content questions, the results obtained that the students' responses to the questions posed by teachers is very good, students understand the material presented by the teacher so that the learning objectives to be achieved can be achieved.

Factors Causing Elementary Teachers Have Difficulty in Using Questioning Skills

The ability to ask teachers in SDN Ketabang is good enough, because from C1 to C6 has been fulfilled. It's just that in this study more dominant to low level ask skills, this can be seen from the discussion of the absence of category type question C5. More dominant low-level questions, namely C1, C2, and C3 because at the time we held a less prepared teacher research, visible from the media used by the teacher has not been maximized and already using IT media but displayed using IT initially less in accordance with the PB at the time of the learning process happen. Should the video displayed is a mask-making but at that time, the video displayed is a video to learn to swim, after being reminded students, then the video shown is a video mask making. Seen here the teacher is less master of the material.

Less time thinking given by the teacher to the less students, so the question has not been answered by the students, has been answered by the teacher himself. According to Shi-ying (2011), when the teacher answers her own question, it will make the student's questions lose a valuable
opportunity to express themselves. When it comes to asking questions, the teacher should plan well. If no student answers, then the teacher should reflect on whether the question is beyond or beyond the student's ability. If so, then the teacher should lower the difficulty level of the question. Though according to (Sumiati & Asra, 2008) one way of thinking learners can be developed through the technique of asking. If a student can not answer a question, the teacher should not give an answer that offends the student but gives encouragement, and is polite so that students do not feel humiliated or do not drop their learning spirit. According to Husnawati et al's research (2014) states that the increase in student learning outcomes by 1.48% with low correlation rate (r = 0.38) contributes to the questioning technique of biology teacher candidates.

CONCLUSION

From the data of research result at SDN Ketabang Surabaya can be seen the result, category of ability to ask teacher of class V. From category question type C1 = remember, C2 = understand, C3 = apply, C4 = analysis, C5 = evaluation, and C6 = The result that the ability to ask teachers at SDN Ketabang Surabaya and the results of construction questions asked by teachers in SDN Ketabang Surabaya in the form of questioning techniques with the types: waiting time, guiding questions, and tracing questions, and content (content) questions look at aspects It is configured effectively.

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ASSESSMENT IN INTERCULTURAL LANGUAGE AND LITERATURE LEARNING

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ABSTRACT

The aim of this research is to examine the assessments in intercultural language and literature learning. The multicultural education aims to train and build the character of learners to be able to be democratic, humanist, and pluralist. An assessment is the process of collecting, analyzing, and interpreting data to determine the extent to which learners have achieved learning objectives. Language assessment refers to the achievement of learning goals to learners as a form of self-reliance through learning. The results of this assessment show that competence in intercultural language and literature learning includes knowledge, skills, attitudes, and cultural values. The knowledge intended is the transformation of knowledge or understanding of culture. The skills refer to the ability to interpret other cultures or communicate well. The attitude pointed is an open attitude by respecting the culture of others. Additionally, the value meant is the understanding and applying the cultural values learnt. The assessment of language learning and intercultural literature is authentic assessment. Authentic assessment not only measures one aspect but also some other aspects of the learners themselves such as the achievement, motivation, and attitude. Teachers must understand the learning process undertaken by learners so that teachers have readiness in the transformation of science, creating a learning environment that is right, and fun for learners.

Keywords: assessment; learning; and intercultural

INTRODUCTION

Assessment is a process of describing learning outcomes that have been pursued after the learners through a series of learning process, which is determined using a particular method. Assessment in intercultural language and literature is an assessment that refers to intercultural-based language and literacy learning results, focusing on aspects of judgment in language and literature referring to intercultural systems. Through the assessment of intercultural language and literature can be known level of success of the learning process that has been taken in a certain time scale. Intercultural language and literature assessment aims to describe intercultural language and literature learning outcomes in accordance with the aspects learned and ultimately determined the level of success or change occurring therein (a change towards increasing understanding, attitudes, and character of learners). In the process of intercultural language and literature assessment it is not permissible to pass or exceed the assessment aspects of language and literature learning and must be linked with intercultural in order that the research undertaken produces an objective description of the intercultural language and literature learning process. Aspects of intercultural language and literature assessment will provide an assessment rule that directs the evaluator to objectively assess the intercultural language and literacy learning outcomes.

According to Guba and Lincoln in Arifin (2009: 5) defines evaluation as a process of giving consideration in terms of value and meaning to what learners achieve. This means the value and meaning of the value is the purpose of the evaluation. Value related to such qualities is excellent, good, bad, and not good. Very well and well means that learners at that level need not repeat because it has succeeded while the less good and bad indicate that the unsuccessful student needs to be guided. After seeing the results (value and meaning of value), the teacher should perform a thorough evaluation of the planning and processes that have been done. The evaluation is guided by the question: why there are learners who are still at a bad level, what causes, what to do, how to do it,
and so on. Assessment is described by dividing it into several quality criteria that is very good, good, bad, bad, and not very good.

The assessment of intercultural language and literature learning is interesting to examine because this assessment leads to the process of describing intercultural language and literacy learning results tailored to the criteria and assessment aspects. Assessment results can be described with several criteria and should lead to a learning process that has been undertaken that is transformed as a result of learning. The problem formulation in this assessment is how is the assessment in intercultural language and literature learning? The purpose of this assessment is to assess the assessment in intercultural language and literature learning.

THEORETICAL REVIEW

Assessment

Tyler in Arikunto (2006: 3) states that evaluation is a process of collecting data to determine the extent to which, in what way, and which parts of educational objectives have been achieved. This gives teachers the freedom to collect data about students to measure achievement of educational goals. Data collection is not through tests alone, but can be in other ways such as portfolio, group investigation, and others. To determine the achievement of educational goals, many ways are done for it. Evaluation can be said as the data collection process that shows the results of the learning process that has been undertaken. Iskandarwassid and Sunendar (2008: 179) define evaluation as an action or process of determining the value of learning outcomes in education. Evaluation leads to evaluation of learning outcomes after learning activities.

Assessment can be said as the evaluation process is divided into several criteria, which is taken through the process of collecting data from the learning process that has been going on and then describe it, the assessment can be described as learning outcomes after the learning process was taken. Arifin (2009: 14) said that the evaluation is done with the aim to know the effectiveness and efficiency of the learning system, whether it concerns the purpose, materials, media, learning resources, environment, and assessment system. Meanwhile, Chittenden in Arifin (2009: 15) suggests that there are four evaluation objectives are: 1) Keeping Track, which collects data and information within a certain time with various types and assessment techniques to get a picture of learning progress learners, 2) Checking-Up, that is to know the part that has been understood pebelajar and parts that have not been understood, 3) Finding Out, searching and finding shortcomings, errors, and weaknesses of learners then find a way out of things, and 4) Summing-up, Summing up the mastery of learners and making progress reports.

Byram, et al., (2002: 9) explains that the purpose of evaluation is to diagnose, to know the mastery level of learners, and to measure learners' achievement. The purpose of the diagnosis is to know the lack or weakness of the learners and what must be done to overcome them. The purpose of knowing the level of mastery of learners to find out how much mastery of the learners of the material taught, whether remedial or enrichment needs. The last is the goal of measuring achievement is to know the things that have been achieved or obtained by the learners within a certain time so that the learners can make progress graph of each learners.

Assessment is the process of making decisions by using information obtained through measurements, either using tests or non-complaints (Ratumanan and Laurens, 2003: 4). Furthermore, Gronlund in Arifin (2009: 4) defines assessment as a systematic process of collecting, analyzing, and interpreting information or data to determine the extent to which learners have achieved the learning objectives.

It can be argued that the purpose of assessment is a series of processes of collecting information, knowing the degree of achievement of the material, to identify the deficiencies that still exist in the learning process, and to determine or diagnose the level and mastery of the material by the learners. Assessment can be interpreted as a series of both test and non-test processes to collect and analyze and interpret the results of the learning process systematically.

Assessment in Intercultural Language and Literature Learning

In the assessment of the language used an authentic assessment. Authentic assessment is an underlying assessment of aspects of the assessment of several aspects that occur during the learning.
process of learners. Mueller in Ismet and Hariyanto (2014: 168) defines authentic judgment as a form of judgment that requires learners to perform tasks that demonstrate their knowledge and skills. This opinion emphasizes the activities of learners and what has been possessed as a form of knowledge and skill transformation. Student activity is none other than to carry out the task given by the teacher while the knowledge and skills are what has been learned and owned.

Stiggins in Ismet and Hariyanto (2014: 168) state that authentic authenticity is an assessment that requires learners to practice special skills and competencies. That is, learners must apply their abilities about certain material. If it is associated with the cognitive domain proposed by Bloom, then in this sense learners have reached the third level (application). In relation to intercultural language and literature learning, authentic assessment is directed at the ability to communicate and interact both in class and outside the classroom.

Authentic assessment is a form of judgment that requires learners to perform tasks that are given to the teacher to show that the learners really understand and master what they have learned. This means that in the authentic assessment it is necessary to apply the material that has been taught. Memory and understanding are something that the learners should have. Assessment in an intercultural class is no longer about what it is, but how to apply something (Ismet and Hariyanto, 2014: 168). Authentic assessment not only measures one aspect, but some aspects of self-learners are achievement, motivation, and attitudes in students through the learning process.

Scarnino (2010) says that intercultural-based learning assessments focused on intercultural competencies also inform the type of assessment needed to record the learning process and its improvement. Scarnino proposes an open-ended assessment process that allows learners and teachers to work together to improve learning. In addition, the assessment is also oriented to allow learners to interpret the values and meaning in maintaining their culture and language personally. The assessment of language and literature may refer to an open scoring system. Openness and honesty by teachers and learners can be measured from behavior in language classes; A learners prepare evaluation tools to measure indicators of learners' honesty. To obtain these indicators, intercultural approaches can be pursued by preparing indicators of assessment, measuring, and assessing the aspects of honesty in language and literature learning in order to recognize the practices of values honesty in the language and literature classes.

In terms of intercultural language and literature learning, Brown (2007: 234) offers eight criteria for guiding teachers before undertaking learning in intercultural classes, namely: 1) teachers must respect the customs of each learner, 2) the teacher should not undermine the habits of the learners' culture, 3) The teacher should not undermine the learners' native language, 4) The teacher should give freedom to the learners participating in the class, 5) If the learners have to do something new, the teacher should ensure that it is done with pleasure, 6) The teacher should be sensitive to the learners' Male and female, 7) The teacher should give the learners the opportunity to think and express their feelings in their own language, and 8) The teacher must give the learners the opportunity to show their own experience.

Moeller and Nugent (2014: 3) say that intercultural competence includes 1) self-awareness and identity transformation, 2) learners as researchers, and 3) processes. Self-awareness and identity transformation refers to building a paradigm's way of thinking or way of thinking about a particular culture (eg from avoiding cultural differences to finding cultural differences). Byram, et al., (2002: 11) says that the components of intercultural competence include knowledge, skills, and attitudes. The knowledge in question is an understanding of the culture being studied. Learning a language can not be separated from learning how language is used daily, especially how language shapes the culture of its native speaker.

Liddicoat, et al. In Riesky (2014: 6) says that the competencies to be achieved in learning culture include 1) active construction, 2) making connections, 3) social interaction, 4) reflection, and 5) responsibility. Active construction implies the need for learners to seek and build their own knowledge of the target culture so that they are able to describe, analyze, and compare their culture with the target culture. Making connections emphasizes the ability to connect and see intercultural linkages. Social interaction emphasizes the ability to discuss and interact among learners. Reflection is the ability to respond and reflect the culture learned. Responsibility refers to the ability to build awareness of cultural differences and respect others and their culture.
Intercultural language and literature assessment is open and putting forward the process in the assessment rather than the outcome of the process because intercultural is a unified diversity so that in assessing intercultural language and literature judged by the principle of openness. In the process of intercultural language and literature assessment, the role of learners is preferred, the teacher's wisdom in looking at the diversity that each of the learners can not be uniformly assessed, but must be assessed objectively according to the diversity embedded in the learners. Assessment in an intercultural view is open and appreciates all learners in taking a role in the assessment process.

DISCUSSION

In the assessment of intercultural language and literature learning, teachers should integrate linguistic aspects with intercultural aspects that underlie the understanding and application of language and literature in every learning so that teachers can conduct objective assessment in learning. Assessment should be in accordance with the background of each learner in collaboration with aspects of language and literature assessment. Furthermore, the generalization of the results of the various assessments according to social circumstances of each learners into aspects of the assessment of language and literature. Furthermore, teachers can apply the learning result criteria system after conducting a series of objective assessment processes to all learners.

In the assessment of the language applied an authentic assessment of the assessment on aspects of achievement, motivation, and attitudes in students through the learning process. Authentic authentication based on the assessment process is not limited to just the knowledge aspect, but also refers to aspects that become patterns of development in the learners themselves. Authentic assessment is more emphasis on the series of processes undertaken by students during the learning process, through the changes that arise during the learning process is drawn a conclusion that became the reference of authentic assessment which includes, the development of achievement learners, motivation learners in receiving learning, and the attitude of learners in the positioning Self during the learning process.

In the intercultural assessment it is necessary to consider aspects of the assessment that include knowledge, attitude skills and values. 1) knowledge, knowledge in question is the transformation of knowledge or understanding of culture, 2) attitudes, attitudes are open attitude by respecting the culture of others, 3) skills, skills are the ability to interpret other cultures or communicate well. ) Value, the value in question is understanding and applying the learned cultural values. Multicultural education aims to train and build the character of learners to be able to be democratic, humanist, and pluralist. Assessment is the process of collecting, analyzing, and interpreting data to determine the extent to which learners have achieved learning objectives. Language assessment refers to the achievement of learning goals to learners as a form of self-reliance through learning.

Intercultural competence includes 1) self-awareness and identity transformation, 2) learners as researchers, and 3) process. Self-awareness and identity transformation refers to building a paradigm's mindset or way of thinking about a particular culture (eg from avoiding cultural differences to finding cultural differences). Components of intercultural competence include knowledge, skills, and attitudes. The knowledge in question is an understanding of the culture being studied. Learning a language can not be separated from learning how language is used daily, especially how language shapes the culture of its native speaker.

Competencies to be achieved in learning culture include 1) active construction, 2) making connections, 3) social interaction, 4) reflection, and 5) responsibility. Active construction implies the need for learners to seek and build their own knowledge of the target culture so that they are able to describe, analyze, and compare their culture with the target culture. Making connections emphasizes the ability to connect and see intercultural linkages. Social interaction emphasizes the ability to discuss and interact among learners. Reflection is the ability to respond and reflect the culture learned. Responsibility refers to the ability to build awareness of cultural differences and respect others and their culture.

The result of intercultural language and literature assessment refers to an assessment of the aspects of knowledge, attitudes, skills, and values that appear in each learners. These aspects are a form of collaboration between language and literary judgments viewed from the intercultural side. So the teacher should be open to the differences in social and cultural backgrounds that underlie the
development of language and literature built up in the learners. All aspects of judgment in terms of linguistic and literary scholarship should be summarized as a whole and based on the intercultural conditions underlying the developments experienced by learners. All aspects of the assessment, both technical and non-technical, must be fulfilled in its entirety so as to produce judgments that are appropriate to the criteria and aspects of the sociocultural assessment.

Intercultural language and literature assessment should underlie the process of appraising the language and literature diversity based on the social and cultural aspects of learners, linguistic, scientific, and intercultural aspects in the assessment of intercultural language and literature learning is an inseparable component of judgment. They should be assessed as a series and guided by the principle of objectivity. Assessment can be done using test and non-test procedures. Competencies to be achieved and which will be assessed in language and literature learning with intercultural approach are intercultural competence and language mastery of the culture embedded in the learners. With the assessment criteria leads to aspects of knowledge, attitudes, skills, and values in the application of language and literature based intercultural. Teachers can transform the assessment of intercultural language and literature learning into value by a predetermined scale, and generalize it into uniformly scalable scales. The scoring scale that can be used is to use assessment criteria that is, very good, good, bad, bad, and not very good. Through appropriate assessment procedures, the assessment of intercultural language and literature learning will result in an objective assessment according to the level of language and literary ability of the learners, and meet the appropriate rating scale and certainly orientate to social diversity and learners culture so that assessment can be done well and right.

The results of this assessment show that competence in intercultural language and literature learning includes knowledge, skills, attitudes, and cultural values. The knowledge in question is the transformation of knowledge or understanding of culture. Skill in question is the ability to interpret other cultures or communicate well. The attitude in question is an open attitude by respecting the culture of others. The value in question is understanding and applying cultural values.

CONCLUSION
Assessment is the process of collecting, analyzing, and interpreting data to determine the extent to which learners have achieved learning objectives. Language assessment refers to the achievement of learning goals to learners as a form of self-reliance through learning. Competencies in intercultural language and literature learning include knowledge, skills, attitudes, and cultural values, namely knowledge in the form of knowledge transformation or understanding of culture. Skills in the form of the ability to interpret other cultures or communicate well. Open attitude by respecting the culture of others. Values in understanding and applying cultural values are learned. The assessment of intercultural language and literature learning is an authentic assessment. Authentic assessment not only measures one aspect, but some aspects of the learners self are achievement, motivation, and attitude. Teachers must understand the learning process undertaken by the learners so that teachers have readiness in pentransformasian science, creating a learning environment that is right, and fun for learners.

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Biodata

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LOCAL WISDOM AS FUNDAMENTAL KNOWLEDGE FOR SHAPING STUDENTS’ MORAL IN ENGLISH LANGUAGE TEACHING TO FACE GLOBALIZATION ERA

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ABSTRACT

Indonesia is very famous for its tribes which have various culture and customs that live in harmony. Furthermore, the wealth of local wisdom in Indonesia plays a very important role in shaping students’ moral, starting from the very basic level of education to the higher level, especially for facing the globalization era. The goal of this research is to find out the use of local wisdom as fundamental knowledge for shaping students’ moral in English Language Teaching (ELT) to face globalization era. This research applied descriptive qualitative method. Interview and questionnaire were used in this research. The research subject involved the 2015-2016 academic year students of English Education Department, University of PGRI Adi Buana Surabaya. The research procedures were done by giving teaching materials which dealt with the use of local wisdom in teaching Post-Intermediate Academic Speaking subject. The result of this research showed that the use of local wisdom as fundamental knowledge for shaping students’ moral in English Language Teaching (ELT) to face globalization era is very important, interesting and effective.

Keywords: local wisdom, fundamental knowledge, shaping students’ moral

INTRODUCTION

Indonesia is very famous for its tribes which have various culture and customs that live in harmony. Furthermore, the wealth of local wisdom in Indonesia plays a very important role in shaping students’ moral, starting from the very basic level of education to the higher level, especially for facing the globalization era.

According to Cheng (2000), there should be multiple globalizations including technological globalization, economic globalization, social globalization, political globalization, cultural globalization and learning globalization in the new millennium especially in ELT.

Inevitably, how education should be responsive to the trends and challenges of globalization has become a major concern in policy making in these years (Ayyar, 1996; Brown & Lauder, 1996; Fowler, 1994; Green, 1999; Henry, Lingard, Rizvi, & Taylor, 1999; Jones, 1999; Little, 1996; McGinn, 1996; Pratt & Poole, 2000; Curriculum Development Council, 1999). In addition, facing the increasing demands for the various developments of individuals and local communities in the new century and for maximizing the effectiveness of education, not only globalization but also localization in terms of exposing local wisdom is necessary in ongoing educational reforms.

Based on the writer’s experience in teaching Post-Intermediate Academic Speaking, only a few of the students know what the culture, customs and local wisdom are in Indonesia which relate to the ELT for facing globalization era, while most of them do not know.

The writer used Cheng’s research for the previous study of this research. Cheng, Y.C. conducted a research which dealt with reforming education by using local wisdom in Thailand in 2000. He applied triplization paradigm for curriculum revision for shaping students’ moral to face globalization era. He tried to find out that the relationship between localization and globalization in education is dynamic and interactive. Localized globalization in education can create more values for local developments if local creativity and adaptation can be induced in the process of operational change and cultural change.

It can be said that the concept of highly localized and globalized way of learning is very important to know. It is very crucial to foster both individual knowledge and institutional knowledge as the major contribution to the growth of local knowledge in globalized education.
In globalizing education, the curriculum design should be very selective to both local and global knowledge which aims to choose the best elements from them. It means that fostering local knowledge is mainly a process to replace the invalid local knowledge with the vital global knowledge through globalization or globalized education. Therefore, the understanding of weak and strong elements in both local and global knowledge is necessary in education. Students are strongly encouraged to be open for transplanting any good elements into local contexts, in terms of local wisdom and the expected educational outcome is to develop a person with locally and globally mixed elements, who can act and think with mixed local and global knowledge.

Based on the previous study and the phenomena in ELT which happens to the forth semester students of English Department academic year 2015-2016, it is very important to conduct a research which focus on using local wisdom as fundamental knowledge for shaping students’ moral in ELT to face globalization era.

The difference of this research with the previous study is that this research dealt with the teaching materials and techniques while the previous research dealt with curriculum revision for shaping students’ moral to face globalization era. This research is intended to find out how the use of local wisdom as fundamental knowledge for shaping students’ moral in English Language Teaching to face globalization era.

RESEARCH METHOD

In this research, the writer applies descriptive qualitative method. The goal of using descriptive method is to obtain by the systematic description and accurate fact. Qualitative research is a research procedure which is interested in the process that deals with the pattern and structural features. Therefore, the data which are obtained in this research would be explained in the form of words, sentences, or statements that are used to answer the research question. A descriptive qualitative research is the research that produced descriptive data on verbal as well as written expressions and observed behaviours from the people being researched (Taylor and Bogdan, 1984).

The research was conducted at English Education Department, Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya, Indonesia. The population of the research was the forth semester students of English Department academic year 2015-2016 that consisted of four classes. The sample of the research were class A and B. The writer used purposive sampling in which the writer was the lecturer of those two classes. Class A consisting of 35 students and class B consisting of 34 students. The data collecting techniques used in this research were interview and questionnaire.

The research procedures were done by giving teaching materials which dealt with the use of local wisdom for shaping students’ moral in ELT to face globalization era in teaching Post-Intermediate Academic Speaking subject.

RESULT AND DISCUSSION

In the initial part of this research, the writer explained to the students that local wisdom is very important because it is the basic knowledge which was gained from living in balance with nature. Relating to shaping students’ moral in ELT, the writer explained to the students about Raden Mas Soewardi Soeryaningrat who is very famous as Ki Hajar Dewantara used to be the first education minister in Indonesia. According to Ki Hajar Dewantara, there are three important things in Indonesian education philosophy that we can use as the concept of education. These three important things are called three piles of Ki Hajar Dewantara’s education philosophy. The first is “Ing Ngarsa Sung Tuladha”. The second is “Ing Madya Mangun Karsa”. The third is “Tut Wuri Handayani”. The first pile means that a teacher must have the ability of being a good role model for his/her students. The second pile means a teacher must have the ability of being a good innovator and motivator for his/her students. The third pile means that a teacher must be able to support his/her students’ moral and spirit to learn. Based on the previous statements, it can be concluded that the three piles of Ki Hajar Dewantara’s education philosophy can be used as the basic principle of being a professional teacher.

The reasons of using the three piles of Ki Hajar Dewantara’s education philosophy are as follows: first, the students have to know that Indonesia has Ki Hajar Dewantara who is very expert
in education; second, it can be used for fostering their local knowledge and wisdom; third, the implementation of local knowledge and wisdom for shaping students’ moral is expected to participate in improving students’ sense of nationalism. Consequently, it can build the students’ pride of being Indonesian citizens. Instead of Ki Hajar Dewantara who is very famous for his three piles of education philosophy, Indonesia also has R.A. Kartini who is very popular for her statements that men and women are equal in education. No gender discrimination in achieving knowledge and education.

The expected educational outcomes from this way of teaching is that we can make the students as local people with international look who act locally and develop their way of teaching globally. The features of local wisdom which are going to be implemented in this research deal with the students’ ability to withstand foreign cultures, accommodate the elements of foreign cultures, integrate elements of foreign culture into the native culture, have self-control and give direction to the development of culture.

Given the increasing international concerns with both the positive and negative impacts of globalization on indigenous and national developments, how to manage the realities and practices of globalization and localization in education for maximizing the benefits and minimizing the disadvantages for the developments of students becomes a key concern in educational development particularly in the developing countries.

Clearly, the management and control of the impacts of globalization are related to how to maximize the positive effects but minimize the negative impacts of globalization is a major concern in current educational reform for national and local developments. Specifically, how can we foster local knowledge and wisdom for individual and local developments through globalization in education and from the global knowledge system, particularly in those developing countries that are facing the challenges of losing local identity in overwhelming globalization.

There is a strong reform movement in different parts of the world to promote campuses as learning organizations or communities such that they can learn to be adaptive and effective in facing up the various challenges from the fast changing educational environment in this new era of globalization and transformation.

The organizational learning and institutional knowledge fostering are in a context of globalization and localization in education. The process of organizational learning and knowledge fostering can benefit from the global knowledge and be affected by the theories of fostering local knowledge used to localize global knowledge. Through this way of teaching, the lecturer will make his/her students ready to face globalization era.

In the next part of this research, the writer asked the students to work in group of four students. They had to discuss about Indonesian education experts who are famous of their teaching principles and point of views. After doing the discussion, the students had to present the result of the discussion in front of the class by using powerpoint presentation. Each group had ten minutes for presentation and five minutes for question and answer session. The writer gave feedback for each presentation.

In the last part of this research, the writer did the interview and gave questionnaire to each students based on the provided time allocation.

The data obtained from the interview showed that 55 students said that using local wisdom as fundamental knowledge for shaping students’ moral is very important, interesting and effective, especially for preserving Indonesian culture and customs. The data obtained from the questionnaire showed that 50 students who used local wisdom as fundamental knowledge said that it is very important, interesting and effective because they are challenged to know and to find out the local wisdom of Indonesian education in ELT to face globalization era.

The result of this research is expected to be beneficial for lecturers to enrich their teaching materials for higher education students by using local wisdom as fundamental knowledge for shaping students’ moral. It is also expected that the students can improve their speaking ability and skill by using local wisdom as fundamental knowledge for shaping their moral to face globalization era.

CONCLUSION

Based on the research finding and discussion, it can be drawn the conclusion that the use of local wisdom as fundamental knowledge for shaping students’ moral in English Language Teaching
(ELT) to face globalization era is very important, interesting and effective. Furthermore, based on the finding of this research, it showed that the students were enjoyed and interested in following the discussion and presentation which deals with local wisdom in Post-Intermediate Academic Speaking subject.

Shaping students’ moral provides direction for coordination and cooperation of all activities so there will be interaction among the students. Building the feeling of trust is the part of affection process that is early established among them.

Maintaining of local wisdom as norms that believed by community, become one alternative to reduce bad moral of students that generated by individualistic behaviours such as cheating, telling a lie, bullying other students, etc.

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**Biodata**

Joesasono Oediarti S. is an English lecturer at Adi Buana University of Surabaya. She has been teaching English in faculty of teacher training and education since 1992. She teaches Post-Intermediate Academic Speaking and TEFL (Teaching English as a Foreign Language) Workshop. She is very interested in teaching those subjects since both of them as the fundamental knowledge for the students who want to be a professional teacher.
EARLY INTERVENTION FOR CHILDREN WITH AUTISM SPECTRUM DISORDER USING PLANNING MATRIX

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ABSTRACT

Early intervention for children with special needs refers to a special service program that is designed for children with special needs to optimize their development and to prevent the potential of developmental delays. Various forms of service can be provided to support the intervention, one of them is academic learning. In practice, early intervention require the participation of families, teachers, therapists and other experts. Every children with special needs need to get intervention from an early age, one of whom is a children with Autism Spectrum Disorder (ASD). ASD is a complex developmental disorder, which exhibits symptoms of social communication disorders, social interactions, and sensory disorders that have an impact on the shows of repetitive and restricted behaviors. Provide teaching for children with ASD need a positive partnership approach that prioritizes to understanding of the characteristics and needs of the child. Teachers need to use Planning Matrix for planning strategy in implementing learning activities for children with ASD. Planning matrix, is a table-shaped framework that prioritizes a positive partnership approach to simplify the process of identifying characteristics, to find the teching metod, and to evaluate the development of children with ASD

Keyword : Early Intervention, Autism Spectrum Disorder, Planning Matrix

INTRODUCTION

Intervention is an additional service or modification of the strategies, techniques, or materials to change developmental delays (Fallen and Umansky in Sunardi & Sunaryo, 2007:27). In general, intervention is a help, handling, service, or intervention of others to a problem facing the individual with the aim of preventing the development of the problem and minimizing the impact of the problem or crisis. In this study, interventions for children with special needs is a service system to help children with developmental disorders (Schwarz, dkk:2012). Intervention for children with special needs aims to optimize development and minimize the potential delays. The scope of interventions for children with special needs includes aspects of physical, cognitive, communication, emotional and social development of adaptive behavior (IDEA : 2012). In terms of scope, it can be assumed that various experts should play an important role in supporting intervention services for children with special needs, including parents, teachers, therapists, doctors and psychologists (Sofronoff and Farbotko, 2002:271).

The teachers have an important role in providing intervention services for children with special needs in the field of cognitive in the academic learning. In practice, not all types of children with special needs can be provided with educational services designed only by measuring cognitive abilities. For example the children with Autism Spectrum Disorder (ASD). Children with ASD have different characteristics from one to another. Base on the problem, the special strategies need to design educational services for children with ASD.

DISCUSSION

Early Intervention
"Intervention" in which an intervention, service, or intervention "intervenes" The term Intervention is generally recognized by the public. But generally interpreted and connotes negatively, as happened in the field of politics (Sunardi, 2007:26). In this study, intervention is intended to be more positive because it is intended to help children with special needs in order to achieve optimal development. Intervention is an aid, handling, service, or intervention to a problem facing a person with the aim of preventing the development problems (Fallen and Umansky in Sunardi & Sunaryo, 2007: 27). Intervention is a service system to help baby and children with developmental delay or disability disorders. Early intervention is focused on meeting the stages of children development and providing learning to shape new skills appropriate to the developmental type of children in an early age. Includes (1) physical, which includes reaching, rolling, crawling, and walking. (2) cognitive, which includes thinking, learning, and problem solving (3) communication, which includes speaking, listening, and understanding; (4) social emotional, includes socializing, playing, comfortable and happy (5) self help, which includes eating, bathing, and wearing clothes (Schwarz, et al: 2012).

According to Greco, V & Leonard. D. (in Sunardi & Sunaryo, 2007: 30) early intervention is a program designed to optimize a child's learning experience during the most crucial period of development in the early period of development. Early development is a crucial period for successful development at the next age, based on the results of the study, explaining that the five or six on first years is a very potential period in both the areas of physical, perceptual, linguistic, cognitive, and affective development.

Kofi Marfo (in Sunardi & Sunaryo, 2007: 31) explains that the primary goal of early intervention for children with special needs is to optimize child development. Through an early intervention program conducted, by teaching special skills and competencies to parents, will affect the interaction between parent and child, so as to produce better learning ability than interventions conducted at the next stage of development. In general, the purpose of the intervention is to help the child grow and develop optimally in accordance with his capabilities, encouraging and assisting parents in developing their children and get problem solving

Sunardi & Sunaryo (2007: 31) defines the main goals of early intervention for children with special needs under five years, include: (1) Children with risk factors, ie children who have developmental problems that may affect the next learning ability. Categorized in this group are children born from poor families, born premature, malnourished, chronic disease patients, and so on. (2) Children with developmental delay, ie children with disabilities that can affect the development of ability, achievement, and function when entering in educational setting together/inclusive school with normal children in general. (3) Children with definite deformity, ie individuals are significantly impaired or disordered in their development compared to normal children in general.

The early intervention approach consists of four types: medical approach, social approach, psychological approach, and educational approach. Early intervention through an educational approach refers to a teaching program provided for children with special needs based on needs, abilities, learning styles, and characteristics implemented through individual learning programs/individual educational program

**Autism Spectrum Disorder (ASD)**

Autism Spectrum Disorder (ASD) is a pervasive developmental disorder, which shows symptoms the complex in social skills with failure in the development (Rondeau, et al. 2010). ASD is a neurodevelopmental spectrum disorder that can be classified according to apparent symptoms (Rondeau, et al: 2010; Kaufman: 2013). ASD classification according to apparent symptoms can be divided into three types, namely:

**Autism Disorder**

Autism is a pervasive developmental disorder that shows difficulty in the areas of social interaction, social communication, and behavioral (repetitive and restricted). Autism is a classification of ASD that shows all the symptoms. With the existence of three complex disorders that have children with Autism Disorder resulted in socialize and interact with the environment.
Asperger Syndrome

Some educational experts say that the condition of Asperger syndrome is a high function of autism disorder. From the disturbance of Asperger's children have no impact on intelligence ability, even some Asperger syndrome children possess the ability of intelligence above the average. Children with Asperger's syndrome have a characteristic that always focuses itself on one activity of interest, so most children with Asperger syndrome appear superior in one field.

Pervasive Developmental Disorder (PDD-NOS)

PDD-NOS is a pervasive developmental disorder that shows symptoms of ASD disorder. Called NOS (Not Otherwise Specific) because the PDD-NOS child shows non-specific ASD symptoms. Some PDD-NOS children have difficulty interacting socially and have behavioral disorders (repetitive and restricted), but their communication skills can develop quite well.

Using Planning Matrix to Provide Intervention In Children With Autism Spectrum Disorder (ASD)

Teacher is one of the experts who have an important role in supporting the development of children with ASD (Sofronoff and Farbotko, 2002: 271). Teachers have task with providing intervention services for children with ASD to develop cognitive in academic learning. In academic learning, teachers should create Individual educational program for children with ASD. However, in practice making learning design for children with ASD can not be produced by measuring cognitive abilities. Creating a learning design for children with ASD should take into their characteristics, needs, and cognitive skill (Greco, V & Leonard D. in Sunardi & Sunaryo, 2007: 30).

Based on the case, it can be assumed that teachers need an instrument that can assist in design to make individual educational program for children with ASD with the name is planning matrix. Planning Matrix is an instrument used to help design methods of intervention for children with ASD. Planning Matrix is generally used as a planning strategy in implementing a series of intervention activities to achieve a specific target. Planning Matrix is a planning table that prioritizes the Positive Partnership approach with children (ACG: 2010). According to Sutherland (2013), Positive Partnership is an approach to understanding each child's characteristics and needs, this approach is necessary in providing treatment for children with ASD. The Planning Matrix is used to define any impact that arises from characteristics of children with ASD, then write into tables in order to summarize handling and learning needs for children with ASD. The goal can be to facilitate the determination of the handling strategy of each handling and learning of children with ASD.

<table>
<thead>
<tr>
<th>Planning matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics</strong></td>
</tr>
<tr>
<td><strong>Implications</strong></td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
</tr>
</tbody>
</table>
Can be seen in the example table planning matrix above. Each column in the planning matrix consists of aspects of the main problem in children with ASD. Each aspect of development have characteristics and implications of the constraints experience by children with ASD. Teachers are required to fill in the characteristics and implications of each aspect of the main problem in children with ASD. By filling in the table, it can be determined the learning model for children with ASD. So teachers will more easily determine the method of learning that can be used in providing academic learning services for children with ASD.

CONCLUSION

Early intervention becomes very important for children with ASD to develop their abilities and learning activities. Intervention services can also provide significant benefits to parents and their families. Parents of children with special needs often feel disappointment, social isolation, pressure, frustration, and helplessness. Interventions can help children grow and develop optimally to their capabilities, encourage and assist parents in developing their children and address emerging issues. Teachers are part of the intervention services provided to children with ASD. The cognitive abilities of children with ASD may develop with early intervention in the form of academic learning. However, in providing academic learning services for children with ASD requires strategies that can facilitate the design of learning. Prior and Jacquellin (2012) explains that planning matrix can facilitate teachers and parents in determining handling strategies for children with ASD. In addition, the Planning Matrix can be useful to provide a detailed picture of the characteristics of disorders and developments that have been experienced by ASD children, it is very important when the children with ASD needs to do substitution experts in providing treatment. AAETC (2011) documented that planning matrix has benefits (1) improves teachers' understanding of the impact characteristics for children with ASD, (2) to facilitate the teachers to determine methods of handling children with ASD, (3) improves handling learning of children with ASD.

REFERENCE

Biodata

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THE IMPORTANCE OF SELF-KNOWLEDGE FOR CHILDREN WITH VISUAL IMPAIRMENT

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ABSTRACT

Children with visual impairment is an individual whose vision does not function as a receiving information in everyday activities as well as a normal children person. One of reason to make someone acceptable in social interaction is the ability of a person to understand himself (self knowledge). Through self-knowledge (self-understanding) the orientation will be easy to do. A deep self-understanding will greatly help a person in using his full potential to achieve the desired goals. Therefore, children with visual impairment must have understanding of his strength. If a children with visual impairment does not have self understanding, they will lose the opportunity to be able to actualize himself. Self-understanding of children with visual impairment in early age will certainly provide a positive influence for the development of personality and career. The ability of self-understanding is considered very important for children with visual impairment.

Keywords: Guidance and counseling, self-knowledge, children with visual impairment

INTRODUCTION

Human beings are born to have various potentials that exist in him, both normal children and children with visual impairment. Children with visual impairment are people who suffer damage to the eye, either in total or in part (low vision). This disorder causes children with visual impairment experience various problems especially cognitive, social, emotional, and personality development. In addition, children with visual impairment also experience low self-understanding. The ability of self understanding in children with visual impairment is still often considered difficult for some people. Wels & Blasch (Suharmini, 2007: 149) says that children with visual impairment will find it difficult to establish a positive self-perception, because the children with visual impairment lack of understanding their potential, strengths and weaknesses. The potential or strength that exists in children with visual impairment is a very large capital for self-development.

Children with visual impairment have the right to live in a proper society and socialize with the environment. To be able to socialize, live properly and can live independently, every children with visual impairment should get a decent education like a normal person. Education for children with visual impairment is initially implemented in the special school or better known as segregation.

Over time, education for children with special needs, especially for children with visual impairment from time to time continue to grow. This is due to the continuous development of education and the increasing awareness of the importance of education. Based on the facts, the learning of children with visual impairment has not been fully developed. They still do not understand the potential they have. Few children with visual impairment can compete and have a decent career. In this regard, the effort to prepare children with visual impairment for the world of work is absolute. It is intended that when returning to the community, they can participate and
socialize with their environment. Thus the children with visual impairment is required to have a reliable skill as a provision of his life. Growing up the potential it has, then the child will be able to live decent in the community and participate in community life.

**SELF-KNOWLEDGE OF CHILDREN WITH VISUAL IMPAIRMENT**

A person’s self knowledge is based on their sense of identify and rooted in their sense of self worth. Families and teams need to encourage the student to develop a good self knowledge as a person with a visual impairment. A societies values toward children with visual impairments will contribute to the student’s sense of self worth and may prevent the student from feeling adequate. It is important to provide the student with opportunities to experience genuine success. Allow the student to make decisions, take responsibility, take risks, and foster independence.

Basically, any development about a children with visual impairments depends heavily on the person who handles it. If the children with visual impairments is supported and trusted to do a positive activity then its development will be meaningful. As the closest people, parents and family has important role in the development of all aspects of children with visual impairments, so it is recommended even required these parties to give encouragement/motivation in a sustainable manner. It aims to create positive development for children with visual impairments including in the development of personality so that children with visual impairments can realize, recognize, and have self-understanding.

Davis (Somantri, 2012: 85-86) says that regarding the process of early children with visual impairments, namely; In the process of early development, the differentiation of self-concept or as self-understanding is something that is difficult to achieve. When children with visual impairments enter a new environment, they should be assisted by his mother or parents through verbal communication, encouraging and providing a clear picture of the environment as a children with visual impairments knows his own body.

In the discussion of self-understanding is also presented three aspects contained in it according to Callhoun and Acocella (Sumiyati, 2104), namely; A) Knowledge is what the individual knows about himself. In his mind there is a list that describes him, his physical, age, gender, nationality, ethnicity, occupation, religion and so on, b) Hope is portrayed as an aspect in which a person views himself, what he might be in the future , C) Assessment, the individual is an assessor of himself.

