

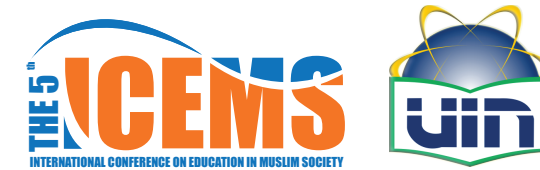
PROCEEDING

THE 5TH INTERNATIONAL CONFERENCE
ON EDUCATION IN MUSLIM SOCIETY

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THE 5TH INTERNATIONAL CONFERENCE ON EDUCATION IN MUSLIM SOCIETY

“FOSTERING FUTURE EDUCATION:
Creative and Innovative Endeavors in Teaching and Learning”



FITK and LP2M UIN SYARIF HIDAYATULLAH JAKARTA

September 30 – October 1, 2019

Harun Nasution Auditorium,
UIN Syarif Hidayatullah Jakarta

**The 5th ICEMS
International Conference
on Education in Muslim Society**
“Fostering Future Education: Creative and Innovative Endeavors in
Teaching and Learning”

September 30-October 1, 2019



**Faculty of Educational Sciences
UIN Syarif Hidayatullah Jakarta**

PROCEEDINGS

**The 5th ICEMS
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"Fostering Future Education: Creative and Innovative Endeavors in
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WELCOME NOTE
RECTOR UIN SYARIF HIDAYATULLAH JAKARTA
Prof. Dr. Hj. Amany Lubis, MA

Assalamu'alaikum Wr. Wb.



First of all, let us praise to the Almighty Allah SWT, because of His Blessing we are able to successfully conduct the 5th International Conference on Education in Muslim Society (ICEMS). Secondly, may *shalawat* and *salam* be upon the Prophet Muhammad SAW who has guided us from the darkness into the brightness.

The rapid and significant changes in globalization has brought not only benefit but also challenges to the society. Communication enhancement as one of the pinnacles of globalization has enabled people to interact and share knowledge without any substantial boundaries. Nonetheless, some challenges also become more apparent as the world become more global, terrorism, job insecurity, and disintegration due to conflict between areas and cultures are some of the prevailing challenges as the world becomes more global.

As a result, it is a little wonder that education received a considerable attention as it is often deemed as a solution towards problems in society. Then, it is high time for scholars in the field of education to gather and share their contribution as a means to foster future education to the extent of teaching and learning.

This conference has been organized to discuss current issues in education. It serves as a platform where educators from multiple disciplines can share their studies as a way of addressing challenges in education. It is expected that this conference can offer recommendations, solutions, and innovations for policy maker, practitioners, and educators in general. In addition, I hope this conference will provide valuable opportunity for research collaboration between and/or among participants.

I am grateful to the many experts from different parts of Indonesia, and even different world hemisphere who have come to share their knowledge with us all. I am sure all of us have fruitful and rewarding exchanges. I wish you every success with this important conference and I look forward to learning about the outcome. Thank you.

Wassalamu'alaikum Wr. Wb.

WELCOME MESSAGE
DEAN OF THE FACULTY OF EDUCATIONAL SCIENCES
UIN SYARIF HIDAYATULLAH JAKARTA
Dr. Sururin, M.Ag

Assalamu'alaikum Wr. Wb.

Dear Conference Speakers and Participants,



The Faculty of Educational Sciences of UIN Syarif Hidayatullah Jakarta is pleased to welcome you to the 5th International Conference on Education in Muslim Society (ICEMS). The conference aims to get together experts and practitioners of education from various countries to share knowledge and experiences based on their research and insightful experiences.

This year, the conference raises the issue of "Fostering Future Education: Creative and Innovative Endeavors in Teaching and Learning" as the theme, which I think very relevant to be discussed these days. Creativity and innovation are becoming

important parts for future education due to their contribution to society in alleviating problems in the world. This is one of the reasons why this conference takes place so that we can continue learning from the experts and teachers.

We would like to thank our colleagues from University of Canberra, Coventry University, Ain Shams University, Universiti Sains Islam Malaysia, Alliant International University, Eduspec Indonesia, UIN Sunan Ampel Surabaya who have extended their collaborative endeavor to support this conference. We are looking forward to continue our partnership in managing the conference in the future as well as other initiatives.

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

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

Wassalamu'alaikum Wr. Wb.

PREFACE
CHAIR OF THE 5th ICEMS
(INTERNATIONAL CONFERENCE ON EDUCATION IN MUSLIM SOCIETY)
UIN SYARIF HIDAYATULLAH JAKARTA
Didin Nuruddin Hidayat, Ph.D

Assalamu'alaikum Wr. Wb.



It is a distinct pleasure for me to welcome you all the 5th International Conference on Education in Muslim Society (ICEMS) held by Faculty of Educational Sciences (FITK) UIN Syarif Hidayatullah Jakarta. I would like to send our sincere appreciation to all parties who have provided their utmost support to the success of this annual conference.

This year's conference centers on the issue of creativity and innovation in teaching and learning, a crucial issue to be discussed to improve the teaching and learning quality which in turn ultimately raise the overall education quality. As a response to this issue, this conference is expected to serve as an academic forum where researchers and academicians of various disciplines could interact and build network. We are also honored to have keynote and plenary speakers from Australia, United Kingdom, United States of America,

Malaysia, and Indonesia to share their expertise and experience relating to the central theme of this conference.

Please allow me also to report an increase in both quality and quantity of the papers submitted to this conference. There are slightly above 100 full papers submitted by educators and researchers from different parts of Indonesia and even some come from our neighboring countries. Among these are research papers in the field of general education, social sciences, humanities, Arabic and English linguistics. This conference is also intended to facilitate the improvement of educators' and researchers' scientific publications. We believe that in the future this conference would be able to grow into one prestigious annual conference by actively collaborating with educators and researchers from varied different fields of study, particularly in education.

To conclude, let us celebrate the successful implementation of the 5th ICEMS and reiterate our deepest gratitude to the huge support given by all parties, including you. We are looking forward to seeing you again next year.

Wassalamu'alaikum Wr. Wb.

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BRIDGING TEACHERS' BARRIERS FOR PROFESSIONAL DEVELOPMENT: TOWARD THE USE OF ONLINE DISCUSSION PLATFORMS FOR REFLECTIVE PRACTICE

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Abstract. Teacher's professional development requires teachers to engage in self-evaluation and personal improvement of competence for professional roles through reflecting, assessing, empowering, and developing their teaching practice. They may conduct it personally or collaboratively with a colleague to acquire feedbacks and inputs for the development of teaching quality through reflective practice. However, doing professional development becomes affliction for some teachers since they encounter various barriers dealing with time, media availability, or even technical proficiency. This is a literature review which employs framework comprising reflective practice approaches conducted under the phases of principles, theory and practice. This article posits useful online discussion platforms as alternative media for professional development purposes. Besides, it also depicts their pedagogical implication, which provides ideas, options, and references for teachers and practitioners. The platforms offered are Blog, web 2.0, mobile technology application such as WhatsApp, Moodle, and other online discussion platforms.

Keywords: online discussion; platforms; professional development; reflective practice

Introduction

Teachers play essential roles in the teaching and learning processes since the success and failure of those processes may be determined in their hands. They plan, organize, execute, evaluate, and improve their teaching in order to achieve the expected learning outcomes. With such crucial roles, teachers should always empower their capacity in performing professional roles. The empowerment process for development enables teachers to engage in, share control of, and influence any teaching activities or events (Murray, 2010). In this sense, teachers must seriously pay attention to the issue of teacher professional development and continuously make efforts that enhance both teaching practices and students' learning engagement (Avalos, 2011).

Some countries have invested a bunch of budget dealing with regulatory systems for teacher professional development, but not many show conscientious evidence of the impact of the program (Gore dkk., 2017). It is not easy to attain development because the teacher may face barriers and challenges that need to be addressed. During professional development processes, teachers may encounter constraints such as time, accessibility, motivation, financial issues, lack of planning, and career stages (Geldenhuys & Oosthuizen, 2015), even commitment, and age (Drage, 2010). Moreover, ensuring effective professional development

cannot be separated from educator and leadership in identifying the development needs of teachers and suitable activities that can fulfill those needs (Geldenhuys & Oosthuizen, 2015). However, the conditions and settings of teachers may be different, so there are always possible ways to solve those barriers. It is imperative to offer alternatives that are easily accessed and closed to teachers daily life, but at the same time could meet the professional development needs.

The teachers' professional development has been conducted in many different ways, one of which is through reflection, or in an educational setting, it is called reflective teaching. In the UK, for example, the paradigm of reflective practitioner has influenced many professional development programs (Clegg dkk., 2002). Reflection has been long used in education (Yu, 2018), but there is no a fixed agreement on how to accomplish it (Marcos dkk., 2011). The articulation of reflection or reflective practice can be done by offering 'teachers more evidence-based or research-validated information on what works in reflective practice' (Marcos dkk., 2011). The practice can be in an individual or collaboration activity, and an addition to the use of technology is well recommended. Therefore, teachers are free to take the form and option that is best for them.

The development of technology has offered a myriad of options for educational practices. The use of technology has shown that teaching can be performed not only offline but also online, and this has also led that online setting can also be applied to teacher professional development (Philipsen dkk., 2019). Online technologies can be used for reflective practice that in return, will support teacher learning (Prestridge, 2010). People, including teachers, are recently familiar with various platforms of online discussion, and they have become inseparable from people daily life due to mixed reasons between lifestyle and needs. The possibility of access anytime and where becomes significant support of the use of an online discussion platform for reflective practice, which will contribute to teacher professional development.

This article posits useful online discussion platforms as alternative media for professional development purposes. It also depicts their pedagogical implication, which provides ideas, options, and references for teachers. As mentioned above, the platforms or tools are proposed by some reasons, that they meet teachers' needs in terms of time efficiency, availability in teachers' surroundings, familiarity and usage easiness in daily life, and the possibility to utilize them either individually or cooperatively. Besides, the idea of collaboration and interaction becomes the underlying foundation of online reflective practice for teacher professional development.

A framework for review

This study is a literature review which employs framework comprising reflective practice approaches conducted under the phases of principles, theory and practice. The previous studies reviewed depict teachers' efforts and practice to reflection by examining and challenging the practice for the professional development purposes. Principles cover

assumptions, beliefs, and conceptions of teachers toward the reflection carried out in their teaching and learning, and those three aspects are often difficult to be separated. Theory underlies basis to investigate and assess any particular decision of practice. In this study, the theory refers to the reflection' goals for professional development and how it is accomplished by the way of individual or social practices. The last phase, practice, is about the reflective actions or behaviors performed toward what actually happen in the classroom, and it is based on the theory previously chosen and selected (T. S. Farrell, 2016). Ways and steps in practicing reflection are then synthesized and presented which then become support and reference for reflective practice. The selection of studies in this article is restrained based on topics under the terms of reflection, reflective practice, professional development using the online discussion platforms such as Blog, Web 2.0, Moodle, and mobile messaging applications especially WhatsApp.

Teachers professional development

Professional development characterizes opportunities for teachers that enable them to improve their knowledge as well as new instructional practices (Borko, 2004). It is about teachers learning, their learning on how to learn, and knowledge transformation into practice that benefits students' growth. It is a complex process that needs the involvement of teachers' cognitive and emotions, either individually or collectively. Teachers will also need to engage in willingness capacity to be able to examine the belief which is appropriate for improvement and change (Avalos, 2011). All of them must be included when setting a professional development program.

Professional development program covers different domains. There are four domains of the interconnected model that include personal domain, practice domain, consequence domain, and external domain. A personal domain is about teachers' knowledge, beliefs, and attitudes, while the practice domain is about professional experimentation. The consequence domain refers to the salient outcomes, and external domain covers sources of information, stimulus, and support. This model recognizes professional growth as the inevitable and continuous learning process and considers the complexity of multiple growth identification between the domains. In this model, the identification mediates the mechanism that a change in one domain leads to change in other domain. This is why this model is interconnected between one another. For example, an action which occurs in the practice domain represents the enactment of something that a teacher knows, believes, and has experienced (D. Clarke & Hollingsworth, 2002).

Teachers learn effectively when professional development addresses their needs (Meissel dkk., 2016). A professional development that suits teachers schedules provides resources that are not available in their area and establishes an environment that gives real-time, and ongoing and work-embedded supports are needed. Therefore, an online professional development program for teachers can be created to meet this need. This kind of program underlies a different area of development, such as introducing new curricula,

changing teachers belief and instructional practices, assessment, and many more. In this program, teachers can participate at their convenience and access sources that are previously limited and become constraint (Dede dkk., 2009). Consequently, the teacher may have many different activities needed for professional development, in addition to engaging in lifelong learning in an ongoing professional development program.

Reflective practice: private activity vs. social practice

Reflective practice is defined as a deliberate and persistent way of thinking on someone's actions (Dewey, 1933), and strategies as a response to the search of ways to develop teachers' classroom practices (Cirocki dkk., 2014)(Thompson & Pascal, 2012). It is an active self-evaluation that enables teachers to stop, examine, and uncover the moment they are in, in order to determine future professional actions (T. S. C. Farrell, 2012). Teacher reflection has been used as a tool for improving teaching for decades in the teacher education field (Brookfield, 2017). Moreover, the promotion of reflective practice use in teacher education is aimed to provides teachers with the opportunity to reflect their thoughts, experiences, and classroom practices (Yu, 2018).

There are four criteria of reflection as the core concept and purpose. Firstly, reflection is a meaning-making process that moves a learner from one experience into the next with a deeper understanding of its relationships with and connections to other experiences and ideas. It is the thread that makes the continuity of learning possible and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends. Secondly, reflection is a systematic, rigorous, disciplined way of thinking, with its roots in systematic inquiry. Thirdly, reflection needs to happen in the community, in interaction with others. Fourthly, reflection requires attitudes that value the personal and intellectual growth of oneself and others (Rodgers, 2002).

Understanding teachers' own teaching and pedagogy results effective reflection that leads to professionalism (Yang, 2009). Reflection can be conducted either individually or collaboratively. A reflection which is done individually becomes a private activity which may limit professional development since there is no social contact and interaction among teachers (Zeichner, 1994). This idea has been strengthened and developed that reflection as social practice enhances teachers' thought and critical reflection, which contributes to teacher professional development (M. Clarke, 2011). Communication with others means collaboration that plays crucial roles in gaining different perspectives (Abrahamson & Chase, 2015), as they can learn from and with others (Ghaye, 2011).

In this study, social practice is performed under three cycles called planning, experiencing, and reflecting. Planning is executed through experience where ideas and skills are acquired. Then, meaningful reflection entry is made and gained from others' comments. Subsequently, teachers can plan new experiences for their classes that will be carried out in the future. These processes are constantly repeated many times, and the experience simultaneously creates new knowledge and skills (Nambiar & Thang, 2016).

Online discussion platforms for reflective practice

The development of technology is accompanied by the emergence of tools, software, platforms, including the ones for online chatting and discussion, that enable users to select which one is the best suit their needs. There are several platforms of online discussion that can be used for reflective practices such as Blog, Web 2.0, Moodle, mobile messaging application technology, and many more. Teachers are free to choose the type of tools based on what they need and which one may work best for them.

Blog and web 2.0

A blog refers to an online journal where its users are able to update the content continuously in their own words (Matheson, 2004). It is either personal or journalistic, in which usually interactive and its reader can comment in a simple step, with a typical Web 2.0 where people or users can have two-way communication to perform a dialog or discussion (Godwin-Jones, 2008) (McLeod & Vasinda, 2008). For professional development purposes, it has also been used in reflective practice to explore teachers' reflection themes and criticality (Tajeddin & Aghababazadeh, 2018). On the other hand, Facebook, the most popular social media, is another part of the online platform, which provides a different way of communication, interaction, and learning (Petrovic dkk., 2014). The example of activities using the Blog or Web 2.0 in the following steps:

- a. Task 1, a group of teachers is assigned just to design a lesson plan, practice teaching, and write a reflective journal.
- b. Task 2, teachers are asked to describe the teaching practice that has gone well and the teaching that has not been successful. Each teacher has to explain the original idea; how one teaching is different from the other teaching; why their teaching is successful and why not successful; and what they have learned and how will they develop their future teaching.
- c. A blog is created so teachers can write their reflection and communicate with each other.
- d. Each teacher writes his or her own journal on the lesson plan she or he designed, the teaching practiced.
- e. At the same time, each of them making a comment electively, and express their thoughts on their peers' comments or messages.
- f. In this practice, it is also possible to have an instructor or moderator, who is a senior teacher or university professor.
- g. It is optional that the instructor challenges the teachers thinking through relevant questions that become a consideration of those teachers (Yang, 2009).

Moodle online discussion

Moodle is a common platform used for an online academic course, in the form of a software package which can be freely downloaded from the internet. It has different activities organized in sections, and users can also enroll with different roles which are defined by certain capabilities with privileges in performing specific actions in certain contexts (Petrovic dkk., 2014). Moodle can be used not only for virtual and distance learning but also for reflective practice. Some possible activities of reflective practice with Moodle are as follow:

- a. Teachers are decided who will be the participants.
- b. Participants post their own reflection under separate threads on Moodle.
- c. In the discussion session, each participant is asked to read at least three reflections written by colleagues.
- d. Each participant then writes at least a comment and or question to the comment.
- e. The topic can be listed, and the one assigned as the starting point must be agreed by all participants. In addition, it is also possible to discuss any topics or issues which is still related to the general topics agreed.
- f. Similar to Blog or Web 2.0, it is also possible to have a facilitator who encourages the online community based on participants needs.
- g. It is important to note that this facilitator should not present or show his or himself as a teacher in order not to obstruct the self-sustaining nature of reflection discussion.
- h. Any unclarified issues emerged in the discussion can be pointed out in a separate session for further explanation (Burhan-Horasanlı & Ortaçtepe, 2016).

Mobile messaging applications

Smartphone benefits with its ability to exchange text and multimedia between users through mobile free messaging (Pollard, 2015). The easy access to the messaging application even has changed social interaction and interpersonal communication. It has been used naturally on a daily basis by many people, and they do not need prior training, so it becomes a great potential of educational tool (Cremades dkk., 2019). There are many messaging applications for a smartphone such as WhatsApp, Kakao Talk, WeChat, Tango, ChatOn, Viber, which have almost similar functions and features, although they have different popularity. WhatsApp is one of popular messaging applications of mobile technology which has been studied for education benefits (Cremades dkk., 2019)(Awada, 2016), and it has also been used for mediating the reflection of classroom practice (Prayogo & Widyaningrum, 2019). The ways of reflective practice, for example using WhatsApp, can be performed with the following steps:

- a. Teachers are invited and gathered in a WhatsApp group. The number of teachers should be limited to make sure that the interaction will be effective.

- b. It must be emphasized that this forum is not to judge others. Instead, it is aimed to develop teachers' teaching practice in the classrooms.
- c. Those teachers are teaching the same subject in the same semester or academic year.
- d. Topics of reflection are listed as a guideline. The topic can be about classroom practices such as classroom management, dealing with students such as difficult or quiet students, explaining and reasoning for conducting certain activities, and many more.
- e. After class, each teacher has to write his or her own reflection about classroom practice and post it in the chat form in the WhatsApp group.
- f. Each teacher should read every reflection posted, and then comment, ask a question, suggest, and even give feedback.
- g. The writer of reflection can clarify the comment or answer the questions asked by other teachers (Prayogo & Widyaningrum, 2019).
- h. To build a friendly group environment, teachers are free to chats other than the topic agreed before. However, it must be stressed that understanding and commitment must be built in order to keep the reflection on its track.

Conclusion

This paper offers possible activities for reflective practice using online discussion platforms such as Blog, Web 2.0, Moodle, and Mobile messaging application such as WhatsApp which have been used naturally on a daily basis. The option to involve instructor, facilitator, or moderator is also emerged. It seeks to assist teachers whether such practices could lead to professional development, although teachers may face different barriers and challenges. Options of private activity and social practice are presented with three reflective practice cycles of planning, experiencing, and reflecting which is supposed to repeat continuously to enhance the teaching and learning as well as reflective practice.

It is crucial to engage teachers in reflective practice using online discussion platforms that best suit their needs. These platforms try to meet teachers' needs in terms of time efficiency, availability in teachers' surroundings, familiarity, and usage easiness in daily life, and the possibility to utilize them either individually or cooperatively. Motivation may address the constraints preventing them from becoming active participants, and it must be set up at the beginning of the professional development program.

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AN EXPLORATION OF SECOND LANGUAGE ACQUISITION: A CASE STUDY OF A CHILD ACQUIRING A SECOND LANGUAGE

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Abstract. Motivation has been seen as one of the factors contributing to language acquisition. The present study aims at investigating the motivation of a Sundanese child in acquiring Bahasa. Employing a case study research design, data were collected through interview and observation. The interview with the parents was audio recorded and transcribed. Observation were documented through observation journal. Findings of this study showed that personal intention to have good profession as well as language teacher support have great impact to child's intention to acquire Bahasa Indonesia. The study suggests further exploration to how environment could affect learner's attempt to learn the language.

Keywords: Motivation; Language Acquisition; Sundanese

Introduction

Language acquisition has been seen as the basis of how learning a language should be as it happens as natural as possible. The term natural means that a person does not really need to put extra effort to input the language into their brain. Krashen and Terrel (1983) differed that while acquisition is an attempt to use language for real communication, learning is for consciously "knowing about" language. Therefore, it is clear that language is supposed to be acquired, not learnt. So, where are languages stored in the brain? Attempts have been done to answer that question, for example, the Krashen's (1985) hypothesis about LAD (Language Acquisition Device). He explicitly argued that humans have their own language storages that enable them to acquire languages. Although discussion on this hypothesis proved that this device has not been clearly located, many strongly believe about the existence of that storage.

Many people believe that when humans acquire words through language exposure, those words will be processed, understood, and stored. Moreover, the LAD hypothesis will be proved to be true when we are trying to use those words in particular moment unconsciously without thinking too long to produce those words. It really indicates that when we acquire a language, sometimes we are able to use it in the following moment as it has been stored recently. Regarding to language exposure, indeed, there are so many ways for humans to be exposed with various languages. Environments, for example, have been formerly proved to be the main room for exposing a language. When East Javanese people stay in West Java for a month, it is no doubt that sometimes, they will be exposed with Sundanese language. Not only exposed, sometimes those people will also have intention to communicate or to interact to other people by using an acceptable way—that is by using

Sundanese, or by adapting their accent into Sundanese's ways.

However, environment is now seen as one of ways for language exposure as many factors have been found to promote children's second language acquisition, such as learner's cognitive style, socio-economic background, formal schooling in first language (Collier, 1988), ages (e.g. Fathman, 1975; Williams, 1979), and motivation (Reece & Walker (1997). In this occasion, this study tried to examine how motivation brought impacts to a fourth-grade elementary student in West Java, Noval (pseudonym), in terms of acquiring Indonesian language.

Based on the background above, this study aims at investigating these following questions: What are his motivations providing great influence for Noval in acquiring Bahasa? Thus, it was hoped that this study was able to reveal what are motivations underlying Noval in acquiring Bahasa.

Literature Review

As human beings, the activity of interaction to other people is undeniable as people have needs to share what ideas they have. Thus, the way the ideas are shared is seen to be very important as they need to have shared way of interaction that is understood by the people interacting. When that way has been agreed by a particular group of people, the interaction of sharing, processing, and understanding what information discussed among those people will be easier. A language, then, may become one of crucial factors in all those activities as language is ".....a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences" (Goldstein, 2008).

However, we also need to consider that a language can only be used if those people have agreed the way they use the language as "a language is a system of arbitrary vocal symbols by means of which a social group cooperates" (Wardhaugh, 1972). The word "arbitrary" can be understood that those people have their own way to make a deal regarding to how those symbols are used. Indeed, each group has their own symbols that they can use in daily communication. Those symbols usually will differ one to other groups as "A language consists of plus, rules for combining those symbols, that can be used to generate an infinite variety of messages" (Weiten, 2007).

Besides having function as a means of sharing thoughts and feelings and an identity that belongs to particular persons in a group, language also serves as many functions.

"Language is a genetic inheritance, a mathematical system, a social fact, an expression of individual identity, an expression of cultural identity, an outcome of dialogic interaction, a social semiotic, the intuitions of native speakers, a collection of memorized chunks, the sum of attested data, a rule-based discrete combinatoric system, or an electrical activation in a distributed network . . . We do not have to choose. Language can be all of these things at once" (G. Cook & Seidlhofer, 1995, p. 4).

Perhaps, in attempt to define what language is, Bybee (2010) definition below may summarise the discussion:

"language is also a phenomenon that exhibits apparent structure and regularity of patterning while at the same time showing considerable variation at all levels: languages differ from one another while still exhibiting patently shaped by the same principles; comparable constructions in different languages serve similar functions and are based on similar principles, yet differ from one another in specifiable ways; utterances within a language differ from one another while still exhibiting the same structural patterns; languages change over time, but in fairly regular ways" (Bybee, 2010, p. 1).

Based on Bybee's (2010) description, several points can be highlighted. Firstly, though the construction of language, for example the structure or grammar, from different group of people maybe different, it still has similar function regarding to the meaning that it conveys. Not only the construction, how it is uttered can also be different. For example, the way Indonesian people speak their language may be different as Indonesia has many dialects. To make it clear, the way Sundanese and Javanese speak in Bahasa may be different. Since their first language shares different linguistic features either in their vocabulary and in their pronunciation, it is therefore affecting how a person acquire their second language.

Second language can simply be defined as the language a person has after his/ her mother language. However, the term "second" is not really restricted to be the only other language. It can also be "the third, the fourth, or tenth to be acquired." (Saville-Troike, 2006). Thus, when a person has more language, she or he can be called as a second language person.

Moreover, regarding to acquiring a language, children may be able to acquire a language if the input is comprehensible or what is known as (i+1) as they have the language storage which is called as Language Acquisition Device (LAD). As other language acquisition, it involves "silent phase" when children need to hear how a language is used. Usually, while mother language can be used for daily communication, "a second language is typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively" (Saville-Troike, 2006). Thus, when a person uses his/ her second language, she / he needs to see the circumstances where and when to use it.

Besides defining what second language is, scholars (e.g. Kramsch, 2000; Saville-Troike, 2006) have also put their attention to the significant effect of the existence of second language acquisition to how to learn second language. Firstly, Kramsch (2000) states that "SLA might be called a theory of the practice of [second] language acquisition and use. The theory of [second] language study makes explicit or implicit claims as to how languages can or should be taught in classrooms. The practice of [second] language study reveals models of action that serve to confirm or disconfirm the theory." Besides of that, "Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of

learning that language" (Saville-Troike, 2006).

Methods

Research method and design

This research study employed qualitative case study. The reason why this study employed qualitative one was because it attempted to enable researcher to dig deeper information by using personal approach which was very useful in building connections with the informant. Moreover, case study was conducted as it was "a research strategy which focuses on understanding the dynamic present within single settings" (Eisenhardt, 1989). Moreover, research conducting case study was designed to answer research questions that are exploratory, descriptive, and explanatory (Stake, 1995) by combining methods in collecting the data, such as interviews, observations (Eisenhardt, 1989).

Rationale underlying this study follows Bengtsson's (1999) explanation which stated that case study was used when it met three requirements: 1) extreme & unique case, which means that "*phenomenon is so rare or extreme that any single case is worth documenting*" (p. 3); 2) Critical case, which means that "*the one case that may challenge, confirm or extend the hypothesis formulated*" (p. 3); 3) revelatory case, which allows the researcher to be earlier study of the phenomenon.

Research setting

This small-scale research took place for three days (November 2nd — November 4th) in informant's home for the purpose of getting immersed to the informant's life. The first day was conducted for getting in touch with the research site. On this day, researcher met the parents and asked for permission to conduct a research at their home, especially as it is related to their son, Noval. Data taken on the first day was only related to informant's identity and life. In the following day, observation was conducted by having unstructured interview to the informant in order to be deeper in digging up the information related to his motivation in being exposed with Bahasa. Lastly, on the last day, unstructured interview to informant's parents was employed in order to confirm the report taken from interview with the informant.

Research instruments and data collection techniques

Interview Guide and Audio Recorder

Unstructured interview was held on the second and third day of the research period. While interview was addressed to the informants on the second day, that to informant's parents was conducted on the following day. Moreover, to ease researcher in focusing to some essential questions, interview guide was used. To make it clear, interview setting was made to be different. While interviewing parents was set in as interview situation, interviewing informant was more like having light conversation. Initially, before having interview sessions, some questions were made and selected in

order to effective during interview sessions. Those questions were open-ended as researcher tried to avoid short answer, for example, yes-no answer. Both informant and his parents were interviewed separately in order to avoid intervention from both sides. Audio recorder was also used to record the conversation.

Observation Journals

Observation journals were used in order to generally capture the situation during the interview to the informant as supported by Creswell (2012) who stated that "Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site." Below is the blueprint of observation journals. During interview session, observation was also conducted in a very brief way.

