THE FIRST INTERNATIONAL CONFERENCE
On INNOVATIVE PEDAGOGY (ICIP) 2017
18-19 May 2017
Conducted at STKIP Bina Bangsa Getsempena Banda Aceh

THEME
THE INNOVATIVE PEDAGOGY AS A WAY TO ACTUALIZE
A SUPERIOR, INDEPENDENT AND RELIGIOUS GENERATION
IN THE REGION OF SOUTHEAST ASIA
THE 1ST INTERNATIONAL CONFERENCE on INNOVATIVE PEDAGOGY 2017 (ICIP 2017).

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FOREWORDS
FROM THE COMMITTEE OF ICIP

The Committee of ICIP would like to extend a warm welcome to all presenters, participants who have contributed in succeeding The 1ST INTERNATIONAL CONFERENCE on INNOVATIVE PEDAGOGY 2017 (ICIP 2017). This conference is held at STKIP BBG from May 18-19, 2017.

We would like to express our deepest thanks to Zainal Arifin as the vice Mayor of Banda Aceh and the Coordinator of Private Higher Education Regional XIII Aceh for helping us in organizing this conference. On behalf of the editors, organizers, and the presenters of this Conference, we wish to thank the keynote speakers who delivered the speech from six countries namely: Indonesia, Malaysia, Australia, Brunei Darussalam, Thailand, and Hongkong.

We are delighted with 31 papers submission that discuss and present all of innovative researches in the field of pedagogy. All papers submitted for possible presentation at ICIP are published in our conference proceeding with ISBN. Furthermore, ten outstanding selected of ICIP papers have been published in the International Journal of Peuradeun.

Finally, the conference and proceedings are credit to large group of people’s hard work; editors, organizers, authors and the reviewers who have spent their time, hard work, and dedication to this Conference.

Banda Aceh, Agustus 1, 2017
Best Regard

ICIP Committee of
STKIP BBG
FOREWORDS
FROM THE CHIEF OF STKIP BBG

STKIP Bina Bangsa Getsempena welcomes all members Board of Director of the Asia-Pasific Education Universities (CAPEU) and all rectors/ presidents/ chancellors and vice chancellor of the member of the CAPEU. We would like to acknowledge and extends our thanks and appreciations to all presenters, participants and visitors to the First conference entitled “1ST INTERNATIONAL CONFERENCE on INNOVATIVE PEDAGOGY 2017 (ICIP 2017).

Innovative pedagogy is a theory that carefully, critically and objectively develops concepts about the nature of man, the nature of the child, the nature of the purpose of education as well as the nature of the educational process. Pedagogy at the present time encountered many challenges, among others, in various aspects of globalization, such as political policy, educational policy, language policy, the conditions of the learner, the competence of teachers and professors, education management, including SCIENCE and TECHNOLOGY progress. Learning involves diverse factors of learners that includes patterns or differences of learning styles, cultural background, language and gender. This requires appropriate and effective pedagogic strategies in order to increase the quality of the learners.

STKIP Bina Bangsa Getsempena also would like to express the deepest gratitude for the help of all the people involved in this project and, more specifically, to the authors and reviewers that took part in the review process. Without their support, this proceeding would not have become a reality. We do hope that this conference will be a sea of ideas in which educator in various fields to take benefits, concepts, forms, and models from this International conference.

Banda Aceh, Agustus 1, 2017

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Chief of STKIP BBG
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THE IMPACT OF STUDENTS HABITS IN THE “FOCUS ON LESSONS AND READING BOOKS” ON STUDENT ACHIEVEMENT AT THE HIGHER EDUCATION

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ABSTRACT

This study examines the effect of reading habits and paying attention to the lessons on students’ learning achievement in mathematics. The habits of paying attention to the lessons is measured by using some indicators, including: on time attending the class, sitting in the front row, listening to the lecture, noting the important things, noting something unclear, asking, submitting feedback if necessary, noting assignment from lecturer, and finishing the lessons convincingly. The habits of reading is measured by using a few indicators, including: heed the health requirements for reading, draw up a schedule for reading, prepare stationary to make notes, go to libraries, examine the content of books, and focus while reading. The learning achievement is obtained from GPA data of the students. The data of this study is categorized as primary data (which are obtained by using closed questionnaire with Likert scale measurement), and secondary data (which is the students’ GPA, that collected from total 113 students (as a sample). The analytical method used is multiple regression linier analysis. The calculation shows that the value of \( df_1 = 2, df_2 = 110 \), signification is 5%, the \( F_{count} = 11.020 \), and \( T_{count} = 3.115 \). By looking at those values above, we got the value of \( F_{table} \) and \( T_{table} \) is 3.078 and 1.98, respectively. It shows that the \( F_{count} > F_{table} \) and \( T_{count} > T_{table} \), with \( (R^{2}) = 16.69\% \). Therefore, based on the values above, the analysis shows that both simultaneously and respectively, the habit of paying attention to the lesson and reading books affects on student achievement by 16.69%.

Keywords: paying attention to the lesson, reading a book, GPA.

INTRODUCTION

Education is a means to establish human quality by prioritizing the guidance of teaching and training. It aims to educating the nation, and enhancing human dignity. An effort of improving the quality of education is
directly related to learner. So that, one of the key successes of educational institutions, especially in higher education, significantly can be observed by looking at students’ achievement. According to Djamarah (1994), learning achievement is an educational assessment result by looking at students’ progress after teaching and learning process. Learning achievement is significantly related to the effort of learning itself. It means that, better determination will give better success. Furthermore, learning achievement is a term to indicate a success rate of achievement about a goal, as a learning effort that has been done by someone optimally. It shows that the achievement of learning achieved by students is the result of interaction between the various influenced factors.

One of many factors that influenced students’ achievement is psychology. Psychology factor is divided into two sub factors, including intellect and non-intellect. Intellect factor is a potential factor that consists of intelligent and talent, and real skill factor, such as the achievement people had. In contrast, the non-intellect factor is a factor that consists of elements of personality such as attitude, study habits, interests, needs, motivations, emotions, and self-adjustment (Ahmadi&Supriyono, 2013).

Moreover, Sibanda and friends (2013) also stated that “Apart from regular study, regular attendance at lecture and hard work, commitment and dedication were considered to be very influential towards student success. It was concluded based on the finding that’s factors such as, lecture method of instruction which turns the learner into passive participants, in the learning process as while as inadequate teaching and the learning material affect students’ performance in mathematics.”

According to the statements above, it can be concluded that the most influenced factors in the process of learning are regular attendance, work hard, and accomplish a given task. It means that, if students want a good result of learning, then active learning will be something required for them. There will no more passive learning for students. This is proved by our observation to Mathematics Education Students at IAIN Zawiyah Cot Kala Langsa, the result show that three of five students have poor study habits. All of them said that, “I rarely read books at library, and while in the teaching and learning process I usually play with my gadget, and it made me not focus to the process of learning.”

The above fact is in line with the words of Gloor (2013) that stated students who able to manage their rest time and study habits will have a
better achievement in learning. Moreover, Surakhman (in Hanifah, 2011) also said that there are five practices related to worthy study habits, including 1). The habits of paying attention to the lesson, 2). The habits of reading a book, 3). The habits of solidity lesson, 4). The habits of preparing a paper, 5). The habits of facing examination. Furthermore, good study habits can create changes in students, in terms of becoming qualified students and having a good performance in learning.

Based on the above opinions, the research questions in this study consist of three questions, including: 1). Is there a significant influence between the habits of paying attention to the lesson and the students’ achievement? 2). Is there a significant impact between the habits of reading books to the students’ achievement? 3). Is there a significant relation between “The habits of paying attention to the lesson and reading books” to the Mathematics Education students’ achievement at IAIN Zawiyah Cot Kala Langsa?

**METHODS**

This study was an associative research that has symmetry relations which in practice does not require a particular treatment of the object and a causal relationship. This study used a quantitative approach and survey method. Based on Wirawan (2012), the survey method is a way to collect data or quantitative information by using respondents who are a sample of a population.

There were two variables in this study, including: 1). Dependent Variable, and 2). Independent Variable. Dependent variable in this research was the habit of paying attention to the lesson that symbolized by $X_1$, and the habit of reading books that represented by $X_2$. On the other hand, the independent variable was the students’ achievement which symbolized as $Y$.

1. **Sample**

The sample of this study came from 148 students who called as population. The population was the fifth semester students. By using the Taro Yamane formula, the researchers found the numbers of samples were 113 students.
Taro Yamane formula:

\[ n = \frac{N}{Nd^2 + 1} \]

Data collection technique was non test method, which well known as questionnaires.

2. Data Analysis Methods
   a. The First and Second Hypothesis Testing

The data was analyzed by using regression partial method. This technique was used to examine the effects of the first \( (X_1) \) and the second \( (X_2) \) dependent variables on independent variable. There were four steps to answer research questions above:

a) Formulated Ho and Ha, as research hypothesis:

   \( H_o \) : There was no significant effect between \( X_1 \) or \( X_2 \) and \( Y \)

   \( H_a \) : There was significant effect between \( X_1 \) or \( X_2 \) and \( Y \)

b) Formulated statistics hypothesis:

   \( H_o \) : \( r = 0 \)

   \( H_a \) : \( r \neq 0 \)

c) Find the partial correlation of \( X_1/X_2 \) to \( Y \) by using the formula below:

\[
r_{X_1,Y} = \frac{n(\Sigma X_1 Y) - (\Sigma X_1)(\Sigma Y)}{\sqrt{n(\Sigma X_1^2) - (\Sigma X_1)^2} \{n(\Sigma Y^2) - (\Sigma Y)^2\}}
\]

\[
r_{X_2,Y} = \frac{n(\Sigma X_2 Y) - (\Sigma X_2)(\Sigma Y)}{\sqrt{n(\Sigma X_2^2) - (\Sigma X_2)^2} \{n(\Sigma Y^2) - (\Sigma Y)^2\}}
\]

d) Find the given contribution of \( X_1/X_2 \) to \( Y \), by using:

\[ KP = (r_{X_1,Y})^2 \times 100\% \]

\[ KP = (r_{X_2,Y})^2 \times 100\% \]

e) Examine the partial significance with the t-test formula:
b. The Third Hypothesis Testing

The third hypothesis testing was done by using multiple linear regression method. This method used to examine the effects of two or more dependent variables on independent variable (Riduwan). There were nine steps to work with the multiple linear regression method, including:

a) Formulated H₀ and Hₐ as research hypothesis:

H₀ : There was no significant effect between X₁ and X₂ to Y
Hₐ : There was significant effect between X₁ and X₂ to Y

b) Formulated statistics hypothesis:

H₀ : R = 0  
Hₐ : R ≠ 0

c) Found the b₁ coefficient:

\[
b₁ = \frac{(Σx₂²)(Σx₁y) - (Σx₁x₂)(Σx₂y)}{(Σx₁²)(Σx₂²) - (Σx₁x₂)^2}\]

d) Found the b₂ coefficient:

\[
b₂ = \frac{(Σx₁²)(Σx₂y) - (Σx₁x₂)(Σx₁y)}{(Σx₁²)(Σx₂²) - (Σx₁x₂)^2}\]

e) Found the value of a:

\[
a = \frac{Σy}{n} - b₁ \left(\frac{Σx₁}{n}\right) - b₂ \left(\frac{Σx₂}{n}\right)
\]

f) Formulated equation:

\[
\hat{Y} = a + b₁X₁ + b₂X₂
\]

g) Found the multiple correlation value:

\[
R_{X₁X₂Y} = \sqrt{\frac{b₁Σx₁y + b₂Σx₂y}{Σy²}}
\]
h) Found the contribution value of multiple linear correlations:
\[ KP = (R_{X_2X_3X_4})^2 \times 100\% \]

i) Examined the significance by comparing \( F_{\text{count}} \) and \( F_{\text{table}} \):
\[ F_{\text{count}} = \frac{(R_{X_2X_3X_4})^2(n-m-1)}{m(1-(R_{X_2X_3X_4})^2)} \]

RESULT AND DISCUSSION

1. The First Hypothesis Testing

The first hypothesis was tested by using partial regression analysis with t-test. The first hypothesis was that there are effects of habits paying attention to the lessons on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa. Based on the research hypothesis above, then the operational hypothesis could be described in sentences as follow:

\( H_0 \): There are no significant effects of habits paying attention to the lessons on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

\( H_a \): There are significant effects of habits paying attention to the lessons on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

By means of the t-test and KP value, the value of \( t_{\text{count}} = 2.431 \) and \( t_{\text{table}} = 1.659 \), and KP = 5.10%. It shows that \( t_{\text{count}} > t_{\text{table}} \). Therefore, the \( H_0 \) rejected, in contrast accepting \( H_a \). It means that as partial there are significant effects of habits paying attention to the lessons on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa, with 5.10% contribution.

2. The Second Hypothesis Testing

The second hypothesis also tested by using partial regression analysis with t-test. Research hypothesis was formulated as there were effects of reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa. According to the
The Impact of Students Habits in the “Focus on Lessons and Reading Books” on Student Achievement at the Higher Education. (Marzuki, IrfanRusmar)

research hypothesis above, $H_0$ and $H_a$, that called as operational hypothesis could be:

- $H_0$: There are no significant effects of habits reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.
- $H_a$: There are significant effects of habits reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

Through the t-test and KP formula, this study found that the null hypothesis was rejected, in contrast accepted $H_a$. Moreover, the KP value was 8.11%. It means that there are significant effects of habits reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa by 8.11% contribution.

3. **The Third Hypothesis Testing**

The hypothesis tested by using simultaneous regression analysis with F-test. The operational hypothesis formulated as:

- $H_0$: There are no significant effects of habits paying attention to the lesson and reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.
- $H_a$: There are significant effects of habits paying attention to the lesson and reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

By using multiple regression analysis, the regression equation was $Y = 1.14 + 0.006X_1 + 0.011X_2$. The equation could be analyzed as if the $X_1$ variable has increased, then the $Y$ variable also increased by 0.006. In the same way, if the $X_2$ variable has increased, the $Y$ variable also increased by 0.011.

The values of $F_{count}$ and $F_{table}$ were 11.020 and 3.079 respectively. It shows that $F_{count} > F_{table}$. Therefore, it can be concluded as those variables jointly have a significant effect on students’ achievement. Moreover, based on the $(R_{X_1X_2Y})^2$ percentage, $((R_{X_1X_2Y})^2 = 16.69\%)$, obtained that the habits of paying attention to the lessons and reading books altogether contribute to the learning outcomes around 16.69%.

Based on the finding above, it can be generalized that the two habits can be considered as one of many important factors in achieving...
good learning outcomes. This results are in line with the opinion of some experts statements that stated the factors affecting learning achievements is a non-intellective factor such as attitude, study habits, interests, needs, motivation, emotion, and adjustment (Ahmadi, 2013).

CONCLUSION

Based on the result, it can be concluded that: The effect of habits paying attention to lessons and reading books contributed 16.69% to the achievement of the students. The rest influenced by other factors in education. It shows that, the learning achievement will be increased as the habits of paying attention to lessons and reading books are better.

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THE EXISTENCE OF TRADITIONAL SPORT (BARAPAN KEBO) AND CHARACTER VALUES OF BARAPAN KEBO IN THE SOCIETY OF SUMBAWA REGENCY

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ABSTRACT

The objective of the study is to determine to what extent the existence, history and character values bind the activity of traditional sport Barapan Kebo (buffalo race) in Sumbawa regency. The type of this research was descriptive qualitative research. This research was conducted in Sumbawa namely in Empang sub-district. The instruments used to collect the data were observation, interview, and documentation. The analysis data of this research employed descriptive inductive method. The results of this research demonstrate that the traditional sport Barapan Kebo has appeared since Sumbawa’s people who worked as farmers and ranchers knew the processing of agricultural land technically. Barapankebo is currently special since it becomes the icon of tourism especially cultural tourism in Sumbawa. Since 2005, moreover, Ikatan Penggemar Barapan Kebo (Fan Association of Barapan Kebo) has been formed as the follow-up effort by the government for cultural preservation grounded on the decree issued by the Regent of Sumbawa. Barapan Kebo has important roles in the social life of Sumbawa’s people. In addition, Barapankebo itself contains high philosophy values and emerges as the activity of the people’s custom in Sumbawa based on the high sense of their brotherhood. In addition to being the activity of generating togetherness, the event of Barapan kebo serves as charitable activities such as fundraising for building a mosque, musholla (prayer space), and some other kinds of charities.

Keywords: The Existence of Traditional Sport, Character Values and Barapan Kebo
INTRODUCTION

Speaking of sport, it is known that sport cannot be separated by people’s life due to the fact that sport is a flawless activity. Not all kinds of games, however, can be called as sport activities. Sport is the activity that is developed from the game namely from the combination results among needs, beauty, recreation, and willingness to resolve the situation (Ajun, 2010:1). Moreover, the activity of sport must be in the form of something that we know such as traditional sport, art, crafts, drama, dance or the other special events in which the patterns and kinds must be in accordance with the objectives that have to be achieved such as giving pleasure, satisfaction and fostering or creating a sense of brotherhood, relieving tension and having spare time (Herman, 2013:194). It is widely known that Indonesia is rich in cultural diversity in terms of tradition and people’s lifestyle activity. Sumbawa Besar which is also rich in cultures and one of which is known as the traditional sport of Barapan Kebo (buffalo race).

According to ImasKurniasih (2011:185), traditional sport is the kind of sport that appears based on the games which come from each tribe and ethnic in Indonesia. In addition, traditional sport is national heritage while the development is a systematic project which does not only involve the sport field but also need the atmosphere regenerated by people (Te Bu, 2011: 5). Based on the policy of Menpora (Indonesia’s Ministry of Youth and Sports) (1999), traditional sport is a sport which is formed from one kind of game in certain regions in which it eventually becomes the kind of genuine or traditional sport that develop in other regions as one of the wealth of nation. Traditional sport is a sport activity that possesses its own uniqueness if compared with the other kinds of sports. It is called unique and interesting because traditional sport cannot be separated from the traditions that occur in each region including Barapan Kebo or karapankerbau in Sumbawa.

Sumbawa regency, located in the Province of West Nusa Tenggara, is one of regions that has rich cultural national heritage. The culture of Sumbawa’s people is the heritage handed down by several successor generations up to the era of the Sumbawa sultanate that once ruled Sumbawa regency until 1959. One of the cultures that still exists today is Barapan Kebo. Barapan Kebo has become the ancient tradition in Sumbawa that still exists nowadays in which this traditional sport is an activity that is commonly carried out at the beginning of the growing season. Wet paddy
field or the paddy field inundated by knee-deep water serves as the arena of *Barapan Kebo*. In this *Barapan Kebo*, before the competition gets started, the buffalo is decorated in such a way to make it look elegant with various accessories. Moreover, it is also furnished by some tools such as *noga* and *kareng* to combine the buffalo tails. Furthermore, there is one jockey, *sandro* and “*saka*” pole (sort of magical stick that has been the target of this competition) in which the buffalos strive to collide or touch the attached poles. Every participant will fight for agility, balance and strength in controlling their buffalos to touch the target (*sakak* pole) that has been placed. The uniqueness of this competition is that every *sandro* (shaman) vies or competes with other *sandro* so that the *sakak* pole cannot be touched by the competitors of *Barapan Kebo* (this belief is believed by some of people in this region).

**Picture 1.** Preparation of the jockey and buffalo before the game gets started (Reference: Documentation based on observation in Desa Simuon 13 December 2016)

**Picture 2.** Preliminary preparation of the jockeys and buffalos in trajectory (Reference: Documentation based on observation in Desa Simu on 13 December 2016)
The implementation of Barapan Kebo or buffalo race is not merely for having fun and attaining a gift. In this kind of traditional sport, this sport is filled with cultural nuances, uniqueness and full of noble character values that are worth to follow. If it is viewed from the language and meaning, actually the character of language itself is still wide, yet there are some general meanings used in this field. According to Big Indonesia Dictionary
The Existence of Traditional Sport (Barapan Kebo) and Character Values of Barapan Kebo in The Society of Sumbawa Regency. (Yadi Imansyah)

(2016: 1) character can be described as psychological traits, morals or manners that distinguish one person to another. Furthermore, Furqan (2010:17) stated that character signifies the quality or strength of mental or moral, individual’s morals or manners that constitute a special personality serving as actuators and differentiate with other individuals. Character is not merely the result of an action, but simultaneously constitutes the result and process. Character is a dynamic condition of the anthropological structures of individuals that do not only attempt to stop over determination naturally, but also a living attempt to become increasingly integral to overcome the natural determination for the sake of the process of perfecting oneself continuously (Doni Koesoema, 2007: 3). Through traditional sport developing in archipelago, we may obtain higher values in education to build character and moral. Those who take part in traditional sport can build their confidence values, social values, a sense of empathy for others and physical fitness or health. By and large, traditional sports that exist today can be considered almost a distant memory and even today’s generation began to leave the traditional sports. However, it does not prevail to traditional sport (Barapan Kebo) in Sumbawa society due to the fact that this sport still exists until today. In addition, the government of Sumbawa has made Barapan Kebo as one of tourist attractions in the field of culture (Abdurrozaq, 2011: 2). The aim of this study was to determine the extent of the existence, history and character values in the sport game of Barapan Kebo or buffalo race in the society of Sumbawa Regency.

METHODS

1. Research Design
   This research employed qualitative descriptive research. Descriptive research is not intended to specific hypothesis test. On the contrary, it is used for “fact” of a variable, symptoms or circumstances (Suharsimi Arikunto, 2005). In addition, as stated by Lexy J Melelong (2010: 10), the research used qualitative method comprises observation, interview, and documentation. The methods applied in this research were observation, interview, and documentation to know to what extent the existence, history and character values binding the society in the sport game of Barapan Kebo in the society of Sumbawa Regency.

2. Location and Research Time
This research was conducted in Sunbawa Regency, West Nusa Tenggara, involving the group of Barapan Kebo community. This research began in 2016/2017.

3. **Instrument**

The instruments of this research were observation, questionnaire, and interview.

4. **Data Analysis**

Analyzing data of the research is a totally crucial procedure. If statistical analysis is available with the characteristic of the data that is quantitative data, the data analysis design that will be utilized is the data in the form of number. On the other hand, non-statistical analysis will use qualitative data (Riyanto, 2001). Therefore, the data analysis in this research employed an interactive model in which it was undergone by collecting the data, reducing the data, copying data and drawing conclusion or verification.

**DISCUSSION**

Grounded on the results of the interview with some community leaders (such as government, officers and traditional leaders) who participated in the activities of Barapan Kebo traditional sport, Barapan Kebo initially began when people in Sumbawa working as farmers and ranchers in which they knew the processing of agricultural land (paddy) technically. The processing of agricultural land (paddy) technically means that at that time the people of Sumbawa who had many hectares of rice fields and hundreds of cattle attempted to find a way or technology system for a good paddy processing. By having such potential cattle, especially buffalos, people tried to take advantage of these buffalos to be used as a tool to process the paddy fields. Therefore, there was a paddy processing system called *maruma* by utilizing buffalos. *Maruma* carried some buffalos into the fields, and subsequently the buffalos were herded, chased and kept it out of the fields so that the paddy land could be crushed. When the soil had been destroyed and muddy, the process of planting rice was ready to be undergone.

After the rice started to grow, as a matter of fact it was found a lot of grass or weeds in the fields. Consequently, the people at the time began to develop the *maruma* system by generating and adding *Karen* and
Nogato the buffalos. Kareng is a grass purifier made of wood. Noga, on the contrary, is a unifying timber to unite two buffalos (in pairs) in which in the middle of it, kareng is tied so that the buffalo can pull it. To control the direction of the buffalos, the owner then used mangkar to flog the buffalos. Mangkar is a whip made of wooden sticks approximately 1-1.5 meters long. Due to the vast fields, the maruma activity was eventually held together by using multiple pairs of buffalos. During maruma, the riders of kareng also found their own contentment while knowing the buffalos’ running speed and saw the water coming out of the rear end of kareng that was like a goose tail. Since then, maruma has been utilized as a medium for working as well as playing. It is the beginning of the emergence of Barapan Kebo.

The implementation of Barapan Kebo: Implementation of Barapan Kebo is done by those who have buffalos. In early Barapan Kebo, a public figure that has buffalo races is the one who commonly sparked ‘when’ and ‘where’ Barapan Kebo would be implemented. The leaders spread the announcement regarding the implementation of Barapan Kebo to the owners of the buffalos, the neighboring villages, and so on. Before carrying out Barapan Kebo both in the past and in the present, committee firstly has to be formed. According to Abdul Vahab, the committee of Barapan Kebo consists of at least 12 people including village officials and community leaders in the local area. People are divided into some groups and each of them has chores such as chairman of the committee, person in charge of field location, person in charge of the Tango (audience stage), person in charge of distributing invitation, person in charge of giving gifts, and person in charge of providing food and so forth. Time of implementation: in the past, the implementation of Barapan Kebo was only implemented in the second month of the rainy season namely when the field was still in the stage of processing the soil before planting rice. For instance, when the rainy season starts in January and ends in July, Barapan Kebo should only be done in February. Place of implementation: the implementation of Barapan Kebo is located in the area of rice fields, namely the paddy fields that are already eligible as field such as flat field and should not be uphill and downhill. In addition, the water must reach up to the adult knees. Participants: Participants are the people who have buffalos and have been invited by the committee in which the buffalos are eligible. Equipment and Supplies: 1) a pair of buffalos, the pair of buffalos used in Barapan Kebo is a pair of male buffalos in which both of
The Existence of Traditional Sport (Barapan Kebo) and Character Values of Barapan Kebo in The Society of Sumbawa Regency. (YadiImansyah)

them physically have the same size and speed. In the past, the buffalos used for Barapan Kebo is a pair of adult male buffalos whose age was over six years old. Moreover, there was a strict control determined by the traditional leaders. Conversely, immature buffalos were prohibited to be used for Barapan Kebo. In contrast to now, buffalos aged less than one year may be used for Barapan Kebo with certain considerations. As a result, it emerges some classes in Barapan Kebo classified by the buffalos’ age. It is due to the fact that the buffalos both in the past and in the present have been nurtured and trained since in the young age. 2) Noga, Noga is made of wood that is approximately 2 meters long in which each end is attached to the buffalos’ back so that the pair of buffalos will not get separated when running. Noga is the place where kareng is tied. 3) Kareng, kareng is made of wood that is approximately 2 meters long in the form of the letter “A” whose the upper end is tied in Noga and is positioned between the buffalos. In addition, it is also a set a wooden handle with the length of less than 1.5 meters as a handle. 4) Mangkar, this is a small-diameter wooden stick with a length of about 1 meter as the pacemaker buffalo. 5) Sakai, this is a pole made of wood that is plugged into the soil in a paddy area where the Barapan Kebo is performed. Moreover, sakai serves as the intended target by buffalos. If the buffalos cannot hit the sakai, it means they are not considered as the winner. 6) Measuring time, the measuring time used is a stop watch (to know the length of the time taken by the pair of buffalos from the start to hitting the sakai).