Somantri (2012: 86) suggests that children with low vision will have difficulty finding self-concept or greater self-understanding than children who are totally visual impairment because they often encounter identity conflicts in which one day the environment is called brats but at other times it is called a children with visual impairments. Self-understanding is an important thing to be realized by children with visual impairment so that they can see themselves more meaningful and valuable, covering the deficiency with the advantages that will make it more grateful and can prove to the outside world if he also can live independently like other people. In the end this will form a positive development of personality in the self suffering from visual impairment.

There are a number of things you can do to help the student develop a positive self knowledge. Begin by first valuing the student and pointing out the things they are able to do and are good at. This does not mean falsely building them up or giving them false praise, but genuinely pointing out their strengths. Let the student hear you provide praise of other student’s accomplishments as well. The student needs to understand that everyone has unique gifts and abilities. Emphasize that all people are to be valued without giving them a bloated ego. Let the student hear you rejoice (model self praise) when you accomplish something so they can understand that it is OK to be happy about accomplishments. You can further help a student develop a positive self knowledge by encouraging them to; a) recognize, respond to, and state their name; b) state basic information about self. This is not only an important goal for social exchanges, but is an important safety skill too; c) indicate awareness of abilities and limitations unrelated to their vision; d) discuss personal likes and dislikes; e) provide basic information as to own ethnic origin, religious preference, and family background. Helping a student be aware of and feel confident about who they are and their family heritage and beliefs can help them find others who may share similar backgrounds; f) evaluate own personality traits, and attempt to modify those that are not functional; g) demonstrate confidence in own decisions, values, and beliefs.
Research on self-knowledge of visually impaired persons has been subjected to limited availability. Many times it has to rely on other self-concept research and/or with other impaired groups such as physical impairment. Moreover, in a study conducted by Beaty (1991, 1992) investigating the potential effect of vision loss on adolescents' self-perception, she found that visually impaired adolescents differed significantly in the level of self-concept from their normally sighted partners. Out of the five sub-scale scores (Physical self, Personal self, Moral Ethical self, Social self, and Family self), the group means for the visually impaired subjects were lower than those of the sighted partners on all of the sub-scales as well as the Total Positive Scale. Furthermore, self-concept of visually impaired adolescents were significantly lower than their sighted partners in Moral/Ethical Self, Family Self, and the Total Positive score on the Tennessee Self Concept Scale (Fitts, 1965). Thus it was concluded that visual impairment had an effect on adolescents self-knowledge.

Students with visually impaired should place more attention to the affective growth of the visually impaired students by means of clarifying and refining their perceptions of their personal attributes; confronting and modifying their own feelings and attitudes towards other people; disclosing themselves to each other among their peers by sharing their likes and dislikes, aspirations, expectations, standards and values; developing a concern for others; understanding and enhancing relationships with others; identifying and discussing any concerns related to their visual impairment with their teachers and significant others, and lastly, improving their self-confidence, self-acceptance and self-esteem (Tuttle, 1987). When needed, it is necessary to provide visually impaired students with some counseling so as to help them ease out their concerns (Johnson & Johnson, 1991).

CONCLUSION
Basically any development concerning a children with visual impairment depends heavily on the person who handles it. If the children with visual impairment is supported and trusted to do a positive activity then its development will be meaningful. As the closest people, parents and family has important role to development of all aspects of blind children. So it is recommended even required these parties to give encouragement/motivation, continue to give encouragement and provide input that can lead to positive development for children with visual impairment including in the development of personality so children with visual impairment can be aware, recognize, and have self-understanding.

The results of the present study suggested that visually impaired students were generally lower in their self-knowledge in the five major self dimensions when compared with the forming sample. Attention has to be paid to this self dimension if we were to help visually impaired students to integrate more into the school and society. Self-knowledge enhancement programs are recommended for visually impaired students such as social skills enhancement. Parents, siblings, peers and teachers are called to work collaboratively to help visually impaired students adjust better in the social environment. A modification of the school curriculum supplemented by knowledge and skills enhancement to teach the disabled students are needed. Knowing that visually impaired students are actually facing many difficulties in schools and perhaps at home, it is our responsibility to help them integrated more fully not only into schools but also into society.

REFERENCES

**Biodata**

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![Cindy Asli Pravesti](image2) Cindy Asli Pravesti, M.Pd is a lecturer of guidance and counselling major in PGRI Adi Buana Surabaya University. She got master degree at University State of Malang. Her research focus on career guidance and counseling. Contact author via email at cindyasli@unipasby.ac.id

![Maghfiratul Lathifah](image3) Maghfiratul Lathifah, M.Pd is a lecturer of guidance and counselling major in PGRI Surabaya University. She got master degree at University State of Malang. Her research focus on career guidance and counselling and traumatic counselling. Contact author via email at maghfibk07@gmail.com
IMPLEMENTATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) IN IMPROVING THE SKILL OF READING COMPREHENSION

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ABSTRACT

Method of Cooperative Integrated Reading and Composition (CIRC) will be more attractive and increased students’ achievement of English. CIRC method is able to hone the cognitive level, affective and psychomotor of students in spurring themselves to be creative based on the instructional guides that have been given by the lecture. This action research investigated reading comprehension in improving students’ reading ability and composition. The participants of this study were 18 students at the IV semester of Business Administration in Academic year 2015-2016. The data were collected by four stages of action research: Planning, action, observation, and reflection. Based on observation checklist, questionnaires and test as the instruments, it has been proved that the students fulfilled the criteria of success in the two cycles. 16 of students or 89% of the total number of students got score that range from 65 to 100. On cycle 2, the average value of 84% students was fulfilled KKM (Passing Grade) with minimum standards namely 75,00. The finding of this study that CIRC method can be used to increase students confident, more relaxes, enjoyable and motivated the students to improve their reading comprehensive ability.

Key words: CIRC method, students’ achievement, reading comprehension.

INTRODUCTION

Reading and writing are interrelated skills that should be mastered by the EFL students. Learning to write is not easy task for students.

In response to global developments and workplace in ASEAN Economic Community (MEA), Ambon State of Polytechnic students are required to be more ready to use English as the language of International communication, to compete in the labor market. On the one hand, the lecturer of English lecturer as an Instructional agent have to create the suitable method and technique to imply the English content materials to the students.

The case encountered in Ambon State of Polytechnic is related to randomly drawn interview data for three informants per each of the departments studied: (1) English is the dreaded subject, the students must study hard to pass the course; (2) difficulties in learning English because of their lack of interest to teachers who still use conventional methods; (3) students have ashamed to use English in speaking. Discourse both on the form of Indonesian and English make students have more skilled to use concept that they want instead supported by their high reading interest. However, that is far from what is expected. The low ability of students to read the understanding caused by several factors, both from lecturers and students themselves. Based on known factors, English lecturers must use appropriate learning methods. One of them is by using Cooperative Integrated Reading and Composition (CIRC) method. According to Slavin, CIRC’s main objective, especially in using cooperative teams, is to help students learn to read a broader understanding. Students working in a cooperative team, identify five important things from brief monologues in texts related to commercial administration, (Farida Rahim, 2008: 35).

From the above description, the writer considers it was necessary to use the CIRC method on her classroom action research. This research is expected to reach the level of reading materials related to the terminology of the field of science that he or she studied. Thus why the writer
sets the title of research as follows: "Implementation of Cooperative Integrated Reading and Composition Method (CIRC) in Improving Reading Skills Understanding For Students Ambon State of Polytechnic"

Based on the explanation above description then found some urgent problems as follows:

1. Were the implementation and procedure of Cooperative Integrated Reading and Composition (CIRC) method influence in improving the students’ reading comprehension of the fourth semester the Department Administration of Ambon State of Polytechnic?

RESEARCH METHODS

This research is a type of classroom action research. This method is a cyclical study conducted by lecturers based on real problems encountered in the classroom, through designing steps to implement, and reflecting collaborative action, participatory, and self-reflective action with the aim of improving the quality of learning that includes the system, the ways of work, processes, contents, competencies, and situations, so that student learning outcomes and teacher performance can improve as well.

To make this research more valid, the author uses PTK research steps are illustrated through the table below:

![Figure 3.1. A series of research steps for the Kemmis Model](image)

The sample used is 4th semester students of Business Administration Ambon State of Polytechnic with a total of 18 students consisting of 9 male and 9 female.

The research procedure done by the researcher as follow:

Implementation of Research

Cycle I

Planning:
1) Develop lesson plans, 2) Designing reading materials for students  3) Provide lesson tools or instructional media; 4) Designing the final evaluation of cycle I test

Action:
Lecturers explain and direct the learning steps by CIRC method include: 1) Delivering the general outline of the problem related to the reading material ; 2) Establish groups of 3 (three) people heterogeneously, 3) Lecturers provide discourse, 4) Students work together , find the main idea and respond to the discourse and writing , 5) Students present group results, 6) Lecturers and students make a conclusion together.

Observation:
1) Observation of students
   a) Independence and attention to the way the lecturer explains the material, b) The ability of students to compile and answer questions, c) practice the steps of the CRIC method

2) Observation of Lecturer
   a) Appearance and delivery of materials, b) Classroom management , c) Use of time, d) Implementation of CRIC method steps.


**Reflection**
This analysis is done to measure students work the shortcomings and the advantages of cycle I, then with the assistant teacher to collaborate for improving steps on cycle II. Activity cycle II be implemented based on the results of reflection cycle I.

**DATA COLLECTION TECHNIQUES**
1. Learning result data is obtained by providing a test at the end of the learning cycle. 2) Data on the performance of teachers in implementing the CIRC method , 3) Data on student activities during follow CIRC method implementation in reading comprehension , 4) Data on student responses regarding teacher performance in learning process was using questionnaires, 5) Documentation.

**DATA ANALYSIS TECHNIQUE**
1. Student learning result data Data of student learning result in the form of value obtained by student from test result of each cycle. Average grade values.

\[
\bar{X} = \frac{\sum X}{N}
\]

Information
\(\bar{X}\) : Average class 
\(\sum X\) : Number of Values of Students 
\(N\) : Number of Students

Calculation of learning mastery

\[
K = \frac{\sum \bar{n}_i}{N} \times 100\%
\]

Information
\(K\) : Completeness of classical learning outcomes 
\(\sum \bar{n}_i\) : Number of students complete study 
\(N\) : Number of Students 
100%: Percentage

2. The data of student activity in using CIRC method is seen from result of student observation sheet. Then do descriptive analysis percentage.

3. Lecturer performance data / teacher in using CIRC method is seen from the results of lecturer observation sheet per performance.

4. Data of student responses in using CIRC method in the learning process by teacher is recapitulated and conducted by descriptive analysis. The data obtained will be analyzed by qualitative data analysis of interactive model from Milles and Huberman (2000: 17) which includes data reduction phase, data presentation, conclusion drawing, and research verification. The four components of the analysis (reduction, presentation, conclusions, and verification) are carried out simultaneously since the data collection process is performed.

**Indicators of Success**
This classroom action research is said to succeed if there was an increase in student learning outcomes that is at least 80% of the total number of students in the learning complete class is obtaining a value greater than or equal to 75.00.

**Research Results**
The CRIC method is a learning concept where the lecturer presents the real world into the classroom and encourages students to make connections with their knowledge with application in their daily
lives. In this method, lecturers only play a role in the teaching-learning process where the lecturers provide some brief statements and then divide the students into small groups, ask them to define some basic questions to be problems before discussing them together. Here, the role of lecturers is only 30% while the other 70% of students are more afford to play an active role in understanding the material discussed.

The procedure of this Classroom Action research, can be described by the explanation below:

**Cycle Action I**

**Action Planning**

Action planning is the stage by which researchers develop and organize tools of action such as: 1) Cycle I Study Plan (Cycle I), 2) Student Work Sheet (LKS) Cycle I, 3) Lecturer and Student Observation Sheet, 4) prepare a cycle evaluation I and stated maximum criteria of completeness, that the succeed student if the presentation of success more than 80% while the value of completion minimal 75.

**Implementation of Action**

Implementation of the action is carried out by the researcher and fostered by an assistant lecturer in English subject to help the researcher observe the learning process that takes place in the class. As learning should be, the lecturers greet the students and absorb them then conditioned the class after it provides motivation before starting the lesson. After conveying the learning objectives, the lecturer then describes the steps of applying the CIRC method in reading comprehension. Students follow all the instructions given by lecturers.

**Observation of Action**

The results of observations encountered in teachers are: (1) lecturers / learners convey the purpose of learning but not maximal. (2) in the core activities of the lecturer does not provide initial guidance. It seems the teacher forgot and immediately started learning by discussing the LKS instructions. (3) monotonous learning, only one or two students play an active role in learning; (4) the lecturers got conclusion without involving students idea. The results of observations in the first cycle for students can be seen in the table below:

**Table 4.1.**

<table>
<thead>
<tr>
<th>No</th>
<th>PENGAMATAN</th>
<th>YA</th>
<th>TIDAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students provide diverse discourse related to commercial administration in English</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>In groups, students read carefully to understand the contents of the discourse provided</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Students discuss each other about the basic ideas they find in the discourse</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>Students correctly articulate the contents of discourse into the form of ready-to-present</td>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Based on observation dates, it is known that the implementation of CIRC method in reading comprehension was still far from expected. This is evidenced by the results of the treatment of students and teachers in the application of this method is less than 70%. Each constraint is reflected for a change in cycle II.

The results can be described in the diagram as below:

![Figure 4.1. Observation Diagram of Cycle I by Using CIRC](image)

The same results can be seen from the results of student tests. The results obtained by students are as follows:

### Table 4.2.
**Results of Student Evaluation Cycle I**

<table>
<thead>
<tr>
<th>N</th>
<th>Name of Students</th>
<th>Sco</th>
<th>Val</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>tidak</td>
<td>70</td>
<td>50</td>
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</tr>
<tr>
<td>2</td>
<td>ya</td>
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<tr>
<td>3</td>
<td></td>
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<td>40</td>
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<td>50</td>
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<tr>
<td>7</td>
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<td>60</td>
<td>40</td>
<td>50</td>
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<tr>
<td>8</td>
<td></td>
<td>50</td>
<td>50</td>
<td>60</td>
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<tr>
<td>9</td>
<td></td>
<td>70</td>
<td>50</td>
<td>40</td>
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<tr>
<td>10</td>
<td></td>
<td>30</td>
<td>50</td>
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</table>

The 9th International Conference on Educational Technology of Adi Buana (ICETA 9)
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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>C.B</td>
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<td>Uncompleted</td>
</tr>
<tr>
<td>2</td>
<td>A.H</td>
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<td>Uncompleted</td>
</tr>
<tr>
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<td>W.P</td>
<td>13</td>
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</tr>
<tr>
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<td>I.A</td>
<td>12</td>
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<td>Uncompleted</td>
</tr>
<tr>
<td>5</td>
<td>H.M</td>
<td>15</td>
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<td>Completed</td>
</tr>
<tr>
<td>6</td>
<td>H.T</td>
<td>16</td>
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<td>Completed</td>
</tr>
<tr>
<td>7</td>
<td>Y.R</td>
<td>16</td>
<td>80</td>
<td>Completed</td>
</tr>
<tr>
<td>8</td>
<td>T.I.R</td>
<td>17</td>
<td>85</td>
<td>Completed</td>
</tr>
<tr>
<td>9</td>
<td>D.T</td>
<td>15</td>
<td>75</td>
<td>Completed</td>
</tr>
<tr>
<td>10</td>
<td>S.H</td>
<td>12</td>
<td>60</td>
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<tr>
<td>11</td>
<td>B.R.N</td>
<td>12</td>
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</tr>
<tr>
<td>12</td>
<td>M.W</td>
<td>8</td>
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</tr>
<tr>
<td>13</td>
<td>S.W.N.K</td>
<td>10</td>
<td>50</td>
<td>Uncompleted</td>
</tr>
<tr>
<td>14</td>
<td>D.T</td>
<td>15</td>
<td>75</td>
<td>Completed</td>
</tr>
<tr>
<td>15</td>
<td>C.P.H</td>
<td>12</td>
<td>60</td>
<td>Uncompleted</td>
</tr>
<tr>
<td>16</td>
<td>E.W.M.L</td>
<td>8</td>
<td>40</td>
<td>Uncompleted</td>
</tr>
<tr>
<td>17</td>
<td>S.L</td>
<td>10</td>
<td>50</td>
<td>Uncompleted</td>
</tr>
<tr>
<td>18</td>
<td>R.A</td>
<td>9</td>
<td>45</td>
<td>Uncompleted</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>1125</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVERAGE</td>
<td></td>
<td>63</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIGH</td>
<td></td>
<td>85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LOWEST</td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

**Information:**

The determination of the evaluation of the final value of cycle I is obtained from:

Total score = 20

Percentage = (Score Retrieved) / (Total Score) X 100

Example:

R.A (Student ‘name) = \( \frac{9}{20} \times 100 = 45 \)

Determination of learning result completeness assessed from:

a. The percentage of completed students is:

Total number of students = 18

Number of completed students = 6

Number of Completed Students

Whole Number of Students X 100% = \( \frac{6}{18} \times 100 = 33\% \)

b. The percentage of uncompleted students is:

Total number of students = 18

Number of uncompleted students = 12

Number of uncompleted students

Total all the students) X 100% = \( \frac{12}{18} \times 100 = 67\% \)

**Reflection Action**

Reflection of action is a researcher with assistant lecturers who assist in this study held evaluation of teaching and learning activities from the planning stage of action, the implementation of actions that have been implemented previously. The results of the reflection obtained were: (1) the lecturer delivered the learning objectives but not the maximum. (2) in the core activities of the lecturer does not provide initial guidance. It seems like the lecturer forgot and immediately started the lesson by
discussing the guidance that existed in the LKS for students (3) learning looks monotonous. Only one or two students play an active role in learning; (4) the lecturer concludes his own learning without involving the students. For student activity it was noted that there was still a lack of motivation from these students to compete actively in completing learning. Many things were still lacking and need improvement in cycle II. From the above reflection results note that the action performed on the first cycle has not been maximal, the researchers decided to continue to cycle II while maintaining the stages of learning by using CIRC.

2. Cycle Action II

A. Action Planning

Planning is aligned with the initial planning there was only a slight addition of the contents of the material that will be used as a discourse to read comprehension.

B. Implementation of Action

Implementation of relearning carried out by lecturers in accordance with planning actions that have been planned previously. Lecturers gave general explanations of the material and students observed carefully what the teacher said and followed all the instructions given by the teacher. Distribution of LKS (Worksheet Worksheet) for students who and students are expected to work based on existing guides in the learning module. Planning a presentation on a power point begins.

C. Observation of Action

Implementation of this cycle II has a very significant increase. This is evident in the results of lecturer observation as follows: (1) lecturers have started to guide students to understand the rules of learning by using the CIRC method well according to the guidelines on the lesson plan; (2) Students look very active in expressing ideas in groups; (3) Students look serious and seem eager to respond whenever there is an opportunity to ask during the discussion; (4) Students have been able to answer questions at the time of evaluation and able to draw conclusions at the end of the learning process.

To illustrate the results of student observations in cycle II can be described in the table below:

Table 4.2.
Student Observation Result on Cycle II
Using CIRC Method

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>PENGAMATAN</th>
<th>Y</th>
<th>TID</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students provide diverse discourse related to commercial administration in English</td>
<td>7</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In groups, students read carefully to understand the contents of the discourse provided</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students discuss each other about the basic ideas they find</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Students correctly articulate the contents of discourse into the form of ready-to-present</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Students present their results in front with enthusiasm</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Provide difficult questions that can not be answered opposite</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Discussions were tough due to the seriousness of the students capturing the final results of group writing which presented the results</td>
<td>7</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Students and lecturers make a conclusion together before ending</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Students make a final evaluation seriously to get maximum results</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Students responded positively to the implementation of CIRC method in reading comprehension</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
To clarify, the writer describes in the diagram below:

![Figure 4.3. Observation Diagram of Cycle II by Using CIRC Method](image)

The same results can be seen from the results of student tests. The results obtained by students are as follows:

### Table 4.4. Results of Student Evaluation Cycle II

<table>
<thead>
<tr>
<th>N</th>
<th>NAME</th>
<th>O STUDENT</th>
<th>SCORE</th>
<th>VALUE</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C.B</td>
<td></td>
<td>16</td>
<td>80</td>
<td>Completed</td>
</tr>
<tr>
<td>2</td>
<td>A.H</td>
<td></td>
<td>19</td>
<td>95</td>
<td>Completed</td>
</tr>
<tr>
<td>3</td>
<td>W.P</td>
<td></td>
<td>18</td>
<td>90</td>
<td>Completed</td>
</tr>
<tr>
<td>4</td>
<td>I.A</td>
<td></td>
<td>16</td>
<td>80</td>
<td>Completed</td>
</tr>
<tr>
<td>5</td>
<td>H.M</td>
<td></td>
<td>19</td>
<td>95</td>
<td>Completed</td>
</tr>
<tr>
<td>6</td>
<td>H.T</td>
<td></td>
<td>20</td>
<td>100</td>
<td>Completed</td>
</tr>
<tr>
<td>7</td>
<td>Y.R</td>
<td></td>
<td>19</td>
<td>95</td>
<td>Completed</td>
</tr>
<tr>
<td>8</td>
<td>T.I.R</td>
<td></td>
<td>20</td>
<td>100</td>
<td>Completed</td>
</tr>
<tr>
<td>9</td>
<td>D.T</td>
<td></td>
<td>18</td>
<td>90</td>
<td>Completed</td>
</tr>
<tr>
<td>10</td>
<td>S.H</td>
<td></td>
<td>16</td>
<td>80</td>
<td>Completed</td>
</tr>
<tr>
<td>11</td>
<td>B.R.N</td>
<td></td>
<td>17</td>
<td>85</td>
<td>Completed</td>
</tr>
<tr>
<td>12</td>
<td>M.W</td>
<td></td>
<td>13</td>
<td>65</td>
<td>Uncompleted</td>
</tr>
<tr>
<td>13</td>
<td>S.W.N.K</td>
<td></td>
<td>15</td>
<td>75</td>
<td>Completed</td>
</tr>
<tr>
<td>14</td>
<td>D.T</td>
<td></td>
<td>18</td>
<td>90</td>
<td>Completed</td>
</tr>
<tr>
<td>15</td>
<td>C.P.H</td>
<td></td>
<td>17</td>
<td>85</td>
<td>Completed</td>
</tr>
<tr>
<td>16</td>
<td>E.W.M.L</td>
<td></td>
<td>13</td>
<td>65</td>
<td>Uncompleted</td>
</tr>
<tr>
<td>17</td>
<td>S.L</td>
<td></td>
<td>15</td>
<td>75</td>
<td>Completed</td>
</tr>
<tr>
<td>18</td>
<td>R.A</td>
<td></td>
<td>15</td>
<td>75</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**TOTAL**: 1520

**AVERAGE**: 84

**HIGH**: 100

**LOWEST**: 65

**Information:**

The determination of the evaluation of the final value of cycle I is obtained from:

\[
\text{Percentage} = \frac{\text{Score Retrieved}}{\text{Total Score}} \times 100
\]

Example:

\[
R.A = \frac{15}{20} \times 100 = 75
\]
The percentage of completed students is:
Total number of students = 18
Number of completed students = 16
\[
\frac{\text{Number of Completed Students}}{\text{Total all the Students}} \times 100\% = \frac{16}{18} \times 100 = 89\%
\]

The percentage of uncompleted students is:
Total number of students = 18
Number of unfinished students = 2
\[
\frac{\text{Number of Uncompleted Students}}{\text{Total all the Students}} \times 100\% = \frac{2}{18} \times 100 = 11\%
\]

**Reflection Action**

There are significant changes happening in the learning process. Lecturers have guided correctly every learning activity in accordance with the CIRC method in reading comprehension. The results were also good for students. Students were able to formulate the basic ideas of discourse, answer questions comprehensively and able to present their work. Criticism and suggestions began to arrive from every student in the classroom making the class alive and active. The expected results are seen with a significant increase in learning completeness that was 89% more than the minimum requirement on this study. Then the research in this cycle II ended the treatment.

**DISCUSSION**

Classroom Research consists of two cycles, each cycle gets 2 Hours of learning by using CIRC method and at the end of the meeting is always held a test. Learning activities are tailored to the CIRC method implementation plan. The results of the evaluation obtained in the first cycle is from 18 students who follow the evaluation, 6 students expressed complete with a percentage of 33% while 12 students are categorized unfinished with a percentage of 67%. Based on the reflection on cycle I, the teacher then decided to proceed to Cycle II using CIRC learning method.

The fact was found that, in this second cycle, it is seen that there was a significant acquisition of value from the fourth semester students of the Department of Business Administration at the Ambon State Polytechnic. Found from 18 students who followed the evaluation, obtained 2 students declared unfinished with an average percentage of 11% while 16 other students expressed complete with 89% percentage. This makes the writer must stop this research in cycle II because the achievement of the final value has exceeded the basic provision > 80%.

To know the significant rate of change of the student test result in the first and second cycle can be observed through the diagram below:
CONCLUSIONS AND SUGGESTIONS
Based on the results of research and discussion, the writer have some conclusions as follows:
The CIRC method is a reading comprehensive for applying reading and writing skills. The process of learning in the English language courses that have been implemented with the form of CIRC method to improve students’ reading comprehension. This is indicated by increasing average percentage of result of the students final evaluation on two cycles which have been done with the following details: (a) Cycle I with a presentation of 33% completeness means that students have not reached mastery as much as 67%, (b) On Cycle II, it is noted that 89% of students are declared competent while 11% of students are declared unfinished and still require guidance from teachers. Based on the decision that the amount of accumulation of student success is 80% stated thoroughly so the research stopped here.

Cooperative learning by using the CIRC method was able to hone the cognitive, affective, and psychomotor levels and have a significant impact on learning outcomes.

REFERENCES

BIODATA
DR. Meititi Leatemia, M.Pd is a lecturer of Ambon State of Polytechnic. Her research interest include materials development on (ESP) Mechanic engineering, Business Administration, Accounting and quantitative study. She often attends National and International conferences, workshop, and seminar in Indonesia. She ever had been jointed the Sandwich –like program 2011 at Illinois University USA.
THE INFLUENCE OF LEARNING METHOD ON READING TO THE STUDENTS ABILITY IN GROUP B THAT HAVE DIFFERENT VERBAL LINGUISTIC ABILITY AT KINDERGARTEN

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ABSTRACT

This Research is focused on observing the difference of constructive playing method and roleplay method the students reading ability in group B, the difference of high and low verballinguistic intelligent to the students reading ability in group B and is there any interaction between constructive playing method and role play method to the student reading ability that has different verbal linguistic intelligent at group B students of Kindergarten. The research method used is experiment with 2 x 2 factorial design. The population to be used is the entire students of Group B Kindergarten. The data collecting methods are test and observation. The data analyse technique used anava two way. The research result (1) the teaching method by using constructive playing method and role play method influenced the students reading ability in group B at that school, (2) the linguistic verbal intelligent influenced the students reading ability in group B at that school, and (3) there was an interaction between constructive playing method and role play method and verbal linguistic intelligent to the students reading ability in group B at that school.

Key Words : Constructive Method, Roleplay Method, Verbal Linguistic Ability, Reading Ability.

INTRODUCTION

Children are as the next generation that will decide a good or bad nation through quality education. That is the best ages in building the children character and personality. Early ages is the best age for children where they grow fast. This age is called golden age. National Cabinet Minister Rule Number 16 year 2007 stated that the school garden teacher must know the student characteristic in physical aspect, morality, social, cultural, emotional, and intellectual. In this age, all of the student potential can be improved through playing. Playing can motivate children to continue their higher education.

Group B students aged 5-6 years old should have a good verbal linguistic ability to communicate with people around them. While the fact, the students aged 5-6 years old or group B students are passive when the teacher ask them to communicate. They still have low verbal linguistic ability.

The writer tried to find the solution of that problem through scientific research to complete or increase learning process. Through this research, the problem is going to be examined, increased, and completed, so that the target of Kindergarten can be reached through innovative teaching process, especially to the students reading ability in group B. One of the teaching method which can improve the students reading ability is constructive playing method, role play method and verbal linguistic ability. The statement of the problem is : Are there any differences between constructive playing method and role play method to the students reading ability in group B at Kindergarten, are there any differences between low and high verbal linguistic intellectual to the students reading ability at Kindergarten, is there any interaction between constructive playing method and role play method to the students reading ability in group B that have different verbal linguistic intellectual, the students of Kindergarten.
RESEARCH METHOD
Research method that used in this research is Fartorial 2 x 2 design. The populations are all of the students in group B of Kindergarten. While the samples of the research are 60 students, 30 students are from Kindergarten Dhama Wanita Persatuan in Klampis subdistrict of Bangkalan regency and 30 students are from Kindergarten Ungulan Darul Munir in Klampis subdistrict of Bangkalan regency. So that the variables of the research are: (1) Independent Variable : Constructive Playing and Role Play, (2) moderator variable: Verbal Linguistic Intellectual, and (3) Dependent Variable: Reading Ability. The technique of data collection is test and observation. The data analyze technique is Anava Two Way.

THE RESULT
Data Description

The Students Reading Ability that Given a Treatment by Using Constructive Playing Method

Linguistic Reading Ability of Group B in Kindergarten regency that given a treatment by using Constructive Playing Method have a scale between 70 – 94, with average score 86,70, the middle score (median) is 88,00 and the modus is 88,00. The standard deviation is 4,83.

The Students Reading Ability that Given a Treatment by Using Role Play Method.

Linguistic Reading Ability of Group B in Kindergarten that given a treatment by using Role Play Method have a scale between 45 – 86, with average score 62,52, the middle score (median) is 58,00 and the modus is 58,00. The standard deviation is 11,70.

The visual illustration between Teaching Method Variable and Students Reading Ability can be seen on the picture below.
Figure 1. The Students Reading Ability by Using Constructive Playing Method

The Students Reading Ability that Given a Treatment by Using Role Play Method

Linguistic Reading Ability of Group B in Kindergarten regency that given a treatment by using Role Play Method have a scale between 45 – 86, with average score 62,52, the middle score (median) is 58,00 and the modus is 58,00. The standard deviation is 11,70.

The visual illustration between Teaching Method Variable and Students Reading Ability can be seen on the picture below.
Prerequisite Analysis Experiment
Prerequisite Experiment that needed in Anava Two Way is Normality and Data Homogenity. And each experiment use standard significance 5%. While the result is:

Normality Experiment
Normality Experiment Score is done to the linguistic reading ability with Kolmogorov-Smirnov. The result of counting normality experiment score is explained on appendix. The normality requirement for a variable can be completed and the result is on the table below.

Table 1. The Result of Data Normality Experiment

<table>
<thead>
<tr>
<th>Reading Ability Variable</th>
<th>K-S-Z</th>
<th>5 %</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Reading Ability</td>
<td>1.758</td>
<td>.591</td>
<td>0.004</td>
</tr>
</tbody>
</table>

The last experiment result K-S get score 1.758 this score is higher than 0.591. With this analysis can be known that the data in this research has normal distribution.
Homogeneity Experiment
While to do homogeneity experiment, this researcher used Levene’s Test of Equality. As the result of SPSS is illustrated below.

**Table 2. Homogeneity Experiment Result Levene’s Test**

Levene’s Test of Equality of Error Variances(a)

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.063</td>
<td>3</td>
<td>71</td>
<td>.000</td>
</tr>
</tbody>
</table>

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a Design: Intercept+METODE+KECLING+METODE * KECLING

F<sub>count</sub> that gotten is 1.063 and while comparing with F<sub>table</sub> with db 3 and 71 the is standard significance α = 5%, so the score of F<sub>table</sub> is 2.74. From 1.063 < 2.74 can be said that the result of this research is homogeneity. In the homogeneity experiment can be said as homogeneity when the score of F<sub>count</sub> is lower than F<sub>table</sub> (Tulus Winarsunu, 1996:6).

**DATA ANALYSIS**

Variety Two Way analysis is used to examine the first hypotheses, the second and the third of this research.

**The First Hypothese Experiment**
This is done by using SPSS for windows 21.00 version. The result is on the table.

**Table 3. The Summary of Anava Two Way experiment**

Tests of Between-Subjects Effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>11539.388(a)</td>
<td>3</td>
<td>3846.463</td>
<td>48.002</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>243538.026</td>
<td>1</td>
<td>243538.026</td>
<td>3039.232</td>
<td>.000</td>
</tr>
<tr>
<td>METODE</td>
<td>4132.266</td>
<td>1</td>
<td>4132.266</td>
<td>51.569</td>
<td>.000</td>
</tr>
<tr>
<td>KECLING</td>
<td>471.528</td>
<td>1</td>
<td>471.528</td>
<td>5.884</td>
<td>.000</td>
</tr>
<tr>
<td>METODE * KECLING</td>
<td>364.499</td>
<td>1</td>
<td>364.499</td>
<td>4.555</td>
<td>.000</td>
</tr>
<tr>
<td>Error</td>
<td>5689.332</td>
<td>71</td>
<td>80.131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>411665.000</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>17228.720</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the Anava analysis above, teaching by using constructive playing method and role play method to the students reading ability is gotten $F_{\text{count}} = 51.569$. By comparing probability score 0.00 by significance standard or $\alpha$ 0.05. If the score of probability is higher than significance standard, so that is not significance, it is different when the probability score is lower than significance standard so that is significance. Based on the table, 0.000 < 0.05. That result proved that hypotheses of the research can be accepted in significance 5%.

To know the differences of the influence between constructive playing method and role play method to the students linguistic reading ability can be known and compared the average of the students linguistic reading ability that taught by using constructive playing method and role play method. The average of each group can be seen on the table.

Table 4. The Students Reading Ability based on the Teaching Method.

<table>
<thead>
<tr>
<th>METHOD</th>
<th>MEAN</th>
<th>N</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>62.5227</td>
<td>30</td>
<td>11.70269</td>
</tr>
<tr>
<td>Constructive Playing</td>
<td>86.7097</td>
<td>30</td>
<td>4.83179</td>
</tr>
<tr>
<td>Total</td>
<td>72.5200</td>
<td>60</td>
<td>15.25846</td>
</tr>
</tbody>
</table>

The counting result show that students linguistic reading ability which taught by using constructive playing method have average 86.70 while the average of the students which taught by using role play is 62.52. The result proved that the hypotheses of the research can be accepted with significance standard 0,05.

The Second Hypotheses Experiment

Based on the analysis Anava on the table 4.3 above, linguistic intelligent factor to the students reading ability is $F_{\text{count}} = 5.884$. By comparing the probability score is 0.000 with significance standard or $\alpha$ is 0.05. If the score of probability is higher than significance standard, so that is not significance, it is different when the probability score is lower than significance standard so that is significance. Based on the table, 0.000 < 0.05. That result proved that hypotheses of the research can be accepted in significance standard 5%.

To know the differences high and low linguistic intellectual can be reached by comparing the average of linguistic ability between the students who have high and low intellectual. The average can be seen on the table below.

Table 5. The students reading ability based on Linguistic Intellectual

<table>
<thead>
<tr>
<th>LINGUISTIC INTELLECTUAL</th>
<th>MEAN</th>
<th>N</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Linguistic Intellectual</td>
<td>63.3250</td>
<td>30</td>
<td>13.11563</td>
</tr>
<tr>
<td>Low Linguistic Intellectual</td>
<td>83.0286</td>
<td>30</td>
<td>9.81142</td>
</tr>
<tr>
<td>Total</td>
<td>72.5200</td>
<td>60</td>
<td>15.25846</td>
</tr>
</tbody>
</table>

The table show that the average of students linguistic reading ability which have high linguistic intellectual is 83.02 while the students with low linguistic intellectual is 63.32. That result proved that the hypothesis of the research can be accepted in significance standard 0,05.

The Third Hypotheses Experiment
Based on the Anava Analysis on the table 4.3 above, the factor the teaching method and the students linguistic intellectual to the students reading ability is gotten $F_{count} = 4.555$. By comparing the probability score 0.000 with significance standard or $\alpha$ is 0.05. If the score of probability is higher than significance standard, so that is not significance, it is different when the probability score is lower than significance standard so that is significance. Based on the table, 0.000 < 0.05. It can be said that there is interaction among constructive playing method, role play method, and linguistic intellectual to the students linguistic reading ability of group B students at Kindergarten.

**DISCUSSION**

**The Differences Between Constructive Playing Method and Role Play Method to the Linguistic Reading Ability**

The method of the teaching is an element to decide good or not of the graduation in an education system. It is like the heart of teaching and learning process. A good teaching system can produce a graduation with a good quality. And so on.

The constructive playing method application in teaching process will improve the students reading ability. The students will be active to use their mind to find some concept or a principle of material. Like as stated by Bruner on Hendrik, (200: 14) that in teaching by using constructive playing method will help the students to use their mind to do some concept or principles.

There is significance difference among the students that taught by using constructive playing method with the students who taught by using role play method to the students linguistic reading ability in Group B of Kindergarten.

**The Differences Linguistic Intellectual to the Students Reading Ability.**

Linguistic Intellectual is a way of the students in learning. Linguistic intellectual which more stressed on the thinking ability of the students. It is observed from the problem solving, linguistic intellectual also different from literal thinking way and linear thinking way (Barbara Prashing, 2007: 152).

One of the linguistic intellectual dimension should be considered in education system, especially reading is a way of linguistic intellectual that different from psychological : high and low linguistic intellectual. To make the teaching and learning success as we want, it need to be understood the difference linguistic intellectual that had by the students to help the teacher in deciding teaching strategy.

**The Interaction among Constructive Playing Method, Role Play Method and Linguistic Intellectual to the Students Reading Ability.**

Teaching Reading will be more understood easily when the teaching is done by scientific approach so that the students will get real experience. By doing real activity, the students will get a chance to fine a concept, fact, or self concept. The teaching will be more meaningfull than just mastering a concept or principle. One of the method that can be used is Constructive Playing Method. Constructive Playing is a method where can bring the students to explore their creativity.

The using of constructive playing method that can motivate the students to have high linguistic intellectual and will influence the students linguistic reading ability. This research conclude that there is interaction among using constructive playing method, role play method and linguistic intellectual to the students linguistic reading ability in Group B of Kindergarten.

**CLOSING**

**Conclusion**

a. Teaching approach by using constructive playing method and role play method influence the students linguistic reading ability in Group B of Kindergarten.

b. Linguistic Intellectual influence the students linguistic reading ability in Group B of Kindergarten.
c. There is interaction among constructive playing method, role play method and linguistic intellectual to the students linguistic reading ability in Group B of Kindergarten.

**Suggestion**

a. It need to use and optimize the teaching model by using constructive playing method and role play method to the students linguistic reading ability in Group B of Kindergarten.

b. The teacher should know the students linguistic intellectual to adapt the teaching method so that it can maximize the students reading ability.

c. It needs the deeper experiment about the use of constructive playing method and role play method for the skill that stress on the creativity building and skill building.

**REFERENCES**


**Biodata**

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THE EFFECT OF LEARNING STYLES FOR CRITICAL THINKING SKILLS

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ABSTRACT

Each learner has their own learning style that enables them to absorb the information they receive. This research aims to determine whether there is a difference in critical thinking skills between students who have a visual, auditory, and kinesthetic learning styles. Subjects of research were 58 students. The subject of this research is taken from two classes that take the course of social education in STKIP PGRI Lamongan. Data completion technique using questionnaire and critical thinking ability test. The analysis used descriptive analysis and one-way ANOVA using parametric statistic method. Based on the descriptive analysis, it is known that the student group having visual learning style which is 38 students on average critical thinking skill is 35.61 with standard deviation of 5.504. Then the average critical thinking skill of auditory student group numbering 15 students is 45.40 with standard deviation of 5.986. While the group of students who have kinesthetic learning style that amounted to 5 students the average value of critical thinking skills is 29.00 with a standard deviation of 4.301. The result of data analysis is known that F count 48.874 with probability 0.000, meaning Ho is rejected. This means that the average value of critical thinking skills between students who have visual learning style, auditory, and kinesthetic are significantly different or there are significant differences in critical thinking skills between students who have visual, auditory and kinesthetic learning styles.