Table I. Blueprint of Observation Journal

| Time | Place | Informant's Name | Activities | Findings | Interpretation |
|------|-------|------------------|------------|----------|----------------|
| | | | | | |

Data processing and analyzing techniques

After the data have been collected from the field of the research, the next step to do is processing the data in order to make a conclusion of the research. In data processing, the first thing to do by the researcher is transcribing the interview which has been gained from audio recording and field notes. Transcribing the observation into clear notes and making the key points of what have been gathered during the observation. The last, the data triangulation was done by the researcher to draw a conclusion and to find the truth of the three instruments: interview, audio recorder, and observation. Moreover, in attempt to analyse the result, there were some steps to do by the researcher. The data that had been processed was analysed by following the steps below: a) Reading comprehensively the interview transcribe and studying the data of observation; b) After reading the transcript of interview and other sources, the next to do is drawing a conclusion of the data; c) Then, after drawing a conclusion, the researcher writing down the conclusion in the form of data finding.

Results and Discussion

Living in the environment where Sundanese is used the most for his daily communication, Noval was reported to find difficulties in understanding other people who talked to him in Bahasa as he should face several problems. The main problem contributing to his difficulties was that he only learnt Bahasa when he was in the Bahasa class; He was never exposed to Bahasa when he left that class. Moreover, for other subjects he learnt at school, his teachers also taught their subjects in Sundanese as a matter of providing deeper

understanding. For those reasons, he tried so hard to solve his own problem by having several attempts to keep being exposed with the language, such as asking his parents to talk to him in Bahasa, reading literature in Bahasa, and interacting to his friends in Bahasa though they used Sundanese to talk to him.

The way he attempted to make personal efforts to solve his own problem had been seen as an interesting point that triggered the intention of the researcher to deeply dig up the information related to the role that motivation played for supporting him to acquire a language as motivation has been reported to bring strong bound to the proficiency in a second language.

Analysing results of interview, several findings can be obtained. Firstly, the motivation underlying Noval was his personal intention to be news reader. Moreover, it was also reported that Noval liked to read stories on workbooks and watched news on TV. In addition, interview result from his parents also added that Noval liked to talk to everyone in Bahasa. Perhaps, the main reason of all his attempts was the support given by his Bahasa teacher who said that he would be very good if he would be a news reader as he was handsome and fluent in his speaking in Bahasa.

Observation was conducted after interview to Noval had been conducted. The researcher tried to hide the activity of observation by saying that he wanted to do some tasks beside him. During the observation, Noval was watching news on TV. Based on observation, he was very serious in watching the news and sometimes, he tried to imitate what news reader did. For example, when opening and closing session, he tried to repeat the words stated by the news reader including facial expression. Besides of that, he also noted some words that he did not understand. When asked for a help to explain those words, he refused the help. He believed if he himself looked up the words on dictionary, he would deeply understand those words.

Conclusion

Based on findings described in the previous chapter, the conclusion that could be drawn from this study was that personal intention to be a news reader had driven him to acquire a language. Though effort had been made by him to be exposed with the language, it did not really mean that he learnt it as he used it for daily communication. It is in line with what has been differed in the previous chapter that acquisition and learning are differed in terms of their purposes, Noval acquired Bahasa as it was used for his daily communication and did not learn it in order to know about Bahasa.

After having conducted research, the researcher understood that motivation had a great impact for someone in acquiring a language. That motivation, as what had been described, had led Noval to make an effort in order to be able to own Bahasa. However, based on researcher's perception, as Noval tried to use Bahasa wherever he was, it is also important to see how the environment responds to his attitudes. Thus, suggestion that can be drawn for

future research can be directed to how the environment responds to Noval's or other children's attitudes with similar case. Moreover, the limitation that it showed as it was only conducted for a very limited time may be solved if future research can be done in the longer period of observation in order to have deeper information about this case.

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TBM: THE COMMUNITY'S STRUGGLE IN EDUCATING THE POOR'S

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Abstract. Community's book- corners or TBM, stands for Taman Bacaan Masyarakat, has become an alternative learning facility for the community, especially, for the poor's. TBM is an informal education support program to officially promote the reading's habits within the Indonesian people, especially the children to love reading, beyond of the formal classroom's instructions. Though it has been listed on the government agenda, most of the TBMs are initiated individually by those who care about education and the poor's are in need. The people would have the access to TBM's programs and books with simple regulation and charge nothing but free. TBM Ar-Rasyid, is an established TBM in Aceh, which has been started at the early stage after the tsunami struck Aceh, Indonesia, which mainly focused on helping the tsunami survival. Years later, TBM Ar-Rasyid extended the programs to help the poor's, especially children. This research aims to evaluate how effective the TBM's programs in helping the poor's. This qualitative research employs 10 samples from the TBM's neighborhood, the beneficiaries of the TBM's for over the last two years.

Keywords: TBM arrasyid; bookcorners; children; community

Introduction

Community book corner or in Indonesia commonly known as TBM, stands for Taman Bacaan Masyarakat, has widely been introduced in Indonesia for the last 10 years. TBM is a part of the Indonesian Ministry of Education's program, to officially promote the reading's habits within the Indonesian people, especially the children to love reading, beyond of the formal classroom's instructions, or commonly known as non- formal education. Based on Law No. 20/2003 on the National Education System, Indonesia's national education system consists of formal, non-formal, and informal educational systems as well as including several types of education such as general, religious, vocational, professional, and special education. Formal education comprises of several levels, starting from early childhood education, primary school of 6 years, junior secondary schools of 3 years, senior secondary school of 3 years, and higher education (Gbg, 2017).

Based on the data reported by the Ministry of Education, the total number of TBM in 2019 is 3339, which are listed 2 as international TBM, located in Taiwan and Malaysia, 45 in Aceh province and TBM Ar-Rasyid is one them, 14 in Bali, 199 in Banten, 18 in Bengkulu, 88 in Yogyakarta, 78 in Jakarta, 8 in Gorontalo, 25 in Jambi, 458 in Jawa Barat, 390 in Jawa Tengah, 660 in Jawa Timur, 94 in Kalimantan Barat, 18 in Kalimantan Selatan, 17 in Kalimantan Tengah, 45 in Kalimantan Timur, 33 in Kalimantan Utara, 14 in Bangka Belitung, 37 in Kepulauan Riau, 79 in Lampung, 57 in Maluku, 36 in Maluku Utara, 96 in NTB, 179 in NTT, 103 in Papua, 38 Papua Barat, 25 Riau, 41 Sulawesi Barat, 130

Sulawesi Selatan, 40 Sulawesi Tengah, 74 Sulawesi Tenggara, 25 Sulawesi Utara, 56 Sumatera Barat, 47 Sumatera Selatan, and 106 Sumatera Utara.

Though the TBM is listed as one of the government programs, most of TBM are founded by the community, who care and feel in need to provide the access to the books and more activities after schools, especially, for the kids who are generally from poor's families. Most of the founders started the TBM by collecting second hand books from their neighborhood or relative or using their personal collection. The founder of TBM does not always require two or a group of people, but will just be acceptable to have an individual, who is creative enough, has leadership ability in influencing people and committed enough to the program, in various situation. Most of TBM does not have any super program to start a TBM, however, they will develop more later after getting through the certain amount of time, or when they are in need. TBM does not always require a building, which is different from having the village's library that mostly require a building. Most of TBM is started at the corner of the founders' houses or public places. There is no written rules at TBM, the policy growth based on mutual understanding between the management and the users.

The last two years has become a great time for TBM. The Ministry of Education has eventually allocated the certain amount of budget to support literacy program, and TBM is considered as one of successful non- formal educational organization in promoting literacy, especially for the poor's. This achievement has instigated the government to fund several literacy program, such as Gerakan Indonesia Membaca (GIM) and Kampung Literacy (KL). Those programs are funded by the ministry of education and accomplished collaboratively by the chosen TBM and local educational department. This program also a part of the ministry of education' effort to link the TBM with others stake holders, local and national. Gramedia, the national books' corporation, has also given the opportunity for many grassroots' organization to involve in their books' competition, where the TBM has dominated on the top number of winners. Komisi Pemberantasan Korupsi (KPK) has also involved TBM as their partner in educating the community about the effect of corruption and how to avoid it.

Sending the children to any commercial courses or inviting a private teacher is normal for the rich family; however, it will just be completely different to the poor's families. Children from low-income families often start school already behind their peers who come from more affluent families (Ferguson, Bovaird & Muller, 2007). Meanwhile, the today's demand in having extra activities after school has increased significantly, especially in Aceh, Indonesia. This is not only to support the formal education system, but also to seek the alternative activities for the children to avoid any negative influence, such as drug abused. The BNN (The National Drug Law Enforcement Agency) of Aceh has revealed the total number of drug users, which is estimated over 73000, and some of them are the school aged children (Triarko, 2019). Thus the biggest worry of this study is: How effective are the TBM's program in helping the poor children?. The main objective of the study is: To know how effective the TBM's program in keeping the children after school and support their formal school's education.

Literature Review

Indonesian Ministry of Education defines TBM as the place where all the reading activities are centralized, provides the access to the books and stimulates the people to read, especially the children nearby (Juknis TBM, 2019). Taman Bacaan Masyarakat (TBM), is a community book corner, as a part of Indonesian Educational Department's commitment in supporting the community through non-formal education, as legally mentioned in law no 20 year 2003 article I. Non-formal education means education outside formal education, which can be implemented structurally, or in several levels.

Taman Bacaan Masyarakat (TBM) Arrasyid, is one of the oldest TBM in Aceh, was officially started after the tsunami struck Aceh in 2004, for the tsunami survival healing program. This activity had no name at the moment, it was just begin to help the children at the temporary houses in several areas in Banda Aceh and Aceh Besar. A truck of books was transferred to the certain barrack, then circularized them after the certain period of time, or after the children completing the reading. Six months later, five youth tsunami survival from Calang, Aceh Jaya were reported homeless and needed a place to stay. Those kids were then sent to the volunteer temporary office in Banda Aceh. One out of five was the girl, who remained in silent and cried all the day long. This crying girl then shifted her activities to read the book, but still in silent way. The volunteers were almost losing their strategies in helping the girl, till they decided to get her participating in mobile library program. This was just so amazing, the girl started to share the stories she read from the books to the children at the barrack. She was like a living library to the mobile library program at that moment. Three months later, she eventually registered herself to the local university and was accepted at veterinary school.

Time flew, and the books program then moved from the temporary house to a permanent building, donated by an International organization. At this permanent building, the target of books' program was still for the tsunami survival, who dominated by them who lived at the orphanage. This orphanage became the central of the books program. Single parenthood strains resources and correlates directly with poor school attendance, lower grades, and lower chances of attending college (Xi & Lal, 2006 in Jensen 2009). Many children who lived in and out the orphanage came to find the books. They enjoyed reading and some of them even shifted the knowledge from reading to the real product, for example knitting and sewing product.

At the present time, TBM Arrasyiid has developed its services to help more children who are leaving under poverty, beggars and homeless, also victims, who are suffering from sex abused. "Poverty is the extent to which and individual does without resources" (Payne, 1996). Poverty is one of the reason behind most of TBM founded in most places in Indonesia. The people who care about education and the children's activities after school come with the idea on how to provide the children's leisure time with meaningful activities. "Poor children have fewer and less-supportive networks than their affluent counterparts do"

(Jensen, 2009). TBM is a borderless organization that grow within the society to help the poor and motivate them to work for their better life.

TBM Arrasyid has grown that far to know the current community's demands, where it comes to a conclusion that the poor children require more intervention to help them grown with better education. As a non-profit organization and initiated by the community, TBM becomes the closest partner to the poor, because it is designed to be a part of the community's life. TBM is hoped to be solution for the poor children to have more access to the activities after school hours, so they have more opportunities to improve their inner skill without spending much money. Poverty involves a complex array of risk factors that adversely affect the population in a multitude of ways (Jensen, 2009).

Methods

The study employed the qualitative research methodology. A total of 10 parents from the TBM's neighborhood and 10 orphanage's children were purposively sampled based on the certain criteria. There are two major categories; 1) Parent who earns 20.000-50.000 rupiah per day. 2) Their children have visited the TBM for almost 2 years. And the children who have stayed at Yakesma's orphanage for at least one year.

The instrument used to gather the information was developed by the researcher. The first is questionnaire was used to gather general information from respondents on age, educational background, main and supplementary occupation, also income and the number of family member. Second, in-depth interview was conducted among the family from the TBM neighborhood and children from orphanage.

Location Of The Study

The study area is at TBM Arrasyid, lambateung, in Kajhu village, Baitussalam sub district, Aceh Besar district and a part of Aceh province, which is the western part of Indonesia. Kajhu is one of the village in Aceh, which suffered the most from tsunami and earthquake on December 26 2004, and also a thirty-two years severe military conflict between Free Aceh Movement and Central Government. Just within minutes, a massive earthquake followed by tsunami had caused tremendous devastation to major places of Aceh and took over 100,000 innocent lives and wiping out complete town and families. With the help of many International Organization, many new infrastructures later built to support the survival, such as houses, road access, school building and others public facilities.

Demographically, Kajhu Village are divided into 7 sub-village, which consist of Lamsenong Lama, lambateung, Keude Aron, Lamseunong Baru, Klieng, Monsinget, Rekompak and Gampong Meurah. This village has a very dense population, which more than 20.000 in total. The local resident major source of income is from rice farming, which only work once in a year, due to the malfunction of the water canal. Traditional bricks'

factories is another leading employers in the village, which employ the majority of the village, especially women and children, with a very minimum wages. Most of those who have a better standard of living are mostly temporary resident.

Results and Discussion

This study produced several findings which are presented in this section. TBM Ar-Rasyid has definitely been the important contributors in helping the poor children after school hours or during their school break, especially the children who are leaving in Kajhu village and at the Yakesma's orphanage. TBM Ar-Rasyid has been dealing with many hard situation since the disaster destroyed Aceh 14 years ago. They frequently asses the beneficiaries' needs, it is not only to provide the maximum services, but also to synchronize with the global demands.

Providing Free Tutors

TBM Ar-Rasyiid provides free of charge tutors for the certain school subject, for example Mathematics, English, Arabic and Computer class. These subjects are taught once in a week, but the volunteers are available anytime the children need help regarding their school home work. In addition to this, the TBM also provides Quranic class, every day in the afternoon, after Ashar prayer. All of these classes are opened throughout the year. These free of charge programs have been started since the first time TBM Ar-Rasyiid was established and continue till the present time. These programs have been widely known by the parent and children around the TBM and most of poor families even taking their children to the TBM, every day.

TBM Arrasyid Organizes Daily, Monthly and Annually Activities to Support the Children, Especially After School Hours and During School Break

Tbm Arrasyid has divided their programs into several sections, which are daily, monthly and annually programs to support the children. Daily program such as teaching and mentoring has been scheduled and evaluated every six months or one academic semester. The evaluation system is aimed to gather the information on how effective the teaching' strategies, module and whether it meets the students need or not during ongoing semester. In addition to this, monthly program has been prepared to create a positive learning atmosphere at the TBM. Monthly program is designed to be a fun and creative program, where annually programs are designed not only to provide more opportunities for the children but also the golden moment for all the volunteers, donators, and management to compose the following year programs.

TBM Arrasyid Provides a Psychosocial Community Based Program through Mutual Help Group

Yakesma is not merely an orphanage but also a shelter for the sex abused children victim and homeless. TBM Ar-Rasyid in collaborating with Faculty of Psychology, Syiah Kuala University, provides a psychosocial community based program to help the children of sex abused victim. This Nobel program has been able to help many victim children, to accept the situation and some of them have been sent to the local school for their further education. Mutual help group is designed by involving the same level age friends, who frequently attend the TBM program, but none of the group member are aware of their friends' problems. The psychologists conduct this psychosocial community based program without leaving notice in advanced, which aims to comfort and protecting the victim's privilege and confidentiality.

Mobilizing the Volunteers and Empowering Local Community

TBM ArRasyid offers the opportunity for anyone to volunteer themselves on their convenience or any available time. There have been more than 700 volunteers involved in activities since it was exposed publicly. These volunteers are not only from local but also international. For example, AF, an American man who first visited TBM Arrasyid in 2014 for 3 months. When AF visited TBM Arrasyid few years ago, he was just a final year of university student in United States of America. He taught English for three months and also led a group of youth to clean up public facilities. He also transferred his managerial skill in gathering volunteer to the local people, so the programs are still running with or without him. He also funded several local children to complete their degrees. AF was one of the great volunteer role model, who maintains his close relationship with everyone till the present time. His second's visit was in Ramadan in 2019, where he brought all the family in, did all the English and cooking teaching classes, and he and wife also learned the Islamic course from the local volunteer. This great collaborative activities have given a great impact to the local society, building trust on the TBM and inspire more people to work with TBM Ar-Rasyid.

Conclusion

This research draws several important points from the finding, which leads to a conclusion that TBM Ar-Rasyid provides very effective programs that support both orphanage and the neighborhood community. The significant increase on visiting number to the TBM has proved that the programs are qualified and strongly needed by the people, mostly the poor's.

Taman Bacaan Masyarakat (TBM) is one of the government's non-formal educational program, which is centralized on the individual creative designed, with a very limited budget support, but has been able to help the community at large. Learning from those situations, it is highly encouraged that the government, especially the local government, to take notice of

the TBMs. Many of TBMs have been functioned by the local creative youth to help others, and developing their own potential in literacy.

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UNEXPLODED DICTATION ON STUDENTS' LISTENING ACHIEVEMENT: DID IT AFFECT?

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Abstract. Through Unexploded dictation, students are able to diagnose their grammatical errors when they learn English. This can lead students to have attentive listening as well train students to distinguish sound. In the same time, students learn to acknowledge the punctuation and develop their aural comprehension. However, many students in this study still experience the difficulty in their listening achievement. Therefore, this study was intended to investigate the effect of unexploded dictation to students' listening achievement. This study utilized an experimental design due to the aim of this study to see the effect of unexploded dictation to students' listening achievement. One group of vocational students was the sample in this study. They were treated by using unexploded dictation for four times in their listening activity. The data obtained in this study were from pre-test and post-test of listening. The dependent sample t test was used to analyze the effect. This study revealed that unexploded dictation had a significant effect on students' listening achievement as it was indicated that t table was -8.698 and t test was -2.042. Since t table < t test, it means that unexploded dictation had a significant effect to students' listening achievement. In this study, it was noticed that students do not only pay attention to the sounds of the word that are read or produced by the speaker, but they also understand the meaning and the content of the text (Kazazoglu, 2012). Unexploded dictation assists students to learn how to pronounce and understand English word on their own pace. However, it is should be noted that the teacher plays the main role in this context. He/she acts as the role model for their students' correct pronunciation. This is because in unexploded dictation a teacher may repeat more than one when he/she read the texts.

Keywords: unexploded dictation; listening achievement; pronunciation

Introduction

As one of skills taught to students who learn English in EFL context, listening comprehension is very challenging. It requires teachers to follow certain techniques to teach the listening. Besides, students at high school level are expected to know how to listen to word stress comprehensively, sentence stress and intonation. As one of the most frequently used language skills in everyday life, the listening plays a significant role in everyday communication and in educational process. However, students face many difficulties in listening. Thus, the researchers investigated the effect of unexploded dictation on students' listening comprehension, which could be an appropriate technique to develop listening since it demands accurate listening and good understanding.

Despite being an old-fashioned teaching strategy to some teachers, unexploded dictation is still believed to be one of effective tools in teaching listening skill to students. The unexploded dictation deals with decoding the content of a give text and transcribing it (Navas-Brenes, 2014). In addition, according to Nation & Newton (2009) unexploded dictation can help students to diagnose and correct grammatical errors; it ensures attentive listening and trains students to distinguish sounds; it facilitates students in learning punctuation and focusing their audio comprehension.

Unexploded dictation is reflected to the activity when the teacher records a text onto a tape-recorder at normal speaking speed and without the pauses that would normally occur in a dictation. Each working with a tape-recorder, the students have to make their own transcription of the text (Nation & Newton, 2009). Through unexploded dictation students are able to decode the sound and record it in a writing form. The students are expected to perceive the content of the text. They will recognize all the words and sentences they hear from the recording.

By doing unexploded dictation activities students can evaluate their language performance simultaneously. It means that when students do the unexploded dictation , they do not only pay attention to the sound of the words read by the teacher but also understand about the meaning and be able to transfer the dictated passages to their book note. They are expected to focus on the passage dictated and note down what they hear. When they fail to concentrate on their listening, they will not able to make quick guess what they actually have to write. It is clear implies that dictation is used to assess the students' ability, in this case is listening skill. Oller (1979) claimed that dictation does not only affect on students' spelling, vocabulary, and writing errors, but also increase the ability to understand the meaning of the text.

In context of unexploded dictation, a teacher records his/her voice reading a text and use it in classroom activities. Students are expected to listen carefully and precisely the words when a teacher plays a voice record. After that, they will write the words the heard correctly. When doing this activity, students are practicing attentive listening. Ezenwsou (2001) states that dictation requires, first, to listen carefully, after that to concentrate, then to train students write from dictation. It means that dictation is recording what is read by the teacher directly after listening and concentration to the passage.

Methods

The study employed a quantitative research design. The sample comprised 33 students of Health Vocational School. The average age of the participants was eighteen years. The data were obtained from the listening test taken from an English course book used in the school. The instrument of this study constructed into 3 section of listening test. First section consist of 17 short converssation, second section consist of 2 long conversation with 17 questions and third section consist of one spoken text with 6 questions. Total number of the test was 40 items. The listening test duration was 45 minutes.

The treatment of this study was as follow: Firstly, the researchers asked the students to mention daily activities which students do in the morning. Some vocabularies were relevant with words that they will hear in the unexploded dictation. Secondly, the researcher read aloud the text. In this stage, the students were asked to listen. Then, the researcher read aloud the text and gives pause at the end of the sentence. During each pause, the students had to write down what they have just heard. For any words that the students cannot write, the researcher had them to leave the blank and continue the next. After that, the researcher read aloud the text at normal speed without pause and repetition. During this step, the students checked their work and make any last changes. Thirdly, after finishing the unexploded dictation, the researcher asked the students to write down the transcript on the board. Then, the researcher read aloud the text again. At the end of the class, the students and researcher discuss together. After having four times treatment, the students were having listening test.

Results and Discussion

In order to assure whether the data were distributed normally, the normality and homogeneity were used.

Table I. Normality test of the Unexploded dictation Group

Tests of Normality

| | group | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|----------|---------------------------------|----|-------------------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Score | pretest | ,128 | 36 | ,141 | ,948 | 36 | ,092 |
| | posttest | ,093 | 36 | ,200 [*] | ,968 | 36 | ,377 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above showed that P value (sig) Kolmogorov-Smirnov 0.141 in pre-test and 0.200 in post-test, where 0.141 and 0.200 > 0.05 then by Kolmogorov-Smirnov test, both group of data were normally distributed. P value of Shapiro Wilk test in pretest group was 0.92 > 0.05 and in posttest group was 0.377 > 0.05 because all P. Value > 0.05 then both groups were normal distributed by Shapiro Wilk test. Then, the homogeneity of this study in terms of students' listening comprehension in English, they were given a listening comprehension test. T-test analysis indicated no significant difference prior to treatment in general English proficiency($t(29) = 0.888$ with p value (sig) 0.349 where > 0.05, which means that there was equality of variance between groups or the variance was homogeneous.

Table 2. Paired Sample Test

| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair I | pretest - posttest | -7,80556 | 5,38421 | ,89737 | -9,62731 | -5,98380 | -8,698 | 35 | ,000 |

Table 2 shows $t = -8.698 < -2.030$ and $\text{sig } 0.00 < 0.05$ it means that unexploded dictation has a significant effect to students' listening comprehension. In order to know the effect size of this study, the researcher used the Effect Size by Cohen's and Glass. The result indicated the Effect Size result was 0.627 and 0.677 It means that the effect size is intermediate effect.

This study proved that unexploded dictation have a significant effect on students' listening achievement. Unexploded dictation could be regarded as an assessment in foreign language learning according to Kazazoglu (2012). With the result that unexploded dictation was considered as one of the techniques used to develop listening achievement.

Based on the finding in this study, unexploded dictation is considered to be a good technique for teaching listening, since it helps to evaluate the students' proficiency about the language being learned through their listening. It means that when students do dictation, they do not only pay attention to the sound of the words but also understand about the meaning and able to understand the content.

Through unexploded dictation, students do not only pay attention to the sound of the words that are read or produced by the speaker but also understand the meaning and the content of the text or what the speaker said.. It increases the memory-span which results in improvement in foreign language proficiency. To this phenomenon, Lado (1965: 128) concluded: "foreign language increases with the mastery of the language. The difference between the native and the foreign language memory span is greater when the material in the foreign language contains pronunciation and grammatical contrasts between the languages. The relation of memory span to foreign language learning is greater for contextual material than for numbers Oller (1971) defines unexploded dictation as a technique in which students perceive in a very short time span for some spoken input, and they have to write down what they heard. He also argues that the unexploded dictation process involve with memorizing the word before produce it in a written form.

Conclusion

In this study, it was observed that unexploded dictation has a significant effect to students' listening comprehension ($t = -8.698 < -2.030$ and $\text{sig } 0.00 < 0.05$). This study has proved that unexploded dictation can be a productive learning device for listening comprehension although some other factors might influence the students' comprehension level, they are: teachers' dialect or accent, contextual texts being recorded, familiarity of the texts, students' condition when listen the text, and school facilities.

It is believed that through unexploded dictation, the students can have immediate feedback on the nature of their linguistics performance. They can compare their comprehension of the text with the original one. The teacher can share the script of the recorded text in order the students compare their work to the original one. However, the teacher must be very cautious in linking unexploded dictation to the rest of the lesson to keep the students engagement in a class. Otherwise, they might feel it is too challenging for them and lead to boredom. Therefore, unexploded dictation should be employed in an integrative way with other language skills because it only promotes a short term memory.

Drawing on the theoretical concepts and practical procedures followed in this study, a suggestion is addressed in this study: Teachers should familiarize and expose students to the English spoken by native speakers. Since this study used the English spoken conducted by an Indonesian teacher it will the possibility the students have difficulties to understand native speakers easily, even after they learn considerably grammar and vocabularies.

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TEACHER PROFESSIONAL DEVELOPMENT: FEMALE TEACHER JOB SATISFACTION

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Abstract. Working for woman is a means of exploiting opportunities, contributing creative ideas, seeking experience, but more than that to improve economic well-being. Today, the largest employment sector that absorbs female workers is education service at 61.1 percent, whereas the female teaching profession amounts to 61.644 thousand people, three times than the total male workers. However, being a teacher is not easy, especially in the regions. In fact, teachers in the regions besides having to face tough terrain some challenges, teaching and learning facilities are inadequate, also have to deal wages are not according to standards. There are a huge number of teachers who receive wages below region minimum standards in the regions. Then why do they keep working, when the goal of work is not achieved. This study aims to collect information about female teacher job satisfaction, and what factors cause them to continue working. The result of the study is expected to provide a basis for making provincial government policy related to improving the psychological well-being of female workers and work professionalism. Area of research are Pelalawan and Siak district, which are two poverty rate districts in Riau Province. Data was taken with proportional random sampling technique, by providing a questionnaire of job satisfaction to 312 sample of female teachers. The obtained data were analyzed using categorization and item index different power of 0,3 with SPSS program for windows version 16. The study revealed that: (1) as many as 60% of teachers were satisfied with their work and 40% of female teachers were not satisfied with work; (2) the factor that keeps the teacher from continuing to run the job is because they satisfied with social relations between coworkers and comfortable with the work environment.

Keywords: Job satisfaction; female teacher

Introduction

As the one of the most popular topics in Organizational Behavior and Human Resources Management fields, job satisfaction still an interesting issue to study. Many interpretations are laid for job satisfaction, but they have an agreement that the perception of negative or positive of the person related to his or her job regarded to evaluation of activities and environment of work place are definition of job satisfaction. This feeling, positive and negative, happy or unhappy, are representative of what they feel based on interpretation from psychological and emotional experiences toward the work. Furthermore, job satisfaction can describe as an evaluation of the expectations of the worker meet the result of the job. Some important factors influencing job satisfaction can divided in two categories.

- a. Environmental factors: job content, occupational level, pay and promotion, coworker relationship, and Supervision.
- b. Personal factors: personality, marital status, educational level, and sex.

Ideally, people expect to get an immense salary while working. This ground become bigger for female workers. When a woman going to work, motivation to work is usually due to the fact that the husband does not work, the household income is small, the number of dependents on the family is quite large, filling in spare time, looking for her own money, and looking for experience. But in general, women are motivated to work because it aims to help earn money to support the family.

At the same time, the most popular job field for woman to work is in the field of education, at 61.1 percent, or 61.644 thousand females working in education sector, three times than the total male workers. On the other hand, although most female workers choose to become a teacher, currently there is a huge difference in the workload of a teacher. The teaching profession at present has many demands and responsibilities, for instance the demand to carry out work with more formal procedures and responsibility for social-emotional development of students. Other challenges that female workers must face are incomplete teaching and learning facilities, the condition of damaged road from house to the school, and limited transportation.