Barapan Kebo is currently special since it becomes the icon of tourism especially cultural tourism in Sumbawa regency. Moreover, since 2005, under the decree issued by the Regent of Sumbawa, there has been formed Ikatan Penggemar Barapan Kebo (Fan Association of Barapan Kebo) as a follow-up effort by the government to cultural preservation. According to one of the administrators of Ikatan Penggemar Barapan Kebo, Barapan Kebo gets increased from year to year; and even today almost every implementation is followed by hundreds of pairs of buffalos. Barapan Kebo has a very important role in the social life of Sumbawa. Besides, Barapan Kebo contains high philosophical values and constitutes a cultural activity for the Tribe of Samawa based on a high sense of brotherhood. As time passes by, the tradition of Barapan Kebo continues to grow until today. Even Barapan Kebo remains as Cultural Festival held every year. Furthermore, the event of Barapan Kebo is still conducted every
week in different places. In addition to increasing togetherness, *Barapan Kebo* also serves as charitable activities (such as fundraising for building a mosque, prayer space and other kinds of charities). *Barapan Kebo* also becomes a match to grab the first prize in the form of trophies, sarong, fabric for batik, TV, refrigerator and even a motorcycle reserved for the winners. *Barapan Kebo* is originally a form of joy and gratitude to God carried out by Sumbawa tribal farmers for the coming of the rainy season. As a result, they are able to work on their fields. It is now becoming the most prestigious racing event. When the couple of buffalos becomes the winner, then the selling price of the buffalos will be much more expensive.

Nearly every village organizes *Barapan Kebo*, and the committee itself invites participants from outside Sumbawa to grace the occasion. Because the participants come from various villages, it generates a sense of brotherhood and mutual values that will continue to stay in touch among the people and even people outside the area. Moreover, at the performance of festival *Moyo*, *Barapan Kebo* becomes a series of the main activity that is always anticipated by the participants and even the community. Festival *Moyo* (FESMO) is an annual event regularly held by the local government of Sumbawa, West Nusa Tenggara. In 2016, festival *Moyo* was held from September 23 to October 16, 2016. In festival *Moyo*, there are several kinds of activities that are served ranging from dance, cultural parades, *kerealang* carnival, corn feast, canoes and many more. Basically, most of the agenda on *Moyo* festival is a pure tradition of any region in Sumbawa regency preserved and displayed publicly through this FESMO event. However, there is an interesting part of the series of activities on *Moyo*’s Festival which always incorporate the elements of traditional sport activities in it. There are several series of activities that are included as part of a sports activity or more specifically as part of the traditional sports such as: *Main Jaran, Balap Sampan* and *Barapan Kebo*.

**CONCLUSION**

Based on the results and discussion, it can be concluded as follows:

1. *Barapan Kebo* has become an activity that is always included in a big event like in the *Moyo* Festival held every year. *Barapan Kebo* or buffalo race has a very important role in the social life of Sumbawa. In addition, *Barapan Kebo* contains high philosophical values and cultural activities for the Tribe of Samawa based on a high sense of brotherhood.
**Barapan Kebo** is currently very special since it becomes the icon of tourism in Sumbawa especially cultural tourism. Moreover, since 2005, under the decree issued by the Regent of Sumbawa, it has been formed Fan Association of Barapan Kebo as a follow-up effort by the government to cultural preservation.

2. As time goes by, **Barapan Kebo** continues to grow until today. Moreover, **Barapan Kebo** is not only categorized as an activity in the Cultural Festival great event, but also it remains to be conducted every week in different places. In addition to increasing togetherness, **Barapan Kebo** also serves as a charitable activity (fundraising for building a mosque, prayer space and other kinds of charities) and becomes the match with the first prize in the form of trophies, sarong, fabric for batik, TV, refrigerator and even a motorcycle reserved for the winners.

3. **Barapan Kebo** was originally a form of joy and gratitude to God done by Sumbawa tribal farmers for the coming of rainy season, so they could work on their fields. It is now becoming the most prestigious racing event. When the couple of buffalos becomes the winner, then the selling price of the buffalo will be much more expensive.

4. Nearly every village organizes **Barapan Kebo**, and the committee invites participants from outside Sumbawa to grace the occasion. Because the participants come from various villages, it generates a sense of brotherhood and mutual values that will continue to stay in touch among the people and even people outside the area.

5. Prize is not the main focus of **Barapan Kebo** event for there is no many gifts given. Even the cost that should be incurred by the owner of the buffalo is much more expensive than the cost of the gifts provided by the committee. For the owners of the buffalos, however, the competition means a battle of prestige and dignity.

6. **Barapan Kebo** has a very prominent role in the social life in Sumbawa. Besides, **Barapan Kebo** contains high philosophical values and cultural activities for the Tribe of Samawa based on a high sense of brotherhood.

7. As time goes by, **Barapan Kebo** continues to grow until today. Moreover, **Barapan Kebo** is not only categorized as activity in the Cultural Festival great event, but also it remains to be conducted every week in different places. In addition to increasing togetherness, **Barapan Kebo** also serves as a charitable activity (fundraising for
building a mosque, prayer space and other kinds of charities) and becomes the match with the first prize in the form of trophies, sarong, fabric for batik, TV, refrigerator and even a motorcycle reserved for the winners.

8. Almost every village organizes Barapan Kebo, and the committee itself invites participants from outside Sumbawa to grace the occasion. Because the participants come from various villages, it generates a sense of brotherhood and mutual values that will continue to stay in touch among the people and even people outside the area. Gifts do not emerge as the main focus of this Barapan Kebo because there is no many gifts given. Even the cost that should be incurred by the owner of the buffalo is much more expensive than the cost of the gifts provided by the committee. For owners of the buffaloes, however, the competition means a battle of prestige and dignity.

SUGGESTIONS

There are some suggestions presented below.

1. The rich cultures of each region especially Sumbawa region must be maintained and preserved due to the fact that culture is a legacy that will be passed down to the next generations in the future by continuing to reflect on the history of the ancestors so that the culture will always exist in the middle of the advanced era.

2. In the future, the government can seriously develop community-based traditional sports, not merely as a means of tourism promotion alone but this could be more as a learning character in society.

3. For young generations, let us preserve our cultures and customs.

4. In this research, the authors realize that there are still many shortcomings. Therefore, the next researchers should develop and enhance this research.

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THE DEVELOPMENT OF E-LEARNING BASED MOODLE AS STUDENTS’ LEARNING MEDIA TO SUPPORT THE SCIENCE’S DEVELOPMENT AND ISLAMIC STUDIES AT STAIN GAJAH PUTIHTAKENGON

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ABSTRACT

Along with the development of information technology, which more rapidly, the need of a concept and mechanism of Information Technology-based learning becomes inevitable. Then, concept known as e-learning take affect transformation of occurs conventional education into digital form, both the content and the system that is bridged by the technology of internet. The concept of e-learning gives the possibility of more intensive interaction between lecturers and students more intensively, students with students in the classroom and outside the classroom. This study aimed to obtain e-learning media based Moodle is feasible and effective to support the development of science and Islamic studies in the Gayo Highlands through a series of development process. Based on the research objectives and the result of research that has been described, it can be concluded as follows: To develop the e-learning based Moodle is used development model 4-D (Four D Model) which is proposed by Thilagarajen, Dorothy S. Melvin I. Semmel which consists of four stages. The four stages are the stage of definition (define), the stage of design (design), the stage of development (develop) and the stage of deployment (disseminate). The results of development activities are: (1) e-learning media Gayo Belajar(www.elearning-gayobelajar.com) and (2) the use of guide books for lecturers and teachers. The results of specialists validation note that validity interventions in developing e-learning-based Moodle is declared valid or has a high validity. The analysis also shows the development of E-learning based Moodle is reliable or has a high level of reliability.

Keywords: E-learning, Moodle
INTRODUCTION

One of the information technology that is used in learning in school or in College, namely electronic learning (e-learning) to improve the quality of education. E-learning is made to facilitate a lecture/teacher in setting up learning activities and interact with students without limited time and space. During this time, the learning process in the classroom are always applying learning-centered system where students always expect the source of teachers, while students in the case are not very active in the class due to time limitation, it will make the learning activities are not creative because students are not required to think critically and independently in the learning activities so that need to be considered the applying of learning which engage the students more in the learning process.

E-learning can be implemented because of the interest service. Now you can enjoy the convenience of an interest connection for free with the wireless videlity (wifi), it has got to some education institutions such as secondary school and college that can be used by employees, students, teachers, and professors to ease the implementation of e-learning.

Today, the development of e-learning system-based opensource has been widely carried out by communities of developers. Opensource is a type of application software that is free download and can be freely used to modify. Some e-learning based opensource that have a lot of user community and offers a complete system is eFont, Moodle, Dokeos, Ilias and Claroline.

From the results of the survey on application of e-learning to support teaching learning process at educational institutions use quality standard ISO/IEC 9126, produced function aspects of quality value and usability of two system of learning, in example efont and moodle. From the results of measurements of the quality aspects of functionality and usability that was done showed that the system of efont has a value of quality 0.962745, it is higher than the value of quality moodle registration 0.90925. the details of the measurement results show that efont is superior in usability and characteristics and moodle has the edge characteristics of the functionality (Nurseha, 2014:106).

As moodle stands for Modular Object-Oriented Dynamic Learning Environment which means a place of dynamic learning with the use of object-oriented models (Cole J, and H Foste, 2008). The moodle application first developed by Martin Daougiamas in August 2002 which the
moodle version 1.0. Currently, moodle can be used by anyone in opensource. Beside an acronym, Cole and Foster also define moodle as a verb that means the process of doing such an exciting game and leads to addition of insight and creativity.

Moodle can be installed online as well as offline. Sustaining required so that moodle application can run offline is Apache Web Server, PHP, MySQL or PostgreSQL database. All of them can be obtained by downloading Xampp. Moodle which is installed directly by online need hosting, domain, and file moodle. Control panel which is no longer offline in the form of xampp control panel but it does through the online control panel, in example by using cPanel.

The advantages of moodle according to Amiroh (2012), namely: it is a light and simple, efficient, and compatible with many browsers, the installation is very easy with the support with a variety of languages, including Indonesian language, availability of site management for overall site settings, the change of module, and so on, the availability of user management (user management) and good management course.

The ease of installation in arranging e-learning is one of the researchers’ consideration chose moodle e-learning as a base which will be developed.

Moodle has a variety of facilities that could be useful in support of learning activities. Facilities contained on the moodle such as assignment, chat, forum, quiz, and survey. An explanation for each of the facilities according to Amiroh (2012) is as follows.

1. Assignment is used to give assignment to students by online. Students can access the material duties and collecting duties by sending the file of their work’s results.
2. Chat is used by teachers and students to interact with each other by online in dialogue texts (online conversations)
3. The forum is an online discussion forum among teachers and students in discussing topics that relate to learning material.
4. The quiz is used to perform the exam tests online.
5. The survey used to make the trail of opinions.

Product e-learning based moodle is expected to make students study independently and capable in mastering the development of science and technology continue all at once. In addition, information technology as
well as a learning tool. The progress of information technology were able to help creating learning media in various forms. The media can be multimedia devices for simulation, e-book, e-learning and more. In this study, the concept of technology through learning tools is manifested in the form of e-learning moodle.

With the mastery of information technology, are expected to be born students of STAIN Gajah PutihTakengon who are creative and innovative, constructive, dynamic, capable in competing in global era, still rooted in the country’s ideological values, the values of the Islamic religion, cultural values of the nation and the relevant customs value shades of civilization.

The matter will be examined in this study is how to develop e-learning based moodle students’ as learning media to support the development of science and Islamic studies in STAIN Gajah PutihTakengon.

METHOD

The development of learning model is used to in this study refers to the type of development model 4-D (Four D Model) expressed by Thiagarajan, Dorothy S. Semmel and Melvi (1974). The four stages are the stage of definition (define), stage of design (design), stage of development (develop) and the stage of spread (disseminate), these development Models tailored to the needs and context of the research. The stages of development on the model in a nutshell as follows.

1. The definition Phase (define)
   The purpose of the definition phase is to establish and define the requirements of development.

2. Stage of design (design)
   This stage aims to design learning media e-learning with guided books for lectures and teachers thus obtained the initial design/prototype.

3. Development stage (develop)
   The purpose of the development stage is to produce a draft or final design of e-learning and use of the guided book for lectures and teachers. The final design has been through the revision based on the inputs from the experts and data obtained from the tests.
4. Distribution stage (disseminate)
   In this phase, researchers perform socialization to introduce product
   research results to the lectures and students in STAIN Gajah
   PutihTakengon.

RESULTS AND DISCUSSION
   The following described the results obtained on each e-learning
   development process in accordance with the model development of 4-D.

1. The Results of The validation on The E-learning Media
   Aspects that are assessed in validating e-learning based moodle is a
   software engineering aspects and aspects of audio communication. The
   following summary of the results of the evaluation of validity and reliability
   e-learning based moodle.

Table 1. Summary of the assessment of e-learning based moodle results.

<table>
<thead>
<tr>
<th>VALIDATOR I</th>
<th>VALIDATOR II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak Relevance (Rate 1)</td>
<td>Strong Relevance (Rate 2 dan 3)</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

RVI = 1
R = 1

The results of the analysis show that coefficient of the validity for
the e-learning based moodle is 1.00, this means interventions undertaken
in developing e-learning based moodle can be declared valid or have a
high level of content validity. The results of the analysis also showed
that the reliability coefficient obtained for e-learning based
moodle based on the results of the assessment of the experts is 1.00 which means reliability or have a high level of reliability.

Although the overall aspects have meet the criteria of validity generally e-learning based moodle can be used but the votes need to be little bit of revision. There are some suggestions from the validators to note for perfection of e-learning. Such suggestion as follows:

Table 2. Revision e-learning based moodle on assessment

<table>
<thead>
<tr>
<th>No</th>
<th>Before Revism</th>
<th>After Revism</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has not available yet the menu of finding the course and selecting course that available in the front page</td>
<td>In the front page is added menu of finding course and the list of course</td>
</tr>
<tr>
<td>2</td>
<td>When register as the user, user candidate can include the user’s name format freely so it can be difficult when administrating the teaching</td>
<td>Adding the information about username in NIP/NK or NPM/NIP format</td>
</tr>
</tbody>
</table>
The Development of E-Learning Based Moodle as Students’ Learning Media to Support the Science’s Development and Islamic Studies. (Leni Agustina Daulay, Firmansyah B., Rahmanita Zakaria)

<table>
<thead>
<tr>
<th>No</th>
<th>Before Revism</th>
<th>After Revism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>and learning process in e-learning</td>
<td>Adding the tutorial video of how to register as a user in front page</td>
</tr>
<tr>
<td>3.</td>
<td>Has not been completed yet the support video</td>
<td></td>
</tr>
</tbody>
</table>

**2. The Results of The Validation Handbook Use of E-learning**

Aspects are assessed in validating e-learning based moodle guided book to grasp, systemic aspects, coherently, and logic flow is clear, the clarity of explanation, discussion, and examples, as well as aspects of the format of the presentation space/layout. The following summary of the evaluation of validity and realiability results of e-learning based moodle’s guided book.
Table 3. Summary of the evaluation e-learning based moodle guided book

<table>
<thead>
<tr>
<th>VALIDATOR I</th>
<th>Weak Relevance (Rate1)</th>
<th>Strong Relevance (Rate 2 dan 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>


\[
RVI = 1
\]

\[
R = 1
\]

The results of the analysis show that coefficient of the validity for the e-learning based moodle guided book is 1.00, this means interventions undertaken in developing e-learning based moodle guided book could be declared is valid or have a high level of content validity. The results of the analysis also showed that the reliability coefficient obtained for e-learning based moodle guided book upon the results of the expert assessment is 1.00 which means reliability or have a high level of reliability.

Although the overall aspects have fulfilled the criteria of validity and generally e-learning based moodle guided book can be used but the votes need to be a little bit of revision. There are some suggestions from the validator to note the perfection e-book learning. Such as suggestions as follows:

1. Image on guidebooks, it is better Indonesian language so that the reader understand it more easily (validator).
2. it is better to provide the guided book of usage more e-learning for students (validator).
3. The modul is generally pretty good, because it describes an easy to understand language and layout/design also increases the ease in understanding the contents of modul in the form of e-learning usage guide (Validator II).
4. The advice of the validator related to visualization of guide book in the language of Indonesia has not been accommodated by the researchers, this is because lecturer as the users still can follow the visualization in English. In addition each item or theme in settings that use visualization in English always provided explanation in Indonesian language. Other suggestions is to provide guidebooks for students responded by setting up a tutorial video for students to register as a user. As for how to follow the activity in the course is depend on the setting of the course by the lecture.

CONCLUSION

This research aims to gain learning media e-learning based moodle that is feasible to support the development of science and Islamic studies in STAIN Gajah PutihTakengon through a series of process development. Based on the purpose of the research and the research results that have been outlined, it can be summed up as follows.

1. The results of development activities namely (1) learning media e-learning GayoBelajar (www.elearning-gayobelajar.com) and (2) guided book usage for lectures and teachers.

2. The results of validation experts/pundits note that intervention undertaken in developing e-learning based moodle could be declared valid or have a high level of content validity. The results of the analysis also shows the development of e-learning based moodle is reliable or have a high level of reliability.
3. The results of validation experts/pundits note that intervention undertaken in developing the e-learning based moodle guided book could be declared valid or have a high level of content validity. The results of the analysis also shows the development of e-learning based moodle guided book is reliable or have a high level of reliability.

REFERENCES


INTRICACIES IN VOCABULARY INTAKE FOR EFL ADULT LEARNERS

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ABSTRACT

Vocabulary is the key linguistic item besides sound-pattern and syntactic rules (Hudson, 1996) serving notable tasks in language learning. For English as a foreign language learners (EFLLs), especially adults, vocabulary has become an intimidating notion that reflects in their reluctant behaviour when learning this language. This investigation intended to seek the individual processing factors that lead adult EFLLs to such discontented condition. Undertaking the study within the extent of qualitative case study, there were 26 adult EFLLs—non-English department students and lecturers aged above 25—to answer a questionnaire set concerning the difficulties they have in English vocabulary intake. The result indicates that majority of the respondents (20 respondents) have problems with idioms, and the second major problem is the problems with synforms—the look-alike words or phrases—which is faced by 19 respondents. This interprets that most adult EFLLs in Aceh are still complying with fundamental topics in foreign language learning on the regular basis. Conclusively, knowing the factors emphasize the case of word meaning, the finding might gently suggest that English instructors for adult EFLLs can magnify more teaching approaches that leads to word-meaning preservation.

Keywords: vocabulary intake, EFL learners, adult learners, adult literacy, and vocabulary retention
INTRODUCTION

Vocabulary is a remarkable element of every language which plays important role in acquiring a language. This is not a devastating fact as one can not communicate and understand others without knowing any vocabulary. Also, learners’ vocabulary development itself would lead them to have a great language mastery later on. Despite being ignored to be learned for a long time, recently, many experts have been put their research interest back on vocabulary learning such as Carter and McCarthy (1988), Nation (1990), Arnaud and Bejoint (1992), Huckin, Haynes and Coady (1995), Coady and Huckin (1997), Schmitt (1997, 2000), and Read (1997) (Alqahtani, 2015). They have perceived that the preceding element of a language to be mastered is a sophisticated range of vocabulary.

The importance of learning vocabulary is elaborated as follows. Krashen as cited by Moghadam, Zainal, and Ghadepour (2012) explained that vocabulary learning is considered important since it is an indicator of a language ability. In other words, learning either first or second language is basically related to its vocabulary knowledge, hence limited vocabulary knowledge will impede or stop from learning a language. In English teaching and learning, vocabulary is addressed as the central element of it because learners definitively can not express or engage in communication if there is an absence of adequate range of vocabulary. Wilkins (1972, p.111) says that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This means the existence of sufficient vocabulary is much more crucial to learners than grammar is. In addition, although learners do not know well about grammar, knowing some useful words and expressions will help them to manage to communicate.

Based on the proposition above, vocabulary teaching should be concerned to be taught simultaneously and effectively among EFL learners. Vocabulary teaching aims at enriching learners’ greater number of words until they can use them in a proper way during communication. A good vocabulary mastery, in a linear fashion, will effect learners’ language mastery both in receptive skills – i.e. reading and listening and productive skills – i.e. speaking and writing (Cahyono & Widiati, 2008).

Further, the problems with vocabulary intake among EFL learners have also been the focal point in this study. Vocabulary, the so-called linguistics component, was not heavenly supposed to be an essential element of language in some prior curricula in Indonesia. Looking back on
Curriculum 1960s where the portion to teach vocabulary was diminished, while grammar teaching was immensely elevated. In Curriculum 1975 – the renewal of Curriculum 1960s, little innovation brought in where word introduction was presented in each unit of topic in English textbook though list of words was limited enough.

After a long period of neglect, a greater attention to vocabulary intake among students rised up in Curriculum 1994 which voluminous numbers of words must be mastered by junior-high-school students (1000 words) and senior-high school students (2500 words). Following the rules of the prior curriculum, the greatest and overwhelming renewal of vocabulary teaching occured in Curriculum 2004 and 2006, called as Competency-Based Curriculum (KBK) and The School-Level Curriculum (KTSP) respectively. Both curricula emphasized students to be able to have communicative competence, thus vocabulary retention was much devoted to.

Underscoring the importance of L2 vocabulary intake to students as the newest curriculum announced, it can not be hypothesized there is no single issue springing up. Laufer and Sim (1985) (as cited in Hasyemi & Hadavi, 2014, p.630) say that “one of the greatest problems for the English as a Foreign Language (EFL) learners is learning vocabulary as it is considered to be the most pressing need of people learning a language”. Accordingly, Nyikos and Fan (2007) (as cited in Hasyemi & Hadavi, 2014, p.630) have mentioned that L2 vocabulary learning is not taken into consideration as one of demanding task for EFL learners because vocabulary has varied types and unlimited numbers of it. Congruently, L2 vocabulary learning does not have any certainty rules that EFL learners can back up their L2 mastery (Alqahtani, 2015).

In line with the ideas proposed above, the most fundamental problem in learning English vocabulary is relying on their unsimilar pronunciation and spelling. EFL learners, in general, and Indonesian learners, in particular, encounter many hardships while pronouncing English words since the words pronounced will be different when they are written down. Another considerable issue against English vocabulary learning is about synforms. Laufer (1988) (as cited in Saigh & Schimtt, 2012) has stipulated that EFL learners were still mixep up by English words having similar forms yet the meaning is strongly different such as staff/stuff, passion/compassion, quite/quiet, and so forth.
Some problems launched above are congruent to every EFL learners in the world. However, The issue becomes more and more problematic for adult EFL learners as some researches revealed. Dubovičienė and Gulbinskiene (2014) averred that it is different teaching English to young learners from adult learners because adult learners owns obvious objective in what they want to learn and gain as well as having lack of time to learn about without spending much on uncertainty goals while learning a language. Accordingly, Green (1989 as cited in Farooqui, 2007) said that EFL/ESL adult learners were not confident enough to use English. It is believeable since adults are more insecure to make mistake while learning.

Since the work of vocabulary learning is arduous, all of those blatant intricacies as explained previously, then, could turn into a dilemma for EFL learners. Consequently, it is suggested that vocabulary intake be taught in many attractive and effective techniques so EFL learners might gain it easily. In other words, their vocabulary retention is not going to disappear promptly and is stored in their long-term memory. Also, it is demanded that vocabulary teaching be preferably isolated from teaching language skill (listening, speaking, reading, writing) or to be exact, the time allocated should be elevated, thus EFL students can activate and optimalize their ability in vocabulary memorization.

Underpining the evidences and clarifications above, the question formulated for this research is as in the following: What is the most common difficulty(s) faced by adults EFL learners in learning vocabulary?

METHODS

This research was undertaken by using qualitative method in which all of data collected was explained descriptively. Gathering 26 respondents from various academic background (age range between 25-58) by deploying opportunistic sampling, the researchers gave a set of questionnaire to all of the samples. The questionnaire consisted of 6 premises related to vocabulary issues.

After gaining the answers from the respondents, the data was analyzed by using three steps analysis as suggested by Miles, Huberman, and Saldana (2013). The three steps analysis included data reduction, data display, and data verification. Data reduction means the mass of the data are organized into a conceptual category. In this case, all of the premises in the
questionnaire had been organized by the researchers based on the need of what was being researched, namely vocabulary issue. Then, to draw a conclusion from the mass of the data a good data display such as table, chart, or diagram, was used to make it more understandable. Finally, through analyzing the data obtained the researchers, then, drew a conclusion regarding to the issue being researched as suggested in the stage of data verification.

RESULTS AND DISCUSSION

After the data reduction process executed, the data obtained related to the research question posed earlier in this article as in the following table.

![Figure 1. Vocabulary Problems Faced by Adult EFL Learners.](chart)

Figure 1 above shows that the highest percentage is addressed to the problem with idiom, which is 77% (20 participants) and it is followed by 65% (look-alike forms) problems with multiple meaning. Then, the problem with pronunciation assembles the 58% (multiple meanings) of the overall data. The identical percentage is shown by the problems with translation and look-alike words, which is 54% (14 participants); and lastly, the problem with spelling is not the highest but still trouble 50% of the whole respondents (13 participants).

In attempt to verify these findings, the provision of theoretical considerations is essential. Indeed, besides personality, motivation, cognitive ability, experiences, and native language, age plays the main role acquiring new words and concepts in the language learning process (Rico,
2014). To further clarify the first finding concerning the highest percentage marked in the problems with idioms, the researchers learned that since all participants are not employing English as their first language, so the acculturation appears as a problem, especially in opaque idiom—which is an idiomatic expression involving familiarity of a certain culture to translate (Alrishan & Smadi, 2015; Rico, 2014). Meanwhile in a more transparent idiomatic expression such as “walk hand in hand” can barely lead students to any significant problem. In addition, the frequency of the use of English in the regular basis can also cause difficulties in translating idioms (Najarzadegan & Ketabi, 2015). Next, it is the problem with multiple meanings as well as translation which much or less represents the problem with idiomatic expressions, for example the word “bank” which means “edge” and “bank to deposit money”.

Later, the obstacles faced in the synform or look-alike forms; for example the word economics and economical, conceal and council, cute and acute, etc. In this case, the knowledge about morpheme is vital to be associated with the mnemonic learning strategies. This is stated so because one of the key ideas for vocabulary learning for adult learners is mnemonic strategies (Sanaoui, 1995). On the contrary, most EFL learners have severe problems in recognizing morphemic form and this is—including phrasal verbs—the most avoided in EFL learning (Varatharajoo, Asmawi, & Abedalaziz, 2015; Laufer & Eliasson, 1993).

The problems with pronunciation urge due to phonemic familiarity. The consonants and vowels that exists in the target language but are absent in the native language so that their articulators are mostly not ready to produce such new sounds in the target language. Hago & Khan (2015) found in their study that EFL learners have great difficulty in pronouncing consonant clusters.

Finally, the problem with spelling—which is the least in this study—is to be seen as a reflection of nonliterate learners—those who achieve insufficient ability in comprehending their L1, and semiliterate learners—those who are not highly proficient in their L1; these conditions are rooted to socioeconomic condition of the learners themselves (Burt, Peyton, & Adams, 2003). Spellings, referring to vocabulary in general, has an extremely complex connection to comprehension. The more vocabulary acquired, the more it affects positively on comprehension growth (Curtis, 2006).
CONCLUSION

In conclusion, the most common problem that causes adult EFL learners to experience inconvenient condition in learning new English vocabulary is idiomatic expressions since they involve cultural perception and familiarity. Then it is followed by the synforms which are strongly associated with the morphological rules in English. Later to that, it is the problem with multiple meaning which, indeed, have quite some similarities to that of idiomatic expressions and translation.

ACKNOWLEDGEMENT

The authors are devoted to thanks all the respondents from various majors at Iskandar Muda University and Syiah Kuala University, Aceh—both lecturers and students—for their willingness to cooperate during the data collection process.