Keywords: Learning styles, critical thinking skills

INTRODUCTION

In facing the challenges of the 21st century colleges need to prepare themselves in improving the skills of students such as literacy skills of information and communication technology, critical thinking skill, problem solving skill, effective communication skill and collaborate skill. According to the United Nations (UN) skills that is what is characteristic of today's society of globalization, that is knowledge-based society (Chaeruman, 2010).

Universities are required to develop a critical learning process because the reality of students' critical thinking skills is still low. This can be seen from several research results that still identify the low ability of critical thinking of Indonesian students. Research Mayadiana (2005), That the critical thinking ability of elementary school teacher candidate is still low, that is only reaching 36.26% for student with science background, 26.62% for student with non-IPA background, and 34.06% for entire student. So it is necessary to make an effort to follow-up in the framework of improvement, one of the alternatives is to apply a strategy and approach to learning that is more innovative.

Achievement of students' critical thinking skills is influenced by many factors, including process and learning conditions. The learning condition according to Reighueith and Merril (1979) consists of three variables, namely (1) the purpose of the achievement of the field of study, (2) the constraints and characteristics of the field of study, and (3) the characteristics of the students. Characteristics of students are aspects or individual qualities of students. One such characteristic is learning style. Learning styles are a combination of how one absorbs, organizes, and manages information (De Porter and Hernacky, 2005). This is in line with research conducted by Halim (2012) which states the style of learning influences the ability of students in the learning process.
In addition to the use of appropriate learning methods, learning styles are also a driving factor for achieving critical thinking skills. The authors hypothesize that learning styles can improve students' thinking skills. This can be seen from the results of research Nurbaeti et al (2015) which states that the learning style of students have a close relationship with the achievement of the average value of critical thinking skills and cognitive abilities of students in chemistry lessons. If the learning process is going well then the learning objectives will also be achieved. Wulandari (2011) suggests that learning styles contribute significantly to learning achievement. Success in education is when achieving and having skills.

Based on the background description then this research should be done to face the challenges of the 21st century. Colleges must equip students with some skills one of them is critical thinking skills to face this era of globalization. It is expected that students are active in learning, have critical thinking in solving a problem and able to express their argument with their own language. Therefore educators should be able to understand the learning style of each learner. According Dilekli (2017) there is a significant relationship between learning styles with the ability to think critically of gifted students, gifted students have a learning style of assimilation and convergence. Learning styles have several variables such as perception factor and information processing, motivation factor, and psychological factor (Pranata, 2002). Students will learn effectively if the learning is done in accordance with the style of learning it has. Meanwhile, by recognizing the learning style that is owned by students, then the teacher can design the learning process and use the style of teaching in accordance with the learning style that students have. Makhlof, et al., (2012) suggests that learning styles are a set of biological developments with respect to individual characteristics that can determine how one learns effectively and also gets effective teaching as well. Therefore it is necessary to learn by considering the learning style of each learner, so that interaction between educators and learners can be well established. If the learning is successful then students' critical thinking skills can be achieved as well.

Learners who have good critical thinking skills are also expected to have good cognitive abilities as well or become gifted learners. A learner who has critical thinking skills will easily interact with the surrounding environment. Haryani (2012) explains that considering the important role of critical thinking skills in one's life both in personal life and in the community, critical thinking is considered important to be developed in schools at every level, to create and produce students who have good cognitive abilities in following the process Learning. To achieve these objectives then conducted a study entitled Influence Learning Styles of Student Critical Thinking Skills.

**METHOD**

This study uses a comparative (ex post facto) comparative research design, it aims to reveal the possibility of a causal relationship between variables without manipulating a variable. That is, the variables to be tested casual relationship has occurred under reasonable conditions. The research in this design is done by observing the variables first and then the observation of the suspected variables. Using test instruments that have been validated by experts as well as validity and reliability statistically. The population in this research is STKIP PGRI Lamongan students who take social science education course with the number of 58 students. The sampling technique was conducted by saturation sampling (population sample) where all population members were sampled.

Data collection techniques used questionnaires and tests. Questionnaires are used to identify students' learning styles. The learning style questionnaire used in this study used a questionnaire developed by DePorter and Hernacki (2000). Learning style instrument in the form of questionnaire is used to assess whether students have a tendency of visual, auditorial or kinesthetic learning styles. The instrument for each learning style consists of 12 questions. Each question is given three choices of answers to choose one, namely: often, sometimes, and rarely. In the three instruments each student will fill out by giving a tick (✓) on the answer column, ie S for often, K for sometime and J for sparse. Number of questions checked for each questionnaire given the value, that is with the formula as follows:

\[
\text{Nilai Gaya Belajar} = \sum S \times 2 + \sum K \times 1 + \sum J \times 0
\]
Scores that will be obtained from each instrument that represents the learning style are then compared. The highest score of the instruments shows the trend of learning styles held by the students. With this instrument students can be grouped in three categories, namely students who have visual learning style, auditorial and kinestetik. For statistical analysis needs, the three learning styles are categorized (1 = visual, 2 = auditorial, 3 = kinesthetik).

The test is used to determine the level of critical thinking skills mahasiswa. There are 13 aspects of the assessment, including defining the problem, understanding the depth and breadth of the problem, the technique of addressing the problem, determining the point of view of the problem, the attitude to the different viewpoint, having relevant information, distinguishing information with critical opinions, concept identification, And arguments, formulate problem-solving alternatives, draw conclusions, implications and consequences of determining solutions, probability implications with scores of each aspect of the assessment of maximally 4 and at least 1. These thirteen aspects are used to assess critical thinking skills, where the final value accumulation with the lowest score 13 And the highest score 52. Data analysis using descriptive analysis and one-way ANOVA with the help of SPSS 16 (Statistical Product and Service Solution) application program.

**FINDINGS AND DISCUSSION**

Based on the results of questionnaire style analysis in the overall research class, it is known that students who have visual style amounted to 38 students, then students who have auditorial learning style as many as 15 people, while students who have kinesthetic learning style as many as 5 people.

The data normality test is performed on the null hypothesis (Ho) which states that the sample comes from a normally distributed population. Criteria for acceptance and rejection of the hypothesis are based on (1) if significant value (sig.) Or probability is less than alpha 0.05 means abnormal data distribution, and (2) if significant value (sig.) Or probability over alpha 0.05 Means normal data distribution.

The scope of this study is to examine whether there are differences in critical thinking skills between those who have visual learning style, auditorial and kinesthetic students STKIP PGRI Lamongan. The results of the analysis show that there are differences in critical thinking skills between those with visual, auditorial and kinesthetic learning styles. It is based on F arithmetic 48874 with a probability of 0.000, meaning Ho is rejected. This means that the average value of critical thinking skills between students who have visual learning style, auditorial, and kinesthetic are significantly different or there are significant differences in critical thinking skills between students who have visual, auditorial and kinesthetic learning styles. Based on the descriptive analysis, it is known that the student group having visual learning style which is 38 students on average critical thinking skill is 35.61 with standard deviation of 5.504. Then the average critical thinking skill of auditorial student group numbering 15 students is 45.40 with standard deviation of 5.986. While the group of students who have kinesthetic learning style amounting to 5 students the average value of critical thinking skills is 29.00 with a standard deviation of 4.301.

Students who take the subject of social science education dominant have visual learning style which amounted to 38 students. This is due to the habit or experience when still in school students are accustomed to learn with visual appearance so that form a visual learning style. This learning style relies heavily on the sense of sight (eye) in the learning process. Children who include visual learning styles are attracted to colors, shapes and life images. They are very enthusiastic about the simple game of blocks and puzzles. Characteristics of visual learning style (1) Neat and orderly, very concerned with appearance, (2) Speaking quickly, (3) Always plan something long-term with excellent, (4) very thorough and (5) likes detail Over something.

Students who have auditorial learning style are 15 students. This learning style is usually referred to as the learning style of the listener. Children who have this learning style generally maximize the use of the senses of the listener (ear) in the process of capturing and absorbing information with the interest of sound and words. Characteristics of the learning style Auditorial (1) Speaking to oneself at work, (2) Neat looking, (3) Feel easily disturbed and (4) Learning by hearing and remembering what is discussed from what is being discussed from what is seen. While students who have kinesthetic learning style as many as 5 students. This style of learning is usually referred to as the driving force. This is because children with this learning style always use and use the limbs of the body in the learning process or in an attempt to understand something. Children of this type are happy with everything related to body movement and crawling, walking, and usually the ability to walk faster. Characteristics of the kinesthetic learning style (1) Speak slowly and slowly, (2) respond to physical attention, (3) touch people to get something, (4) stand very close when talking to someone,
or approach the person they are talking to. (5) Always physically oriented and moving a lot. (Suparman S., 2010: 64).

The result of ANOVA showing the price of $F$-count is 48,874 with probability 0.000 (sig <0.05) at significant level $\alpha = 5\%$ meaning $H_0$ is rejected. This means that the average value of critical thinking skills between students who have visual learning style, auditory, and kinesthetic are significantly different or there are significant differences in critical thinking skills between students who have visual, auditory and kinesthetic learning styles. Each student has a different learning style. Therefore, in delivering the lecture material in this case is the education of social science required the creativity of a lecturer in order to be able to create a fun teaching for all peserta students so that learning objectives can be achieved.

Ross & Wright (1987) argues that because gifted students are different from non-gifted students the gifted students' teaching should be different from those of non-gifted students, and the learning styles of gifted students differ from non-gifted students as well as their different cognitive characteristics. Mushrophy (2010) only 30% of students who successfully take classes in class. These students have a learning style that fits the learning style that teachers often run in the classroom. The rest, or 70% have difficulty in taking classes in class. These difficulty students have other learning styles, which do not fit the learning style that is often applied in the classroom. Therefore, it is important that the lecturer know the learning style of all his students in order to make the classroom learning more effective.

Fayombo (2015) explains that learners process information provided by educators in a different way. Therefore, educators need to vary their teaching methods to ensure that all learners learn. This lesson is used to examine the learning styles of each learner (visual, auditory, and kinesthetic). Learning uses several strategies such as using video, games, discussion, group work, discussion forums and others. When educators know each learning style learners then easily educators determine strategies and learning media are done. This finding addresses the importance of utilizing different teaching strategies to accommodate different learning styles in each learner. So the ability to think critically learners can be improved and useful for learners and the surrounding environment.

CONCLUSION

Based on the results of data analysis and discussion that has been presented, it can be argued that there are significant differences in critical thinking skills between students who have visual learning style, auditory and kinesthetic. Individual learners have three learning styles that support each other, although there is a tendency in one type, therefore educators must understand each learning style of learners and able to combine the three learning styles so that the impact will improve the critical thinking skills of learners.

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BIODATA

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THE DEVELOPMENT OF SAINS GROWTH PLANTS LEARNING MATERIAL
USING DICK AND CAREY MODEL TO THE STUDENTS GROUP B
TK DHARMA WANITA PERSATUAN 03 SOCAH BANGKALAN

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ABSTRACT

The purpose of this research is to produce product development of teaching material of plant growth science at student of Kindergarten of Dharma Wanita Persatuan 03 Socah Bangkalan. The developed teaching materials are supplemented with plant growth science instruction manuals, materials used and accompanied by drawings of plant learning process / sequence learning sequences. The research and development model in this study follows the adopted phases of the Dick and Carey model. Researchers use a questionnaire given to experts to determine the extent of product development validity. Based on the responses and responses of experts it was suggested that product development using Dick and Carey model is valid and feasible to be used.

Keywords: development learning material, sains, kindergarden

INTRODUCTION

Kindergarten education is an early childhood education in the formal education path so that the learning uses curriculum which is currently known as the 2013 curriculum. In the Kindergarten curriculum there are 4 basic competencies: basic spiritual competence, basic competence of social attitude, basic knowledge competence, and Basic competence skills.

In the curriculum of 2013, the results of learning science recognition is part of cognitive development where it is expected that a teacher can motivate children to explore, observe and gain experience of learning that has been done. According to Suryanto (2005) Introduction of science for kindergarten children more emphasis on process than product. The process of science is known by the scientific method, which in general includes: observation, finding problems, experimenting, analyzing data and drawing conclusions. For kindergarten children, the skills of the science process are done in a way. Simple to play while studying. Science activities allow children to explore the various objects, both living and non-living objects that exist around. Children learn to find the symptoms of objects and symptoms of events of these objects.

Science also trains children to use their five senses to recognize the various phenomena and events. The child is trained to look, feel, smell, feel, and hear. The more the sensory involvement in learning, the more children understand what will be learned. Children acquire new knowledge of the results of penginderanya with various objects that are around him. Knowledge gained will be useful as capital of further thinking. Through the process of science, children can perform simple experiments. The experiment trains the child to connect the cause and effect of a treatment so that the child thinks logically.

According to Suyanto (2005) Introduction of science to kindergarten children is more emphasized on process than product. The process of science is known by the scientific method, which in general includes: observation, finding problems, experimenting, analyzing data and drawing conclusions. At this time, the available teaching materials have not fulfilled all the abilities mentioned above so that the creativity and innovation of teachers is needed in learning in kindergarten.

According to Piaget in Trianto (2007) cognitive development as a process whereby children actively build systems of meaning and understanding of reality through their experiences and interactions. Children's time is a golden age in their brain and physical development. Learning in kindergarten must be in accordance with the level of development and needs of children. Children love bermain and interact with nature and people around him. Through their experience in interaction, students build their knowledge and understanding.

John Dewey in Trianto (2007) suggests that the form of the content of the lesson should begin from the student's experience and end in the pattern of the subject structure. Good learning is a learning that is
appropriate to the experience of students in the outside world. Contextual learning allows students to understand the meaning of learning and beneficial to the daily life of children.

**LITERATURE REVIEW**

**The Principles of Evaluation in Kindergarten**

In carrying out the assessment of students in kindergarten, teachers should understand the principles of assessment that include:

a. **Systematic**
   
   Assessment is done regularly and well programmed.

b. **Thorough**
   
   Assessment encompasses all aspects of moral student development and emotional social values of religion, independence, cognitive, physical/motor, art and language.

c. **Continuous**
   
   Assessment is done in a planned, gradual and continuous to get a picture of the growth and development of students.

d. **Objective**
   
   Assessment is carried out on all aspects of development as appropriate.

e. **Educate**
   
   Process and results can be used as a basis for motivation, developing and fostering children to grow and develop optimally.

f. **Meaningfulness**
   
   The results of the assessment should have meaning and benefits for teachers, parents, students and other parties.

From the description above, the assessment of learning outcomes in kindergarten is not emphasized on the final learning outcomes but is assessed is the process of every child development in learning. Of children can not be able and from children do not know to know depending on the circumstances and conditions created by teachers during the learning process is done.

**Study and Teaching Learning Process**

Learning is essentially an activity for making behavioral changes in the individual learning. Behavioral changes occur because of the individual business concerned both that include the effective, cognitive and psychomotor domains (Bloom, 1974, in Department of Education, 2006). Learning is a form of education which integrates systematically and continuously an activity. Learning activities can be done within the school environment and outside the school environment in the form of providing a variety of learning experiences for all learners.

**The Learning Principles in The Kindergarten**

Evaluation of learning outcomes in kindergarten more we are familiar with the term assessment of child development outcomes. Assessment is an effort to collect and interpret various information in a systematic, periodical, continuous, comprehensive about the process and the results of growth and development that has been achieved by students through learning. Learning is essentially an activity for making behavioral changes in the individual learning. Behavioral changes occur because of the individual business concerned both that include the effective, cognitive and psychomotor domains (Bloom, 1974, in Department of education Tim, 2006). The purpose of learning is the change of attitudes, knowledge, and skills of individual students through the process of teaching and learning activities. The change refers to the competencies defined as the learning objectives. The meaning of learning means students with their own efforts to shape attitudes, knowledge, and skills through real experiences in the learning process with the help of coaching from the teacher.

According to Department of Education Team (2006) there are 10 principles of learning in kindergarten, among others 1) playing while learning and learning while playing, 2) learning-oriented child development, 3) learning-oriented to the needs of children, 4) child-centered learning, 5) using thematic approachment in learning, 6) active learning activities, creative, effective, and enjoy, 7) learning to develop life skills, 8) learning supported by a conducive environment, 9) democratic learning, and 10) meaningful learning. The goal of learning in kindergarten is the students, the students are given the widest opportunity to interact and
actively participate through to make their learning experience more meaningful. Learning in kindergarten is packed with interesting and fun so students feel playing while learning.

**Learning Design**

There are several definitions of learning planning, according to Steller (1983) in Uno (2007) that planning is the relationship between what is and what should be related to needs, goal setting, Program priorities, and resource allocation. Meanwhile, according to Robbin (1982) in Uno (2007) states that planning is a way to anticipate and balance change. In that definition there is an assumption that change is always happening. Environmental change is always anticipated, and the anticipated results are used for balanced change, meaning changes that occur outside the organization, in the hope that the organization does not experience shock, so the meaning of planning here is an effort to change the organization to align with environmental changes.

The lesson to be planned requires several theories to design it so that the lesson plan can really meet the expectations and objectives of the lesson. For that learning as mentioned by Degeng (1989), Reigeluth (1983) as a discipline pays attention to improving the quality of learning by using descriptive learning theory, while the design of learning approaches the same goal with the theory of perspective learning.

The need for lesson planning is intended to achieve improved learning. Efforts to improve learning is done with the following assumptions. To improve the quality of learning, it is necessary to start with the learning plan that is realized by the learning design. To design a learning is referred to as how one learns. To plan the learning that is done will lead to the achievement of learning objectives, in this case there will be a direct goal of learning and objective accompaniment of learning. The ultimate goal of learning design planning is the ease with which students learn.

The steps of the Dick and Carey model (1985), among others, 1) identify the general objectives of learning, 2) implement learning analysis, 3) identify the behavior and characteristics of the students, 4) formulate the performance objectives, 5) develop the benchmark reference test, 6) develop learning strategies, 7) develop and selecting learning materials, 8) designing and executing formative evaluations, 9) revising learning materials, and 10) designing and executing summative evaluations. Learning design is the design of a learning tailored to the learning objectives. In this study, researchers used learning design development steps adopted from the Dick and Carey model. The steps are described as follows.

![Dick and Carey Procedures (1985)](image)

**RESEARCH METHODS**

**The Model Development**

The process of developing the introduction of plant growth science in kindergarten by using the method of attractive experiments in kindergarten Dharma Wanita Persatuan 03 Socah Bangkalan at this time aims to improve the quality and quality of learning in kindergarten. One way to improve the quality of learning is to develop science learning materials that are tailored to the needs of students and teachers. The developed teaching materials are equipped with guidance on the implementation of learning activities so as to facilitate students and teachers in using them in learning.
**The Design of Product**

Product modeling is a sequence of activities undertaken by researchers in developing science learning materials in kindergarten. Schematically the phases of the development procedure are as follows:

![Diagram of the Design of Product]

**Test of Model/Product**

The products developed by researchers are validated first by experts to know the feasibility of product development. The validation of the product is done by 1) the theoretical / material and the learning model, in this case the theoretical and the instructional model give input and revise the development of teaching materials of plant growth science with the method of attractive experiment, 2) the instructional design expert give input and revise the implementation plan Learning (RPP) as a validation design of learning material products.

The successive stages of product development are individual product validation and product group validation. Validation of products at this stage is done individually a maximum of 6 learners and at least three people with different achievement backgrounds, namely from the above average value category, the medium category, and the category below average. This amount is in accordance with the suggested Dick and Carey in Uno (2007) the purpose of this individual product validation is to obtain data about the errors encountered when applying the model of learning, as well as to improve the learning materials / methods.

The validation of product development in this group is applied to eight to ten learners that truly reflect the state of the target population, with different achievement backgrounds, from above average, medium category, and below average categories.

This product development product validation design uses a discriptive design with focus on field testing. Dick and Carey in Uno (2007) test at this stage is intended to find out whether the study of plant growth science by using the method of attractive experiments can be used for children group B and also to determine the effectiveness of learning changes in plant growth science by using the method of attractive experiments, Participants as many as 10 children were carried out to students of group TK Dharma Wanita Persatuan 03 Socah.

**Research Data**

To obtain some expected data as input and revision for improvements to this product, the instruments used in data collection are triangulation validation (students, peers, and experts). The data obtained are then
validated by using validation triangulation method ie experts, peers, and students. The result is written in narrative form as the value obtained from the validator.

RESULT AND DISCUSSION
The Expert of Content/Material
The result of validation of content of product development of science learning book of plant growth in kindergarten by Dr. H. Rufii, S.Si, ST, M.Pd as an expert (Content / Material, Learning Design, Learning Media) stated that the material of science teaching material of plant growth in kindergarten that is adjusted with the indicator on the standard Kindergarten curriculum of competence is in accordance with the stages Learning in kindergarten. The content of the material presented is very appropriate and easily understood by the teacher or parents of the students. Continuity of the parts in the product, the clarity of the material content of plant growth science in kindergarten, the attractiveness of the contents of the material, the ease of understanding the contents of the material and the suitability of the content of both material and can be used for kindergarten students.

Partner Validation
Validator of product development colleagues conducted by Nur Fadhilah group B teacher, stated that the material of teaching material of plant growth science in TK Dharma Wanita Persatuan 03 Socah, systematic (order) of presentation. Clarity of material content, attractiveness of content, suitability of material content with learning objectives, and the content of the material easy to understand the child, all is good and can be used for students TK Group B.

Student Validation
Kindergarten children have not been able to read and write fluently, then the presentation of science learning plant growth is of course still guided by classroom teachers. The following is an interpretation of the results of tests by kindergarten teachers, after trying / practicing the science teaching material book growth in kindergarten as follows:
a. Understand the use of textbooks of kindergarten by 3 teachers (100%).
b. The instructional book used on the development of plant growth science in kindergarten all answered very well (100%). This is because after trying to experiment the science of plant growth in kindergarten was not difficult and easy to practice.
c. Improve students' learning motivation, the highest answer 3 teachers (100%) can increase the results of interviews with the teacher revealed that every child has different development, there is a high motivation and low motivation. The existence of these teaching materials students are motivated in learning the science of plant growth.
d. Improve the creativity of group B children, answers can increase 3 teachers (100%).
e. Improve children's independence, 1 teacher (100%) answer is greatly improved and 2 teachers (100%) can state this depends on each teacher in training the child to be independent as early as possible and the child's own personality.
f. After being tested on the students, a number of 10 children were obtained by the students' response to the use of textbooks on learning about the introduction of plant growth science in kindergarten very interested (100%).
g. Children are happy and interested in science learning by using experimental methods as well (100%) is very fun, this is because children are invited directly try and experience as early as possible and observe the results of the experiment.

The application of textbooks' books can improve the learning outcomes of plant growth science in group B students, resulting in a greatly increased (100%). This depends on the teacher's ability to apply the experimental methods in addition to adequate or available facilities and infrastructure.
Data Analysis

The result of validation on the development of textbooks on the science of plant growth in kindergarten, the target is TK Dharma Wanita Persatuan 03 Socah in general is very interested in learning science using textbook material (100%). In addition, students are happy and interested in learning science (100%) in addition to increasing creativity and motivation to learn children can increase (100%). To increase the independence of children and give the material development of plant growth science by using teaching materials can be increased (100%) this depends on the ability of teachers in motivating children and creativity of teachers in implementing learning in class.

The result of validation on the development of textbooks on the science of plant growth in kindergarten, the target is TK Dharma Wanita Persatuan 03 Socah in general is very interested in learning science using textbook material (100%). In addition, students are happy and interested in learning science (100%) in addition to increasing creativity and motivation to learn children can increase (100%). To increase the independence of children and give the material development of plant growth science by using teaching materials can be increased (100%) this depends on the ability of teachers in motivating children and creativity of teachers in implementing classroom learning.

Verification/Revision

The results of validation of development of teaching materials on plant growth science in kindergarten based on the validation results of the instructional design experts, need to be revised. Aspects that need to be revised and need to be completed are the completeness of the instrument of assessment format and scoring guidelines as well as the suitability of the content of the material with the purpose of learning.

CONCLUSION

Based on the validation results from the content material experts, learning design experts, learning media experts, target test, it can be concluded as follows:

1. Scientific learning materials of plant growth can improve the learning outcomes of plant growth science in B group students in Kindergarten.
2. Teaching material of plant growth can improve learning motivation of plant growth science in kindergarten.
3. Ingredients of the science of plant growth methods of attractive experiments can enhance the creativity of children.
4. The method of attractive experiments can improve the independence of children.
5. Students are very interested in the science of growth science growth by using science materials plant growth methods of experimental aktraktif.
6. Children are very excited and interested in learning the science of plant growth by using teaching materials of plant growth science..
7. The application of teaching materials on plant growth science can improve the learning outcomes of plant growth science of group B.

REFERENCES

BIODATA

PROPOSING ONLINE INSTRUCTION AS PREREQUISITE FOR AGRICULTURE STUDENTS, UB TO TAKE ENGLISH COURSE

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ABSTRACT

Students of Agriculture Faculty, University of Brawijaya (UB) should take three credits of English course. It is English for specific purpose (ESP); English for Agriculture. Specifically, the students learn how to write and present academic article related to agriculture. Unfortunately, some students are beginner learners of English, so that teaching them such things is quite hard for the teacher. On the other hand, three credits only for English course are not adequate for teacher to teach English from the beginning. Therefore, proposing online instruction can be the solution. Online instruction gives chance for students to learn the basic of English independently. They can learn again and again the same material anytime. Passing the online instruction will indicate that they are at least in the intermediate level that is ready to take the English course. This paper will discuss what kind of online instruction suitable for them, the materials, the assessment, as well as the rules and guidance in doing the online instruction.

Keywords: online instruction, ESP

INTRODUCTION

TEACHING ESP

In Indonesia, University students learn English for Specific Purpose (ESP). ESP is different from English for General Purpose (EGP). Kusni (2013: 36) explains that “EGP is basic language learning to be studied at lower level not during college since English at universities should be ESP which is more advanced, more specialized and academic, and match students’ major of study, particularly at universities where students are trained to perform on-the-job”.

In ESP, students do not learn the basic concept of making sentence or learn how to communicate in their daily life. They learn English based on their major. Ahmed (2014) explains that teaching and learning of English as foreign or second language with specific purpose to use the language in particular field is an ESP teaching. For instance, students of law department will learn to use English in the law field or science students should learn the English used in science. They are taught English to be able to meet the needs of English skill in their area. Rahman (2015: 24) states that “ESP course is therefore developed based on an assessment of purposes and needs and the activities for which English is needed”. Mostly, it is the teacher who designs the course by conducting needs survey, designing the materials as well as the teaching techniques. In Agriculture faculty, University of Brawijaya (UB), the students also take ESP class. The aim of English course is to make the students able to understand agriculture article written in English as well as write and present such article in the academic forum.

STUDENTS' PROBLEM IN LEARNING ESP

Ideally, students who take ESP class should be at least in the intermediate level. Unfortunately, many students of Agriculture Faculty, University of Brawijaya who take English course are beginner learner. It becomes harder for teacher since the class consist of heterogeneous students (in term of proficiency level of English).

It is a reality that the students taking ESP courses have different background of English proficiencies, they are grouped without considering their English level of proficiencies. This situation is ‘maintained’ since firstly ESP course offered. Teaching ESP to such students with varies levels of English proficiency is impossible since ESP is believed offerable only to students whose English mastery is homogeneous and the students are in intermediate level” (Kusni, 2013: 40).
Teaching directly ESP to the students will not work for beginner learners; However, the time allocation is not adequate for them to learn from the beginning. Rahman (2015) believes that ESP should concern on the context of language rather than concern on grammatical rules. The problem is how the teacher can teach them write the Agriculture content if they do not even understand simple English sentence. This cause a dilemma for teacher. When the teacher forces the students to learn English in Agriculture context, some of them, even most of them (sometimes) will be frustrated. They will not only fail to pass the course, but also may fell reluctant in learning English. Teacher as the one who knows students condition may have their own policy in teaching. When most of the students are beginner, the teacher may teach them as their level. This decision may work well for students, they will learn English well. However, since the time allocation for learning English is limited, teaching them the English for beginner will spend most of the time and let the teacher fail in achieving the goal of university course program. So far, teacher has already tried to modify the materials as well as the teaching techniques. However, there is still a dream to have homogeneous students in a class who are ready to learn English for Agriculture.

ONLINE INSTRUCTION AS PREREQUISITE TO TAKE ENGLISH COURSE

It is true that having student at least in the intermediate level will make the teaching and learning process of ESP runs well. As the example, since the students have no more problem in understanding simple English text, the teacher can focus in teaching them the reading strategy so that they can read many Agriculture articles effectively. Moreover, the same proficiency level of the students in a class will also help teacher in deciding best materials suitable for all of the students.

Since some freshmen of Agriculture Faculty are beginner learners, they need to get "extra course" to make sure that they are ready in learning English for Agriculture. However, the English course has only three credits which is designed for ESP only. Therefore, proposing online instruction is a good solution to overcome this problem. Arkorful & Abaidoo (2014 :398)define "E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resource". Moreover, Ahmed (2014: 18)states that""technologies have also been used in a variety of ESP classes to create contexts for communicating with oral, literate, and visual modes of discourse". An appropriate online instruction may prepare the students and let them has at least intermediate level of English. Passing this online instruction as a prerequisite for students will make sure that every students are at least in the intermediate level when they are taking ESP. Nguyen (2015) states that there are many studies showing the pospositive effect of having online or hybrid learning. It makes sense since the online instruction which consists of various materials may serve any students' learning styles. They can also learn a particular material for several times anytime and anywhere. Moreover, they can also be collected based on their score of online instruction to create homogeneous students in a class.

KINDS OF ONLINE INSTRUCTION, MATERIALS, TECHNIQUES, AND ASSESSMENT

The proposed online learning should be able to help the students master English at least for intermediate level. It will teach them the English for General Purpose. Clearly, it will be explained in the bellow explanation.

Kinds of Online Instruction

There are three kinds of online instruction which are assistant type, blended learning, and fully online learning. Assistant type means the online instruction only assist the teaching and learning process in the classroom. Blended learning means that the teaching and learning process will be conducted as the combination of online and offline instruction. Fully online instruction means the students will experience full online learning without face to face interaction during the course. Eitoun (2008) cited in Arkorful & Abaidoo (2014 :400) classifies this by "the extent of such features use in education, mixed or blended more, assistant mode, and completely online mode". In this case, full online instruction is the best online instruction to be used since it will be used as prerequisite to take face to face interaction (English Course).

Materials

The online learning should have placement test in the beginning. The materials will start from the very basic of English which is general English. The materials start from introducing my self, talking about daily activity, talking about direction, simple description paragraph, common vocabulary, basic tenses, and simple listening. The materials will be arranged based on its difficulty ranging in three categories which are beginner, low
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intermediate, and intermediate. When the students can pass the intermediate course means they can take English course.

Techniques
The technique or mechanism is students have to take the online instruction before programming the English course. The students register the online course and do the placement test. the test will place them whether they are in the beginner, low intermediate, or intermediate class. After that, they do the online course. They learn the materials consist of listening, reading, and structure. There are many lessons during the online learning and they can take the test when they have learnt at least 60% of lesson. If they pass the test, they can continue to the next stage. If they fail, they can retake the course. If the students pass the final test of intermediate level, they will get electronic certificate to take the English course. During the final test of intermediate level, advanced questions are given to see whether the students actually have already mastered English. Their score will be taken as consideration during the grouping class.

Assessment
The assessment of each stage will be in form online written test dealing with the students' lesson. In each stage, the students should pass at least 70% of the questions. When the students fail a test, they should retake the course for the materials they make mistake before taking again the same test. After getting the electronic certificate, the students will take offline test to make sure that they conduct the test by them self. The offline test is conducted for 30 minutes that the students do almost the same test as they do in the online learning.

CONCLUSION
Online instruction is a good solution for the problem in ESP class, Agriculture Faculty, University of Brawijaya. This online instruction gives chance for students to have independent learning. It will encourage their motivation in learning English. They can learn the lesson anytime and anywhere as they want. It also builds their responsibility in learning. Moreover, this online instruction will overcome the problem in which students now in the intermediate level and ready to take ESP class. In addition, they can also be grouped based on the result of their score.

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Biodata
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DEVELOPING MATERIALS FOR LESSON PLANNING THROUGH MODELING AND PROJECT BASED LEARNING TO IMPROVE STUDENT LEARNING OUTCOMES AT UNIVERSITY PGRI ADI BUANA SURABAYA

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ABSTRACT

On the basis of observations and evaluations conducted on Lesson Planning courses of Department of Indonesian Language and Literature Education, several problems were discovered. The problems emerged from the limited course materials which should give a real and comprehensive example of the learning tools that a lecturer needs when doing the learning. As a result, the students could not make the whole learning tools properly and correctly. In addition, the lecturer cannot develop learning and obtain satisfactory learning outcomes of the students. The solution to this problem is the development of materials of Lesson Planning course of the Indonesian Language and Literature Education Department of University of PGRI Adi Buana Surabaya, Indonesia, through modeling and project-based learning. Through the modeling and project-based learning, it is expected that the lecturers’ and students’ problems would be resolved. The purposes of this research were to (1) develop the materials of Lesson Planning course of the Indonesian Language and Literature Education Department through modeling and project-based learning to improve the student learning outcomes (2) to know the quality of the materials development results through modeling and project-based learning based on the students’ responses and the expert assessment. This study was a first year study. It was a Research and Development. The development followed the 4-D model by Thiagarajan and Semmel, consisting of definitions, design, development and disseminate. The subjects of the research were the students of class of 2014 and the lecturers of the Indonesian Language and Literature Education Department of University of PGRI Adi Buana Surabaya.

Keywords: learning material development planning, modeling, project-based learning

INTRODUCTION

In the curriculum of the Indonesian Language and Literature Education Department, Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya, there are courses of Indonesian Language and Literature Learning Planning (known asPBSI Planning). The course is a group of Work Behavior Courses (known as MPB). The objectives of the PBSI Planning courses are to enable students to understand the nature, scope, and ability to apply the PBSI Planning materials to develop learning tools, including: effective weekend plans, annual programs, semester programs, syllabuses, lesson plans, teaching materials, media, students’ worksheets (known as LKPD), and assessment. Through understanding and application it is expected that the students as future educators have a pedagogical competence.

Based on the observation and evaluation, there were still many challenges faced by the students in PBSI Planning course. These constraints occur because of the limited teaching materials affecting the students and lecturers of the course. The constraints regarding the teaching material are as follows. First, the existing teaching materials of PBSI Planning were overwhelmingly theoretical, accordingly, that students do not acquire the applicable knowledge. In this case, it deals with developing a learning tool in concrete, as described in several books entitled Planning to Teach by Harjanto (2010), Planning and Design of Learning System by Vienna Sanjaya (2010). Secondly, if there are teaching materials of PBSI planning containing how to make learning tools, it only focuses on syllabus and lesson plans, as illustrated in a book entitled Learning Planning by Abdul Madjid (2008). In fact, there are many other learning tools that educators need to prepare in learning planning: effective weekend plans, annual programs, semester programs, teaching materials, media, students’
worksheets, and assessments. Third, there are no teaching materials of PBSI Planning specializing in Indonesian language and literature studies, the informed examples are thus still very common. In fact, every subject is unique.

The limited teaching materials affect the lecturers: (1) the lecturers cannot prepare the teaching materials maximally because the existing teaching materials are theoretical and lack of practical and non-contextual benefits (as needed in the field); (2) the lecturers cannot apply innovative learning enabling the students to perform the analytical and critical thinking activities because there are no examples of tools to be analyzed; (3) the lecturers have difficulty in obtaining the students’ maximum learning outcomes from because the learning tool as product made by students are not made properly, correctly and thoroughly.

In addition to affecting the lecturers, the limited teaching materials also have an impact on the students, namely (1) the students’ lack of knowledge of how to set up a tool, therefore, they can only develop learning tools, i.e. syllabus and lesson plans (known as RPP); (2) the students do not have the opportunity to get innovative learning, consequently, they are unable to empower their ability to think analytically and critically in preparing the components of learning tools; (3) the students are less able to develop learning tools properly, correctly, and thoroughly, and have conformity with uniqueness in the Indonesian language and literature.

The problems caused by the limited teaching materials having impacts on the students and lecturers need to be immediately resolved. This is related to the existence of the PBSI Planning course. For the students, the course is not only important for long-term needs of becoming an educator, but an urgent need to carry out Apprenticeship Program I, Apprenticeship Program II, and Apprenticeship Program III. As it is known that the PBSI Planning course is a prerequisite for PBSI students under Faculty of Teacher Training and Education (known as FKIP) to take Apprenticeship Program I (observation of learning in schools), Apprenticeship Program II (learning development and micro teaching), and Apprenticeship Program III (real teaching) courses. Without sufficient supplies to be able to arrange PBSI learning tools, the PBSI students will surely find it difficult to carry out the advanced courses of Apprenticeship Program I, Apprenticeship Program II, and Apprenticeship Program III.

The proper solution to the problem in question is to develop the teaching materials of PBSI planning through modeling and project-based learning. Developing the teaching materials of PBSI planning through modeling means the development of teaching materials using modeling. Priyatni (2002) stated that modeling is one of the contextual learning components. This concept relates to demonstrating a learning material through an example so that learners can model, imitate, and learn to do according to the provided model. By developing teaching materials through modeling, learning is not only theoretical because students get concrete examples from various learning sources in the form of examples of comprehensive learning tools obtained from several schools.

The existence of some teaching materials that provide concrete examples of learning tools enables lecturers to organize innovative learning oriented to the resulted product. The so-called innovative learning is a project-based learning. Klein et al (2009) and Baker et al (2011) suggest that project-based learning focuses on concepts and principles, facilitates students to solve problems, performs meaningful tasks to generate real products.

In relation to the present research, applying project-based learning can condition the students to think analytically and critically so as to establish a good and correct learning tool. Furthermore, the results of analysis and critical thinking are used as a model to make learning tools of other Indonesian language literature courses. Thus, lecturers and students get real useful products.

Based on the previously-illustrated background, the problems in this study are formulated as follows. a) How is the development of teaching materials of PBSI planning course through modeling and project based learning to improve learning outcomes of the students of PBSI of University of Adi Buana Surabaya? b) What is the quality of teaching materials development results of PBSI planning course through modeling and project based learning based on student response and expert assessment?

The research is very important to carry out because it has theoretical and practical benefits. Theoretically, this study provides benefits to the field of learning, in particular, PBSI Planning. The results of this study are expected to be useful for broadening knowledge in connection with the development of teaching materials, especially the development of teaching materials of PBSI Planning course. In addition, the results of research related to modeling and project-based learning can provide input that the two learning models not only have benefits for the implementation of learning, but also can have benefits for the preparation of learning tools, in particular the preparation of teaching materials.
Practically, it is hoped that this research can be beneficial for related parties, i.e. students, lecturers, and teachers. For the students, the results of this research are not only useful for understanding of PBSI Planning course, but very useful for the next courses, namely, Apprenticeship Programs I, II, and III. This is due to the understanding and product of learning tools obtained from the teaching materials PBSI Planning course can serve as a preparation for conducting Apprenticeship Program I (observation of learning in school), Apprenticeship Program II (micro teaching), and Apprenticeship Program III (real teaching).

For the lecturers, the results of this study can provide input on creative ways to develop teaching materials and the preparation of learning tools that are good, proper and comprehensive so it can be useful when doing concrete learning. In addition, it allows lecturers to conduct innovative learning that can explore the analytical and critical thinking skills of the students.

For the teachers, the results of this study can also provide input on creative ways to develop teaching materials and the preparation of learning tools that are good, factual and comprehensive so it can be useful when learning in concrete. As it is known, not all teachers can make learning planning (composing learning tools) properly, factually and thoroughly. There are still teachers who only copy from other teachers. By looking at the teaching materials from the results of this study, it is expected that teachers (Indonesian language) gets a guide to develop their own learning tool of Indonesian language that is good, true and comprehensive.