On the basis of the facts and descriptions mentioned above, while the income received does not meet the needs and expectations, do females workers feel satisfied? If they feel satisfied, what factors cause them to feel that satisfaction? Job satisfaction is important to find out because it is the basis for totally of work. Workers who work with satisfaction will do their jobs professionally. Furthermore, the findings of this study will provide information on the main factors that can be used to increase employee satisfaction and develop teacher professionalism.

Today, many interpretations in regarded to job satisfaction. Though a number of studies have been conducted in the field of academics, but there still few differences depending on the research perspective. Kumar and Bhatia (2011) mentioned that the level of job satisfaction and attitude of the teachers toward teaching is least affected by the gender, the marital status, minimum qualification and income group pf physical teachers to compare the job satisfaction among physical educational teachers and their attitude towards teaching. Kumari and Jafri (2011) mentioned a study on level of organizational commitment of male and female teachers of secondary schools of Aligarh Muslim University. The research revealed that overall percentage of female teacher organizational commitment was much higher than male teachers. Raj and Lalita (2013) mentioned a study of job satisfaction among teachers of private and government school as a comparative analysis. They found that there is no significant difference in the level of satisfaction on male and female teachers. Furthermore, there is no significant difference in the level of satisfaction of government and private school teachers. Bautista and Ortega-Ruiz (2015) mentioned a study of teacher professional development in international perspective and approaches. The study revealed

that strong infrastructure for high-quality learner need builds to meet teachers need and interests.

Methods

Sampling method and sample size

The sample of the study consisted of the female teachers working in pre and elementary school restricted to Pelalawan district in Riau Province. A sample of 312 teachers were taken into consideration using proportional random sampling and before that, 70 teachers were taken for a pilot Study.

Research instruments and methods

The study data was collected with open-ended questionnaire. Questionnaire was divided in two sections. Section A consisting questions relating to personal information of the respondents and section B consisting questions relating to job satisfaction. Respondents asked to answer the question related to job satisfaction and choose the number given, from one to five, which describe the level of their job satisfaction. Trials were conducted on 20 teachers for testing the questionnaire before taking research data.

Analysis of Data

Descriptive statistics and categorization were used to measure the level of the job satisfaction. The data was analyzed by calculating percentage and frequency with statistical program, I6.00, were calculated allocating values of 1,2,3,4,5, respectively to the responses "very satisfied", "satisfied", "neutral / quite satisfied", "unsatisfied", and "very unsatisfied".

Detail information of the respondents are as follows:

- a. Age
- b. Education / Qualification
- c. Status of employment

Results and Discussion

To ascertain whether there are differences in job satisfaction of female teachers, statistical analysis is used. On the basis of description of the research subject, distribution of respondent in accordance with age, education level / qualification, and employment status are as follows.

Table I. Age of respondents

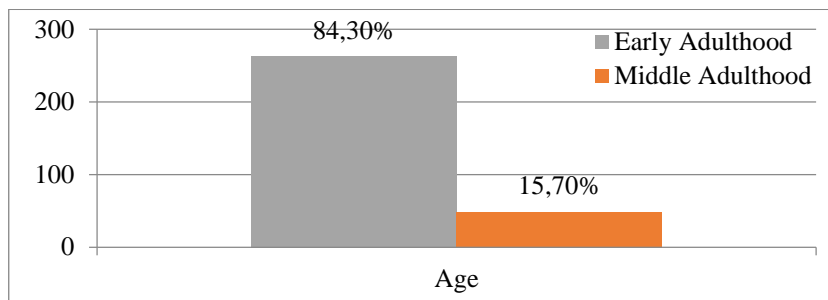


Table I give information about range of age of respondents. Result reveals that the most majority female teacher are 20 to 40 years old, consist of 84,3 percent from total respondents and secondly are 41 to 60 years old or 15,7 percent.

It is mean that majority respondents are in early adulthood where is definitely productive time. Workers in this phase usually shows seriousness and willingness to work. Followed by middle adulthood reach point at 15,7 percent, workers at this age, not as much as productive age because they have retired.

Table 2. Status of Employment

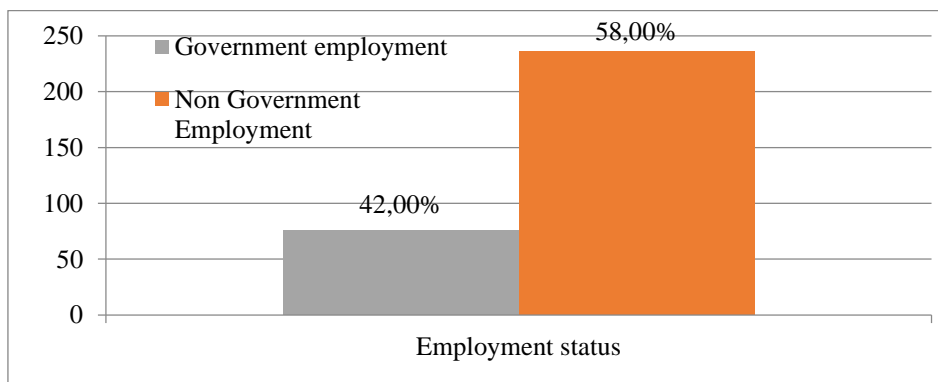


Table 2 indicates the employment status of female workers. Over than half female workers worked as a noncivil servant, and the other hand, less than fifty percent are government employees.

Table 3. The Level of Education

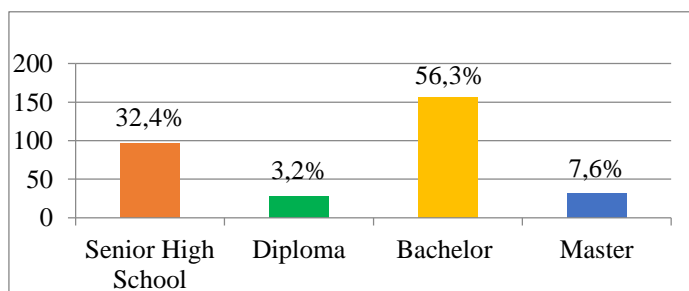
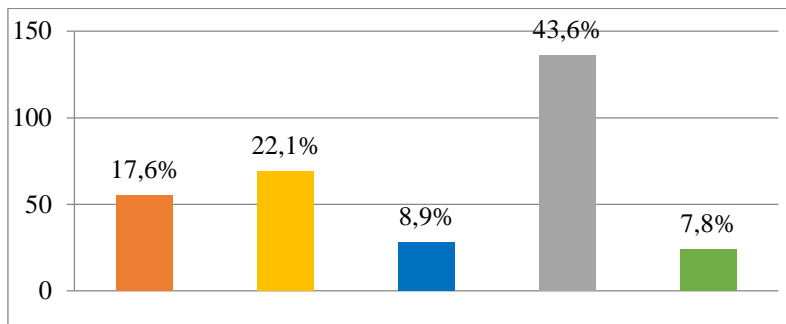


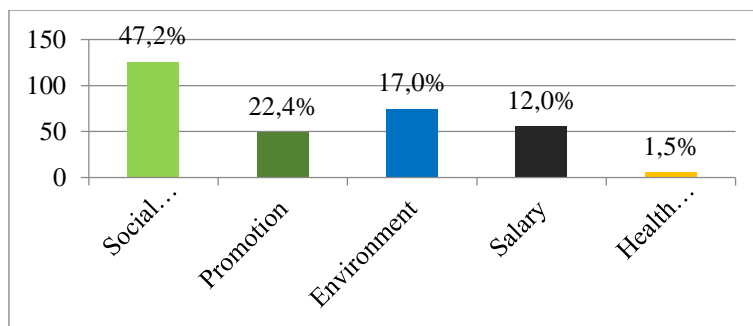
Table 3 give information about the level of education of female workers. The results show that majority of the respondent educational background are bachelor degree with 56,3 percent. Secondly is senior high-school at 32,4 percent and almost 10.8 percent are master and diploma.

Table 4. The Level of Job Satisfaction



Result in table 4 reveals that the level of satisfaction of female workers is regarding the social relation and environment dimensions of work place. This showed that female teachers in remote areas generally felt satisfaction with their work. This result reveals that mostly female teachers are satisfied with their job (60,3%), although some of them are not completely satisfied (39,7% of respondents). The quite satisfied respondents were classified as same group as satisfied and very satisfied.

Table 5. The Factors Influencing of Teacher Job Satisfaction



The factor that keeps the teacher from continuing to run the job is because they satisfied with social relations between coworkers and comfortable with the work environment. As regards the results of data analysis, it was found that more than fifty percent of research respondents were satisfied with the work they currently have and there are five factors that can influence their satisfaction which is social relationship with others, environment, promotion, salary and health insurance. However, from five factors that respondent mention, social relationship has the biggest percentage that influenced job satisfaction. Social relations in the workplace can be seen from the cooperation between workers. Furthermore, helping a friend's work, facilitating a friend's work, and providing support are included in the context of social relations. In fact, a friendly behavior and good

attitude are some fuel that raise comfortable atmosphere at workplace. It is not be surprised if the conditions of the work environment are second number of factors that make female workers feel satisfaction in the office. Coworkers and superiors are people who have the closest relationship with us at workplace. Regarding to that so it is not surprising if someone relies on help from others. This can be better understood if in a challenging situation such as in rural area. Taking an example while a teacher has to travel far from home to work in the rainy days. Damaged road conditions increase the potential for danger. The most commonly used means of transportation is a motorcycle. Faced with this situation, there are several common habits applied, one of that is go to the office in a group and asked friend who position the house closer to the office to give a hand handling jobs or facilitate the work of friends who are late to attend.

Another reasons that causes positive relations with friends makes someone in psychologically satisfied is because feelings are accepted, understood, and have someone to share related to work or daily life. Positive relations with others can be define as balance and harmony relationship between one person and others who support each other. This is in line with the statement made by Ryff (in Mujarniasih, 2013) which states that a person will feel satisfied in condition they feel the acceptance of others. The results of research conducted by Mujarniasih (2013) found that a positive relationship between coworkers will increase significantly the likelihood of feelings of happiness that are felt and therefore affect individual perception of perceived job satisfaction.

Helping each other and working together significantly contribute to creating one harmonize relation. Therefor a comfortable working atmosphere. All of these behaviors are reciprocal and active. Maryanto (2010) states that a positive relationship with others is not a passive relationship but a reciprocal activity with the aim of achieving more productive results.

The results of this study also strengthen the influence of collective culture in Indonesian society. Collective culture in Indonesia is still stand for high. This culture is characterized by existing deep attachment to togetherness, it is means doing things in a pair or together and hoping for others to be the same or behave the same as others according to social values.

Conclusion

The purpose of this study has been achieved as a significant satisfaction has been found among female teachers in Pelalawan, Riau. Social relationship and environment are those factors which are deciding factors of satisfaction level of female teachers. On the other hand, salary, promotion and health insurance became minor factors that influence to satisfaction level of female teachers. On the basis of response received from female teachers it can be seen in general that regarding to increase professionalism among female teachers in rural area, need to focus on building comfortable environment of workplace and harmonies atmosphere.

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THE EFFECT OF SCIENTIFIC APPROACH TO STUDENTS CRITICAL THINKING SKILLS IN PRIMARY SCHOOL

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Abstract. This study aims to determine the effect of the scientific approach to student's critical thinking skills. The research of type is a quasi-experimental design with one group pretest-posttest treatment. This research was conducted in the fifth grade of SDN Biro Palu. The instrument test was used the form of a test questioners to measure students critical thinking skills. The t-test of the hypothesis research using the SPSS 15.0 for Windows. The results showed that the scientific approach had an effect on students critical thinking skills. It is seen from the acquisition of the sig value $<\alpha$ that is $0,01 < 0,05$ at the significance level of 5% so that H_0 is rejected and H_a is accepted.

Keywords: component; Scientific approach, students critical thinking skills, primary school

Introduction

Currently Indonesia used the 2013 curriculum. Based on the Minister of Education and Culture Regulation No. 22, 2016 the stated that of strengthen integrated learning in the 2013 curriculum, it is necessary to apply research-based learning, namely a scientific approach. The scientific approach is closely related to scientific methods. Scientific methods generally involve from observation to formulate hypotheses or collect data. According to Dyer et al in Sani (Sani, 2015) a scientific approach can be used to form innovative skills namely (1) observation; (2) ask questions; (3) conducting experiments; (4) associations (connecting/ reasoning); and (5) building networks.

The scientific approach learning, the active students don't students who perform activities, such as student solve a set problems, but more than the students do the scientific process. (Wiyanto et al., 2017) A scientific approach is also called a scientific-based approach. The process aims to acquire systematic scientific knowledge. The scientific approach roots in a scientific method, a concept that emphasizes science more as a verb rather than a noun (D Hernawati et al., 2018). One of the criteria for a scientific approach that it can encourage and inspire students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying the substance or learning material (Peraturan Menteri Pendidikan Dan Kebudayaan No 22 Tahun 2016, 2016)

Critical thinking is a fundamental skill that develops early learning exercises and activities attractive, teaching and learning methods as diverse and varied, depending on the actual educational situation (static context) and critical thinking development stage (dynamic context) (Florea & Hurjui, 2015).

Critical thinking skills are mental processes that occur when thinking. Critical thinking

is a skills or abilities that the expected to be obtained by students through, the type of education being provided. Firstly, who cannot think, may not be able to solve even the minutest problem. We now live in a world of problems – social problem, economic problem, political problem, ethnic problem, religious problem, educational problem, Science and technologically related problems to mention a few. It only takes a sound mind, a mind imbued with reflective thinking, which can engage in deep analysis, to come up with causes of the problem at hand and generate possible solutions or options to arrive a decision; to solve or get out of the problem (Adeyemi, 2012). Critical thinking does not mean that people who like to argue with opposing opinions or assumptions are wrong, but critical thinkers can also provide a solution of the problems and opinions expressed have the right basis, rational, and careful (Amir, n.d.). From the above opinions, it can be concluded that critical thinking is an active and skillful thinking activity that tests, connects, applies, synthesizes and evaluates information in a situation or problem.

Based on the results of observations and interviews, as many as 50.6% of the 46 students at SDN Biro Palu were not able to find alternative answers to questions by the teacher. They are fixated on the source of student books only. In addition, when asked the reasons for the answers or decisions given, they cannot express them. If this is allowed to pass away, then students cannot be wise in dealing with problems. To overcome the above problems, the way can be used the scientific approach.

Scientific Approach

Based on Dyer's theory in Hernawati (D Hernawati et al., 2018), a scientific approach was developed which had components including (1) observing, (2) asking, (3) trying/collecting information, (4) reasoning/association, (5) forming networks (conducting communication). The learning habit using the scientific approach could improve students' ability between cooperatively and collaboratively. Therefore, the exploration through learning activities in observation, making inquiries related to observations, conducting experiments, reasoning and communicating results through various interpretations needed improvement (Hernawati et al., 2018). The accumulation of skill would be improve the intellectual ability, especially in critical thinking skills.

Following is an explanation of each component:

Observing

The method of observing prioritizes the significance of the learning process. The method has certain advantages, such as presenting real media objects, students are happy and feel challenged. The method is very useful for full filling students' curiosity. The learning process has a high meaningfulness (Peraturan Menteri Pendidikan Dan Kebudayaan No 22 Tahun 2016, 2016). Observation uses the senses to obtain information. Observations can be made qualitatively and quantitatively (Sani, 2015). With the method of student observation found the fact that there is a relationship between the object being analyzed with the learning material used by the teacher.

Asking

Students need to be trained with the formulate questions related of the topic. The learning activity is very important to enhance curiosity and develop their ability to learn throughout life. The teacher needs to ask questions an effort for motivated students (Peraturan Menteri Pendidikan Dan Kebudayaan No 22 Tahun 2016, 2016). The question expected related in requires criteria, : (1) compact and clear, (2) inspiring, (3) focus on a particular subject, (4) probing and divergent, (5) valid and reinforced question, (6) increasing cognitive level, and (7) promoting interaction (Abidin, 2018).

Try / gather information

Learning by using a scientific approach will involve students in conducting activities to investigate phenomena in an effort to answer a problem (Sani, 2015). In order for the experiment to run smoothly: (1) The teacher should be formulate the objectives for the experiment to be carry out by the student (2) The teacher and the students prepare the equipment used (3) Need to take into account the place and time (4) The teacher provides work papers to direct student activities (5) The teacher discusses the problem that will be used as an experiment (6) Distributing work papers to students (7) Students carry out experiments with teacher guidance, and (8) The teacher collects with student in the work and evaluates, if deemed necessary to be discussed classically (Peraturan Menteri Pendidikan Dan Kebudayaan No 22 Tahun 2016, 2016).

Reasoning

Reasoning is the process of thinking logically and systematically on empirical facts that can be observed to obtain conclusions in the form of knowledge. Reasoning is mean scientific reasoning, although non-scientific understanding is not always useless. According to R.A Sani (Sani, 2015) reasoning is a special mental activity doing inference. Inference is drawing conclusions based on opinions, data, facts or information. The information or data that has been collected from the previous activity, experimenting, must be analyzed to draw information from the teacher and draw the conclusions out of that information (Nugraha & Suherdi, 2013).

Build networks and communicate

The ability to build networks and communicate needs to be owned by students because these competencies are as important as knowledge, skills, and experience (Peraturan Menteri Pendidikan Dan Kebudayaan No 22 Tahun 2016, 2016). Working together in a group is one way to shape the ability of students to be able to build networks and communicate. In learning in class, this activity can be a presentation of the results of the discussion in front of the class, discuss with a group of friends, and ask or answer questions.

Critical Thinking Skills

According to Harpen, critical thinking is the use of those cognitive skills or strategies that increase the probability of a desired outcome. It is used to describe thinking that is purposeful, reasoned, and goal directed – the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions, when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking task (Sani, 2019). Crawford said critical thinking allows us to think about our own thoughts and the reasons behind our points of view. It means that we reflect on our own ways of making decisions or solving problems. Thinking like this means that our thoughts are consciously directed to some goal. Our thoughts are based not on our biases or prejudices but on logic and information we might gather and filter from many sources (Crawford et al., 2005).

Bailin et al (Bailin et al., 1999) argue that critical thinking instruction at the primary school can include teaching student to e.g.: value reason and truth; be open-minded; respect others during discussion; be willing to see things from another's perspective. A large number of critical thinking researchers confirm that critical thinking skills and abilities can be taught. Massa (Massa, 2014) argue that critical thinking has been an important issue for many years. It is generally agreed that by learning only a content-based curriculum, children cannot become better thinkers able to give reasons for their conclusions, to think flexibly and creatively, to solve problems and make good decisions.

Critical thinking is based on knowledge updating, analyzing differences, observe cause-effect relationships, extracting ideas from examples, supporting ideas with examples and evaluate information based on truth value, utility, positive or negative effects (Florea & Hurjui, 2015). In the ERIC ED document it is said that people who think critically must be able to interpret, inference, analyze, evaluate and control their thinking processes. People who are able to think critically will use their beliefs, opinions and thoughts rationally in trying to solve a complex problem (Sani, 2019).

Sourced from the APA Report - Expert Consensus Statement on Critical Thinking in the ERIC ED document, has described the core skills related to critical thinking. These skills are:

Interpret

Understand and state the meaning or significance of various experiences, situations, data, events, conclusions, beliefs, rules, procedures, or criteria. The sub-skills are categorizing, explaining significance, and explaining meaning.

To Analyze

Examine the intended inferential relationship and the actual relationship of some statement, question, concept, description, or other form of representation intended to express beliefs, conclusions, experiences, reasons, information, or choices. The sub-skills are checking ideas, identifying arguments, and identifying reasons and claims.

Make an inference

Identify and secure the elements needed to draw reasonable conclusions, to form estimates and hypotheses by considering relevant information, and reduce the consequences of data, statements, principles, evidence, conclusions, beliefs, opinions, concepts, descriptions, or forms other representation. The sub-skills are questioning evidence, guessing alternatives, and drawing conclusions deductively or inductively.

Evaluate

Assess the credibility of statements or other representations that count or description of one person perceptions, experiences, situations, considerations, beliefs or opinions, and assess the logical strength of the intended inferential relationship or the actual relationship of some statements, descriptions, questions, or other forms of representation. The sub-skills are stating results, justifying procedures, and giving reasons.

Organize yourself

Self-awareness to monitor cognitive activity, the elements used in the activity, and the results of deduction, specifically by applying the skills to analyze and evaluate inferential considerations by asking questions, confirming, validating, or correcting one's reasoning or results. The sub-skills are self-monitoring and self-correction.

Methods

The research used quantitative research. According to Sugiyono, stated that quantitative research is defined as a research method based on the philosophy of positivism, used to examine a particular population or sample, sampling techniques are generally carried out randomly, data collection using research instruments, quantitative or statistical data analysis with the aim to test the hypothesis that has been set. The research using experimental method. The experimental method research is the research method used to look for the effect of certain treatments on others under controlled conditions (Sugiyono, 2015). The research design is one group pretest-posttest design. In the one group pretest-posttest design, one group was observed before and after treatment (Sani et al., 2018). The subjects in this study were 48 students in grade V SDN Biro Palu. The subjects came from 23 students VA class and 25 VB classes. The instrument used to collect data was in the form of questionnaire sheets. This questionnaire sheet contains data on critical thinking skills. Indicators of students' critical thinking skills under study are Interpret, to analyze, make an inference, evaluate, and organize yourself (Sani, 2019).

Data analysis in the form of analysis of description and inferential data. Description data analysis aims to provide an overview of the value of students' critical thinking skills. According to Kunandar (Kunandar, 2014), attitude assessment criteria can use the following criteria.

Table I. Criteria of Critical Thinking Skills

| Value | Category |
|--------------|------------------|
| 91 – 100 | Very Critical |
| 71 – 90 | Critical |
| 61 – 70 | Critical enough |
| Less than 61 | Not yet Critical |

Inferential data analysis is used to test the research hypothesis. Data analysis technique to answer the hypothesis in this study is to use SPSS-assisted t-test.

Results and Discussion

MCEETYA cited by Lloyd and Bahr (Bahr, 2010) said critical thinking is an important goal of education within the schooling sector. Which describes successful learners as those who are "able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines and elsewhere, as those who are" able to make sense of their world and think about how things have become the way they are. Thus Lipman cited at (Naseri et al., 2017) said critical thinking is a dynamic process which helps the individuals analyze the data and reach the conclusion and is able to decide properly.

Based on the results of the study it was found that students' critical thinking skills have improved with the use of a scientific approach. Indicators of critical thinking skills studied are (1) interpret, (2) to analyze, (3) Make an inference, (4) evaluate, and (5) organize yourself. The results of students' critical thinking skills in this study have increased after the use of a scientific approach.

Before learning by using a scientific approach, a pretest is conducted. Then after the implementation of the activity using a scientific approach, an assessment of the critical thinking skills of students is called the posttest activities. The pre-test and post-test scores of students' critical thinking skills can be seen in the following table II and table III.

Table II. Critical Thinking Skill Pretest Value

| No | Indicator | Value | Category |
|----|-------------------|-------|------------------|
| 1 | Interpret | 65 | Critical enoug |
| 2 | To analyze | 69 | Critical enoug |
| 3 | Make an inference | 64 | Critical enoug |
| 4 | Evaluate | 70 | Critical enoug |
| 5 | Organize yourself | 51 | Not yet critical |

From table II above, obtained the value of critical thinking skills, namely interpret of 65 with quite critical categories, analyze by 69 with quite critical categories, make an inference by 64 with quite critical categories, evaluate by 70 with quite critical categories and organize yourself of 51 with categories not yet critical. So it can be concluded that at the

beginning of learning or before applying a scientific approach, the value of critical thinking skills in the category is quite critical.

Tabel III. Critical Thinking Skill Posttest Value

| No | Indicator | Value | Category |
|----|-------------------|-------|-----------------|
| 1 | Interpret | 72.6 | Critical |
| 2 | To analyze | 72.4 | Critical |
| 3 | Make an inference | 78.1 | Critical |
| 4 | Evaluate | 76.7 | Critical |
| 5 | Organize yourself | 61.4 | Critical enough |

From table III above, obtained the value of critical thinking skills that is an interpret of 72.6 with a critical category, analyze 72.4 with a critical category, make an inference at 78.1 with a critical category, evaluate at 76.7 with a critical category and Organize yourself at 61.4 with a quite critical category. So it can be concluded that at the beginning of learning or before applying a scientific approach, the value of critical thinking skills in the critical category.

After the pretest activity, the next step is to learn by using a scientific approach. In learning with a scientific approach, students are instructed to follow the learning that was previously designed using a scientific approach. The scientific approach includes observation, ask questions, try or gather information, reason, and communicate.

This learning was carried out in class V on the theme I Animal and Human Motion Organs, sub-theme 2 namely Human and Environment. In observing activities students are asked to observe the framework of human motion organs and then given the opportunity to ask questions or provide feedback. Then in try and reasoning phase, students are asked to make a simple model of human motion organs from wire and pulp. Human skeletal organ framework that is made must pay attention to the proportion and anatomy. At the end, representatives of each group present their work in front of the class.

After carrying out learning in sub-theme 2, then posttest. Posttest aims to see the value of students' critical thinking skills. Values obtained in the posttest are presented in table III. With descriptive analysis, it was found that there were differences in the pretest and posttest values. Posttest value is greater than the pretest value. There is a positive difference between the two values. The difference in the value of posttest and pretest is presented in the following figure.

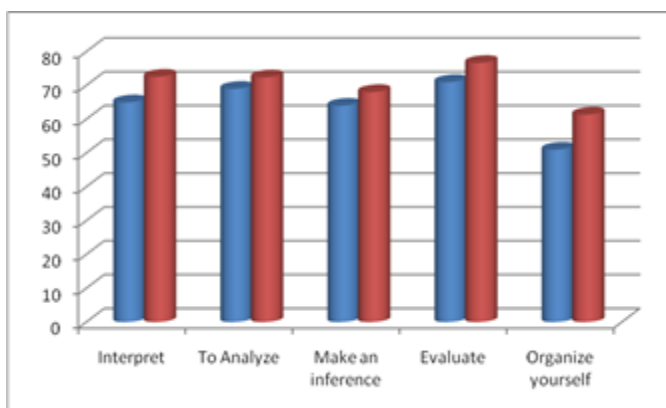


Figure I. Bar diagram of the value of students' critical thinking skills pretest and posttest results

The positive difference between the pretest and posttest scores is caused by the treatment in learning. The treatment is in the form of using a scientific approach in learning. Thus, it can be said that the scientific approach influences the value of students' critical thinking skills. This is also supported by research hypothesis testing. The hypothesis in this study is H_a : there is the influence of a scientific approach in learning of students' critical thinking skills in elementary school students. The null hypothesis is that the use of a scientific approach influences students' critical thinking skills. While the null hypothesis that the use of a scientific approach does not affect students' critical thinking skills.

Hypothesis testing in this study uses the t test. t test was carried out with SPSS 15th edition software. The results of the SPSS analysis obtained the following values.

Table IV. Independent Sample Test

| | | Levene's Test for Equality of Variances | | t-test Equality of Means | | | | |
|---------------|-----------------------------|---|------|--------------------------|--------|----------------|---|--------|
| | | F | Sig | t | df | Sig (2-tailed) | 95% confidence interval of the difference | |
| Result | Equal variances assumed | .238 | .627 | -2.597 | 88 | .011 | -9.629 | -1.280 |
| | Equal Variances not assumed | | | -2.597 | 87.388 | .011 | -9.629 | -1.280 |

Based on Table IV, the significance value for Leven's test for equality of variance is 0.627. This value indicates that the values obtained are normally distributed and homogeneous. Furthermore, the significance value for the equality of means t-test was 0.011. This value is greater than the significance value α (0.05). According to Arikunto (Arikunto, 2009), if the significance value obtained is α (0.05), then accept the null hypothesis (H_0)

and refuse to reject the alternative hypothesis (H_a). Conversely, if the significance value $< \alpha$ (0.05) then reject H_0 and accept H_a . Based on the acquisition values in Table IV above it can be concluded that the significance value of the Equality of Means t-test < 0.05 . Because the significant value of the t-test $< \alpha$ (0.01 < 0.05) then H_a is accepted and H_0 is rejected. So it was concluded that the use of a scientific approach influences students' critical thinking skills.

The use of a scientific approach in learning can improve students' critical thinking skills. Some indicators of critical thinking skills are (1) interpret, (2) to analyze, (3) make an inference, (4) evaluate and (5) Organize yourself. In the observation activity, students are asked to make observations using the senses to obtain information. With this observation, students can find the fact that there is a relationship between the object being analyzed and the learning material used by the teacher. The activity stimulates interpretation skills. Students can make their own interpretations based on data collected. Furthermore, the activity of asking questions is very important to increase curiosity in students and develop their ability to learn. The activity encourages students to be able to do an analysis as well as a basis for making inferences. The next step students are asked to try or gather information. In this activity students conduct experiments to investigate phenomena in an effort to answer a problem. Through this activity, students are skilled at making inferences. The next stage is reasoning. By reasoning, students can make inferences and conduct evaluations. Thus the inference and evaluation skills can be mastered by students. The last step is communication. Getting used to students expressing opinions or results obtained means that they have instilled critical thinking skills that are Organize yourself.