REFERENCES


THE MECHANISM OF SELF DEFENSE OF THE PROTAGONISTIN IN THE PLAY OF BARABAH BY MOTINGGO BOUSJE

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ABSTRACT

A play is one of the literary works that contains of either physical conflict or spiritual conflict. The characters and their personality are reasonable to discuss, especially the protagonist. The source of the conflict can be solved by the mechanism of self defense. It can protect someone from anxiety of refusing the reality that is usually caused by some wishes which are contrary to the structure of personality. The objectives of the research are to describe the mechanism of self defense to the conflict experienced by the protagonist in the play Barabah by MotinggoBousje and to describe the implication to the literature study. The qualitative descriptive analysis method is applied in the research. The researcher analyzes the mechanism of self defense of the protagonist in the play Barabah by MotinggoBousje and describes it properly. The method is applied because of the fact or phenomenon which appears empirically in the protagonist’s personality in the analyzed play without any intervention from the researcher. The document analysis technique is applied in the research. The data analysis is based on each scene in the play that is analyzed entirely.

Keywords: Play Barabah, mechanism of self defense, MotinggoBousje.
INTRODUCTION

The stories in the drama is inseparable from the role of the figures presented by the author. Event or events that are in the play turned by figures as stakeholders or actors groove. Character in literature is a means for the author to describe the story, message and impression to be conveyed through the themes raised by the author. This was said by Kosasih (2009: 91), "Characterizations is a way for the author to describe the character of the characters in the story". Through the behavior of the figures shown here depicts an author of human life with the conflicts faced by him, either conflicts with people and with members of the group.

Drama as a literary work that is full of conflicts, both physical and mental conflict, the presence of the figure and has a unique personality to be discussed, especially the main character. The main character as the central figure of storytelling and plot tells a complicated event and excite lovers of drama. The main characters' personalities save millions of messages intended by the author. The personality of the character is already established in the community.

The prominence of the personality of the main character must be preceded by a conflict that is often hits the main character, both mental and physical conflict that occurs with other figures. How can the main character addressing the conflicts that arise capable of formulating a personality that was developed authorwarming of the atmosphere and the hearts of husband and wife is one of the conflict in this drama finally suppressed by the main character's ability to develop self-defense mechanism which is owned Barabah and Banio. The defense mechanism against the conflict were able to develop a personality that comes from anxitas (anxiety). Events and personalities of the existing characters in this drama is a frequent event in the real world.

Based on the above reasons, the researchers raised how the personality of the main character - Barabah and Banio - in a self-defense mechanism against conflict as the basis for this study. Researchers gave the title "Self Defense Mechanisms Main Figures in Drama BarabahBousjeMotinggo work".
1. Defense Mechanism

Freud used the term of defense mechanisms in a person's subconscious process to maintain anxiety. This mechanism protects external threats or impulses arising from internal anxieties. Krech (in Minderop, 2011b: 29) sums up Freud's assertion that defense mechanisms occur because of a push or a feeling of switching to find a replacement object. For example, aggressive impulses addressed to other parties deemed safe to be attacked;

A defence mechanism in which a drive or feeling is shifted to a substitute object, one that psychologically more available. For example, aggressive impulses may be displaced, as in scapegoating, upon people (or even inanimate objects) who are not sources of frustration but are safer to attack.

Freud's opinion (in Minderop, 2011b: 31) concerning the source of the conflict that caused anxitas is due to the conflict between id, ego, and superego. The source of the conflict can be overcome by the presence of a defense mechanism that can protect a person from anxiety by not accepting reality. The conflicting desires of the personality structure produce anxiety. For example, when the ego holds the desire to achieve pleasure from the id, the anxiety from within feels. Spreads and causes uncomfortable conditions when the ego senses that the id can cause interference to the individual. Anxitas wary of the ego to overcome the conflict through the defense mechanism of the ego, protecting the ego while reducing the anxitas produced by the conflict.

There are several self-defense mechanisms attributed to Freud's personality structure (in Minderop, 2011b: 32-39), such as:

a) Repression

According to Freud, the strongest and most powerful ego defense mechanism in a person is repression. Repression is the foundation of the workings of all ego defense mechanisms. The purpose of all ego defense mechanisms is to repress or encourage threatening impulses from the conscious realm. To achieve the purpose of the ego's defense mechanisms, it is the task of repression. The task of repression is to push out impulse id
that is not accepted, from the conscious and returning to the subconscious. The existence of repression is as an effort to avoid feelings of anxitas. Feelings can be suppressed as a result of the task of the repression. Each individual initially feel anxiety not aware of the impulse that causes anxitas and not remember the emotional and traumatic experience in the past. Thus, the repression is needed by the individual to suppress the anxiety so that the feeling of security is present.

b) Sublimation

Sublimation is a form of diversion in maintaining the circumstances. Sublimation occurs when there is a feeling of discomfort present in the individual and is replaced with actions that are socially beneficial. The sublimation is able to overcome the id that urges in the individual and replaces it with the action that suppresses the id. Minderop (2011b: 34) gives the example of an individual having a high sex drive, then he shifts this uncomfortable feeling to socially acceptable actions by becoming a naked model painter.

c) Projections

Projections are attitudes of deliberately misrepresenting themselves to others as the basis of protection that is actually known to be unfeasible to do. Projection occurs when the individual covers his or her shortcomings and problems encountered or his / her mistakes are delegated to others for other reasons. For example, we realize that a critical attitude or being rude to others is inappropriate, but we still do it. To cover up the mistake of doing such an inappropriate attitude, we give another reason on the grounds that the person is worthy of being trained. This attitude is done to make us look better and wiser. The unconscious treatment of protecting oneself delivers the blame to others is what the projection says.

d) Displacement

Redirection is to divert the feelings of displeasure over an object to another more probable object. For example, the existence of aggressive impulses that can be replaced, as a scapegoat, against the person (or other object). The object is as a source of frustration but more safe to be targeted.
e) Rationalization

Rationalization is an action that occurs when the real motive of an individual's behavior is unacceptable by the real ego. Motif is replaced by some kind of surrogate motive for the purpose of justification. The purpose of rationalization is to reduce disappointment when it fails to achieve its goals and to provide acceptable motives for behavior. For example, blaming others or the environment when someone is late because of falling asleep. He will blame others for not awakening him; Or say exhaustion from being too busy to fall asleep when he should be able to get up by putting a waker before bed.

f) Reaction Formation

The formation reaction is an attempt of repression resulting from an anoxic impulse that is often followed by a tendency opposed to a suppressed tendency. For example, the manifestation of a mother's overreaching to her child may be an attempt to mask her uncomfortable feelings toward her child.

g) Regression

Regression is a reversed developmental behavior in a previous state. There are two regression interpretations of retrogressive behavior and primitivation. The behavior of someone who looks like a child, cries, and is very spoiled, to gain a sense of security and the attention of others is a form of retrogressive behavior. An adult's behavior behaves as an uncultured person and loses control so that he does not hesitate to fight.

h) Aggression and Apathetic

Aggression is a feeling of anger or crude action due to disappointment or failure to achieve satisfaction or purpose that can lead to destruction or assault. Aggression can be direct and displaced aggression. Direct aggression is an aggression that is expressed directly to the person or object that is the source of frustration. A diverted sequence is plotted when a person experiences frustration but cannot express satisfactorily to the source of the frustration because it is unclear or untouched. The attack sometimes happens to an innocent person or looking for a scapegoat. Meanwhile, apathy is an indifferent attitude towards something. Apathy is another form of frustrating reaction that is, withdrawal and as if resigned.

i) Fantasy and Stereotype
Fantasy happens when faced with problems piled up and trying to find a solution by going into the world of fantasy. For example, someone who is hungry but does not have food will imagine delicious food by collecting pieces of pictures of various dishes. Stereotypes are another consequence of frustration, which shows the behavior of repeating constantly. Individuals always repeat unbeneﬁcial and weird actions.

2. Personality Implications of the Main Leader in Drama on Learning

The role of the characters in the drama is interesting to be enjoyed because of the contents of the story and the action stimulate the curiosity of the audience. The content of the story in the drama also contains a high educational value, similar to other literary forms. There are many psychological values that can be learned to develop the character and personality of the audience.

In the process, literary teaching, including drama, provides valuable learning value for the development of students’ psychology. Literary learning is able to contribute to the development of character and personality when presented in full and emphasizes the value of education. Rahmanto (1988: 16) gives the view, "There are four beneﬁts that are given if the literary teaching helps the whole education, which is to help the language skills, increase the knowledge of culture, develop the creation and taste, and support the formation of character".

According to Rahmanto (1988: 24), there are two values of literary teaching that can be picked from the character formation of characters in literary works. First, literary teaching is able to foster a sharper feeling. Literature has more possibilities to lead us to know the whole set of human life possibilities such as happiness, freedom, loyalty, self-esteem to weakness, defeat, despair, etc. Someone more deepening of literature usually has a sensitive feeling for deciding what is valuable and unworthy. Secondly, literary teaching should be able to provide assistance in the effort to develop various qualities of student personality that include persistence, intelligence, imagination, and creation. Literary teaching is able to bring students together with opportunities to explore a kind of steady ﬂow of experience. The experience is a great preparation for the life of students in the future, especially in the profession where he must always be ready to judge and make decisions to deal with various problems. A literary study which, when continuously analyzed, inﬂuences its inﬂuence in the message and the impression that the literary work presents will have a didactic
impact on the audience. This is in accordance with the opinion of Semi (1993: 80) on literary analysis, "The analysis can be forwarded to the analysis of the influence of literary work on the reader. The influence that must be paid attention is the effect that creates a deep impression that struck the heart that eventually didactic impact for him. In this case very realized that it is difficult to analyze the impression reader because its form is very abstract".

From the opinion of Rahmanto and Semi above, it can be concluded that the drama as a literary work is able to sustain the formation of personality and appropriate learning tools. To produce useful learning, the drama theme is a drama that is worthy of viewing for the learners. Learners will reap the impression and message contained in the drama with full imagination, perseverance, intelligence, and good judgment.

METHODS

The research uses the qualitative-descriptive-analysis-method. The researcher analyze the self defense mechanism of main character Barabah face the conflict work by MotinggoBoesjo for next to describe in words. The kinds of data have the form analysis words recording was refer to research topic form self-defense mechanism embrace repression, sublimation, projection, transferring, rationalization, reaction, aggression and apathetic, and fantasy and stereotyped.

RESULT AND DISCUSSION

The mechanism defense of conflict was face the main character in Barabah Drama

1. Repression

Repression is ego defense with remove the thinks did not wanted. Performed lessen anxiety was of the opinion internal conflict in a cosines manner. In Barabah drama, the ego defense mechanism repression like Barabah defense rise of her. Anxiety of the jealousy and her furrious to Banio. Barabah anxiety appear of afraid of anger will flare up to Banio because she was exceledzaitun, sign her feel to avoid from the question and Banio’s gaze.

2. Sublimations

Researchers have explained before that sublimation occurs when action socially beneficial replacing the feeling of discomfort. In maintaining
a feeling of turmoil within him, Banio who is aware of aging and hunches so feel ashamed and upset with the circumstances. But in this case, Banio ask to suppress the ego by proving that he is still strong and sturdy phncking the weeds of so many of his vast fields. Banio shows his power that is unlike the age of seventies. This act displays a feeling of discomfort for the age that has been guarded.

3. Projection
Providing another reason for an out-of-pocket effort is a form of projection defense mechanism. Banio effort to give calm to the Barabah because of his jealousy to produce results that are met in habited. Banio did not get the woman in question as a source of her household chaos. Not finding zaitun and he had to go home on foot because of his flat like tire, coupled with the sight of a man in his house after returning from searching for zaitun, the sense of self indulgence and anger of banio peaked. Banio turned the blame and accused the vice deliberately made the joke. I think the barabah deceive him so that the barabah can meet with his mistress.

4. Redirects
Can not expose her jealousy to words banio, Barabahvacevera vent to zaitun. Zaitun that come in appropriate situations are subjected to Barabah. plump woman who is supposed to seiza her husband was expelled without preempting his needs to meet the Banio. The action ckanly misleading the super, ego structure, but in order to vent its annoyance, the barabah make the zaitun object the target of resentment.

5. Reaction Formation
Formation reaction is an effort of ferpresi that has been done. The defense mechanism of the ego tought diversion by anstingzaitun that is supposed to shift its position as the banio’s wife causes a reaction. Barabah act that seeks to shy away from banio gazes and question as if to show that she is angry and does not care. However, behind her actions, Barabah actually hide feelings very care and love Banio until she did not want to lose her beloved husband.

6. Regression
In Barabah drama, Barabahfrures bring up her ego defense mechanism with retrogressive behavior when anxiety coloring the situation of her heart. Because he did not want to lose her husband, Barabah very sad
and angry when Zaitun looking for a man named Banio. She spun around in the room and cried many times. Barabah will also scratch Zaitun if she returns home this attitude is a defensive internal conflict that often occurs due to unable to anxiety mature face like a child.

7. Aggression

The main character in Barabah drama has aggression against her target object of anger to suppress the id that rages within her. Barabah performs a verbal assault on Zaitun. Zaitun who is considered her candidate’s successor to her position as the last wife of Banio feels uneasy and angry. To see the beautiful and plump like Zaitun, the jealousy of the women is getting bigger with the craze, Barabah expels of Zaitun before knowing the intern of the Zaitun want to meet Banio, on the other hand, aggression also becomes the defense mechanism experienced by Banio, not only the outsider who envies her husband. The elderly Banio still has a tremendous sense of jealousy to Barabah. Saw barabah in the house together with a brave young man Banio wrath and drive out Barabah from his home.

8. Fanatics and Stereotypes

Defense mechanism in the world fanatically played by Banio with the goodness. This pride as an a great drummer always he told to anyone who is known. To Barabah, Banio tells how he was happy while in the drum beater. By mimicking the sound of drums, tram, tam, tram, tam, tam, standing bravely flanked by-ned-and white-flag carrier and cheering spectators. Not only to his beloved wife, Banio also show cased his expertise to the adibul he had just met. With enthusiasm and confidence, Banio hitting the drums and fantasizing as if in the drumstick.

Stereotyped defense mechanism are performed in order to overcome the frustration. His higanarety of anger overflowing from Banio made him avoid. Barabah continue to spin the room without knowing the benefit of his actions. The behavior of Barabah looks strange should be done adults face conflict.
The Implication of Self-Defense Mechanism of The Main Characters in Learning on Barabah Drama

Drama literature has a place that is beneficial to development and personality of society. Drama is reflection that takes place in the real world. Drama literature has relevance to the problem of being an acute social conversation. Thus, the drama should be regarded as important in the world of teaching. Is teaching of the drama is done in an appropriate way, the make a great contribution to solving real problems in society, the learner will be able to contemplate the meaning of life that is and will be faced in future. In conjunction, the drama is a direct link to literature with humanity.

Drama a useful literature as a developer of creativity and a sense of supporting the over all development process of individual. In each individual there is a complex unity that contains various skills which are developed harmoniously to realite their potential and cognitive in the future. Drama literature provider instruction in the form of sensory, reasoning, offcetive, social and religious skill.

Drama Barabah by MotinggoGoesje, enough to deseri be the situation that accured in the theme of house hold motinggogoesje peeling the problem of divorce marriage that astenaccur in the community married divorce by banio figures the to economic factors that are sought by many mowen, human is aften grateful for what he has gained until the feeling of wanting to have more satisfaction.In this case student cam karn to be grateful and keep family harmony.

Family harmony is created from mutual respect and caring. Barabah and Banio figure are exemplary figures in keeping their partner’s feelings .ternsatain –ing and giving pleasant comments be come the foundation that the author raises to build a house hold.although not spared from the argument, but the problems can be overcome with good. Jealousy that also proves the love between the couple. Positive jealousy becomes the more harmonious flower of the house hold internest.

The greedy soul of Banio controlling his possed by obying the laws and regulations of the government is very rarely owned by society,especially during times of economic crisis. Banioperfomes it duites as law – abiding people, this Banio action corresponds to the ego that requires him to make the right decision for the government, Banio’s obedience is the learning to comply with government rules as a society’s obligation. A personality far from greed should also be exemplary.
Cahyoutomo’s research which also examined Barabah drama by Motinggo Gusyecareview of the sociology of literature and educational value supports the above learning implications, the results obtained from his research is the author’s history and social event that occurred when the drama script created greatly affect the author’s thought in creating literary works. Researchers then examine the value of education contained in the script drama Barabah.

A literary observer, Yaser Amri give a positive comment, “this Barabah drama really reflects the life of the community. The theme does look simple, but able to pinch many parties. The personality of the character is not alive that personality belongs to our society. Barabah who are plain, innocent, ignorant, but honest. Another one that is rarely found in plural and full of modernity, women are less guarded marwah as a wife – Banio, though old edge, but his spirit stile burning deserver to be a role model, ”

CONCLUSION

After research on Barabah drama by Motinggo Boesje which focuses on the study of self defense mechanism of the main character raised by the minderop and its implications for learning, then the conclusions can be obtained form the result of research conducted, namely:

1. From this research data the self – defense mechanism to the conflict faced by the main characters in Barabah drama are found to include repression, sublimation, projection, diversion, reaction formation, regression, aggression, fanatics, and stereo typed.
2. The implications of self defense mechanism of the main characters in Barabah drama of learning in the form of maintaining family harmony, generous not greedy, and understanding the religious norms.

SUGGESTION

Drama created from the reflection of life in the community who try to capture life imaginatively. Therefore, the drama is worthy to be taught because there are positive exemplary behaviors and negative actions that karners should avoid as learning that can be applied in daily life. One of his Barabah drama script by
MotinggoBoesje. This students can take moral and social values in the life of society. The results of this study are also expected to be used as a reference for further research of literary psycho-logy.

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my lecture Rosdiana Harahap as well as our dean Ruwaidah who gave me the golden opportunity to do this wonderful project on the topic The Mechanism of Self Defense of The Protagonist in The Play Barabah by Motinggo Bousje, which also helped me in doing a lot of research and I came to know about so many new things I am really thankful to them. Secondly, I would also like to thank my husband and friends who helped me a lot in finalizing this project within the limited time frame.

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ANALYSIS OF FACTORS AFFECTING THE COMPETENCE OF PROFESSIONAL DEVELOPMENT TEACHER IN SOUTH ACEH

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ABSTRACT

To become professional teachers that follow professional development, to enhance the career status on an ongoing basis. Factors that affecting the competence of teachers in professional development in South Aceh has not been measured. The research purposes was to determine the factors that affecting competence of teachers in professional development in South Aceh. The study was conducted in 6 sub-district consists of 24 elementary and junior high school. Respondents many as 237 teachers. The research approach used was qualitatively and quantitatively. Collecting data using questionnaires and documentation. Preparation of a questionnaire based on a Likert scale provides five possible answers. The first step of Analysis of the data is undertake validity of the instrument was to test the validation and reliability test. To test the statistical prerequisite was normality test. To test the significance of the varian data was carry out of the F test, followed by multiple linear regression to see the value influence of the independent variables affecting the dependent variable. After the analysis is data it was found that all of the instruments is valid, with the value of $\alpha > 0.3$. All Instruments reliable with Cronbach alpha coefficient of 0.715. Distribution of data is Normal distribution with significant value of 0.333. Significant assay results is obtained by 15.11 it means that the independent variables have a significant effect on the dependent variable. The results of multiple regression analysis obtained R square is 0.207 its means that the independent variables was affecting the dependent variable with value 0.207.

Keywords: factor analysis, the competence of teachers, professional development.
INTRODUCTION

Teachers have tasks, roles and functions in the development of education. In addition, teachers are required to become professional teachers. In this case the teacher should follow professional development to improve career status in a sustainable manner. The consequence of the teacher as a profession is the development of sustainable profession. Development of sustainable profession includes three things: self-development, scientific publication and innovative work. Scientific publications consist of three groups of activities: presentation to scientific forums, research publications or ideas, and publications of textbooks, enrichment books or teacher manuals. Based on the results of the initial survey in the field so far, it is observed that some of the activities of teachers in schools are more oriented towards the mission of education and teaching in the classroom. While the vision and scientific mission in the form of writing and scientific publications are neglected. Characterized by the low productivity of teachers in writing and publishing scientific papers. Teachers in South Aceh generally have not yet measured their level of ability in writing scientific articles and scientific publications. Looking at the indication that in everyday life that for the writing of articles and scientific publications the teachers tend to use the services of others. So, this study will prove what factors affect the competence of teachers in the field of writing scientific papers.

In general there are different definitions of Abilities (ability) and competence. Ability (ability) means the capacity of an individual to perform a task in a job (Stephen P. R., and Timonthy 2009: 57). Further disclosed the overall ability of an individual basically consists of two groups of factors namely:

a. Intellectual ability, is the ability needed to share mental activity (thinking, reasoning and problem solving).

b. Physical ability, is the ability to perform tasks that require stamina, skills, strengths and similar characteristics.

While competence is an ability to perform or perform a job or task based on skills and knowledge and supported by the work attitude demanded by the job. According to Agus (2015), competence is a number of characteristics that underlie a person and show the ways of acting, thinking, or generalizing the situation properly in the long term. In scientific
publications there is a share of credit rating scores according to articles contained in the journal. If it is published in the magazine / scientific journals at the provincial level then it is given a credit score of 2, then if the article is contained in the magazine / scientific journals at the district level, it is possible to obtain a credit score of 1.5 and or 1. (Jatmika, 2014).

Based on the guidelines for the management of sustainable professional development of the ministry of education and culture in 2012, it can be explained that the general goal of sustainable profession development is to improve the quality of education services in schools in order to improve the quality of education. Implementation Sustainable professional development activities are based on elements of continuous professional development according to the rules of the Minister of Home Affairs PAN and RB Number 16 of 2009, including:

A. Self-development

It is an effort to increase the professionalism of the self in order to have competence in accordance with the national education legislation or policies as well as the development of science, technology, and / or art. Self-development activities can be done through functional training and / or teacher's collective activities that improve teacher competence and / or profession.

B. Scientific publications

Is a scientific paper that has been published to the public as a form of teacher contribution to improving the quality of learning processes in schools and the development of the world of education in general. Scientific publications include 3 (three) groups:

1) Presentation on scientific forums. In this case the teacher acts as a speaker and / or resource person at seminars, workshops, colloquium, and / or scientific discussions, whether held at the school level, KKG / MGMP / MGBK, district / city, provincial, national or international.

2) Scientific publications in the form of research results or ideas of science in the field of formal education. Publications may include research papers, scientific review papers in the field of formal education and learning, popular scientific writing, and
scientific articles in the field of education. Scientific works have been published in certain scientific journals or at least have been published and publicized in their respective schools.

3) Publication of textbooks, or teacher guides.

C. Innovative work

Innovative work is a work that is the development, modification or new discovery as a form of teacher contribution to improving the quality of learning processes in schools and the development of education, science / technology, and the arts.

In relation to teacher data and number of schools in South Aceh in 2014, the number of primary schools available is 202 units of schools with teachers reaching 1,635 for permanent teachers and 1318 non-permanent teachers. While the number of elementary students as many as 20,903 students. While the number of secondary schools as many as 52 schools with the number of teachers 1,070 people and the number of students as many as 9,922 students. Furthermore, the number of senior high schools reached 42 schools with the number of teachers and students of 1,077 people each. And 9,003 students are scattered in vocational high schools (SMK) (central statistics agency of south Aceh district, 2015).

Hypothesis in this research is there are several factors that influence to teacher competence in teacher profession development. Some of the formulation problems are:

1. What factors affect teacher competence in development professional of teacher?
2. Are there any significant factors that affect in development professional of teacher?

The purpose of this study is to determine what factors affect teachers' competence in teacher professional development. Second, to know the factors that significantly affect the competence of teachers in the development professional of teacher.

METHODS

The research was conducted in six sub-districts namely Samadua Subdistrict, Tapaktuan, Sawang, Meukek, Labuhan Haji Timur
and Labuhan Haji in South Aceh district. With total schools of 24 schools spread. The research sample is the teacher who has apply of rank. The research approach is used quantitatively. Data collection techniques used in the research are questionnaires and documentation. Questionnaire consists of 18 questions for competence and 12 questions for factor measurement. Data analysis performed after the data collected is a scale measurement, and scoring on each answer obtained. The measurement scale used in this research is Likert scale. Likert scale is divided into five categories used as described in Table 1 below:

<table>
<thead>
<tr>
<th>Positive statement</th>
<th>Negative statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very disagree</td>
<td>1. Very agree</td>
</tr>
<tr>
<td>2. disagree</td>
<td>2. agrees</td>
</tr>
<tr>
<td>3. doubtful</td>
<td>3. doubtful</td>
</tr>
<tr>
<td>4. agree</td>
<td>4. disagree</td>
</tr>
<tr>
<td>5. very agree</td>
<td>5. Very disagree</td>
</tr>
</tbody>
</table>

Furthermore, to see validity and validity test conducted by Pearson Product Moment correlation technique. With the indicator if R Count > R table then the statement is valid and if R count < R Table then the statement is not Valid. With R in this data is 38 obtained so R table 0.32. Next is the reliability test to see whether the statement is reliable. By comparing the cronbach alpha with the minimum cronbach alpha is 0.6. If the cronbach alpha ≥ 0.6 is obtained then the questionnaire is reliable. After that to see the distribution of data then test the normality of the Kolmogorov-Smirnov formula. Provided if Ho: The population is normally distributed and Ha: The population is not normally distributed. The basis for decision-making is based on probability. If the probability value is > 0.05 then Ho is accepted, If the probability value < 0.05 then Ho is rejected. To see whether together independent variables affect the dependent variable or not, with using the F test (T-test). With the indicator if F-test > F Table. Furthermore doing to test of Multiple Linear Regression to see the relationship of influence of independent factors to the dependent variable. All data analysis using SPSS Version 15.0.

RESULTS AND DISCUSSION
Based on the results of the validity analysis of $R_{count} > R_{table}$, then from 30 questions there are 6 invalid questions that are about numbers 1.7, 8, 14, 20, and 27. While 24 questions declared valid with value $R_{Calculate} > 0.32$. Based on the results of reliability can be seen in table 2 below. Based on table 2 is known, the value of cronbach alpha $\geq 0.6$ is 0.807 means the items are trusted or reliable questionnaire.

**Table 2. Results of Statistic Reliability Test**

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>N of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Furthermore Normality results show the value of propability $> 0.05$ is 1.085. This means that the data is normally distributed. Then Ho accepted that the population is Normally distributed.

**Table 3 Results of Normalitasanalisys one-sample Kolmogorov-Smirnov Test**

<table>
<thead>
<tr>
<th>Unstandardized residual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Normal parameter $^{a,b}$</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Std.Deviation</td>
</tr>
<tr>
<td>Most Extreme</td>
</tr>
<tr>
<td>Differences</td>
</tr>
<tr>
<td>Negative</td>
</tr>
<tr>
<td>Kolmogrov-Smirnov Z</td>
</tr>
<tr>
<td>Asymp.sig. (2-tailed)</td>
</tr>
</tbody>
</table>

After the data proved to be Normal then tested a significant test with F test. Based on Table 4 can be known about the effect of independent variables on the dependent variable together. In the table seen anova sig value listed as 0.000 it can be concluded that the variables of self-motivation variables, idea development, promotion and income increase affect equally to the competence of teachers. When viewed from the F-count is 20.004. Then To be able to compare look for F count $> F_{table}$, the first step to know for the value of df (degree of fredom). Then calculation of $df_1 = k-1 = 3$, $df_2 = n-k = 237-3 = 234$. Then with $df_1$ of 3 and $df_2$ of 234 then obtained $F_{table}$ of 8.54. This means that if $F_{table}<F_{count}$ is 8.54 <20.004. Thus, all independent variables affect the variable dipenden. Then the conclusion of the variables self-motivation, idea development,
promotion and increased income effecting together to competence in professional development of teachers.