Teaching materials are all forms of materials used to assist educators in carrying out teaching and learning activities. The existence of teaching materials in a learning will facilitate learners in doing learning activities to achieve the expected goals. According to Wahyudi (2014), teaching materials is a set of materials or substance of subjects, arranged in a coherent and systematic and display the complete figure of the competencies that will be learned by students in learning activities.

In line with this opinion, the National Center for Vocational Education Research/National Center for Competency-Based Training states that teaching materials are defined as any form of material used to assist educators in carrying out teaching and learning activities in the classroom. The material in question can be either written materials or unwritten materials (Madjid, 2008).

According to Sanjaya (2010), teaching materials or curriculum material is the content of the curriculum that must be understood by students in an effort to achieve the objectives of the curriculum. Teaching materials are a set of materials that are arranged in a systematic written or not so as to create an environment/atmosphere that allows students to learn.

From the various opinions above it can be concluded that the teaching materials is a set of materials that are arranged systematically so as to create an environment/atmosphere that allows learners to learn well.

According to Faculte de Psychologie et des Sciences de l'Education Uniwersite de Geneve (in Majid, 2008), there are four types of teaching materials. They are printed, audio, audio-visual teaching,, and interactive teaching materials. Handouts, books, modules, students' worksheets, brochures, leaflets, wallcharts, photos/drawings, models/models exemplify the printed materials. Audio materials include cassettes, radio, LPs, and audio compact discs. Audio-visual include video compact discs, movies. Interactive teaching materials include interactive compact discs. In this research, the teaching material in question is printed in the form of book material.

Kaufman put forward as quoted by Harjanto (2010), planning is a projection of what is necessary in order to achieve legitimate and authoritative goals. Newman (in Majid, 2008) cited that planning is to determine a broad set of decisions and an explanation of the goals as well as determinations (specific policies, programs, methods and procedures, and activities on a daily schedule). Therefore, there is a need for the ability to look forward so as to formulate future actions.

Sanjaya (2010) states that lesson planning is the process of decision making of rational thinking about the goals and objectives of a particular learning, namely changes in behavior and a series of activities that must be implemented as an effort to achieve these goals with all potential and available learning resources. The result of the process is the compilation of documents used as a reference in the learning process. The core of lesson planning is the process of selecting, defining and developing approaches, strategies, methods, and learning techniques; Offering teaching materials, providing meaningful learning experiences, and measuring the success rate of the learning process in achieving learning outcomes.

Based on the above-mentioned opinion it can be concluded that the planning of learning is a process of preparing a set of activities to achieve certain goals with all the potential and available learning resources in order to learn from something that has not been better to be better than ever.
Modeling is part of the main components of contextual learning. Contextual learning is a learning concept that helps an educator connect the material he teaches to the real situation and encourages his knowledge with its application in everyday life (Priyatni, 2002).

Modeling is the process of showing an example for others to think, work, and learn. Modeling is not uncommon to condition learners to think analytically and critically. At the time of learning, modeling is done by modeling something for learners to learn, showing how to do something to learn something new. In modeling, educators are not the only model because the model can be designed by involving learners (Nurhadi, 2005).

Modeling referred to in this research is the appearance of an example in the form of teaching materials of PBSI Planning course presented completely from the plan of effective week, annual program, semester program, syllabus, RPP, material, media, LKPD, and assessment.

The 2013 Curriculum used a scientific approach- a learning approach based on scientific work. Through this scientific approach the student will be invited to pursue a golden bridge so that he not only get knowledge alone but will also get the skills and attitudes needed in his life someday. In Minister of Education and Culture Act, Number 81, Year 2013, Appendix IV on the learning process mentioned the five steps of scientific approach, that is (1) observe; (2) questioning; (3) collect information; (4) associate; (5) communicate.

The scientific approach can be applied through the learning model. One of them is project-based learning. Ministry of Education and Culture (2013) explained that project-based learning or project-based learning is a learning model that uses projects/activities as a medium. Project-based learning focuses the activities of learners to explore, assess, interpret, synthesize, and information to produce different forms of learning outcomes. Project-based learning is a learning method that uses the problem as a first step in collecting and integrating new knowledge based on experience in real activity.

Based on the opinion of the experts it can be concluded that project-based learning is a lesson that focuses on the activities of learners to understand a concept by conducting in-depth investigation of a problem and find solutions with project creation.

The model of project based learning always begins with discovering what the fundamental questions are, which will be the basis for assigning project tasks to learners (doing activities). Topics used must have a relationship with the real world. Furthermore, with the help of educators, the learners will design activities to be performed on each project. The greater the involvement and ideas of learners used in the project, the greater the awareness of the learners towards the project.

In this study the project based learning was applied in learning as a model of learning used by the lecturers to reveal the process and learning outcomes after the implementation of teaching materials of PBSI planning course by using modeling.

Dimyati and Mudjiono (2006) stated that learning outcomes are the results achieved in the form of numbers or scores after being given a test of learning outcomes at the end of each lesson. The value obtained by the learners become a reference to see the mastery of learners in receiving the subject matter. The statement is similar to Djamarah and Zain (2006) that learning outcomes are something that participants get after learning activities.

Winkel (in Purwanto, 2010) states that learning outcomes are changes that result in human change in attitude and behavior. Two other experts also stated the same thing. Hamalik (2008) suggests that the result of learning is as a change of behavior in a person that can be observed and measured in forms of knowledge, attitude and skills. The change can be interpreted as an occurrence of improvement and better development from not knowing to knowing. Meanwhile, Mulyasa (2008) states that the results of learning is the learning achievement of students as a whole that become indicators of competence and the degree of behavior change concerned. Competencies that must be mastered by students need to be expressed in such a way that can be assessed as a form of student learning outcomes that refers to the direct experience.

Sudjana (2010) suggests that the learning outcomes are the abilities that the learners have after receiving the learning experience. Meanwhile, Suprijono (2009) states that learning outcomes are patterns of deeds, values, understandings, attitudes, appreciation and skills. This is in line with the 2013 Curriculum that learners' learning outcomes are seen from comprehensive competencies, including (1) spiritual attitudes and social attitudes; (2) knowledge; (3) skills. Learning outcomes are abilities gained from children after learning.

According to Benjamin S. Bloom (in Dimyati & Mudjiono, 2006), the outcomes fall into three categories, namely the cognitive, affective, and psychomotor domains. The cognitive domain includes knowledge, the cognitive domain is the student's ability related to knowledge, understanding, application, analysis, synthesis, evaluation in doing the written test given. Affective spheres include attitude and
acceptance. Affective aspect is the ability of students in the internalization of attitudes that occur, so that students become aware of the value of attitudes, to be part of their selves in shaping values and determine student behavior. Psychomotor domains include readiness and perception. The psychomotor aspect is the realm of skill or ability to act after a person has received a particular learning experience.

In this research, the learning outcomes of PBSI Planning course is seen from the students' understanding on matters related to the procedure of composing the overall learning tools and products as the result of the application.

METHODODOLOGY

This study employed a development model that produces new products. Sugiyono (2014) states that research development is research that is used to research so as to produce new products and then test the effectiveness of the product.

This development research had been conducted for two years. The development followed the development model of 4-D teaching materials (4-D Model) proposed by Thiagarajan and Semmel (in Wahyudi, 2014). The development model consists of four stages: define, design, development, and disseminate. The 4-D development model is often used by researchers because it has clear and simple stages.

1) Defining stage (Define)
At this stage descriptions of needs related to the development of teaching materials of PBSI planning course was conducted covering (a) analysis of syllabus of PBSI Planning courses used by several universities, (B) PBM analysis so as to know the practice of PBSI Planning course, especially the learning model used and the quality of the teaching and learning PBM process, (C) analysis of students' initial ability in understanding the concept and then analyzing learning tools with particular approach, and (d) analysis of learning outcome indicators to determine indicators of success in accordance with the expected competencies.

2) Designing stage (Design)
At this stage, (a) the selection of the format and preparation of systematic teaching materials; (b) the design of teaching materials in accordance with the systematics and substance of the material developed in the Planning PBSI courseno as to produce draft 1.

3) Tahap Pengembangan (Develop)
At this stage (a) expert validation; (B) limited group trials-large group trials. The expert validation was done on the result of draft 1 of the PBSI Planning design to get the input of the quality of teaching materials. The validation of teaching materials design based on the instruments developed in accordance with aspects to be assessed by the validator including design, content, and language. Validation results will be a reference for the revision of teaching materials. Results of revised teaching materials of PBSI Planning draf 1 is the basic teaching materials of PBSI Planning draft 2.

The small group trial was conducted on draft 2 of the teaching materials of PBSI Planning as the revised draft 1. The so-called small group in this research are some lecturers of PBSI of University of PGRI Adi Buana Surabaya who also teaches PBSI Planning courses and other learning subjects such as: Curriculum and Textbook of BI, Teaching and Learning Interaction, Learning Evaluation, Learning and Learning of BSI so as to obtain response to the quality of learning materials of development results. The instrument was used to capture the response in a questionnaire developed by the researchers. The result of the response is used as material to revise the 2 teaching materials so that it becomes the teaching material of PBSI Planning draft 3.

The large group trials were carried out on draft 3 teaching materials of PBSI Planning revision 2. Large group in question is a group of students PBSI University PGRI Adi Buana Surabaya to get student responses prospective users of teaching materials development results. Student responses were captured using the same questionnaire used in small group trials.

ANALYSIS
The response data of large group trial results were analyzed to illustrate the quality of instructional materials of PBSI planning results of development as well as an ingredient to make a year-end research report. At this stage, the final editing of teaching materials resulted from the development so that the final product of development of teaching materials of PBSI Planning is ready to print.

The expected outcomes from this research, namely (1) the prototype of the teaching materials of PBSI Planning in the form of textbooks; (2) the final product of teaching materials of PBSI Planning in the form of...

The subjects of this research were the students of class of 2014 and lecturers of PBSI of University of PGRI Adi Buana Surabaya. This research was conducted to the students of class of 2014 of PBSI department.

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DEVELOPMENT OF ELECTRONIC LEARNING

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ABSTRACT

Information and Communication Technology (ICT) in the 21st century is progressing rapidly in various environments especially education. This would be a good opportunity if UNIPA Surabaya took part to innovate as one part of the educational environment that utilizes ICT to improve the quality of learning. To prepare ICT as an electronic learning effort we need to: 1. Preparing Lecturers and institutions, as well as other academic community 2. training / workshop on electronic learning. 3. Lecturers and institutions need to implement electronic learning. 4. develop distance learning as a form of macro plan in UNIPA Surabaya. That's why through this study, is trying to achieve learning toward E-Learning in accordance with the government recommendation through ministerial regulation. This is an opportunity for UNIPA Surabaya to have broad, cross-space, time, and socioeconomic, to reach the open access to education for anyone, anywhere, and anytime. This would be combined with the development of science, technology, and globalization of higher education. The research method using qualitative research method of phenomenological case study. And the source of data are students and teachers/lecturers in UNIPA Surabaya, as well as their attitude towards the development of learning in the development to become electronic learning.

Keywords: Learning Development, Electronic Learning

INTRODUCTION

Facts in the field about electronic-based media of choice, especially Information and Communication Technology (ICT), to utilize not only a few small and certain, this motivates the authors to develop strategies how to utilize this ICT media correctly and maximally in learning so expected to be able to process Effective quality learning and achieving maximum learning goals. In 2016 the authors describe the use of ICT combined with the SAVI approach, the results are remarkable there is a significant change in learning outcomes and learners are encouraged to meet their learning needs independently. Along with the year 2016 the authors propose a proposal of research into the development of electronic learning at the institute Adi Buana, but unfortunately there are technically missed making the research is not or have not received funds, hopefully this year 2017 can be funded and the research can be realized and implemented. Researchers develop, apply, and utilize ICT for learning in the environment of UNIPA Surabaya. This is in line with the enactment of Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 Year 2012 on the Implementation of Distance Education (PJJ) in Higher Education, as a form of unifying education in Indonesia, and become an option and facilitate the public to access quality education.

LEARNING DEVELOPMENT

Development of learning as a learner effort to improve the quality of learning both the learning process and learning outcomes are able to encourage learners to meet their learning needs independently. What is meant by the development of this learning is the development of teaching materials, learning media, learning process, and learning outcomes that utilize electronic media in the environment of learners both in schools, communities, and families.

Understanding of Learning Development

Development of instructional or instructional development is as a way of designing with logic or common sense to identify learning problems and efforts to solve or solve the learning problem by designing the implementation, evaluation, testing, feedback and results. According to Twelker, and Buck in Rijal define...
learning development as a systematic way to identify, develop, and evaluate a set of learning materials and strategies with the goal of achieving a particular goal. In this case researcher of learning development that exist in UNIPA Surabaya from rough data observed obtained by using learning data source not yet fully utilize ICT, there are still many who use learning material presented with classical face to face for 14 times meeting and twice test both UTS and UAS with paper. To change the existing learning development in UNIPA Surabaya into electronic learning. Of course the development of electronic learning is through a process that is made systematically begins with the identification of existing learning and then develop it with appropriate strategies and instructional materials are selected, and later evaluated both in achieving the objectives of learning whether effective efficient or not so that this is made Pilot project is learning at PPS UNIPA Surabaya.

Learning Development Steps

Steps of development of electronic learning this researcher adopt approach of model of Dick & Carey which there are some components with stages that must be passed as follows:

- Identification of goals (identity instructional goals), here determines what is desired for learners to do so when they have completed the learning program. And the learning achievement certainly refers to the applicable curriculum as a result of need analysis, or practical experience with learning difficulties dip roses of electronic learning.
- Perform instructional analysis (conducting a goal analysis)
  - This stage detects whether the electronic learning is needed or matched by the learners, and the results of the detection are analyzed to identify more specific skills to be studied. In the analysis of learning competencies are expected in the form of knowledge, attitudes, and skills.
  - Identify initial behavior / characteristics of learners (identity entry behaviors, characteristic). When analyzing the skills that need to be trained and the stages of the procedure to be followed, consider what skills the learners have in learning. What is clear here is important to identify the specific characteristics of learners that are related to the design of activities or learning activities.
  - Formulating performance goals (write performance objective) results of instructional analysis into the basis and statement of behavior or behavior of learners, then formulated a specific statement concerning things to be done after the completion of learning learners.
  - Development of criterion-referenced test items.
  - Development of the test as a reference measure based on the objectives formulated. The development of grain reference as a reference measure the ability of learners as predicted in the objectives.
  - Development of instructional strategy (develop instructional strategy). After the five stages above then the next identify what will be used to achieve the ultimate goal. This strategy includes pre-instructional activities, information delivery, and practice.
  - Development or select learning (develop and select instructional materials).
    At this stage using a strategy to produce learning / teaching materials / teaching materials that will be used.
    - Design and conduct formative evaluation (design and conduct formative evaluation). Evaluation is conducted to obtain data used to identify or know the strengths and weaknesses of electronic learning programs. And the result of formative evaluation is used for input or input in improving the draft of electronic learning development program.
    - Write the Tool (design and conduct summative evaluation). All the results of the above stage become the basis for writing the required device. Furthermore the result of the device is validated and tested in class / implemented processed learning.
    - Instructional revisions. The data collected from the formative evaluation procedure is compiled and summarized and analyzed to determine the weaknesses or deficiencies of the electronic learning program. Design and develop summative evaluation (design and conduct summative evaluation). Summative evaluation is a different type of evaluation with formative evaluation. A summative evaluation is carried out after a learning development program is formally evaluated and revised to the standards or sizes used by the designer or designer.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Information and communication technology (ICT), intended as a medium of learning that many different types and quality in cyberspace that can be used among others, internet, computer, and others.

There are several things that need to be prepared in utilizing ICT as an effort
**Electronic learning including:**
- Preparing lecturers and institutions, as well as other academic community both morally and Material carry out electronic learning.
- The holding of training / workshop on electronic learning for lecturers and civitas Related academics
- Lecturers and institutions and academic community implement and implement learning electronic.
- Lecturers and institutions, as well as other academic community are ready to develop learning Long distance as a form of institutional macro plan

**Electronic Learning**

Electronic learning or e-learning is explained by Wikipedia information disclosed is that (English: Electronic learning abbreviated E-learning) can be defined as a form of information technology applied in the field of education in the form of websites that can be accessed anywhere. E-learning is the basis and logical consequence of the development of information and communication technology (ICT). With E-learning, teaching participants (learner or students, or students or learners) do not need to sit sweetly in the lecture hall to listen to every utterance from the Lecturer directly. E-learning can also shorten the schedule of learning time targets, and of course save costs to be incurred by educational programs or courses.

Another source also explains that E-learning is a system or educational concept that utilizes information technology in the learning process. Another source describes E-learning as follows:

- Ardiansyah 2013, states that E-learning is a learning system that uses the means to the learning process without having to face face to face between learners with learners or lecturers with students in a process of learning not face to face directly but using information and communication technology (ICT)
- Michael, 2013. Mentioned that E-learning is a learning that is prepared with the purpose of using electronic or computer systems so as to support the learning process.
- Candrawati, 2010. Mentioned that E-learning is a process of distance learning by combining principles in the learning process with technology.
- Rosenberg, 2001. E-learning has a networking characteristic, which enables it to quickly recover or retrieve, distribute and share learning and information.
- Basically E-learning is a learning process that abandons the conventional ways and utilizes the sophistication of digital equipment in the learning process that is carried out from learning planning, learning process, and evaluation of learning that is able to communicate two-way reciprocity.
- As E-learning quotes from e-learning manuals (Kemendikbud: 2011) explains that E-learning is an arbitrary teaching and learning that uses electronic circuits (LANs, WANs, or the Internet) to convey learning content, interaction, or guidance.

**REFERENCES**


<table>
<thead>
<tr>
<th>Biodata</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retno Danu Rusmawati</strong> is a Lecturer of Post Graduate of Education Technology of PGRI University Adi Buana Surabaya. Address on Jalan Dukuh Menanggal XII surabaya. He received his Doctoral degree from S3 Learning Technology State University of Malang Year 2015 under the beatswa BPPS RISTEKDIKTI. His dissertation received a RISTEKDIKTI grant. Dissertation Title is:&quot;Self-Regulation of Learning Indonesian High School Students&quot;. Email: <a href="mailto:pambayun61@gmail.com">pambayun61@gmail.com</a>/ <a href="mailto:retno.danu@unipasby.ac.id">retno.danu@unipasby.ac.id</a></td>
</tr>
<tr>
<td><strong>Made Duananda Kartika Degeng</strong> is a Postgraduate Lecturer of IPS Education of Universitas Kanjuruhan Malang. He is now Head of Kanjuruhan Malang University Learning Development Center 2016-2017. The last education is S3 TEP UM Malang. Email: <a href="mailto:made.duananda@unikama.ac.id">made.duananda@unikama.ac.id</a></td>
</tr>
</tbody>
</table>
DEVELOPMENT OF SCIENTIFIC LEARNING DEVICES TO IMPROVE SKILLS OF SCIENCE PROCESS

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ABSTRACT

This research consists of two purposes: general purpose and special purpose. The common goal is to develop a Cooperative Learning based learning tool that can be used to improve the science process skills of junior high school students. While the specific objectives are: a) Describe the validity of learning tools based on Cooperative Learning developed in terms of content aspects, formats, and language. B) Describe the practicality of learning tools based on Cooperative Learning developed in terms of aspects of the implementation of RPP and c) Describe the effectiveness of learning tools based on Cooperative Learning developed in terms of some aspects of science process skills and student responses. Development is done using 4D model consisting of three stages of the process that is define, design, and develop. This type of research is one group pre test post test. Data collection is done through validation, observation, test and questionnaire. The analysis was conducted using qualitative and quantitative descriptive. From the research result data obtained that: validity of RPP 3.50 valid category with match equal to 98,97%, validation of student textbook 3,66 very valid and percentage of match 95,89%; Validity of student activity sheet 3,73 and 96,39% match; Validity of knowledge aspect test 3,78 and 95,0% match, validity test of skill aspect of science process 3,65 and match rate 91,43%. From the result of data analysis, the learning completeness level is high and able to surpass the KKM that has been established by the school that is equal to 85,16 for knowledge and 86,94 for pregnancy of science process. So it can be concluded that the learning device IPA subject matter sense and optical tools using cooperative learning model has a level of quality and good effectiveness to improve students’ science process skills.

Keywords: Learning Device Development, Cooperative Learning Model, Skill of Science Process.

INTRODUCTION

This research consists of two purposes: general purpose and special purpose. The common goal is to develop a Cooperative Learning based learning tool that can be used to improve the science process skills of junior high school students. While the specific objectives are: a) Describe the validity of learning tools based on Cooperative Learning developed in terms of content aspects, formats, and language. B) Describe the practicality of learning tools based on Cooperative Learning developed in terms of aspects of the implementation of RPP and c) Describe the effectiveness of learning tools based on Cooperative Learning developed in terms of some aspects of science process skills and student responses. Development is done using 4D model consisting of three stages of the process that is define, design, and develop. This type of research is one group pre test post test. Data collection is done through validation, observation, test and questionnaire. The analysis was conducted using qualitative and quantitative descriptive. From the research result data obtained that: validity of RPP 3.50 valid category with match equal to 98,97%, validation of student textbook 3,66 very valid and percentage of match 95,89%; Validity of student activity sheet 3,73 and 96,39% match; Validity of knowledge aspect test 3,78 and 95,0% match, validity test of skill aspect of science process 3,65 and match rate 91,43%. From the result of data analysis, the learning completeness level is high and able to surpass the KKM that has been established by the school that is equal to 85,16 for knowledge and 86,94 for pregnancy of science process. So it can be concluded that the learning device IPA subject matter sense and optical tools using cooperative learning model has a level of quality and good effectiveness to improve students’ science process skills.
METHOD

Device Development Phase

The development of learning tools developed by researchers using the 4D development model is the definition stage, the design stage, and stop at the development stage. For the fourth stage, the dissemination phase is not performed. (2) Student analysis, (3) task analysis, (4) concept analysis and (5) formulation of learning objectives. The defining stage is done with the aim of establishing the learning conditions. At this stage it is thought that on the subject of the sense of sight and optical tools will be more interesting if delivered cooperatively where students can work together and exchange information. At this stage is known stage of thinking students viewed from the level of his age. Where in grade VIII students who have an age range between 13-15 years is at the stage of formal operation (abstract and pure symbolic thought).

In the design stage, prototype (draft I) is made of learning plan which consists of learning implementation plan (RPP), student textbook (BAS), Student Activity Sheet (LKS) and Scientific Skills Assessment Instrument. This draft is then validated by two validators consisting of validation of media design and content validation. The validation results are further revised and become Draft II. Draft II was tested in experiments 1 and 2 to obtain the final design of learning tools developed.

Product Test Stage

This study uses The One-Group Pretest-Posttest Design. The first step is to provide pretest in the class that will be studied that is class VIII-J. Furthermore, this class is given treatment in the form of learning learning using cooperative learning to improve students' science process skills for four times face to face and end with the final test (postest).

Test Subject

The test subjects in this study are students of class VIII-J SMP Al Hikmah Surabaya academic year 2016-2017.

DATA ANALYSIS

Device Validity Data Analysis

Analysis of device validation data conducted in this research is qualitative descriptive that refers to the feasibility assessment of learning devices from two validators. The analysis is done by calculating the average rating by both validator for each developed device.

<table>
<thead>
<tr>
<th>Validation Score Average</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ SV ≤ 1,59</td>
<td>Invalid (TV)</td>
<td>Not yet in use and still require consultation</td>
</tr>
<tr>
<td>≤ SV ≤ 2,59</td>
<td>Less Valid (KV)</td>
<td>Can be used with many revisions</td>
</tr>
<tr>
<td>≤ SV ≤ 3,59</td>
<td>Valid (V)</td>
<td>Can be used with a few revisions</td>
</tr>
<tr>
<td>≤ SV ≤ 4,00</td>
<td>Very Valid (SV)</td>
<td>Can be used without revision</td>
</tr>
</tbody>
</table>

Description: SV = Validation Score

Data Analysis of the Practicality of Learning Devices

Data on teachers' ability in managing learning are analyzed by calculating average data of each aspect and phase in Coperative Learning model using learning implementation criteria in the table below. Assessment criteria for the implementation of learning are categorized as follows.

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,00 – 1,49</td>
<td>Less</td>
</tr>
<tr>
<td>1,50 – 2,59</td>
<td>Enough</td>
</tr>
<tr>
<td>2,60 – 3,49</td>
<td>Good</td>
</tr>
<tr>
<td>3,50 – 4,00</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

Percentage of the implementation of the learning steps is calculated using the following formula.
\[ P = \frac{\sum A}{\sum N} \times 100\% \]

Information:
\[ P = \text{Percentage of implementation of RPP} \]
\[ \sum A = \text{Number of stages performed} \]
\[ \sum N = \text{Total number of stages observed} \]

Persentase keterlaksanaan setiap tahap pembelajaran menggunakan kriterian sebagai berikut:

- 0% - 24% tidak terlaksana
- 5% - 49% aksana kurang
- 0% - 74% aksana baik

**Aspect Analysis of the Effectiveness of Learning Devices**

Analysis of the effectiveness of learning tools developed is supported in terms of student learning outcomes (aspects of knowledge and skills of the process of science). The value of numbers for knowledge and skills of the science process is 0-100 which is equivalent to the letter D - A. The following table of optimal achievement scores and predicate aspects of knowledge and skills of the science process used in this study.

<table>
<thead>
<tr>
<th>Skor Optimum</th>
<th>Predikat</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>A</td>
<td>Sangat Baik</td>
</tr>
<tr>
<td>71-85</td>
<td>B</td>
<td>Baik</td>
</tr>
<tr>
<td>56-70</td>
<td>C</td>
<td>Cukup</td>
</tr>
<tr>
<td>(\leq 55)</td>
<td>D</td>
<td>Kurang</td>
</tr>
</tbody>
</table>

Determination of a large increase in knowledge and skills of students' scientific processes individually, classically and thoroughly every aspect of knowledge and skills of the process of science then used gain score analysis <g>.

<table>
<thead>
<tr>
<th>Normalized N-Gain Criteria (Hake, 1999:1).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categories Gain</td>
</tr>
<tr>
<td>(&lt; g &gt; &lt; 0,30)</td>
</tr>
<tr>
<td>(0,30 \leq &lt; g &gt; \leq 0,70)</td>
</tr>
<tr>
<td>(&lt; g &gt; &gt; 0,70)</td>
</tr>
</tbody>
</table>

**RESULT AND DISCUSSION**

Learning Tool Validation Results
Results and analysis of the Implementation Plan Validation

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of assessment score</th>
<th>V1</th>
<th>V2</th>
<th>Average score</th>
<th>Criteria</th>
<th>R(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>F</td>
<td>Distribution of material according to time allocation</td>
<td>4</td>
<td>4</td>
<td>4,00</td>
<td>SV</td>
</tr>
<tr>
<td></td>
<td>Numbering system</td>
<td>3</td>
<td>4</td>
<td>3,50</td>
<td>V</td>
<td>85,71</td>
</tr>
<tr>
<td></td>
<td>Spatial setting / layout</td>
<td>4</td>
<td>3</td>
<td>3,50</td>
<td>V</td>
<td>85,71</td>
</tr>
<tr>
<td></td>
<td>The font type and size are appropriate</td>
<td>4</td>
<td>4</td>
<td>4,00</td>
<td>SV</td>
<td>100,00</td>
</tr>
<tr>
<td></td>
<td>average</td>
<td>3,75</td>
<td>3,75</td>
<td>3,75</td>
<td>SV</td>
<td>100,00</td>
</tr>
<tr>
<td>III</td>
<td>C</td>
<td>Write down core competencies</td>
<td>3</td>
<td>4</td>
<td>3,5</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>Write down basic competencies</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>SV</td>
<td>100,00</td>
</tr>
<tr>
<td></td>
<td>Write down the indicator</td>
<td>3</td>
<td>4</td>
<td>3,5</td>
<td>V</td>
<td>85,71</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>Write down the learning objectives</td>
<td>4</td>
<td>3</td>
<td>3,5</td>
<td>V</td>
<td>85,71</td>
</tr>
<tr>
<td>5</td>
<td>Accuracy between indicators with KD</td>
<td>4</td>
<td>3</td>
<td>3,5</td>
<td>V</td>
<td>85,71</td>
</tr>
<tr>
<td>6</td>
<td>Appropriateness between indicators with learning objectives</td>
<td>3</td>
<td>4</td>
<td>3,5</td>
<td>V</td>
<td>85,71</td>
</tr>
<tr>
<td>7</td>
<td>Truth content / material</td>
<td>3</td>
<td>4</td>
<td>3,5</td>
<td>V</td>
<td>85,71</td>
</tr>
<tr>
<td>8</td>
<td>Grouped in logical parts</td>
<td>3</td>
<td>4</td>
<td>3,5</td>
<td>V</td>
<td>85,71</td>
</tr>
<tr>
<td>9</td>
<td>Compliance with the competency standards of the 2013 curriculum</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>SV</td>
<td>100,00</td>
</tr>
</tbody>
</table>

The selection of strategies, approaches, methods, and means of learning are done appropriately, enabling students to study science literacy

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Teacher activities and student activities are formulated clearly and operationally, making them easy to implement in the classroom learning process (introduction, core activities and cover)

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Compatibility with time allocation used

Compatibility with time allocation used

The steps in the activities are in accordance with the Cooperative Learning model

The steps in the activities are in accordance with the Cooperative Learning model

<table>
<thead>
<tr>
<th>III</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In accordance with easy-to-understand Indonesian rules</td>
</tr>
<tr>
<td>2</td>
<td>Accuracy of sentence structure</td>
</tr>
</tbody>
</table>

% Percentage of Agreement

% Percentage of Agreement

Student Textbook Validation Analysis

The average score of the four validated aspects of the textbook of students is 3.66 with the category so valid that the developed and revised textbook can be used as a learning resource in the learning activities. The percentage between the two validators on this Bas is 95.89% which means fit.

Results and analysis of Student Activity Sheet Validation

Validation results Student activity sheet (LKS) has been validated by the two validators and obtained the percentage of match 96.39%. Valid aspects include aspects of formatting, language aspects, content aspects and question aspects. From these four aspects, the average score of 3.73 is obtained, which means it is very valid. So it can be concluded that after a little revision in accordance with the input and suggestion of the two validators then LKS developed can be used as a reference in carrying out experimental activities in learning.

Results and analysis of Assessment Tool Validation

Assessment of knowledge aspect obtained the average total score is 3.78 so included in the category is very valid and the percentage of match between the two validators 95.0% which means fit. The general assessment of this instrument is applicable with small revisions. So the knowledge scoring sheet that has been prepared by the researcher can be used as a test tool. While on science skill aspect aspect got the average total score is 3,65 so that included in category very valid and match 91,43% which means validation to validator validation.

The general assessment of this instrument is applicable with small revisions. So the science process skill assessment sheets that have been prepared by the researcher can be used as a test tool.
Results and analysis of the implementation of RPP

Analysis of the practicality of learning devices conducted by researchers in this development is the practicality of application of RPP developed. From result of analysis of practical learning device data obtained that RPP1, RPP2, RPP3, and RPP4 got value and percentage of consecutive respectively are 3,583 and 96,32%; 3.5 and 95.23%; 3,583 and 98,72% and 3,417 and 96,15% respectively so that the average of RPP is 3,52 with 97,80% match rate. For the stages in the RPP obtained data that for preliminary activities into the category of good, sufficient core activities and activities cover good category. So that the RPP that has been prepared can be used as a guideline for the implementation of learning in the classroom.

Data and analysis of the Effectiveness of Learning

Outcomes and analysis of the Aspects of Knowledge Tests and the Aspects of Process Skills of Science

From the analysis of data that can be seen in the table can be concluded that there is a high increase of learning outcomes both on aspects of knowledge and skills aspects of the science process using the tools developed.

Student Response

The level of effectiveness of learning tools developed also in review of the response of students during the learning process. From the analysis of data obtained in obtaining students response 75.66% which shows a positive response to the implementation of learning by using a device developed by researchers.

CONCLUSION

Based on data analysis of research results obtained information about the formulation of the problem in this study as follows:

Validity of learning tools based on Cooperative Learning developed according to content, format and language:

RPP

From the results of the assessment of the two validators obtained an average valuation of 3.50 which means entered in the category valid. The strength of the developed RPP lay in its format and the weakness of language use.

Student Textbook

In the textbook students obtained a value of 3.66 which means very valid and has the power on the content and presentation of the material is weakness lies in the language side.

Student Worksheet

In the LKS developed in this study obtained 3.73 with the strength of this lks lies on the side of the language. While the weakness in the content.

Assessment Tool
For the appraisal tool on the knowledge test, the value of 3.78 was obtained on the content and on the science skills test 3.65.

The practicality of application of learning tools based on Cooperative Learning:

Implementation of learning devices from the data analysis obtained value 3.52. RPP developed in preliminary activities and closing activities of both categories whereas in the core activities enough.

The effectiveness of application of learning tools based on Cooperative Learning:

The result of the students' knowledge test using the developed test tools obtained the average score of 85.16 science skill test obtained the mean value 86.94. With 75.66% of students showed a positive response during learning. Based on the results mentioned above, indicating that the learning device can be applied to science learning in SMP Al Hikmah Surabaya.

ACKNOWLEDGMENT

This study will not run as planned and expected without the support of various stakeholders. On this occasion, the researchers would like to thank all the lecturers at University of PGRI Adi Buana Surabaya postgraduate program of education technology program. Thank you as much as possible to Mr. Sugito, M.Pd and Dr. H. Harwanto, S.T., M.Pd. as a lecturer 1 and 2. Thanks as much as the researchers also conveyed to Dr. Ibun Priono L, M.Pd and Mr. Nanang Wahyudi A.H., S.Si., M.P.Fis., M.P.I as a team of experts in this study. And do not forget the gratitude also researcher purpose to Mr Drs. Bambang Misdianto as Headmaster of Al Hikmah Junior High School Surabaya for all his motivation and support.

REFERENCE


BIODATA

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ANALYSIS STUDY OF INCLUSIVE EDUCATION PICTURE BASED ON PERMENDIKNAS NUMBER 70 YEAR 2009

Septiana Agustin
septiana.agustin@gmail.com

ABSTRACT

This study aims to find a portrait of inclusive education conducted at Lodoyong 01 State Elementary School Ambarawa District, Semarang, Central Java. The portrait of inclusive education represents an educational system that is open to all individuals and accommodates all needs in accordance with the individual and non-discriminatory conditions. Inclusive education provides services to all learners regardless of physical, mental, intellectual, social, emotional, economic, gender, ethnic, cultural, shelter, language and so on. The research method used in the model development is FGD (Focus Group Discussion). Data collection techniques to be able to make educational protection of inclusion is by observation and interview. Based on data obtained from the assessment result, the State Elementary School Lodoyong 01 only reached 78. While the maximum number of inclusive education in accordance with Law number 70 year 2009 amounted to 130. Thus it can be seen that there is still a gap of 40% to meet the standards of Law number 70 year 2009. Further research is recommended on the development of inclusive education models that have been found.

Keywords: inclusion education, permendiknas 70 of 2009

INTRODUCTION

Each child is created with their own uniqueness. They have different characters and personalities that are normal (Statement of Salamanca, 1994). Conditions and backgrounds held by children, is not a barrier for them to be able to express, appreciate and grow all the potential that exists within them. Moreover, a child will be able to actualize himself optimally when they are in an environment that is willing to accept whatever circumstances and whereabouts.

Chatib (2012) states that the main goal of education and teaching is to educate students with all the shortcomings and all their potential, so that this potential can be developed for the greater good. To achieve maximum educational goals, schools play a very important role in the education process. Each student deserves equal rights and opportunities in school learning activities. Therefore, the school especially the educator is the party responsible for the success of students regardless of the various personal and social conditions that affect it (Mendler, 2010).

The 1959 United Nations Declaration states that there are ten child rights, one of them being a socially disabled, mentally disabled or physically entitled to special care, education and proper care (Detrick, 1999). Children with mental and physical disabilities are known as children with special needs (Delphie, 2006). The Law of the Republic of Indonesia Number 20 of 2003 on the National Education System provides a certain color in the provision of education for children with special needs. In the elucidation of Article 15 on special education it is formulated that "Special education is the education for learners with disabilities or learners with extraordinary intelligence that is held inclusively or in the form of special education units at the level of basic and secondary education" (State Gazette of the Republic of Indonesia Year 2003 Number 4301).

In line with Law Number 20 Year 2003 on National Education System, Law Number 70 Year 2009 on Inclusion (Article 3 paragraph 1) states that every learner who has physical, emotional, mental and social abnormalities and or has potential intelligence and or special talent shall have the right follow education in an inclusive education unit according to the needs and abilities.
Kustawan (2012) provides an understanding that inclusive education is an open system of education for all individuals and accommodates all needs in accordance with the conditions of each individual. Inclusive education is non-discriminatory education. Education that provides services to all children regardless of physical, mental, intellectual, social, emotional, economic, gender, ethnic, cultural, shelter, language and so on. Therefore, inclusive education allows all children to learn together, whether in class or formal or non-formal school that is tailored to the conditions and needs of each child.

Observing the understanding of inclusive education according to Law Number 70 Year 2009 and Kustawan, it can be concluded that in each region there must be children with special needs. Therefore, the government requires each district / city to have at least one primary school and one junior secondary school in one sub-district provided for children with special needs to attend school (Law No. 70 Year 2009 on Inclusion Article 4 paragraph 1). These schools are called inclusive schools.

LITERATURE REVIEW

The ideology of inclusive education was introduced internationally at the 1994 World Conference by UNESCO in Salamanca Spain. UNESCO affirms its commitment to education for children, youth and adults who need education within the regular education system and agree on an Action Framework for Special Needs Education (Smith, 2012).

Praptiningrum (2010) states that inclusive education is a special service system that requires all children with special needs to be served in a nearby school in regular classes with their peers. In relation to educational practices, inclusive education is seen to have successfully improved the quality of schools and special needs education (Stubbs, 2002). Thus inclusive education can be regarded as a place that can guarantee access and quality especially for children with special needs.

The concept of education, especially for children with special needs have developed. Starting from a segregation school that is separation of educational places for children with special needs and normal children in general, then came the integration school known as an integrated school, the place of education that provides services for children with special needs to be able to adjust to normal children The other and subsequently emerging inclusive schools are also called the friendly school for all (Taboer, 2005).

The concept of inclusive education according to Taboer, fundamentally affirmed by Smith (2012) that students who have barriers must be taught along with nondisabled children (who have no obstacles) at the maximum level of eligibility. Thus, educators, especially in inclusive schools, have important duties and roles in carrying out the inclusive education process so as to optimize students' intelligence and abilities.

The concept of inclusive education proposed by Taboer and Smith, has been fundamentally advanced by Stubbs. The concept of inclusive education according to Stubbs (2002) illustrates that each child is different and all children learn in their own ways and abilities. According to Stubbs, what needs to be changed is not the state, personality or background of the child, but fundamentally the education system itself so that it can fit the child. Here is a picture of the concept of inclusive education described by Stubbs (2002).
The Concept of Inclusive Education

PROBLEM

Lodoyong 01 State Elementary School Ambarawa District is one of the schools appointed by the Education Office of Semarang Regency to hold inclusive education especially in Ambarawa city. Initially, Lodoyong 01 State Elementary School Ambarawa District was a regular state school, but in 2005 was appointed as a school of inclusion organizers. In its implementation, Lodoyong 01 State Elementary School Ambarawa District continues to make adjustments from regular schools to inclusive schools. Moreover, Lodoyong 01 Elementary School Ambarawa District requires the improvement of teacher competence in particular, adjustment of school management, that is: from the perspective (values), the attitude of school personnel, to the learning process (curriculum) which is oriented to individual needs Without discrimination (Mudjito et al., 2012).

RESEARCH RESULT

Based on data obtained from the assessment, the Lodoyong 01 State Elementary School Ambarawa District has only reached 78. While the maximum number of implementation of inclusive education in accordance with Law standard number 70 year 2009 amounted to 130. Thus it can be seen that there is still a gap of 40% to meet the standards of Law number 70 Year 2009.