Critical thinking skills in students can be enhanced by the use of various learning models or approaches. The scientific learning approach is one of several approaches that can improve students' critical thinking skills. Simonneaux, Baars, and Reid said "The scientific method is a procedure or process that gives priority to more active and participatory methods". One of the criteria for a scientific approach is that it can encourage and inspire students to think critically, analytically, and correctly in identifying, understanding, solving problems, and applying the substance or learning material. This statement is emphasized again by Lazanyi that a scientific approach can develop students' basic abilities such as communication skills, interpersonal relations, critical thinking, and problem solving skills.

Learning with a scientific approach in class is done in groups. Flora (Florea & Hurjui, 2015) argue effective thinking is developed through collaborative work which means working in pairs, in groups. Collaborative working is effective if there is a shift from respect for the ideas of others in confidence, moving from concrete to abstract, from intuitive thinking based on the expression of opinions without reflecting on them in logical thinking that supports conclusions based on assumptions, approach things from different perspectives. Methods for Critical Thinking, applied to group can develop the relationship between children, a set of attitudes and behaviors, communication skills, ability to understand information transfer, interdisciplinary and transdisciplinary. The versatility of these methods proved effective at this early age, because by practicing these methods, the child becomes a

little scientist, eager to continuously explore everything around him.

Conclusion

Based on the results of the research above, it can be denied about the discussion of the discussion about the discussion of students' critical thinking. The use of scientific attachment in learning can foster or enhance students' critical thinking skills.

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THE READINESS AND UTILIZATION OF SCIENCE HIGH SCHOOL LABORATORY ON CURRICULUM 2013 IMPLEMENTATION IN TANGERANG CITY

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Abstract. Science Laboratory is one of the facilities of the school where the teachers and students conduct Science learning through practicum where this activity is very important to develop a scientific approach in accordance with curriculum 2013. A good laboratory needs to be provided so that learning requires a laboratory in the curriculum 2013 can run with maximum. The problem is researched whether the Science laboratory at the State Junior High School of Tangerang City (SMPN Tangerang) is ready in support of the implementation of curriculum 2013. Research on the Analysis of Science laboratory readiness is a type of descriptive research that aims to know the readiness of Science Laboratories in SMP Negeri Tangerang City is ready in support of the implementation of curriculum 2013. The subjects in this study included all of the state Junior high School in Tangerang using the 2013 curriculum. The focus of this research is the readiness of chemical laboratories with a laboratory readiness indicator that includes: space design, administration, management, completeness of equipment and materials of practicum and practicum that is carried out at each level Class. Research Data is derived from observations, questionnaires and interviews. The Data obtained is then analyzed in a quantitative descriptive. The results of studies that have been conducted on schools 01, 02 and 03 show, school S-01 in the category is very prepared, school S-02 in the category is quite prepared and the school S-03 in less prepared category. It can be seen from the average percentage of each school which is 87%; 60%; and 53%. So if averaged in general, SMP Negeri Tangerang is quite ready to implement the curriculum 2013 with a percentage of 66.66%.

Keywords: readiness; utilization; laboratory; Science Junior High School in implementation; curriculum 2013

Introduction

The curriculum in Indonesia has been repeatedly renewed and refined. The improvement is done based on the development of both technology, student development, and less capable of fulfilling the required competencies for the 21st century known as the science and knowledge-based society century, up to Current curriculum changes to the curriculum 2013 (Mastur, 2017). Permendikbud No. 81A Year 2013 on the implementation of curriculum 2013 that demands the provision of learning resources and adequate learning facilities. The implementation of Permendikbud No. 65 on standard basic and secondary education process and learning system and assessment system as an implication

of changes in the process standards, where the role of the teacher as one component in Education is crucial (Permendikbud, 2013). Alternative characteristics of relevant learning implementation is used for the implementation of curriculum 2013, which is learning that conditioned learners gain a number of learning experience, both in knowledge, skills, social and habit of thinking and acting (Suyatmini, 2017).

The curriculum 2013 adheres to the view that knowledge cannot be transferred from teacher to student. Students are subjects who have the ability to actively seek, cultivate, contract, and use knowledge. Therefore, learning must be concerned with the opportunities given to students to contract knowledge, in order to fully understand and apply knowledge, students need to be encouraged to work to solve problems, find all things for himself, and sought hard to manifest his ideas. Therefore, it requires supporting components such as infrastructures in the learning process. If the change of curriculum is not coupled with the improvement of infrastructure, access to easy and quality learning resources, and increased competence and change of teacher mindset, then the effort to improve the quality of education is only useless.

One of the standards of facilities and infrastructures developed by BNSP and stipulated by ministerial regulation is the standard diversity of types of natural Science Laboratory equipment (IPA), language laboratories, computers, and other equipment in the unit of education is stated in the list containing the minimum type of equipment that must be available (Mulyasa, 2013). Laboratories are an integral part of teaching and learning activities, especially in Science learning. Based on regulation of the Minister of National Education number 24 year 2007 dated 28 June 2007 concerning standard of school facilities and infrastructure/madrasah general education that requires a SMP/MTS to at least have a Science laboratory room.

According to (Decaprio 2013), the laboratory is the place of a group of people conducting various research activities (research), observation, training and scientific testing as an approach between theory and practice of various disciplines. Science Laboratory room serves as a place of practice of science learning practices in need of special equipment, a minimum of accommodating one study Group (Permendikbud, 2007). Science Laboratory is one of the facilities of the school where the teachers and students conduct science learning through practicum where this activity is very important to develop a scientific approach in accordance with curriculum 2013. Laboratory existence is expected to optimize the process of learning science in the development of natural science that develops very rapidly. This as a capital to develop the competence of learners in the face of future life challenges. This also corresponds to the way science studies in junior high school as mandated in curriculum 2013, which requires students to do scientific processes that include observing activities, Minister, linking, conducting experiments, analyzing data, and concluding (5M). Laboratory used for observation and experimentation is called School Science Laboratory (Kertiasa, 2013). Generally, the site of practical activity requires special equipment that is not easily presented in classrooms (Rosada, *et al.*, 2017). Science Laboratory as a learning tool to support the success of learning (Yunita, 2013), so it is expected that the existence of Science

laboratory can optimize all phases the learning process began from observing, minister, doing practicum, associating and presenting the results of an experiment (Rosada, *et al.*, 2017).

Based on the observations and interviews conducted, the state Junior high school in Tangerang city has implemented curriculum 2013 and accredited A. Most of them are already equipped with a science laboratory used to support teaching and learning activities. However, the use of science laboratories is still not optimal because of several factors that are not laboratory assistances are provided, however Science teachers should concurrently become a science laboratory assistance, the availability of science laboratories that cannot accommodate large learning groups, causes the implementation of practicum so that partly done in class, therefore the availability of time is not enough causing some teachers replace practicum with observation through the media or demonstrations. In line with the study of Subamia *et al* (2014) explained that the frequency of use of Junior High School Science laboratory is still low, most Science teachers still have problems to do practicum on certain topics for reasons The limited amount of funds or types of tools available, the Science laboratory is not managed properly, and generally the management of Science Laboratory does not implement good governance of laboratory administration. Rahman's research (2017) found that the problem in the laboratory is the lack of control of the maintainers so that many tools are damaged and not immediately handled, some other tools are insufficient for practicum, lack of installation Power socket. In line with the research of Lestari, *et al* (2017) laboratory activities still has some obstacles such as incomplete set of tools, tools and materials are not available, insufficient practicum instruction, faulty practicum and laboratory activities only ranging from 22-50% of the demands of the curriculum. According to the explanation, how is the readiness of Science laboratories in the Junior High School level in Tangerang City to support the implementation of curriculum 2013.

Methods

The research method in this study is descriptive evaluative. According to Sukmadinata, it is explained that the evaluative research is a design and evaluation procedure to systematically collect data to determine the value or benefit of a practice (education) (Sukmadinata, 2013). Evaluative research demands that the fulfilled requirement which are the presence of criteria, benchmarks or standards used as comparators for the data obtained, after which data is processed and the result stated as the real condition of the research studied. The gap between the real conditions and expected conditions expressed in that criteria is sought. Therefore, from the gap is obtained the idea whether the contact studied is registered according, less appropriate, or not in accordance with the criteria (Arikunto, 2013). The evaluation is the step collecting data activities or information, to be compared with the criteria, then concluded. This conclusion is called the result of evaluation. In this research, the criteria is the government regulation and implementation of curriculum 2013. The school's research site at junior high school level in Tangerang city.

Data collection techniques in this research are observations, questionnaires,

documentation, and interviews for gathering data or information related to the readiness of science laboratories. The indicators examined are the design of Science laboratory room, administration of Science Laboratory, management of Science laboratories, as well as the availability of science laboratory tools and materials.

The data obtained is analyzed with descriptive analytical techniques and qualitative methods while the data of numbers, will be described with the descriptive analysis of the percentage. The first step is to observe all the sources of data obtained from interviews, observations and questionnaires. The formula of descriptive analysis presentation according to Purwanto (2012) is $|NP (\%) = \frac{R}{SM} \times 100 |$

Where NP is the percent value sought or expected, R is the raw score, SM is the ideal maximum score. Criteria of assessment of the readiness of IPA laboratory in Table 1 following.

Table I. Science laboratory level assessment criteria (Purwanto, 2012)

| Readiness category | Description |
|--------------------|----------------|
| 86 % - 100 % | Very prepared |
| 76 % - 85 % | prepared |
| 60 % - 75 % | Quite prepared |
| 55 % - 59 % | Less prepared |
| ≤ 54 % | Very poor |

Results and Discussion

According to the steps of research conducted, the data in the whole is derived from several sources such as teachers and laboratory assistance who provide the school to uncover the indicators of administration of Science Laboratories, management of Laboratory, and the availability of Science laboratory tools and materials.

Science Laboratory Room Design

The average results of the readiness of Science Laboratories Laboratory room design indicators of Science in SMPN Tangerang City, the results can be seen in Table 2.

Table 2. The results of Science Laboratory readiness of Laboratory room design indicators in SMPN Tangerang City

| School code | Score | Description |
|-------------|--------|----------------|
| S-01 | 64% | Quite prepared |
| S-02 | 46% | Very poor |
| S-03 | 51% | Very poor |
| Average | 54,6 % | Very poor |

According to Table 2, generally, the average readiness of science laboratories in the predicate is lacking in the design indicators of science laboratory space. The size and capacity

of the science laboratories in all three schools has varying conditions. Regulation of the Minister of National Education No. 24 of 2007 explains the minimum ratio of the area of IPA laboratory 2.4 m² to each student. The group studied with students less than 20 people, the minimum area of science laboratory space 48 m² including storage space and preparation of 18 m². Minimum width of science laboratory Room is 5 meter. Science Laboratory room is equipped with facilities to provide adequate lighting to read books and observe experimental objects. There are also clean water and laboratory space of IPA equipped. This shows the breadth and capacity of the three IPA laboratories already compliant. However, laboratory room design results have not been in accordance with these standards only one school that condition quite prepared with a minimum standard is quite ready at 60% (Purwanto, 2012). Two schools are at very poor.

Science Laboratory room facilities for each science laboratory are chair, student table, demonstration table, preparation table, tool cupboard, material cupboard, sink, writing board, contact box, fire extinguisher, first aid equipment, trash can and clock Wall. This facility is already available in the science Laboratory of SMPN Tangerang City.

Administration of Science Laboratory

The average readiness of Science Laboratory for Science Laboratory Administration indicators in SMPN Tangerang City has a varied final percentage can be seen in Table 3.

Table 3. The average readiness of science laboratory in the administration of science laboratory in SMPN Tangerang City

| School code | Score | Description |
|----------------|--------|---------------|
| S-01 | 91% | Very prepared |
| S-02 | 36% | Very poor |
| S-03 | 9% | Very poor |
| Average | 45,3 % | Very poor |

According to table 3, generally, the average readiness of Science Laboratory of Science Laboratory Administration indicators in predicate is very poor. Of the three schools that use the curriculum 2013, only one junior high school administration in the category is very prepared and two schools of categories are very poor. Based on the results of observation and interviews that the science laboratory of SMP S-01 already available head laboratory assistance and laboratory assistance. Thus, every administration is well-done. However, its laboratory assistance duty does not come from the science background. Laboratory assistance is lack understanding the names of apparatus and materials and their own duties. So, when the practice of practicum conducted, the teachers of science subjects and laboratory assistance doing mutual help. Meanwhile, for science Laboratories S-02 and S-03 has no available head laboratory assistance and laboratory assistance, so the teacher of science subjects should concurrently become a laboratory assistance. This is what causes the two schools to have a less percentage of the administration of the science laboratory. According to Rahayu (2017), That schools with laboratory assistance tend to be better in terms of administration.

Management of science Laboratory implementation

The average readiness of IPA laboratory in the implementation of science laboratory management can be seen in Table 4.

Table 4. The average readiness of science laboratory of implementation management indicators in SMPN Tangerang city

| School code | Score | Description |
|------------------|---------------|------------------|
| S-01 | 85 % | prepared |
| S-02 | 40% | Very poor |
| S-03 | 25 % | Very poor |
| Rata-rata | 45,3 % | Very poor |

According to Table 4, generally, the average readiness of the management of science laboratories from three schools is only one school that is prepared. Based on the results of observation and interviews conducted, the management of science laboratory maintenance can be good as well because of the head of laboratory assistance and laboratory assistance, or the minimum available laboratory assistance. The science laboratory in S-01 has been provided with the head of laboratory assistance and laboratory assistance. Meanwhile, for science laboratories S-02 and S-03 does not have head of laboratory assistance and laboratory assistance of science subjects should concurrently become a laboratory assistance. The existence of laboratory assistance in the management and maintenance of science laboratories is as important as administering the science laboratory. Therefore, the existence of laboratory assistance can be the benchmark and readiness of science laboratories in supporting the implementation of curriculum 2013.

Maintenance management is an important thing to walk in the science laboratory. Maintenance management has six main elements that must be implemented covering the planning, arrangement, regulating, planning, maintenance, safety of laboratories, and financing. The main element is needed in the science laboratory so that the science laboratory can maintain the quality of practicum implementation and service to the teachers and students.

Availability of IPA laboratory tools and materials

Indicators availability of IPA laboratory tools and materials consist of the availability of science laboratory equipment based on Permendiknas No. 24 year 2007, the availability of science laboratory tools based on the implementation of the curriculum 2013, and the availability of science Laboratories based on the implementation of curriculum 2013. The results of the availability of Science Junior High School and laboratory equipment in Tangerang City can be seen in Table 5.

Table 5. Results of the average readiness of science laboratory indicators availability of science laboratory tools and materials in SMPN Tangerang city.

| School code | Science tools | Materials | Description |
|----------------|---------------|-----------|---------------|
| S-01 | 95 % | 99 % | Very prepared |
| S-02 | 88% | 91 % | Very prepared |
| S-03 | 88 % | 93 % | Very prepared |
| Average | 90,3 % | 94,3 | Very prepared |

Based on Table 5, all the schools and laboratories are in very prepared level. Based on observations and interviews conducted, each laboratory already has many tools and materials so the predicate is very ready. The needs of these tools and materials, not obtained from the school budget but more than the government's help that already routinely come to school. However, the presence of the tools and materials provided does not fit the needs of the moment. Thus, it causes some tools and materials to accumulate and be damaged or expired because it is rarely used. The ability of practicum activities conducted by students in the implementation of curriculum 2013 can be seen in Table 6.

Table 6 total practicum activities in SMPN in the implementation of curriculum 2013

| Practicum | School | | |
|---------------------|--------|--------|--------|
| | S-01 | S-02 | S-03 |
| Year VII practicum | 88 % | 35,3 % | 58,8 % |
| Year VIII practicum | 69,2 % | 38,5 % | 84,6 % |
| Year IX practicum | 80 % | 80 % | 60 % |

According to table 6, it is important that the intensity of the utilization of Science laboratories is most often done at S-01 school in year seventh and ninth. This proves that schools can maximize the use of laboratories as supporting facilities in the teaching and learning activities of science. The S-03 school performed a lot of practicum in year VIII and the S-02 school was only in the IX class. The success of the curriculum 2013 program is determined by the power factors supporting the availability of practical tools and materials, but the school's ability to use the laboratory as a means for students to learn using inquiry learning. Given that the curriculum 2013 is a scientific approach learning. This is in line with the laboratory where the activities are self-development students. Referring to the core competence of KI 1 to KI 4 very clearly implied that scientific learning objectives which is the basis of the implementation of the 2013 curriculum can be realized through learning by effective use of SCIENCE laboratories.

Conclusion

The conclusion of this research is the Science laboratory in SMP Negeri District is ready in support of the implementation of the 2013 curriculum. Laboratory readiness can be seen from laboratory room design indicators, laboratory administration, management and

completeness of tools and materials for practicum in supporting learning. That of the three state Junior high school in Tangerang which uses the 2013 curriculum, the S-01 schools in the category are very prepared, the S-02 school in the category is quite prepared and the school S-03 in very poor category. It can be seen from the average percentage of each school which is 87%; 60%; and 53%. So if averaged in general, SMP Negeri Tangerang is quite ready to implement the curriculum 2013 with a percentage of 66.66%.

From the results and findings in this study, the following suggestions are submitted. (1) The school needs to have a laboratory manager (head of laboratory, laboratory assistance, technician) at the school to help teachers utilize the laboratory to the fullest extent in learning, (2) for schools, should pay more attention to infrastructure or Facilities that support learning activities when it is needed any tools and materials so it is not until it expires than it should. (3) For the education office, should be more attentive to the condition of education infrastructure for school advancement and teacher training in the laboratory.

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THE EFFECT OF IMPLEMENTING THE STORY MAP MODEL TECHNIQUE ON THE STUDENTS SKILLS IN WRITING (NARRATIVE TEXT) AT THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF IAIN BENGKULU

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Abstract. The background of the problem in this research was based on problems that were faced by the students in writing skills (narrative text) at the fourth semester students of English study program of IAIN Bengkulu . When they were given assignment to writing, many students fail to reach the standard score. They had difficulty in organizing ideas, limited vocabulary, no motivation to write and difficult to make a good organization of writing .One of the causes was the strategy or technique which was used English teacher not effective .In order to solve this problem, the teacher should choose a suitable technique. One of technique which suitable in teaching writing was Story Map Model technique. This research using quantitative approach with the type of quasi experiment research.. Sample are students from TBI IV C class as experiment group and student from TBI IV D as control group. This data collection technique uses the test technique, while the data analysis using the t-test with the help of SPSS 2003. Based on the hypothesis test results through the t test assisted by SPSS 23 shows the value $0.000 > 0.05$ so H_0 : No significant influence of the story map against Student's writing ability is rejected and H_1 : There is a significant effect of the story map on the students, the ability to write accepted means there is a significant influence on the writing skills taught by the story map with the results of conventional learning.

Keywords: Story Map Model; Writing Skill; Narrative text

Introduction

Writing subject is one of the most important output skills that is taught in the English study Program of English Education of IAIN Bengkulu. Every student should master this skill because writing is one of important subjects in English important beside speaking, reading, and listening.

Writing, particularly academic writing, is not easy . It takes study and practice to develop this skill. In short, writing is a hard subject and doing writing is not always that easy. It needs much knowledge and does practicing a lot. Subandi (Subandi, 2014) said that based on School – Based Curriculum (KTSP) there are four skills in teaching and learning English that must be mastered by students such as writing, reading , listening, and speaking.

Teaching writing in English study program of IAIN Bengkulu consists of Four levels namely writing I, writing II, writing III, and writing IV .Where they learned from semester II until semester V. As the preliminary study by interview with some of English students was

found that most of students still face some problems with their writing subject. Some of students felt bored when the teacher asked them to do writing test. They did not have a good capability to write in English although they have learned how to write it.

After interviewed also found many difficulties of writing such as they have idea in their own mind, but they did not know how to express them on a piece of paper, less knowledge, limited vocabulary, and difficult to make good organization of writing. The assumption is also substantiated 'the writing skill is complex and difficult to teach, requiring, mastering not only of grammatical and rhetorical device but also of conceptual and judgmental elements'.

From that statement, it is known that to teach writing skill we need a technique which can make teaching writing process easier and will not make students felt difficult and boring when we asked them to do writing Task.

For those reasons increasing student's writing ability becomes important. Students writing ability may be increased with many kinds of technique, one of them is by applying "Story Map Model" technique. According to Jeff Patton's (*MBA016: User Story Mapping with Jeff Patton - Mastering Business Analysis*, n.d.) A user story map arranges user stories into a useful model to help understand the functionality of the system, identify holes and omissions in your backlog, and effectively plan holistic releases that deliver value to users and business with each release.

Based on the background of the problems that can be identified as the problems that will be faced by the students in writing Narrative text could be identified as follow : no ideas to write about, difficulty in organizing ideas, limited vocabulary , no motivation to write , and difficult to make good organization of writing . One of the causes was the strategy still not effective. The question of this research was: Is there any effect of the story Map Model technique on the students' skills in writing Narrative text at the fourth semester students of English study program of IAIN Bengkulu.

Methods

The design of this research will be use quasi experimental with form of the design non equivalent control group design. According to Ary, Donald (2010 : 316) Design the Nonequivalent control group design is one of the most widely used in quasi – experimental designs in educational research. This design is similar with pre test - post test control group design , but in this design the experimental and control group not chosen as randomly.

This design involved two groups, they were control group and experimental group. The experimental group received a new treatment, while the control group used the usual method. Before doing the treatment to the experimental group, the pre-test will give before to both of group. The test will give has an objection in order to know the scores average between two groups. After gave the treatments three time to the groups where using Story Map to the experimental group and usual method to the control group the researcher to measures the students average score in writing after they have given the treatment in

experimental group. If the score was better, it means that the treatment was useful.

Table I. Research Design

| Group | Pre-test | Treatments | Post-test |
|--------------------|----------|------------|-----------|
| Experimental group | O1 | X | O2 |
| Control group | O3 | - | O4 |

The samples of this research consist of two classes; they were 34 students of class TBI C as an experimental group and 27 students of class TBI D as a control group. So, the total number of samples were 64 students.

The data will be collected by using writing tests for the experimental group and control group. The pre-test will be given to know the student's basic ability in writing before giving treatment. And then, the researcher collects the data by applying the treatment (using story map model technique) to the experimental group (without story map model). To the control group for three meetings. After conducting the treatments three meetings, the post-test will give to the students to know the increasing of students' ability in writing.

The researcher scored the students' writings by using Heaton criteria and t-test to analyze the data. The data were gotten from the writing pre-test and post-test. After the researcher got the total of students' scores, the researcher compared the two groups of experimental and control groups by using SPSS.23.

In the technique of data analysis here the researchers divide into two tests, namely: Prerequisite test includes 1) normality test and homogeneity test; 2) hypothesis test.

Results and Discussion

This research was conducted to get the information about the effect of story map model technique on the fourth semester students' ability in writing the narrative text. To get the information, the research used writing tests, where the test was done two times there were pre-test and post-test. The researcher found that there was an effect or not in teaching narrative by using story map model technique on the students' writing ability. In this part, the result showed that the students' writing ability at fourth semester of English study program of IAIN Bengkulu increased. It was proved that the comparison between the result of pre-test and post-test were significant.

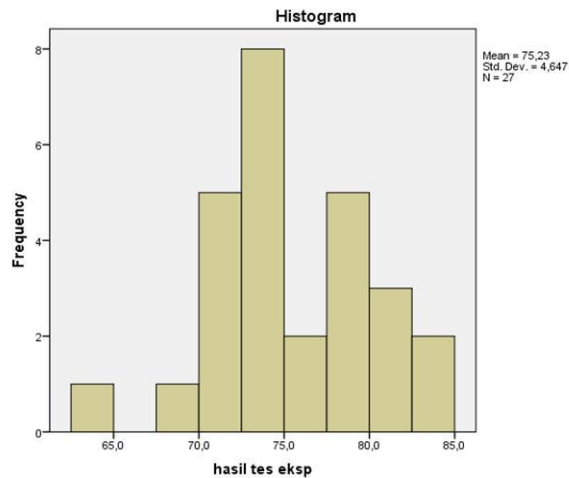
The highest score in experimental group was 59,8 and the lowest score was 53,3. The mean score of pre-test in experimental group was 53,3. While highest score in the control group was 57,2, and the lowest score was 42,8. The mean score of pre-test in control group was 51,67.

Further pre-test results from both groups to know that both groups have the same

ability, before the treatment or treatment according to plan, then the first homogeneous test.

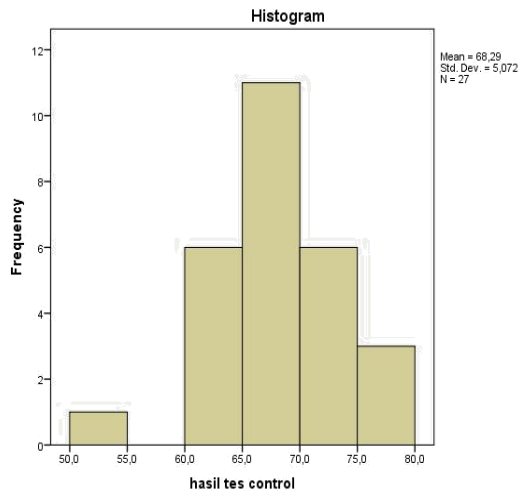
The result of homogeneity test by Levene Statistic test method was obtained by nial sig $0,735 > 0,05$ meaning HI rejected Ho accepted. Thus both of the experimental data of the experimental class and the control class are distributed from the homogeneous variance of the same population. And so both groups can be used as research subjects.

Figure 1. Chart :The results data Post test Experimental class



The results of normality test with Kolmogorov-Smirnov obtained sig value of $0.574 > 0.05$ which means HI rejected Ho accepted. Similarly, the result data Post test experimental class normal contribution.

Figure 2. Chart : The results data Post test Control class



Result of normality test by Kolmogorov-Smirnov obtained nial sig equal to $0,154 > 0,05$ meaning HI rejected Ho accepted. Thus the data of post test result of Control class

contribute normal.

From the results of hypothesis testing supported by some previous research results and reinforced by several theories, especially those directly related- to the influence of the story map model on the skill of writing (narrative text) shows that in this research turns out the writing skills (narrative text) of the students of the TBI program semester IV that is taught with story model is higher than the result obtained through the usual learning done so far.

Experimental class students have excellence in mastering the story content, organizing skills in composing stories faster enriching words and language more skillfully - in writing a story, especially narrative text through learning Story map model. While control group students who are taught through lessons without a story map model are less able to reflect the written story, whether related to mastery of story content, Organizing and in the mastery of words and languages, so they experience a little difficulty in writing a story, as well as in explaining it related with stories written.

It was clear that the students who were taught by using story map model technique had higher result than the students who were taught without using-story map model technique. Besides that, Heaton, JB (1997:137) also stated that "the writing skills are complex and difficult to teach, requiring, mastering not only of grammatical and rhetorical device but also of conceptual and judgmental elements".

Thus, from this statements and the result of this research we can use this technique (story map model) to make teaching writing skill easier and not too complex. It also provides the students could write continually and freely by this technique.

They will not confuse and stacked with the idea to be written because - the ideas have arranged well through story map. And also through story map model technique the students could develop their vocabulary, knowledge, and their ability to make good organization in writing. At the end of this research, the researcher concluded that the (H_a) was accepted Based on hypothesis testing- through "t" test with sig value $0,00 < 0,05$ there is a significant effect of story Map Model technique on the students' skills in writing Narrative text at the - fourth semester of IAIN Bengkulu and the(H₀) was rejected. In addition that story map model technique had - positive effect in increasing the students' writing ability especially in writing the narrative text.

Conclusion

Based on the result and discussion of the research that had been explained in the previous chapter, the researcher concluded that the effect of implementing Story Map Model technique on the students skills in writing (narrative text) on the fourth semester students of English study program on IAIN Bengkulu.

Based on hypothesis test results through t-test assisted by SPSS 23 shows the value $0,000 > 0,05$ thus H₀: There is no significant effect of the story map on students writing ability is rejected and H₁; There is a significant effect of the story map on students, the

writing ability accepted means that there is a significant effect in the writing skills taught by the story map model with the conventional learning outcomes.