**Table 4. Result of Simultan Test (F Test)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>2429,946</td>
<td>4</td>
<td>607,486</td>
<td>20,004</td>
<td>0,000a</td>
</tr>
<tr>
<td>Residual</td>
<td>7045,354</td>
<td>232</td>
<td>30,368</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9475,300</td>
<td>236</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of multiple linear regression test, the results obtained Table 5. By definition X1: increase in income, X2: Self Motivation, X3: Increase Rank, X4: Development of ideas, Y: Teacher competence. So the correlation matrix is described that the variable increase in income is positively correlated 0.196 to teacher competence. Variables Self-motivation, promotion and development of ideas also positively correlated each of the 0.236; 0.165; 0.497 (Table 5).

**Tabel 5. Result of Correlation matrix between independent and dependent variables**

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>Y</td>
<td>1,000</td>
<td>0,196</td>
<td>0,236</td>
<td>0,165</td>
</tr>
<tr>
<td></td>
<td>X1</td>
<td>0,196</td>
<td>1,000</td>
<td>0,422</td>
<td>0,450</td>
</tr>
<tr>
<td></td>
<td>X2</td>
<td>0,236</td>
<td>0,422</td>
<td>1,000</td>
<td>0,409</td>
</tr>
<tr>
<td></td>
<td>X3</td>
<td>0,165</td>
<td>0,450</td>
<td>0,409</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>X4</td>
<td>0,497</td>
<td>0,212</td>
<td>0,445</td>
<td>0,219</td>
</tr>
<tr>
<td>Sig.(1-tailed)</td>
<td>Y</td>
<td>0,001</td>
<td>0,000</td>
<td>0,000</td>
<td>0,005</td>
</tr>
<tr>
<td></td>
<td>X1</td>
<td>0,001</td>
<td>0,000</td>
<td>0,000</td>
<td>0,000</td>
</tr>
<tr>
<td></td>
<td>X2</td>
<td>0,000</td>
<td>0,000</td>
<td>0,000</td>
<td>0,000</td>
</tr>
<tr>
<td></td>
<td>X3</td>
<td>0,005</td>
<td>0,000</td>
<td>0,000</td>
<td>0,000</td>
</tr>
<tr>
<td></td>
<td>X4</td>
<td>0,000</td>
<td>0,001</td>
<td>0,000</td>
<td>0,000</td>
</tr>
<tr>
<td>N</td>
<td>Y</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>X1</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>X2</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>X3</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>X4</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
</tr>
</tbody>
</table>

**Table 6 Result of The value of correlation or relationship between variables**
### Table 6

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R square</th>
<th>Adjusted R square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.506a</td>
<td>0.256</td>
<td>0.244</td>
<td>5.51071</td>
</tr>
</tbody>
</table>

Results Table 6 can find out the correlation value or the relationship of all independent variables to the dependent variable. Can be seen R (correlation) is 0.506 means the influence of self-motivation variables, idea development, promotion and increase income to competence is 50%.

### Table 7

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std.Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(constant)</td>
<td></td>
<td></td>
<td>9.640</td>
</tr>
<tr>
<td></td>
<td>X1</td>
<td>0.509</td>
<td>0.364</td>
<td>0.093</td>
</tr>
<tr>
<td></td>
<td>X2</td>
<td>-0.123</td>
<td>0.283</td>
<td>-0.031</td>
</tr>
<tr>
<td></td>
<td>X3</td>
<td>0.178</td>
<td>0.389</td>
<td>0.030</td>
</tr>
<tr>
<td></td>
<td>X4</td>
<td>1.591</td>
<td>0.208</td>
<td>0.484</td>
</tr>
</tbody>
</table>

First knowing the value of degree of freedom. Df1 = k-1 = 3, df2 = n-k = 237-3 = 234. Obtained T table value is 1.970. If the value of T count > T table then there is contribution of variable X1 to Y. in table 7 that give contribution to Y is variable X4 that is Development of idea give contribution to teacher competence. So, variable Development idea have significant effect to teacher professional development competence. While other variables have no significant effect on teacher professional development competence.

### CONCLUSION

Factors influencing teacher competence in the professional development are motivation, idea development, promotion, income increase. Factors that significantly affect the Variable Development Idea.

### ACKNOWLEDGEMENT

Thank very much for to all teachers of SD, SMP district South Aceh who have been willing to be respondent. thank very much to STKIP Getsempena has given a chance as a presenter in ICIP 2017 international conference. And than, thank very much to STKIP BinaBangsaMeulaboh,
has given permission, support in the implementation of research and all lecturers STKIP BinaBangsaMeulaboh.

**REFERENCES**


USING MATHEMATICAL REPRESENTATION TO SOLVE WORD PROBLEM: ATTENTION CONTROL, ORGANIZING INFORMATION AND ELABORATION

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ABSTRACT

Mathematical word problems includes problem-solving category. Many students are confused when the teacher gives the word problems because they do not know where to begin their work. The purpose of this study was to determine how students use attention control, organizing information, and elaboration when completing word problem. The sample consisted of 54 high school students from three different school levels were tested twice for two months. The result of the study showed there was progress from the initial test and the final test, which is about the students select and choose the manner deemed appropriate, the organization of information for managing the use of concepts and rules to describes the relationship to writing equations and solve them. Study showed that 1st group study, 2nd group study, and control group tended to have different mathematical expressions and written texts ability while solving algebra and geometry problems, whereas drawing ability tended to be the same for all 3 groups. Even when all relationships were recognised and correctly symbolised, integrating them into an equation was a common difficulty.

Keywords: Mathematical Representation; Attention Control; Organizing Information; Elaboration
INTRODUCTION

Mathematical representations is a skill that needs to be improved on the students to have the skill to solve word problems. NCTM (2000) states the ability of representation is one of the goals of learning mathematics in school. NCTM (1989) states representation is a new forms as a result of the translation of a problem or idea or translation of a diagram or physical models into symbols or words. An example is the visual presentation such as drawing, chart and tables, math expression and writes their own language, both formal and informal (written texts). There are three students thinking strategies when completing tasks those are attention control, organizing information and elaboration.

Kramarski (2000) stated that the students mathematical representations were classified into four categories: (a) verbal arguments based on visual analysis of the chart; (b) verbal arguments based on formal; (c) numeric/algebraic arguments; and (d) arguments based on drawings that students added to the graph. Based on above the point (a) dan (b) relevant with written texts, point (c) relevant with mathematical expression, dan point (d) relevant with drawings. There are three aspect mathematical representations will be assessed in the study that is construction of conceptual models such as drawings, tables, graph, and diagrams (drawing); Create mathematical models (math expression) and verbal arguments base on analysis of formal images and concepts (written texts). Two judges who are expert in mathematics education analyzed students’ explanations. Inter judge reliability coefficient was 0.88.

Attention control refers to an individual’s capacity to choose what they pay attention to and what they ignore also known as endogenous attention or executive attention in lay terms, attention control can be described as an individual’s ability to concentrate. The Attention of student will be higher while encounter a question, because the answer need several associated concepts. In the Information organization thinking, students remember learned information in several ways. Information divide according to its categories then arranged and organized into patterns that can be used as problem solving. Elaboration thinking strategy is to associate lessons learned and integrate those to preexistent knowledge, so that students able to change complex information become simple ones as if a new packet knowledge. Then students create hypothesis to solve problems (Gagne, 1985).
According to the explanation described above, features of thinking strategy pattern are: Attention control; (1) Able to remember more concepts that are relevant to problem, (2) Attention control to recall rules associated to problem, (3) Analyzing problem using available information. Information organization; (1) Organize all facts in order to become systematic information, (2) Create patterns and ideas then associate those to problem solving implementation. Elaboration; (1) Associate lessons learned and integrate those to preexistent knowledge; (2) Change complex information become simple information via models; (3) create hypothesis than implement proper problem solving method.

The characteristics of attention control thinking are relevant to write their own language, both formal and informal (written text). Information organization thinking is relevant to visual presentation such as drawing, chart and tables. Elaboration thinking is relevant to arrange model (mathematical expression), as expressed by NCTM (1989).

**METHOD**

1. **Subjects**

Subject samples are 54 students of senior high school (class X, age 15-16 years) chosen according to school level and basic knowledge level. 18 students are chosen at each school level and divided into 3 groups (1st group study, 2nd group study, and control group). Each group consists of 6 students. Respectively 2 students which have high initial test score (H), medium initial test score (M), and low initial test score (L) are chosen from each group study. Subject samples are given initial test, treatment, and final test. All classes involved were mixed-ability classes.

2. **Test**

The test comprised three algebra word problem and three geometry varying difficulty. The final test, students are divided into 2 groups, first group consist of 27 students solving algebra problems and second group consist of 27 student solving geometry problems.

<table>
<thead>
<tr>
<th>School levels/ Final Test</th>
<th>Group Study 1 Initial Test</th>
<th>Group Study 2 Initial Test</th>
<th>Control Group Initial Test</th>
<th>Total</th>
</tr>
</thead>
</table>

65
RESULTS AND DISCUSSION

1. Recapitulation and explanation of final test result

Table 2. Math representative according to group study and items test

<table>
<thead>
<tr>
<th>Items Test</th>
<th>Mathematical Representation</th>
<th>Study 1</th>
<th>Study 2</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra (1)</td>
<td>Written Texts</td>
<td>24</td>
<td>23</td>
<td>24</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Drawing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Mat. Expres.</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Algebra (2)</td>
<td>Written Texts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Drawing</td>
<td>27</td>
<td>27</td>
<td>26</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Mat. Expres.</td>
<td>12</td>
<td>11</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Algebra (3)</td>
<td>Written Texts</td>
<td>23</td>
<td>21</td>
<td>21</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Drawing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Mat. Express</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Geometry (1)</td>
<td>Written Texts</td>
<td>24</td>
<td>22</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Drawing</td>
<td>26</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Mat. Expres.</td>
<td>-</td>
<td>20</td>
<td>17</td>
<td>57</td>
</tr>
</tbody>
</table>

| Geometry (2) | Written Texts | - | - | - | - |
|              | Drawing       | 27 | 24 | 78 |
|              | Mat. Expres.  | 27 | 5  | 2  | 14 |
According to table 2, the frequency of using math representative according to group study is as given in table 3.

Tabel 3. Frequency of using representative math according to group

<table>
<thead>
<tr>
<th>Representasi</th>
<th>Study 1</th>
<th>Study 2</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Texts</td>
<td>100 (35.1%)</td>
<td>93 (32.6%)</td>
<td>92 (32.3%)</td>
</tr>
<tr>
<td>Drawing</td>
<td>75 (33.3%)</td>
<td>78 (34.7%)</td>
<td>72 (32.0%)</td>
</tr>
<tr>
<td>Mat. Expres.</td>
<td>79 (40.9%)</td>
<td>66 (34.2%)</td>
<td>48 (24.9%)</td>
</tr>
<tr>
<td>Jumlah</td>
<td>254 (36.1%)</td>
<td>237 (33.7%)</td>
<td>212 (30.2%)</td>
</tr>
</tbody>
</table>

Percentage of using representative aspect at each group can be seen as group ability of those aspects. For example, percentage of experiment group 1st using written texts, drawing, and mathematical expressions is 35.1%, 33.3% dan 40.9%, so that math representative ability of this group is 35, 33,3 dan 40,9 respectively. Experiment result show that 1st group study, 2nd group study, and control group tend to have different mathematical expressions and written texts ability while solving algebra and geometry problems, whereas drawing ability tend to same for all 3 groups.

This experiment result is relevant to previous invention by Esty&Teppo (1996:47). They stated that student able to solve problem given in form of narrative drawing but student failed to build a problem
solving formula. In the table 3, can be seen that amount of frequency using representative forms in problem solving among all 3 groups is not highly varying, but conceptually 1st groups conducted better consecutive cognitive process which is attaining relatively better result.

According to experiment on 54 students, the 1st group is prominent in written texts and mathematical expressions aspect, whereas 2nd group is prominent in drawing aspect. The result shows that representative that is treated using TTW strategy give positive effect to student in the final test.

According to student answers, can be analyzed that, there are 3 cognitive processes conducted by students in case of selecting and choosing the rules in order to solve algebra and geometry problems. The students use drawing as model, formulating math equation (associating ideas), describing in own words (written word), and combining all those aspects. In this case, cognitive process is student math representative.

Drawing is more frequent used by 2nd group study, whereas formulating math model and explaining based on student own expression (written word) are more frequent used by 1st group study, and combination of drawing, formulating math model, and own expression are more frequent used by 1st group study.

In other side, students of control group are more prominent used explaining based on student own expression than another two aspects representative. Drawing and model created by 1st group and 2nd group are more relevant than control group. Relevant drawing and model are first from student which has high initial knowledge. Drawing and math model arranged by both group study are combination of information contained in problems and “package of knowledge” about algebra and geometry that are previously learned. “Package of knowledge” is related geometry rules that are used properly. Based on drawing, student forecast the next steps including selecting rules correspond to drawing. Process conducted by students who have high initial knowledge is also conducted by students who have medium and low initial knowledge. Because of the limitation “packet knowledge”, student did not understand the associated concept in the problems, so that drawing sketched are not predictive with the result that can’t be used to arrange further step and at last students are difficult in selecting the rules to attain good result. These are conformable to Gagne (1985) that state, students do not understand the associated concept because
they are not save information in meaningful proposition, instead in open proposition.

2. Equations as Descriptions of Procedures Used for Calculating

Several students calculated answers to each problem by arithmetic reasoning, and then tried to represent these calculations as equations. This method of dealing with algebra word problems has been observed by other researchers (MacGregor & Stacey, 1996). These equations were not representations of problem structure, but descriptions of the procedure used to calculate a value for one of the unknowns. For example, a student wrote the equation for Problem 2 as,

\[ x = (87-18) \div 3 \]

and others wrote

\[ x = 87-18 = 63 \div 3 = 23 \]

where \( x \) stands for the time taken to wash the first car. It can be argued that technically, the first of these is an acceptable equation. However in the harder problems on the test, which were too difficult to solve by mental reasoning and arithmetic, students who were limited to writing a description of the solution method had no chance of success. Lacking the support of an algebraic representation of the problem, they were unable to devise a solution.

Figure 2. Attempts to integrate problem information

<table>
<thead>
<tr>
<th></th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th></th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>( x )</td>
<td>( x + 7 )</td>
<td>( x + 13 = 80 )</td>
<td>(ii)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>( x )</td>
<td>( x + 7 )</td>
<td>( x + 13 = 80 )</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>( x )</td>
<td></td>
<td>( x + 7 )</td>
<td>( x + 13 )</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>
Using Mathematical Representation To Solve Word Problem: Attention Control, Organizing Information and Elaboration. (Bansu Irianto Ansari)

(iii) \[ 1 = y \]
\[ 2 = y + 7 \]
\[ 3 = y + 13 \]
\[ 1 + 2 + 3 = 80 \]

(iv) \[ x, x + 7, x + 13, 80 \]

(v) \[ \alpha = ? \quad b = \alpha + 7 \quad c = \alpha + 13 \]

Our data indicate that major difficulties in formulating equations in the test did not lie in students’ failure to comprehend the written information, to understand the problem structure, or to see how the parts were related to each other and to the whole. Most students could solve the problems by non-algebraic method, providing confirmation that understanding the problem situation was not a difficulty. For the students who tried to use algebra, the main obstacles to success were (a) incorrect use of algebraic syntax, and (b) failure to integrate the given information as an equation or set of equation. There were others who wrote correct equations that could be used to solve the problems, but did not use there equations, apparently not knowing how to use the notation as a tool for deductive reasoning.

Moreover, our data indicate that, for most students in the sample, naming variables and understanding relations were not difficult for the simple problems we used. Most students who tried algebra could name quantities, and there was little difficulty related to expressing several quantities in terms of one variable. However there were several instances of students who named the three parts in a problem appropriately (e.g., \( x + x + 7, x + 13 \)) but did not try to relate them to the total. As we have shown, some students used unconventional formats such as arrow-diagrams, vertical addition, or invented notations to try to denote the idea that the sum of the parts is equal to the total given. They were unable to write an equation to express the structure of the problem situation. Others had not learned that an equation is written to represent the problem.
situation; they wrote a description of the calculation procedure they had used to solve the problem. These students have perceived the equations as a formula for calculating. They need to know that algebra can also be used to extend and support logical reasoning; its purpose in problem-solving is not to describe a solution procedure that has already been constructed mentally.

In a typical school algebra curriculum, the first problems given to students to solve by algebraic means can also be solved by simple arithmetic, intuitive reasoning, or a simple guess-and-check. Until they achieve a certain level of fluency, students see algebra as an extra difficulty or unnecessary task imposed by teachers for no obvious purpose and not as a useful tool for making problem-solving simpler. This attitude is reasonable, since the problems they have so far encountered (such as the three problems presented in this paper) are not good examples of the power of algebra. We support this view, while reminding readers that it is difficult to find problems that are sufficiently complex to warrant an algebraic solution but easy enough for students to work through with understanding and learn from. It is generally assumed that when comprehending a mathematical problem and preparing to solve it people construct a mental representation of some kind. Several theories have been proposed about the form and function of these representations. Using the context of elementary-grade arithmetic problems, Kintsch and Greeno (1985) proposed that a problem representation is built in several steps, beginning with a conceptual representation of meaning in the form of a set of propositions (called a conceptual text base by Kintsch and Greeno). The individual combines this propositional representation with other general and specific knowledge to construct the second representation - an integrated and articulated mental model of the problem situation. We suggest that the initial set of propositions (Johnson-Laird’s propositional representation) is sufficient for solving problems by the guess-and-check method. The propositional representation provides comprehension of each piece of information given without necessarily relating it other information in a single model. The problem - solver guesses a value for unknown, and checks whether it allows each proposition to be true. The process is essentially substitution in expressions. Almost all the problem we have seen in textbooks for the first four years of school algebra can be solved quickly by this method because of the nature of the numbers involved, and consequently many students use it. Students who have a good number sense often reach the answer after
three or four guesses. An algebraic equation does not represent separate pieces of propositional information but arises from the integrated mental model that is produced in the later stage of comprehension. As we have seen, some students do not know how to represent this model as an equation.

In their investigation of algebra word-problem comprehension, Nathan, Kintsch and Greeno (1992) have pointed out that students may understand a problem in everyday terms but be unable to represent its formal aspect as required for an algebraic solution. These researchers suggest that features of the student’s cognitive representation of the problem determine what information is available for reasoning. Our data provide no evidence that students’ mental models were inadequate or incorrect. The students demonstrated their capabilities in comprehension, logical reasoning, written calculation, mental arithmetic, and problem-solving by non-algebraic methods. There is no obvious explanation for their difficulties in constructing equations for the simple problem they were given. It seems likely that they had not had sufficient experience.

CONCLUSION

We conclude that formulating an equation is not an intuitive way to represent a problem, but needs to be carefully taught. Reluctance to formulate an equation may be one indicator of the gap between arithmetic and algebraic thinking that is now widely recognized in the literature. For them, an equation is an abbreviated way of writing the terms of the problem: a summary”. Our data support this assertion. In certain contexts students are familiar with equations as formulas, that is, as instructions for arithmetic calculation. They know how to use a formula by substituting values and calculating the answer. The concept of an equation as a statement about relationships, rather than as a formula, may be crucial to students’ ability to use algebra for solving problems. Student’s perceptions of what an equation represents and how it relates to a problem are being investigated in the current stage of our project.
REFERENCES


THE DEEP STRUCTURE AND SURFACE STRUCTURE OF GAYO LANGUAGE, CENTRAL ACEH, INDONESIA

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ABSTRACT

The purpose of this study was to find out the deep structure of Gayo Language, in Central Aceh. Gayo language is to form Melayu-Polinesia language which is grouped in Austronesia. Deep Structure is the basic structure of sentences. Deep structure is the underlying structure of a sentence that conveys the meaning of a sentence, and surface structure is the superficial arrangement of constituents and reflects the order in which the word is pronounced. The method used was qualitative and there were thirty data were analyzed by using phrase structure rules. The data of this research were taken from folklore which written in Gayo language. The finding showed that, data no. 11 and no. 12, the surface structures are the same but by inserted “ni” in sentence no. 12, the meaning of both sentence became very different. Then, data no 16 and no. 17, the surface structure are the same, but the lexical used as Adjactive are different then the deep structures are different. Next, data no 22, the sentence is ambigue, it has one surface structure, but the deep structures are two. Finally, data no. 30 and no. 31, both, have one the same surface structure, but the deep structures are different. It can be concluded that, one surface structure, there were two deep structures, two surface structures, there was one deep structure, and two surface structures there were two deep structures.

Keywords: deep structure, surface structure, Gayo language.
INTRODUCTION

Gayo language is a language used in central part of Aceh province. Gayo language is spoken by Gayonese which is concentrated in three district and one sub-district namely Central Aceh, BenerMeriah, GayoLuesand sub-distric SerbeJadi located in Aceh Timur district. The fourth area are the central where people of Gayonese live. According to Eades, (2005:4), Gayo language is to form Melayu-Polinesia language which is grouped in Austronesia, likely Taiwan and Philippine language. Gayo language is used as daily communication among society, in family ceremony and in traditions meeting.

Several research about Gayo language has been done by Indonesian and local researcher, such as Husna (2003) Morphology Verb System of Gayo Language Dialec GayoLut, and Hastuti (2012) wrote about Kinds and Meaning Conjunction of Gayo Language. Shaumiwaty (2012). Phonology of Gayo Language: an Analysis Phonology Generative. Zainuddin (2012), Morfology System of Gayo Language: an analysis of Transformational Generative. Furthermore, research that has been done by foreigner which was written Eades (2005) about Grammatical of Gayo: Language of Aceh, Sumatera.

Research about deep Structure and surface structure of Gayo Language which analyzed with Transformational Generative have never been done yet, this is needed to be done because until now there is no written description clearly about the phrase rules of Gayo language, especially the description of deep structure and surface structure of Gayo language. According to Chomsky (1957, 1965), deep structure is an exist sentence which have been people made can be returned to the basic of the sentence and the numbers is limited. The pattern of that basics sentence is single clause, declarative, positive, and transitive.

Chomsky (1965:15-16), transformational generative is a system of rules. He explained that the main idea of all transformational generative is there is the different between deep structure and surface structure which is determined by recursion application of specific formal way, which is also called’ grammatical transformation’ at the lowest basic object. Furthermore, the syntax component must result deep structure and surface structure for every sentence and must have relationship between them. The difference is and must have relationship between both/them. The difference
also connects to the sentence which have surface structure but different deep structure, just like the case of passive and active sentence. It meant that in active and passive sentence the surface structure is difference but the deep structure is the same.

Example of passive sentence in Gayo language:
1.a *Ama munalu abang.* (Father calls brother)
   \[ \text{NP1 + VP + NP2} \]
1.b *Abang italu Ama.* (brother is called by father)
   \[ \text{NP2 + VP + NP1} \]

Both sentences of Gayo language has the same surface structure and deep structure, the difference is at sentence 1a Ama as a subject, abang as a object and at sentence 1b is the opposite, but the deep structure or the meaning is the same.

The tree diagram of surface structure of 1a and 1b are as follow:
1a. \[ S \]
   \[ \text{NP} \]
   \[ \text{VP} \]
   \[ V \]
   \[ N \]
   \[ Ama \]
   \[ munalu \]
   \[ abang \]
   Father calls brother

1b. \[ S \]
   \[ \text{NP} \]
   \[ \text{VP} \]
   \[ V \]
   \[ N \]
   \[ Abang \]
   \[ italu \]
   \[ ama \]
   brother is called by father

The example of tree diagram (1a) and (1b) seems that the surface structure is different but the deep structure is the same, at sentence (1a) and (1b) ama (father) is a subject, abang (brother) is an object, and mudere or idere (beat) is predicate. Another example of the same of surface structure of Gayo language.

(2a) *Ceh oya gure bedidong* ‘That Ceh is enjoy to sing didong’
   \[ \text{NP + Art+ AdjP + VP} \]
(2b) *Ceh oya galak bedidong* ‘That Ceh is happy to sing didong’
   \[ \text{NP+Art+AdjP+VP} \]

(2a) \[ S \]
   \[ \text{NP} \]
   \[ \text{VP} \]
(2b) \[ S \]
   \[ \text{NP} \]
   \[ \text{VP} \]
Both sentences (2a) and (2b) have the same surface structure but different deep structure. However, Gayonese speakers are able to feel that the one who will like the song, whether the singer or the listener. The sentence (2a) the listener of the Ceh (singer) to sing Didong feel something, that is “comfortable or satisfied”, where as sentence (2b) the “Ceh” himself feel happy that is like to sing didong. From the above example of deep structure and surface structure can be concluded that in different sentences of surface structure can be have the same deep structure, and on the contrary, in the same sentence of surface structure can be have different deep structure. Based on the background described above the writer means to research the deep structure of Gayo language which analyzed with transformational generative. The research problem, how is the phrase structure rules of the deep structure of Gayo language and the purpose is to find the description of phrase structure rules of the deep structure of Gayo language.

Chomsky stated that (1969:65-66), surface structure are mapped into phonetic representation by the phonological rules. Post-lexical structures are mapped into semantic representations by semantic rules. In this formulation, the post-lexical structures are called deep structures. The deep structures contain all lexical items, each with its complement of grammatical features. Furthermore, the configurations of the phrase marker P1, which are preserved in the deep structure, can be taken to define the grammatical relations and functions in a straightforward manner. It is natural to suppose that the semantic interpretation of a sentence is determined by the intrinsic content of lexical items and the manner in which they related at the level of deep structure. Supposing this, it follow that deep structures determine semantic representation under the rules of semantic interpretation.

Deep structures are held to meet several conditions. First, they determine semantic representation. Second, they are mapped into well-formed surface structures by grammatical transformations (without any subsequent insertion of lexical items). Third, they satisfy the set of formal
conditions defined by base rules; in particular, the rules of the categorial component define the grammatical functions and order of constituents, and the contextual features of lexical entries determine how lexical items can be entered into such structures.

According to Prasad (2009:104), a sentence has a deep structure and surface structure. Deep structure is basic sentence and surface structure is transformed structure. The deep structure is simple, assertive, declarative and active in form. It is the abstract structure that allows a native speaker to know what the sentence means. It tells us what he means by the sentence. The surface structure shows how the speaker actually uses it in communication. It can be concluded that deep structure expresses the semantic content of the sentence, whereas the surface structure its phonetic form.

Wingfield and Titone in Ratner, et al (1997:232), explained that the distinction between the surface structure and deep structure of a sentence. The surface structure of a sentence is represented by the words that actually hear, spoken or read: the specific words that chosen to convey the meaning of what it is wish to say. The listener must ‘decode’ this surface structure to discover the meaning that underlies the utterance or the deep structure of the sentence.

Some sets of sentences have different surface structures, but the same deep structure. An example would be the pair of sentences. The boy threw the ball. and The ball was thrown by the boy. The specific words used the surface structures are obviously different.

Broderick (1975:100-101), Constituent-structure trees which are the direct product of Phrase Structure rules and on which no changes have been worked by transformation we call deep structures, and trees that result when all changes worked by transformations have been carried out we call surface structures.