There are 7 indicators of the implementation of inclusive education of Lodoyong 01 State Elementary School Ambarawa District based on Law Number 70 Year 2009 whose implementation has a score of 1, including not having special personnel who handle children with special needs, not getting professional assistance obtained through working group or professional organization Have not received awards for educators and educators who have high commitment or achievement.
The Picture of Inclusive Education
Lodoyong 01 State Elementary School Ambarawa District

SOLUTION AND DISCUSSION

Based on the portrait of inclusive education of Lodoyong 01 State Elementary School Ambarawa District which has been described, it can be concluded that the portrait is still so simple and certainly there are many shortcomings. Some of them are at the time of admission of new students, it is necessary an assessment that aims to measure the extent to which the potential and intelligence children received it. Then, the school is also very necessary to approach with parents / guardians in more depth. It is intended that schools receive information about the extent to which parents understand the condition and development of children. In addition, schools will also be easier to establish cooperation with parents of children in terms of educational process at this school.

Other shortcomings also concern the curriculum aspects and learning activities during the education process at Lodoyong 01 State Elementary School Ambarawa District. High teacher performance is a very important factor in teaching children with special needs according to their specificity (Mudjito et al., 2012). The learning process is also related to the evaluation process, the increase of the class and the students' graduation. Based on the description of the deficiencies in inclusive education model of Lodoyong 01 State Elementary School Ambarawa District, this research will develop an inclusive education model to be implemented in Lodoyong 01 State Elementary School Ambarawa District that can meet Law standard number 70 Year 2009 on Inclusion.

CONCLUSIONS AND RECOMMENDATIONS

Basically the implementation of inclusive education in every school is not easy. Limitations of relevant resources and limited accessibility are not easy to change the values and beliefs held so far in regular schools transformed into inclusive schools (Mudjito et al., 2012). Education and education personnel at Lodoyong 01 State Elementary School Ambarawa District revealed their confusion to explain the model of inclusive education especially to the visitors who want to learn about the model of inclusive education in Lodoyong 01 State Elementary School Ambarawa District. The teachers of Lodoyong 01 State Elementary School Ambarawa District revealed that in carrying out inclusive education, it should be done a mature briefing on the model of inclusive education and its implementation, in order to be used as a reference in implementing inclusive education. The school principal stated that the implementation of Lodoyong 01 State Elementary School Ambarawa District is still halfway, because it has not fully implemented inclusive and comprehensive inclusive
education model. Therefore, further research on the development of an inclusive education model that can be implemented in Lodoyong 01 State Elementary School Ambarawa District.

**REFERENCE**

**BIODATA**

SEPTIANA AGUSTIN was born in Semarang. She completed her Undergraduate and Master from Satya Wacana University. She is now pursuing her Doctoral at Sebelas Maret University.
LEARNING ABOUT WATER PURIFICATION USING FILTRATION AND REVERSE OSMOSIS

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ABSTRACT

Water purification can be carried out as environmentalists' learning as well as increasing human resources in terms of application of appropriate technology. The learning of filtration constituting the combination of coagulation, absorption, and ion exchange as the treatment of water treatment can be followed by micro filtration in the form of reverse osmosis (RO). The objective of the present study was to purify water based on filtration and micro filtration using RO. The finding indicated that the reverse osmosis performance after coagulation, absorption, and ion exchange combination could decrease the water quality problem in the following parameters: Total Dissolved Solid (TDS) of 1920 mg/L, Turbidity 2.83 NTU, Fluoride of .15 mg/L, Total of Hardness 35.72 mg/L, Chloride 880 mg/L, Manganese 6.8 mg/L, Nitrate 20.8 mg/L, Zinc .04 mg/L, Sulfate 521.3 mg/L, and coliform bacteria 600 MPN. The learning result of assembling the series of water treatment tools can be applied in everyday life to help overcome the water quality problems.

Keywords: learning, water purification, reverse osmosis

INTRODUCTION

Water purification can serve as environmentalists' learning and as a tool to increase human resources in terms of application of appropriate technology. Learning about water treatment can be done by filtration followed by reverse osmosis (RO) micro-filtration using RO membrane. The learning result of assembling this series of water treatment tools can be applied in everyday life to help solve the decreasing water quality problem. The implementation of this learning constitutes a skill in terms of water purification by combining the coagulation, absorption, and ion exchange process followed by micro-filtration in the form of reverse osmosis (RO). Specifically, the decrease in the content of cation anion as a parameter of clean water in the water can be done by the following process: sedimentation and coagulation to deposition of discrete particles using a coagulant Sucolite SP 211, filtering the slurry filtration of dissolved solids using silica sand, reduction of Fe and Mn using Ferrolite, decreased (softening) hardness as well as iron and manganese absorbent using manganese greensand, anion exchange (cation reduction in water) using anion exchange resin, anion reduction in water using cation resin, and to lower coli bacteria using a reverse osmosis RO membranes.

The results of study by Purwoto (2008 & 2009) indicated that the use of synthetic resin could decrease brackish water salinity of 484 mg/L from salinity water sample of 1988 mg/L, and 457 mg/L for salinity water sample of 994 mg/L. Purwoto, et al. (2014) concluded that; the allowable water parameters were using the treatment of Sediment Poly Propylene, Carbon Block, Manganese Zeolite, Ion Exchange, and Reverse Osmosis (RO) are; Total Dissolved Solid (TDS) 2686 ppm, Total Hardness 371.43mg / L CaCO3, chloride 1144ppm, Coliform Total 4MPN / 100mL, Iron 0.18ppm, Sodium 737.70ppm, Zinc 0.08ppm, Sulfate 24.56ppm, organic compound 15.03mg / L KMnO4, Detergent 0.10 Mg / LLAS.

Some parameters of clean water standards in line with Minister of Health Act of Republic of Indonesia Number 416/Menkes/Per/ X/1990 include as follows: turbidity 25 NTU scale, color 50 Pt/Co Units, Iron 1 mg/L Fe, total hardness 500 mg/L CaCO3, Zinc 15 mg/L Zn, Organic 10 mg/L.
KMnO₄, detergent 0.5 mg/L LAS, total of coliform (MPN) for not piped water 50 per 100 ml of sample.

**Formulation of the problem**
The formulated research problem was: “What is the removal capacity of some water parameters in water treatment using RO membrane after undergoing the filtration process?”

**Research purpose**
The research purpose was to learn to implement the water treatment into clean water.

**Research Benefits**
The result of this research is expected to be beneficial to overcome the poor quality of water.

**THEORETICAL STUDIES**
The process of water treatment to obtain water that meets the requirements of clean water quality can be implemented in the following sequence:
- a) Sedimentation and coagulation for the precipitation of discrete particles using Sucolite SP 211 coagulant;
- b) Filtration of sludge, filtration of dissolved solids using silica sand;
- c) Decrease of Iron (Fe) and Manganese (Mn) substances using Ferrolite;
- d) Softening process and absorbent of Iron (Fe) and Manganese (Mn) content using Manganese Greensand;
- e) Anion exchange (cation reduction in water) using anion Resin;
- f) Cation exchange (decrease in anion in water) using cation Resin (Montgomery, 2005);
- g) Decrease of colloid bacteria using RO osmotic membrane.

**Table 1 Specification of Treatment Material**

<table>
<thead>
<tr>
<th>Treatments</th>
<th>Functions</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sucolite SP 211</td>
<td>Sedimentation and coagulation</td>
<td>The content of Al₂O₃ is 4.66%; 2% of pH solution (2% pH soluble in water) 3.553; the water insoluble part 0.060%</td>
</tr>
<tr>
<td>Silica sand</td>
<td>soluble solids filtration, mud</td>
<td>Sand that has high-grade silica content</td>
</tr>
<tr>
<td>Ferrolite</td>
<td>Binding of Fe and Mn in water</td>
<td>Having the ability to absorb iron and manganese and is very stable as a media filter both physically and chemically</td>
</tr>
<tr>
<td>Manganese Greensand</td>
<td>Absorbent, decreased hardness</td>
<td>Fe²⁺ ions and Mn²⁺ ions in water reacted with high manganese oxide to produce filtrate containing ferric oxide and water-insoluble manganese dioxide and can be separated by precipitation and filtration. Removal of Mn²⁺ can be performed with adsorbs by Manganese oxide in Manganese Oxide Coated Zeolite (MOCZ).</td>
</tr>
</tbody>
</table>
Resin anion degradation of cation in water Thickness 60 cm Lewatit MonoPlus M 500
Resin cation degradation of anion in water Thickness 60 cm Dowex HCR-S
Reverse Osmosis (RO) membranes Reverse Osmosis using semipermeable membranes Is a semipermeable membrane having the pore size of 0.0001 micron, maximum TDS fluid 15, iron content of <0.1 mg / l, works with high pressure in the process through several stages of filtration, among others; cartridge (sediment), carbon block, and granular carbon.

Nurhayati, et al. (2014) further concluded that the process of treatment included Coagulant Aid, filtration using sediment polipropylene (SPP), and absorption using manganese greensand, then continued by Ion Exchange using synthetic resin anion and cation resin. As a finishing treatment is filtration micro using membrane of Reverse Osmosis (RO) on water treatment brackish obtained on removal parameters: Chloride of 2028 ppm, Iron 0.22 ppm, Total Dissolved Solid (TDS) 3366 ppm, Total Hardness 621.43mg/L, CaCO3,Organic Substances 19.84 mg/L KMnO4, Zinc 0.08 ppm, Sulfate 40.46 ppm, and Detergent 0.12mg/LLAS.

**RESEARCH METHOD**

**Water Treatment Learning Method**

The learning of assembly of a series of water treatment devices in the form of a combination of coagulation, absorption, and ion exchange as an initial treatment followed by micro-filtration of reverse osmosis (RO) is presented in Figure 1.

![Figure 1 Water Treatment Tool Using RO Membrane after Experiencing Filtration Process](image-url)
The water treatment process refers to Figure 1. It started with sedimentation and coagulation for the precipitation of discrete particles using coagulant Sucolite SP 211. It was carried out on the standard water tanks, and stirred (1). For the sludge filtration process, the filtration of dissolved solids using silica sand was carried out by inserting into the cartridge and mounted in a filter tube (2). Furthermore, the Fe and Mn reduction used Ferrolite on Fiber-Reinforced Plastic (FRP) tube with thickness of 60 cm where the flow system was upward (3). The process of softening of hardness and absorbent of iron content (Fe) and Manganese (Mn) binding was done by the process of oxidizing agent Fe and Mn using manganese greensand on Fiber-Reinforced Plastic (FRP) tube with thickness 60 cm where the flow system was upward (4). Anion exchange (cation reduction in water) was carried out by means of anionic synthetic resin on a tube of Fiber-Reinforced Plastic (FRP) (5) 60 cm thick with the upstream flow system. The process of reduction of anion in water was carried out on a Fiber-Reinforced Plastic (FRP) tube (6) containing a cationic synthetic resin with a thickness of 60 cm with an upward flow. The decrease in the number of koli bacteria was done by reverse osmosis filtration using RO-100 (7) membrane, 100 gallon capacity per day, 50 psi pressurized, in parallel series, where the flow pressure came from the booster impulse pump (B). (P) was the product of treatment. The water treatment tool criteria are presented in Table 2.

Table 2 Criteria of Water Treatment Tool

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Material for reactor tube</td>
<td>a. Fiber-Reinforced print tube Plastic (FRP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Cartridge Filter Housings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Cartridge RO Housings</td>
</tr>
<tr>
<td>2</td>
<td>Flow model</td>
<td>Upstream flow model with the by-pass flow model in the nozzle</td>
</tr>
<tr>
<td>3</td>
<td>Tube size</td>
<td>FRP 12 X 54 inch</td>
</tr>
<tr>
<td>4</td>
<td>Incoming flow passage</td>
<td>Installation setting using PVC pipe, elastic hose with water-mur system fittings</td>
</tr>
<tr>
<td>5</td>
<td>Pipe lines</td>
<td>From the side and bottom of pipe lines</td>
</tr>
<tr>
<td>6</td>
<td>Supply pump</td>
<td>Use plastic-dyed pump to avoid corrosion</td>
</tr>
<tr>
<td>7</td>
<td>Adaptor</td>
<td>24 V DC ; 5 A</td>
</tr>
<tr>
<td>8</td>
<td>RO pump</td>
<td>RO Booster Pump 24 V DC ; 1,56 A</td>
</tr>
<tr>
<td>9</td>
<td>Treatment temperature</td>
<td>Environmental temperature</td>
</tr>
<tr>
<td>10</td>
<td>Tube setting</td>
<td>For the treatment using series circuit, RO membrane in parallel and series</td>
</tr>
</tbody>
</table>

Laboratory Test of Research Result

The laboratory test refers to the parameters of clean water carried out for; raw water sample, filtration result, and RO.

RESULTS AND DISCUSSION

Results

The RO treatment after the coagulation, absorption, and ion exchange in the Bath reactor series was obtained by laboratory test as presented in Table 3.
Table 3 Data of Lab Test Result of RO Treatment after Experiencing Filtration Process

<table>
<thead>
<tr>
<th>NNo</th>
<th>Parameter</th>
<th>Unit</th>
<th>Clean water requirements *)</th>
<th>Raw Water</th>
<th>Filtration</th>
<th>RO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Physical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Total Dissolved Solid (TDS)</td>
<td>mg/L</td>
<td>1500</td>
<td>304</td>
<td>2280</td>
<td>360</td>
</tr>
<tr>
<td>22</td>
<td>Turbidity</td>
<td>NTU scale</td>
<td>25</td>
<td>154</td>
<td>5.98</td>
<td>3.15</td>
</tr>
<tr>
<td>B. Chemicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Fluoride</td>
<td>mg/L F</td>
<td>1.5</td>
<td>0.46</td>
<td>0.63</td>
<td>0.48</td>
</tr>
<tr>
<td>44</td>
<td>Hardness Total</td>
<td>mg/L CaCO3</td>
<td>500</td>
<td>178.57</td>
<td>142.86</td>
<td>107.14</td>
</tr>
<tr>
<td>55</td>
<td>Chloride</td>
<td>mg/L Cl</td>
<td>600</td>
<td>48</td>
<td>960</td>
<td>80</td>
</tr>
<tr>
<td>66</td>
<td>Manganese</td>
<td>mg/L Mn</td>
<td>0.5</td>
<td>0</td>
<td>6.89</td>
<td>0</td>
</tr>
<tr>
<td>77</td>
<td>Nitrate</td>
<td>mg/L NO3-N</td>
<td>10</td>
<td>2.47</td>
<td>23.45</td>
<td>2.65</td>
</tr>
<tr>
<td>88</td>
<td>Zinc</td>
<td>mg/L Zn</td>
<td>15</td>
<td>0.12</td>
<td>0.09</td>
<td>0.05</td>
</tr>
<tr>
<td>99</td>
<td>Sulfate</td>
<td>mg/L SO4</td>
<td>400</td>
<td>47.18</td>
<td>544.4</td>
<td>23.1</td>
</tr>
<tr>
<td>a. Anorganic chemicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Detergent</td>
<td>mg/L LAS</td>
<td>0.5</td>
<td>0.38</td>
<td>0.12</td>
<td>0.09</td>
</tr>
<tr>
<td>b. Organic Chemicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>Total of koliform (MPN)</td>
<td>per 100 ml amount</td>
<td>Non-water pipes 50</td>
<td>1,700,000</td>
<td>1700</td>
<td>1100</td>
</tr>
</tbody>
</table>

*)416/Menkes/Per/IX/1990 on Clean Water Requirements

From Table 3, the sample water turbidity level of 154 NTU Scale was relatively high, much higher than the water quality standard, that is, only 25 NTU Scale. This indicated that raw water was not feasible as clean water. The colony bacteria of 1,700,000 MPN/100 ml in raw water constituted a water condition that was not feasible as clean water. This figure indicated that the water was at a very high risk in terms of E-coli bacteria, so as to be used as clean water, a treatment should be done so that the E-coli content was reduced.

**DISCUSSION**

The result of the learning process of assembling a series of water treatment tools in the form of the combination of coagulation, absorption, and exchanger of ions as the initial treatment followed by the micro-filtration in the form of the reverse osmosis (RO) as illustrated in Figure 1, followed by the learning about the interpretation of laboratory data on the criteria of clean water parameters for the sample water was based on the parameter of the degradation after treatment.

Based on Table 3, the removal of clean water parameters from the RO treatment after undergoing the filtration process can be seen in Table 4.
Table 4 Removal of Clean Water Parameters of RO Treatment Results after Experiencing Filtration Process

<table>
<thead>
<tr>
<th>NNo</th>
<th>Parameter</th>
<th>Unit</th>
<th>Raw Water (A)</th>
<th>Filtration (B)</th>
<th>RO (C)</th>
<th>Removal (B-C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Physical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Total Dissolved Solid (TDS)</td>
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<td>304</td>
<td>2280</td>
<td>360</td>
<td>1920</td>
</tr>
<tr>
<td>22</td>
<td>Turbidity</td>
<td>NTU</td>
<td>154</td>
<td>5.98</td>
<td>3.15</td>
<td>2.83</td>
</tr>
<tr>
<td></td>
<td>B. Chemicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Anorganic chemicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Fluoride</td>
<td>mg/L F</td>
<td>0.46</td>
<td>0.63</td>
<td>0.48</td>
<td>0.15</td>
</tr>
<tr>
<td>44</td>
<td>Hardness Total</td>
<td>mg/L CaCO3</td>
<td>178.57</td>
<td>142.86</td>
<td>107.14</td>
<td>35.72</td>
</tr>
<tr>
<td>55</td>
<td>Chloride</td>
<td>mg/L Cl</td>
<td>48</td>
<td>960</td>
<td>80</td>
<td>880</td>
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<tr>
<td>66</td>
<td>Manganese</td>
<td>mg/L Mn</td>
<td>0</td>
<td>6.89</td>
<td>0</td>
<td>6.89</td>
</tr>
<tr>
<td>77</td>
<td>Nitrate</td>
<td>mg/L NO3-N</td>
<td>2.47</td>
<td>23.45</td>
<td>2.65</td>
<td>20.8</td>
</tr>
<tr>
<td>88</td>
<td>Zinc</td>
<td>mg/L Zn</td>
<td>0.12</td>
<td>0.09</td>
<td>0.05</td>
<td>0.04</td>
</tr>
<tr>
<td>99</td>
<td>Sulfate</td>
<td>mg/L SO4</td>
<td>47.18</td>
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<td>521.3</td>
</tr>
<tr>
<td>110</td>
<td>Detergent</td>
<td>mg/L LAS</td>
<td>0.38</td>
<td>0.12</td>
<td>0.09</td>
<td>0.03</td>
</tr>
<tr>
<td></td>
<td>C. MICRO BIOLOGICAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>Total of koliform (MPN)</td>
<td>per 100 ml amount</td>
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<td>1700</td>
<td>1100</td>
<td>600</td>
</tr>
</tbody>
</table>

Referring to Table 4, it revealed that the decrease of filtration treatment parameters (A to B) included turbidity of 148.02 NTU Scale, total hardness 35.71 mg/L CaCO3, zinc 0.03 mg/L Zn, 0.26 mg/L LAS detergent, and coli bacteria of 1,698,300 MPN. The ability to decrease parameters of the RO treatment after filtration (B to C) indicated Total Dissolved Solid (TDS) of 1920 mg/L. This showed that the RO ability in terms of removal of dissolved solids was very high. For the turbidity parameters they could decrease 2.83 NTU Scale, Fluoride 0.15 mg/L F, while total hardness of 35.72 mg/L CaCO3. For the chloride parameters there was a decrease of 880 mg/L Cl, which means that this treatment was able to neutralize salinity of the brackish water. Manganese (Mn) for the criteria of the clean water was only allowed maximum of 0.5 mg/L Mn. The results of this study decreased the Mn capable of suppressing 6.8 mg/L Mn, which provided an idea that if the Mn content in water was (mostly) about 4 to 5 ppm, then the Mn requirement as clean water would be fulfilled. The other parameter was Nitrate, able to decrease as much as 20.8 mg/LNO3-N, Zinc 0.05 mg/L Zn, 521.3 mg/L SO4 Sulfate, and Detergent 0.03 mg/L. Particularly for coliform bacteria, a decrease of 600 MPN was enough to make the water condition as required for clean water.
CONCLUSION
In conclusion, the learning result of assembling the series of water treatment tools can be applied in everyday life to help overcome the water quality problems by the reverse osmosis performance after coagulation, absorption, and ion exchange combination in the following parameters: Total Dissolved Solid (TDS) of 1920 mg/L, Turbidity 2.83 NTU, Fluoride of .15 mg/L, Total of Hardness 35.72 mg/L, Chloride 880 mg/L, Manganese 6.8 mg/L, Nitrate 20.8 mg/L, Zinc .04 mg/L, Sulfate 521.3 mg/L, and coliform bacteria 600 MPN.

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Biodata

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OPTIMIZATION OF MAIN TASKS AND FUNCTION SUPERVISORY TO INCREASE THE QUALITY OF TEACHER IN LEARNING IN .SMPN I BALONGBENDO DISTRICT SIDOARJO

Suharti
SMAN Blega Bangkalan

ABSTRACT

Nawawi (1985: 108) suggests that class visits are an observation of peers in performing their respective tasks (eg teaching activities), especially at the same school. Objective: The class visit is to improve its skills in performing daily tasks by viewing, asking, discussing, and perhaps even imitating teachers who are observed in teaching or solving educational problems in their respective schools. Method: As the watchdog act in the class initially observes the learning process. Because seen in the learning process some students are less active, then the supervisor tried to motivate the students. What is done is by self deference method. Self deference method is a learning system that is done by exploring the potential of students by asking students what all have understood about the material, what KD it, including giving rewards for students who can answer. In this case my students invite to remember the concept with code code that makes it easy for all students to remember. Result: Data or information obtained by the school supervisor after going through the correct processing. That information is then used as the basis for coaching. The number of educators under the supervision of a school supervisor is only 70% who can make a learning program based on standard 80% of educators who built it able to arrange a learning program based on eligibility standards. Therefore, there is another 30% of the number of teachers who have to be fostered.

Keywords: class visit - improving - quality of learning

INTRODUCTION

Background

Nawawi (1985: 108) suggests that class visits are an observation of peers in their respective duties (eg teaching activities), especially at the same school. As a legal basis in supervision are as follows:

1) Law Number 20 Year 2003 regarding National Education System
2) Law Number 32 Year 2004 regarding Regional Government;
3) Law Number 14 Year 2005 regarding Teachers and Lecturers;
4) Government Regulation Number 19 Year 2005 on National Education Standards

The results of observation should be used to correct the shortcomings or weaknesses of teachers in carrying out their duties, including in it is used to encourage the teacher to develop the goodness-owned goodness. So the results of the visit are not intended to find out the mistakes of the parties visited to impose administrative sanctions, but can provide input input to teachers to improve the quality of learning. In addition, finally all students understand the concept.

But in reality in the field there are some supervisors: (1.) the frequency of attendance of supervisors is felt very less; (2) the attendance of supervisors so that it tends to meet only the principal and does not assist or facilitate educators / education personnel; (3) the teacher feels the lack of supervisor's assistance to the teacher's difficulties in carrying out his main tasks so that the learners do not get good learning service from their teachers.
Weak supervision of supervisors allegedly related to limited resources in every education office, both human resources, financial resources and information resources. In addition, the commitment of the education office to the importance of the supervisory role in improving the quality of education seems less optimal, so the guidance program for supervisors has not become a priority. On the other hand, the work achieved by the supervisors from the implementation of the main tasks and functions has not been so significant to the progress of the school built.

In the context of improving the quality of education in line with the PP. 19 of 2005 on education quality standards, the role of supervisors of educational units / schools is very important in improving the quality of education in educational units assisted. Supervisors should have more value from teachers and principals in terms of qualifications, abilities, competencies, finances and other dimensions so that their presence in the school is really coveted by school stakeholders. By optimizing the duties and functions as supervisors that need to be known by the principal and teachers so that the presence of supervisors actually carry out their duties.

**Problem Formulation**
Based on the above background, can be formulated identifakasi problem as follows: 1. What are the main tasks and functions of school supervisors? 2. What is the operational work of school supervisors? 3. How is the role of supervisor in improving the quality of education? 4. can school class visits optimize supervisory tupoksi? From the identification of the above problem the author focuses the problem as follows: “How to optimize the main tasks and supervisory functions to improve the quality of teacher learning at SMPN 1 Balongbendo Sidoarjo district?”

**C. Purpose**
In general, this paper aims to find out the clarity about the role of supervisor in improving the quality of education. While in detail can be seen in several points of the purpose to be known, namely: Optimizing the main tasks and supervisory functions to improve the quality of teacher learning at SMPN 1 Balongbendo Sidoarjo district

**DISCUSSION**

**Main Duties and Functions of School Supervisors**

**Main Duties of School Supervisors**

School supervisors and school inspectors (later named school superintendents) are purely functional officials. The structural position attached to it is released by that decision. Since then the school supervisors served as assessors and coaches in the field of educational techniques and administrative techniques in schools that are the responsibility, (PP 19 Year 2005). As a functional official and in accordance with the name of his position, the school supervisor is in charge of supervision. Each School Superintendent is required to exercise academic supervision and managerial oversight. Academic supervision includes aspects of the learning process implementation. That is why supervisory managerial goals are principals and other school staff, while the academic supervision of the target is teachers. (Nana Sudjana, Educational Supervision: 28).

Implementation of supervisory duties such as academic supervision and managerial supervision include: 1. to develop a supervisory program in both the academic supervision program and the managerial supervision program, 2. conducting academic and managerial supervision based on the program that has been prepared, 3. evaluate the implementation of the program of academic supervision and managerial oversight to know the success and failure of supervision that has been done, 4. carry out mentoring and professional training of teachers based on the evaluation of the implementation of supervision or we call coaching, 5. prepare reporting of academic and managerial supervision results and follow up for the subsequent supervision programming. In line with the duties set forth above, a number of school supervisor's obligations are defined:

1. develop monitoring programs, implement monitoring programs, conduct evaluation of supervisory and supervisory results and train professional skills of teachers,
2. improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science and technology arts,
3. uphold the legislation, law, religious and ethical values and
4. nourish and cultivate national unity and unity.

Based on the duties and obligations above, the school supervisor is responsible for carrying out the main duties and obligations according to what is charged to him. This means the responsibility of the school supervisor is the achievement of the quality of education in the school he coached. (Nana Sudjana, Supervision of Education Concepts and Application, 2011: 29).

The first major task refers to managerial supervision or supervision whereas the second main task refers to academic supervision or supervision. Managerial supervision basically provides guidance, assessment and assistance / guidance from program plan, process, to result. Academic supervision is concerned with fostering and assisting teachers in improving the quality of learning process / guidance and quality of student learning outcomes.

Supervisors need to collaborate with school principals and teachers so that in carrying out their duties in line with the direction of school development that has been established principals.

Based on the two main tasks above, the activities undertaken by supervisors include:

1. Develop a supervisory work program for each semester and annually at the school it guides.
2. Implement assessment, processing and data analysis of student learning / guidance and teacher ability.
3. Collect and process data of educational resources, learning process / guidance, school environment that has an effect on the progress of learning result / student guidance.
4. Implement a comprehensive analysis of the results of the analysis of various resource factors Education as a material to innovate schools.
5. Providing guidance, assistance and guidance to teachers about the learning process / quality guidance to improve the quality of the process and the results of student learning / guidance.
6. Implement assessment and monitoring of education in schools Guidance ranging from acceptance of new students, the implementation of learning, execution of the test to the release of graduates / granting of diplomas.
7. Prepare a supervisory report in its target schools and report it to the Education Office, School Committee and other stakeholders.
8. Implement assessment of the results of supervision of all schools as a study material to establish the program kepengawasan next semester.
9. Provide assessment materials to schools in the context of school accreditation.
10. Provide advice and consideration to the school in solving problems faced by schools related to the implementation of education.

Based on the above description, the duties of supervisors include: (1) inspecting, (2), advising, (3) monitoring, (4) reporting, (5) coordinating (Coordinate) and (6) performing

**School Supervisor Function**

To carry out these basic tasks, the school supervisor performs supervisory functions, both academic supervision and managerial supervision. Academic supervision is a supervisory function that deals with the aspects of coaching and developing the professional skills of teachers in improving the quality of learning and guidance in schools.

The objectives of academic supervision include assisting teachers in: (1) planning learning activities and / or guidance, (2), carrying out learning activities / guidance, (3) assessing learning process and outcomes, (4) utilizing assessment results for improvement of learning service / Guidance, (5) provide appropriate and regular feedback on the learners, (6) serve learners with learning difficulties, (7) provide learning guidance to learners, (8) create a pleasant learning environment, (9) develop and utilize the Auxiliary tools and learning media and / or guidance, (10) utilize learning resources, (11) develop appropriate and efficient learning interaction / guidance (methods, strategies, techniques, models, approach etc.) (12) doing practical research for improvement of learning / guidance, and (13) developing learning / guidance innovation.

Managerial supervision is a supervisory function that deals with aspects of school management that are directly related to improving the efficiency and effectiveness of schools that include: (1) planning, (2) coordination, (3) implementation, (3) assessment, (5) development of human resource competence And other resources.
The objective of managerial supervision is to assist principals and other school staff in managing education administration such as: (1) curriculum administration, (2) financial administration, (3) administration of facilities / equipment, (4) personal administration or personnel, (5) administration of school and community relations, (7) school culture and administration, and (8) other administrative aspects in order to improve the quality of education. In exercising managerial supervisory functions, the supervisor should act as:

1. Collaborators and negotiators in the process of planning, coordinating, developing school management,
2. Assessor in identifying weaknesses and analyzing the potential of the target school
3. Information Center for the development of education quality in its target schools
4. Evaluator / judgment on the meaning of supervision result

Operational Work of School Supervisor

Operational work of school supervisors in the unit of education is the supervision of tangible assessment and guidance by the school supervisor on the unit of education (school). The object of coaching and assessment is technical education and technical administration. The process includes four important steps, namely planning, implementation, assessment, and follow-up. Organizing is done in the work program which includes annual work program and work program semesteran. All activities are carried out continuously from year to year and from one semester to the next.

At the end of the school year, the school superintendent reflects on his supervisory activities throughout the year. The results of the reflection will provide information about the implementation of a thorough and incomplete supervision in accordance with the plan. Things that are complete according to plan do not need to continue in the following year. In addition to reflecting last year's supervision results, school superintendents also discussed, reviewed, and analyzed the latest policies published by the education bureaucracy. The policy is discussed in detail, especially those that are directly related to the supervision objectives and the tasks of school supervisors. Policies can come from the government and from the local government.

Supervision planning, then called the school supervisory work program consists of an annual program and a semester program. The annual program was created by a group of school supervisors who were assigned by the school supervisor coordinator. A semester program is created by each supervisor. There is an important foundation is the empirical foundation, the juridical foundation, and the theoretical ground. With these three platforms, planning or program supervision is expected to be effective and efficient.

The main question posed for educator programming is, "What percentage is the number of educators under my supervision who have put together a program of learning correctly?

To assist school supervisors, should return to Government Regulation No. 19/2005 on National Education Standards. Article 19 paragraph (1) for example states, "The learning process in the educational unit is held interactively, inspiration, fun, challenging, motivate learners to participate actively, and provide sufficient space for initiative, creativity, and independence according to talents, And psychological development of learners." If this is used as a feasibility standard for the presentation of the program, it is necessary to formulate an indicator of each of the eligibility items. From these indicators it is the birth of an assessment instrument that is part of the supervision plan.

If the target of supervision is an administrative technique, the school superintendent also sets the standards of eligibility. For example, management of educational units as part of administrative techniques, school supervisors can also mepedoman PP 19/2005 relating to management standards. From the existing standards can also be formulated management indicators which will then produce an assessment instrument on the management of educational units. The same applies to other fields related to national education standards.

From the data will be read by the school supervisor after going through the correct processing. Such information is used as the basis for coaching. From the observation, the number of educators under the supervision of a school supervisor is only 70% who can make the learning program based on the feasibility standard. In fact, the target of a school supervisor in the semester program is 80 percent of educators who built it able to arrange learning programs based on the feasibility standards.
Therefore, there are 30% more than the number of teachers who have to be fostered. The form, method, and technique of coaching there are 30% of educators are poured into the planning or coaching program. PP 19/2005, article 19, paragraph (3) states, "Each educational unit performs planning of learning process, implementation of learning process, assessment of learning outcomes, and supervision of learning process for the implementation of effective and efficient learning process." In article 23 affirmed, "Supervision of the learning process as referred to in Article 19 paragraph (3) includes monitoring, supervision, evaluation, reporting, and taking necessary follow-up actions."

School supervisors are obliged to prepare reports on their supervision activities. The report is not only used for the planning of the next year's supervision, it is also used as a responsibility for the tasks assigned to it. Article 58 paragraph (5) of PP 19/2005 states, "For primary, secondary, and non-formal education reports by supervisors or inspectors of educational units are addressed to the Bupati / Walikota through the District /

The Role of School Supervisors in Improving the Quality of Education.

The quality of education in the context of this paper is the quality of the learning process and the learning outcomes. About the National Education Standards, Process Standards are the educational standard of education relating to the implementation of learning in one educational unit to achieve the graduate competency standards. The standard of graduate competence is emphasized on the qualifications of graduate competencies covering Attitude, knowledge, and skills."

The learning process in the educational unit is held interactively, the provision as intended. Each unit of education melaukan learning process planning, implementation of learning process, assessment of learning process, and supervision of the learning process for the implementation of effective and efficient learning process.

Thus, the quality of education in the context of this paper is the quality of the process that refers to the process standards and the quality of results that refer to the competency standards of graduates. Process quality has a causal relationship with the quality of results. If the learning process quality, certainly the standard of graduate competence can be achieved with quality as well.

The achievement of both qualities clearly requires the presence of school supervisors. It is related to the main task of assessing and fostering educational techniques and administrative teknik. Assessment refers to the collection, processing, and interpretation of data from subjects assessed (the learning process), while coaching refers to the results of the assessment. School supervision is important because it is the last and key link of the management process. An important key of the school management process is that the value of the school's supervisory function lies primarily in its relation to delegated planning and activities (Robbins 1997). Holmes (t.th.) States that 'School Inspection is an extremely useful guide for all teachers facing an Ofsted inspection. It 's an inspiration for the inspection, the logistics of inspection itself and what is expected of schools and teachers after the event'.

In the process of education, supervision or supervision is an integral part in efforts to improve learning achievement and school quality. Sahertian (2000: 19) asserts that supervision or supervision of education is none other than the effort to provide services to educational stakeholders, especially to teachers, both individually and in groups in an effort to improve the quality of the process and learning outcomes. Burhanuddin (1990: 284) clarifies the nature of education control on the substance of substance. The substance of the nature of supervision refers to all efforts of supervisor assistance to educational stakeholders, especially teachers aimed at improvements and fostering aspects of learning.

. The process of assistance oriented towards improving the quality of processes and learning outcomes is important, so that the assistance provided is truly on target. So the assistance provided should be able to improve and develop teaching and learning situation.

Efforts to improve the quality and effectiveness of schools can (and indeed do) be done through supervision. On that basis supervisory activities should focus on student behavior and development as an important part of: curriculum / subject, school organization, quality of teaching and learning, assessment / evaluation, recording system, special needs, administration and management, guidance
and counseling, roles and Parent and community responsibilities (Law and Glover 2000). Furthermore, Ofsted (2005) stated that the focus of school supervision includes: (1) the students' standard and achievement, (2) the quality of student service in the school (the effectiveness of teaching learning, the quality of the school activity program in fulfilling the students need and interest, the quality of student guidance ), And (3) school leadership and management.

CONCLUSION
(1) The main duty and function of school supervisor is to carry out assessment and guidance;
(2) Assessment and guidance shall be conducted on the field of instructional techniques and administrative techniques;
(3) In conducting the guidance of school supervisors to do so by giving direction, guidance, examples, and suggestions;
(4) Implementation of the supervision of the education unit (school) is to conduct assessment and guidance;
(5) The quality of education in the context of this paper is the quality of the process and the quality of the results referring to the national education standard (PP 19/2005);
(6) To improve the quality of the role of the supervisor is very important.
(7) supervisory activities should focus on student behavior and development as an important part of: curriculum, school organization, quality of teaching and learning, assessment / evaluation, recording system, special needs, administration and management, guidance and counseling, parental roles and responsibilities And society.

SUGGESTIONS
(1) The main duties and functions of supervisors must be implemented and guided by the Ministerial Decree No.21 of 2010, so that the role gap that has occurred so far can be rebuilt with a togetherness and solely the duty of the noble State, which is the intellectual life of the nation.
(2) The Permenpan that the intensity of the presence of supervisors in the target schools should be further enhanced so that there is no distance between us, so that the presence and presence of the supervisor is sorely missed.
(3) The need analysis of school supervisors should be adjusted to the number of schools, so that the work (role) of supervisors in fostering the target schools can be maximized.

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DIFFICULTIES IDENTIFICATION OF HIGH SCHOOL CIVIC EDUCATION TEACHERS IN SAWAHAN DISTRICT OF SURABAYA CITY IN IMPLEMENTING INNOVATIVE LEARNING STRATEGIES

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ABSTRACT

Citizenship Education or Civic Education is a subject that is expected to shape the attitude and character of students. Learning activities in the classroom is not always fun. Teachers have difficulty in delivery of Civic Education materials to students. Teachers of Civic Education in the delivery of materials more commonly used conventional method that is speech. As a result, the use of such methods only position students to be quiet, listen, take notes, and memorize. So with the policy of the use of innovative teaching strategies in the delivery of Civic Education materials are expected to assist students in understanding the material. Various types of innovative learning strategies such as Quantum Learning Strategies, Inquiry Learning Strategies, Problem Based Learning Strategies, Cooperative Learning Strategies, Contextual Learning Strategies, and Active Learning Strategies to provide facilities or provide a solution to the difficulties of the teacher in the classroom when the delivery of material. Methods of data collection in this thesis is the questionnaire method. The main method in the research and documentation methods are used as a method to support in this study. Research is Education Department Sawahan. The data analysis technique used is descriptive statistical analysis techniques with the percentage. From the data analysis it can be concluded that the majority of high school Civic Education teacher in Sawahan district City of Surabaya have difficulties in implementing innovative learning strategies.

Keywords: Difficulties teachers, Civic Education, Innovative Learning Strategies.

INTRODUCTION

During this time the process of Civic Education learning still use the speech method. The role of students in learning activities is only passively speaking teacher explanations. Conventional teaching methods that used to be used in Civic Education learning is speech method. The goal to achieve learning comprehension that must reach students is out of expectation. Such this conditions will reduce the students' comprehension to the Civic Education subjects that should be applied their learning outcomes in everyday life to become a society with good behavior for the nation and state. This innovative learning strategy has a goal to help students in understanding Civic Education subjects. A variety of innovative learning strategies that teachers can use while on learning, such as Quantum Learning Strategies, Inquiry Learning Strategies, Problem Based Learning Strategies, Cooperative Learning Strategies, Contextual Learning Strategies and Active Learning Strategies. Various types of innovative learning strategies provide convenience or solutions to less conducive
class condition while in the classroom. In addition from the various strategies, teachers always be able innovate while delivering the material in the classroom. According to Hanafiah (2009) states the instructional strategies which is used in the classroom teachers are very popular with the learning style of learners

RESEARCH METHODS

In this research, the technique which is used in selecting and determining the subject of research by using purposive sampling technique (Subject according to goal). The determination of research subjects based on the purpose to improve the usefulness of information which is used from a small subject. Researchers choose subjects who have knowledge and information about the phenomenon that is being studied. In this study, the subject of research that is used by researchers is Civic Education teachers in high school in the district Sawahan of Surabaya city. Data collection technique used is questionnaire and documentation. Questionnaires which is used to obtain data based on research questions and documentation is used to obtain the number of high school in the Sawahan area. Data Analysis Technique used is with qualitative descriptive statistical analysis technique with formula percentage. The time of the research was done on the research object that was started on July 10 until July 14, 2017, where the research used was all over SMA, SMK, MA in Sawahan district, Surabaya City.