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PERCEPTION, ATTITUDE AND LIFESTYLE OF MADRASAH IBTIDAIYAH TEACHER PRESERVICE ABOUT EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract. This study discusses the perceptions, attitude and lifestyle of students of the Madrasah Ibtidaiyah Teacher Education Program at Siliwangi Islamic College regarding Education for Sustainable Development (ESD). The number of respondents who were the subjects of this study are 86 students with first-year to fourth-year student classifications. Data is collected by surveys focused on: MI teacher candidate knowledge of ESD and attitudes and lifestyles of MI teacher candidate based on the concept of sustainable development. In terms of understanding found inconsistency of respondent' knowledge of ESD, it can be seen from 74.4% of students having heard the term ESD, 70% stated understanding of ESD, but only 24.4% of respondent were right when asked about the definition of ESD. In terms of attitude, respondent are in a very good category (85.63%) it means that respondent understand how to behave in accordance with the ESD values in daily activity. But this is not in line with the curriculum in Madrasah Ibtidaiyah Teacher Education Program at Siliwangi Islamic College. The curriculum, especially mandatory subjects at the Madrasah Ibtidaiyah (MI) or elementary school does not yet contain the values or activities related to ESD. While on the other hand the concept and program of ESD has been introduced since 2002 by UNESCO and participated in by many countries through educational programs ranging from basic education to higher education. This research is very important to produce a picture of ESD competence that can be integrated in the curriculum in the madrasah ibtidaiyah teacher education program.

Keywords: Education for Sustainable Development; Attitude and Lifestyle of ESD, Integrated Curriculum

Introduction

Education for Sustainable Development (ESD) is an effort to empower everyone to make decisions based on the right information to always maintain environmental integrity, economic viability and justice in social life for present and future generations and respect cultural diversity implemented at all levels and types of education (UNESCO 2009 & 2014). ESD is initiated by institutions and people who are not involved in the field of education, but rather come from international political policies and economic forums such as the United Nations, the Organization for Economic Co-operation and Development, the Organization of American States which initially focused on issues environment (UNESCO, 2006).

ESD began to be echoed by the UN in 2002 with an initial focus on environmental issues that threaten the earth, and subsequently this concept also focuses on social and economic considering these three things cannot be separated from each other in everyday life. While ESD in Indonesia was declared at the ASEAN Summit on Sustainable Development in Yogyakarta on January 6, 2004. ESD can be interpreted as development to meet the needs of the present without endangering future generations in meeting their needs (World Commission on Environment and Development, 1987).

Considering the sustainable development program that has long been carried out globally (2000-2015 SDGs and 2016-2030 SDGs), it is unfortunate that Indonesia as one of the countries that supports and participates in these program is not considered to be maximal in its implementation. This is proven by the fact that there are still many targets that have not been achieved from what has been scheduled, as revealed by the Director of the United Nations Development Program (UNDP) Indonesia Christophe Bahuet that Indonesia is 8-10 years late in the implementation of the MDGs. Therefore, the government is asked to immediately issue a presidential regulation as the legal basis for implementing the SDGs. Indonesia has not been able to reach the target of 19 indicators from 67 indicators of the MDGs.

The indicators that were not achieved include reducing the poor population, reducing maternal mortality, and minimizing the number of children with under-nutrition. Most of the indicators that have not yet been reached are in the health sector. However, health problems are triggered by various other sectors that must be addressed in the SDG, such as education, sanitation, and infrastructure limitations. Based on that situation, the government (Indonesia) responded by issuing Government Regulation of the President of the Republic of Indonesia Number 59 Year 2017 concerning the implementation of achieving sustainable development goals. The Government through the Minister of National Planning and Development Bambang Brodjonegoro will integrate a total of 169 SDG indicators into the 2020-2024 National Medium-Term Development Plan (RPJMN). (Kompas.com - 07/18/2017, 21:22 WIB).

Based on the government's big plans related to sustainable development, one important aspect in accelerating development that should not be forgotten is education, especially basic education. Basic education is the foundation of the whole series of formal education processes that students will go through, if this foundation is strong and mature it will produce strong students who are also mature when continuing to a higher level. Sa'ud and Mulyani (2007) revealed that the essence of basic education is the first step for every student to develop themselves in the future, as well as the initial provisions in order to be able to live properly in social life anywhere in the world.

Sustainable development rests on three pillars namely environment, economy and society by considering economic sustainability, environmental sustainability and community sustainability in a balanced manner (UNESCO, 2010). The basis of the three pillars is the management carried out by the government which one of the most important parts is education (Scoullou and Malotidi, 2004). Through human education have the opportunity

to be able to adapt to the environment by obtaining good health and livelihoods in order to have a better quality of life (UNESCO, 2018). More detail Ali (2014); Summers (2013); Pradhman and Mariam, (2014) revealed that sustainable development has three important perspectives, namely (1) Socio-cultural perspective is an understanding of social institutions and the role of humans in change and development. Likewise, a democratic system and participation provide opportunities to express opinions, elect governments, develop agreements and recognize differences, (2) environmental perspectives are an awareness of natural resources, a sensitive physical environment, the impact of human activities, and decision making relating to commitments to create social and economic development policies, and (3) Economic perspectives are sensitive to the limitations and potential of economic growth and their impact on society and the environment, linked to commitments to evaluate the level of consumption of individuals and communities as a form of concern for the environment and justice social.

Theoretically, ESD can be integrated in all disciplines ranging from elementary to higher education, both in formal, non-formal and informal education (Nikolopoulou, et al. 2011). ESD is expected that the emergence of knowledge and awareness of environmental limitations, attitudes, perspectives and behavior on environmental management through a directed, systematic and measurable educational process. Therefore education is an effective vehicle for developing massive ESD competencies so that changes in attitudes and behavior towards a more ethical and sustainable management of the environment can be made.

This research is focused on finding understanding, attitudes and lifestyles of preservice madrasah ibtidaiyah (elementary school) teacher students about ESD so that in the end an overview of the competencies that have and have not been acquired by an Islamic teacher has not yet been obtained. This description of competence can then be used as a basis for the development of an ESD-filled curriculum in the Madrasah Ibtidaiyah Teacher Education Program (PGMI). Madrasah Ibtidaiyah (MI) is the most basic level of formal and compulsory education held in Indonesia. For this reason teachers are needed to understand the concept of ESD so that they can build attitudes related to ESD values to students as a strong basis for continuing to a higher level of education and as provision in living a real life that requires a sustainable mindset towards the environment economic growth and social life. Specifically, the elementary school level is a critical period in the effort to build the foundations of ESD values and attitudes. A child must be introduced to important values and attitudes early on (Park et al. 2016).

Literature Review

ESD and Primary School (Madrasah Ibtidaiyah)

UNESCO (2005) explains that ESD is a "dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating and enjoying a sustainable future". Meanwhile, according to Rohmah (2014) ESD is one solution that can be taken to instill character and sensitivity in socio-cultural,

environmental, and economic aspects, in other words, education is a center of excellence. This is in line with what was stated by Dyer, et al (2006) that education "brings a real responsibility to consistently deliver that excellence and maintain the 'state-of-the-art' dynamic", thus, through quality education, it will A dynamic condition is created where environmental conditions are critically reflected in the learning system carried out by teachers and students in order to maintain and improve the quality of life at this time and the quality of life of future generations.

According to UNESCO (2012) ESD is a paradigm of thinking about the balance between the environment, social and economic future for a better life. In addition, UN Secretary General Ban Ki-moon (UNESCO, 2007) stated "We hold the future in our hands. Together, we must ensure that our grandchildren will not have to ask why we failed to do the right thing, and let them suffer the consequences." ESD is basically a concept that carries a new vision of education, which is empowering people of all ages to take responsibility for creating a sustainable future (UNESCO, 2003).

In its implementation ESD places three main pillars that are related and mutually support one another, that are: economic growth, social development, and environmental preservation. Development can be said to be sustainable if it meets economic criteria, is beneficial to society, and preserves the environment. Based on this, educational intervention is a very important thing to do in the implementation of ESD, considering that education has a central role in changing the order of life in a country.

Related to education, this cannot be separated from the curriculum. Print (1993) states: "Curriculum is defined as all planned learning opportunities offered to learners by the educational institutions and experiences learners encounter when the curriculum is implemented". The curriculum has a very important role in the implementation of the education system. Sanjaya (2008) said that the curriculum was prepared and developed to achieve educational goals, namely preparing students so that they could live in society. Basically the curriculum is one surefire alternative to solving problems faced in life (social, scientific, technological, and others), both on a micro and macro scale. As expressed by McNeil (2006) that the urgency of the curriculum for students is to prepare them to be able to deal with serious problems faced in daily life, including environmental, social and economic problems.

Based on field studies, currently the implementation of ESD at the basic education level (MI) in Indonesia has not yet been found that many ESD contents are integrated in learning activities, meaning that ESD program that have begun since 2002 have not been responded to optimally by the education system or curriculum in Indonesia, both from basic education to higher education. In addition, higher education that produces elementary school teacher candidates has not yet provided specific knowledge and skills regarding ESD in the courses provided. Meanwhile, to apply ESD in learning activities a teacher must master at least the values of ESD and how to apply and integrate these values in the curriculum and learning activities.

Sustainable attitudes and lifestyle

ESD is related to efforts to change human behavior and lifestyles for positive community transformation by developing ESD values through education. The ESD values include (1) Respect the values and rights of all people throughout the world and the commitment to social and economic justice for all, (2) Respect the human rights of future generations and commitment to intergenerational responsibilities, (3) Respect and care for community life with its diversity which includes protection and improvement of the planet Earth's ecosystems, and (4) Respect cultural diversity and commitment to build local and global cultural tolerance, peace and nonviolence.

A person's awareness is the main key that needs to be raised so that the person can behave sustainably. As the direction of ESD implementation based on the Indonesian Summit on Sustainable Development in Yogyakarta on January 6, 2004, there are several points to consider in implementing ESD, namely:

- a. Provide knowledge, insights and understanding of sustainable development to the community through formal, informal and non-formal education.
- b. Organizing and developing education for sustainable development as a medium for preparing human resources in action and thinking that is always based on the values of sustainable development.
- c. Integrate the values of sustainable development into every educational process that takes place in the community
- d. Protect and develop the values of environmental wisdom in the community.
- e. Develop a national culture that is environmentally conscious, understands and gives an appreciation of a balanced life between material and immaterial in the context of sustainable development.
- f. Developing the capacity of Indonesian human resources which is cultured, understanding, responsive and creative towards environmental issues as a component of developing a globally oriented education system.
- g. Ensure that children everywhere, both boys and girls can complete basic education and get equal access at all types and levels of education.
- h. Implement 12-year compulsory education consistently and do not employ school-aged children (18 years and under).

As revealed by Park et al. (2016) to implement ESD in basic education effectively, it is also necessary to recognize the need for in-service programs about ESD for elementary school teachers. So, a prospective elementary school teacher must be equipped in advance with ESD values and the ability to apply them in the context of learning in primary schools so that ultimately elementary students have an awareness and a strong foundation regarding sustainable development for their future life.

Implementation of ESD in the World

The concept of ESD is responded by different implementation strategies in each country that are adapted to environmental conditions and problems. The centrality of the curriculum in the education process causes in many countries the curriculum strategy is used to realize the concept of ESD, some focus on teacher training institutions (Indonesia), some focus on teachers by being trained and given an in-depth understanding of ESD (Brunei), or others look for problems related to the environment such as water, land and air which are then used as a focus to be resolved together with experts who understand these issues which are then integrated into education, especially in educational institutions and education personnel.

Regarding the integration of ESD values in the teacher education program basically this has been done globally for the past 20 years (McKeown 2012; McKeown and Hopkins 2007). Shin (2012) revealed that Britain, Sweden and Russia emphasize the importance of sustainable development by including ESD in their national curriculum on kindergarten education. In addition, the world organization for early childhood education (OMEP) has participated in the ESD project for early childhood education to increase ESD awareness (OMEP 2015). More specifically, Korea has also implemented the "Green Earth Guard" project on early childhood education (Siraj-Blatchford et al. 2010, 2012).

Globally, UNESCO has formed an international network involving around 30 teacher education institutions consisting of 30 countries that aims to strengthen teacher education for ESD (UNESCO, 2005). Another example, Australia has developed a program for pre-service teachers as an effort to improve ESD capabilities in the education system (Ferreira et al. 2007, 2009; Steele, 2010)

Methods

Respondent

The number of preservice teacher students who participated in the survey in this study was 86 people. The survey was conducted in October 2019. Participants were prospective students of PGMI study program teachers consisting of students from year I to year IV, which were subdivided according to gender and geographical origin. This is to see how differences in students' perceptions about ESD are classified based on lecture year, gender and geographical location of origin.

Instrument

The instrument used in this study was a questionnaire (survey) made in the form of a rating scale (rating scale) with a total of 88 question items. The questionnaire was arranged to find out the knowledge, perceptions, attitudes and lifestyles of prospective madrasah ibtidaiyah teachers about ESD. Instrument content was compiled through a literature review and adapted from various previous research instruments related to ESD (Park et al., 2016, and UNESCO, 2005). Before the questionnaire was given to prospective teachers, the

validity and reliability of the questionnaire were tested first, and the differentiation of each statement was tested by curriculum experts and lecturers of Madrasah Ibtidaiyah teacher education programs. In addition, readability tests are also carried out to ensure that the questionnaire is feasible in terms of readability.

The results of students' perceptions about ESD can be used as a basis for the preparation of competencies and contents so that they can be integrated in the curriculum in the Madrasah Ibtidaiyah teacher education programs. The content of the questions contained in the questionnaire given to participants included (1) knowledge and understanding about ESD, (2) Attitudes and lifestyles based on ESD which include social, environmental and economic.

Results and Discussion

The number of respondents who filled out the questionnaire in this study were 86 preservice MI teacher students consisting of gender, year (I-IV) and geographical location of origin. Based on this information obtained in accordance with the table below:

Table.1 Information of research respondents

| Category | Description |
|---------------------|--|
| Gender | Men = 11 respondents, Women = 75 respondents |
| Year | Year 1 = 10 respondents, Year 2 = 12 respondents, Year 3 = 41 respondents, year 4 = 23 respondents |
| Geographic location | Highland = 37 respondents, Lowlands = 49 respondents |
| City Origin | Bandung = 12 respondents, Cimahi = 12 respondents, Bogor = 1 respondent, Tasikmalaya = 2 respondents, West Bandung = 3 respondents, Cianjur = 1 respondent, Purwakarta = 3 respondents, Blora = 1 respondent, Purbalingga = 1 respondent, Garut = 1 respondent |

While the contents of the research questionnaire were divided into four parts and break down into 7 sub-sections as listed in table 2.

Table.2 Instrument Statement Items

| No. | Item Pernyataan | Sub Item Pernyataan | Number of Statements |
|-----|------------------------------------|--------------------------------|----------------------|
| 1 | Knowledge and understanding of ESD | ESD Concept | 4 |
| 2 | ESD I (Social | Maintaining cultural diversity | 9 |

| No. | Item Pernyataan | Sub Item Pernyataan | Number of Statements |
|--------------|-------------------------|--|----------------------|
| | Culture) | | |
| 3 | ESD II (Environment) | Understand the importance of sustainable energy use | 14 |
| | | Understanding actions against natural disasters | 12 |
| | | Understanding actions against the clean water crisis | 20 |
| | | Understanding the measures against pollution of terrestrial ecosystems | 19 |
| 7 | ESD III (Economy) | Understand about sustainable consumption and production actions | 15 |
| Total | | 7 | 88 |

Knowledge and understanding of preservice MI teachers about ESD

Before seeing the results of the preservice MI teacher's perceptions of ESD, it is important to consider the extent of their knowledge of ESD. It aims to find consistency between the knowledge and understanding of ESD concepts with the attitudes and lifestyles of prospective MI teachers about ESD. There are four questions in this section. First, the question relates to knowledge of the term ESD with Alternative answers yes and no. Data shows that 74.4% (n = 65) of respondents had heard the term ESD and 25.6% (n = 21) had never heard of the term ESD. Second, the question of understanding about ESD with alternative answers is very understanding, understand, do not understand and really do not understand. The results showed 68.9% (n = 60) of respondents understood ESD and 31.1% (n = 26) said they did not understand ESD. Third, respondents were asked to choose an appropriate ESD definition from four alternative choices. The results showed 44.4% (n = 38) answered correctly while 55.6% (n = 48) of respondents answered incorrectly. Fourth, respondents were asked questions about how much ESD was needed to be included or integrated in courses in the PGMI study program. The results showed that 65.6% (n = 57) respondents indicated that it was very necessary while 34.4% (n = 29) answered that it was quite necessary.

Attitudes and lifestyles of preservice MI teachers based on ESD

After knowing the level of knowledge and understanding of MI preservice teacher about ESD, the next step is to look at the attitudes and lifestyles of MI preservice teachers based on ESD values as stated in the questionnaire. The content of attitudes and lifestyles included in the questionnaire is divided into three parts, namely ESD I relating to social culture, ESD II relating to the environment and ESD III relating to the economy. Alternative answers to the questionnaire in this section are "strongly agree", "agree", "disagree" and "strongly disagree".

In general, the results showed that the level of respondents' needs about attitudes and lifestyles based on ESD I values (social culture) reached 91% (n = 86), ESD II (environment) reached 86% (n = 86) and ESD III (economy) reaching 82% (n = 86). In addition, the results of the study of curriculum documentation in the PGMI STAI Siliwangi Study Program found that the PGMI curriculum did not contain ESD values in lecturing activities.

This study aims to discover the knowledge, perceptions, attitudes and lifestyles of Madrasah Ibtidaiyah teacher preservice about ESD. Based on the results of the question regarding the questions in part I, namely regarding the understanding of ESD data shows that there is an inconsistency between the knowledge of ESD and understanding of attitude based on ESD. It can be seen from the results of this study that 74.4% of respondents had heard the term ESD, 68.9% of respondents expressed an understanding of ESD but when asked to show the exact definition of ESD only 44.4% of respondents answered correctly. Other questions related to how necessary ESD if integrated into the curriculum or courses in the PGMI study program is only 65.6% of respondents who stated it was necessary, whereas as expressed by UNESCO (2005) integration of ESD values into the curriculum or system education is needed to instill in students that they can be sustainable in their daily lives with the hope that they can maintain the sustainability of human life in the future.

On the other hand the questionnaire relating to the respondents' understanding (needs) of attitudes and lifestyles based on ESD values (Questionnaire Sections 2, 3 and 4) found a fairly high understanding of an average of 86% both in terms of socio-cultural, environmental and economic. However, this high level of understanding is not directly proportional to the knowledge of preservice teachers about ESD values as the first part of the questionnaire showed students' ignorance of the concept of ESD. This also happened in previous studies on student attitudes (Kagawa 2007), teacher perceptions (Choi et al. 2010), and early teacher perceptions and attitudes (Park et al., 2016) found that understanding of attitude is based on ESD values not in line with their knowledge of the concept of ESD. The impact of this is that teacher candidates do not have a good foundation (knowledge) to develop ESD values in learning activities, so that ESD only becomes a teacher's personal property and its application will not be planned according to conditions in each region or school.

The findings of this study are reinforced by the absence of ESD values in the curriculum of the PGMI study program. For this reason, it is necessary to strengthen the ESD values that can be integrated into the curriculum of Madrasah Ibtidaiyah teacher education programs so that they are ready with concepts and understand how to behave ESD. When carrying out learning activities (teaching) they are able to integrate ESD values for their students.

Conclusion

Student candidates for MI teachers are prospective teachers who are expected to provide a strong foundation for their students when teaching in elementary schools. A very good understanding is needed especially about ESD so that it can be delivered comprehensively to MI students. Basically, most teachers already know the term ESD and most also understand ESD, but most of them also cannot explain the definition of ESD correctly. While in terms of attitude and lifestyle based on ESD all respondents showed very high understanding. This gap between ESD knowledge and attitude should be bridged through the provision of a curriculum that integrates ESD values so that in the future between ESD knowledge and attitudes can be aligned as provision by prospective teachers when entering the teaching world, especially at the elementary school level.

This research is very possible to be used as a basis in determining and developing competencies that can be integrated into the curriculum in PGMI study programs. Basically competencies that can be integrated into the curriculum are already listed in the questionnaire used in this study, only it needs to be adjusted to the problems faced in each region. Considering the social, environmental and economic problems that have recently become quite hot issues, universities especially those running the Elementary School Teacher Education program or madrasah ibtidaiyah should have responded by reorienting the curriculum that refers to ESD values in order to produce candidates ESD-oriented teachers.

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PLANTING CTS (CHARACTER BUILDING, TEAMWORK AND SOCIAL INTELLIGENCE) VALUES IN FACING ERA 4.0

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Abstract. The development of the industrial era 4.0 is a challenge for today's education, including Islamic Education. Teachers should prepare themselves to face complex challenges. The complexity of the challenges began when the digital era of the 4.0 revolution, based on artificial intelligence such as robots. It is estimated that human power will be trimmed and replaced with a very sophisticated technology-powered engine. Teachers are required to improve their abilities and capacities to adapt the sophisticated technological developments. We cannot avoid the presence of artificial intelligence (AI), but we have to be able to find unique things that are not included in the ability of artificial intelligence, for instance, soft skills. This study will discuss the values of soft skills that are not included in, which I call CTS (Character Building, Teamwork, and Social Intelligence) Values. We cannot deny that CTS has been instilled in students but based on reality, the teacher should pay special attention to planting CTS Values. Character education as a bastion of self, teamwork trains students to be able to cooperate and social intelligence to train students to be able to interact and care to the other. So education must generate awareness that there are other people around and need each other. The success of education is highly dependent on the preparation of teachers in educating their students, the task of teachers is not only the transfer of knowledge but should balance with the modeling of CTS Values.

Keywords: CTS Values; Education; Era 4.0

Introduction

The era of the industrial revolution 4.0 focuses on shifting the world towards digital also disrupt various human activities, including in the fields of science and technology and education. The era of education influenced by the industrial revolution 4.0 is an education characterized by the using of digital technology in the learning process. Besides, provides complex opportunities also challenges in the world of education. The complexity of the challenges began when the era of the industrial revolution 4.0, which was completely automated in digital, was based on artificial intelligence (artificial intelligence) like a robot.

This era disrupt human resources and replace them with highly sophisticated technological equipment. It is estimated human labor will be trimmed and replaced with engine technology. In 2030, there will be 800 million types of human work taken over by robots (Jack Ma). This opinion is reinforced by the book *The Fourth Industrial Revolution*, said there will be many types of work that will be lost shortly soon. Several numbers of types of jobs that will survive even more are needed due to the existence of information

technology-based automation (Schwab : 2016).

Era 4.0 (the fourth industrial revolution) is characterized by the complexity of the problems facing the world's population. All types of work will be increasingly complex. This is due to the combination of globalization with information technology whose speed of development is very unexpected. To be able to take part in the 4.0 era requires skills to deal with complex issues (Brodjonegoro : 2018).

Once the teacher was a source of learning, even a source of seeking knowledge. However, in the era of the digital industry 4.0, students getting the knowledge through a variety of digital sources. Teachers are only as creative facilitators how to build classrooms or educational spaces to live and develop, and can serve their information needs. Besides, the presence of artificial intelligence (AI) is also not to be opposed, but to look for unique things that do not exist in the ability of artificial intelligence. One of them is about understanding religious values that do not exist in AI. Quoting what is said by Nur Syam that there are 3 values that must be instilled to students in facing the 4.0 era, namely character education, cooperation and social intelligence (Syam : 2018).

This study will discuss soft skill values that do not exist in AI, which the authors call CTS (Character Education, Teamwork and Social Intelligence) values. We do not deny that so far CTS values have been instilled in students but in reality, teachers should pay more special attention to them. Character education as a stronghold, teamwork trains students to be able to work together and social intelligence to train students to be able to interact and care for others. So education should raise awareness that there are other people around and need each other. The success of education is very dependent on the preparation of teachers in educating their students, the task of the teacher is not just the transfer of knowledge but must be balanced with the modeling of CTS values.

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The success of education is very dependent on the preparation of teachers in educating their students, the task of the teacher is not just the transfer of knowledge but must be balanced with the modeling of We do not deny that so far CTS values have been instilled in students but in reality, teachers should pay more special attention to them. Character education as a stronghold, teamwork trains students to be able to work together and social intelligence to train students to be able to interact and care for others. So education should raise awareness that there are other people around and need each other. The success of education is very dependent on the preparation of teachers in educating their students, the task of the teacher is not just the transfer of knowledge but must be balanced with the

modeling of CTS values.

Literature Review

There are some previous research results that discuss this theme but none are specifically same. Most of them only discuss one or two of the values above, for example:

A research report with the title 'Emotional Intelligence, Teamwork Effectiveness, and Job Performance : The Moderating Role of Job Context' written by Crystal L.C Chien Farh, Myeong-Gu Seo and Paul E. Tesluk. This research conduct by the sample of 212 professionals that come from various industries and organizations indicated support for the salutary effect of emotional intelligence, the influence of personality, cognitive ability, job complexity, emotional labor job demands also demographic control variables. This report argued that emotional intelligence and job performance was a complex one.

Joe Luca & Pina Tarricone yang menulis tentang Does Emotional Intelligence Affect Successful Teamwork?. This study analysed the group of final year multimedia students. And argued that teamwork was an important thing, couched in an original context. It was found that student's emotional intelligence and team harmony was had a strong correspondence.

Muhammad Ali Ramdhani with the title 'Lingkungan Pendidikan dalam Implementasi Pendidikan Karakter'. The purpose discussing of this article is to discuss the meaning and role of the educational environment in character education. This article argue a conclusion which states that education has a great influence on character education.

A paper written by M. A Ghufroon with the title 'Revolusi Industri 4.0: Tantangan, Peluang dan Solusi Bagi Dunia Pendidikan'. Tulisan ini membahas bagaimana gambaran nyata pengaruh revolusi industri 4.0 yang berdampak dalam banyak sektor kehidupan, termasuk pendidikan. This paper discusses the influence of the industrial revolution 4.0 that had an impact in many sectors of life, including education. This paper provides a comprehensive description to the author of several things that must be done to face the industrial revolution.

Methods

This research is a qualitative research (Creswell: 2016, Lexy J. Moelong: 2017), which is conducted by reading books, reports, journals [7] and topics related to this research (Ulfatin: 2015, Newman: 2014, Jailani: 2013) using library research methods.

Results and Discussion

Education Era 4.0

Education era 4.0 is a common term that is used by the educational theorist to

describe various ways of integrating cyber technology physically or not into the learning process. This era is a leap from education 3.0, which according to Jeff Borden covers meeting among neuroscience, cognitive psychology and education technology that use digital and mobile technology based on the web, include application, hardware, software, and other things with 'E' in front (Hidayat : 2018).

Talking about industrial revolution 4.0 and its relation to education, education is the main and central thing to follow the current of this industrial revolution because it will create quality generations that fill industrial revolution 4.0. Education in the industrial revolution era 4.0 is a change from the learning way, paradigm, and acting way of students in developing creative innovation in various sectors.

Education 4.0 is phenomenon responding the fourth industrial revolution need where people and machines harmonized to get the solution, solve problem, and find the possibility of innovation. Elementary until campus education adapts educational curriculum with challenge and need in this era (Holil : 2019).

According to Muhadjir Effendy, facing the industrial revolution era 4.0 education sector need to revise the curriculum by adding five competencies that should belong to students. They are critical thinking skills, creativity, and innovative, communication skill, ability to work together and collaboration, and confidence (Effendy : 2018).

Besides that, to create competitive alumni so it is needed new orientation in the curriculum which does not cover reading, writing, and math skill, but also understanding digital literacy-related and will be useful in education era 4.0 so that they be able to read, analyze and use the information well (Marsono : 2019).

Character Building

Etymologically, the character comes from Greek which means "to mark" or mark and focus on how to apply the value of goodness (Koesoema : 2010). The term character is associated with ethics, morals and or values related to moral strengths that have a positive connotation (Director General of Higher Education Ministry of National Education: 2010), therefore character education more broadly can be interpreted as education that develops the cultural values and national character of students and applies these values in their lives as members of society, and citizens who are religious, nationalist, productive, and creative.

According to Thomas Lickona character education is a system of instilling the values (Lickona : 2004) of character to students which consists of knowledge, awareness and will accompanied by a willingness to practice these values both towards God Almighty , self, the surrounding environment and the nation and country and becomes great human (Muslich : 2011).

In the implementation of character education in schools, all components should be involved including the curriculum [14], learning and assessment processes, the quality of relationships, the handling or management of subjects, school management, implementation

of activities, empowerment of facilities and infrastructure, financing and work ethics of all citizens and the school environment (Imagery : 2012).

In the fact, the learning process only focused on the cognitive abilities of children so the character education listed in the national education goals is limit and not touched yet at all. This is evident that graduation standards for elementary and secondary schools still provide a greater percentage of the results of the National Examination than the results of a comprehensive evaluation of all subjects (Ainiyah : 2013).

Character education is not the material that only can be recorded and memorized by the student, but also cannot be evaluated in a short time. Character education is a learning that is applied in all student activities both at school, the community environment and the environment at home through a process of habituation, exemplary, and carried out continuous. Therefore the success of character education is a shared responsibility between schools, the community, and parents.

On the education side, the role of the teacher is important because the success of education highly depends on the teacher's preparation in educating his children, not only transferring knowledge but also building the strength of character education.