The following, Prasad (2009:104), explained that, based on the formulation the base of the grammar of a language consists of two component: (1) the categorial component and (2) the lexicon. The categorical component’s function is to generate a set of abstract prelexical structures which are then lexicalized by inserting appropriate items from the lexicon of the concern language. The output structures generated in such a way are known as Deep structures. These serve input to the transformational
The Deep Structure and Surface Structure of Gayo Language, Central Aceh, Indonesia (Tri Murni)

components of grammar, which consists of a number of movement rules. These rules transform Deep structure into Surface structure.

**METHOD**

The method used is qualitative, and phrase structure rules is used to analyzed the data. The data were 34 clause and sentences which were taken from written folklore of Gayo language. And in order to find the function of the words it is used the pattern of clause by Quirk et al. (1985:53), they are consist of:

a. $S+V$: He is studying
b. $S+V+O$: He (S) paints (V) the fence (O)
c. $S+V+C$: Brandon (S) is (V) a dancer (C)
d. $S+V+Adv$: My brother (S) has been (V) in the garden (adv)
e. $S+V+O+O$: Mary (S) gave (V) the guests (O) a glass of beer (C)
f. $S+V+O+C$: Most people(S) consider (V) the bag(O) rather expensive (C)
g. $S+V+O+Adv$: You(S) must put(V) all the books(O) upstairs(Adv)

**RESULT AND DISCUSSION**

Data of basic rules of Gayo Language

No.1

```
K
  NP  Aspect  VP
    We  tengah mangan
  (S)  (V)
```

No.2

```
S
  NP  Poss  VP
    Ulu  è  petungkuk
  (his/her heads bow down)
```
No. 3

(S)  

(V)

Banan jema oya  

(that is someone’s wife)

Woman people that

(S)  (Pn)

No. 4

(S)  

(Pn)

Jema banan oya  

(that is a woman)

People woman that

(S)  (C)

No. 5

(A)  (Adv)

I am ashamed to go there

No. 6

(A)  (Adv)  

Poss
Uncle poor life his (S) (Adj) (C) (uncle’s life is poor)

Kami tulu jema (we are three persons)

Empus è tulu (his/her garden are three)

Ama i empus (father is in the garden)
Pakèa isien manè (they were here yesterday)
They here yesterday

No. 11

S
  NP VP
  NP NP Poss

Anak banan è mungune (his/her daughter is asking)
Daughter his asking

No. 12

S
  NP VP
  NP Poss NP Poss

Anak ni banan è mungune (his wife’s daughter asked)
Daughter of wife his asking

No. 13

S
  NP VP
  VP AdjP

Wè enggeh serengè (he/she comes alone)
He/she comes alone his/her

No. 14
The Deep Structure and Surface Structure of Gayo Language, Central Aceh, Indonesia (Tri Murni)

No. 15

S

NP VP

NP NP

VP Adj P

We enggèh kendiriè
(heself/himself)
He/she come alone him/her
(S) (V) (C)

No. 16

S

NP NP

NP Poss NP Poss NumP

Anak ni koro è roa
(his/her buffalo’s baby are
(two)
Child of cow his/her two
(S) (C) (C)

No. 17

S

NP VP

VP PrepP NP

83
Ineulakorom aka kulumah  
(mother goes home with sister)

Mother go home with sister to home
(S) (V) (C)

No. 18

S

NP → VP

VP → NP → Art

Art → Conjadv

Wemungenbuetabierpenyanya

He/she finished work that eventhough difficult
(S) (V) (O) (C)

(she/he finished the job eventhough its difficult)

No. 19

S

NP → VP

NP → adjP → VP → NP → NP

Aku kemèl mulewenmu besenjata.  
(I am ashamed to fight you with a gun)

I ashamed to fight you use gun
(S) (P adj) (C)

No. 20

S

NP → VP

NP → Art → VP → PrepP → AdjP

AdjP → Poss
Poss → NP → Poss
Ipaka mupisah ari kasihsayang ni inê. (ni+FN+e ) possesive obligatory
Daughter that separate from love her mother’s (S) (V) (C)
(that daughter is separated from her mother’s love)

No. 21

Aku mangan orom pumu
I eat with hand
(S) (V) (Adv)

No. 22

Engimubiyyomanuk
(younger brother chases birds)
(S) (V) (O)

No. 23

Aku mangan si lungi orom sedepe
(I eat sweet things deliciously)
(S) (V) (C) (Adv)
(I eat which sweet with delicious)
No. 24

S
NP VP Prep P
NP VP NP Prep adv
Pakèa muniri kegalakan i Lut
(S) (V) (C) (Adv)
(they bath happily at the lake)

No. 25

S
NP aspect VP
VP NP Poss
Wè nge osop peningetè
(S) (Adj) (O)
(she/he has lost her/his mind)

No. 26

S
NP VP
NP Poss VP NP
Inekèdèng ku kona ruwi
(Toe my hit torn)
(S) (V) (O)

No. 27

S
NP VP
Pakèa mangan asam si lungi
(they eat sweet oranges)
(S) (V) (O) (C)

No. 28

Aka munatang pingen arêh -arêh (eldersister is lifted plates carefully)
(S) (V) (O) (Adv)

(sister lift plate careful)

No. 29

Kami mangan kunyit bekeramil ilang orom sedepè
(they eat glutinous with coconut red with deliciously)
(S) (V) (O) (C) (Adv)

We eat glutinous rice with red coconut deliciously

No. 30
The Deep Structure and Surface Structure of Gayo Language, Central Aceh, Indonesia (Tri Murni)

Wè mangan kero manè  
(S) (V) (O) (Adv)  
He/She eat rice yesterday  
No. 31

Wè mangan kero manè  
(S) (V) (O) (Adv)  
He/She eats yesterday’s rice  
No. 32

Aku minum kupi orom sedepè  
(S) (V) (O) (Adv)  
I drink coffee deliciously  
No. 33

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RESULT AND DISCUSSION

Clause no. 1, *Wè tengah mangan* (NP+Aspek+FV)(he/she is eating) and clause no. 2 *Uluè petungkuk* (FN +Poss +FV) *(his / her heads bow down)*, those are ‘*wè and uluè*’ Noun phrase category as subject and follows by ‘mangan and petungkuk’ are verb category as a predicate.

Clause no. 3, *Banan jema oya* (NP+NP+Pen) *(that is someone’s wife)* and clause no. 4, *Jema banan oya* (NP+NP+Pen) *(that is a woman)*, means Noun category as a subjek and follows by Noun category as a predicate.

Clause no. 5, *Aku kemèl ku one* (NP+AdjP+PrepP) *(I am ashamed to go there)* and no.6, *Encu nyanya morepè* (NP+AdjP+VP+Poss)(uncle’s life is poor), that is Noun category as a subject then follows by category adjective phrase as a predicate.

Clause no. 7 *Kami tulu jema* (NP+NumP+NP)(we are three persons), and clause 8, *Empusè tulu* (NP+Poss+NumP)(his/ her garden are
three) FN+Poss+Fnum. Category Noun as a subject followed by category numerical as predicate.

Clause no. 9, *Ama i empus* (NP+PrepP+Adv)(father is in the garden), and clause no 10, *Pakêa isien manê* (NP+Adv+Adv) (they were here yesterday), FN+Fadv, that is Noun category as a subject follows by Adverb category as predicate.

Diagram no. 3 and 4 have the same surface structure but different deep structure. they are as follows:

No. 3

```
S
NP + NP + Art
Banan jema oya
Wife people that
```

No. 4

```
S
NP NP Art
Jema banan oya
People woman that
```

Both clauses consist of NP + NP + Art. sentence no. 3 “banan jema oya” word “banan” means “woman” but sentence no 4 “banan” means “wife” so sentence no. 3 means “that is someone’s wife” while sentence no 4 “jema banan oya” means “that is a woman”.

Next, the tree diagram sentence no 11 and no 12.

No. 11

```
S
NP VP
NP NP Poss
```
Anak banan è mungune
(his/her daugther asks)

Child woman his/her asks

No. 12

Sentence no 11 “Anak bananè mungune”, means his/her daughter asked, , while sentence no 12 “Anak ni bananè mungune”, by inserted “ni” after the first Noun Phrase the sentence means “his wife’s daughter asked”.

Contoh lain yaitu:

No. 16

No. 17
*Wè enggèh kendiriè*  (She/He comes by herself/himself)
She/he come alone

The surface structure of sentence no 16, NP (Pron) + VP + adjP+ Pen “*wè enggèh serengè*” and NP (Pron)+ VP + adjP+ Pen “*wè enggèh kendiriè*”. sentence no 16, word “*serengè*” means “alone” and sentence no 7 word “*kendiriè*” means by her/himself, so, the meaning of sentence no 16 “she/he comes alone without friend”, while sentence no 17 means “she/he comes alone without invited” as surface structure the sentences are the same but the deep structure are different.

Next, sentences no 22, the surface structure are the same but deep structure can be different “*Aku kemèl mulewenmu besenjata*” (I am ashamed to fight you using gun).

```
S
  NP
  VP
   NP adjP VP NP NP
   Aku kemèl mulewenmu besenjata.
(I was ashamed to fight you using gun)
I ashamed to fight you with gun
```

In the above sentence no. 22, “*Aku kemèl mulewenmu besenjata*” the sentence is ambigue, it is who are using the gun, it can be meant that “*aku besenjata kemèl mulewenmu*”(I used the gun ashamed to fight you) or “*ko besenjata aku kemèl mulewenmu*” (you used the gun, I was ashamed to fight you). The surface structure is the same, but the deep structure or meaning is ambigue.

Furthermore, diagram tree no. 30 and no. 31,

No. 30

```
S
  NP
  VP
   VP NP
```

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Sentence no. 30 “we mangan kero mane” (NP + VP + NP + adv)” means that she eats rice yesterday, while in sentence no 31 “we mangan kero mane” (NP + VP + NP + adjP), these sentences means “she/he eats yesterday’s rice”. From both sentences no. 30 and no 31, have the same surface structure but different deep structure.

CONCLUSIONS

It can be concluded that the rules of clauses in Gayo language:
Clauses No. 1 and 2: Noun phrase as subject and followed by verb category as a predicate. (NP(S)+VP(P))
Clauses No. 3 and 4: Noun phrase category as a subject, follows by Noun category as a predicate. (NP(S)+NP(P))
Clauses No. 5 and 6: Noun phrase category as a subject follows by category adjective phrase as a predicate. (NP(S)+AdjP(P)).
Clauses No. 7 and 8: Noun Phrase category as a subject followed by category numerical as predicate. (NP (S) + NumP (P)).
Clauses No. 9, Noun phrase category as a subject follows by Prep phrase category as predicate. (NP(S) +PrepP (P))
The Deep Structure and Surface Structure of Gayo Language, Central Aceh, Indonesia (Tri Murni)

NP  aspect + VP + (NP+Poss)
No.2, 8, 12, 16
NP  + Poss +  VP (NumP) (NP) + Poss +VP (NumP)
No. 11, 26
NP  NP (VP)  Poss  VP  + NP
No. 3, 4
NP  NP + Art
No. 5, 6, 19
NP  AdjP+ Prep(VP) +Adv(Poss) (NP) + NP
No. 7
NP  NumP+NP
No. 9, 10
NP  PrepP (adv)+ Adv
No.13, 14
NP  VP + AdjP
No.15, 18, 22, 24, 27
NP  NP (VP) +  VP (NP) + Art (Prep) (Conj) + Adv (Adj)
No. 20, 21, 17, 23
NP+  Art  (V)+ VP(Prep)  (Conj)+ Prep(N)
(Adj)+AdjP(Prep)+Poss(Adv)+NP+Poss
No. 28, 30, 29, 31
NP  VP+NP+Adv (NP) (Adj) + Adj + Prep+ Adj
No. 32, 34, 33
NP  VP+NP+ PrepP (Poss)+NP (VP) (Adv) + NP (VP) +Adv

The tree diagram sentences no. 11 and no. 12, the surface structure are the same but by inserted “ni” (possessive) at sentence no. 12, the meaning of both sentence became very different. The surface structure are the same but deep structure is different.

The tree diagram of sentence no 16, “we enggeh serenge” NP + VP+ adjP+ Pen and no. 17, “we enggeh kendirie” NP + VP + adjP+ Pen. NP + VP + adjP+ Pen. The function of the word in sentence no 16 and no. 17 are the same. In sentence no. 16, word “serenge” means “she/he alone” and sentence no. 17 word “kendirie” means “her/himself”. So, the meaning of sentence no 16 “she/he comes alone without friend”, while sentence no 17 means “she/he comes alone without invited”. The surface structure of
both sentences are the same but the deep structure are different. (different lexical)

In sentence no. 22, “Aku kemel mulewen mu besenjata” the sentence was ambigue, it is who are the one using gun. It can be meant “aku besenjata kemel mulewenmu” or “ko besenjata aku kemel mulewenmu”. In this sentence the surface structure is the same.

Then, diagram tree no. 30 and no. 31, have the same surface structure. Sentence no. 30 “we mangan kero mane” NP + VP+ NP + adv” means that she eats rice yesterday, and sentence no. 31 “we mangan kero mane” NP + VP + NP + adjP. The sentence means “she/he ate yesterday’s rice”. Both sentences no. 30 and no 31, have the same surface structures but different deep structure.

This study is using transformational generative grammar, it is suggest to continue the research about the transformational generative and the surface structure of Gayo language.

REFERENCES


THE IMPLEMENTATION OF NARRATIVE DISCOURSE IN L2: DESCRIBING EVENTS AND STORIES OF CHILDREN IN DIFFERENT AGES (FOURTH AND FIFTH GRADE ELEMENTARY SCHOOL STUDENTS)

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ABSTRACT

The paper presents a study about the implementation of narrative discourse in describing events or stories affecting the children’s language development in different ages (fourth and fifth grade students) and their perceptions towards a personal and fictional narrative discourse. In all, four participants, two-low and two-high performances’ ability in different ages (10 years old and 11 years old) Minxong Elementary school, were asked to tell two narrative stories: a personal and a fictional narrative in English. Participants then answered the series of interviewed concerning what their opinions about preferring a personal to a fictional narrative discourse. The paper concludes that the sample of children in the different ages, their narratives were briefer, and less grammatical. Besides, the children at 11 years old were more able to describe events or stories than 10 years old. Then, children at 10 years old preferred using a personal narrative to fictional narrative while children at 11 years old preferred using a fictional narrative to a personal one.

Keywords: A Personal Narrative and A Fictional Narrative
INTRODUCTION

Narrative discourse plays a central role of language development for children to have expressive language that consists of the ability to describe events or stories. It is also important because of its contribution to social relations, effective communication, and literacy. There are two main types of narratives: personal and fictional. A personal narrative is a description of a past event, experienced by the speaker or by someone the speakers knows, while a fictional narrative consists of an imaginary story, either from a book or spontaneously created by speaker. Narratives of either kind typically present a chronological sequence of events within a cultural context (Level and Polirstok, 2011).

A personal narrative is important in children daily communication activities and because of the fact that they tend to be better structured than fictional narratives. Children use personal narratives frequently to describe their experiences and relate to others (McCabe and Bliss, 2003). Moving on the fact that every child has different ways or strategies in acquiring a language, and based on the previous study there were many studies only focused on the function of personal narrative than fiction narrative, therefore to find out the truth function of them, this research would like to examine the children’s perceptions of narrative discourse between a personal narrative and a fictional narrative as a way to communicate, especially what they like or do not like and would like more to improve their communication skill.

This research, then, aimed to address two questions:

1. How does an implementation of narrative discourse in describing events or stories affect the children’s language development in different ages (fourth and fifth grade students)?
2. What is the perception of the children toward a personal narrative and a fictional narrative discourse?

THEORITICAL FRAMEWORK

1. The Importance of Narrative Discourse

A personal narrative observes to help speaker make sense of an experience. They put into words a description of something that has
happened to them. For example, an individual who has just been in a car accident may initially describe the event disjointedly because exactly what happened in the accident may not seem clear to the person. After retelling the narrative to listeners who ask pointed questions and received answers, the narrator’s description become clearer and the component events make more sense to both the speaker and the audience. The narrator is now able to represent the events more logically. Personal narratives enable teachers and professionals to understand how a student conceptualizes an event and organizes information.

Personal narratives are critical in educational settings and are a prerequisite for full literacy acquisition. Preschool children with typical language development begin to learn narrative structure and practice this form of communication. Typical language development refers to children who gain syntactic, semantic, and discourse abilities within normal developmental stages. Narrative skills of preschool children have been shown to be good predictors of subsequent literacy achievement (Bishop & Edmundson, 1987; de Hirsch, Jansky, & Langford, 1996; Tabors, Snow, & Dickinson, 2001; Snow, Porche, Tabors, & Harrish, 2007).

School-age students often produce personal narratives when they practice writing. For example, they will describe in writing personal experiences of a summer holiday. High-stakes testing, mandated by the “No Child Left Behind” Act, often requires students to write personal narratives. Personal narratives have also been recommended as the basis for mastering writing skills so that students begin to write about what they know and in the process come to understand that their real lives are worthy being written about (Calkins, 1994). Narrative discourse is challenging because of its decontextual nature.

**METHOD**

1. **Participants**

This study involved four children, two were fourth and others were fifth grade participants at English Club, Minxiong Elementary School, Chiayi. The participants were selected on the basis of their abilities for example two low ability students and two high ability students in order that across section of views could be gathered. The fourth and fifth grade students were selected on the grounds that they have been studying English and have a good ability in speaking and listening skills. In addition, they
were chosen by grouping of ages between younger children (6 and 10 years) and older children (11 and 16 years). It was felt for this reason that they had experienced or were able in describing events and stories in narrative and would thus be qualified to give their views and perceptions of it.

2. Setting
A qualitative method approach was employed. Collecting the data and answering the research questions, the researcher used two instruments, first one was observation classroom supported by video recording and field note and another one was interview. It was semi-interview supported by recording and interpret the data.

3. Procedure
The participants in this study were asked to take a part in describing a personal and a fictional narrative discourse within two weeks. The first week was held on Monday, May 20, 2013. At the first week, the students were asked to tell about their experiences in celebrating mother’s day. Before the students shared their experiences to others, the teacher shared her experience first as an example so the students knew how to tell their experiences, the teacher also used power point or slides as an aid for the students.

The following week was the second week for doing the research. It was conducted on Monday, May, 27, 2013. As same as the first week, the teacher gave an example before asking the students to describe some pictures. Also, gave them time to think or write some words or sentences.

4. Material
Conducting the first research, the researcher only used power point as a supplement aid to help students to have a simple description what they did. At the second week, the researcher used some picture books to do her research, for example: Who can help the cat? , Father’s day, Courtesy and Good Habits Reader 3, and Seasons. The reason why the teacher used different books was to avoid of imitating words or sentences. The pictures books were borrowed from library in National Chiayi University.

After doing the second research, at the time break, the researcher interviewed the participants by giving five questions that related to her study (the implementation of narrative discourse and children’s perception
of a personal narrative and a fictional narrative in different ages) within five to ten minutes per student, one by one. Finally, to make the data be precise, the researcher also recorded the participants’ answers and interpreted them.

5. Data analysis
a) Grammar measure

With an exception, prior research on the narratives produced by children with a personal narrative or a fictional narrative has used only objective measure of narrative grammar. The using of past tense used to analyze the personal narrative and fictional narrative. The reason why this measure selected was the frequency of using past tense as one of narrative characteristics.

During the observation, the researcher found that the students were not able enough to use past tense. Actually, they knew what they wanted to say but mostly, they did not use past tense to describe the actions, for example: I go to my grandpa’s house (went), I give my mother a flower (gave), I make a card (made), I go to restaurant and eat food with my family (went and ate). Some students are studying in the library (were), etc.

Students’ Perspective: Interview Data

Janice
She is ten years old. She is fourth grade student. Her performance was high level. She revealed that she likes the teacher used narrative discourse to improve her ability to communicate to others and to enrich her vocabularies. Even though she felt this activity was useful, sometimes, she thought that she has no idea, she did not know how to say the word or sentences in English. Also, she preferred using a personal narrative to a fictional narrative. For her, a personal narrative was easier than a fictional one.

Ray
He is 10 years old. He is fourth grade student. His performance was low level. He told that he did not like the narrative discourse. He had no idea to tell his experience and to describe the story. He preferred a personal narrative to a fictional narrative.

Harison
He is 11 years old. He is fifth grade student. His performance was high level. He revealed that this activity was fun and interesting. Besides, he thought that it was useful he could share what he felt and what he thought. In addition, he might enrich his vocabularies. He preferred a fictional narrative to a personal narrative.

Jessie
She is 11 years old. She is fifth grade student. Her performance was lower than Harison. She felt as same as Harison. It was fun, interesting, and useful. She could improve her knowledge and enrich her vocabularies. She also preferred a fiction narrative to a personal narrative.

RESULT AND DISCUSSION
Overall, the results of this study were both narrative discourses (a personal narrative and a fictional narrative) and ages affect the children’s language development. The sample of children in the different ages, their narratives were briefer, and less grammatical. Besides, the children at 11 years old were more able to describe events or stories than 10 years old. They only need to practice more and more in order they get used to imply past tense in sharing or describing their story. Also, narratives were chosen as the focus of analysis because of their relevance to children’s lives. In addition, children participants as listeners and tellers of narratives everyday. Furthermore, narratives exemplify the sort of decontextualized language that both predict academic success and provides a foundation for literacy development. (L. Miller, 1990; Paul & Smith, 1993; Snow, 1983).

For the second research question, it pointed out that both ages were interested in using narrative discourse. Children at 10 years old preferred using a personal narrative to a fictional narrative, meanwhile, children at 11 years old preferred using a fictional narrative to a personal narrative.

CONCLUSION
Narrative is one of discourses that can be applied in teaching English to improve children’s language development in different ages. It is also an interesting way to engage children to speak, share or tell the story based on their experience or their imagination.

LIMITATION AND FUTURE STUDY
The time for study was not enough, only twice. If there is a chance it can be more than twice to see the significant results of study. Besides, for the future research, to get the finding data more accurate, the researcher may use other measures such as, fluency, pronunciation, etc.

POTENTIAL CONTRIBUTION

This study can give both teacher and children contributions in language development. For teacher, it can challenge a teacher to be a creative teacher, involve teacher of developing a set of strategies to help children express and write about narrative skill. Moving on student’s contribution, it can engage students to be able to produce and comprehend narratives in their language development.

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**Appendix 1**

*Questions for interview*

1. Do you like if the teacher use narrative discourse to improve your ability to communicate to others? Why?

2. Do you think narrative discourse is benefit for you?

3. Do you like to use a personal narrative in describing a story or events? Why?

4. Do you like to use a fiction narrative in describing a story or events? Why

5. Do you prefer using a personal narrative to a fictional narrative?
MULTICULTURAL EDUCATION FOR EARLY CHILDHOOD

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ABSTRACT

Diversity is life’s real background nowadays or even in the future. The openness of the world with various access available makes human beings with different backgrounds interact in every aspect of life. It is inevitable for the future generations especially these backgrounds are experienced by childhood as the nation’s successors. The challenges faced by them in future life depend on how the environment supports their development and at once as a place they study and take part as a part of global society. Education background offers the support with settings that bring together child and diversities. Pedagogical approach that is sensitive on multi culture value is an effort that can be used in supporting children develop appropriately to their identities and their environment.

Keywords: multicultural, Childhood, learning, teaching.
INTRODUCTION

In a time of advanced technology and globalization nowadays cultures cross from all around the world meet. The uniqueness and characteristical in the context of state, nation, and society will cause diversity in social culture. Diversities like this is shown by Indonesia which is nation-state composed of various ethnics, religion, and language (Saenz, Embrick, & Rodriguesz, 2015). These diversities need to be managed seriously and willingly in a form of value order which can be divided together.

The reality happening now is forms of violence on one group to another group causes prejudice to always happen between groups (Staub, 2013). (Baidhawy, 2007) It seems the impact above has become a phenomenon that is also happening in Indonesia, looking at conflict situations between class interest that keep on happening the understanding for multiculturalism is really needed to deal with these problems.

The lack of understanding on diversity, differences, and justice that must be enforced for every circle including childhood. Hawkins (2014). In his studies states that young children has come to know there are diversities between humans and this phenomenon is one of the potential that is used to build multicultural understanding early on. In accordance to that, multicultural education is considered as one of the ways pursued to achieve understanding between classes through school background which often meets diversities (Ozturgut, 2011).

Understanding on multi culture done by education are expected to not finish on the theoretical part only when the education takes place. There for below it will be elaborated about multi culture education until appropriate practices that is in accordance in childhood education reviewed from various literature.

UNDERSTANDING DIVERSITY

Humans as part of society basically are individuals that have conscience on their personal desires fulfilled which is none other than a manifestation on culture that has raised them (DomNwachukwu, 2010). Based on that it is understood that humans as a individual encouragement to fulfill their needs, but on the other side culture influences it.
The form of that relationship leads to how someone’s identity is really shaped so that he and other individuals can be called as part of a specific culture (Brewer, 1991). Individual as part of his social group interact and contribute to form interpersonal relationships. Roles of individuals that interact in groups turns out to shape influences on culture between them. In other words behavior of individuals from a group is a reflection of its culture.

Subsequently what does connect the description above with the true diversity? Individual contributes in their groups, create loyal relationship between members so bonding happens as part of their culture. So the cultured feeling owned by one group and another can be purely exclusive when they form interpersonal relationship between groups. There for even one person existence is significant in good relationships between on group and the other (Kramer, Leodardelli, & Livingston, 2011). Individual, minorities or even majorities, whole group are important as part of diversities that influence.

**MULTICULTURAL EDUCATION BASE**

Diversity obviously has become part of society without exception in the scope of childhood education. Responding to the challenges that there is in diversities, childhood education should be able to adapt its content with the situation among society (Ryan & Grieshaber, 2005).

The understanding on the multicultural realization given to early childhood is based on the effort to give provision so they aren’t isolated with the differences between children from early on as provision to socially interact better (Ryan and Grieshaber, 2005). From that point of view it is understood that multicultural awareness is rightly introduced from early on because with an understanding of diversity it carves a path for children to realize diversity as something normal. Realization of this value is also a form of children understanding to live side by side peacefully with people different from them.

**CONNECTION BETWEEN CHILD DEVELOPMENT AND CULTURE DIVERSITY**

The growth and development childhood thoroughly obviously has definitely become hope from the education done for them. One of that viewpoint is based on the importance to give children the best service with
its need. That concept need is used in formulating education for early childhood (James & Prout, 2005), that children need love and care which is related to psychological health, social adaptability, and the concept needs is different in every culture.

In accordance to the description above, Spencer (2013) explains that the aspects in understanding children using one point of view is not enough. In understanding child development it can’t be generalized and needs a different approach even to the realm of assessment process (Frongillo, 2014). Therefore a sensitive education approach on background culture can be a start so children development no longer get misunderstood by its teacher.

There are two theories in other theories that is hugely influential in understanding children, that is theory from Piaget and Vygotsky (Kalina, 2009; Semmar & Al-thani, 2015). The development steps stated by Piaget that children as an active student develops their own knowledge gives education concept contribution that centers around children od child center, whereas Vygotsky views that the way children develop their knowledge, is through problem finding process on problems and experience that is built together with others through everyday social interaction (Penn, 2005).

Regarding children development concept from Piaget and Vygotsky the child excelling in academic and social presumably is becoming one expectation that is wanted in early childhood education and brings long term influence in their life (Chopra, 2016). Therefore the requirement on child development that facilitates all that including child requirements including background culture is a way so childhood education can give real significant impact on the children’s future.

Education environment that is peaceful and child supportive from different background is really needed so there are no children left out or ignored because the lack of teacher understanding of their cultural identity (Quiro, 2004). This is hugely influential so the education scene that is formed in schools gives contribution on values of justice and peace. Because the form of racism is an accumulation from the education and social interaction the child does with friends, adults, parents, and authorities responsible in influencing child life (Stephen & McKown, 2008).