RESULT OF RESEARCH

From the known calculation, The Understanding of High School Civic Education Teachers on Innovative Learning Strategy shows 86.7% of teachers know about how to innovative learning strategies. Teachers who have implemented innovative learning strategies in Civic Education learning in the classroom show 66.7%. The difficulties experienced by 80% of high school Civic Education teachers are in obtaining referral sources, because 46.7% of Civic Education teachers stated that the information sources of Civic Education learning materials are obtained through package books. Factors affecting the difficulties of high school Civic Education teachers are 53.3% of teachers said the allocation of time available is quite a lot. In terms of facilities and infrastructure in influencing the learning strategy of Civic Education, 53.3% of Civic Education High School teachers stated facilities and infrastructure is very helpful in the delivery of materials in the classroom. Learning strategy that has been applied 46.7% Civic teacher of high school that is using learning media of power point, while if not using media of learning, 46.7% Civic teacher of high school using conventional method of speech. The efforts which is done in solving the difficulty of high school Civic Education teachers in implementing innovative learning strategies that is 100% high school Civic Education teachers charged with the policy of the principal to use innovative learning strategies and 33.3% high school Civic Education teachers said to understand and implement innovative learning strategies through upgrading.

DISCUSSION

After doing the calculation with qualitative descriptive statistical analysis technique with formula of research percentage, it has been answered. Whereas there are Civic Education teachers of high school in the Sawahan sub-district of Surabaya City having difficulties in implementing innovative learning strategies. The findings of research based on the data that have been obtained, many difficulties experienced by teachers in implementing innovative learning strategies are about the source of reference material of Civic Education high school is very minimal obtained only through the package books and teachers of Civic Education SMA are more likely to use conventional learning methods speech. Though teaching methods of speeches are not effective and efficient for students in understanding the learning materials of Civic Education. If a teacher always be able to innovatively use innovative learning strategies in the classroom while delivering Civic learning materials, it is
expected that students' level of understanding of the material will be improved more effective and efficient and possibly happen a student and teacher interactions.

CONCLUSIONS AND SUGGESTIONS
In accordance with the data analysis of the research results, it can be concluded that there are difficulties of high school Civic Education teachers in the district of Sawahan City Surabaya in implementing innovative learning strategies. About 86.7% of teachers know about innovative learning strategies as well as teachers who have implemented innovative learning strategies in Civic learning in the classroom shows 66.7%. The difficulties experienced by 80% of high school Civic Education teachers are in obtaining referral sources, because 46.7% of Civic Education teachers stated that the information sources of Civic Education learning materials were obtained through package books. Therefore, it is expected that High School Civic Education Teachers in Sawahan sub-district of Surabaya City should further improve their understanding of innovative learning strategies in order to minimize or overcome all difficulties in implementing innovative learning strategies in classroom learning activities. If the Civic teachers of high school in Sawahan sub-district of Surabaya City understand and apply innovative learning strategy in the classroom to attract student's attention, so that students can be more interactive again in learning Civic Education and feel no bored with the application of monotonous learning strategy like speech because the interaction happened only one direction. Efforts of high school Civic Education teachers in Sawahan District of Surabaya City should not only be supported by the Principal's policy to implement innovative learning strategies, but the policy is also required by the Head of Education Office of Sawahan Sub-district of Surabaya City so that the learning of Civic Education in Sawahan Sub-district can increase and build character Students better than before.

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YOUNG CHILDREN AND SMARTPHONES: A SERIOUS ISSUE

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ABSTRACT

Information Society, as the ultimate objective of the program set up by the Indonesian ministry of Communication and Information (Kemkominfo) is a society where ICTs with all of the infrastructures comes into daily life use in various aspects, particularly with e-economy, e-health, and—of course—e-education. In such era modern mass media with both positive and negative aspects are also parts of human life and it is estimated that young children will be the most vulnerable target of mobile technology. All parties should cooperate to think of the way out as one cannot depend on a single party in a single country for solution due to content, contact and commercialism. Working with one another, all parties should initiate with the effective actions. Discussed by referring to various related theoretical views by some experts in their disciplines, this paper is intended to discuss and describe the on-going problems found in the use of smartphones by young children in the era of information society is. Based on the findings in the forms of problems discussed and described, some principles are proposed to all parties concerned in order to base the necessary actions and actions taken.

Key words: mobile technology, young children, vulnerable, information society.

INTRODUCTION

BACKGROUND

In his opening speech—while leading the meeting with his working ministries—President Jokowi stresses that spreading the equality will be his government target (Kemkominfo, 2017:1). Although the opening speech only touches about some accesses of land, capital, insurance, vocational training, and education related to some departments, it is obvious that the point is equality in the spread of chances in life. There is no point in the speech related to the equal spread of communication and information which is directly related to the Ministry of Communication and Information (Kemkominfo).

While numerous seminars related to cyber-crimes have been held in and by various institutions, seminars related to the danger of the use of communication tools by the young are rarely found. If any, they are usually organized by universities in co-operation with parental organizations with the objectives of preventing students or children from the ever spreading misuse of PCs, laptops, gadgets, and or particularly smartphones. Indeed such seminars have offered some useful insights, ideas, suggestions and even solutions to the ever existing problems of the misuses of such tools among young people. However, since the seminars involve only a few institutions, useful insights, ideas, suggestions and even solutions do not have much of follow ups.

In one way, it is well understood that the program of spreading the equality of ICTs and minimizing the digital gaps are the main responsibilities of the department of Communication and Information with its directorate PPID Kemkominfo (see: PPID Kemkominfo, 2015). The department and its directorates have been so far very successful in carrying out the responsibilities. Not only that their programs are ‘most welcome’ by all segments in society, but also their programs are instantly acceptable and applicable even by people in rural areas in many ways (Kominfo, 2016b:1).

In the other way, however, since the success does not come in parallel with the solutions to the problems the modern tools bring, the success is often seen as quasi-successful or even
The problems are more serious along with the switch from the use of PCs, laptops, and gadgets into smartphones (Bonnington, 2015:2). Young people now days feel more convenient as the smartphones provides them with what they want (Nagel, 2013:1-2). Problems are even more serious because most parents just supply the charges the children need without knowing what the smartphones are used for. Some even state that their children say “If you take away the phone you would take away a part of me”. If this is for the need of their lessons in school, this should make their parents blissful. But what if they say so because they are only addicted to limitless entertainments offered by the phones?

The global mobile industry recently surpassed the one and a half billion customer milestone. This means that in just two decades, the use of mobile phones has grown to a tremendous level. A significant proportion of those users are young people and children, a group that has embraced mobile phone technology more than any other. Based on this background, this paper seeks to set up principles and proposes things to do to promote positive use of this powerful technology by young children in the era of information society. In essence, this paper seeks to answer to the questions of (1) what is information society and how does it look like?, (2) what are the principles that contribute to positive use of technology?, and (3) what can all parties concerned do to support the positive use of technology?

INFORMATION SOCIETY AND MOBILE TECHNOLOGY

The term ‘information society’ came into use along with new ICTs—internet, email, mobile phones—and generally refers to aspects of modern life that are shaped specifically by these (GKP, 2004:8). The term—for instance—may be used to refer to a hoped-for future in which everyone has access to the internet; or to today’s economic and trade systems which depend on the new ICTs for their speed and spread; or to economies in which information processing is responsible for a high proportion of the jobs and wealth created. In Indonesia, it is expected that e-economy and e-health can be easily accessed by all levels and all members of the society in such era (Martudji, 2012:1).

As an example, in 2013 it was estimated that in 67% of UK population had mobile and or smartphones with internet access and 29% without internet access (Forte and Gatschke, 2013:1). Other countries such as China, Indonesia, Japan, and some other countries have even higher take-up levels among young people (Guardian, 2002:1). The development and roll-out of mobile technologies is so fast. Nonetheless, what must be universal from the outset is a commitment to recognizing that young children across the world have a right not only to be empowered through the use of these technologies, but also a right to be protected as they seek to make the most of the benefits and opportunities which the mobile revolution offers them in the era of information society.

Smartphones feature a lot of applications that allow users to accomplish different tasks like email-exchanges, conference or video calls, and play various online games. With these technological benefits it is not surprising that even little kids are drawn to the use of smartphones. However, excessive use or addiction to smartphones can have negative effects on children and their health and well-being. Pilapil (2012:1-2) mentions at least four dangers smartphones bring to children. They (1) detach kids from the true essence of social interaction, (2) weaken children’s eye sight, (3) affect brain development, and (4) have detrimental effects on children’s body development. Pilapil’s list does not include the dangers of Microwave Radiation (MWR) which cause insomnia, headaches, and confusion and Nomophobia—the fear of being without mobile phone or losing signal (Mobile Phone Facts, 2017:6 and 10).

Apart from the above dangers, there is the biggest one. Around half of 15 to 17-year-olds have accessed pornography on a smartphone or tablet, according to a survey seen by Newsbeat (see: Blake, 2014:1-2). Blake continues that the poll, carried out by the mental health charity ‘Young Minds’, also suggests a third of 11 to 14-year-olds had watched porn on a mobile device. The survey questioned 2,000 people aged 11 to 25. Young Minds says the results show porn is having a ‘damaging impact’ on young people. The survey, published on Safer Internet Day, suggests many people who watch porn think it has affected their relationships. Overall, 13% of those questioned said watching porn definitely had an effect. A further 12% answered “occasionally” and 14% said
their relationship was slightly affected. The charity suggests the rise in popularity of smartphones and tablets has made it easier to access porn.

The most shocking finding of all—that parents, educators, and related parties and institutions should seriously think about—is some of the questioned-children said they started watching porn online aged 13 and do not think it has had any negative effects on them. They further said that most of their mates will watch pornography and they think that is a completely normal habit. Quoting a consultant child and adolescent psychiatrist, Blake states that repeated viewing of porn can have a brain damaging effect which includes long lasting effects on the way their brains function. This type of patients can often turn to more extreme types of material; they tend to escalate the seriousness of what they want to look at, sexual material that involves coercive acts towards women or maybe children. This is where young children should be taught how to navigate the internet safely.

Mass media is and will be so much a part of people’s lives in the era of information society that it is easy to forget that it forms a fundamental part of the information society. It creates an environment in which use of new ICTs can flourish (GKP, 2004:7). With all current and future problems in hands, all parties concerned should be committed to making the internet a great and safe place for children. It is crucial that all those involved in developing and delivering new interactive mobile services need to review to ensure that young children can really benefit from the new technologies.

WHAT TO LOOK AT

In distinguishing between civilization and cultivation Coleridge, (in Heydt, 2006:133) claims that in order to be citizens, human must be men. Civilization—in his view—embodies modernity. It includes industrialism, cosmopolitanism, efficient bureaucracy, greater transience in population, a more urban and less rural nation, and greater material wealth. But civilization does little to support, and much to oppose, human spiritual or mental development.

Differently, in discussing about Hyper Media Freedom: Neoliberal Fantasies, Barbrook (in Ludlow, 2001:47-48) states that by passing the Telecommunications Act of 1996, two political parties in the US have jointly agreed that the convergence of media, telecommunications, and computing should be driven by market competition between large corporations. In Barbrook’s view, there are important issues at stake in this controversy. Parents are justified to be concerned about pedophiles using the net to contact minors or distribute pornography. Children should be allowed to grow into puberty at their own pace and free from sexual violence. Yet the restrictions in the Act are not simply concerned with clamping down on a small minority of child abusers. Under pressure from Christian fundamentalists, the two main political parties have passed a law that could potentially prevent the distribution of any form of sexual material—even among consenting adults.

From the two different points, one could see that to develop ethical literacy, people must recognize the sanctity of life and the dignity of the individual. At the core of ethical teaching is respect for each person as a unique individual. Any policies that disregard the value of human life or that condone inhuman practices are unethical. Young people should examine the major religious and philosophical traditions in any world society, particularly in their efforts to establish standards of behavior and values for achieving the good life and the good society (2005:14).

In the other hand, it was long ago that educators and parents did not find modern problems. Presently, the new generation devices are no longer mobile phones only, and it will shortly be possible to do almost everything on an internet-enabled phones. The latest models, and particularly those coming onto the market in the 3G and 4G waves of technology, offer access to a diverse mix of broadcast and entertainment media, including photography, video, radio and music, games, internet browsing and personal software applications, including SMS, MMS and video messaging, chat, contact, dating and even adult subscription services. All of these very different situations produce very different things. They are among others (1) the personal and private nature of mobile phones, making parental supervision almost impossible, (2) the always-on facility that offers round-the-clock communication with friends and also facilitates spontaneity in responding, (3) the importance of the phone in the context of image, status and fashion, (4) the “fun factor” offered by the vast array of features that turn a communications device into a powerful entertainment tool,
(5) the price, which means that the phones themselves and access to the services they provide are within the reach of many young consumers. While these different things offer huge potentials, they also offer the potentials for misuse that could put young children at risk. The challenge, therefore, is to ensure that the positive aspects for young children far outweigh the potential negatives, and that those who stand to benefit most are empowered to do so.

**SOME PRINCIPLES FOR ALL PARTIES TO CONSIDER**

First, an honest acknowledgement to maintain and present a balanced view of the very real benefits of mobile phones and the internet to young and older users alike is crucial. These technologies offer unprecedented opportunities for communication, education and entertainment, and can make a significant contribution to breaking down not only—as Kominfo call it—the ‘digital gaps’, but also barriers caused by disability, disadvantage, and marginalized in many parts of the world. Secondly, there is no single sector is responsible for addressing the present potential problems for finding workable and effective solutions to the dangers. It relies on all sectors, including users themselves, working together. Thirdly, ICTs and mobile phone technology both reflect and enable a global view of the world. It is impossible to take action in a single country, no matter how effective, to provide the answers. Thus, only by encouraging international cooperation can all parties identify and promote effective strategies to protect the youngest and most vulnerable in society. It is essential that industry associations and governments alike identify and implement best practice on an international level. Fourthly, the risks to young children in using smartphones can be broadly divided into content, contact and commercialism. In terms of illegal content, the worst thing is that which directly exploits children through portraying abuse, particularly child sexual abuse. While child abuse images are illegal in most countries adults with a sexual interest in children have recognized and exploited the potential of the internet to enable them to collect and distribute such material. Furthermore, the internet, in conjunction with other digital technology, has facilitated the swift and anonymous creation and distribution of abusive pictures and video.

In terms of harmful content, it is viewed that the content of the internet may be perfectly legal, but the content are potential to harm children. Adult pornography is available in abundance on the internet and is increasingly available through mobile phones. For many operators and content providers this is a good revenue stream. While so, the prepaid phones among young people mean that it is very difficult to set up the age of consumers. This causes operators in difficulties to find new ways of verifying the age of consumers to ensure that the underage cannot access content which should be restricted to adults. The concern for children’s safety actually not only covers pornography and gambling to other types of material where children may not understand the context or recognize the dangers. Other areas as race hate, violence, cults, drugs, and eating disorders are just to mention a few.

In terms of contact, mobile phone technology is the most immediate area of concern. In many countries it is found the people are using smartphones to access online dating sites which lead to sexual abuse. Chatting, contacting, and dating services provide opportunities to make inappropriate or even dangerous contact with young users. Location-based services offer the facility to track down children to exploit, to bully, or to do anything to them. One major influence on young people’s attitudes and behavior is arts and entertainment directed at them. Many researches have shown a link between violence on TV and aggressive behavior in young people (Milosevic, 2016:2-3; Murphy, 2009:54-55).

In terms of commercialism, there is one reminder that all parties concerned should notice. Arthur (2003:99) states that the market has already gone too far; not only as an economic system, but also a cast of thought governing relationships and the image human have of themselves. The idea that human happiness can be exhaustively accounted for in terms of things human can buy, exchange and replace, is a great corrosive acid which eats away the girders on which societies rest. By the time human have discovered this, it is already too late. Before it is too late, all parties should always see that children are no longer the targets of conventional advertising in traditional media like magazines and television. Through new interactive technologies advertisers have the opportunity for an immediate response from the young children to purchase the product or service and to provide
‘personal information’. This means advertisers can bypass parents and caregivers and exploit children. It is essential therefore, that companies developing and promoting mobile phone services for children ensure that they adhere to advertising standards and codes that apply in other media.

A Look at the Past and the Future

Over the past one decade, internet industry has shown that there are several principles to follow in seeking to promote positive use of technology by young children. They should know that keeping to minimum legal liability is not enough because public expectations are driven by a number of factors, not least the influence of the media and the example of other industries for fitting safety as standard has now become a key selling point. Their responsibility, known as CSR, should not only the legal liability and to consider the interests of all consumer sectors, particularly those who are seen as most vulnerable. At this point, it is necessary to have a dialogue and collaboration to go forward effectively. Besides, there is no single institution—be it the government, industry, or consumers—responsible for ensuring that children have a positive experience of using new technologies. All parties concerned should work at understanding each other’s issues and viewpoint to find mutually acceptable approaches and solutions to such problems. All parties—government, parents, institutions, educators, related industry and retailers, and consumers—should promote effective awareness, positive and creative use of new technology. It is also important to note that this action is not utterly opposed to establishing commercial advantage.

Looking at the extraordinary spread of smartphones, it is crucial to review the emerging challenges presented by mobile phone technologies constantly. All parties should respond to the high proportion of customers by looking into their registered details to make easy identification on individual basis as well as their demographic factors. In UK and some countries, 3G and 4G phones are sold with the requirements of detailed register of the owners (see: Ann., 2017:1-2). This gives some advantages to the owner, provider, and even the police; owner can reclaim the unit when it gets lost or stolen. Provider can control the usage, and the police can locate the position of the unit (see also: Dart, 2017:75-80).

What All Parties Can Do to Support

Looking at the above past, present, and future dangers posed by misuses of smartphones to young children, particularly in the future era of information society, all parties really need to play their part in ensuring that children and young people get the most out of using new mobile technology safely (see: Dart, 2017:180-185). Here are the actions each party can do to support. Since the young children are the ones that are in greatest concerns, it is crucial to ensure that young people are empowered to use mobile technology positively. They need to be advised that their parents or caregivers need to know about all the cool things they can do on their smartphones. Parents need to know that children know how to stay safe by following the guidelines which may include (1) only give out the mobile number and other personal details to people they already know and trust offline, (2) never reply to text messages from someone they do not know, (3) always keep their PIN number safe, (4) it is dangerous to go and meet someone they have only met on the internet or through the smartphone, (5) only do so with the parents’ or caregivers’ permission or only when they are present, (6) think before sending any message, (7) get their friends’ permission before taking pictures of them especially before sending pictures to someone else or to the internet, (8) remember that as soon as a picture is sent no one can control where it ends up, (9) keep track of the amount of money and time spent on their smartphones so that they do not get into debt or miss out on other activities, and (10) always tell the parent or caregiver if something happens when online or when the phone makes them feel scared or uncomfortable.

This list might sound too long for the young children to listen, but this is their position when they are with the smartphones. One very important thing the young children need to realize is that they want smartphones only because of—to use Clark’s term—the pressure to fit in (Clark, 2009:33). That is they conform to others, and it is not so positive, because they are faced with the pressure to be popular, by doing whatever they see other people do, or by copying others who are admired. This
pressure, in Clark’s view, is sometimes just a “pressure to look like and be like everybody else”. Often too, however, the pressure is from the ads who sell their products by telling the values and ideas about what are “popular” or “normal,” or by telling us who we are and who we should be” (Clark, 2009:34).

The second party the need to share the responsibility is the parents. Parents should make young children agree the “house rules” related to their smartphone usage, particularly about online access. They should teach the children to be aware of the risks, particularly those associated with contact. They need to learn to find the way around smartphones and the range of services and facilities they offer. In this regard, the young children are often the best people to teach parents. Parents can also urge the smartphone provider to provide blocking and filtering, but they should not be tempted to rely totally on these. Smartphones are only tools, and therefore parent’s awareness and vigilance are still the most effective protection. Parents should ensure that they register any pre-pay mobile phones used by their children because this could provide a greater level of protection against accessing inappropriate content or services (see: Ann., 2017:1-2). May be parents need to change to a more child-friendly provider if they are unhappy with the service they are receiving.

Once in a while, it is necessary for the parents to go back to the classical education like what they had before. As Bortins’ suggests, the purpose of a classical education is to strengthen one’s mind, body, and character in order to develop the ability to learn anything (Bortins, 2010:15). Reiterating the importance of classical education, Bortins argues that restoration of the classical model is the core for every child’s education. In his view, the ideology that caused people lose the classical model after 2,500 years of success is leaving the classical education. The main culprits that have reduced people ability to engage in reasonable discourse are professionalism, federal mandates, “edutainment,” and the desertion of memorization skills. Clearly, the reduction is due to professionalism replaces parenting; federal mandates replaces community and home schools; desertion of memorization skills; reduced ability to read proficiently, literacy statistics, and definitions; surveying textbooks replaces studying original documents; reduction of reasonable discourse; and the rejection of great classical conversations (2010:17-35).

As the third most related party, educators and schools should review the school policies regularly for the use of smartphones within the school environment, particularly the use of camera phones. Educators and schools should include positive use of the internet and mobile technology as part of media literacy within the curriculum intended to innovate teaching learning process within the learning environment. They should also bridge between schools and parents to ensure that young children are receiving consistent advice.

The fourth but may be the only party who can formally enforce the law related to the use and misuse of mobile technology is the government. Government can at any time issue an act related to the use and misuse of mobile phones and encourage industry self-regulatory measures to protect young children. They can cooperate with other governments and international agencies to promote industry cooperation, effective law enforcement and international standards for classifying content, and to develop consistent strategies and responses. Further, they can resource and train law enforcement to respond swiftly and effectively to reports of criminal activity facilitated through mobile phone use. Government can further encourage the development of hotlines for receiving reports of child abuse images, whether accessed through internet or via mobile phones to promote awareness about positive use of mobile phones and the internet. While in UK “data Protection Act 1988” was issued and regulated successfully, any government can issue and regulate various acts related to ICTs, uses, and misuses of mobile phones to control and protect all parties concerned (see: Tullo, 2005:12).

The fifth but not less crucial party to participate in is mobile network operators who can establish relationships and work with other parties and stakeholders to identify and respond appropriately to relevant issues. Operators should establish some common standards for their business about how they will treat young children as their customers and consumers. They should establish effective ways of verifying the age of users in order to ensure that age-restricted content and contact services are not made available easily to underage. All advertising that is appropriate for
young children as their target market and not to use inappropriate content of products or services must be ensured.

To verify the age of the customers and consumers, all registered content and third party commercial content should be classified as to its suitability for young children, and make age-restricted content available only on an opt-in subscription basis. Meanwhile, they should ensure confidentiality of all customer information, especially that relating to children and ensure that all services offered on the network and aimed at children offer appropriate advice and tools, and that all systems are in place on online interactive services which seeks to ensure users are able to interact safely and appropriately. More importantly, they should cooperate fully with hotlines and law enforcement in tracing and removing illegal content and provide awareness material and reminders both through the phone itself and offline.

While product developers should consult with government and other parties for implementing law enforcement, content providers should do the same and consider young children safety implications of any new facility or service before launching any new product of technology on the market. They should ensure all content as to its suitability for young children to make sure that age-restricted content is made available only on an opt-in subscription basis to customers whose age has been verified. Together, they should also explore the development and provision of technical tools for blocking and filtering content to young consumers. These are intended to ensure that all content for children maintains the highest ethical standards, particularly where responses are requested and/or personal information is required.

CONCLUSION

From the above lengthy discussion, it is necessary to conclude some points that are also the answers to the questions posed before. First, the term Information Society is a society in the time when ICTs—internet, email, mobile phones—came into use easily in many aspects of life, particularly with e-economy and e-health. It is a time when mass media with both positive and negative aspects are parts of human life and it is estimated that young children will be the biggest target of the market. Secondly, while digital gaps in the era are estimated to be eliminated, there are some principles that all parties concerned should consider related to the era of information society. Mass misuse of mobile phones among young children requires all parties to think of the way out. This is particularly because one cannot depend on a single party in a single country for solution due to content, contact and commercialism. All parties, therefore, should cooperate to make some actions before it is too late. Finally, the range of actions given in this paper is intended to be the base for all parties to think and try to play each of the parts. Working with other players and young people, all parties should initiate with the effective education and awareness resources and creative, positive projects. At the same time it is vital to think critically and challenge all parties to play their part and work together. Again, before it is too late.

REFERENCES


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Biodata
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LEARNING LANGUAGE CONSTRUCTION IN THE FAMOUS BRANDS SLOGAN

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ABSTRACT
This paper focuses on learning language construction in the famous brands slogan. Constructed Language is a language whose phonology, grammar, and vocabulary have been consciously devised for human communication, instead of having developed naturally. It is also referred to as an artificial or invented language. There are many possible reasons to create a constructed language, such as to give fiction or an associated constructed setting an added layer of realism, for experimentation in the fields of linguistics. Slogan is used to assist customers knowing about the brand. It is written to be memorable/catchy in order for a consumer to associate the slogan with the product it is representing. When someone walks around on an avenue or a Mall, they must look something written on the billboard or banner, both manual and electric ones; it is advertisements and its each slogan. This slogan continuously becomes something to remember, especially in its interesting and meaningful wordings, while it is the representative words of the brands. To understand about the slogan, it can be seen from the simple part of how language is produced; the structure. The structure here refers to the syntax and the significant problem to see in this case is how language is constructed. The construction of language is prominent to see the slogan. The famous slogans that have been taken to analyze can be categorized in to the language construction, started from declaratives, interrogatives, imperatives and exclamatives. Behind those slogans, there are structures of language which are operated rightly and interestingly to persuade the customers.

Keywords: Learning, Language Construction, Slogan

INTRODUCTION
When citizens walk around on an avenue or a Mall, they must look something written on the billboard or banner, both manual and electric ones; it is advertisements and its each slogan. This slogan continuously becomes something to remember, especially in its interesting and meaningful wordings, while it is the representative words of the brands. Therefore, it has to say that slogan does not simply deliver the link between the brands products and its quality, but it must also have linguistic aspect which is successful to grasp people’s interest through its language.

There are so many definitions about language, and those definitions have similarities that can be concluded into one point, such as from Noam Chomsky who says that language as the construction of sentences that can be generated using transformational grammar (Chomsky, 2002: 13) and the construction of language can be tightly related to syntax. The term syntax is used to denote the study of such principles and processes (Chomsky, 2002: 13) and this leads to the point of how language is
proper structurally. Thus, syntax is neutral with respect to correct and incorrect” (Miller, 2002: xv) and it “cannot be isolated from other areas of language” (Miller, 2002: 47).

It is obvious to realize that language is important part in business because it is the only route of how the communication works. There is slight difference between daily communication and business communication; the purpose. In business language, the use of every word must contain a purpose and the purpose is to sell the product. To sell is about how to persuade people to buy. For making the customers buying the products, the product should have the trust of them for being bought. Therefore, the advertisement can be very important because it can influence the image of a brand through the persuasion and the persuasion can be (and indeed mostly) via language.

Generally speaking, globalization now becomes a common phenomenon. Every business moves fast and that is why, it is important to understand about what globalization has infected the growth of advertisement.

Globalization can be thought of as the widening, intensifying, speeding up, and growing impact of world-wide interconnectedness. By conceiving of globalization in this way, it becomes possible to map empirically patterns of world-wide links and relations across all key domains of human activity, from the military to the cultural (Held & McGrew, et al, 1999: 324).

The idea that can be taken here is that globalization enables all people in the world to have a relation in all activities such as politic, social, cultural and of course, economy. Thus, it is not surprising to see that all those processes by which the peoples of the world are incorporated into a single world society (Albrow & King: 1990: 8) and the single world means economical connections; business.

Business is an organization involved in the trade of goods, services, or both to consumers (Sullivan & Sheffrin, 2003: 29). Trade needs communicating and accordingly, business can be seen as the best way to make a connection to people, especially through the advertisement, while inside of it, there is the persuasive language which refers to slogan. There are so many definitions of slogan and those all end in a red line, that slogan is used to assist customers knowing about the brand; it is written to be memorable/catchy in order for a consumer to associate the slogan with the product it is representing (Ke & Wang, 2013: 276). Thus, a slogan can be used for a powerful cause where the impact of the message is essential to the cause (Kohl, 2011: 195) and the impact itself refers to the impression the customers receive.

To conclude it all, it is necessary to see that slogan is constructed in language while language has its structure to stabilize the meaning inside of it. People will understand what slogan means through its structure because structure evades the ambiguity. In syntax, there is language construction and it functions to justify the classification of how wordings are created. Therefore, in seeing the slogan that can survive to be famous brands, language construction can be seen as the importance of understanding the relation between language and persuasive power in branding.

DISCUSSION

To start with, it can be concerned with the syntactical aspect as the construction of the form of sentence. The use of syntactic aspect is focused only in the sentence type because it is the most general structure of language in the use. There should be also known the presence of copula (the linker (the verb or verb-like) of subject of sentence/clause to a noun phrase, adjective, or other constituent which expresses the predicate), for example Fanta is Red or Life Tastes Good (Coca-Cola’s slogan). The italic ones are copula because it links the subject to the following adjectives, therefore this copula construction indirectly construct the sentence. It also should be distinguished that there are four sentence types: Declaratives, Interrogatives, Imperatives and Exclamatives.

Declaratives are sentences in which it is normal for the subject to be present and to precede the verb. Interrogatives are sentences, which are formally marked in one of two ways: yes-no interrogatives. Imperatives are sentences, which normally have no overt
grammatical subject, and whose verb has the base form. Exclamatives are sentences which have an initial phrase introduced by what or how, usually with subject-verb order (Quirk, et al., 1990: 231).

These types of sentences are usually associated four functions: stating (giving statement), questioning (asking or inquiring), directives (saying openly) and exclamations (strictly speaking). In the declarative sentence, it is found that the produced language contains of statement. Porsches slogan is There is no substitute. If this slogan is looked in a narrow logic, this slogan displays its lexical aspect about the imaginary noun. It can be classified as a noun because substitute refers to a thing which exists or being and to something which replaces something.

In this lexical aspect, it contains of there as the adverb, “is” as the copula (be) and no refers to the count of the noun/the object. The point is, this slogan tries to declare that there is only Porsche that has no substitute and confirms that Porsche is the only one. This is what can be said from this slogan, related to the condition of the lexical aspect with its existential clause; a clause, having a distinctive grammatical structure, which articulates the real or unreal existence of an object (Crystal, 1985: 114), for instance, the clause construction is there + verb [typically be] + noun phrase and it is what so called as the form of an existential clause, as in There was a man.

Saying Porsches slogan There is no substitute as an existential clause is caused by its contents of noun which are collected to one statement or declaration. It has to be noted, there is a word of no that means the negative form of the existential object and the declarative slogan can be found. However, this below quotation should be seen because there are types of declaration.

Declarative constructions can be both active and passive In declarative constructions, the verb can be followed by a noun phrase and a prepositional phrase or by two noun phrases. The former construction is here labeled OBLIQUE OBJECT and the latter is labeled DOUBLE OBJECT. In turn, the DOUBLE OBJECT construction can be active or passive the OBLIQUE OBJECT construction too can be active or passive (Miller, 2002: 28).

Therefore, There is no Substitute is Copula, Declarative, Active, and Single Object. The Copula refers to is, Declarative refers to the statement as the form of this slogan, and Active is the character of the statement; subject and predicate to object. The Single Object here refers to the noun phrase that is written in no substitute, therefore this slogan does not share its oblique object.

It has also to be noted that both copula and non-copula constructions can be declarative because they can have the structure used for making statements. On the other hand, in the interrogative, they can have the structure used for asking questions, inquiries, interrogations, requests, or even demands from the answer. Different from declarative, interrogative constructions split into two types. YES/ NO interrogatives are used for asking questions to which the answer is yes or no. WH interrogatives are used for asking questions about participants in a situation (Miller, 2002: 27-28). There are two famous slogans that use interrogative Verizon; Can You Hear Me Now? Good and California Milk Processor Board: Got Milk?

Verizon Communications is a famous American broadband and also well known as Telecommunications Company. Some sources state that it is the largest U.S. wireless communications service provider, not only in America but it widely goes abroad as the great international telecommunication company. On the other hand, The California Milk Processor Board (CMPB) is a public marketing board subsidized by California dairy processors and managed by the California Department of Food and Agriculture. This company is famous with its slogan “Got Milk?” as the advertising campaign.

To look it deeper, Verizon seems to question to the customers by saying Can You Hear Me Now? and Verizon answers it as if the readers have read it, by saying Good. Something to take here is that the waited answer refers to the positive/agreement or negative/disagreement. The question of Can you hear me? has something to expect, it is like to tease satirically for other telecommunications. Therefore, what should be seen from this slogan is the way it strengthens its purpose that Verizon
can be heard that is why, the answer is good. This answer also strengthens the assumption of what is questioned, that Verizon is good enough and there is no problem with the connection (to be heard).

On the other side, CMPB has slogan Got Milk? which indicates the question of negative side. It is on the side of the people who consume alcohol and coke too much. Therefore, this slogan appears to criticize the way people drink and it campaigns to change this habit into a habit of drinking milk for health. Of course, the word of Got as the question refers to have you get, thus it means yet. The answer which is required does not need to be exists because it automatically appears as the satirical question to realize that milk is important.

Can You Hear Me Now? contains of non-Copula, Interrogative, Active, Yes-No and Double Object. The non-Copula refers to the non-existence of the verb-like, Interrogative refers to the question statement as the form of this slogan, and Active is the character of the question statement; modal followed by subject. The Double Object here refers to the subject of you and the pronoun of me which construct the double object to be predicated. On the other side, the slogan Got milk? contains similarities with the previous slogan because the types are same.

To advertise is to persuade and to persuade is to negotiate and to negotiate is to communicate. However, this communication should put the customer as the listener or hearer and therefore the position should be leveled. The use imperatives can be very prominent, because it creates a sense of one person as if talking and commanding to another. Leech (1972: 111) creates certain groups of imperative items, which are especially common in imperative form; (1) Items which have to do with the acquisition of the product (ex. get, buy, ask for, choose, etc.), (2) Items which have to do with the consumption or use of the product (ex. have, try, use, enjoy, etc.), and (3) Items which act as appeals for notice (ex. look, see, watch, remember, make sure, etc.).

There is also an additional sentence in these categorical items which is called as prohibition. The prohibition here does not refer to negative direction, but rather to manipulate the persuasive sentence to keep choosing the product; Prohibitive warnings are very infrequent, only about one imperative in fifty is accompanied by a negative form (Leech, 1972: 111), for example; Master Card has a slogan, There are some things money can’t buy. For everything else, there’s Master Card. Master Card is Payments/Credit & Technology Company and its slogan shows negative direction money can’t buy. This is how the negative direction functions to counter that Master Card can buy all.

Based on those three categorical items, the simplicity can be the point should be regarded. The simplicity refers to the words are arranged in to something strict, bold and more direct. This is the key point to see advertisement because short and direct wording will be beneficial to be remembered, for example, Nike has Just Do it, Apple has Think Different and Volkswagen has Think Small. What Nike applies here is the imperative form while the category is the second one; consumption or use of the product. Nike is sport apparel engaged with kit, equipment, accessories and even services. Therefore, the word Do refers to do sport and this is how this slogan commands to the customers to do sport. Apple and Volkswagen have similar form of slogan, it is the third category; appealing to notice. The word Think refers to the way people should focus, reflect, ponder, consider and even envisage of what following Different and Small. Those are the adjective and it explains the clear form of imperative that people should think something different from the product Apple has and something simple (historically, Volkswagen was called as the beetle that meant people’s cars, therefore small refers to simple) the Volkswagen offers through its product design.

Sometimes, there is ambiguity to realize that to persuade should be polite while those slogans seem not to have it; it commands, orders and even seems to insist. Myers emphasizes the absence of “please” in these imperative forms and lack of politeness as the impact of cultural problem;

One explanation may be that in our culture we cut out the politeness devices if we are asking somebody to do something that benefits the hearer, not the speaker, like in phrase Take a seat (Myers 1997: 48).

This cultural effect cannot be blamed because it is the way social life follows and develops to be complex as it is always. However, by looking at this case, the imperative form in slogan is not
merely about the politeness but rather the interaction between the brand and the consumers. Those imperative forms consist of non-Copula, imperative, Active, and Single Object. Imperative refers to the command as the form of this slogan, Active is the character of the command; verb followed by adjective. The Single Object here refers to the singular object to accomplish from the command imperatively.

The last construction should be seen is exclamatives; sentences which have an initial phrase introduced by what or how, usually with subject-verb order. However, the use of exclamation using ‘What’ or ‘How’ can be seen as something that cannot grasp the attention of the customers, therefore it turns in some modifications and to be more flexible and also familiar for people. It can be seen from these slogans; Southwest Airlines has slogan, ‘Ding’! You are now free to move about the country, Campbells Soup has slogan, “M’m! M’m! Good!, Life Cereal has slogan, Hey Mikey … He Likes It!” and Red Stripe has slogan, Hooray Beer!.

Based on those slogans, it can be emphasized that those all use exclamation to exaggerate the product, thus the customers feel the sense. Ding!, Mm! Mm!, Hey and Hooray can be understood as the exlamatives. If it has to be juxtaposed to imperative, the difference can be on the way it is uttered. Imperative gives the impact of asking while exclamative gives the impact of showing off by manipulating and exaggerating the product. Generally speaking, Southwest Airlines with slogan, ‘Ding! You are now free to move about the country, consists of Copula which refers to are, exclamative, active and double object which refers to the clause (free to move) and prepositional phrase (about the country), while and the rests are non-Copula, exclamative, active and single object.

Based on all those categories, this can be implied that the syntax focuses on the way the structure builds the conditional or the instrument of the implementation of the sentence for making its meaning. It means that the form of sentence syntactically conditions a singular idea, and this idea is just understood through semantic aspect because this idea is limited by the units which have been constructed by the structural aspect of the sentence.

CONCLUSION

Based on the result found previously, it can be stated that advertisement work in so far the customers know it. To know the products, the presence of the slogans can be very crucial and vital, therefore, slogan which is written via language should be seen as the importance in this scope. To understand about the slogan, it can be seen from the simple part of how language is produced; the structure. The structure here refers to the syntax and the significant problem to see in this case is how language is constructed. The construction of language is prominent to see the slogan. The famous slogans that have been taken to analyze can be categorized in to the language construction, started from declaratives, interrogatives, imperatives and exclamatives. Accordingly, those categories also explain indirectly that behind those slogans, there are structures of language which are operated rightly and interestingly to persuade the customers. Learning Language construction in the Famous Brands Slogan is important in this context.

REFERENCE

THE MATHEMATICS REASONING ABILITY OF PGSD STUDENTS THROUGH REALISTIC MATHEMATICS EDUCATION (RME) APPROACH

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ABSTRACT

Reasoning capabilities for students are very significant to develop in understanding concepts and solving the mathematics problem. One way to improve the ability of Mathematics reasoning is through Realistic Mathematics Education (RME) approach. This study aims to describe mathematical reasoning abilities of high, average, and low students in Elementary School Education Study Program of University of PGRI Adi Buana Surabaya. This study was descriptive qualitative research. The subjects in this study were 3 students, one student from high proficiency level, average proficiency level, and low proficiency level. Data retrieval was done by giving them thematic reasoning test. After that, interview was conducted to every subject. The results of data were identified that: (1) reasoning ability of the students of high proficiency level were good, while the middle and low proficiency level student was enough; (2) students often times misunderstand to the problem given, as a result, students cannot provide valid inferences.

Keyword: Mathematics Reasoning Ability, Realistic Mathematics Education

INTRODUCTION

Mathematics is one of the Scientific disciplines that can develop a way of thinking (Hudojo, 2003). The strength of mathematics is located on the aspects of the reasoning. Each statement in mathematics appear from previous statements logically and systematically. The development of science and technology is not only requires the ability to apply the mathematics but also needed reasoning ability to resolve the various problems that will appear.

Mathematics reasoning ability is very important to support the success of learning, due to the interrelationship between mathematics and reasoning. Reasoning is defined as the process of thinking as the explanations attempt to show the relationship between two or more based on the properties or certain laws that have been proven true through certain steps and ends with a conclusion (Kusumah, in Ramdani, 2011). Reasoning ability is needed to achieve the results of learning mathematics with good. Increased capacity of reasoned learners during the learning process is needed in order to achieve success. The traditional view of mathematical reasoning as superior computational and analytical skills has been revised to accommodate processes that are important in today’s knowledge-based era. These include gathering evidence, analyzing data, making conjectures, constructing arguments, drawing and validating logical conclusions, and proving assertions (English, 2004).