Teamwork

Teamwork is a team process in which members support and rely on each other to achieve a consensus outcome (Landesberge : 2009). There are several things that should be done in collaboration, namely: a) establishing and sharing a goal well; b) Giving an understanding of the problem which consists of questions, insights, and solutions; c) Mutually empower one group member with another to communicate, participate and contribute; d) Responsible for others (Maasawet : 2011).

The purpose of collaboration is to develop a level of thought, communication skills, interests, self-confidence, social awareness and an attitude of tolerance towards individual differences. In working together we have the opportunity to express ideas and listen to the opinions of others and build understanding together.

In the context of education, specifically, the process of collaborative learning is one of the didactic principles. Grambs as quoted by Nasution stated that in the process of teaching and learning in a democratic school, cooperation and competition are two things that are equally important (Nasution : 2000). Sriyono stated that in this case, the teacher should be able to create an atmosphere of cooperation between students so the lessons given are more effective and efficient (Sriyono : 1992).

The inculcation of the value of cooperation can be applied by the teacher to the learning process through cooperative learning models. Cooperative learning means learning, helping each other and ensuring everyone in the group achieves a predetermined goal or task. The success of learning from groups depends on the abilities and activities of group members, both individually and in groups. Cooperative learning is a series of strategies

specifically designed to encourage students to work together during the learning process (Suprijono : 2009).

The cooperative learning model is one of the learning models that students as learning subjects (student-oriented). With a democratic classroom atmosphere, learning is giving each other opportunities to empower students to their full potential. According to Sunal and Hans, cooperative learning is a method of approach or series of strategies specifically designed to encourage students to work together during the learning process (Isjoni : 2009).

According to David W. Johnson cooperative learning is a teaching and learning process that involves the use of small groups that allow students to work together in it to maximize their learning (Johnson : 2010). Furthermore, cooperative learning is a series of learning activities carried out by students in certain groups to achieve the learning goals that have been formulated (Sanjaya : 2015). There are several types of cooperative learning models, namely: Student Team Achievement Division (STAD) [28], JIGSAW, Group Investigation (GI), Game Game Tournament (TGT), Think Pair Share (TPS), Numbered Heads Together (NHT) and others (Trianto : 2009, Rumini : 1995 and Slavin : 1988).

Therefore, in choosing which model to use depends on the teacher adjusting the material and learning objectives to be achieved. Through this learning model the teacher indirectly teaches values in building a working team, avoiding individualization to be ready to work together in the future in the face of the industrial revolution 4.0.

Social Intelligence

The theory of social intelligence was first coined by William Gardner in the 1900s which was later refined by Daniel Goleman through his book entitled "Social Intelligence" in 2007 and Karl Albrecht through his book "Social Intelligence Theory" in 2006. Gardner as conveyed also by Laily Tiarani and Nasehudin explained social intelligence is intelligence that shows one's ability to be sensitive in understanding and interacting with others, so it will be easy to socialize with the surrounding people. Specifically, Gardner added social intelligence is an aspect of individual quality in the cognitive and behavioral realms (Gradner : 1966, Soejanto : 2015).

Social intelligence is built on the core ability to recognize differences specifically, large differences in mood, temperament, motivation and willingness. Individuals who have adequate social intelligence will be able to establish close friendships with others, including the ability to lead, organize, handle disputes between other individuals and so on (Gardner : 2011).

The Economists Magazine January 14, 2017 edition features a special report illustrates the importance of social skills in work. The pattern of labor recruitment in the United States shows that since 1980 what is needed is those with high social skills, even though their academic skills are low (The Conomist Magazine: 2017). "Those with high mathematical skills, but low social skills are not needed in the era of the industrial revolution

4.0" (Lasdi : 2018).

Education should awaken the students to care for others and being formed as the aspects of social intelligence, namely social intelligence as the ability to effectively navigate in interactions and social environments. "So education produces awareness that there are others around and need each other," (Syam : 2018).

Conclusion

Planting CTS Values to students is very important in facing the era of education 4.0. Character education will be a stronghold for students. Collaboration teaches values in building working teams, avoiding individualization and being ready to work together in the future. Increasing social intelligence so the students care about the environment and others. Education should awaken the students to care about others, so the formation of aspects of social intelligences the ability to effectively navigate in social interactions and environments. Social intelligence will develop individual skills to cooperate with others, able to communicate with the context of mutual understanding. So education produces awareness that there are other people around and need each other.

The three values explained above are effective for students to survive in competition, especially those that cannot be found in robots or other types of artificial intelligence (AI) products that cannot be predicted as a sign of the industrial revolution era 4.0.

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WAYANG KEKAYON KHALIFAH YOGYAKARTA: DELIVERING ISLAMIC TEACHING WITH THE WAYANG CULTURE APPROACH

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Abstract. The existence of wayang wong shows that the wayang culture is at its highest point. This because the visualization of wayang is no longer a doll that can be moved but a person who can move alone. The appearance of the Wayang Kekayon Khalifah Yogyakarta with the symbol of the character and the calligraphy of the characters in the general form of "gunungan" gives new color in the world of puppets. This thing can be assumed as a turning point in the decline of puppet culture or instead, it gave a new color to the world of puppets. The author on this occasion does not want to discuss this matter but want to discuss the Wayang Kekayon Khalifah Yogyakarta as a media to convey Islamic teachings with the wayang culture approach. Wayang cultural approach is related to the appearance or form of a puppet, the contents of a puppet story, technical performance and stage settings. This aims to help readers understand about the Wayang Kekayon Khalifah Yogyakarta more thoroughly. So the message of the teachings Islam brought can be understood well.

Keywords: Wayang Kekayon Khalifah Yogyakarta; cultural approach; Islamic teachings

Introduction

Nowadays, the puppet is developing from the puppets in the past. It evolved from the shadows of their ancestors during the animism era. The shape of the wayang is not the same as it is now, with leather and full of attractive decorations. They used stone dolls as personalities for the shadows of their ancestors. Further developments include the reliefs of Prambanan temples, Penataran temples, and Jago temples.

Until the next period, considering the practicality, the ancestors turned to draw puppets with paper/cloth, as we know it as *beber* puppets. Then with the technical and aesthetic considerations, the puppet can be more "lively" and moveable. They then re-formed the handpiece, *irasan*, (not separated) to cut into pieces such that it can be moved about. Until modern times we have known man puppets (wayang Wong), puppets that men them dolls. This Wayang Wong that the writer says is at the top of their creation. It's because of making men as the medium of Wayang. The performance looks like modern theater. But its function is still the same: to educate the public.

Wayang (in this case, the wayang purwa) plays an important role in the life of Javanese people. Wayang becomes a symbol of life and life itself. Wayang is also an art that contains many aspects of culture. One is used in performances that educate/teach ethics and morals in non-formal education (Sunarto, 2012).

Wayang as a means of educating the public has never been done. One example is

Wayang Suluh, which was created by the RI Information Office in 1947. Wayang Suluh takes the story of the independence war struggle. It is called *suluh* because the main function of the wayang is used for the illumination (*susuluh*) to evoke the spirit of struggle against Dutch colonialism. The figures of this wayang include Bung Karno, Bung Hatta, and Bung Tomo (Tim Senawangi, 1999).

The next example is the Wayang Pancasila. This wayang was created by Harsana Hadisusena in 1946 that tells about the story independence declaration on August 17, 1945. This wayang aims in educating the philosophy of Pancasila and the Constitution of 1945. It looks like a puppet of Purwa leather but is modified by wearing a black dress.

The author on this occasion would like to discuss the Wayang Kekayon Khalifah Yogyakarta. Puppets with a *gunungan / kekayon* model, collaborate on calligraphy art and character symbols. The wayang is used to educate Islamic teachings in the wayang culture approach. The wayang culture approach means is related to the appearance or form of the wayang, the content of the wayang, the process of the show and the setting of the stage.

Results and Discussion

Education on the teachings of Islam has been successfully practiced by the preachers called Wali through the puppet culture during the Demak rule. As a result, many people embrace Islam (Zarkasi, 1977). Wayang Kekayon Khalifah Yogyakarta raised in the modern era plays a similar role, namely educating Islamic teachings through the wayang culture approach. The following discussion will elaborate on Wayang Kekayon Khalifah with the wayang culture approach.

Appearance of Wayang

Wayang Kekayon Khalifah Yogyakarta is a puppet with the form of a kekayon (*gunungan*) inscribed with the name of a person or place with a calligraphy art. Some symbols illustrate the character. This form of Wayang is made because of not being allowed to visualize living beings in the Islamic tradition. Besides, creating this kind of wayang also aims to illustrate the shape of a wayang in another form, namely the art of calligraphy/writing. Wayang existence in its history is just the shadow of the dead ancestors. Then developing in two or three dimensions either as a painting in the temple or on paper or cloth. Until the puppets we know of today are puppets of dried buffalo skin (*wayang kulit* with *tatah sungging*), or puppets made of fluffy or three-dimensional wood. Including Wayang made of suket that has irregular appearance. Until it manifests in the form of human being, wayang Wong.

Wayang with kekayon form (containing the name of the person or place) is chosen because of the important function of the *kekayon / gunungan* in the puppet show. The currently used form of firewood can depict fire, wind, ocean, mountains, caves, palace gates, thunder, and others that are difficult to describe in the form of figures or figures (Poespaningrat, 2005). In addition to *gunungan* or *kayon* can also be used as the opening

and closing of the puppet show (purwa). Here are some examples of the appearance of Wayang Kekayon Khalifah:



Abu Bakar As-Sidiq



Umar bin Khaththab



Utsman bin Affan



Ali bin Abi Thalib



Sunan Kalijaga



Kyai Pandanarang



Makkah Al-Mukaromah



Nusantara

Contents of Wayang

Wayang Kekayon Khalifah takes the source of stories from the book of *Sirah Nabawiyah* (history of prophethood), the history of the rightly guided caliphate (khulafa ar-rasyiduun), *Rijaal Khaaula Rasul* and other Islamic books, also from the Chronicle (Babad) in Nusantara such as the Chronicle of Demak. This is exactly how the original wayang story developed. Wayang purwa and wayang golek in West Java take the story of Ramayana and Mahabharata from India. Wayang Gedog, wayang Klithik and wayang Beber tell stories from the Javanese story in Java. Wayang Madya tells the Jayabaya's story. Wayang Golek in Central Java takes the story of Menak or the story of Amir Hamzah.

Also, there is other Wayang Kuluk in the history of the Kingdom (Kraton) of Ngayogyakarta. There is also Wayang Dupara that tells the story of 20th-century social problems. Wayang Jawa takes the story of Prince Diponegara. Wayang Kancil takes the story of *kancil* (mouse deer). It also includes a wayang Wahyu that tells the story of Jesus Christ (I Made Bandem dan Murgianto, 1999).

Here is one example of a play in the Wayang Kekayon Khalifah that is the play of *Ja'far bin Abi Talib Duta*. The play depicts the Islamic ambassador who was acted by Ja'far bin Abi Talib when he became a Muslim ambassador in Habasyah the area of the Najasi king of the Christian religion. Muslims in Mecca at that time were under pressure from the Quraiys. In that case, the Messenger sent Ja'far bin Abi Talib of to seek asylum by immigrating to the land of Habasyah. The Quraiys knew and followed Muslim in Habasyah. Muslims were welcomed in the Habasyah state led by King Najasy. The Quraysh infidels were disgusted and sent their envoys to ask King Najasy to return the Muslims to Mecca. Although the Quraisy brought presents to King Najasy, his diplomacy failed. Ja'far bin Abi Talib was able to give a good explanation by reciting the Quran of Maryam verse 29-33. The following is a brief excerpt of the dialogue or meeting of the Najasy king to Ja'far and the Messenger of the Quraysh:

... *Raja Najasy lajeng mendhet tugelan kayu lan damel garis ing siti lajeng*

ngendika dhateng Ja'far//" Antarane agamamu lan agamaku/ bedane ora luwih saka garis iki//" *kanthi mekaten kalih utusan saking kafir Quraisy jugar, lajeng mundur madal pasilan/ wangsul dhateng Mekah kanthi ati kang susah//...*

Translation:

... King Najasi then took a piece of wood and drew a line on the ground and said to Ja'far // "Between your religion and my religion / the difference is no more than this line //. Thus the two Quraysh ambassadors failed in total / then said goodbye to Mecca on a difficult day //...

Technical Performances

Performance of wayang according to Soetarno relates to elements of wayang dramas or *garap pakeliran*. There are four types related to technical performances.

Play (*sanggit*)

As explained above, the story of the Wayang Kekayon Khalifah Yogyakarta comes from Islamic scriptures and chronicles (babad). So the nature of the play is similar to the play of puppet in general. Some examples of Wayang Kekayon Khalifah include: *Mulabukaning Dakwah Rasul, Ja'far bin Abi Thalib Duta, Brubuhan Badar Kubra, Rib'i bin Amir Ngajak Mardika kang Saknyata, Pandanarang Malik Grembyang, Wewarah Sejati Ngadhepi Wulan Suci and so on.*

Chess (including *ginem* and *janturan*)

Chess is a means of communicating ideas to make it live. However, the chess Wayang Kekayon Khalifah is more unique because in the *ginem* there can be no fabrication of the voice of prophet companions. Even though words are spoken (the Companions and the Prophet) it should be spoken. So its *ginem* doesn't lie to the public. So the voice of puppeteer is real without fabrication that deviates from Islamic law.

Abu Thalib ngendika dhateng Rasulullah saw/ 'He ponakanku/ agama apa sing tok nut/ kaya sing tak weruhi mau?/ Rasulullah saw mangsuli/ 'Allah sampun ngutus kula minangka Rasul dhateng abdi-abdinipun// Lan Panjenengan/ paklik kula/ inggih tiyang ingkang kagungan hak kula caosi nasehat/ lan kula jak dhateng pituduh// Panjenengan ingkang paling pas/ nanggèpi dhakwah kula/ lan mbiyantu/ -utawi kados ingkang piyambakipun ngendikakaken// Abu Thalib ngendika/ 'He keponakanku/ temen aku ora bisa ninggalke agama leluhurku/ lan apa sing biasa padha ditindakake// Nanging temen ing Allah/ ora ana sawijining wong sing bisa ngganggu kowe/ nalika aku isih urip'//

Translation:

Abu Talib said to Rasulullah/ "He is my nephew / what religion do you profess / as I have just seen? / Apostle answered / Allah has sent me as an Apostle to his servants / and you / my uncle / that is, those who have the rights I have given advice / and I invite to the truth /

you are the most fitting / respond to my da'wah / and help / or be what he says // Abu Talib say / he my nephew / really I cannot leave the religion of my ancestors // and what is usually done / but really because Allah / no one can bother you / when I was alive

Whereas *Janturan* is a narrative of Dhalang that forms as description of of the scene in play, this narrative is taken from the description part in the wayang purwa. This is done to create a wayang atmosphere. Examples are as follows:

Sang Khalifah satunggaling Sultan gung binathara// Sinuyudan para punggawa dalah kawula dasih// Panjenengane suka paring sandhang marang wong kang kawudan// Paring pangan marang kawulane kang nandhang kaluwen// Paring toya marang sok sintena ingkang nembe kasatan// Paring teken marang wong kang nandhang lelunyon// Paring kudhung marang kawulane kang nembe kepanasan// Paring payung marang kang kodanan// Paring suka marang sedaya kawula ingkang nembe nandhang prihatos// Paring usada mulya dhumateng sedaya ingkang nembe ginanjar sakit// Kejawi punika ugi kagungan raos tresna asih/ dhateng mengsah ingkang sampun anungkul// Pramila mboten mokal/ lamun panjenenganipun sinuyudan para punggawa dalah kawula dasih//

Translation:

The Khalifah is a great Sultan // respected by his employees and also his people // He likes to give clothes to people who don't have clothes // Feed the hungry people // Give water to anyone who is drought // give sticks to people who slip // Give a headgear to people who are exposed to the sun // Give an umbrella to the rain // Give happiness to people who are hit by sadness // Give healing medicine to all who are struck by pain // including having compassion / to the enemy who has surrendered loses // therefore not impossible / if he is respected by his employees and people //

Sabet

In Wayang Kekayon Khalifah, *Sabet* that contains visual aspect for the audience is created through moving puppet to the character of the figures. Smooth character with smooth move while hard or firm character with firm / hard move. Wayang Kekayon Khalifah uses a modern figure as a means of narrating the story of puppet made by reading the text.

Karawitan Pakeliran

In Wayang Kekayon Khalifah, karawitan pakeliran is especially noted for supporting the setting. But still, it follows things are allowed in Islam. This puppet does not use a *sindhèn* / female singer. While the elemental music (*pakeliran*) only use the *dhodhogan* and *keprakan*.

Stage Setting

In the performance of Wayang Kekayon Khalifah which is primarily for education, hence the audience is still allowed with the hijab restriction between male and female viewers.

As for the stage setting and *décor* that can be made is very similar to the puppet show in general.



Conclusion

That is all the brief review of Wayang Kekayon Khalifah Yogyakarta with a puppet culture approach. Approaches to puppet culture include the look or form of a puppet the content of puppet, the process of the show and the setting of the stage. Wayang Kekayon Khalifah Yogyakarta gives a new color to the world of puppet. The teaching of Islam can be conveyed as smoothly as the *wali* (preachers) proclaim it.

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FOUR PRINCIPLES IN SELECTING A MENTORING MODEL FOR SPECIFIC SCHOOL CONTEXTS: A LITERATURE REVIEWS

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Abstract. Most of beginning teachers are very likely to experience difficult time to adjust within a school culture which demands them to be professional thus a good induction program should be taken into account to help deal with such issue. Mentoring for beginning teacher is critical issue to address in order help the novice teachers to tackle their problems concerning with cultural transition, and difficulties in the classroom. As there have been many models of mentoring available, it is important to select any of these or their combination which best suits teachers need and school context. This article presents some criteria which can be reference in choosing existing mentoring programs to be applied at a school.

Keywords: mentoring; school; selection principles

Introduction

Most of beginning teachers are very likely to experience difficult time to adjust within a school culture which demands them to be professional. Kardos, et al. (2001) reveal, *“from the very first day that a new teacher enters the classroom, she becomes responsible for the intellectual, emotional, and social development of a diverse group of students”*. To assist these novice teachers to thrive in their early careers, mentoring is believed to be able to benefit them. However, there are a number of mentoring models to choose from which may be or may not be appropriate with each school context. This essay mainly discusses for criteria in selecting a mentoring program for beginning teachers in a particular senior high school in Indonesia. In this school, mentoring has never been done before, thus mentoring program will be treated as a pilot project.

Mentoring Models

Brookes and Sikes (1997) have identified three models of mentoring models in initial teacher education. These models are the apprenticeship model and mentor as a trainer; the competence-based model and the mentor as trainer; and mentoring in the reflective practitioner tradition. The other models that have been practiced are the mentor as a reflective coach, the mentor as critical friend, the mentor as co-enquirer, Anderson and Shannon's model of mentoring, and Furlong and Maynard's model of mentoring. All these models have their own characteristics which fit different context and some of their features

overlapped.

By looking at the function of mentoring, Bhindi (2003), however, introduces a numbers mentoring faces, rather than naming them as types or models. Mentoring acts as a strategy for acculturating newcomers and novices; as a strategy for capacity building; as a strategy for career positioning and advancement; as a strategy for succession planning; as a strategy for affirmative action; and as a strategy for change management. From these faces, there are some mentoring functions or faces which appear to be relevant for the present time: mentoring for acculturating newcomers and novices, for capacity building, for succession planning and change management. However, the other faces would be adopted for during mentoring development.

Four principles in Selecting a Mentoring Model

In this article, I would not choose any of the existing models of mentoring, yet I would rather make some adjustments from those models by choosing certain strategies attributed to mentoring models, when designing mentoring program for beginning teachers in my school. Thus, this section discusses four criteria to consider in selecting mentoring strategies. First, the mentoring program should meet the novice teachers' need; second, it should address the school context; third, it is able to promote learning community building; and fourth, it should help increase the school performance. These criteria will be discussed in the following.

Mentoring Should Meet Novice Teachers' Needs

Brook and Sikes (1997) have identified a number of mentoring model developed available for inducting beginning teachers. Instead of suggesting any model of mentoring to choose, they rather recommend to select strategies that are suitable with the students-teacher needs. This implies that prior to selecting a particular strategy, it is important to assess what could be the problems facing novice teachers in relation to teaching and learning activities. For my school context, beginning teachers encounter difficulties to work on the subject planning, effective delivery and assessment. They also have problems with motivating students and engaging them into the whole classroom activities. The need to tackle these issues are real in the novice teachers' mind, thus assistance from any source is urgent.

As mentoring will be used to overcome these teachers' difficulties, then it is important to consider strategies or mentoring model appropriate to address those issues. Furlong and Maynard, (1995: 195) indicate that mentoring strategies need to be carefully matched to the students-teachers' development need. This implies that the novice teachers' need should be the basis of deciding any strategy. However, the first criteria, which is mentoring should meet the teacher' urgent needs, has not clearly indicated which particular mentoring model to employ. Thus, it is critical to see the other criteria so that there is a clear indication about which mentoring model to adopt or to

adapt.

Mentoring Should Address the School Context

Brook and Sikes (1997) also advise that the school context should be the basis of selecting the strategies. The school where I am planning to design a mentoring program is a newly established school and is situated in a rural area. It is not a "rich" school, as most of the students are from low and middle class family. As a result, the school may not be able to support optimally any program that requires big amount of school budget. More importantly, most of the teachers are also busy doing their business or other jobs, because they might not have enough salary for their family. As a result, some senior teachers may not have much time to be mentors. This context will be challenging to design a formal mentoring which requires teacher to meet on regular basis. Therefore, *informal mentoring* seems to be suitable as it allows teachers to meet at their own agreed time.

Mentoring Should Promote Learning Community

It is also important to note that in my school, we do not really have high competent teachers or experts in their teaching area, as all of the senior teachers have been teaching in relatively short period, which is only six years. As a result, we might find difficulty to choose teachers to be mentors. In this situation, I believe that the mentoring model would be like a critical friend (Brooks & Sikes, 1997) in which a teacher can provide feedback to how the teacher plan the lesson and implement them in the classroom. The reason underneath the preference to this mentoring model is the existing culture among the teacher in the school. My observation suggests that these teachers seem to have had a good relationship and none of them indicates superiority, in terms of teaching competency, over the others. Thus, it would be approachable to take benefit from their closeness as the mentoring mainstream in that the mentors and mentees will be put in a situation where they can share their teaching problems and work on the solution together.

This concept also direct us to adopt another mentoring model, that the mentor as co enquirer (Brooks & Sikes, 1997), which gives more opportunities to mentees to talk their thoughts about what needs to achieve. Combining these two model could lead to the possibility of establishing the two-way learning in which both mentors and student-mentees have the opportunity to share ideas regarding the issues being addressed. In other words, these mentoring models prevent mentors to pour all their ideas to the novice teachers, rather they could also learn from mentees' ideas. In the end, this benefit would enable the mentoring to create a learning community in which every teacher is taking in the mentoring program can learn, grow, and develop their personality and professionalism.

Mentoring Should Improve the School Performance

As it is a rural school, locating in a remote area, it has some issues with its

performance. It appears to be teachers' performance could be one of the predictors of its low performance as its impact the learning quality. Therefore, there should be efforts made to upgrade the learning quality. In order to create a high learning quality each year, whole school members must have performing (New Leaders for New Schools, 2009), and this can be done through mentoring beginning teachers. The justification of using mentoring for increasing teachers' performance lies in the benefits that mentoring provides to teachers, both mentors and mentees. Not only improving novice teachers competency, mentoring at the same time allows the mentors to improve their performance because they also need to learn to be mentors. They also need to improve themselves by increasing their performance in the classroom so that the novice teachers can model their actions. To sum up, if both mentors and mentees keep showing high performance, then it is possible to use mentoring program to mediate the school performance. With this expectation in mind, it is then mentoring effectiveness should be the priority. However, as increasing the school performance is a long-term mission of our school, the *formal mentoring* can be used to achieve this target.

How to Introduce Mentoring Program?

Having said this, the next critical issue is to address in this essay is how mentoring strategies can be applied in this school. As a school "insider" or member of the school, I will undertake some non-sequential steps. The first step would be "selling" mentoring concept to the school principal. The leader in my school is open to ideas that would bring improvement to our school performance, however, he might need some rationales why mentoring is a smart approach. I would do personal communication and inform him about some successful example of mentoring program conducted overseas. I would also provide some analysis of novice teachers' problems that are very likely to tackle with mentoring program. The principal might worry about the funding for running mentoring, as our school may not have sufficient financial support. Therefore, we should treat the mentoring program as a pilot project of increasing school performance which can be funded by local government. As a result, we do not have use the school budget for running this although it may cost a little especially for preparing this program.

The second step would be communicating mentoring to teachers so that they can be selected as mentors. I would assume that teachers in my school might find it hard to involve in this program as they have time restrictions. They also might feel unprepared to be mentors, as most of them do not have much experience in teaching, which is about six years. Therefore, I have to be able to communicate flexible side of the mentoring which enables them participate within their limitation. In addition, the mentoring program should consider providing incentives for mentors and give them training to be mentors.

This condition of my school appears to suggest the adoption of the mentoring situational framework (SMF) proposed by Kajs (2010). As he points out that:

"The Situational Mentoring Framework, a systemic change approach, provides a structure that can strengthen current mentoring practices for novice teachers. The innovation of this framework is its design to plan, implement, assess (monitor), and adapt strategies in a consistent, organized manner to address four major interrelated components of a mentoring process".

SMF is applicable in my school context in particular with the criteria it proposes for mentor selection. Within this mentoring model, Kajs (ibid) believes that mentor selection should be based on teaching competency, not necessarily on their personality or other factors. The justification of this selection manner is suggested by Ganser (1995) which include the lack of sufficient veteran teachers and doubts that these teachers can serve their roles in the mentoring program.

Furthermore, to ensure that mentoring program meet the novice teachers' needs, I would do preliminary study focusing on the problems that can be addressed with mentoring program. Based on these need analysis, I will design a mentoring protocol containing objectives, procedures and indicators of success. I will also use this protocol for preparing the teacher mentors. More importantly, throughout mentoring preparation, implementation and evaluation process, I will work in team with school leaders and the mentors in order to create the mentoring protocol which leads to effective mentoring. However, there is a challenge in designing this protocol (Bhindi, 2003).

Bindhi (ibid, p. 9-10) also suggests that mentoring protocol should answer a number of key questions to enact an effective mentoring. These includes will participation in mentoring be mandatory or voluntary?; how frequently should mentoring activities occur?; what is the best way to provide time for mentoring?; how long will mentors serve?; how long will mentees participate in mentoring program?; etc. Furthermore, it is also vital to look at another model of mentoring, the mentor as a reflective coach, if mentoring effectiveness becomes one of the major concerns. With this model, the skillful mentors can help the mentee to extend their' novice thinking about their teaching by channeling them into fruitful areas. In other words, the students' teacher can use reflection as a tool for self-development.

Conclusion

Mentoring for beginning teacher is critical issue to address in order help the novice teachers to tackle their problems concerning with cultural transition, and difficulties in the classroom. As there have been many models of mentoring available, it is important to select any of these or their combination which best suits teachers need and school context. By looking at the school need and school context, four of Bhindi's (2003) mentoring faces would be the current focus the mentoring program that will be applied in my school. These faces suggest that mentoring acts as a strategy for acculturating newcomers and novices, for capacity building, for succession planning and change management. Further, by looking at the model presented by some other scholars (Brooks & Sikes, 1997); Kajs, 2010), I would select a combination of *a critical friend model, the mentor as co enquirer, mentoring situational*

framework, the mentor as a reflective coach. I would also try to combine both *informal* and *formal* model of mentoring which is I call "semi formal mentoring". The mixture of all these models and faces seem to be the most suitable for the school context where this program is about to plan and implement. The justification of these combinations is as the following. Firstly, they can meet the novice teachers' needs. Secondly, they address the school context. They are likely to promote learning community at school and; lastly, they could increase the school performance in the end.

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LEARNING METHODOLOGIES AND ASSESSMENTS TO CREATE A SELF-REGULATED LEARNER: CONDITIONING, HOOKING, APPLYING, REFLECTING, AND TERMINATING

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Abstract. Self-regulated learning (SRL) is an ability in learning independently and its processes are teachable to lead the student in increasing their motivation and achievement. A student with SRL can keep the metacognition, motivation, and behavior. Therefore, to apply the learning strategy, methodologies, and assessment in creating a self-regulated learner is necessary. Recently, we revealed that SRL has six models analyzed by Ernesto Panadero. In this study, to enhance a learning strategy, methodology, and assessment in creating a self-regulated learner further, we discovered the seventh model of self-regulatory processes. The self-regulated learning process is modifiable to used in the learning process. We took part in the learning process of Islamic Education subject and observed how the teacher directed her students to have SRL. Some learning methods were used by the teacher to make her students metacognitively involve in the learning process, keep their motivation, and good behavior in learning. Furthermore, the assessment was done by some methods to create a self-reflecting in student selves. We analyzed a lesson plan, syllabus, and media used in the learning process then we compared them with the real learning process. We did some interviews with teachers to make sure how the student has self-regulated learning. Notably, the teacher improved her student's self-regulated learning through the learning process continuously. The step of the learning process in creating self-regulated learner are Conditioning, Hooking, Applying, Reflecting, and Terminating (CHART). These results suggest it can be the seventh model of self-regulated learning process after six models were had discovered before.