MULTICULTURAL PROGRAM FOR EARLY CHILDHOOD
In early childhood education background, multicultural concept is poured in pedagogy practice and curriculum that upholds culture values of each children with the purpose so the child has a better chance to feel real diversity in their lives (Krofh and Slentz, 2001). Curriculum that integrates diversity values chooses teaching material, theme, society involvement, up to literature source that include peace and multicultural values (Quintero, 2004; Stephen & McKown, 2008).

Applying multicultural value responsive curriculum to a class is important, without a proper thinking, pedagogy practice, and understanding on the students, teachers cannot create an multicultural education environment that is successful and transformative (Gray, 2016). Therefore the roles of teacher as the educator, communicating with children and parents can help parents in guiding children through their period of development in its early years regarding cultural identity (Ramsey, 2004). Here are some perspective in multicultural practice teaching that is needed by teachers in the context of early childhood education (Han & Thomas, 2010).

1. **Awareness Perspective on Diversity**

Teachers who are aware of diversity act as active people and keep evaluating themselves to be aware of assumption that is made for others, values, bias, other people’s idea, self-limitation, and such (Sue & Sue, 2008). Teachers with multicultural awareness understands that there is a tendency to not be neutral and lack personal background understanding of their students bought to their teaching practice. Therefore teachers with multicultural awareness should understand their culture identity and creating a learning perspective in a diverse society is a step that helps and benefit teachers.

2. **Multicultural Perspective as Knowledge**

This viewpoint views knowledge towards multicultural to cover knowledge on values, multicultural global values, and social norm in their own culture and others (Sue & Sue, 2008). Teachers with multicultural awareness has to be responsive and have knowledge whether general or specific and information about certain groups according to their working environment.

3. **Multicultural Perspective as a Specialty**

Professional teachers and respond to multicultural values are active and keep on developing themselves and train appropriate intervention
strategies, relevant, and sensitive on diversity. They create and preserve a safe environment. Also a caring attitude is basic teaching and learning foundation done by teachers with multicultural awareness (Han & Thomas, 2010; Leung & Hue, 2016).

At the same time UNICEF (2015) recommends teaching early childhood that honors harmonious and peaceful society as follows:

1. The implementation of inclusive-sensitive early childhood programs on susceptible children and bring groups of different society together to achieve a goal together.
2. Integrating content on peace to parenting programs on parent groups or marginalized society that cannot access early childhood education, and organize a strategy to reach isolated and marginalized families.
3. Integrating content on peace in curriculums and training material for teachers and caretakers.
4. Support on policy development that is based on peace.
5. Ensuring continuous investment and development with long term impact in early childhood education programs that its content is according to social situation, strong, and preserve justice.
6. Building social networks, print media, and online media to understand the roles of early childhood education in promoting peaceful society.
7. Making use of available support up to nationally for contribution as a part of global effort from Early Childhood Peace Consortium to adopt the UN resolution on peace and education.

CONCLUSION

Multicultural education in early childhood education is a way to understand child development wisely and preserve their rights to be appreciated their personal identity and culture community origin. A Harmonious generation is created if multicultural education is taught from an early age, education is prepared to create a generation that has a future that can live side by side in diversity.

Therefor a curriculum that is sensitive on that matter is a step that can be pursued to actualize fair education for every child. Furthermore roles of adults whether educators and teachers is needed to design and support the types of education that preserve this appreciative, peace, and fair value.
REFERENCES


SPORT ANALYSIS IN ISLAMIC RELIGIOUS PERSPECTIVE

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ABSTRACT
Sport and Islam have important relationships in human life and culture that already exist in various parts of the world in the past Rasulullah Saw also encouraged his people to exercise. This study aims to analyze the hadith about sports in Islam and how Islam relates to the world of sports in the present. This type of research is descriptive through a qualitative approach that is analyzing and presenting factual data systematically so it can be more easily understood and concluded. This research is categorized as a research library (library research) for using library materials as a source of data. The source of this research data is divided into two, namely primary sources and secondary sources. The primary data source in question is al-Kutub al-Tis'ah, which consists of Sahih al Bukhari, Sahih Muslim, Sunan al-Tirmidhi, Sunan al-Nisa'i, Sunan Abu Daud, Sunan Ibn Majah, Musnad Ahmad, Muwatta 'Imam Malik, and Sunan al-Darimi. Data analysis in this study was conducted using this research using thematic methods and methods of Hermeneutics. Result of analysis of research data obtained conclusion is Sport, in perspective of Islam religion and mentioned in hadist is archery, horse riding, wrestling, playing sword, run fast, and swimming. This is because what is mentioned in the hadith is only the response of the Prophet. Against the culture that existed at the time of his life at that time. If further traced it is actually the suggestion of exercise at that time related to the condition of Muslims who are struggling to maintain aqidah, so the recommended exercise is a sport that can help in war.

Keywords: Analysis, Sports, Islam
INTRODUCTION

Sports, and Islam have important and strategic relationships in the life of a global era of change, competition and complexity. It concerns the formation of character and personality of the nation as well as efforts to develop and improve the quality of human resources are sustainable. Sports can be done as an exercise, education, entertainment, recreation, achievement, profession, politics, business, industry and various other aspects of human culture. Sport is all systematic activities to encourage, nurture and develop physical, spiritual and social potential. Sport is not only good for the physical, but also good for spiritual and social relations. For example when the mind is stressed, exercise can be used as an alternative activity to restore the condition of the spiritual soul or mind) who is being upset. Further sports is not a simple activity, but exercise is a very complex activity.

Exercise is one of the important aspects in the life of nation and state. In the preamble of the 1945 Constitution of the State of the Republic of Indonesia mandates to protect the entire Indonesian nation and the whole of Indonesia's blood sphere and to promote the common prosperity, to educate the life of the nation, and to carry out the world order based on freedom, eternal peace, and social justice. To realize the mandate, the sport is then made as one of the national development instruments as an effort to improve the quality of human life in physically, spiritually, and socially in order to realize a society that is advanced, fair, prosperous, prosperous

Sports, as one of the tools in national development in Indonesia, and divided into three parts: The first is the sport of education. Sports education is physical and sports education that is undertaken as part of an orderly and sustainable education process to acquire knowledge, personality, skills, health, and physical fitness. While the second type of sport is recreational sport is a sport that is done by the community with passion and ability that grow and develop in accordance with the condition and cultural values of the local community for health, fitness, and fun. The last sporting passion is a sport of achievement. Sports achievement is a sport that fosters and develops sportsmanship in a planned, tiered, and sustainable through the competition to achieve achievement with the support of science and technology sport.

Exercise is beneficial for the health of the body. The body's metabolism becomes smooth so that the distribution and absorption of
nutrients in the body becomes more effective and efficient. In modern life today many people forget the importance of sports. In this case the Messenger of Allah. Ever said:"His father from Ibn Abbas radhi allahu 'anhu he said, the Prophet sallallahu alaihi wasallam said," The two pleasures that are often forgotten by most humans are health and leisure time. " 'Abbas al-'Anbari said, had told us Shufwan bin Isa from Abdullah bin Sa'id bin Abu Hind from his father I heard Ibn Abbas from the Prophet sallallahu alaihi wasallam.

According to Sayyid Muhammad Bin Alwi Al-Maliki sport is part of the means or intermediaries. Sport is not a goal, nor a goal to be achieved. Sport is done for noble purposes and lofty ideals. Therefore the means or intermediaries that can support the achievement of the noble goals and ideals of the sublime, is recommended by the Shari'a as long as the means or intermediaries are running within the scope of the syariat horizon. Sports other than as entertainment or means of relaxation can also be used as a livelihood or called With professional sports. This is for the writer a departure from the initial goal of the sport. Sports achievements and professional sports aim to earn income in the form of money or other forms based on the skills of exercise. Here the sport has been used as a profession to obtain worldly material, not anymore as a means or entertainment.

Exercise is a part that cannot be separated from human culture. Perhaps many people are surprised to say that the Prophet Muhammad is also an outstanding athlete. Once he was asked to challenge the defending champion in the traditional Arabian wrestling sport, named Rukanah bin Abdu Yazid. This mighty man who saw him could just drop the guts of his challengers. No wonder if he always spit pride everywhere as defending champion invincible. That was the Messenger of Allah. Called to meet the call of his companions to challenge Rukanah. Finally in a match attended by many visitors, Rasulullah Saw. Able to lock in the Rukanah in the third round. Since then Rukanah stopped mengumbarkan arrogance. Rasulullah Saw. Also master the various skills that later diperlombakan, such as the Prophet Muhammad. Love to ride horses, practice archery and play swords, and swim. Rasulullah Saw. Once said, "Teach your children horseback riding, archery, swimming, and in other narrations of climbing." Rasulullah Saw. Also widely known to be very skilled at playing swords and spears, especially inside the battlefield. Rasulullah Saw. Up and down the mountain from the height of the cave of Hira and the cave of Tsur. Many more
mention the Messenger of Allah. Regularly exercising, like walking a lot. Referring to the above problems the researcher wants to analyze the sport in the perspective of Islamic religion. This is because of the suggestion of the Prophet about his important sport. In accordance with the title, "Sports analysis in the perspective of Islamic religion?"

METHOD
A. Types of Research
This research is a qualitative research type. Qualitative research is a type of research that results in discoveries that cannot be achieved by using statistical procedures or other means of quantitative (measurement). Such research is usually descriptive or attempts to describe or explain a phenomenon. This qualitative research is expected to produce in-depth descriptions of speech, writing, and or behavior that can be observed. Objects observed from this study can be individuals, groups.

B. Research design
Then conducted a research to find the factors that cause through data collection. But previously had to be made the design or research design in order to facilitate the implementation of measurements implemented. MunurutArikunto (1987: 41) that "The design of research or research design is a draft created by researchers, As square off activities to be implemented. The research design is as follow

C. Data Analysis Technique
Data and information will be analyzed and interpreted continuously from the beginning of the study until the end of the study. The data analysis procedure is performed on the basis of three phases as suggested by Furchan (2005: 513), stating that: analyzing the data that has been collected
is reviewing the research proposal in order to check the presentation plan of
the pre-determined data. The apparent pattern will be drawn as a conclusion
so that the data and information gathered will be meaningful, when,
drawing conclusions and verification of the data and information visible on
the display so that the results of the research are meaningful. With the
results of research that has been collected then the authors can analyze
again so that where the lack of authors attempt to re-do data reduction

A. Historical Method

This method is used to test the validity of the source of
documents as past relics that are used as a reference, namely to peel
the authenticity of the hadith texts from both sanad (external
criticism) and matan (internal critics) aspects. In this method there
are three steps: (1) collecting the hadith texts, (2) analysis of sanad
authenticity, and (3) analysis of matan authenticity.

B. The Hermeneutics Method

This method is used to explore the understanding of texts of hadith
that are believed to be original from the Prophet, taking into consideration
the texts of the hadith under study have a long enough timeframe between
the Prophet and the Muslims of all time. In this method there are four steps:
(1) understanding from the aspects of language, (2) understanding from
aspects of historical reality, (3) correlating thematically-comprehensively
and integral, and (4) interpreting the hadith text by extracting the basic idea.

DISCUSSION

Research data of sports analysis in Islamic religion perspective
obtained consisted of; (1) Hadith data about sports in Islam (2) Data on how
Islam relates to the sports world today.

From the results of the Hadith research on sports in Islamic sports,
there are several sports mentioned in the hadith such as archery, horse
riding, wrestling, playing sword, running fast, and swimming. However, it
is not appropriate to say that sport in Islam is only the sport mentioned in
the hadith. This is because what is mentioned in the hadith is only the
response of the Prophet. To the culture (especially the sporting culture) that
existed during his lifetime. If further traced it is actually the suggestion of
exercise at that time related to the condition of Muslims who are struggling
to maintain *aqidah*, so the recommended exercise is a sport that can help in war. Then if it is associated with the benefits of exercise alone that can be healthy and strengthen the body, it can be understood that the exercise suggestion was aimed to get a healthy body and strong. This is because both in war and.

From the results of research on how the relationship of Islam with the world of sports in the present is professional sports is a sport done to obtain income in the form of material or the other based on the skills of exercise. Athletes who pursue this type of sports can be said to have no longer exercising because he exercised to work instead of playing or as a means of relaxation from the grueling daily work. But on the other hand those who pursue professional sports are also still said to exercise because it still meets aspects of physical activity and sportsmanship aspects as one of the characteristics of sports activities. Another case is with extreme sports. Extreme sports are sports that can accelerate adrenaline culprit faster than the other types of sports. This type of exercise is said to be extreme because the focus is to conquer fear to oneself and requires a high mental and skill to conquer the challenges of variable natural environment that is not fixed and always changing in extreme sports. Extreme sports are still allowed if they are in accordance with the rules and meet the safety aspects of the perpetrators. Exercise equally requires a healthy and strong body to achieve predetermined goals or targets.

**CONCLUSIONS AND RECOMMENDATIONS**

**A. Conclusion**

Based on the results of data analysis and discussion that has been done by the author about sports analysis in the perspective of Islamic religion it can be concluded that: There are several sports mentioned in the hadith such as archery, horse riding, wrestling, sword playing, sprinting, and swimming. However, it is not appropriate to say that sport in Islam is only the sport mentioned in the hadith. This is because what is mentioned in the hadith is only the response of the Prophet. To the culture (especially the sporting culture) that existed during his lifetime. If further traced it is actually the suggestion of exercise at that time related to the condition of Muslims who are struggling to maintain *aqidah*, so the recommended exercise is a sport that can help in war. Then if it is associated with the benefits of exercise alone that can be healthy and strengthen the body, it can
be understood that the exercise suggestion was aimed to get a healthy body and strong. This is because both in war and.

**B. Recommendation**

Based on the results of research and conclusions in this study, can be put forward suggestions as follows:

A must to examine the arguments, hadiths from various sources about sports periodically because sports is one aspect of human culture that will continue to evolve according to the times. Variable development of epoch only as material comparison not as benchmark in interpreting *hadist* about sport to fit the era.

Understanding religious texts, especially hadiths can be done textually or contextually, depending on the flexibility and scope of the *matan* extent. Both have disadvantages and advantages when linked to the present condition. However, in any Hadith study, it is necessary to use a new methodology of hadith criticism, so that the methodology of hadith criticism is not static, but capable of dialogue with the development of methodology in order to obtain a new methodology of hadith, furthermore the methodology can be problem solving against The problems of people in the contemporary era.

Exercise is both needed a healthy body and strong to achieve goals or targets that have been predetermined. Sports professionals are sports that are conducted to earn income in the form of money or others based on the skills of exercise.

Athletes who pursue this type of sport can be said to have no longer exercising because he exercised to work instead of playing or as a means of relaxation from the grueling daily work. But on the other hand those who pursue professional sports are also still said to exercise because it still meets aspects of physical activity and sportsmanship aspects as one of the characteristics of sports activities. Another case with extreme sports. Extreme sports are sports that can accelerate adrenaline culprit faster than the other types of sports. This type of exercise is said to be extreme because the focus is to conquer fear to oneself and requires a high mental and skill to conquer the challenges of variable natural environment that is
not fixed and always changing in extreme sports. Extreme sports are still permissible if they are in accordance with the rules and meet the safety aspects of the perpetrators.

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ASSESSING YOUNG LANGUAGE LEARNERS’ (YLLS) READING COMPREHENSION THROUGH PICTURE (A CASE STUDY AT CHILDREN ENGLISH COURSE IN BANDUNG)

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ABSTRACT

This study investigates the use of picture in assessing young language learners’ (YLLs) reading comprehension. Most things that involve children are ‘special’ and language assessment is no exception. The need for assessment of the language ability is growth in need for the ability itself, for work, study, pleasure or even survival. One of procedures for YLLs assessment should be appealing to the age group, interesting and captivating, preferable with elements of game and fun. Picture is one of visual mental image in response to a text that is fun and enjoyable activity for children. This case study involved nine six-grade students as the participants. Three research instruments; observation, interview, and document analysis were used in this study. The results of the study show that picture was one of preferable activity to assess YLLs’ ability in reading. It can be concluded that, picture takes account of the principles and practice of language testing and assessment that can be implemented in assessing YLLs.

Keywords: assessing YLLs, poetry as teaching material, reading comprehension.

INTRODUCTION

Special demands are placed on the assessment of Young language learners’ (YLLs) language ability. Young language learners (YLLs) are defined here as being school pupils up to around 13 years old, thus incorporating the primary school in Indonesia context. They have usually met internal testing in the school, and even some external testing, may be familiar to them. The need for interesting and motivating activity, which
ought of course to be present at all stages, is therefore particularly important for YLLs, in fact, in the absence of exam pressure, be decisive in determining what goes on in the YLL classroom. Finding a way of assessment which puts the characteristics of the YLL in focus has to offer (Hasselgreen, 2005).

Teaching English at primary school is still controversial issues in Indonesia for several reasons (Alwasilah, 2000; 2001; Abdul-Hamid, 2002). One of them is that the English literacy is very complex to accomplish for Young language learners (YLLs) (Setiasih, 2014). However, the research was conducted at an English course in which English was fully used as a means of instruction. In this case study poetry was used as material in teaching. There are three educational benefits of using poetry in TEYL in the EFL settings; a) providing readers with a different viewpoint toward language use by going beyond the known usages and rules of grammar, syntax, and vocabulary; b) triggering unmotivated readers owning to being so open to explorations and different interpretations; c) evoking feelings and thoughts in heart and mind (Sarac, 2003). Thus, the use of poetry as the learning material helps learners to make connection in the field of their own experiences. Poetry exposes young learners to meaningful contexts and communicative atmosphere.

The poetry was selected under the teacher’s guideline by covering three points. First, the topic should be interesting to YLLs. To cover this point, the survey to measure YLLs’ knowledge of poetry and their attitude toward it were conducted by the teacher. The interesting topic would be engaging students in learning. Second, the topic should be familiar. It means that the chosen topic should relate to nature of YLLs or resemble their experiences. Third, the topic should be understandable to them. The teacher avoided using specific cultural viewpoint that may be difficult for YLLs.

Teaching English through Poetry cannot be separated from reading activities that require comprehension of the reading texts. In comprehending a text, the reader actively creates meaning and brings background of knowledge about the topic into the text, intentions, expectations and purpose of reading, values and beliefs that already has in mind (Smith, 2012; Fina et al, 1991 as cited in Mustafa, 1994, p. 53). Therefore, the YLL constructs the meaning of the text toward private feeling and experience with potential reader intention both personal as well
as social. It is called as literary experience whereby the reader plays an active role in making sense of literary work.

Literary experience is a transaction between the reader and the text in a particular context (Smith, 1988; Rossenblatt, 1989; Spiegel, 1998; Clifford, 1991). In this term, the reader plays a vital role in the meaning making process. This means that students put as the center of concern and make their concern the core of instruction in teaching. There are some general guidelines for instruction to support the literary experience (Langer, 1994, p. 207). First, use class meetings as a time for YLLs to explore possibilities and develop understanding of already acquired meaning. Second, begin with YLLs initial impressions to validate their own attempts to understand the meaning. Third, help to scaffold their ideas and guide them in ways of to discuss and think. Fourth, ask questions that extend YLLs’ knowledge as part of the process of understanding literature. Fifth, encourage YLLs to develop their own interpretations in ways to listen and speak to one another. The most important thing in literary experience is the teacher as well as YLLs need to be open to possible meanings. In literary experience, no preconceived ends or final inviolable interpretations are received.

In the classroom context, there are two frameworks of literary experience; first, beginning the literary experience. The second, continuing the literary experience. In beginning the literary experience, the teacher creates a context to evoke broad personal, history, or conceptual connections and to invite YLLs’ literary experience, and provides YLLs with opportunities to engage in varied activities with thought-provoking literature. In continuing the literary experience, the teacher keeps YLLs’ thought at the center of concern, help them to develop their interpretations and analyzing their understandings, the text, and their experiences. Thus, literary experience is the way in which from the moment YLLs begin reading, using their understanding to reflect on their own lives, on the lives of others and condition in general.

We need to consider how we are going to exploit the poetry. It may simply be for fun and motivation, for social enjoyment within the classroom. That is a worthy purpose. A very exploitable poetry may be one that is versatile, that can even be adapted and changed by substituting words and extending ideas. Teaching materials selection is important in teaching
poetry. In the EFL context, a relationship of respect between the teacher and YLL plays a very important role, as Cummins notes:

“Techniques and strategies will be effective only when teachers and students forge a relationship of respect and affirmation; when students feel that they are welcomed into the learning community of the classroom and supported in the immense challenges they face in catching up academically; and when the students feel that their teachers believe in them and expect them to succeed in school and in life (1996, p. 74).”

The characteristics of YLLs, and the implications of these for the assessment of their language ability are discussed widely in the ‘young learner’ literature (Halliwell: 1992, Vale and Feunteun: 1995, and Cameron: 2001). On the basis of this discussion, there appears to be consensus that assessment procedures for YLLs should satisfy some demands. One of them is the tasks should be appealing to the age group, interesting and captivating, preferably with element so game and fun.

Creating visual mental images in response to a text is another important part of the literary experience. These mental images of characters, places, actions are intimately relates to readers’ emotional experience with text and their understanding of text. Students may use visual images or icons to explore and extend their responses (Beach, 1993, p. 62). Connecting past experience or previous reading to a current text is another process of engagement. In recalling related past experiences, the more readers elaborate on those experiences, the more they can use those experiences to interpret stories. Readers may assess or judge the quality of one’s experience with a text. Readers bring certain expectations to what they hope to gain from their experience with a text.

Visualization or imagery is a useful way of going beyond the text, because visualizing induces the reader to draw on prior knowledge and thus ground ideas discussed in the text (Bell & Lindamood, 1991). Also, visual memory is sometimes better than verbal memory (e.g., Shepard, 1967). Visualization is a particularly useful strategy for younger readers and for narrative texts whereupon images of familiar situations can easily be evoked. According to Puett Miller (2004), visualization is a proven strategy used to improve reading comprehension. Research in the area of imagery has been promising: Participants who are asked to visualize text contents
remembered and comprehended more than control students (Center, Freeman, Robertson, &Outhred, 1999; McCallum & Moore, 1999; Oakhill & Patel, 1991).

In brief, the purpose of the study is to describe how the teacher assesses YLLs’ reading comprehension through picture. In this context, teaching English through poetry is a part of reading activities that require comprehension of the reading texts. In comprehending a text, students actively create meaning and visualize mental images in response to a text. Students’ visualize mental images through picture drawing that illustrates what the poetry is about.

METHOD

The data for this research were analyzed qualitatively. Analyzing data in a qualitative study involves synthesizing the information the research obtains from various sources such as observations, interviews and document analysis into coherent description of what he or she has observed or discovered (Fraenkel&Wallen, 1993, p. 383). The participants of this study were one English teacher and nine six-grade students. The nine students were five boys and four girls whose ages ranged from 11 to 12 years old. This study employed multiple data gatherings over an eight-meeting period. The teacher met her class two times a week. The methods used in this study were classroom observations, teacher interview, and document analysis.

Classroom observations were attended to identify how the teacher assessed students’ reading through picture. The researcher took a role as non-participant observer since she was not involved physically and psychologically in the interaction in the classroom (McMillan & Schumacher, 2014). The observations were conducted two times in a week. The detail of classroom activities were videotaped and subsequently transcribed. Interview was employed to gain in-depth information of the program. In this study, poetry was used as the primary learning material in teaching English. The focus was to teach English, not to teach literature as the objective of teaching. Document analysis was used in order to verify the data from observation and interview. The data were documents of teaching materials and students’ work. Poetry as teaching materials was utilized to investigate the focus of the study.
RESULTS AND DISCUSSION

Stages in Teaching Poetry

The results show that there were three stages in teaching poetry. They were the introductory stage, the exploration stage, and the evaluation stage. The stages were displayed in the following figure.

In the introductory stage, teacher directly modeled the thought processes involved in visualizing poetry. The teacher read a short poetry and describe the images that saw in her mind. There were some activities in this stage, such as: introducing the topic to discuss by playing video player or questioning technique, translating uncommon words, pronouncing the words accurately and knowing the author. The next stage was the exploration stage. In this stage, different short poetry was read for YLLs to visualize. The teacher chose something that was descriptive so they could easily create vivid images in their mind. She also explained to YLLs that when they visualized, it was important to use their background knowledge and words in the text (poetry) to help them imagine a picture in their mind. It was in line with Lazar (1999) point of view that literature is beneficial to encourage students to draw on their own personal experiences, feelings and opinions. In the last stage (evaluation stage), students should share their images with a partner. After forming an image, YLLs were asked to illustrate/ draw, share and discuss their picture. They should pair up with a
partner, and shared what they have visualized. YLLs allowed to choose their own subjects to describe to each other.

**Drawing Poetry Illustration**

Data from document indicated that drawing poetry illustration encouraged YLLs’ motivation to read by relating the themes and topics in a literary text to their experience. Ownership was important in young learners’ language development to personalize the target language. The data from document confirm related theory. The activity was drawing an appropriate illustration of a poetry entitled ‘Mary’s Lamb’. There were five students attending the class. Each of them should draw the illustration of the poem. Students’ work can be seen below:

![Picture 1. Shafa’s work](image)

This picture was drawn by a student who is categorized into average achiever. His name is Shafa. Shafa’s work depicts his experience in real-life situation. Even though, he had drawn an inappropriate setting, his illustration was related to the poetry in one aspect. It was the characters in the poetry. There were two characters, Marry (a girl) and a lamb. He had drawn the most important character in the poem (lamb). Although it was impossible to know exactly what was going on in his mind, the example above indicates that Shafa developed his individual response to the poetry. From the picture, it can be seen that there were two portals. One portal described as the portal to go home and the other portal to go to school.
These two portals were not explained in the poetry. As a game lover, Shafa responded to the poem as he was playing in the game. He tried to associate the setting of the poem based on his imagination. Visual representation is an authentic and purposeful ways to assess and evaluate personal expressive, critical, and aesthetic qualities. It made visual representation so powerful and essential (Shephard, 1993., Kohn, 2001 as cited in Bustle, 2004 see also Vincent, 2001).

**Picture 2. Ilham’s work**

Ilham’s work indicates how the YLL shaped his world. Mary was a girl’s name but Ilham drew a boy’s character in the picture. He might have drawn the picture based on his previous experience. Generally, the lamb has connection with shepherd. He might be connected among lamb, boy and shepherd. In Indonesian context, someone who guards the lamb is shepherd and usually it is male. He might drawn the setting not as described in the poem but it was more about his imagination. The character looked like shepherd who guarded the lamb. It can be seen from a whip in the character’s hand. It described the reader’s role when interpreting the text. It was essential that teacher educate students about modes of representations that continue to shape their worlds. “To do so, educators must first embrace visual representation as a valued tool for understanding not as an accessory, frill(Shephard, 1993; Kohn, 2001 as cited in Bustle, 2004 ; Vincent, 2001).
The picture above reveals that visual representation was a form of internalizing the poetry. In the picture, there were a boy and a lamb. As mentioned previously, the main character in ‘Marry’s Lamb’ was a girl. The picture was represented the poem in two aspects, the main character (lamb) and the setting (school) of the poem. Gilba replaced the main character (Mary) as a boy. He tried to imagine himself as the one of the character in the poetry. Visual representations were both a process for and representation of comprehending of the text. The picture represented the actual object in the poetry such as school building and lamb except the illustration of the boy near to the lamb and the flag. However, meaning was determined as the result of transaction. The picture was constructed independently by the readers. Thus, the boy and flag in the picture were the result of transaction among Gilba’s experience, his imagination and the text.