One way to improve reasoning ability is using the Realistic Mathematics Education (RME) approach. Freudenthal in Daryanto and Tasrial (2012) instead that RME combines the view of what the mathematics, how students learn mathematics and how mathematics should be taught. Based on the above background, a study is conducted by using contextual problems as an effort to enhance student conceptual understanding of mathematics. The implications of this study were useful for educators to help their students to understand concept of mathematics through open and contextual questions so that the students though through the mathematics, not worked in the mathematics (Hidayat, 2015).

Based from the explanation above, author want to do research with the foreground lessons the title of “The Mathematics Reasoning Ability Of PGSD Students Through Realistic
Mathematics Education (RME) Approach”. This study aims to describe mathematical reasoning abilities of high, average, and low students in Elementary School Education Study Program of Universitas PGRI Adi Buana Surabaya.

**REVIEW OF LITERATURES**

**Mathematics Reasoning Ability**

According to Ruseffendi (2006) mathematics is formed as a result of the human mind that are related with the idea of the process and reasoning. Sukayasa (2010) said that reasoning is thinking activities that have certain characteristics to find out the truth. Reasoning in mathematics is a cognitive process of looking for reasons and looking for conclusions (Stacey, 2010). Reasoning in mathematics always uses the knowledge of the knowledge and the rules that exist in mathematics. If the ability of reasoning of the students is not increased so students will have difficulty in understanding the material and solve mathematics problems.

The indicators of students' abilities that can be developed in mathematical reasoning or reasoning in mathematics according to Utari (2006) are: (1) draw logical conclusions, provide an explanation by using models, facts, traits, and relationships, (2) estimate answers and solution processes, and use patterns and relationships to analyze mathematical situations, draw analogies and generalizations, (3) develop and test the conjecture, giving opponents an example, (4) follow the rules of inference. Constructing valid arguments, examine the validity of the argument, (5) arrange a direct proof, indirect proof, and mathematical induction.

**Realistic Mathematics Education (RME) Approach**

Realistic Mathematics Education (RME) approach is a domain-specific instruction theory for mathematics education. This theory is the Dutch answer to the need, felt worldwide, to reform the teaching of mathematics. RME was first introduced and developed in the Netherlands in the 1970s by a group of mathematicians from the Institute Frudenthal with based on the philosophy of mathematics as a human activity (Hadi, 2005). This Mathematic principles Education (RME) is to use the context of the "real world”, models, production and construction students, interactive and relevance, (Suharta, 2002).

Use of realistic situations as a means of allowing students to develop their mathematics as opposed to using contexts as applications of the formal mathematics and, occasionally, as scene-setters to introduce a new topic before moving rapidly on to the theory (Dickinson, 2012). Within RME, students are not handed ready-made models that embody particular mathematical concepts, but they are confronted with context problems, presented in such a way that they elicit modeling activities, which in their turn lead to the emergence of models (Panhuizen, 2003). Advantages of RME learning is learning to become more interesting, happened discussions between the students and the students are accustomed to working together, students will be challenged to explore mathematics, students do not rely on the teachers and students to answer the questions about the implementation of mathematics in everyday life (Yumiati, 2010).

**METHODOLOGY**

This study was descriptive qualitative research. It was conducted from March 7 until July 16, 2017. This study aims to describe mathematical reasoning abilities of high, average, and low students in elementary school education department of Universitas PGRI Adi Buana Surabaya. The subjects in this study were 3 students, one student from high proficiency level, middle proficiency level, and low proficiency level.

Data collection methods used in this research were observation, interviews, and documentation. Data analysis was done through data reduction, data presentation, and conclusion. The data obtained is a mathematics test that function to measure mathematics reasoning ability of students in solving mathematics problems, and guidelines interview used to interviewing the subject after working test.


RESULTS AND DISCUSSION

Based on the test of the value of the middle of the first semester of courses Mathematical Concepts Information and consideration of the lecturers in class 2016 C, then obtained the subject in research as follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Group</th>
<th>The subject of the Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wahyu Eka Saputri</td>
<td>High</td>
<td>S1</td>
</tr>
<tr>
<td>2.</td>
<td>Luluk Meilana Putri</td>
<td>Middle</td>
<td>S2</td>
</tr>
<tr>
<td>3.</td>
<td>Cindy Eka Nirawati</td>
<td>Low</td>
<td>S3</td>
</tr>
</tbody>
</table>

Reasoning Ability of The Students of High (S1)

Subject of high enabled to analyze mathematical situation with good planning process of the settlement of questions with good, complete the questions using a systematic step with good and can draw the conclusion that logically with good. RME is not just because of its connection with real world contexts, but it is related to the emphasis that RME puts on offering students problem situations which are imaginable. This is in line with the opinion of the research results Mahendra (2015), the students with high initial capability category has a tendency to use the elements of inductive logic and deductif with good. Students can solve the problem in the form of the question of the story with good in accordance with the steps problem solving.

Reasoning Ability of The Students of Middle (S2)

Subject is enabled to analyze mathematical situation with good planning process of the settlement of questions with good, solve problems systematically well and draw a logical conclusion with very good. This is in line with the opinion of the research results Mahendra (2015), the students with the category of early capability is currently has a tendency to use the elements of inductive logic and deductif with good enough. Students are able to solve the problem with the good but less able to determine other ways to search for answers.

Reasoning Ability of The Students of Low (S3)

Subject of low enabled to analyze mathematical situation with good, considered less in planning the settlement of the question, considered sufficient in solving problems with the steps that systematic and considered less in draw the conclusion that logically. Students often times misunderstand to the problem given, as a result, students can not provide valid inferences. This is in line with the opinion of the research result Hidayati (2015), the students with low mathematics capabilities are still many do operation error count and do not have different troubleshooting plan to solve the problem.

The subject is enabled able to draw conclusions with very good to explain each step of the settlement of the question on the same interview and can write the conclusion on when the written test. While the subject of high enabled can explain each step of the settlement with both during the interview but forget to write the conclusion on when the written test. Outline both the subject can perform the four indicators logic with good. The subject of low enabled to analyze mathematical situations, but cannot plan well so that the settlement process does not get conclusion correct answer. This is in line with the opinion of Sanapiah (2016), in pursuits troubleshooting, students often confused in understanding the problem that was given as a result students are not able to provide a valid conclusion.

CONCLUSION

The results of data were identified that: (1) reasoning ability of the students of high proficiency level were good, while the average and low proficiency level student was enough; (2) students

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oftentimes misunderstand to the problem given, as a result, students can not provide valid inferences.

REFERENCES


**BIODATA**

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THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL MATERIAL FOR EIGHTH GRADE SMP AL HIKMAH SURABAYA

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ABSTRACT

To facilitate the implementation of the 2013 curriculum, government has developed instructional material for fulfill minimal standard of Core Competence and Basic Competence. School that its students have better ability in English will complete the material faster so that there will be more remain time. The aim of the research is to develop instructional material that can accommodate the condition, necessity, and level of student competence in English, especially for grade VIII of SMP Al Hikmah Surabaya in semester 2. The instructional material is designed for giving chance to students for active learning in school and out of school autonomously. Development of this instructional material is using Dick, Carey & Carey model that has been adjusted with the necessity of development. The data was collected from reviews of content instructional expert, learning design expert, trial subject of small group (9 students), and try out in a class that consists of 27 students and an English teacher. The data was analyzed by using descriptive technique in form of percentage average. Looking at it from content point of view, the developed instructional material reaches presentation 78% and from learning design point of view it reaches 90.3%. Based on the result of tryout in class through 27 students, the percentage reaches 85.63%. Besides, the score is given by teacher reaches presentation 90.90%. As a result this product reach presentation above 75%, it means this product is obtained very appropriate and it doesn’t need revised.

Key words: development, instructional material, English, Dick, Carey & Carey

INTRODUCTION

The availability of teaching materials is an important part of the successful implementation of the curriculum. In line with the 2013 Curriculum, the government has developed a student’s textbook and teacher's Handbook for Primary and Secondary Education in accordance with Permendikbud Number 71 year 2013. Teacher's book contains guidelines for teachers in carrying out learning that includes preparation, implementation of learning in each chapter that is appropriate to the student's book. While student’s textbook is a learning resource for each student that contains Basic Competence (KD) that matches the topic in each chapter.

In junior high school especially in English subject, student book and teacher book have been provided by government to fulfill minimum standard either in terms of Graduate Competency Standard (SKL), Core Competence (KI), and Basic Competence (KD). But in the implementation is the responsibility of teachers to develop in accordance with the conditions, needs, and level of student competence in each school. Teachers can enrich the material available with a variety of creations in the form of other activities that are relevant and relevant to the characteristics, needs of students and students' abilities. Therefore student books and teacher books that have been developed by the
government are not the only learning resources that can be used in English language learning in junior high schools. Schools whose students have better English skills will, of course, can finish existing material faster so much time remains. Teachers have the opportunity to develop learning materials to improve students' potential by compiling higher-competency teaching materials. In addition, teaching materials have a strategic role because the informative and comprehensive learning materials are very influencing students in constructing their knowledge of a material better (Sitompul, 2004).

On the other hand, in big cities in general, parents' awareness of the importance of foreign language skills is high so their children are encouraged to take part in learning in the institutions of English courses that many stand outside of school. This is not only because of the high awareness of parents of education but also the level of economic ability is adequate. This condition is in line with what Schunk (2012) has found in education that deals more with better jobs, higher income and better living. Under these circumstances, teachers in schools should provide a higher standard of teaching materials than those provided by the government and with more complex material, complemented by examples, and exercises. This should be done to fulfill the potential of English learners.

English lesson material in class VIII has been started to learn more variety of text such as descriptive text, recount and notice. In addition, students are required to practice in four aspects of language skills, namely speaking, writing, reading and listening so that students of grade VIII already have basic English skills enough before going up to the next level in class IX. Teaching materials used should be rich with exercises that can show students in working out the questions in accordance with the Graduate Competency Standards (SKL).

Thus, the developer sees the need to develop teaching materials that are expected to motivate students to learn independently, creatively, effectively and efficiently. The development of learning media in the form of instructional materials in learning English is expected to reduce the saturation of students because the exercises in the student book has been completed and to provide a place of self-development to accommodate their various levels of ability. In addition, the instructional materials are expected to encourage students to learn independently by deepening the material obtained in search of their own on the internet because these teaching materials contain exercises that will enrich and help students in understanding the material taught by teachers.

**METHOD**

This research is a development research. This development is one of the five domains in Learning Technology. This development research using Dick, Carey & Carey model (2001) that appropriate with needs of research. The selection of this model is based on the theoretical foundation of instructional design. This model is highly systematic in its designs with embedded steps to develop specific teaching materials to solve problems in learning, and appropriate with the characteristics of learners.

There are nine systematic steps in the Dick, Carey & Carey development model used in the development of this resource, they are: 1) identifies general instructional objectives, (2) conducts learning analysis, (3) identifies the behavior and characteristics of the learners, (4) (6) developing learning strategies, (7) developing and writing study materials, (8) designing and executing formative evaluations, (9) revising activities.

The product test design is divided into three main stages: the first stage consisting of product test conducted by the learning media expert, content expert, and instructional design expert. Product development that has been reviewed by experts is then revised. The result of this revision which then becomes a product that will be reviewed by users or students. Second stage, small group test (student). Small group test consisting of 9 students, 3 students with high academic ability, 3 students with medium academic ability, and 3 students with low academic ability, and field test consisting of 27 students in grade VIII–H SMP Al Hikmah Surabaya. Second, product development test after the revision of the product based on the review of media expert, content expert, and instructional design expert. This product test consisted of small group test consisting of 9 students, they are 3 students with high academic ability, 3 students with medium academic ability, and 3 students with low
academic ability, and field test consisting of 27 students in grade VIII-H SMP Al Hikmah Surabaya. Third: Field trials to students and peer teachers.

The instruments used in the review are in the form of a questionnaire or evaluation sheet. Evaluation sheets for content expert and instructional design expert were adopted from the BSNP Lesson Textbook Evaluation Standard. Data analysis used is qualitative and quantitative data analysis. Critical input and suggestions are used as a basis for perfect teaching materials to be truly worthy of use. Quantitative data is obtained by using a simple formula that is useful to determine the feasibility of the product developed.

\[
\text{Percentage} = \frac{\sum (\text{answer} \times \text{weight of each option})}{n \times \text{highest weight}} \times 100\%
\]

Information:
\[ \Sigma = \text{amount} \]
\[ N = \text{total number of questionnaire items} \]

Giving meaning and decision making about the quality of this textbook product refers to Table 1 on the criteria of validity level described as follows:

<p>| Table 1 Conversion Level Achievement with Scale 4 (Adapted from Arikunto, 2013) |
|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Level Achievement</th>
<th>Qualification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>76% - 100%</td>
<td>Very Good</td>
<td>No need to be revised</td>
</tr>
<tr>
<td>51% - 75%</td>
<td>Good</td>
<td>No need to be revised</td>
</tr>
<tr>
<td>26% - 50%</td>
<td>Poor</td>
<td>Revised</td>
</tr>
<tr>
<td>0% - 25%</td>
<td>Not Good</td>
<td>Need revision</td>
</tr>
</tbody>
</table>

RESULTS AND DISCUSSION

Product development in the form of teaching materials is intended for students of class VIII SMP Al Hikmah Surabaya Semester 2. This instructional material consists of 4 units. In each unit there are four language skills, they are reading, listening, writing and speaking. At the end of the chapter there are reviews and extra activities aimed at providing enrichment for learners. This section is divided into 3 namely: 1) presentation of data, 2) data analysis, and 3) product revisions.

Presentation of Data

The data obtained in the development of this instructional material are presented sequentially based on responses provided by a media expert, content expert, and instructional design expert, small group trials, and field trials listed in the evaluation sheets. After that the data obtained is analyzed to find out the results.

Analysis of Results

Product Test toward Expert Content

| Table 2. Assessment Results by Content Expert |
|-----------------|-----------------|-----------------|-----------------|
| No | Aspect of Assessment | Average Results Score / Score Maximum | P (%) | Qualification | Decision Test |
|-----------------|-----------------|-----------------|-----------------|
| 1. | Content | 22/28 | 78.5 | Very good | No need to be revised |
| 2. | Material presentation | 29/36 | 80.5 | Very good | No need to be revised |
| 3. | Language | 30/40 | 75 | Good | No need to be revised |
| Average total analysis | 78 | Very good | No need to be revised |

The result of analysis in Table 2 shows that the percentage value for feasibility aspect of the material content reaches 78.5% (very good). The feasibility aspect of the presentation of teaching
materials reaches 80.5% with very good category. As for the language feasibility aspect reaches a value of 75% (good). Overall total percentage of total content analysis result of content reached 78%. The value is in excellent qualification and the teaching materials need not be revised. The written comments and suggestions from the content experts are used as the reference for refinement of teaching materials.

**Product Testing toward the Instructional Design Expert**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of Assessment</th>
<th>Average Results Score / Score Maximum</th>
<th>P (%)</th>
<th>Qualification</th>
<th>Decision Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Size of teaching materials</td>
<td>7/8</td>
<td>87.5</td>
<td>Very good</td>
<td>No need to be revised</td>
</tr>
<tr>
<td>2.</td>
<td>Cover Design</td>
<td>34/36</td>
<td>94.4</td>
<td>Very good</td>
<td>No need to be revised</td>
</tr>
<tr>
<td>3.</td>
<td>Design the content of teaching materials</td>
<td>76/80</td>
<td>95</td>
<td>Very good</td>
<td>No need to be revised</td>
</tr>
</tbody>
</table>

**Average total analysis**

Based on the analysis data in Table 3 it shows that the aspect of teaching material size reaches 87.5% (very good), the cover design achieves 94.4% (very good), and the material content design reaches 95% (very good). It can be seen in Table 3 that all aspects of the assessment achieve very good qualification and the test decision is unnecessary to be revised. In general, the instructional design expert concludes that the design of English teaching materials produced is worthy of being one of the instruments of thesis research.

**Small Group Test Results**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of Assessment</th>
<th>Average Results Score / Score Maximum</th>
<th>P (%)</th>
<th>Qualification</th>
<th>Decision Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Views</td>
<td>21.45/24</td>
<td>89.3</td>
<td>Very good</td>
<td>No need to be revised</td>
</tr>
<tr>
<td>2.</td>
<td>Presentation of material</td>
<td>43.65/52</td>
<td>83.94</td>
<td>Very good</td>
<td>No need to be revised</td>
</tr>
<tr>
<td>3.</td>
<td>Benefits</td>
<td>21/24</td>
<td>87.5</td>
<td>Very good</td>
<td>No need to be revised</td>
</tr>
</tbody>
</table>

**Rerata total analisis**

From Table 4 above can be seen that the feasibility of display, presentation of materials and benefits reached a percentage value of 86.93%. Thus all aspects of the assessment have very good qualifications and the test decision is unnecessary to be revised.

**Field Test Results**

The result of field trial consist of two data, that is data of student and teacher test result toward teaching materials. The resulting data are analyzed and then converted according to the product feasibility table.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of Assessment</th>
<th>Average Results Score / Score Maximum</th>
<th>P (%)</th>
<th>Qualification</th>
<th>Decision Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Views</td>
<td>21.22/24</td>
<td>88.41</td>
<td>Sangat baik</td>
<td>Tidak perlu direvisi</td>
</tr>
<tr>
<td>2.</td>
<td>Presentation of material</td>
<td>43.33/52</td>
<td>83.32</td>
<td>Sangat baik</td>
<td>Tidak perlu direvisi</td>
</tr>
<tr>
<td>3.</td>
<td>Benefits</td>
<td>20.44/24</td>
<td>85.16</td>
<td>Sangat Baik</td>
<td>Tidak perlu direvisi</td>
</tr>
</tbody>
</table>

**Rerata total analisis**

Table 5 explains that the overall percentage (P) of the mean total analysis reached 85.63%. The value is categorized very well, and decided not to revise. Based on Table 5 it is also mentioned that the P value on each aspect tested reached more than 76%; The percentage of the aspect of the
appearance of teaching materials reaches 88.41% (very good); Aspects of presentation of teaching materials obtained 83.32% (very good); Aspects of the benefits of teaching materials reach 85.16% (very good).

Table 6. Teacher Assessment Results on Teaching Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does this teaching material facilitate you in teaching English subjects?</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Can these teaching materials help students actively in learning?</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Are these materials appropriate for use?</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Are all language skills available in this resource?</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Are the size and type of letters used in this resource easy to read?</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Are the learning objectives in each chapter clear?</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Are the material exposures in each chapter in this resource clear?</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Are the images and materials in this resource appropriate?</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Are the tasks and exercises clear?</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Do the tasks and exercises in this resource help improve students' understanding of the material?</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Is the description of the material in this resource easy to understand?</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 40

Table 6 shows the teacher's assessment of teaching materials. Scores on each question are summed and presented with the formula:

$$\frac{\sum (\text{Answer} \times \text{weight of each option})}{n \times \text{highest weight}} \times 100 \% = \frac{40}{44} \times 100 \% = 90.90\%$$

Once converted with a table of achievement levels of product feasibility 90.90% entered in the qualification is very good and does not need to be revised.

Product Revisions

Based on the responses, judgments and suggestion from the content experts shows that there are not many revisions to the content and presentation aspects. In the content section, the content expert suggested that developers not only include the theme of "western countries" but also incorporate local culture so that students have sufficient background knowledge to learn. A significant revision is on the language feasibility aspect where the content expert suggests shortening the reading in the final chapters and facilitating grammar exercises.

In general, not many revisions are made to improve the teaching materials according to the comments and suggestions of the instructional design expert. Only on the cover design of the teaching design expert suggested to improve the layout and the color because of the first print result the resulting image is less bright and less attractive. For that developers add the background of the school that SMP Al Hikmah Surabaya on the cover and change the green color on the bottom of the cover with an interesting blue gradation.

The suggestions given by more group test participants are more aimed at adding interesting illustrations and drawings. In addition participants also suggested using a varied font and providing enough space to be easily seen. The suggestions given when field trial are generally the same as those suggested by small group. More suggestions refer to the addition of interesting illustrations, varied fonts and more images. Another suggestion is regarding spaces that need to be enlarged. From the subject teachers there is suggestion input in the form of sampling on each task and practice.

CONCLUSION

From the data and analysis that has been done can be concluded that the product development can be used as teaching materials on English subjects. This is supported by reviews by media expert,
content expert, instructional design expert, and field trial by students and teachers. Based on the results of this development it can be concluded as follows:

1. Development of English teaching materials for grade VIII students of SMP Al Hikmah Surabaya semester 2 through the following stages: identifying, analyzing, designing, producing, validating, revising and testing.

2. Teaching materials developed in terms of content and design aspects of learning have very good quality qualifications. Using the score range 1-4, the content aspect shows the percentage of 78% and the design aspects of the learning show the percentage of 90.3%.

3. Viewed from the aspect of display feasibility, presentation of materials, and benefits for students and teachers, the data show that English learning materials developed very well. In the field trial followed by 27 students from 30 students reached the percentage of eligibility reached 85.63%. While the score given by the teacher reached 90.90%.

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**Biodata**

Villyasari Purworini is a teacher of Al Hikmah Surabaya Junior High School. She is an English teacher and now she is studying in post graduate program University of PGRI Adi Buana Surabaya.
IMPLEMENTATION OF LEARNING DIRECTLY MAKES PAES PROPOSIONAL IN INDONESIAN BRANCH OF JOGJA

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Universitas PGRI Adi Buana Surabaya.
vonnyhippy@yahoo.com

ABSTRACT

This is study to determine the results of learning to make paes proportionally through direct learning model approach. The study used one-shot case study design. The subjects of the study were students of Adi Buana University class of 2016, amounting to 25 people. Methods of data collection using written tests make design and performance tests make paes on the model. The bride Yogja is one of the bridal makeup styles of the Yogyakarta court. Characteristic of the bride jogja princess is a form of paes on the forehead that only uses a shoot, without using prada. Making bridal paes both solo and jogja, originally using traditional methods, but as the development of science then the method proportional to alternative making paes. Paes is a black or green forehead makeup. Paes on brides jogja consists of 4 parts, penunggul, penep, penitis and godeg. The purpose of this study is to know the results of making paes jogja princess using proportional method. Proportional Techniques are Techniques to make paes which is based on the visualization of the bride's face the peak of the nose and the outer corner of the eye. The benchmark is used to make penunggul, penitis, pengapit and godeg. The purpose of making a paes proportionally is to facilitate the preparation of paes for beginners. The result of making the paes is proportionally easier by using visualization of the bridal face as a benchmark. This is evidenced by the increase in learning outcomes from making the design to the actual model of the cycle I average obtained by 83.3%, the second cycle of 89.7%, and the average III cycle obtained 95.5%.

Keywords: Direct Intrustion, Bride of Princess Jogja, Propositional Method.

INTRODUCTION

Education is very strategic in the intellectual life of the nation needed to improve the nation's quality as a whole in Indonesia. Indonesia is famous for its ethnic and cultural diversity. One of these diversities is seen in the bridal makeup. Each region has a different bridal makeup, ranging from makeup, hairdressing and clothing arrangement. The difference is influenced by the many cultures that entered into Indonesia at that time. Java Island has several types of brides with various kinds of arrangement, ranging from central java, west java, east java, and Jakarta. The form of bridal arrangement for the middle of Java is divided into two regions, namely solo and jogja. Bridal makeup is the most demanded by consumers today is the bridal makeup jogja, both jogja princess and jogja paes ageng. For bridesmaids jogja princess usually used when consumers do akad marriage ceremony. Bridal makeup equation jogja princess and jugja paes ageng is both to use makeup on forehead. Black makeup on the forehead is paes that used the forehead bride solo and jogja. Paes is not only used in Javanese brides only, but some brides from outside Java also many who use paes, it's just that each region is different in name and term. Paes on black jogja bridal make up which consists of 4 parts, namely penunggul, penep, penitis and godeg. Of the four types have different forms. In making these shapes, perias has different techniques and ways. Making paes is generally still traditional that uses the calculation of perias fingers. From the calculation of the perias
fingers then there are often problems, namely the resulting paes form looks strange on the face of the bride. This is caused by the size of the perias finger is inversely proportional to the size of the bride's forehead. To accumulate these differences, a method is needed in making paes through the application of direct learning models. Direct learning is one of the teaching approaches specially designed to support learning processes related to well-structured declarative and procedural knowledge that can be taught step by step. The basis for thinking of direct learning models is behavioral modeling theory. Based on these problems, the writer tries to implement direct learning to make paes with proportional method that uses visualization of the bride's face.

THEORITICAL FRAMEWORK
Direct Learning
Direct learning is a teaching approach that can help students learn basic skills and obtain information that can be taught step by step (Kardi and Nur, 2000: 2). According to Arends (2007: 29), direct learning is one of the teaching approaches specially designed to support students' learning process related to declarative knowledge and well-structured procedural knowledge that can be taught with gradual, step-by-step pattern of activities. The basis for thinking for direct learning models is behavioral modeling theory.

The characteristics of the direct learning model as follows: the existence of learning objectives and the influence of models on learners, the overall pattern and flow of learning, and learning management system is required for certain learning activities can take place with the maximum.

Jogja Bridal makeup
Makeup is the act of beautifying yourself or the consumer. Makeup is a science and skill owned by makeup artists. Bridal makeup is a work of art and culture of the nation that developed in a community group to be conserved (Marmien, 2008: 134). Making paes with proportional method is a technique to make a paes that uses visualization of the bride's face.

DISCUSSION
This research uses one-shot case study design by applying direct learning model. Data is taken through 3 times of learning. Data is taken through 3 times of learning. Learning on day 1 makes the design on paper, learning is done well despite many shortcomings. The shortcomings lie in the skills of students in making the design is still lacking. Learning day 2, the atmosphere of the gap quieter, students more spirit of practice directly using the model rather than drawing on paper. Learning day 3, students directly practice with the model. From the learning outcomes day 1 and day 2 have a pretty good impact. The following learning outcomes of learners during the study took place.

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>H1</th>
<th>H2</th>
<th>H3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aci savita</td>
<td>75</td>
<td>87</td>
<td>90</td>
</tr>
<tr>
<td>2.</td>
<td>Aprilia aaries tanti</td>
<td>70</td>
<td>80</td>
<td>89</td>
</tr>
<tr>
<td>3.</td>
<td>Dana iswara</td>
<td>75</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>4.</td>
<td>Devi duwita purindah</td>
<td>85</td>
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<td>85</td>
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<tr>
<td>5.</td>
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</tr>
<tr>
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<td>Dinda afria</td>
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<td>80</td>
<td>85</td>
</tr>
<tr>
<td>7.</td>
<td>Dwi ainun fitria</td>
<td>75</td>
<td>85</td>
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<tr>
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<td>Dwi pertiwi oktafia</td>
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</tr>
<tr>
<td>9.</td>
<td>Efi rahmawati</td>
<td>81</td>
<td>80</td>
<td>85</td>
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<tr>
<td></td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>10.</td>
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<td>Evi susanti</td>
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<td>14.</td>
<td>Iga mey margasari</td>
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<td>79</td>
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</tr>
<tr>
<td>15.</td>
<td>Lailatul chotimah</td>
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<td>80</td>
<td>85</td>
</tr>
<tr>
<td>16.</td>
<td>Lina dwi arini</td>
<td>75</td>
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<tr>
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<td>Novia savitri</td>
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<td>85</td>
</tr>
<tr>
<td>18.</td>
<td>Nurul kharisma</td>
<td>75</td>
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</tr>
<tr>
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<td>Oktavia dwiningsih</td>
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<td>Restu indra lestari</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>Sulastri puji astutik</td>
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<td>Susianti</td>
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<td>75</td>
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</tr>
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<td>25.</td>
<td>Yanti pertiwi</td>
<td>90</td>
<td>85</td>
<td>89</td>
</tr>
</tbody>
</table>

**Average percentage drawing design.**

<table>
<thead>
<tr>
<th>Skor</th>
<th>Hasil</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 %</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>0 %</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>48 %</td>
<td>Cukup Baik</td>
</tr>
<tr>
<td>4</td>
<td>80 %</td>
<td>Baik</td>
</tr>
</tbody>
</table>

**Making average paes on the model.**

<table>
<thead>
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<th>Hasil</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 %</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>83,3%</td>
<td>Cukup Baik</td>
</tr>
<tr>
<td>3</td>
<td>89,7%</td>
<td>Baik</td>
</tr>
<tr>
<td>4</td>
<td>95,5%</td>
<td>Sangat Baik</td>
</tr>
</tbody>
</table>

**CONCLUSION**

Implementation of direct learning model can improve learning outcomes of learners, this can be seen from the learning outcomes day 1, day 2, and day 3. Almost all learners get the perfect score.

Based on the experience, traditional paes making techniques have a deficiency for beginners, namely difficulty determining the position of the finger with the forehead of the model, the results paes look strange on the forehead of the model. The solution that can be given for the novice makeup is to use the method of making the paes proportionally. Proportional technique is a technique in making paes that use visualization of model face.
SUGGESTION
from individual results, it is expected that teachers can apply this learning model on other materials and developed for the better.

BIBLIOGRAPHY

BIO DATA
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UNRAVELLING TEACHERS’ CONFUSION ABOUT THE CHANGING TERMINOLOGIES IN TEACHING–LEARNING STEPS

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**ABSTRACT**

This discussion aims at sharing some insights and suggestions how to unravel teachers’ confusion about the changing terminologies in teaching–learning steps. The discussion materials are spurred by the writers’ experiences in handling courses in TEFL, Instructional Design, Micro-Teaching, as well as in giving trainings in the Teacher Education and Professional Development Program, known as PLPG (Pendidikan dan Latihan Profesi Guru). It is found out that both the pre-service teachers and the in-service ones face difficulties in adapting the new terminologies in teaching–learning steps in the lesson plan which change every time the curriculum changes. For example, the changes from EGRA (Exposure, Generalization, Reinforcement, Application) in the 1984 Curriculum and the 1986 Curriculum to PPP (Presentation, Practice, Production) in the 1994 Curriculum; BKOF/Building Knowledge of Field, MOT/Modelling of Text, JCOT/Joint Construction of Text, ICOT/Independent Construction of Text (Curriculum 2004); EEK/Eksplorasi, Elaborasi, Konfirmasi (KTSP/School–Based Curriculum 2006), finally to the one at present: Observing, Questioning, Experimenting, Associating, Communicating (Curriculum 2013). The confusion about these changes in terminologies can actually be overcome if prospective teachers as well as in-service teachers understand comprehensively that the very essence of teaching–learning procedures are presenting the teaching materials, providing lots of exercises, and asking students to apply the over-learned materials on their own.

**Keywords:** unravel, confusion, changing terminologies, teaching–learning steps

**INTRODUCTION**

Quality teaching involves not only effective use of teaching strategies but also the implementation of techniques to frame and support those strategies. All too often, the terminology used to describe and justify instructional strategies is vague or poorly understood. This can create confusion and misconceptions, especially about the origin and intent of educational theories and practices.

For example, the term scaffolding is used to refer to classroom interactions that range from teachers introducing pre-planned worksheets to giving spur-of-the-moment feedback to students. However, for most, the essence of scaffolding is in assisting students to learn. If scaffolding is to be effective, it must be used in a strategic, informed way; otherwise its use will not be as meaningful or as purposeful as teachers would like it to be.
Teaching as a part of education has a "special" language all its own. Those outside the field will hear a plethora of acronyms and jargon that are very unique to the profession. Even those within education sphere may become confused by the ever-growing list of terms associated with it.

The confusion has emerged as schools are being bombarded with so-called brain-based learning packages. The teachers have the limitations of their knowledge in these areas. many of the teachers were somewhat disillusioned and frustrated on hearing that there was in fact no scientific basis for many of the brain-based programs which they have been using in schools. Unfortunately conferences such as these are rare and the number of teachers who can attend remains relatively small. This conceptual confusion often bewitches their thinking and which encourages to over-generalize, to over-simplify or to fall victim (Purdy & Morrison, 2009).

The present paper attempts to unravel teachers' confusion about the changing terminologies in the teaching and learning steps. First, it traces the origins of terminologies and outlines some of the perspectives that are directly and indirectly derived from that origin. It then raises and responds to a number of practical issues related to scaffolding in classroom contexts.

CHANGES IN THE CURRICULUMS OF ENGLISH INSTRUCTION IN INDONESIA

The curriculums of English Instruction in Indonesia have experienced several major changes. According to historical records, following the independence of the Republic of Indonesia, the Dutch language was replaced by English as the first foreign language, and has been recognized as such in Indonesia since 1955. Since the 1980s, English has been regarded to be the most important foreign language in Indonesia. The government's and community's interest in English has been boosting since the early 1990s. This position of English can be traced from government documents on the results of Parliament's meetings. In the 1983 and 1988 GBHN (The Guidelines of the State Policy), foreign language policy was not incorporated. However, in the 1993 GBHN, the policy, particularly English, was clearly stipulated regarding the use and mastery of English. Government Regulation Numbers 55, 56 and 57 of Year 1988 substituting Government Regulation Numbers 28, 29/990 was introduced. It confirmed the use of English in schools. Moreover, Government Regulation Number 57 Years of 1957/1988 confirmed the use of English as a foreign language and as a means of communication in the university level. Subsequently, it was incorporated into Government Regulation Number 60 Year of 1999 on the use of English in all higher education. The need for mastery of English in the globalization era was undeniably necessary. In addition, it would be ideal if the mastery of English became the mastery of second language (https://www.ukessays.com/essays/education/the-national-curriculum-of-indonesia-and-its-changes-education-essay.php).

The transformation of Indonesian curriculum has been occurring since the country gained its independence in 1945. They are as follows: Curriculum 1947 (the study plans were explained clearly on the study descriptions), Curriculum 1964 (the study plans for Elementary Schools), Curriculum 1968 for Elementary Schools, Curriculum 1973 (a project on school of development pioneer), Curriculum 1975 Elementary Schools, Curriculum 1984, Curriculum 1994, Curriculum 1997 (a revision upon Curriculum 1994), Curriculum 2004 pioneering Kurikulum Berbasis Kompetensi (KBK) or Competence-based Curriculum, Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, and Curriculum 2013 (Ilma & Pratama, 2015).

The phenomena of curriculum transformations in Indonesia have emerged due to the change of social dynamics and global needs. Politically, these transformations are also caused by the change of power. No wonder that there emerges an anecdote among society: “change the minister, change the curriculum.” The Indonesians perceive that every time a new Minister of National Education and Culture commences his or her official assignments, there is a tendency to change or replace the curriculum being used (Muth’im, 2014). Based on the previous facts, this anecdote is justifiable. This has been still relevant, even today. Somehow it becomes one thing that the society has been awaiting every time Indonesia will change its governmental cabinet. It is always a hot issue that attracts many people’s attention, especially educational practitioners (Ilma & Pratama, 2015).
The 2006 School-Based Curriculum

Since 2006, when Act Number 20 Year 2003 on the National Education System was implemented, the centralized curriculum is gradually being changed into the school-based curriculum (popularly known as Kurikulum Tingkat Satuan Pendidikan abbreviated as KTSP) which is decentralized to the school level. In the previous curriculum, the objectives, contents, learning methods, and assessment techniques of the learning assessment were determined by the Ministry of National Education. In the new scheme of curriculum development, the central government, which extends to the Board of National Standard of Education, determines the standard competencies for the graduates from each school level, the standard of curriculum content, and guidelines for developing this curriculum based on its rights. In accordance with the national standard and its guidelines, the school community, under the supervision of the local government, designs the curriculum for its own schools. The school based curriculum consists of several components: vision, mission, and objectives of school education, structure and content of curriculum, calendar of education, and compilation of syllabus and lesson plans for each course. This curriculum development strategy will guarantee that the curriculum is relevant with the needs and conditions of the students. In addition, the sense of belonging to a school community in the curriculum may result in optimum implementation of the curriculum.

The implementation of school based curriculum gives more freedom to schools and school committees to develop the school curriculum, analyze the internal and external school environment, and determine the vision, mission, and objectives of education initiated by the schools. Then, referring to national standards, each school develops its own curriculum through accommodating the minimum contents of the curriculum determined nationally as well as local contents considered important for the students. The local contents are determined by the school community to develop competencies of the students based on the local resources and specific mission of the schools.

In cooperation with the local government, the schools determine the calendar of school education. In addition, groups of teachers under the coordination of head teachers and school committees prepare the syllabus of courses consisting of components for the targeted competencies, content of courses, learning experience of students, needed teaching materials, and the assessment techniques to be implemented. In order to prepare the implementation of the curriculum at the classroom level, the teachers prepare the lesson plan covering the objectives of learning to be achieved in one learning episode, a learning scenario, teaching materials, and assessment tools to be applied.

Teachers who implement the curriculum should have variety resources, methodologies and know what values bound the students. Of course it will need extra-attention of the teacher. Some untrained teachers will deal with problems, particularly in delivering the curriculum content to the students because a successful innovation implementation such as curriculum implementation needs responsible competencies. “Teachers are a key factor in the successful implementation of curriculum changes and inadequately trained teachers may not be able to make effective use of teaching materials not matter how well they are designed” (Richard, 2001, p. 99).

The 2013 Curriculum

The government of the Republic of Indonesia represented by the Ministry of Education and Culture has stipulated that the new curriculum, the 2013 curriculum, should be implemented in all levels of education all over Indonesia starting from 2013-2014 academic year (Muth’im, 2014). Curriculum 2013 as the current curriculum has been officially implemented in any directed schools. Its percentage is only 3% out of 6221 schools in Indonesia. This brand new curriculum then attracts pros and cons in any educational stakeholders, either practitioners or observers. In fact, the transformation from KTSP 2006 into Curriculum 2013 is a solving problem brought by Mohammad Nuh as a response toward the result of research surveyed by PISA in 2012 in 65 countries. According to the PISA (Programme for International Student Assessment), Indonesia ranked the 64th place. The data shows that the reading ability of Indonesian students in solving problems is still in the very low level (Ilma & Pratama, 2015).
The implementation of Curriculum 2013 is conducted through some core principles. First, the standard of graduate competence is based on the needs to do so. Second, the standard of content is based on standard of graduate competence through core competence from any subjects. Third, all subjects have to contribute to build students’ attitude, skills, and knowledge. Fourth, the subjects exist because there are competences to achieve. Fifth, all subjects are bounded on the core competence. Sixth, there is harmony on the demand of graduate, content, learning process, and assessment competences. These principles are very essential on making the success of Curriculum 2013 implementation (Ilma & Pratama, 2015).

In the previous curriculums, in a language class, teachers basically have to conduct four stages of the language learning process, which are (1) to construct the context, (2) to design a text, (3) to compose a text simultaneously, and (4) to compose a text individually. The text-based learning in Curriculum 2013 is more directed and systematical. The teacher gives the base and builds the understanding, the students do the assignment altogether, when they have reached deeper understanding then they are asked to do it by themselves (Ilma & Pratama, 2015).

**Teachers’ Confusions about the Terminologies of Teaching and Learning Steps**

The curriculum of English instruction in Indonesia has undergone changes as well. The first was the 1945 grammar-translation-based curriculum. It was employed because it was workable for large classes, relatively inexpensive, and only required grammar mastery of the language. The second was the 1958 audio-lingual based curriculum. There was involvement of U.S. Ford Foundation in the curriculum development. All the teachers available were native speakers, mostly Americans. The number of the students considerably outnumbered the number of the native speakers. Next was the 1975 structure-based audio-lingual-method curriculum. It contained more systematic teaching guidelines including all the curriculum components: objectives, materials, approaches, and evaluation. Its implementation was not successful because it did not support communication, both receptively and productively. Later in 1984, a structure-based-communicative curriculum was introduced. It focused on language forms as the dominant feature and it therefore did not develop the students’ communicative skills as expected. The 1994 meaning-based communicative curriculum was then issued. After some years of use, however, this curriculum did not enable the students to communicate or comprehend the Standard English textbooks. (https://paksira.wordpress.com/2009/05/22/the-history-of-english-curriculum-in-indonesia/).