Keywords: Self-regulated learning; SRL; learning methodology; assessment

Introduction

The education is inseparable from the current development. The more it develops, the more education has to be improved and developed. According to the current issue of the 21st century which is the industrial revolution of 4.0 has happened in human race history, it caused variety dialogues and discussions in every aspect, including education aspect. The 4.0 industry revolution changes how the people act whether in a scale, in scope, or complexity and their previous living experiences (Yahya, 2019). One of the impacts of the changes is a teacher was required for creating the students who can face the 4.0 industry revolution's challenging (Wahyuni, 2018). On the other hand, in 21st-century learning, teacher and student are required to have teaching and learning skill based on 21st requirement, so all of the challenges and opportunities could be faced by teacher and student to survive in development (Abdillah, 2019). In this context, the learning process isn't to make teacher as

the main subject anymore, but the main subject is student, and make themselves as an independent learner. Therefore, the highlight is a learning process as the main element to gain education goals (Rofiq, 2012). The learning methodologies and assessment which implicated by the teacher would affect student behaviour because the best learning process is necessary.

However, nowadays the quality of the learning process is still a problem of school because it's unexemplary and unmeaningful. One of its factors is the old and traditional learning methodologies, so it can't gain its planned-goals which one of them is to create an independent learner (Sulaiman, 2016). The students are less independence in self-determined learning because the assessment seems static. The independence and skilled student could be created by the education sector which creates a self-regulated learner through the learning process (Dinata, 2016). In constructivism, the learning process is an activity where the student can construct their knowledge in their ways. The active learning process is produced by the student who actively involved and reflect their experiences. In this case, the student is required to have independence mentality, and they can independently learn or self-regulated learning. Self-regulated learning becomes the one thing that has to be strived for the class (Wulandari, 2015).

Literature Review

Self-regulated learning (SRL) isn't a mental skill or academic skill, but it's a process to self-directed by the student to modify their mental skill into academic skill (Zimmerman, *Becoming a Self-Regulated Learner: An Overview*, 2002). Self-Regulated Learning is a learning process which can show and control the mind, feeling, and behavior to gain the goals by self. The goals can be academic goals or socioemotional goals (such as controlling anger, learn to live together) (Suralaga & Solicha, 2010).

Self-regulated learning is a proactive process used by the student to get academic skill such as to determine a goal, a strategy of choosing and doing something, and effectivity of self-monitoring, it's not as a reactive process from people around (Zimmerman, *Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects*, 2008). The self-regulated learner always controls their learning behavior such as regulate their learning time and environment, manage their positive emotion such as encouraging the effort to make up the fail (Ruliyanti & L, 2014). Zimmerman argues that Self-regulated learning consists of three academic learning common aspect regulations, those are metacognition, motivation, and behavior (Sutikno, 2016).

A self-regulated learner is a student who has metacognitively, motivational, and behavioral activity in the learning process. They're independent to depend on their teacher, and continually long live learning (Latipah, 2010). Based on the research of Ernesto Panadero, at least there are six models of self-regulated learning model which were developed by experts, such as Zimmerman, Boekarts, Winne dan Hadwin, Pintrich, Efklides dan Hadwin, Jarvela dan Miller (Panadero, 2017).

Zimmerman argues that self-regulated learning has phases, those are (Zimmerman, Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects, 2008):

- a. Forethought Phase consists of task analysis (goal setting, strategic planning), dan self-motivation beliefs (self-efficacy, outcome expectations, intrinsic value, learning goal orientation).
- b. Performance Phase consists of self-controls (imagery, self-instruction, attention focusing, task strategies), and self-observation (self-recording, self-experimentation).

Self-reflection Phase consists of self-judgment (self-evaluation, Causal attribution), and self-reflection (self-satisfaction, adaptive/defensive).

Methods

The researcher used a qualitative descriptive method in this research to describe the phenomenon happened, for examples process, behavior, perception, and activity in holistic with some ways used (Moleong, 2009). The qualitative method was used to describe and understand something unknown behind the phenomenon (Strauss & Corbin, 2015). The researcher observed the learning processes and interviewed some teachers to get data. On the other hand to make data triangulation researcher also used documentation study and some questioners for 20 students to complete data.

The researcher used a qualitative descriptive method to get original data in learning methodologies and assessments implementation for a more meaningful result. This research explored the learning process to create a self-regulated learner especially in learning methodologies and assessments process. Researcher interpreted data through data analysis processes such as coding, categorization, classification, and data reduction (Miles & Huberman, 1994).

Results and Discussion

The researcher discover a new self-regulated learning process model based on the observation at Tara Salvia Junior High School. **The researcher discover same pattern in all learning process there. Then, the pattern consists phases of creating self-regulated learner through learning process in all subject**, these are:

Conditioning Phase

The teacher applies some learning methodologies in conditioning the class, such as classical method, focus group discussion method, think pair and share method, and talking stick method. These methods are applied based on needs and learning goal. The other method to condition the student is tutoring method applied by student's tutor, each tutor has

10 students. Tutoring is scheduled on Friday while the student does self-development.

The conditioned-class assists the teacher in controlling and monitoring the student whole learning process, then it helps the student in maintaining their focus because a class is a common learning environment. These methods help to create self-regulated learner because the student tries hard to focus, and after a long time, they can usually focus.

Hooking Phase

Teacher hooks the student to make them consciously involved in the learning process, then they usually maintain motivation, focus, attention, and interested in the learning process. The teacher applies some methods to hook student's focus such as video comment, poster comment, problem-based, let's singing, etc. when the student has interested to their learning process in beginning, they will try to maintain their motivation and focus. Teacher gives the hook to the student based on their conditions and learning needs. These hooks can be repeated with different kind and method until the student ready to start their core learning activity. Teacher gives hook classical or individual, and students are involved to give hooking each other under the teacher control.

The teacher argued that the most challenging part in the learning process is hooking, deciding what kind of hook will be applied because hooking helps the teacher in directing a learning process properly. Hooking phase help creating self-regulated learner to maintain their learning behavior and motivation.

Applying Phase

The teacher applies the learning process based on a lesson plan that has planned before, and be adjusted the situation and condition happened in the class. The teacher uses an active learning model in the core learning process, it makes the teacher only as a facilitator, and students are guided to information seeking, exploring, analyzing, and communicating. Teacher applies some method in this phase such as presentation, demonstration, every on is teacher here, video comment, poster comment, road map, walking gallery, sort card, etc, and sometimes learning process is done out of the class to find out problem, phenomenon, or something related to the matters taught. One subject matter is integrated with other subjects.

The teacher directs the student to have self-efficacy how they trust their skill, self-determined learning how they know the most suitable way to learn, self-control how they behave in the learning process, self-monitoring how they maintain their motivation and focus, self-evaluation how they know their weakness and strength. Through those methods, the teacher creates self-regulated learning especially metacognitively. This phase shows the student not only learning to know but also learning to learn.

Reflecting Phase

Reflecting phase through some methods to make the student independently evaluate and reflect their learning process, so they can improve their selves and know the best way to learn. Some assessment methods are used to create self-reflecting learner, they know how to improve their strength and fix their weakness up. Those assessment methods such as journal

reflective, peer assessment, values learning form, daily agenda, project assessment, etc.

1. Journal reflective. Student makes journal reflective after they have finished a sub matter. They have to write their learning experiences, what they've learned, their strengths on that sub matter, their weaknesses, how they maintain their motivation and improve it, how they fix the weakness up and optimize their strength.
2. Peer assessment. Student assesst each other with their classmate for improving their selves. The teacher uses peer assessment in or out of the class to continually reflecting.
3. Values learning form. The student fills the form to improve their self-esteem and self-appreciation. The form has some items such as discipline, work appreciation values, self-esteem, and appreciation to others.
4. Daily agenda. Every student has a daily agenda that has to be brought every day to school. The student writes all of the schedule and lesson plan on it and they will be punished if they did not bring it. Lesson plans, learning task, lesson plan, and some note have to be written on it. It helps the student to remind their learning activity a day after, even a week later.
5. Project assessment. The student is required to make a final project and integrated with other subject matters.

Terminating Phase

The most important phase in the learning process to create a self-regulated learner is concluding and confirming by the teacher. The student does self-reflection and they are directed by the teacher to conclude a whole learning process, one by one, or group session. Then, the teacher will complete the conclusion and make some confirmations. This phase creates a term of the whole learning process, and it can make the student understand, remember, and implement it. The conclusion may be a review of the matter or a value of the learning process.

Butler & Cartier argued "... we consider SRL to be a modifiable process shaped by individual characteristics and learning histories in interaction with context..." (Butler & Cartier, 2015). It means the strategy to increase SRL can be improved based on the condition. Researcher and reviewer suggest to apply this strategy for measuring its effectiveness or into Research and Development (R&D) method.

Conclusion

Learning methodologies and assessments to create a self-regulated learner are:

- a. *Conditioning Phase, (classical method, focus group discussion method, think pair and share method, and talking stick method)*
- b. *Hooking Phase, (video comment, poster comment, problem based, let's singing)*

- c. *Applying Phase*, (presentation, demonstration, every on is teacher here, video comment, poster comment, roud map, walking gallery, sort card)
- d. *Reflecting Phase*, (journal reflective, peer assessment, values learning form, daily agenda, project assessment)
- e. *Terminating Phase* (concluding and confirming)

These phases are standed by CHART (*Conditioning, Hooking, Applying, Reflecting, dan Terminating*) as phases of creating self-regulated learner. Researcher have mentioned before the previous six model of self-regulated learning thus discovered by Zimmerman, Boekarts, Winne dan Hadwin, Pintrich, Efklides dan Hadwin, Jarvela dan Miller.

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EDUCATION OF SEXUAL ABSTINENCE IN INDONESIA, TABOO OR A CRITICAL NEED?

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Abstract. Surveys in Indonesia revealed that adolescent's knowledge and (sexual) behavior are not improving. Education is one of fundamental strategy to tackle the problems. A cross sectional study conducted to identify behavior belief and (sexual) abstinence along with the need of education for adolescents in Jakarta and surrounding areas. As many as 163 respondents interviewed at their schools or community (20 clusters) during November-December 2018. There were more and more teenagers became sexually active and had the experience at younger age. As much as 65% said they never had any kind of sexual activity (primary abstainers). Behavioral belief is statistically significantly associated with abstinence ($p=.021$). Teenage with strong behavioral belief is as much as 2.3 time more likely to perform abstinence. The need for adolescent sexual abstinence education is stated by 81.6% of respondents and 47.8 of them said they prefer to have it offline (face to face). Education should be undertake, both online and offline according to the real and felt need of the adolescent.

Keywords: Abstinence; adolescent; sexual; education; Jakarta-Indonesia

Introduction

Indonesia is experiencing bonus demography and predicted to be at a peak in 2030. It is a must to anticipate and make sure that the bonus will never be a burden or disaster due to the low quality of the youth, therefore the Indonesian government launched the Golden Generation 2045 mission. Survey in 2017 shows that the youth's knowledge about the specific physical sign of puberty was at a very low level. For instance, the number of never-married adolescent who stated an increase of sexual arousal as one of the specific changes as part of the process of puberty were very low (4.3-11.1% for boys and 3.1-5.9% for girls). As predicted, the youth are more likely to identify their own specific change than the other gender (BPS, BKKBN, Kemenkes, 2017). A great number of study about adolescent's sexual activity conducted in Indonesia, however very limited research focused on sexual abstinence, the only behavior that prevent 100% of pregnancy and sexually transmitted infection.

A number of studies used various definition over the term "abstinence." But the concept of abstinence as choosing not to have sex, was crystal clear and relevant (Ott, Pfeiffer, & Fortenberry, 2006). Adolescents supposed to be sexually abstinence until they are married, yet some study found vice versa due to lack of knowledge and environmental constraint (media, peer, etc.). The primary abstainers adolescents ranged from 42% to 85% and the number of females were more than males. Primary abstainers were younger than sexually experienced adolescents (Kabiru & Ezeh, 2007). Another study found 68% of

teenagers (Mokwena & Morabe, 2016) and 34.0% (n = 386) (Rasberry & Goodson, 2009) were sexually abstinent.

The data on the topic of abstinence in Indonesia were very limited, therefore, this study tried fill the gap. The purpose of this study was: (1) to find out the number of participants who choosed to practice abstinence, (2) to find out behavioral belief associated with abstinence among unmarried men and women who live at Jakarta and surrounding cities, and (3) to identify the need for education.

Methods

As much as 20 clusters of formal (schools, colleges, or universities) and informal (religious, social, hobby-e.g. vape community) institutions purposively selected and at least 7 respondents taken in each institution. An interview conducted to collect data consists of characteristics (place and date of birth, gender, abstinence in the last 3 months, 10 items of behavioral belief, and the need perception for sexual/health education. Data were taken during November-December 2018, in the form of voice recorded, transcript, and self-administered questionnaire.

Information about behavior consists of the answer for two questions: 1) Have you ever been doing any sexual activity with any partner or object and 2) When did the last sexual activity happen. Abstinence defined as a person's behavior whose avoid any activities in order to stimulate sexual arousal start from physical touch to specific part of own or other's body to vaginal, anal, or oral penetration.

Behavioral beliefs for sexual abstinence were assessed by using ten statements, range of scale on a 5-choice response format, from *strongly disagree* to *strongly agree*. Example items included "Sexual relationships before marriage create more problems than they're worth" and "Sexual relationships before marriage are a fulfilling part of life." The instrument's reliability analysis resulted in a Cronbach's α of .773.

Results and Discussion

Limitation of The Study

The current study was designed to do a rapid survey, however, there were 20 clusters meet the data required to be analyzed instead of 30 clusters.

Abstinence

Included in the current study are 163 unmarried respondents aged 12 to 28, the proportion of females is 74.2% and 65% are abstainers (n=163). National Survey in 2017 reveals that the number of adolescents who have ever had sex was 3.6% (age 15-29) and 14.0% (age 20-24) with very little difference between rural and urban; much lower compared to 35% in the current study.

Table 1. Gender and Sexual Activity of Respondents (n=163)

| Variable | Freq | Proportion (%) |
|------------------------|------|----------------|
| Gender | | |
| Female | 121 | 74.2 |
| Male | 42 | 25.8 |
| Sexual Activity | | |
| Not ever | 106 | 65.0 |
| Ever | 57 | 35.0 |

Behavioral Belief

Measurement of abstinence behavioral beliefs was quantified using ten statements, stated on a 5-point response format, from *strongly disagree* to *strongly agree*. All of the corrected item-total correlation scores are higher than R table (.1538) and Cronbach's Alpha .773.

Table 2. Crosstabulation of Behavioral Belief and Abstinence among Respondents

| | | | Behavioral belief | | Total |
|------------|-------|-------|-------------------|-------|--------|
| | | | Strong | Weak | |
| Abstinence | Yes | Count | 66 | 40 | 106 |
| | | % | 62.3% | 37.7% | 100.0% |
| | No | Count | 24 | 33 | 57 |
| | | % | 42.1% | 57.9% | 100.0% |
| Total | Count | | 90 | 73 | 163 |
| | % | | 55.2% | 44.8% | 100.0% |

Behavioral belief is statistically significant associated with abstinence ($p=.021$). Teenage with a strong behavioral belief is as much as 2.3 times more likely to perform abstinence.

The Need for Education

The current study show the perceived need for education (81,6%). The respondents prefer offline (face to face) method for education (64,5%) compared to online (table 4).

Table 3. The Need for Education and Chosen Method of Education (n=163)

| Variable | Freq | Proportion (%) |
|-----------------------------------|------|----------------|
| The Need for Education | | |
| Needed | 134 | 81.6 |
| Not needed | 29 | 18.4 |
| Chosen Method of education | | |
| Online | 43 | 26.4 |
| Offline | 78 | 47.8 |
| Other | 42 | 25.8 |

There was 46% of teenage whose graduated from high school abstained from sex until the age of 18, as compared with 25% of dropouts (Joseph J. Sabia & Daniel I. Rees,

2009). As much as ten percent of uneducated women ever had sex, higher than those who have completed higher level of education. However, the number of men who experienced sex by education level does not show any trend, which varies from 4.6 to 13.1% with 7.6% average (BPS, BKKBN, Kemenkes, 2017). The number of sexually active adolescent is an iceberg phenomenon. The real problem is beyond the felt and stated drawback by the interviewee.

In this study abstinence defined as never been doing any sexual activity aimed to stimulate sexual desire until the data were taken. Genital penetration per vaginal, anal, and oral did by him/herself as well as with others were included. The respondents who are not abstainers (n=57) did the first sexual activity with someone they know (78.2%) and oneself without any instrument (20%) while else did with someone they did not know. In terms of how it happened for the first time, 70.9% said they just wanted to do it, 25.5% said they were seduced, and the other said they were threatened. Last sexual activities mostly later than 3 months ago (78.5%).

The respondents believe that sexual abstinence is part of a normal developmental continuum. All adolescents were choose to become abstinent for an earlier period of time, and then changed to do sexual activity when they feel ready. Readiness was determined by (1) individual factors, including age, experiences, as well as physical and social maturity, (2) relationship factors including having relationship with the "right" one, or having a commitment in a specific relationship, (3) morality and religion, and (4) the balance of risks and benefits about health, social, and family. Instead of a simple behavioral decision, the adolescent perceived abstinence as a broader part of normal development and viewed the transition to sexually active as an important sacrament of passage to maturity (Ott et al., 2006).

Definition of abstinence labeled into two main patterns, 'positive' and 'negative.' 'Negative' term include avoidance and negation, e.g. not doing specific behaviors, evading, not appointing, and not participating. In vice versa, 'positive' pattern emphasized a more proactive stance, highlighting specific, internalized, incorporated behavior, e.g. being positive and optimistic about oneself, choosing the best, being liable (Goodson, Patricia; Suther, Sandy; Pruitt, B E; Wilson, 2003).

Many interventions conducted to anticipate premarital sex among adolescent. Programs of abstinence-only education inhibit any sexual intimacy activity before the adolescent get marriage, even a long kiss defined as "hazardous" (Byers, Henderson, & Hobson, 2009). People perceived abstinence differently, it represent the lack of a clear definition. Some said abstinence means no genital or sexual touch in any way, while others believe that abstinence may mean just stopping right before having sexual intercourse. It become an obstacle to sexual health, and barrier for parents or teacher to educate their adolescent. Even researchers also have been contradictory in defining abstinence. The definition adopted by the Centres for Disease Control for abstinence is ceasing from vaginal, anal, or oral intercourse (Byers et al., 2009).

A study revealed that abstinence education had a contribution for change/improvement in students' knowledge and attitudes. The results proved that gender had an influence to the knowledge as well. Though, ethnicity had no effect in improving the knowledge of the adolescent (Smith, Panisch, Malespin, & Graça Pereira, 2017).

Improving sexual and reproductive health outcomes in adolescents requires interventions that help them throughout their first sexual challenges. Comprehensive Sexual Education (CSE), obtains to offer adolescents the chance to determine and learn their comprehension and feelings regarding sex and sexuality and encourage them to make well informed choices and judgements about responsible sex life (Castro, Rojas-marti, & Uribezu, 2018). Another study of abstinence committing revealed that Indonesian adolescents who did not obtain or only have one of reproductive health education informations were more likely to be sexually active. Conversely, receiving complete information gave longer abstinence time. Receiving of reproductive health materials at formal education level might prevent them to be sexually active (Pinandari, Wilopo, & Ismail, 2015).

The felt need for education suppose to be responded positively by Indonesian teachers and parents, however, it seemed that the adolescents do not trust them to discuss with. Less than half of Indonesian adolescents talked about menarche/menses and liquid dream with their parents, and less than 20% talked with their teachers (IDHS, 2018). The number of adolescents who had a discussion with their parents was only 35%. Analysis indicates that respondents' educational status: being grade 9, and grade II were factors influencing young people for not sharing with parents about reproductive health and sexual issues (Kusheta, Bancha, Habtu, Helamo, & Yohannes, 2019).

During adolescence, individuals develop awareness of personal distinctiveness, value system, self-esteem, and a vision of professional ambitions. While each individual experiences psychosocial development at their own rate, generally it is divided into three stages: early adolescence (11–14 years), middle adolescence (15–17 years), and late adolescence (18–21 years). Each stage of psychosocial change is indicated by the capability of brand-new emotional, cognitive, and social abilities. However, their physical development will be at peak earlier, started around 9 for girls and 10 for boys (Brown, 2016). The wide-ranging sequential phase range during which pubertal growth and development initiate and proceeds can become a main cause of personal disappointment for some young people. They are more likely to introduce unsafe behaviors such as smoking cigarette, drinking alcohol, and involving in sexual activity at younger age. Education of younger adolescents can assist to facilitate a constructive self-image, which may reduce the likelihood of engaging in health-compromising behaviors. Therefore, a particular theme/topic of education should be given at a specific age or grade and have to get along with their characteristics, level of cognitive development as well as psychosocial development. Another aspect to be considered is the values of the community (culture, religion, and other normative beliefs).

Conclusion

Abstinence supposes to be a natural and responsible behavior for every unmarried people. Especially for adolescents, it is a critical period due to hormonal (both reproductive and growth) changes that sexual activity will affect their physical growth or even stop it. The finding of our study implies that 65% of respondents are abstainers and 81,6% need education in any method. Behavioral belief is associated with abstinence. Further research is needed to find the best model of education, especially in early and/or pre-pubertal period to provide our adolescents with adequate information.

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REPRESENTATION OF VICTIMS IN SANDY HOOK MASS SHOOTING NEWS TEXTS: A DISCOURSE ANALYSIS

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Abstract. This paper aims to investigate the most frequent occurrence between ‘children’ and ‘adults’ as the representation of ‘victims’ in news texts of Sandy Hook Shooting. The methodology used in this research is the descriptive qualitative method and based on the Sociolinguistics theory of collocations and its measure –MI (Mutual Information). The data used for this research were gathered from 10 different news articles from different news portals worldwide which were chosen randomly. The data used for this research are the compilation of 10 different news texts from different international news portal websites. The total words in the 10 news texts are 11828 words. Through Monoconc, it can be seen that the total occurrence of “children” is much often than “adults” with the number of 76 times versus 14 times. This analysis findings showed that ‘Children’ mostly used as the representation of ‘victims’ rather than ‘Adults’.

Keywords: sociolinguistics; collocations; discourse analysis

Introduction

The tragedy of Sandy Hook shooting which happened in 14th December 2012 was one of the most deadliest school shootings in United States (Ray, 2018). There were total of 28 people dead and 2 injured because of this incident. After killing his own mother, the perpetrator of this mass shooting, Adam Lanza, shot 20 children and 6 adults at Sandy Hook Elementary School and later he also took his own life. Considering the scale of the shootings and the average age of the victims, it was no wonder the Sandy Hook shooting incident was the first trigger that sparked the debate over gun controls in the United States (Ray, 2018).

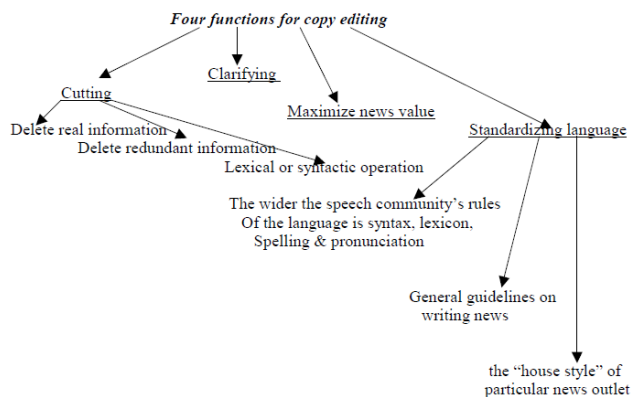
The media coverage of this incident was so immense that four months after the incident, news portals and outlets were still discussing this shooting incident on their news. Various news articles about the shooting incident with different point of views, writing styles, and framings were released to the public, all in which, have certain purposes as news is basically series of stories about factual events that are selected, narrated and re-narrated by journalists and sources. The journalists who wrote a particular piece of news article may purposefully narrated an article in such a way to evoke the readers’ empathy, for example. Another journalist may narrate his/her own article in another way to evoke readers’ anger.

Literature Review

As stated by Van Dijk (1988) that news media, in their news production, use ‘selection’ and ‘deletion’ as the main strategies in dealing with the news text. So it might not be impossible at all that certain details of an incident are going through the process of selection and deletion. News portals and outlets wouldn’t simply do the selection process of the way they write the news in such style and ways without any purposes and intentions. It is based on Berger’s statement which rely on the whorfian hypothesis that “ the language we use affect the message we send. The dictions and syntactical arrangements of the sentences chosen to report particular news influence how the message understood by its readers (Hermawan, 2005).

One common thing that was framed and narrated in various news articles related to the Sandy Hook shooting incident was the narration of the victims which include both children and adults who were killed. Based on the nature of news production and writing, there is a possibility that the representativeness of the children and the adults that were shot in the Sandy Hook incident might be written differently despite the fact that both are victims to the shooting. Relying on all the statements above, the researcher finally decided to analyze the position of the word ‘children’ and ‘adults’ in representing the victims of the Sandy Hook shooting tragedy using sociolinguistics approach through collocation comparison strategy with the help of Monoconc concordance software. This paper focuses on two main research questions: 1. Which one between ‘Children’ and ‘Adults’ which mostly represent ‘the victims’ in the news texts? 2. Why does “children”/”adults” mostly used to represent ‘the victims’ in the news texts?

Media discourses in general, and news reports in particular, according to Van Dijk (1988) “should also be accounted- for in their own right, e.g., as particular types of language use or text and as specific kinds of sociocultural practice. This means, first of all, that such media discourses should be analyzed in terms of their structures at various levels of description. Such a structural analysis is not limited to the grammatical description of phonological, morphological, syntactic, or semantic structures of isolated words, word groups, or sentences as it is customary in structural or generative linguistics”.



Based on Bell's diagram above (2002), news actually have some 'gaps' to be analyzed by linguistics studies because of the presence of the editing process by the 'human' – journalists and of course that process will unobviously include the editor's thought, perspectives, beliefs, intentions, purposes, etc. to the news.

While the term sociolinguistics is 'oddly redundant' because language and linguistics are *always social* (Labov, 1972), it could also be said that sociolinguistics refer to a set of interrelated fields which *do* emphasize the study of language in social contexts (Baker, 2010). While Bloome and Green (2002) noting that "*A sociolinguistic perspective requires exploring how language is used to establish a social context while simultaneously exploring how the social context influences language use and the communication of meaning*". Sociolinguistics is often interested in the identification of a person identity or social group and its relation with the way they use (Baker, 2010).

There are many sociolinguists who are interested in examining spoken, written or computer- mediated texts in contexts such as advertising and the media, politics, the workplace or private settings "in order to carry out discourse analysis (or critical discourse analysis), which focuses on identifying the ways that language is used to construct a particular representation of the world in relation to ideologies, attitudes or power relations." There are not any strict limitation in doing sociolinguistics research, sociolinguists can examine a range of linguistic features in their research such as lexical choice, representation of agency, implicature etc. (Baker, 2010).

With news as the media discourse, then it could be analysed through the sociolinguistics critical discourse which could cover the analysis of lexical choice (whether authors use terms which contain evaluations, hyperbole (attempts to emphasise or exaggerate), euphemism (replacing an unpleasant or off ensive word or concept with something more agreeable), implicature (what is suggested but not formally expressed in a statement), metaphor (describing one thing in terms of another), collocation and modality (Baker, 2010).

Collocation, as stated by Firth (1957), is "a way of demonstrating (relatively) exclusive or frequent relationships between words (or other linguistic phenomena)". According to Baker (2010) "If two words collocate, then they have a tendency to occur near or next to each other in naturally occurring language use."

One of the collocation examining methods suggested by Baker (2010) is MI (Mutual Information) score. Mutual information (MI) score is a method of calculating collocation based on the strength of a relationship between two words. Mutual information takes into account the relative positions of two words across a whole corpus... if they usually occur close together and rarely occur apart then they will receive a high score. However, if they often occur together, but equally often occur apart, then their score will be lower. And if they normally occur apart and rarely together, then the score will be lower still.

Methods

The research design used in this paper is qualitative descriptive method. Qualitative descriptive research is concerned with the description of data and characteristics about a variable. The goal is the acquisition of factual, accurate and systematic data that can be used in averages, frequencies and similar statistical calculations. This design is useful in deciding whether something is influencing environments, circumstances or not.