Picture 4 indicates, holistically, the reader successfully understood the poetry. Dilah was the high achiever among the students. She had a broader context in comprehending the poetry. The picture was the best illustration of the poetry entitled “Mary’s Lamb”. She might link her previous knowledge and the poetry. Therefore, the illustration shows her comprehension of the poem. There was a school building and some students as the background of the picture. Thus, illustration was a reflective and creative process.
This was one of procedures for YLLs assessment should be appealing to the age group, interesting and captivating, preferable with elements of game and fun (Hasselgreen, (2005). The teacher used visual tools to evaluate students’ understanding of poetry. Her evaluation of learning lied with textual expressions of understanding as she sought to learn whether student had made connection between their visual exploration and their understanding of the text.

Tiara’s work (Picture 5) reveals that the role of reader response to the text was a necessary tool to confirm understanding of the text. Having students work on visual representations to evaluate students’ understanding of the text was one of teacher commitment in this study. It gave her an opportunity to talk to her students, assess their progress, and evaluate effort while they work. The interaction with her students had an impact on their overall evaluation of students’ comprehension of the text. Visual representations worked as scaffolding to help students better understand the content. Language-related processes served as scaffolding to help students better understand the text (Rossenblatt, 1994). Although the teacher tended to focus on the assessment of content area learning, she did consider visual qualities in their evaluations. By looking at completion, effort, and selection of images, she also considered how well the selection of images symbolizes the topic under study. The teacher cited effort as an important consideration in assessment and evaluation.
Visual representation was an authentic and purposeful way to assess and evaluate personal expressive, critical, and aesthetic qualities. It made visual representation so powerful and essential (Kohn, 2001 as cited in Bustle, 2004). Thus, illustration was a reflective and creative process.

CONCLUSION

The significant finding of this study is that picture was a preferable activity to assess YLLs’ ability in reading. Poetry as visual tools was used to evaluate students’ reading comprehension in exploring poetry. It takes account of the principles and practice of language testing and assessment that can be implemented in assessing YLLs. Connecting past experience or previous reading to a current text is another process of engagement. In recalling related past experiences on the experiences, they use it to interpret a text. In brief, the findings of this study are expected to the English teaching for YLLs and English literacy teaching in Indonesian context.

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**APPENDIX**

**Mary’s Lamb**
Sarah Josepha Hale (1788-1879)

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went,
The lamb was sure to go.

It followed her to school one day
Which was against the rule;
I made the children laugh and play,
To see a lamb at school.

And so the teacher turned him out,
But still he lingered near,  
And waited patiently about,  
Till Mary did appear.

And then he ran to her and laid,  
His head upon her arm,  
As if he said, ‘I’m not afraid —  
You shield me from all harm.’

‘What makes the lamb love Mary so?’  
The little children cry;  
‘O Mary loves the lamb, you know,’  
The teacher did reply.

‘And you each gentle animal,  
In confidence may bind,  
And make it follow at your call,  
If you are always kind.
(Source: MotherGooseCaboose.com)
ANALYSIS OF TEXTBOOK “LOOK AHEAD AN ENGLISH COURSE BOOK FOR SENIOR HIGH SCHOOL STUDENTS ACADEMIC YEAR X” AT BABUNNAJAH BOARDING SCHOOL

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ABSTRACT

There is a necessary practice to evaluate the textbook used by English teachers in the classroom as an attempt to enhance good achievement and progress in the language learning process. The textbook scrutinized was “Look Ahead an English Course Book for Senior High School Students Year X” written by Th. M. Sudarwati and Eudia Grace and published by Erlangga in 2007. This study aims at investigating how well the content of the textbook is appropriate for fulfilling students’ contexts, needs and interests in the language learning. The processes of data collection consisted of three stages; (1) the quantitative content analysis with checklist technique, (2) the qualitative content analysis checklist and (3) the documentary study for supporting the data of content analysis. The sources data for the document was the syllabus. The results reveal that there are some problematical areas, namely regarding unequal emphasis of four language skills, small portions of the target culture representation, and unavailability of some supporting tools for language learning of the textbook which then it is highly suggested that the authors need to reconsider, revisit and revise the content of the textbook and its supports which would contribute to the improvement of the English textbook at this level. Nevertheless, the textbook is recommended especially for teachers and students at Babunnajah boarding school to be utilized as a guidance in the teaching-learning process.

Keywords: Textbook analysis, content analysis, checklist technique, documentary study.
INTRODUCTION

Textbook, as one of many resources used by teachers in teaching in the classroom, should be evaluated in order to boost students’ progress in the language learning. Textbook is defined as materials particularly designed in order to assist students in enhancing their linguistic and communicative skills in the language learning (Sheldon, 1987). Textbook is regarded as an essential component in supporting the language learning in the classroom. It can be used by teachers as a teaching instrument, and also by students in assisting them in learning language since it is specially designed by authors to improve their language skills. The content of a textbook should be persuasive and interesting enough in fulfilling students’ needs, interests, and contexts in language learning. It should cover all language skills and language elements appropriately and sufficiently. The term ‘analysis’ refers to the study of something by examining its parts and relationship (Hornby, 1995). Similarly, Merriam Webster defines that analysis is “a careful study of something to learn about its parts, what they do, and how they are related to each other”. Evaluating and analyzing a textbook basically need hard work and requires some considerations and criteria to be taken into accounts. Some considerations and criteria perhaps deal with learners’ needs and interests, efficiency, teachers, programs planning, contents and practicality.

In essence, many English teachers follow the syllabus provided by the textbook whereas not all textbooks provide it inside. Syllabus is a part of the communicative curriculum which must be taken into account in the pedagogical process. The teachers often do not put much attention on the content of syllabus which has been already systematically developed based on the curriculum designed by the government. Hence, learners do not obtain meaningful and appropriate input from teachers during the teaching-learning process. Therefore, analysis of textbook is considered necessary as the basis for educational instructions in the classroom and curriculum policy decisions.

There were some studies related to this research. Fatima, Shah & Sultan (2015) conducted a textbook analysis and evaluation of 7th and 8th grades in Pakistani context in which the findings that there were insufficient emphasis on cultural awareness and unequal emphasis towards four language skills. The research applied both quantitative and qualitative
methods. Another study was Hatoss (2004) which released a model used for evaluating language textbooks using cultural theories and language learning theories. Her model applies three components in evaluating language textbooks: input, methods, and aims. However, principally there are some different methods applied in carrying out evaluation. McGrath (2002) proposed checklist method, impressionistic and in-depth method, interview, and so forth that may be applied for analyzing textbooks. His methods have been applied by some other researchers.

The textbook scrutinized was “Look Ahead an English Course Book for Senior High School Students Year X” written by Th. M. Sudarwati and Eudia Grace and published by Erlangga in 2007. It only has the textbook without a series of workbook and teacher’s book. It is claimed that it has audio CD for listening activities. The textbook has been edited by Indonesian educational experts and also has been examined by a native proofreader. The authors are both Indonesian in which it will lead the assumption that the textbook is organized, influenced and conceptualized based on the context where it is used. Furthermore, the authors claim that the textbook encourages students to develop their competence in phonological and lexicogrammatical levels, as well as discourse and cultural aspect. They also state that the materials were developed and adapted from teaching learning cycle method in which genres as the main tool in language learning. Besides, they claim that students can achieve communication skills in spoken and written at the end of lessons. For the verification of their claim, checklists have been developed for quantitative and qualitative content analysis as proposed by McGrath (2002).

METHOD

The processes of data collection consisted of three stages. First, the quantitative content analysis with checklist technique was conducted to collect the data of the English textbook as a written document obtained from the English teacher of Senior high school of Babunnajah Boarding School which is also available in the school library. Second, this study also appraised the textbook based on the following considerations under the qualitative content analysis checklist; the focus of the textbook and its language learning components, its structure and other components, and its practicality. Finally, documentary study was also conducted to support the data of content analysis. The sources data for the document was the
syllabus. The researcher copied the syllabus from one of the English teachers of senior high school of Babunnajah boarding school to review it.

**ANALYSIS AND DISCUSSION**

For the analysis, the quantitative of content analysis checklist method and qualitative content analysis using checklist technique have been applied in this study. The textbook, which has 198 pages, consists of 7 units using thematic lessons. The total activities covered in this course book is 245. The formal representation of the division and percentage is given as follow:

<table>
<thead>
<tr>
<th>VIEW OF ACTIVITIES</th>
<th>TOTAL ACTIVITIES</th>
<th>PERCENTAGE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities for Speaking skills</td>
<td>54</td>
<td>22 %</td>
</tr>
<tr>
<td>Aktivities for Listening skills</td>
<td>26</td>
<td>10.6 %</td>
</tr>
<tr>
<td>Activities for Writing skills</td>
<td>41</td>
<td>16.7 %</td>
</tr>
<tr>
<td>Activities for Reading skills</td>
<td>33</td>
<td>13.4 %</td>
</tr>
<tr>
<td>Activities for Grammar</td>
<td>53</td>
<td>21.6 %</td>
</tr>
<tr>
<td>Activities for Vocabulary</td>
<td>15</td>
<td>6.12 %</td>
</tr>
<tr>
<td>Activities for Pronunciation</td>
<td>13</td>
<td>5.30 %</td>
</tr>
<tr>
<td>Activities for Culture study</td>
<td>10</td>
<td>4.08 %</td>
</tr>
</tbody>
</table>

**Figure 1. Graph Shows of Percentage & Types of Activities**
In terms of language skills, it reveals that the authors have given more emphasis to develop speaking skills towards students that is 22%, whereas reading and listening are only 13.40% and 10.60% respectively. The writing skill is in the middle position meaning it is not the main emphasis to be developed. Meanwhile, regarding language elements, grammar has been emphasized highly by the authors, whereas vocabulary and pronunciation are placed at the lowest emphasis by 6.12% and 5.30% respectively. Culture study, a combination of local culture and foreign or target culture, has been also taken into account to be developed by the authors towards students even though with less emphasis that is only 4.08%.

**Qualitative Content Analysis Checklist**

The qualitative analysis also used checklist as the technique in collecting data which covers the focus of the textbook and its language learning components, its structure and other components, and its practicality (see appendix I).

**The Focus & Its Language Learning Components**

In communicative curriculum, there is communicative syllabus which establishes various communicative abilities whereby the students are required to be able to reveal those abilities at the end of an arranged course.
(McCarthy & Carter, 2001). Hence, aims and approaches of this textbook meet the Indonesian’s School Based Competence curriculum year 2006 which is called KTSP which prioritizes the communicative competency towards learners. The syllabus of this course book implicitly focuses upon the broader communicative knowledge and the four integrated skills in which it can be proved that the materials covered inside are dominated by challenging and autonomous tasks and communicative activities to be performed by the students. Moreover, in this textbook, it is assumed that the authors choose the formal syllabus as the language-focused and learning-focused since it covers some grammatical features combined with other communicative aspects such as speech acts like offering, accepting, declining, and so forth. Furthermore, it develops students’ capability in decision-making, negotiation of meanings, cooperation like ‘Hand in Hand’ and problem solving in the tasks and activities in which they engage in the classroom.

Besides, regarding with the language learning components, the methodology of teaching used in this textbook is Communicative Language Teaching (CLT) which integrates some strands of syllabuses: genre-based syllabus, skill-based syllabus, and task-based syllabus. According to Breen (2001), there are four types of syllabus currently applied in language teaching; formal, functional, task-based, and process. On the other hand, Wilkis (as cited in Graves, 2008) proposes that there are two types of syllabuses; synthetic and analytic syllabuses. Synthetic syllabus is kind of syllabus which focuses on the product of language which deals with forms and rules or it is also called as formal syllabus. Formal syllabus is kind of syllabus which focuses much on forms and grammatical features and rules which is taught sequently from simple to complex or from most useful to less useful as well as the four skills are taught from receptive to productive. Meanwhile, analytic syllabus is a syllabus that focuses on the process of language learning and learner autonomy Wilkins (as cited in Graves, 2008). Under the umbrella of synthetic syllabus, there are structural syllabus and notional-functional syllabus. Furthermore, under the umbrella of analytical syllabus there are situational, skill-based, task-based and content-based syllabuses. Hence, it is assumed as genre-based syllabus since the textbook is organized based on the genre per each of the units, such as telling stories under the basis of narrative text following instructions under the basis of procedure text, etc. Yet, the content of the textbook has a repetition,
the repetition of learning text-type or genre such as two parts of telling stories in narrative genre, even though the topics and exercises used are dissimilar. The texts applied in the textbook are various and authentic. It is in accordance with Byram (2004) defining a genre as the activity which has purpose, stage, and goal-oriented whereby the learners or speakers involve parts of their cultures such as writing a diary, telling a story and so forth. Then, it also employs skill-based syllabus Brown (as cited in Graves, 2008) as it covers and integrates all four language skills; reading, listening, speaking and writing in each unit even though the emphasis on these skills were unequal. Moreover, it also applies a task-based syllabus Breen and Prabhu (as cited in Graves, 2008) since it covers some tasks of performance, such as role-plays, simulations, group projects, etc. Task-based syllabus is kind of syllabus that focuses much on task performances and interpretation and negotiation of meanings in tasks as well as the four skills are integrated within tasks which is taught in the cyclical way from familiar to less familiar. Meanwhile, the textbook uses structural or grammatical syllabus Breen (as cited in Graves, 2008) because the textbook incorporates grammatical features, pronunciation and vocabulary as well.

Furthermore, the textbook also focuses on the learners as the center of learning in which they are encouraged to be active and creative as well as critical thinking is boosted in the language learning. The materials provided are designed to make students actively engage in the classroom in their own learning processes (Nunan & Lamb, 2001), for instance in pairs or group activities on various and challenging tasks and projects, since learner-centered classroom respect their needs, strategies and styles in learning. The teachers conduct as the organizer of the resources and also as a resource for himself as well as the guide and supervisor who guide and monitor the classroom procedures and activities (Breen and Candlin, 2001) and assist learners whenever they need help.

### 3.1.2 The Course Book Structure & Other Components

The design of this textbook is appealing enough and the layout is attractive and colourful enough with a boy and its guitar illustration representing the spirit of young man in doing activity, even though the papers are only covered by the three colors; black, white, and green. The textbook is organized in a cyclic way in which the prior knowledge and competence are revisited and proceeded at later points rather than in a linear way (Breen, 2001). Moreover, the content in all the units of it is managed
well and subdivided or broken down into parts for the sake of easiness in teaching and learning as well as it is presented interestingly with some authentic pictures using comic strips which attract students’ interest to learn English language. It is also easy to be understood and performed by the students with varied materials based on the context. Besides, it utilizes some authentic materials from magazines, internet and other sources which then adapt them to meet students’ needs and interests.

In terms of selection of appropriate contents, the authors emphasize communicative skills such as the use of transactional functions or speech acts like offering, accepting, refusing, etc. and interpersonal functions as well by giving list of useful gambits ‘Ways to Say It’ to help students express their own ideas. Also, it takes into account the linguistics skills, such as the use of action verbs and vocabulary building by giving a space box of ‘Say It Right’ and matching exercises for vocabulary and pronunciation with phonetic transcription of certain words in the corner page of the textbook. In addition, it is a good point that the textbook includes ‘Checking Your Progress’ for their reflection of their own learning and ‘Checklist’ for their self evaluation of their own performance and peer assessment for assessing their friends’ performances. By doing these, students are motivated to be responsible for the progress and further learning. Furthermore, it also inserts ‘Did You Know’ as important information related to the subject discussed to widen students knowledge and ‘Hint’ as a piece of advice or guidelines to help students complete their assignments.

Similarly, it is valuable since the materials of the textbook incorporate appropriately social values aspects of how to interact and behave with the nearby environment as well as the cultural awareness such as *Tea Time*, *Arranging Time*, *Giving Compliments*, and *Newspaper Headlines* combined with Indonesian cultures as local cultures like *The Borobudur Temple*, *Jakarta City*, etc. As the result, the students will aware of cross-culture understanding and know of how to appreciate other cultures well. Yet, it needs more other cultural awarenesses to make students’ language competence as close as native’s.

### 3.1.3 The Practicality of the Course Book

The practicality of the textbook is another important point to be considered especially by the learners. It may deal with the price which is expensive, namely 80,000 IDR or 64,000 IDR (20% OFF) and being a
financial burden for students who live in rural and isolated areas and for them coming from low income family whereas they are required to buy the textbook since only a few are available in the library. Nevertheless, it will be affordable for students coming from urban areas which live with high income family. Hence, it is expensive since it is a commercial book which then makes this textbook unpractical as it cannot be used by all the learners in different areas and contexts. Richards (n.d.) argues that the publishers tend to release the book to meet global market demands and they are also motivated by the financial profit, while the authors generally concern to fulfill the relevance both teachers’ and students’ needs in producing the textbook.

CONCLUSION

The findings suggested that the overall organization and content of the textbook are satisfied so that the textbook is recommended for teachers and students to be used as a guidance in teaching-learning process, especially at senior high school of Babunnajah boarding school. This study also reveals that all language skills and language elements are covered in the textbook and mostly it meets the KTSP curriculum. However, there are some problematical areas detected in the textbook, namely, four language skills are not equally emphasized; the cultural awareness aspects which are the combination of local culture and target culture are still inadequate; the textbook is not equipped by the audiocompact CD for listening activities; it is also not equipped by the answer keys which sometimes cause the teachers difficult to check the correct answers; and similarly it does not incorporate the content of syllabus at the beginning page of the textbook as the depiction for teachers of what to be taught for the whole courses of study as well as it has a repetition of learning text-type or genre in the content. Therefore, it is highly suggested that the authors should reconsider and revise the content of the textbook and its supports to be meaningfully and appropriately used either by the teachers or the learners, so that it will meet students’ needs, expectations, and interests in the language learning. This brief and limited study may be of some value for those who are interested in developing ESL textbooks for learners especially in Indonesia. It is suggested that future researches with in-depth analysis method or other methods on other grades or other English textbooks are needed.
REFERENCES


THE ROLE OF ULAMA UPON ISLAMIC EDUCATION WITHIN THE AREA OF WESTERN AND SOUTHERN ACEH
(A STUDY ON THE ROLE OF TEUNGKU CHIK DIRUNDENG)

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ABSTRACT

This study described the role of ulama upon the development of religious aspect within the area of western and southern Aceh, which focused on a leading figure, Teungku Chik Dirundeng. He has significant influence on the spread of Islam within the area of southern and western Aceh. Teungku Dirundeng was also known as a persistence hero who fights the colonialization of Dutch within the coastal area of western Aceh. The study applied qualitative approach by mean of ethnographic method, which employed three data collecting technics: interview, observation, and document recording. The result led to the conclusion the Teungku Dirundeng was a scholar who had great contribution upon the development of Islam in coastal area of southern and western Aceh. It made the people on this area really respected him, even people of Meulaboh, West Aceh, put his name as the name of road and as the name of tertiary Islamic education institution.

Keywords: Teungku Chik Dirundeng, Ulama, Islamic Education and Development

INTRODUCTION

Aceh was the greatest Islamic kingdom within the Indonesian archipelago. Since the beginning of the era of Islamic kingdom, Aceh had become a sovereign kingdom with great contribution for Islamic development in this archipelago. Therefore, this area was well-known as Serambi Mekkah (the terrace of Mecca) and Bumi Iskandar Muda (the land of Iskandar Muda), which became the center for Islamic development by the existence of Islamic scholars and their literatures work (Muhammad, 2009: 81).
According historical report and researches, several Islamic scholars of Aceh even had great contribution on the development of Islam in Indonesia, such as Hamzah Fansury, Syamsudin Sumtrani, Abdurrauf Assingkili, and Nuruddin Ar-Raniry. Aceh also had many competent Islamic scholars such as Teungku Chik di Anjong, Teungku Chik Tanoh Abee, Teungku Chik Kuta Karang, Teungku Chik Dirundeng, Teungku Chik di Tiro, Teungku Chik Krueng Kale, Teungku Chik Pante Kulu, Teungku Chik Muhammad Amin, Teungku Chik Blang Peria, Teungku Chik Dayah Cut, Teungku Chik Pante Geulima, Teungku Chik Lam Jabat, Teungku Chik Lam Birah, Teungku Chik di Leupe, and so on.

The people of Aceh considered those scholars as the noble people who mastered and taught knowledge of Islam for the people (El Anshary, 2011:17). The work of those scholars could be traced through their work, particularly in the form of book and literature, which still became references for Islamic knowledge. Ulama was also considered as a person with comprehensive knowledge and plenary obedience upon Islamic tenet, then the people acknowledge the ulama as pious person (Suyanta, 2008:175-176).

The contribution of ulama upon the development of Islam could be observed by their effort in establishing dayah and zawiyah (traditional Islamic institution) in their region to serve their role as warasatul ambiya. This institution became the center of transformation, socialization, and internalization of Islamic values, as well as the place to preserve and to teach Islam (Suyanta, 2008:178). There were several famous dayah, such as dayah Cot Kala in Bayeun, East Aceh, which was established by Teungku Chik Muhammad Amin, dayah Tanoh Abee that was established by Syeikh Idrus Bayyan from Baghdad and now managed by the family of Teungku Chik Tanoh Abee, dayah Dirundeng that was established by Teungku Abdullar or famous as Teungku Chik Dirundeng, and any other dayah within the area of Aceh (Syah Putra, 2015).

Teungku Abdullah, or famous as Teungku Dirundeng, was known for his contribution on the development of Islamic knowledge within the coastal area of western and southern Aceh. He taught Islamic knowledge in the area of Rundeng, Singkil until Meulaboh, West Aceh.

**BIOGRAPHY OF TEUNGKU CHIK DIRUNDENG**

Teungku Dirundeng, known for his contribution on the development of Islamic knowledge within the coastal area of western and southern Aceh,
was originally named Abdullah (Hardi, 1993:40). There were several opinions regarding his birth. *The Encyclopedia of Great Acehnese Ulama* stated that Teungku Dirundeng was born near 1803, there was also opinion stating that his birth was unknown since there was no existing evidence upon it (Interview with Teungku Abdurrahman, April 23, 2014). The factor causing it was the prohibition on publishing such evidence during the colonial era of Dutch in Aceh. Since Teungku Dirundeng was a hero fighting the invasion of Dutch, the colonial government hides the fact about it from the people, and finally such fact disappeared from the society (Erwansyah, 2006).

Teungku Dirundeng was born in a noble family since his parents inherited the bloodline of *ulama* in Aceh Besar; several people told that his ancestors was originated from Aceh Besar. He was born in the village of Cot Mancang, Blang Bintang, Aceh Besar. His parents’ name remained unknown.

Tengku Abdullah was an *ulama*, who actively performed Islamic education at several of his *dayah*, located in Rundeng, Singkil, South Aceh, and West Aceh. He had comprehensive knowledge on the matter of *qawliyah* that was stated in the Holy Quran, and also the matter of *kawniyah* that was inferences about the existence of this realm. It made him got the title of *Teungku Chik*; the title referred that he was a great teacher with plenary comprehension on Islamic knowledge.

In the *Encyclopedia of Great Acehnese Ulamas*, it was stated that Teungku Abdullah or also known as Teungku Dirundeng lived within the period of several Sultans of Aceh, there were Sultan Alaiddin Djohar Alam Syah (1217-1245 H = 1802-1830 A.D), Sultan Muhammad Daud Syah (1245-1257 H = 1830-1848 A.D), Sultan Alaiddin Sulaiman Ali Iskandar Syah (1257-1287 H = 1839-1841 A.D), Sultan Alaiddin Ibrahim Mansur Syah (1257-1287 H = 1841-1870 A.D), Sultan Alaiddin Mahmud Syah II (1287-1290 H = 1870-1874 A.D), and Sultan Alaiddin Muhammad Daud Syah II (1302-1357 H = 1884-1939 A.D).

On the time of war between the Dutch and the Kingdom of Aceh, many *ulama* in Aceh declared the war against the invaders. Their fight was called as *jihad fi sabilillah* (the holy fight against the enemy of religion). The war itself was known as *prang sabil* (the holy war). The *ulama* participating in this war was called *ulama prang sabil*. Among them were Teungku Muhammad Saman di Tiro, Teungku Muhammad Amin di Tiro,

During this war, ulama had significant influence in mobilizing people of Aceh to fight against colonialism. Along with their students, ulama set the troops to fight the invaders. During this time, Teungku Chik Dirundeng leave Aceh Besar and Banda Aceh for the village of Rundeng in Singkil, West Aceh, where nowadays was in the area of Subulussalam. The he established a dayah as a place for education of Islamic knowledge, as well as headquarter to fight the Dutch.

After the city of Banda Aceh had fallen to the Dutch after the Great War that took a general, Kohler, as a victim on April 14, 1983, the Dutch suffered a loss during the war in the field of Baiturrahman Mosque in Banda Aceh. The Military Governor of Dutch the retreated the troop back to Batavia. Then, in the December of 1983, the Dutch invaded Aceh again with the support of army, which three times stronger than the first aggression.

In this war, the Dutch could occupy the area of Baiturrahman mosque and the palace of the Kingdom of Aceh. This situation made the Sultan of Aceh retreated his army to the area of Lueng Bata, then came to the jungle of Aceh. The capital city of the Kingdom of Aceh was also moved to Lamlo. The special force of Dutch, Marchaousse, continued the invasion and swarming to the Kingdom of Aceh that forced Sultan to retreat to several areas in Aceh: Geumpang, Tunong Meuko, Tunong Gunong Meuh, Tunong Seumantok, Gayo, and finally Sultan surrendered in Panton Labu biting the of Krueng Jambo Ayee, North Aceh in 1904. However, several armies of the kingdom still fought in the deep jungle of Aceh. During this time, Teungku Abdullah, or also known as Teungku Chik Dirundeng, still fought the aggressor by applying guerrilla strategy. He and his loyal students decided to move to the coastal area of western and southern Aceh, where was considered more conducive and safe for them. After long march, he arrived in the area of Dama Tutong, in the sub district of Sawang, South Aceh. He consolidated his troop in this area. The people of this area knew him as Teungku Dama Tutong.

Teungku Dirundeng also taught religious knowledge during his settlement in Tutong by establishing religious discussion (Teuku Dedek et
al, 2015:65-67). He also served as a preacher for Islamic knowledge, who introduced Islam in Aceh during 1872-1874. In Tutong, he also set an attack to the Dutch occupancy in Tapaktuan, South Aceh in 1877. After this attack, he moved again to the area of Meukek, South Aceh to consolidate resources for prang sabil. In Meukek, he also established a dayah or zawiyah, and he was known as Teungku Di Meukek. In this era, he also built a dayah in the village of Rundeng, in Singkil; this area nowadays belonged to the city of Subulussalam. He made the area of Rundeng as a famous place for Islamic education.

The Dutch really hated Teungku Di Meukek, or also known as Teungku Chik Dirundeng, because many people came to Rundeng to study Islam (Istiqamatunnisak, 2017). Rundeng became destination to study Islam since the facilities and infrastructure of Islamic educational institution there was considered good, and the people of Rundeng was also kind to the learners from outside their area. The people of Rundeng even invited Islamic scholars outside their area; they prepared daily necessities for the scholars who taught Islam in Rundeng. The Islamic values were reflected and implemented in every aspect of society in Rundeng (Ondang Jaya, 2015:16).