Consequently, the terminologies in teaching-learning steps in the English lesson plan have changed every time the curriculum changes. For example, the changes from EGRA (Exposure, Generalization, Reinforcement, Application) in the 1984 Curriculum and the 1986 Curriculum) to PPP (Presentation, Practice, Production) in the 1994 Curriculum, BKOF (Building Knowledge of Field), MOT (Modelling of Text), JCOT (Joint Construction of Text, ICOT (Independent Construction of Text) in the 2004 Curriculum, EEK (Eksplorasi, Elaborasi, Konfirmasi or Exploration, Elaboration, and Confirmation) in the (2006 KTSP or School-Based Curriculum), finally to the one at present: Observing, Questioning, Experimenting, Associating, Communicating in the 2013 Curriculum.

The changing terminologies have created confusion among the teachers. They do not grasp fundamental ideas covered in the teaching and learning procedure. When questioned more closely, the teachers reveal their failure to understand fully the underlying concepts and perform poorly on their teaching. This shortcoming can interfere with their students’ subsequent learning. The teachers’ incorrect perceptions or concepts are thus also an important factor that affects learning since they constitute a source of difficulty in the teaching learning process. They can be corrected through deliberate attempts and the use of modern teaching strategies and models to facilitate the transition process from the wrong to the right concepts (Al-Khateeb, 2016).

**How to Unravel the Teachers’ Confusion**

The results of study by Kimbouri (2010) indicate that often the teachers do not acknowledge the existence of the wrong or incomplete concepts relating to the teaching procedure. This is likely to be an obstacle for students learning. To overcome the teachers’ confusion, in planning instruction,
the teachers should draw on a growing body of research knowledge about the nature of learning and on craft knowledge about teaching. They should also consider the special characteristics of the material to be learned, the background of their students, and the conditions under which the teaching and learning are to take place (American Association for the Advancement of Science, 1990). The inappropriate teaching methods can be stopped by keeping teachers up-to-date in their subject through advanced education (Barke, 2009).

Madya (2013: 224) suggests that teachers take strategic attitude in facing the unavoidable everchanging curriculum, including the elements affected such as, among others, the teaching and learning steps. Instead of being confused and complaining which exhaust their energy, teachers can make use of their human resource (energy, knowledge, time) to analyse the similarities and differences between the previous and the current teaching – learning steps in order to suit with the demand of the new curriculum. They should bear in mind that the very essence of teaching is presenting the instructional materials through variety of ways, then scaffolding the learners with various types of creative exercises which will afterwards make it possible for the learners to implement the learned materials in appropriate context for communication.

CONCLUSION

From the previous discussion, it can be concluded that the teachers’ misconceptions have arisen because of language. For as long as “they are tempted by language, they will continue their vain search for the certainty to determine the best way to learn, the best way to teach, and (in the case of Northern Ireland) the best curriculum model” (Purdy & Morrison, 2009, p.107). The reason is that language has stayed the same and tempts them again and again towards the same questions. Then they will run up against the same puzzling difficulties again and again, and they will stare at something which no explanation seems to be able to remove. In response to the implementation of this new curriculum, it is suggested for all Indonesian teachers of all school subjects to understand the essence of curriculum in general and especially to understand the 2013 curriculum profoundly and comprehensively, and to continuously improve and maintain their professionalism as teachers (Muth’im 2014).

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BIODATA

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PROBLEM BASED LEARNING (PBL) ON ENTERPRENEURSHIP COURSES
COLLEGE OF PIPS STKIP PGRI LAMONGAN

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ABSTRACT

Study Entrepreneurship is an existing course in the even semester of STKIP PGRI Lamongan students, this students is a subject based on KKNI, which is programmed in the hope that the students know the ins and outs of entrepreneurship and ready to start as early as possible without waiting for the end of college and diploma out. Problem Based Learning (PBL) is a learning model that involves students to solve problems through several stages of scientific method so that students are expected to be able to learn knowledge and apply entrepreneurship stages related to problems in the field, as well as students are expected to have skills in solving problems. Problem Based Learning (PBL) on entrepreneurship subject of PIPS STKIP PGRI Lamongan students, come out which is expected to be the compilation of Business Plan which has gone through the process of learning model of Problem Based Learning (PBL).

Keywords: Problem Based Learning (PBL), Study Enterpreneurship.

INTRODUCTION

Year after year graduates from undergraduate and unemployment rates are increasing. In 2008, Indonesia was ranked 1st in Asia in the highest number of unemployed. This is considered to threaten the stability of the Asian region as the overall population of Indonesia is greater than the neighboring countries. Although it is suspected to fall about 9% from 2007, but in general this figure is still considered the highest in Asia. Based on the results of labor surveys of the Central Bureau of Statistics in February and August 2009 predicted the increase in unemployment rate in Indonesia about 9%. While the number of open unemployment in Indonesia as of August 2008 reached 9.39 million people or 8.39 percent of the total workforce. Of these, unemployment with a bachelor's degree is about 12.59%. From the above data, it is very clear that Indonesia has a problem that is not light in overcoming unemployment, mainly undergraduate degree. If not immediately addressed, this number is not going down but will jump up. (Kompas 23 December 2009)

And this is one of the governmental, private, and problematic issues for college that has given graduation and degree. Because essentially, scholars are expected to be able to plunge into society, get a decent job, and be able to live independently.

Science that has been obtained during college education is expected to be used when plunging into society and earn income from the science that has gained it. For example, STKIP PGRI Lamongan gave birth to prospective teachers. And what if some students find it difficult to get a job in the field that he has been studying in lectures? For example, a PPKn student who does not become a Civics teacher and can not find a job as a Civics teacher.

Because the competition to get a job is getting tighter, then students are expected to not only be able to find work. But also able to create jobs and able to be the boss for his own work, not to 'employee' like most. And for that it takes entrepreneurship courses to build student business interests. In order for the student to be able to run the business since he was a student to graduate and get a bachelor degree later. Because in entrepreneurship does not require a diploma linieritas and wait for a diploma out or graduation, Hendro (2011: 240)
For that it takes a learning strategy that will be expected to increase the motivation of students to start from early (still sitting in college) so that once graduated from college students no longer bothered to seek employment but can already open jobs for other organs.

PROBLEM BASED LEARNING IN HIGH EDUCATION

From the problems exposed in the introduction above that the Higher Education is an educational institution that is responsible to produce Human Resources capable of dealing with various problems, it should have approaches and methods of learning that lead to the provision of experience in solving problems that occur for the time being unemployed educated Which is increasing year by year.

Problem-based learning is one of the best interactive learning methods, and many claim it is more effective than traditional methods of lifelong learning, and more fun. (Smith, 2002).

PBL is not about solving problems, but instead using appropriate issues to improve knowledge and understanding. (Diana F, 2003).

Problem-based learning has great potential for education management. Putting students in a problem-centered environment can help to bridge the gap between theory and practice. (Arthur Lloyd Sherwood, 2004)

Problem Based Learning (PBL) is a learning strategy based on the problem. PBL involves thinking activity in the learning process to find the right problem solving. In this approach students will actively integrate new knowledge or experience with prior knowledge or knowledge already possessed. Thus the cognitive structure of students is always a change, which ultimately is expected to form students skills in solving problems.

Problem Based Learning (PBL) correlates with cognitive function which contains various thinking activities in the learning stages. These include: utilizing prior knowledge, reorganizing new knowledge in cognitive structures, analysis and synthesis processes, structuring and idea development, and problem solving.

Problem Based Learning (PBL) is an appropriate method for adults and better in terms of retention of knowledge, transfer of learning power to other situations, and self-developed learning and developing life long learner (Norman and Schmid in Bigelow, 2004)

Thus, Problem Based Learning (PBL) has an advantage in developing a wealth of learning experience, through critical cognitive processes integrated with existing knowledge, and developing the ability to apply that is socialized in different situations and in the future. (Susetyo, 2004)

ENTREPRENEURSHIP IN HIGH EDUCATION

In the past, the pattern of entrepreneurial learning was not formally institutionalized. The provision of motivation and mental attitude of entrepreneurs builds naturally, born from the limitations and spirit of survival with exemplary, hard work and model examples. Students who are trained physically and mentally forged through habituation in everyday life, will be tough to take decisions and solve problems. However, the pattern of past entrepreneurship development is considered not systematic to produce entrepreneur (entrepreneur). Entrepreneurs are more determined by individual talents or characters, or innate, not on the planned process.

Entrepreneurship is a discipline that can be learned and taught. According to Ciputra, entrepreneurial competence is not a science of magic. Higher education, it is necessary to teach three competencies to the students, that is, to create opportunities (opportunity creator), create new ideas that are original (innovator) and dare to take risks and be able to calculate (calculated risk taker).

Entrepreneurship Development Program is implemented to foster entrepreneurship spirit in the students. It is also expected that the results of research and development is not only worth the academic course, but has added value for the nation's economic independence. Entrepreneurship, can be defined as the ability to see and assess the opportunities (opportunities) of business and the ability to optimize resources and take action and highly motivated to take risks in order to succeed its business.

The role of universities in motivating students to become a young entrepreneur is very important in growing the number of entrepreneurs. With the increase of entrepreneurs from
undergraduates will reduce the increase in the number of unemployed and even increase the number of jobs.

Entrepreneurship course is a lesson that shapes the entrepreneurial character or at least the students add knowledge and know the ins and outs of business both from the side of soft skills and hard skills so that students are able to take advantage of opportunities around him in creating his own business after graduation or while still in college. For that work unit of Directorate of Learning and Student Affairs Directorate General of Higher Education in 2012 the compilers of lesson plans and entrepreneurship teaching materials for Higher Education.

In entrepreneurship courses in STKIP PGRI Lamongan, as the author once stated in the journal Edupedia that: All or 100% of students say that not interested in entrepreneurship for fear of failure, it is according to the results of questionnaires distributed to 35 students majoring in Civics and Economics who follow the eyes Entrepreneurship lectures. After 14 lectures in lectures for 1 semester and the questionnaire is distributed there are only 7 students (20%) who keep saying no entrepreneurship for fear of failure. (Yayuk CM, Edupedia, June 2016)

For that reason, it is expected that Problem Based Learning (PBL) can make the students not only interested in entrepreneurship but also able to determine the direction of entrepreneurship that will be implemented immediately without waiting for the diploma certificate to come out.

APPLICATION OF ENTERPRENEUR IN STUDY HIGHT EDUCATION

Problem Based Learning Study

1) Eggen & Kauchak (2012 : 308) in PBL there are 2 stages to do :
   a) Plan learning for problem-based learning

   Planning Entrepreneurship Course for Learning PBL

   Identifying Topics
   Determining Learning Objectives
   Identifying the Material
   Accessing Materials

   b) Implementing Entrepreneurship Courses for problem-based learning. There are 4 phases:

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<tbody>
<tr>
<td>Phase 1 Review and Present Problems</td>
<td>• Attract students' attention and draw them</td>
</tr>
<tr>
<td>Lecturers review the knowledge</td>
<td>into entrepreneurs</td>
</tr>
<tr>
<td>needed to solve problems faced by</td>
<td>• Informedly assess the initial knowledge</td>
</tr>
<tr>
<td>students when they decide to</td>
<td>of the students about the entrepreneurship</td>
</tr>
<tr>
<td>entrepreneurship and give students</td>
<td>that will be undertaken</td>
</tr>
<tr>
<td>specific and concrete problems to</td>
<td>• Give concrete focus to entrepreneurship</td>
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<tr>
<td>solve in the entrepreneurial world</td>
<td></td>
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<td>facing students</td>
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</table>

   | Phase 2 Develop Strategy            | Ensure as much as possible that students use   |
   | Students develop strategies to solve| the approach of interpreneur useful to solve    |
   | problems and lecturers provide      | problems encountered                           |
   | feedback about the strategy about   |                                               |
   | entrepreneurship that has been       |                                               |
   | stacking students and has focused   |                                               |

The 9th International Conference on Educational Technology of Adi Buana (ICETA 9)
concrete about entrepreneurship to be in / select

<table>
<thead>
<tr>
<th>Phase 3 Implementing the Strategy</th>
<th>Giving students the experience to go directly in the field to solve problems encountered so that the problem can add / form new knowledge</th>
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<tbody>
<tr>
<td>Students apply their strategies during entrepreneurship courses by dropping directly into the field according to the field of entrepreneurship that will be chosen or occupied carefully and lecturers monitor and provide feedback</td>
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<tr>
<th>Phase 4 Discusses and Evaluates Results</th>
<th>Give students feedback for their business gained during a live jump in the field</th>
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<tr>
<td>Students apply their strategies during entrepreneurship courses by dropping directly into the field according to the field of entrepreneurship that will be chosen or occupied carefully and lecturers monitor and provide feedback</td>
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b) The PBL syntax developed by Arends (2008)

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<tr>
<th>Phase</th>
<th>Learning Procedures</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gives students a range of orientation issues</td>
<td>Lecturers discussed the learning objectives of describing various important logistical needs and motivation of students to engage in problem-solving activities in entrepreneurship</td>
</tr>
<tr>
<td>2</td>
<td>Organize students to research</td>
<td>Lecturers help students to define and organize learning tasks related to entrepreneurship issues</td>
</tr>
<tr>
<td>3</td>
<td>Assisting independent and group investigations</td>
<td>Lecturers encourage students to get the right information, carry out experiments, search for explanations of solutions</td>
</tr>
<tr>
<td>4</td>
<td>Develop and present what is gained and compiled during field work</td>
<td>Lecturers assist students in planning and preparing appropriate materials, reports, video recordings and models and helping them to communicate to others</td>
</tr>
<tr>
<td>5</td>
<td>Analyze and evaluate the problem-solving process</td>
<td>Lecturers help students to reflect on their investigations and the processes they use so that the initial business plan is formed which will be the basis for starting a new business.</td>
</tr>
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</table>

**CONCLUSION**

Problem Based Learning (PBL) is a form of learning approach that is student center learning. PBL is learned by digging / seeking information (inquiry) and utilizing the information to solve factual problems / designed by lecturers.

Problem Based Learning is a very appropriate form of learning methodology used in entrepreneurship courses because students are looking for problem solving by going directly to the field to answer the problem.
Expected with Problem Based Learning (PBL) students have produced early Business Plan for their starting ground in entrepreneurship based on their ability and experience when discussing together in class, down in field and making business plan.

**SUGGESTION**

Based on personal experiences as educators and feel something of success in teaching we would like to advise fellow colleagues to modify teaching techniques. It is desirable as a practical innovation, creativity as important as creating the work (research).

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**B I O D A T A**

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THE DEVELOPMENT OF CLASSICAL AND COUNSELING SERVICE BOOK FOR GRADE 9

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ABSTRACT

This research has a background because there hasn’t been a guidance book to provide classical and counseling service book spread at the market. Classical and counseling teacher has had difficulty to search for proper materials for the students. According to some experts, this classical service is highly needed to deliver information that is acquired by students. This classical service can be delivered both inside and outside of the class according to the classical service material. The Problem of Analysis of this research is the development necessity for a classical and counseling service book for Grade 9, that is suitable for the needs of the students especially Grade 9 students at the area of Sidoarjo. The purpose is to ease Guidance and Counseling teacher in searching for classical guidance service, and the students of grade 9 will find it easier to earn information that has correlation with further study, especially with the interest of Senior High School/Islamic High School, Vocational High School and other future career opportunity. The research of this development, produces products in the form of books. The process of this product development involves material experts, Design Study, media expert and colleagues to gather valuable suggestion to fix this development product before there will a small scale of test which consists of six students and big scale test which consists of thirty students The result of big scale test from the evaluation form which was given to the students shows that percentage of 91.53% which means that this classical service book in the category of very good qualification. Therefore, this book which developed by Yuniar Poerbadini could be used in classical guidance and counseling.

Keyword: Development, Book, Classical Service, Guidance and Counseling

INTRODUCTION

Counseling and guidance at school is being held to facilitate the students’ development, in order to actualize their potential or to reach an optimal and significant development. Providing facility has a purpose to optimize the development process for the students, because naturally human has the potential to grow and develop in order to reach an optimal independency.

Counseling and guidance is using an individual development paradigm, which emphasize into the effort of increasing individual positive potential. All the students have the rights to receive counseling and guidance service in order to develop and positively actualize their potential. However, the development paradigm doesn’t abandon the services that orientate on the prevention and overcoming the issues (preventive and curative). Every student has each potential (cleverness, talent, interest, personality, physical condition) family background, also different kind of learning experiences. These, make the students need different development services as well.

The curriculum of 2013 covers learning program which integrates interest program for the students as a process of choosing and taking decision by the students based on the self-potential...
comprehension, also opportunity which lies inside the education unit and also the general society. Students’ interest content consists of academicals interest, vocation, optional interest (lintas) and interest (pendalaman). In that context, BK services assist the student to understand, receive, guide, take decisions and retaliate personal development direction also their own self decision in a responsible way. In addition, BK services helps the students to choose, achieve and maintain career to create productive and wealthy life.

Based on Permendikbud in year of 2014 number 111 about the counseling and guidance on elementary and high school education, implements that counseling and guidance services was held inside of the classes with two hours of learning per-week. Hence, the teacher of counseling and guidance would have the opportunity to provide classical services to the students.

According to the formation of counseling and guidance services which lies in the Operational Guidance Book of Counseling and Guidance which was published by the Minister of Education and Culture in 2016, the teachers of counseling and guidance are obligated to provide classical guidance services, which is service activities toward some students in a study group. It is held in a class in form of face to face interaction between counseling and guidance teacher or counselor with the students.

Although the counseling and guidance teacher has obligated to provide classical guidance services for twice a week, according to Permendikbud in the year of 2014 number 111 about counseling and guidance on elementary and high school, however in the reality not all school provide two hours per-week face to face time meeting. Moreover, there are some schools which haven’t given face to face time for counseling and guidance teachers.

The lack of interaction with the students causes the students couldn’t achieve enough services compare to their needs. The students of grade IX for instance, need plenty of information especially those which have correlation with social and further study after graduate from junior high school. Based on the development of education world, we often face the use of terms major which are changing in vocational high school. If the students couldn’t keep up with the development in education world, then they would be left behind for the information that is able to cause them mistakes in deciding majors.

Interest is one of the most required information by the students especially those in grade IX. Because after graduating from junior high school, students must already be able to decide the option for their further study. However, because of the time limitation of interaction in classes, there are many undelivered information toward the students when the counseling and guidance teachers perform their classical services. Hence, students should have books which can be used as information source and study activity in classes, as well as reading materials at home.

Considering limited time to deliver classical guidance service material, we need books to give classical guidance service which suitable with students’ needs and social economy condition within the area. However, until recent there hasn’t been a classical Counseling and Guidance book sold on market and specifically printed to provide material of classical guidance as other subject studies. All these times, the material of classical guidance has been delivered by relying counseling and guidance teachers’ creativity on the theme and sub theme which lies in the counseling and guidance book, which published by the Minister of Education and Culture in 2014.

Having the experience in giving classical services for the students, researchers want to create Counseling and Guidance classical book for junior high school especially for grade IX. Hopefully by having the particular book, can ease the counseling and guidance teachers in providing classical material services.

**METHOD**

The development for this teaching material is using research and development model (Research and Development). In order to produce certain product, we need to do a research which has the analysis of needs and to test the efficiency of the product in order to function well among wide society, then it needs a research to test the product efficiency in the first place. Research and development model that being used is Borg and Gall Model. Borg and Gall Model has ten development of research steps (R&D), which are; (a) Data research and collecting, (b) Planning, (c) Beginner product development,
(d) Beginner product experiment / Limited Experiment, (e) Beginner product perfection, (f) Wider field experiment, (g) Wider field experiment result perfection, (h) Final product test, (i) Revision or Final product perfection, (j) Dissemination and Implementation.

However in developing this book, researchers are using research development of Borg & Gall Model. The research method has been simplified by Tim Puslijaknov (State team of Policy Research and Education Innovation in Research and Development of National Education Department, 2008). Borg & Gall’s development of research model had ten steps at the start, but then it was simplified by Puslijaknov team into five steps. They are:

1. Doing analysis of the product which will be developed; 2. Beginner product development; 3. Revision and Validation of Experts; 4. Small Test and Revision; 5. Bigger scale of Test and Revision.

Procedures which will be used in this development is based on Borg & Gall, and has been simplified by the Puslijaknov team, are:

1. Product Analysis
   In this step, the researcher has done an observation in SMPN 2 Sukodono where the researcher is working as a Counseling and Guidance teacher. Based on years of experience working as a counseling and guidance teacher in SMPN 2 Sukodono and witnessing directly of the society’s economy and social condition around the school, the researcher is able to recognize information needed by the students in the area, especially in SMPN 2 Sukodono. The information needed for the students of grade IX is the information that has connection with further study interest and information about social life in society. For example about drugs or traffic regulation.

2. Beginner Product Development
   In this step, the research makes a beginner draft of the product which will be developed in form of classical counseling and guidance book.

   A. Deciding the Developmental Purpose
      Deciding the classical counseling and guidance book’s purpose for students in grade IX. This book becomes a source of information for students in grade IX.
      1. This book as a support in giving classical services.
      2. It eases the students in searching for information about further teaching study interest and social life in society.

   B. Listing book material.
      In this step, the developer prepares and decides what kind of needed material connected with service material of classical Counseling and Guidance for Junior High School grade 9. The list inside of the book, consist of:
      a. Cover
      b. (kata pengantar)
      c. Content
      d. (Pendahuluan, which is filled of background, purpose, and book areas of using)
      e. Material for classical service book, consists of five chapters, completed with students activity in every end of the material.
         • Chapter 1. Him and I during our youth.
         • Chapter 2. Say No to Drug.
         • Chapter 3. Obeying traffic rules.
         • Chapter 4. Interests in Senior High School/ Islamic School.
         • Chapter 5. Interests in Vocational school.
      f. (Daftar Pustaka)
      g. (About the author)

   C. Arranging the Evaluation Tools
      Evaluation tools which are used by developers are expert validation test (angket) and validation test for users in order to recognize the level of acceptability for the developed book.

3. Revision and Validation of Experts Test
In this step, the developer is doing an expert validation test. Expert validation test consists of Material validation test by Dr. Hartono, M.Si, learning media expert test, and learning design expert test by Dr. Ibut Priono Leksono, M.Pd. In this step, the developer is revising the products which have been suggested by the experts.

4. Small Test and Revision
After having a revision, the next step is product test in small scale. According to Borg and Gall (1989), the field product experiment is suggested to be done to one until three schools, with the amount of respondents between ten until thirty. However because of the time and financial limit, the small scale test only took six students whom consist of two pupils with high academicals skill, two pupils with average academicals skill and two pupils with low academicals skill. In this step, the product is experimented toward the students of grade IX in SMPN 2 Sukodono. In this step also, the developer is revising on some parts in order to fulfill the suggestion from students whom involved in the small scale test/experiment.

5. Bigger scale of Test and Revision
Borg and Gall (1989), suggested using five until fifteen schools for sample in this step. By using subject sample between thirty until one hundred people. However, because of the time and financial limit, the bigger scale test only held in one school with the amount of thirty student respondents. The bigger scale test is held in SMPN 2 Sukodono Sidoarjo. In this step, the product made by developer, achieved good response from the students. They were enthusiast in learning that book.

The analysis technique which used is percentage. While the pattern that used to count the percentage of each subject is:

Note:
\[ \sum = \text{Amount} \]
\[ n = \text{Amount of all (angket) Item} \]

Next to count the whole subject percentage, we use pattern as below:

\[
\text{Percentage} = \frac{\sum}{n} \times 100\%
\]

In order to give value and decision making, we use below term:

conversion of achievement level scale 5

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Qualification</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>Very good</td>
<td>Doesn’t need revision</td>
</tr>
<tr>
<td>75% - 89%</td>
<td>Good</td>
<td>Doesn’t need revision</td>
</tr>
<tr>
<td>65% - 74%</td>
<td>Average</td>
<td>Revised</td>
</tr>
<tr>
<td>55% - 64%</td>
<td>Less</td>
<td>Revised</td>
</tr>
<tr>
<td>0% - 54%</td>
<td>Much Less</td>
<td>Revised</td>
</tr>
</tbody>
</table>

RESULT AND DISCUSSION
1. Data Analysis of the Scoring Material Expert Result
Scoring result of material next would be analyzed to recognize the qualification level in developing product which is in form of a tested book. An analyzed data is matched with a qualification table. Scoring result of material then counted by the percentage with the pattern of below:

\[
\text{Percentage} = \frac{94}{125} \times 100\% = 75.2\%
\]

Based on the achievement level table, the achievement percentage level 75.2% is at a good qualification and need no further revision. Written comment and suggestion from the material expertise made as perfection goal toward classical service book.

2. Data Analysis of Scoring Result by Learning Design Expertise
Data result of learning design expertise was analyzed to recognize the product quality after being tested. Based on the data on table 4.2, the percentage is

\[
\text{Percentage} = \frac{149}{155} \times 100 = 96.1\%
\]

After being converted with the product qualification table, the percentage (96.1%) is at a good qualification and doesn’t need further revision. Generally, learning design expertise concludes that the design of classical counseling and guidance book, is suitable to be one of the thesis experimental instruments.

3. Data Analysis of Small Scale Test Result

Data analysis of test result in a small group toward the book. This data consists of analysis for three aspects of qualification, which is visual aspect, material serving and the benefit. Hereby the analysis data which already made into percentage.

a) Percentage of visual qualification aspect is \(\frac{28.00}{30} \times 100\% = 93.33\%\)

b) Percentage of material serving aspect is \(\frac{28.83}{65} \times 100\% = 90.50\%\)

c) Percentage of beneficial aspect is \(\frac{26.32}{30} \times 100\% = 87.73\%\)

In order to result full score, we then must add the three percentages all together and divided by three, which will be:

\[
93.33\% + 90.50\% + 87.32\% \times 100\% = 90.52\%
\]

After the percentage result (90.52%) converted with product qualification table, then we should know that the level of percentage has very good qualification and doesn’t need further revision.

4. Data Analysis of Bigger Scale Test Result

Data analysis of bigger group result toward the book. This data has the analysis content of three qualification aspects, which is visual aspect, material serving and the benefit. Hereby the analysis data which already made into percentage.

a. Percentage of visual qualification aspect is \(\frac{28.88}{30} \times 100\% = 96.26\%\)

b. Percentage of material serving aspect is \(\frac{58.70}{65} \times 100\% = 90.30\%\)

c. Percentage of beneficial aspect is \(\frac{26.41}{30} \times 100\% = 88.03\%\)

In order to result full score, we then must add the three percentages all together and divided by three, which will be:

\[
96.26\% + 90.30\% + 88.03\% \times 100\% = 91.53\%
\]

After the percentage result (91.53%) converted with product qualification table, then we should know that the level of percentage has very good qualification and doesn’t need further revision.

5. Result Data Analysis by Colleagues

Analysis result by teachers toward the book. Scores in each question are added and made into percentage by the pattern of =

\[
\frac{52}{55} \times 100\% = 94.54\%
\]

After the percentage result (95.54%) converted with product qualification table, then we should know that the level of percentage has very good qualification and doesn’t need further revision.

CONCLUSION
Based on the research result and the development of classical counseling and guidance service book for Junior High School grade IX, has major positive impact toward students’ interest into following counseling and guidance lessons. By using this book, students are easier to comprehend the material which has been delivered by the counseling and guidance teacher, because the service material is suitable with what the students’ need in Sidoarjo.

**SUGGESTION**

The development research which was done, produces a product in form of classical service of counseling and guidance for junior high school grade IX book. However, the material and content of the book, needs to be further supervised in order to be more specific. Last but not least, the grammatical order also needs to be monitored as well.

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LAMPIRAN:

Cover Buku Layanan Klasikal Bimbingan dan Konseling

Gambar di dalam produk buku
Salah satu Bab dalam buku

Cover belakang buku
THE EFFECT OF JIGSAW COOPERATIVE LEARNING METHOD AND QUANTUM LEARNING WITH DIFFERENT LEARNING STYLE ON THE LEARNING RESULTS OF EIGHTH GRADE STUDENTS IN SMP NEGERI 2 KAMAL

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ABSTRACT
Teacher innovation is needed in teaching and learning activities. The use of learning models used by teachers can have an impact on student activities and learning outcomes. This research aims to explain about the influence of cooperative learning model of Jigsaw type and Quantum Learning with different learning styles to the students' mathematics learning outcomes of eighth grade in Public Secondary School 2 Kamal. Researcher use quantitative research model with student sample of class VIII A and VIII B counted 50 students from total of student population of class VIII as much as 107. Data collected for research purposes using observation method, interview, questionnaire, and test. The researchers collected data on the use of cooperative learning methods of jigsaw type and quantum learning with different learning styles and explained the effect of the method on student learning outcomes. The data obtained were analyzed using SPSS 21 for Windows with Two Path Anava technique.

Keywords: cooperative learning, jigsaw, quantum learning, learning style, learning result

INTRODUCTION
Learning activities are expected to provide optimal conditions for learners in achieving learning objectives. Various problems arise and must be addressed wisely by educators. There are a variety of learning issues that include material, use of methods, and evaluations by teachers. In classroom practice, group work such as Cooperative learning is rarely applied, and even most schools never apply (Utomo, 2011).

The researcher conducted a preliminary study by interviewing the teachers of SMP Negeri 2 Kamal. Some teachers claim that they tend to use lectures and job assignments for every math learning activity. In addition, the teacher also provides evaluation questions at the end of the lesson and the addition of tasks for students to do at home. In addition to obtaining information from teachers, researchers also collect information from students. Students claim that they feel bored when the teacher only teaches by lecture method and assignment. Students tend to score low and under minimal mastery criteria at the time of mathematics learning. Lecture and assignment methods do not provide opportunities for students to play an active role in learning activities so that less meaningful learning for students.

(Depoerter 2004) provides a solution for mathematics learning that can identify mathematical intelligence, that is by learning method of Cooperative Type Jigsaw and Quantum Learning that familiarize students to be comfortable and pleasant. Classroom learning allows students to interact and work with their peers to solve learning problems. Smart students can guide students who are less intelligent, and conversely students with low competence can consult with other smarter friends.

REVIEW OF LITERATURE
Jigsaw Cooperative Learning Model
The definition of jigsaw cooperative learning is a learning that is designed so that students learn diverging information through group work (Harnanik, 2012). Group learning emphasizes the participation of each group member to work together with each other in achieving the learning
objectives. The material in each learning consists of different parts of the material aspect as a whole. Through group management, the group empowers each group member to play a role in learning the material as a whole.

Ibrahim (2001) states that jigsaw has been developed and tested by Eliot Aronson and then adapted by slavin in the application of jigsaw, students are divided in groups with five or six heterogeneous learning groups. Each member is responsible for learning to master a given part of the given material then explaining to the members of his group. The division of tasks of each group member in the study of the parts of the material is more effective in understanding the whole matter. Each member is responsible for understanding the material and submitting it to other members so that all group members understand the material in full.

Jigsaw cooperative learning has positive characteristics among each group member. Each member has different responsibilities and communicates synergies with other members so that members' understanding of the learning materials becomes evenly distributed.

**Quantum Learning Method**

Quantum Learning is a learning model that involves tips, setrategic guides throughout the learning process that can save time, sharpen understanding and memory and make learning a fun and rewarding process. (DePorter and Hernacki, 2011). Learning by using the quantum learning model has the advantage of the effectiveness of time and facilitates students in sharpening their understanding of the subject matter with a pleasant and more meaningful atmosphere.

The quantum teaching and learning model takes the form of "symphony" in learning, which divides the constituent elements into two categories, which are context and content. Context is the preparation of conditions for the organization of quality learning. The content is the presentation of the subject matter (2014). Learning with the quantum learning model emphasizes the understanding of the material that is learned and packaged in contextual learning or with the daily life of the students. The emphasis on these two categories provides a real experience in life around students.

**Gaya belajar**

DePorter in ahmad (2010) states that learning styles are people who learn differently and all ways are just as good. Experts put forward various learning methods that can be used in accordance with the needs and objectives of learning. To facilitate students' understanding of teaching materials needs to be adjusted to the learning style favored by students. Enjoyable learning can provide motivation and ease in understanding and performing tasks in every learning process.

According to Hamzah (2016) learning style can be divided into three types, namely visual learning style, auditorial, and kinestetik. Students who have a visual learning style prefer learning activities that focus more on the use of the sense of sight, such as pictures, videos, and observations. Auditory learning style emphasizes the function of the sense of hearing, such as listening to lectures, radio, and music. Students who love motor movement are the types of students with kinesthetic learning styles.

**Learning Outcome**

According to Dinyati (2002), learning outcomes are results that can be viewed from two sides: the students and the teacher side. Learning outcomes are products that result from the learning process. From the side of the teacher, the success of learning is viewed from the delivery of the complete material to students within a predetermined time period, while the success of students in the learning process seen from the acquisition of competence by students in accordance with the goals set. Students' learning outcomes are measured through the scuba-learning process. Assessment is done to know ketercapain learning objectives through teaching and learning activities.

Based on Bloom's Taxonomy theory in sujana (2007) that learning achievement in the framework of study is achieved through three categories of domains, among others: 1) cognitive ability, 2) affective ability, and 3) psychomotor ability. Learning outcomes that need to be assessed by the teacher in the learning process include not only the competence of knowledge, but also include
student attitude and skill competencies. The learning objectives set by the teacher cover all these competencies.

The Effect of Jigsaw and Quantum Learning Cooperative Learning Method to The Students Learning Style

Cooperative learning model provides an opportunity for students to play an active role and interact positively in learning activities. Appropriate learning model to overcome student learning outcomes is the quantum teaching and learning model (2014). Jigsaw cooperative learning has been able to improve the learning outcomes of science, so that jigsaw cooperative learning can also be applied to other lessons (2012). Student-oriented learning emphasizes the role of students to be actively involved in every learning activity. With the involvement of students who are more active provide opportunities for students to learn while doing activities. Teachers become facilitators in providing optimal learning environment in order to maximize students' competence.

RESEARCH METHODS

The method used in this study is a quantitative approach or so-called quantitative analytical design in its implementation is done through the work stages or structure of research performance that tends to test certain theories with a focus on variables or relationships between variables. The sample in this research is the students of class VIII A and VIII B taken from the entire sample of class VIII SMP Negeri 2 Kamal as many as 4 classes. Collecting methods used by researchers to obtain research data, among others, observation, questionnaires, interviews, and tests. The data obtained were analyzed using SPSS 21 for Windows with Anava Two Path analysis.

PROCEDURE OF DATA AND DATA ANALYSIS

Before performing data collection, the researcher tested the validity and reliability of research instruments to determine the level of validity and reliability. From the results of statistical validity test using SPSS to the questionnaire obtained r-count 0,503-0,999 bigger than r-table 0,396 with significance level α - 0,05. The test results of validity of test items obtained r-count 0,416-0,738 bigger than r-table 0,396. The test data obtained from Croarbach Alpha 0,760 is bigger than r-table 0,396 and reliability test question is obtained by Croanbach Alpha 0,869 bigger than r-table 0,396. Based on the results of statistical analysis can be concluded that the research instrument has a high level of validity and reliability and can be used to collect research data.

Based on the results of questionnaire distribution to the students as much as 54 students obtained data that has kinesthetic learning style as much as 35 students, auditorial 15 students, and visual 4 students. Because the number of students who have a low visual learning style that is 4 students, then the student data is not done analysis and that pertanantetap follow the process of learning activities. Then the preliminary test results of all students showed similarity of value and did not have significant differences so that researchers can do homogeneity test.

Before performing anova analysis using two lines, the researcher first performs the prerequisite test, namely the normality and homogeneity test. Normality test data indicates that the significance value of 0.133 is greater than 0.05 so that the tested data is declared normal distribution.
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Table 1. Normality Test

<table>
<thead>
<tr>
<th>One-Sample Kolmogorov-Smirnov Test</th>
<th>Unstandardized Residual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Normal</strong></td>
<td>Mean 0.0000000</td>
</tr>
<tr>
<td><strong>Parameters</strong></td>
<td>Std. Deviation 4.01619831</td>
</tr>
<tr>
<td><strong>Most Extreme Differenc</strong></td>
<td>Absolute 0.165</td>
</tr>
<tr>
<td><strong>Kolmogorov-Smirnov Z</strong></td>
<td>Asymp. Sig. (2-tailed) 0.133</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.

The result of homogeneity Statistic calculation obtained the learning style variable 0.404 is greater than 0.05 so it can be concluded that the learning result variable based on learning style The same variant.

Table 2. Test Homogeneity

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hasil Belajar</td>
</tr>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>.708</td>
</tr>
</tbody>
</table>

Through the calculation of two-lane anava statistic using SPSS 21 for windows obtained data difference average learning outcomes of students on cooperative learning model jigsaw model 93.61 and 90.00 while learning model of quantum learning is 93.57 and 85.00.

The interaction between application of cooperative learning model of jigsaw type and quantum learning with learning style with learning result is explained that the value of F model of application of cooperative learning model Jigsaw and Quantum Learning type = 24.602 with significance value \( \alpha < 0.05 \) ie 0.000, with df1 = 1 df2 = 49 got the value Ftable = 4.05 so that F count> F table, it means there is difference of learning result of mathematics education of class VIII students who taught by using coopertaf type jigsaw type model with taught by quantum learning model in SMP Negeri 2 Kamal.

Table 3. The Result of 2 Lane Anava Analysis

<table>
<thead>
<tr>
<th>Tests of Between-Subjects Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Variable: Hasil Belajar</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Corrected Model</td>
</tr>
<tr>
<td>Intercept</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>X * Y</td>
</tr>
<tr>
<td>Error</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Corrected Total</td>
</tr>
</tbody>
</table>

a. R Squared = .395 (Adjusted R Squared = .356)
The learning style value of F (learning style Kinestetik and Auditorial Learning Style) got the value of F arithmetic equal to = 4.210 with a value of more significance <0.05 is 0.046, with df1 = 1 and df2 = 49 obtained F table = 4.05 so it can be explained that F arithmetic> F table, it means there is difference of learning result of mathematics education of class VIII student between student having kinesthetic learning style with student having auditorial learning style in SMP Negeri 2 Kamal.

The value of F (learning model and learning style of Kinestetik and Auditorial Learning Styles) got the value of F count equal to 4,079 with significant level = 0,049 comparison with F table and significance level $\alpha <0,05$: (4,079> 4,05) so it can be explained that there The interaction between the learning model and the learning style of the learning outcomes at SMPN 2 Kamal.

DISCUSSION

Student learning outcomes using cooperative type learning model jigsaw type higher than the student learning outcomes that use cooperative learning model type quantum learning. The jigsaw learning model provides an opportunity for each member of the group to play an active role and interact positively in the learning activities. The learning model combines students' personal and social skills in understanding and discussing what they learn to their peers with enthusiasm and intimacy. Students are not ashamed to express their opinions and respond to the opinions of other friends. Learning with the jigsaw model begins with the investigation of the problem so that students are more eager to find solutions of the problems in accordance with the way and his own desires.

Through the analysis of 2-way variance obtained data that the value of F-B count (student learning style) is greater than the FF table. The data states that there are differences in student learning outcomes that have kinesthetic and auditorial learning styles in SMP Negeri 2 Kamal. It explains that student learning outcomes are also influenced by the learning style.

Where learning style is obtained through the existence of a learning process developed malalui the process of assessing an object which then produces a certain assessment of the material being delivered through learning activities that cause student motivation to keep learning. Assessment of the object (learning model applied) obtained through the learning process that then produces a decision to recognize the interest or disinterest of students to the model of learning applied in the classroom.

CONCLUSION

Based on the result of research and discussion, the researcher concludes that there are differences of mathematics learning outcomes that are taught using jigsaw type co-operative learning model which is taught using quantum learning model in grade VIII students at SMP Negeri 2 Kamal, which is indicated by mean of student learning outcomes on the application Jigsaw type cooperative learning model compared with quantum learning model, where jigsaw type cooperative learning model has higher result than class which use learning model of quantum learning

REFERENCES


**BIODATA**

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