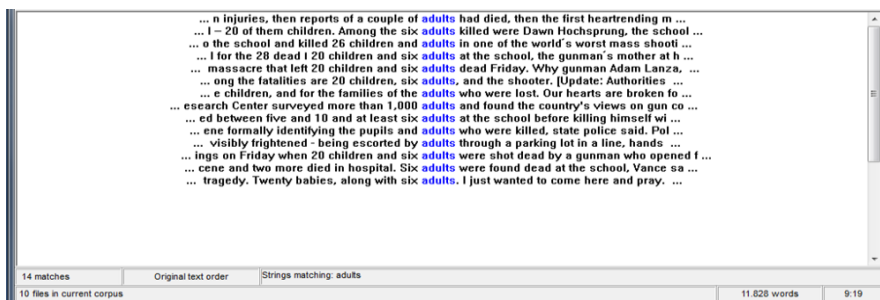
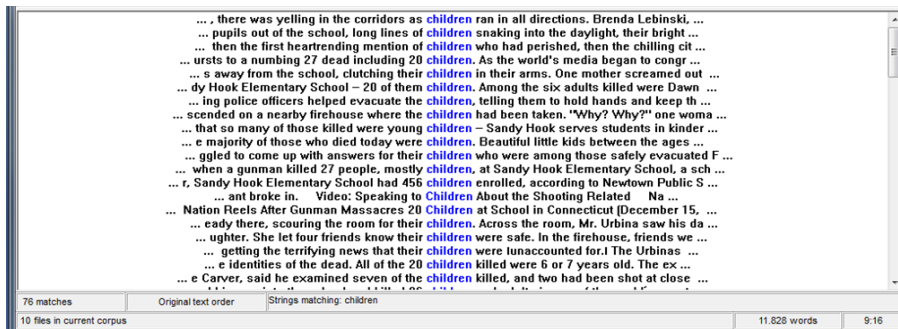
The data used for this research were gathered from 10 different news articles from different news portals worldwide which were chosen randomly. Specifically, the steps that had been taken in doing this research are:

1. Collecting data (10 different news texts from several internasional news website portals).
2. Changing the form of the data (from Microsoft Word to Notepad form).
3. Using Monoconc (monopro) to analyze each news texts.

Summing up the findings from data Corpus.

Results and Discussion

The data used for this research are the compilation of 10 different news texts from different internasional news portal websites. The total words in the 10 news texts are 11828 words. Through Monoconc, it can be seen that the total occurrence of "children" is much often than "adults" with the number of 76 times versus 14 times.



Based only on this finding, it could be said that 'children' is put in the news text as one of the most influential content of the information than 'adults'. Even in the frequency search, 'children' is the second highest position of contents words that mostly appear in the texts (the first position is 'school').

To confirm that the 'children' and 'adults' in the news texts really represent the victims of the shooting tragedy, then the researcher did the analysis of collocations (note : the collocations chosen to be discussed are the words which have similar 'sense' with the word 'victim') for both words with the usage of MI (Mutual Information as the guideline of this collocation analysis.

| No. | Variable | collocation | Occurance | | | | | Stong collocation relation | Weak collocation relation | |
|-----|----------|-------------|-----------|---|---|----|----|----------------------------|---------------------------|----|
| | | | - | - | - | +1 | +2 | | | +3 |
| 1 | Children | Murdered | - | - | - | 1 | 1 | - | ✓ | |
| | | Dead | 2 | 1 | - | - | 1 | - | | ✓ |
| | | Died | 2 | - | - | 1 | - | - | | ✓ |
| | | Killed | 2 | 1 | - | 3 | - | 1 | ✓ | |
| | | Dying | - | - | - | 1 | - | - | ✓ | |
| | | Helped | 1 | - | - | - | - | - | | ✓ |
| | | Shot | - | 1 | 1 | - | - | - | ✓ | |
| | | Massacres | - | 1 | - | - | - | - | | ✓ |
| 2 | Adults | Killed | - | - | - | 1 | - | - | ✓ | |
| | | Dead | - | - | - | - | - | 2 | | ✓ |
| | | Died | - | - | - | - | 1 | - | | ✓ |

From the table above, it can be seen that 'Children' has almost triple times collocations that represent the state of being victim rather than "Adults". "Children" has the total of four strong collocations that are related with the sense of being the 'victim', which are 'murdered', 'killed', 'dying', and 'shot'. Meanwhile 'Adults' has only one strong collocations that is related with the sense of being the 'victim' which is 'killed'. By this comparison, it can be concluded that 'Children' are framed to be mentioned every time the news text want to bring up the victims of the incident. Therefore, "Children" is considered to be the most representative choice of word that allegedly much more represents the 'victims' of the Sandy Hook mass shooting incident in the news texts rather than the word 'Adults'.

While the reason why "children" is mostly used to represent being victim rather than adult, it is likely that the representation of "Children" is generally used in the media discourse to evoke empathy and sympathy from the readers. This claim is drawn from the overall collocations of the word "Children" in various news texts that are accessed from the British National Corpus (BNC). Although the researcher could not find any additional credible sources that can support this claim, this claim if we try to look on the 'generl' collocations that are related to the word children in BNC, almost all the highest in rank collocations (in MI scale) have the sense of 'helplessness' and 'must-be-protected', the collocations are 'Handicapped', 'sick', 'deaf', "facing death", 'starving', 'protect', 'surviving', etc.

The screenshot shows the British National Corpus (BYU-BNC) search interface. The search term is 'children'. The results are displayed in a table with columns for ID, Corpus, Part of Speech, and Text. The text snippets show various contexts where 'children' is used, often in a negative or vulnerable context, such as 'guarantee the future of its four refugees', 'isolation is a terrible thing', 'left holding a birthday card for Prince Harry', 'self catering, based on four sharing', 'mum last night begged her' danger man' husband to free their two young children after he snatched them at gunpoint', '1988. # Poor deal' on schools # PARENTS have fewer rights over their children's schooling', 'A standard room at Somerwest in August will cost a family of four 504. Children aged two to 14 go half-price.', 'his dying wife -- an honest, God-fearing woman and the mother of his two children -- he would never return to his former life.', 'gruel inside is far more valuable than that. Issi is one of thousands of children being fed in famine-stricken Somalia -- thanks to YOUR help. It is 10 days', 'Other agencies, including the Red Cross, UNICEF, Irish Concern and Save the Children are also running kitchens. And in Bardera, where the population has swelled from', 'he is struggling to save his only surviving child. Today Issi and thousands of children like him have hope where they once had despair. And for that, on', 'thank you. # KEEP IT COMING FOLKS # TWO million men, women and children are facing death by starvation in Somalia. Yet a little goes a long way', ', even consumer editors of national newspapers! When I stayed with my husband and children at the Holcombe Hotel in Oxfordshire on the Great Escapes scheme this su', 'a music publisher. Heather is 27 and a potter. Fifty-year-old Paul's other children are fashion student Stella, 21, and James, 17, still at school', 'an audience.' Lynne remembers being taken when young to Nottingham Goose Fair where children were being asked to volunteer to sing on stage.' I went up and', 'the way women are treated as a matter of course. Particularly mothers of young children. They know better than anyone that all the badmouthing of men they could mar', 'a hopelessly uneven battle to survive it, for example, the father of their children jumps ship and fails to pay any maintenance. # Victim Ironically, Mrs Neil

Therefore, based on the discussion above, it can be interpreted that “children” is commonly represented in the news texts by news portals or outlets in such ways that portray its helplessness and fragility, thus the purpose of such representation might be to gain readers’ attentions and evoke readers’ sympathy?

Conclusion

Based on the analysis, there are at least two conclusions that can be formulated: first, ‘Children’ mostly appears as the representation of ‘victims’ in the Sandy Hook shooting tragedy news texts rather than ‘Adults’, and second, ‘Children’ that is mostly used as the representation of victims rather than “Adults in the Sandy Hook mass shooting news texts may have been used to gain the readers’ attentions and evoke readers’ sympathy.

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AN ANALYSIS OF RUSSELL PETERS' HUMOR DISCOURSE OF STAND-UP COMEDY ABOUT INDIAN DOCTORS ON YOUTUBE

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Abstract. The aim of this study is to describe the analysis of characteristics in critical discourse on Russell Peters' humor and the sociocultural analysis based on the content of Russell Peters' humor discourse of stand-up comedy about Indian doctors on YouTube. Qualitative descriptive method was chosen as the design of the study. Additionally, videos were taken from YouTube as the data of the research. Then, video transcripts were employed to ease the data analysis. The data were analyzed by using Norman Fairclough's Dialectical Relational Approach (DRA) because in this study we were looking up into the language as discourse and social practice. The data were presented qualitatively. The result of this study revealed that there are six characteristics in Russell Peters stand-up comedy; they are stereotype, power, ideology, history, context and action. This study also uncovered that the different treatment and culture in raising children between parents in India and Canada.

Keywords: Critical Discourse Analysis; Humor; Stand-up Comedy

Introduction

Critical discourse analysis (CDA) is the study between discourse and social. That means CDA views a society in discourse as process that relate with social process and social event which mean in discourse are also depend on social practice. Critical discourse analysis takes us to high understanding of text and provide an explanation why a text it is and what the text aiming to do. Trckova (2014) argues that CDA is to study the link between language and social structures and relations, emphasizing that the relationship between language and society is dialectical. The more specific that critical discourse analysis is focus on language, power, social and ideology. Roger (2004) also argues that "critical discourse analysis looks at the relationship between discourse and society and aims to describe, interpret and explain this relationship". However, critical discourse analysis is to see the exiting power relation that occurs in society and the effect of the discourse itself.

However, Paltridge (2004), underline four principles characteristics than happened in CDA, they are social and political issue, power relations, reflect and reproduces social relations and ideologies. In similar vein, Fairclough and Wodak (1992) summarize the main focus of CDA; they are CDA focus and related on social problems, power relations, CDA also denote on society and culture, ideological, discourse in historical, the linked that related between text and society, CDA also interpretative and explanatory, and the last CDA also a sign form of social action. To conclude, CDA reproduces, constructs, reflects and performs in the use of discourse that are close to people daily life.

Furthermore, CDA is also divided into some classification. The classification itself helps the hearer to determine whether the discourse suitable entered to what classification. As Rogers (2004) explained that "discourse are always socially, politically, racially and economically loaded". Its mean that CDA are measure the use of discourse in relation to social and cultural issue such as politic, race, gender, identity and the utterance implications that used by human in daily life. That classification are always classified as long as people communicate and utterance each other by discourse.

In addition, Fairlough (1995) established three discourse concept whereas those are linked with social practice. They are 1. *Text* involve linguistic analysis such as vocabulary, grammar, semantic, the sound system and cohesion. 2. *Discourse practice* focus on editorial procedure and discourse process whereas in this case analyze the text in production and consumption. The last is 3. *sociocultural* practice in this case Fairlough (1995) stated there are three aspects of sociocultural such as; economic, politic included power and ideology and cultural that related with values and issues.

Related with taking data in this research, YouTube is one of video sharing and allow everyone around the world accesses it freely because YouTube provides the platform to share, connect, inform and inspire each other through video. YouTube also allows the users to upload, share, like, comment, subscribe, download etc. In this modern era people need an ease entertainment that people easy to access and YouTube fulfill what people need. Furthermore, YouTube is a cheap media entertainment for everyone because it can be accessed wherever and whenever. Through it, people also did not need much cost to access it. That is the main reason people preferred using YouTube as their solace. In addition, people can choose many contents in YouTube such as tutorial, short movie or stand-up comedy or humor.

Humor is something funny that can make people who listen and see laugh and can entertain who watch it. In line with Scheel (2017) explains humor is anything done or said, purposely or inadvertently, that is found to be comical or amusing. Most of humor appreciation is an expression of pleasurable and the sign of it is a laugh. Usually humor showed by personal or in-group and the story bearer as the target of story. In line with the statement, Martin (2007) said that humor is the ability to understand jokes and other humor stimuli and also humor is an expression of cheerful. Its mean that whoever who see and listen humor usually are laugh.

Most of the comedians perform their humor's show at stand-up comedy shows and since now on stand-up comedy is a popular comedian show. Stand-up comedy is the place whereas the comedian can perform their show and tell to the audience about their humor and jokes. According to Jakoaho and Marjamaki, (2012) "stand-up comedy is the term of comedy usually refers to a comedy show performed by a comedian in front of an audience". The contents of performances can vary greatly from one comedian to another. In stand-up comedy shows the comedians are directly convey their simple joke or humor speech to the audience, they can convey in their own or group. The comedian who perform in stand-up comedy shows are called as comic or stand-up comedian.

Most of stand-up comedian convey their jokes close with our daily life and most of them are unconscious about their own speech and about what they convey to the audience. Because the use of discourse itself to find out the hidden value, implicit, perspective, and position that occur in discourse. Meanwhile CDA helps to make it clear. Usually the comedian talk about the hide meaning words or implicit meaning in their show. In line with the statement Van Dijk, (1998) argues CDA that related with ideologies that reproduced by human and related with the discourse that they utterance in their daily life. However, Paltridge (2016) also argues that "CDA aims to provide a way of exploring this and in turn challenging some of the hidden and out of sigh social culture and political ideologies and values that underline the text". Here, the researchers can take a research through comedian gap in convey their joke. Therefore, the researchers also want to carry out the close language used by the comedian. Then, the researchers would like to take a simple research about comedian implicit words use comedian critical discourse analysis.

Literature Review

Regarding to the research of critical discourse analysis, many researchers have carried out this issue into their research and some of them focused on the CDA and stand-up comedy. Perez (2013) has done the study which focus on how students learn CDA to illustrate the role elites play in managing racial discourse or stereotype in discourse that occur in students' real life. However, students' life are close with white and black people. The finding in the research that reveal if white versus non-white are thought and include racial in different way. This study shows us and conduct the research close with our daily life. However, the difference skin tone can be color-blind racism is underway in current society. It can be concluded that humor can convey criticism in public with good way. Moreover, Sipra (2013) has conducted research about CDA about Martin Luther King's Speech focus on Perspective in socio-Political. In his research he analyzed based on Fairclough theory. In this research he investigated how it matter on the position of research used Fairclough theory of CDA that occur in the first part of the text. Moreover, the research focus on the terms of social, cultural and political that happened in the text and framework. In addition, Fairclough theory also will be used for the purpose analyzing the data. In order, the difference is in this research focus on discourse comedy.

Therefore, this research seeks to reveal a Critical Discourse Analysis of Russell Peters' Humor Discourse of Stand-up Comedy about Indian Doctors on YouTube, Specifically, two questions are addressed in this study:

1. How is the characteristics of critical discourse analysis on discourse humor of Russell Peters on YouTube?

How is the sociocultural of critical discourse analysis in Russell Peters' humor?

Methods

The methodology in this research used Qualitative descriptive and the method used critical discourse analysis approach. In order to take the data, videos were used in this research. The videos were downloaded from YouTube. Moreover, the transcripts of the video were made to ease researchers in interpret the data. The data were analyzed by using Norman Fairclough's Dialectical Relational Approach (DRA) because in this study we were looking up into the language as discourse and social practice. In this tool not only analyze the process of production and interpretation but here also analyze the text, process and their social condition. There were three steps I will analyze the data: 1. Description is the first step in analyzing the data. 2. Interpretation is focus between the discourse and theory that will be analyzed 3. Explanation is focus with the relationship between the text and the theory about CDA that focus on social context and see how the discourse affected to human life. "As an interdisciplinary approach to analyzing power and inequality in society via discourse, CDA views language as a form of social practice that reproduces 'social and political domination' through text and talk" (Fairclough, 1995). Finally, at the end the data were presented qualitatively.

Results and Discussion

The researchers analyzed the CDA on Russell Peters' humor use Fairclough theory and there are six characteristics reveal in this study. The result of the study is described in the table below:

| No | Characteristic in CDA | Quantity | Percentage |
|----|-----------------------|-----------|-------------|
| 1 | Stereotype | 2 | 10% |
| 2 | Context | 7 | 35% |
| 3 | Power | 1 | 5 % |
| 4 | Action | 2 | 10% |
| 5 | History | 3 | 15 % |
| 6 | Ideology | 5 | 25% |
| | Total | 20 | 100% |

The result from the table showed there are six characteristics CDA in Russell Peters discourse. The data analysis is presented as follow:

Stereotype

Discourse that shows stereotype in Russell Peters stand-up comedy can be seen in:

"I would never go to an Indian guy that became a doctor. Especially one that was born and raised in this part of the world fuck that".

In this discourse is stereotype because Russell Peters judge based on his own perspective. However, he thought that an Indian guy who become a doctor because forced by

their parent. "Stereotype is social groups that have been historically mistreated, such as racial and ethnic minorities, continue to suffer through bad stereotyping, perhaps because the groups in power want to perpetuate false beliefs about them" (Steele, 2010; Glaeser, 2005; Bardalo, Coffman, Gennaioli, & Shleifer, 2015). Moreover, in this case Russell Peters only judge based on his own believe.

Context

Russell Peters discourse that reveal the context is:

".... if we were born and raised here you had real dreams, and it was never to become a doctor"

In this discourse Russell Peters told the audience as an Indian and deliver the stand-up comedy to Canadian. Whereas in Canada the youth are free to decide their future without parents' intervene. Vice versa in India the future's life are intervene by parents. According to Van Dijk (2013) context is the relevant constraints of the communicative situation that influence language use and language variation.

Power

Rusell Peters discourse that shows a power is:

".....Cause even her parents like sweetie. You don't have to become a doctor, you can just marry a doctor"

In this discourse he told the audience if the woman does not need to be a doctor it would be enough to be doctor's wife because everyone will respect her like she is a doctor. According to Van Dijk (2013) power is a dominant group that occur in society.

Action

In this action he said:

"I wanna be a doctor. I need that kind of determination from my doctor"

If we see from the discourse he is looking for a decision and ask determination. In this action showed he wants to ask his doctor about whether he is eligible to be a doctor or not. Action is something do and act by people.

History

The context about history revealed in this discourse is:

"That's not what a fourteen-year-old dreams about it 14 year old has dreams that are ridiculous that that your dream at 14 should never be logical it should just be the dumbest shit you're doing at fourteen years old"

In this discourse he told to audience about his past. He told about the young Russell Petters at the time. Wodak (2011) said in discourse history tell about the past and described or retell in present. In this case Russell Peters told the audience about his past.

Ideology

In this ideology he stated to audience is:

"My dream it'll make you feel better about whatever your dream was."

In this discourse he is believe whatever he will be in the future he is promise his dream would make everyone feel better. According to Ting (2015) he stated that ideology is what we understood and accepted as true or false. Its mean ideology is something we believe and trust.

The second question in this study is the sociocultural reveal in this discourse, in this stand-up comedy Russell Peters compare between lives in India and Canada. Whereas the youth in Canada are free to decide their future and free to choose how they life. In contrast, the future's youth in India are intervene by their parents and their life are regulated by parents. In addition, Russell Peters said that the youth in India has aspire just because they admire someone but they do not try to achieve it or make it as self-motivated. In contrast, when the youth Canadian has purpose of life they will fight so hard to achieve it. The example from Russell Peters comedy is a boy who become a doctor. He is a doctor because he want. However, Asghar (2014) stated that "sociocultural practice which maintains that discourse has potential to influence social structures and can play an active role in bringing change". In this case the difference treatment between parents and children has been happened since long time ago and it has become common history if children's future in India is intervene by parents.

Conclusion

The data revealed the most frequent characteristics in Russell Peters comedy were context 35%, ideology (25%), history (15), action and stereotype (10%) and the last is power (10%). However, in this stand-up comedy Russell Peters tell more about context because he is frequently told the audience about "how if", "what if" and "where if" and he often said "if I become ..." in fact he is a stand-up comedian. And the second frequent character that occur in Russell Peters' discourse is ideology because I his discourse he told the audience that he is believe if the dream is followed our desire and he told if we have a dream we should fight for it. The third frequent character is history because he always told about his past to the audience. The next is stereotype because in his several discourse he had underestimate people with his own trust. The last is power, in this discourse only one discourse that reveal to power.

In this stand-up he also told the audience about the difference culture between India and Canada. Whereas in this discourse he wants to tell the audience about how Indian and Canadian parents different perspective in raise their children.

Thus, it can be concluded from Russell Peters stand-up comedy that every utterance we said it has hidden meaning and sometime we have to interpret it to gain the right meaning from that discourse itself. However, as a social being that needs each other to life our live we

should behave and say according to the culture and tradition that applied in the place we stand. Moreover, the further research could do the better research about CDA and enlarge the focus of the study.

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THE POTENTIAL OF CONTEXT, INPUT, PROCESS AND PRODUCT (CIPP) AS AN EVALUATION MODEL FOR ENGLISH TEACHER EDUCATION PROGRAMS IN INDONESIA

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Abstract. Program evaluation is pivotal in assessing the effectiveness of the program, primarily to address how the program runs, what works best, and what needs improving. The present study has addressed relevant studies related to language program evaluation in various countries. Nonetheless, academic work in English teacher education programs in the Indonesian context is relatively scarce and therefore needs further exploration. The limited publication discussing any model applied in the English teacher education program in Indonesia also drove the present study to fill in the gap in the scholarly discussion. Therefore, Context, Input, Process, and Product (CIPP) of Stufflebeam (1971) was introduced, serving as a model for relevant stakeholders in the Indonesian context. The present study views this model is relevant to the Indonesian context, considering the purposes of each stage provided in the model. Moreover, this study also suggested further exploration through in-depth research to contribute to the discussion. Areas to which this study contributes have been addressed, with the hope for the better quality of English education program and future English teacher candidates in Indonesia.

Keywords: Potential context; CIPP; Evaluation; English Teacher

Introduction

English teacher education program has often been seen as the institution responsible for creating future English teachers. The teacher candidates will be involved in a series of preparation, which does not only develops their knowledge of teaching but also shape other potentials required to perform as future English teachers in the upcoming years (Sleeter, 2001). This clarifies the critical functions of teacher education; a) developing future teachers' ability to adapt with the recent changes; b) being a responsible citizen of a country; c) being responsible for the subjects they are assigned to, and; maximizing the potentials to achieve the betterment of their country (Suleman, Aslam, Habib, Gillani, & Hussain, 2011).

To achieve those goals, therefore, teacher education institutions indeed are required to evaluate and re-evaluate the programs to have a closer look at how the program runs, what works well, what needs improving. This is where evaluation takes place as an essential, integral part of the program. Some authors (e.g., Mizikaci, 2006; Smith, 2011; Tufail & Embi, 2018) believed that program evaluation could perform as a systematic assessment which involves multiple variables of information and aims at developing the planning, process [implementation], and product [outcome] of the program.

By conducting a comprehensive evaluation of the pre-service English teachers' training, the strengths and weaknesses of the program may be uncovered. Therefore, specific follow-up actions and strategies for enhancing the program quality can be planned accordingly. It is also of great importance that the present study would propose to develop an ideal model of English teacher training evaluation that can be implemented in teacher education programs in Indonesia.

Studies On English Teacher Training Evaluation In Indonesia

Jumeno (1998) carried out a research study on a 6-month English teacher training program in one of the municipalities in Central Java Province. The training was conducted by the English Education Department Universitas Tidar Magelang, and the participants were in-service English teachers teaching at elementary schools. The evaluation aimed to reveal the input, process, output, and outcome of the training. The insights gained from the study would then be employed as potential suggestions in designing and developing future teacher training programs. Multiple data instruments used were questionnaires, document reviews, observation sheets, interviews, and tests. The results found out that 50% of the materials were delivered in lecturing mode, and the rest was delivered in the form of question and answer sessions as well as discussion. This means that the training adopted was a teacher-centered approach allowing more one-way teaching direction. At the end of the training program, a test was administered to measure the trainees' competence in mastering structure, vocabulary, reading, speaking, methods, and teaching practice. The results showed that 70.8% of the participants reached sufficient scores, while only 29.6% of the participants achieved excellent scores. The study then promoted some suggestions in light of improving future teacher training program. Firstly, the trainees joining the training should meet minimum standard competence in the proficiency of language and skills of teaching. Second, future training programs should be delivered mostly with the two-way teaching direction, which allowed more interaction between the trainees and trainers as well as employing more varied delivering techniques and methods. Another suggestion is that the recruitment of teacher trainees should not be through appointment by the school principals, but through teacher trainees' initiatives so that the trainees joining the program should be the ones possessing relatively high motivation.

Few scientific research work on the evaluation of English teacher training programs in the Indonesian education context can be found in the literature. It indicates that little work of this kind, focusing specifically on the evaluation of ELT teacher training programs, has been conducted. The studies might be available, but perhaps are only intended for internal consumptions and are not disseminated to the public domain.

Context, Input, Process, And Product (CIPP) Evaluation Model

Current situations portraying limited published work discussing program evaluation, as

stated above, indicate that there may be an opportunity for academic work to contribute to the academic discussion in Indonesia. However, as identified in the previous section, it seems that education programs in the Indonesian context may still be in search of an appropriate model that best suits the Indonesian context. Therefore, the present study aims to fill the gap by offering an evaluation model useful as the guideline for English teacher education programs in Indonesia.

CIPP evaluation model is classified in the Improvement/Accountability Approach. Stufflebeam (1971) perceived evaluation as the process of delineating, obtaining, and providing useful information for finding the alternatives of judging decisions. This means that in order to achieve the maximum result of the evaluation and successfully assist in the decision making, the process should start first by delineating the aspects that need to be evaluated and deciding the information necessary to be collected. The second process is collecting the information by employing a set of carefully developed techniques and methods. The last process is providing the results of the evaluation to the stakeholders involved during the program implementation.

CIPP corresponds to the interrelated framework of Context, Input, Process, and Product. Context evaluation assesses needs, problems, assets, and opportunities as bases for defining goals and priorities and judging the significance of outcomes (Stufflebeam, 2002). It involves studying the environment in which the curriculum is implemented in the program. It evaluates the extent to which the needs of the stakeholders have been catered and rationales why needs are either met or not. Context evaluation also tries to reveal the shortcomings as well as obstacles occurring in the implementation of the program.

The next concept is input evaluation, which assesses approaches that become meeting needs serving as program plannings and resource allocation (Stufflebeam, 2002). The objective of input evaluation is to serve the evidence needed for determining the utilization of resources to meet the program objectives. The crucial component of this evaluation is to locate any barrier or constraints that might impede the implementation of the program.

The third concept of evaluation in the CIPP model is process evaluation in that it focuses on the assessment of plan implementations. This is intended to serve as a guideline and further assist in explaining the outcomes (Stufflebeam, 2002). The principal objective of process evaluation is to offer suggestions on the program implementation. In addition to that purpose, process evaluation also serves two other purposes. The first purpose is as the information for the external audience who would like to learn about the program. The second purpose is for the internal audience; for instance, teachers, coordinators, administrators in interpreting the outcomes of the program (Gedler, 1996).

The last concept of the CIPP model is product evaluation. This concept functions to evaluate the intended and unintended outcomes. This, in turn, assists keeping the process on track and determining the effectiveness (Stufflebeam, 2002). Product evaluation also aims to reveal both the positive and negative outcomes. The purpose of product evaluation is to decide whether the program meets its objectives. The product evaluation results are employed

as the basis for continuing, modifying, adding, or deleting some elements in the program. Stufflebeam and Shinkfield (1985) elucidated that product evaluation will offer direction for the implementation of the program in the future. The concept of the CIPP evaluation model is summarized in figure 1.

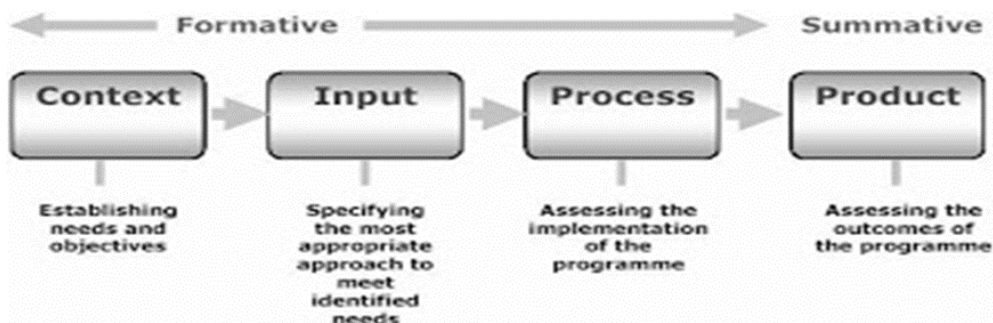


Figure 1. CIPP Evaluation Model

Conclusion

The present study has addressed the contradicting condition between the pivotal function of program evaluation and the scarcity of published work discussing the evaluation model in the pre-service English teacher trainings, more specifically, in Indonesia. The program evaluation model that this study has offered, CIPP Model, is expected to provide a significant contribution to the better value of English teacher education in Indonesia and the quality enhancement of teacher candidates in the upcoming years. Moreover, the present study has also addressed its aim to contribute to the academic discussion in the field of language program evaluation in the Indonesian context, which is also considered in the infancy stage. Similar to other scholars (e.g., Henry and Mark, 2003; Mårtensson et al., 2016); Smith, 1993), this study also invited further in-depth research from relevant stakeholders to take part in the discussion, especially in the Indonesian context.

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