In 1976, Dutch expanded its territory to the coastal area of West Aceh and occupied Meulaboh easily. Knowing this fact, Teungku Chik Dirundeng prepared his students mentally and physically to attack the Dutch in Meulaboh. After the preparation and the provision was completed, Teungku Chik Dirundeng left for Meulaboh to attack the Dutch (Teuku Dedek et al, 2015:122).

In Meulaboh, Teungku Chik Dirundeng set his headquarter on eastern area of this city since this location was considered as a strategic place. He built his barrack at the village of Tanoh Darat, in the sub district of Johan Pahlawan, West Aceh. This location was also known as Dolog or Ujong Kuta. The word of kuta referred to the place where Teungku Chik Dirundeng settled and taught the Islamic knowledge to the people of West Aceh and for those who came to learn it. At that time, the village of Tanoh Darat was considered as an area of Rundeng (The Ensyclopedia of Great Acehnese Ulamas, 2010:50).

During his settlement in Gampong Darat, Teungku Chik Dirundeng also established dayah or zawiyah as a place for education. Lots of people in this area came to learn about Islamic knowledge at his dayah. He taught
the knowledge of Islam that had been suited to adapt the local culture of the people of West Aceh, and he also guided the people in practicing Islam in daily life (Interview with Abu Syik, April 14, 2017). Teungku Chik Dirundeng then possessed the important position among people of West Aceh, since his Islamic educational institutions had been developed to be centers for Islamic studies in West Aceh.

Besides establishing Islamic educational institutions, Teungku Chik Dirundeng also built several fortresses in West Aceh. He built Kuta Manggi fortress in the sub district of Drien Rampak, which nowadays was located approximately 300 meters northeast of the Regency Office of West Aceh. He also built the second fortress, which was located 1200 meters south of the first fortress or nowadays it was located 200 meters of patriot burial site, and the people knew it as the fortress of Kuta Teungku Dirundeng (Erwansyah, 2006:1).

Since the position and influence of Tengku Chik Dirundeg upon the people of West Aceh, the Dutch provoked Hulubalang (chiefs of district) to fight him. Even the Dutch supplied them with the required resources, such as fund and weapons. Hulubalang hated Tengku Chik Dirundeng for his influence, and the people of Aceh supported him to fight the colonialist.

The Dutch avoided direct fight to Tengku Chik Dirundeng since he was really strong and got support from local residents of West Aceh. Knowing the fact that Hulubalang in West Aceh also hated Teungku Chik Dirundeng, the Dutch set the strategy to fight Teungku Chik Dirundeng with the help of Hulubalang.

Tengku Chik Dirundeng was estimated to be killed in a war around 1888 B.C, while he was 85 years old. He was killed in a great war to fight Dutch in the night of 27 Ramadhan. He made an ambush to the fortress of Dutch, while still praying for his God. However, he was killed in the night of ambush, and the Dutch took his body to the ocean with a ship. Nobody knows where his body is buried (Teuku Dedek et al, 2015. The Encyclopedia of Great Acehnese Ulamas, 2010).

TEUNGKU CHIK DIRUNDENG AND THE DEVELOPMENT OF RELIGIOUS ASPECT

Teungku Chik Dirundeng had significant position upon religious aspect within the people living in coastal area of western and southern Aceh. The people respected him that his considerations, opinions, and
judgments became reference in determining certain matters. It occurred not only on religious aspect, but also in other issues including politics (fight against the invasion of Dutch).

His role and position within the society reflected that ulama was not only obeyed for the religious decisions, but also for other social aspects (Suri, 2004). Teungku Dirundeng established his role as ulama in creating good relationship pattern to the people. He built several Islamic educational institutions, as well as acted as motivator, inspiratory, catalyzer, and mobilizer of the people in every aspect of life. It was proven by his role during the war of prang sabil against the Dutch colonization.

Teungku Dirundeng was also the pioneer in teaching, developing, and spreading Islam in the coastal area of western and northern Aceh. He had established several dayah in the area of Singkil and Meulaboh. Furthermore, his institution in Rundeng, Singkil, became the center for Islamic education that made lot of students came to his dayah to learn Islam. This dayah was named after his name, dayah Tengku Chik Dirundeng, which brought positive impact toward the development of intellectual aspect, particularly on religious knowledge, of the people of West Aceh.

One of heroes of Aceh, Teuku Umar, was also student of Teuku Chik Dirundeng. Teuku Umar learned from Teungku Chikd Dirundeng since he was a child. He got education about Islam that was based on contain of Al-Quran and Al-Hadist. Teungku Chik Dirundeng taught Teuku Umar reading Al-Quran since the introduction for the Arabic letter, reading syllable, until reading Al-Quran as whole (Padila, 2010). Teuku Umar was a proof that the education performed by Teungku Chik Dirundeng introduced the people of West Aceh to the nationalism, and asked them to fight the colonization.

As mentioned before, Teungku Chik Dirundeng had established several Islamic educational institution in the coastal area of western and southern Aceh. These institutions not only served as the center of religious education, but also prepared the cadres of fight against the colonialist. Snouck Hurgronje, who came to Aceh in 19th century, witnessed that many dayah in Aceh served both function (Burhanuddin, 2012).

One of the Islamic educational institution established by Teungku Chik Dirundeng was DayahDirundeng. It was established in the area of Rundeng Tuha, which now located on the village of Rundeng at the sub district of Johan Pahlawan in Meulaboh, West Aceh (Syah Putra, 2015).
This *dayah* was well established as an Islamic educational institution, and had contribution to the fight against Dutch in Meulaboh (Interview with Rosmah, April 27, 2014). On the other hand, Tengku Dirundeng also had great contribution to the development of Islam by establishing place for worship. He built the mosque of Al-Muqaddas in the village of Gampong Ujong Tanah Datar in order to develop Islam in the area of Meulaboh.

His effort on developing religious aspect made the coastal area of western and southern Aceh as the center of development and learning about Islamic knowledge. His institutions brought significant contributions for the development of religious side of the people living in West Aceh and South Aceh. Many students of his institution even became the hero in war against Dutch colonization, such as Teuku Umar.

However, the condition of Dayah Dirundeng recently was quite different to condition in the era of Teungku Dirundeng. It was caused since the colonization impact toward the development of this *dayah*, also there was no leaders of this *dayah* had capabilities in managing it like Tengku Chik Dirundeng. It was also possibly caused by the great influence of Tengku Chik Dirundeng as the founder of this institution that his death brought negative impact to the institution itself. This institution seemed to be family inheritance, which perhaps did not manage as the former objectives as it firstly was established (Amiruddin, 2013).

**THE ROLE OF TEUNGKU CHIK DIRUNDENG IN THE WAR AGAINST COLONIALISM**

Tengku Chik Dirundeng also became one of commander and leader of Acehnese people in the war against Dutch Colonialism. This war was considered as a holy war for Acehnese People, since protecting homeland was a holy duty in the Islamic tenet. Teungku Chik Dirundeng along with his students and follower fought the colonial.

Teungku Chik Dirundeng also fought against the ally of Dutch, *Hulubalang*. *Hulubalang* actually was leaders of Acehnese society. They hated *ulama*, like Teungku Chik, since the *ulama* got support from the people of Aceh. It made the *hulubalang* was considered as *cuak* (provocateur and traitor) bringing danger for the people of Aceh. Teungku Chik Dirundeng fought against the Dutch and *Hulubalang* in several area, such as in Meulaboh, Meukek, Dama Tutong, and Rundeng, along with his effort in teaching Islam for the people of West Aceh (Teuku Dedek et al, 2015).
The Dutch was really angry to Teungku Chik Dirundeng because the people of Aceh respected and obeyed him. His charisma and preaches was considered provoking the people of Aceh to fight colonialism. Thus, the Dutch provoked *Hulubalang* to help in war against Teungku Chik Dirundeng.

The colonial of Dutch was aware that the Islamic educational institutions established by Tengku Chik Dirundeng to educate people about the danger of colonialism. Therefore, the colonial tried to destruct these institutions in order to weaken the influence of Teungku Chik Dirundeng upon the people of Aceh. The aggression by the Dutch affected the development of *dayah* as the center of Islamic education during that time. The process of teaching and learning could not be performed well, since *ulama* as the teachers in *dayah* also used it as headquarters and fortifications to set strategies to fight the Dutch. Most of students in a *dayah*, or also known as *santri*, also participated in the war (Hanafiah, 2014: 17).

Teungku Chik Dirundeng inspired the people of Aceh and his students that the war against the Dutch was a holy war, or called *prang sabil*. He announced that this war became the obligation for each Muslim since the Dutch was considered as *kafir* (nonbelievers) that invaded the homeland of Acehnese people. Thus, the war against them was in accordance to the Islamic law. Teungku Chik Dirundeng and other *ulama* in Aceh delivered the massage of war against the colonial through their preaching to the people (Abdullah, 2000:242).

During this time, *Hikayat Prang Sabil* (The Tale of Holy War) was recited at *dayah* and the house of people of Aceh before them going to the war. In the areas occupied by the Dutch, people read this tale in secret. In order to deliver the message of this tale to the people of Aceh, it was not only recited and read, but it was also copied and sent all over Aceh. This tale had the longer version, yet the most common was the shot version of it (Hasjmy, 1992: 83). Teungku Chik Dirundang also used the tale besides his preaching to inspire the people of Aceh.

The sense of holy war was gradually grown within the people of Aceh who were close to the *ulama*. After *Hikayat Prang Sabil*, an Acehnese literature telling about holy war and heaven for those who fight in the path of truth, was recited, the people listening it pledged to fight against the Dutch (Hasjmy, 1997: 197). Moreover, most of *ulama* were also
commanders and leader in war against colonialism (Mujiburrahman, 2014:28). Teungku Chik Dirundeng as one of charismatic ulama in Aceh also took this role. He established dayah not only as the center as education, but also as the place to set strategies for war and the place to doctrine the people by reciting Hikayat Prang Sabil in order to evoke the spirit to fight colonialism. This movement and effort made the Dutch frustrated since they had tried many ways to eliminate the spirit of people of Aceh, but it still failed (Khozin, 2015:5)

The Islamic values embedded in the mind of people of Aceh built the distinctive characters, persistence and endurance, which finally grew the patriotism in the war against colonialism(Saputra, 2012). The role of ulama in motivating, inspiring, and mobilizing people to fight was also admitted by Snouck Hurgronje (Agustiningsih, 2007:80).

In his struggle to fight Dutch, Teungku Chik Dirundeng also built several fortresses to defend his position of enemies’ attack in Meulaboh. He built them in strategic location. The fortresses builded by him were the fortress of Gampong Rundeng, the fortress of Nibong, the fortress of Padang Seurahet, the fortress of Sijaloh, the fortress of Manggi, the fortress of Ujong Gampong, dan the fortress of Kuta Asan. Teungku Chik Dirundeng became the high commander for these fortresses (Teuku Dedek et al, 2015:220)

These fortifications and tactics in war was set based on the spirit of holy war. Through his speeches and preaching, he announced that the war was an obligation to defend the nation from unbelievers. Thus, every Muslim living in Aceh must fight with any resources they had, including wealth, power, even life. Islamic tenet stated that everything they sacrificed would be rewarded by 700 times better. It was stated by a hadist (statement) by the prophet of Muhammad p.b.u.h “For those guarded a day in a war, guarded fortress, escorting the army of Islam to the war, fought in a war, or slept in a battlefield would receive the growing rewards from God; they would free of anguish until the day after” (Abdullah, 2000 : 224)

Lot of Acehnese people came to dayah of Teungku Chik Dirundeng to get education about Islam. Because of his speeches about holy war, the people that firstly came just for learning became motivated and provided support for the fight against Dutch. The Acehnese traditional education that was given in dayah also built unique relationship between teacher and students; the students still obeyed the teacher eventhough they had
graduated of institution. Then, the lesson about holy war against unbeliever would always be in their mind after their learning time in the *dayah* (Abdullah, 2000, 250).

Such unique relationship made the students of Teungku Chik Dirundeng supported and helped him while he fought against the Dutch colonialism. This fight even made him killed in a war while attacking Dutch in a thundery night. His body was taken by the enemies to the sea that nobody knew his burial place.

To remind the meritorious service of Teungku Chik Dirundeng upon this country, his named was used for several places in West Aceh, such as road, foundations, also the State Academy on Islamic Studies of Teungku Dirundeng in Meulaboh. Teungku Chik Dirundeng was an Acehnese *ulama* who also participated in war against colonialism of Dutch. His fight in guerilla, even in the middle of jungle, had motivated lots of Acehnese people to fight in this holy war (Majid, 2014:182). Teungku Chik Dirundeng mobilized the people of Aceh along with his students in the war. People of all ages with their own consciousness fight the colonial.

The people of West Aceh really respected Teungku Chik Dirundeng that several places in West Aceh were named after his name.

1. **Tengku Chik Dirundeng Road** was located in the village of Rundeng, sub district of Johan Pahlawan, West Aceh. It was named after the name of Teungku Chik Dirundeng because he had settled here and established *dayah* Dirudeng. This *dayah* became the center for Islamic education and the place where he mobilize people to fight the Dutch. Moreover, the area of Rundeng used to be the center of civilization and education at the previous time (Interview with Abu Syik, April 27, 2014).

2. The foundation of Tengku Chik Dirundeng located in Meulaboh, West Aceh. It was owned by the government of West Aceh which aimed in establishing private tertiary educational institution. It was established by the legal document of public notary Homongan Silitonga at August 29, 1984 in Banda Aceh. This foundation had established two tertiary educational institutions that became the price of people living in West and South Aceh: the university of Teuku Umar and institute on Islamic studies of Teungku Dirundeng. However, the name of this foundation had
been changed to the Educational Foundation of Teuku Umar Johan Pahlawan and both universities had been converted to be state-owned institution in 2014 (Syah Putra, 2015:11-12).

3. State Institute on Islamic studies of Teungku Dirundeng located in Meulaboh, West Aceh. It was established in 1985, which was initiated by *ulama* in West Aceh with the support of the department of religious affair (now the ministry of religious affair), the Board of Indonesian *Ulama* West Aceh Chapter, and the Corps of Alumnae of State Institute of Islamic Studies of Ar-Raniry. It formerly was *Sekolah Tinggi Ilmu Tarbiyah* (institute on Islamic educational studies) of Teungku Dirundeng. In 2003, this name was altered to be State Institute on Islamic studies of Teungku Dirundeng to remind the people about Tengku Dirundeng as the pioneer of Islamic education and his meritorious service to the West Aceh. Then, in 2014, based on The Letter of Decision by the Minister of Religious Affair of Indonesia No.31 of 2014, which was legalized on September 19, 2014, this institution status was converted to be state-owned institution (Syah Putra, 2015:12-13, 48).

**SUMMARY**

Teungku Chik Dirundeng was one of leading *ulama* in the coastal area of western and southern Aceh. His given name was Teungku Abdullah, yet he was also known as Teungku Dama Tutong and Tengku Di Meukek. He had great influences and merit upon the development of religious aspect within the coastal area of western and southern Aceh, particularly through several *dayah* that he established in the area of South Aceh, Rundeng (Singkil), and West Aceh. Furthermore, he was really persistent in fighting the Dutch colonization by the spirit of holy war along with his students and the people of Aceh.
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Interview with Rosmah di Aceh Barat on April 27, 2014.

Interview with Teungku Abdurrahman, an Islamic leader in West Aceh area, on April 23, 2014.
EFL STUDENTS’ WRITING ERRORS AND OBSTACLES IN LEARNING ENGLISH

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ABSTRACT

The research is intended to analyze the use of past tense auxiliary *be* in 10th grade students’ writing in one of the high schools in Banda Aceh. The objectives of this study were: (1) to investigate the students’ errors in using *was* and *were* in their essays through AntConc software quantitatively, (2) to find out the students’ obstacles in using past tense auxiliary *be* in their essays qualitatively. The results of AntConc corpus software showed that the most errors in the essays were the use of patterns *was* and *were* with *subject+was/were+noun*. This denotes that even for the simple past tense, the students still struggled to produce correct grammar in writing. To understand the students’ obstacles, we interviewed 10 students. They revealed some reasons on why they faced difficulty in learning these tenses and English in general, they are: the system of grammar in Indonesian is very different from English, lack of vocabulary to write good sentences, lack of motivation (e.g. less support from family members, discrimination from the teachers in class, and being occupied with extracurricular activities after school), and the teachers’ lack of proficiency.

Keywords: AntConc software, past tense auxiliary *be*, errors, obstacles, writing.

INTRODUCTION

In English grammar, past tense auxiliary *be* in the past tense is related with nouns, adjectives and adverbs. According to Uchiyama (2006), the past tense usually means that this action ended in the past. These various forms should be chosen carefully because proper subjects should meet their
proper verbs. Singular subjects require singular verbs; plural subjects require plural verbs.

In our preliminary study in one of the high schools in Banda Aceh, it was found that the use of past tense auxiliary *be* (e.g., the use of *was* and *were*), still becomes one of the major problems in writing to these EFL students. They were visibly detected in the essays they write and submitted to their teacher. In assessment, the focus of the teacher is generally in the content and genre of writing, while the problem in tenses is only assessed at a glance, especially when the data is large. Thus, the errors made by the students tend to be repeated because teachers are ignorant of these problems in their writing. This leads to a dilemma when the students later attend the National Examination, where much focus is on the grammar of English.

Dealing with large data is a part of the study in corpus linguistics (Yusuf, 2009). Sinclair (1997) states that corpus linguistics is the study of language through corpus-based research. This software is used to analyze real texts input into the computer. Reppen (2010) further states that corpus is a large, principled collection of naturally occurring texts (written or spoken) stored electronically. Nevertheless, a corpus does not contain new information about language, but the software offers us a new perspective (Hunston, 2002).

There is some corpus software available for researchers to use when they need to deal with large data, namely, WordSmith, MonoConc, COBUILD and AntConc. Some of these needs to be purchased and some are freely available in the internet. AntConc is among the free software than can be downloaded and used by linguists. AntConc corpus software program was released in 2004 by Prof. Laurence Anthony in Waseda University, Japan. It is distributed as a single executable file that can be simply copied onto the user’s computers and launched without requiring any installation. It comprise many tools useful for analyzing language or data being input in the software, among them are concordance tool, concordance search term plot tool, view files tool, word list/keyword list tools, and word clusters/bundles tool (refer to Anthony (2004) for a complete explanation on the function of each tool). The strength of this corpus software is helpful for beginners because first, it is easy to operate. Second, it performs all operations directly on the raw texts of the corpus (Hockey, 2001). Finally, the results in all display windows of AntConc can easily be copied and pasted directly into a spreadsheet program by using
simple keyboard shortcuts. All the same, it also has a weakness, which is in the handling of annotated data such as data encoded in HTML/XML format. Although AntConc offers a simple way to view or hide embedded tags used in HTML/XML and other annotation methods, much more sophisticated methods need to be implemented if the full power of annotated data is to be realized.

Studying the students’ grammar errors in writing by using corpus software has been conducted by many researchers. Among them is Yusuf (2009), who studied the use of prepositions to and for from written essays collected from students at a university in Malaysia. The software used was WordSmith. It was found that despite the subjects were university students who had been learning English for more than ten years of their education, grammatical errors were still commonly found in the use of to and for as prepositions. Furthermore, Manokaran, Ramalingam and Adriana (2013), who also used WordSmith to study on the use of past tense auxiliary be in argumentative essays of Malaysian ESL university learners, found that these students still made errors in tense shift, agreement, missing auxiliary be, wrong verb form, addition, misformation and misordering. Past tense auxiliary be is one of the basic and simple forms of grammar, but these students still had difficulty and made many grammatical errors in their writing. The use of corpus software has eased the researchers processing massive data in a short time, and with total accuracy.

Nonetheless, the difficulties in English writing is a problem by ESL and EFL students almost everywhere around the world; Inayah and Nanda (2016) revealed that among the difficulties in content, organization, vocabulary, language use, and mechanics, grammatical errors in language use were the utmost setback to EFL students, especially in Aceh, Indonesia. Khajloo (2013) have also discussed that the problems in learning English in countries that treat it as a foreign language, such as Iran, are insufficient hours of English in schools and lack of practice from the students’ part, students’ lack of interest and motivation, and teachers’ lack of teaching proficiency. The setbacks in Saudi Arabia are pointed out by Elyas and Al-Grigri (2014) as scarcity of development programs, scarcity of in-service training, weakness of in-service training programs, low students’ motivation, overuse of traditional teaching methods, scarcity of using teaching aids and modern technology, weakness of school supplies, and scarcity of language laboratories. Meanwhile, In Pakistan, Khan and Khan
(2016) listed ambiguous educational policies, bias attitude towards English, behavior of parents and teachers, the adverse policies of the government, unavailability of modern teaching technology to the public sector, shortage of English teachers especially in remote areas, flawed syllabi and examination system, lack of teacher training and deprived position of teachers are among the hindrances in learning and improving English for the EFL students.

In view of that, we would also like to investigate the grammatical errors and to what extend they are made by the students in one of the high schools in Banda Aceh. Based on the fact described on corpus software and large data, we offer the use of corpus in analyzing these students’ writing, especially on the use of past tense auxiliary *be* (i.e. *was* and *were*). We further extend our study to also look into the obstacles faced by the students in learning them. It is hoped that the results of this research can be beneficial for teachers in becoming more aware of the errors that their students are making in writing, and why they have problems in learning English, to provide better solutions to resolve them in the future.

METHODS

To answer the research questions, this research employed quantitative and qualitative design in nature. Qualitative is this study is the percentage result of the errors from AntConc corpus software analysis. Qualitative design in this study is to describe the errors in the use of past tense auxiliary *be* in the students writing nominal sentence and explain the obstacles faced by the students in understanding past tense auxiliary *be* and English in general.

This study involved collecting essays from 10th grade students of one of the high schools in Banda Aceh, Indonesia. A total of 39 students from two classes were purposively selected to write three essays each. The essays were descriptive with the topic “Meeting the Idols” and they were to write them in the past tense in nominal sentences. Each essay was about 150 words. At the end, we collected 117 essays from the students, with 16,000 words in total. Meanwhile, for interview, we selected five students from each class who had the lowest reading scores to inquire about their difficulties in using past tense auxiliary *be* and learning English in general, making a total of ten students.
The collected essays were input into the AntConc corpus software for analyses; we particularly focused on the errors in the use of past tense auxiliary *be*:*was* and *were*. With this software, we could conduct concordances for the use of *was* and *were* in the students’ essays. Concordance is a search engine that shows what sorts of words tend to occur in the immediate environment of a given word, in this case, *was* and *were*. Next, these words were clustered to observe the total of cluster types and cluster tokens in those words. Then, we plotted the words in focus to see the collocation, which is their frequency of words used in the students’ essays. The results were then tabulated into percentage.

Moreover, the interview guide was to gain answers for the obstacles faced by these students’ in learning English, particularly in using *was* and *were*. The main questions asked during the interviews were: (1) What are your obstacles in writing past tense auxiliary *be*? (2) Why is past tense auxiliary *be* difficult for you to use in writing? and (3) Is learning English difficult for you? Why?

The interview session was done after class by the third author; and each session with a student lasted about 5-10 minutes. They were recorded with a hand phone. Later, the interviews were transcribed, segmented and analyzed descriptively. In analysis, we used the steps of data reduction, data display, and verification (refer to Miles, Huberman and Saldana (2013) for detailed description of each step).

### RESULTS AND DISCUSSION

**Concordances of *was***

From the concordance, *was* appeared with 352 concordances in the written corpus. From these concordances, there were 140 concordances which contained errors. They were 80 concordances for the pattern *subject*+*was*+*noun*, 40 concordances for the pattern *subject*+*was*+*adverb*, and 20 concordances for the pattern *subject*+*was*+*adjective*. An example of error from each pattern found in data is displayed in Table 1. The percentages are the number of errors divided by the whole *was* concordances found in data.

### Table 1. Examples of errors in the *was* patterns.

<table>
<thead>
<tr>
<th>No</th>
<th>Line</th>
<th>Pattern</th>
<th>Example of errors</th>
<th>Concordances</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36</td>
<td><em>subject</em>+<em>was</em>+<em>noun</em></td>
<td>Susilo Bambang Yudhoyono and Jusuf Kalla as President and Vice President of Indonesia.</td>
<td>80</td>
<td>22.7%</td>
</tr>
<tr>
<td>2</td>
<td>591</td>
<td><em>subject</em>+<em>was</em>+<em>adverb</em></td>
<td>he born in Kanada, 1 March 1994.</td>
<td>40</td>
<td>11.4%</td>
</tr>
</tbody>
</table>
In example number 1, the subjects *Susilo Bambang Yudhoyono* and *Jusuf Kalla* are classified as plural subject forms. It should use *were* as agreement instead of *was*. The additional word *as* in the sentence is also incorrect. The correct sentence should be, "*Susilo Bambang Yudhoyono and Jusuf Kalla were the President and the Vice President of Indonesia*". Then example number 2 illustrates a missing past tense auxiliary *be* in the sentence that follows the adverb *born*. The following phrase *1 March 1994* should also include the preposition *on*. Furthermore, the sentence also had punctuation problem, in which the beginning of the sentence should have started with a capital letter. The name of the country was also misspelled. Thus, the correct sentence is, "*He was born in Canada on 1 March 1994*". Meanwhile, in example number 3, it shows the incorrect use of two in the sentence; after the use of *was* in this pattern, it should be followed by the *second* as the adjective. The correct version is, "*Soeharto was the second president of Indonesia*". Similar to these findings, Manokaran, Ramalingam and Adriana (2013), also found agreement, missing auxiliary *be*, addition and misformation among the errors typically made by students in writing.

**Concordances of *were***

From 41 concordances of *were* that contained errors, ten concordances were found in pattern *subject+were+noun*, nine concordances in *subject+were+adverbs*, and four concordances in *subject+were+adjectives*. An example of error from each pattern found in data is displayed in Table 2. The percentages are the number of errors divided by the whole *were* concordances found in data.

<table>
<thead>
<tr>
<th>No</th>
<th>Line</th>
<th>Pattern</th>
<th>Example of errors</th>
<th>Concordances</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>33</td>
<td><em>Subject+were+noun</em></td>
<td>My mom saw there was an <em>actresses</em> who <em>were</em> shooting. She was a model, singer and <em>actress</em>.</td>
<td>10</td>
<td>24.4%</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td><em>subject+was+adverb</em></td>
<td>His working period as <em>the President</em> of Indonesia <em>were</em> March 12, 1967 until May 21, 1998.</td>
<td>9</td>
<td>21.9%</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td><em>Subject+were+adjective</em></td>
<td>There <em>werea</em> famous stories about him.</td>
<td>4</td>
<td>9.8%</td>
</tr>
</tbody>
</table>
Example number 4 illustrates the mistake that one of the students had made because he/she could not identify whether the object in the sentence (i.e. *actresses*) was plural or singular, despite the following sentence clearly indicates that it was singular (i.e. *She*). The first sentence is also missing an object after the phrase, “...an actress who was shooting...”. Consequently, the correct sentence should be, “My mom saw that there was an actress who was shooting a movie. She was a model, singer and actress.” Moreover, in example number 5, the subject of the sentence clearly indicates that it is singular (i.e. *the President*), thus, the student used *were* as the past tense auxiliary *be* and this is incorrect. The sentence is also missing the preposition *from* to indicate the time period of the President’s working period. As a result, the correct sentence is, “His working period as the President of Indonesia was from March 12, 1967 until May 21, 1998.” Finally, in example number 6, adjectives are typically uncountable, and so, the use of the article *a* was unnecessary in the sentence. The sentence should be written as, “There were famous stories about him”.

Similar to the concordances of *was*, in the concordances of *were* most errors were also found in pattern *subject+were+noun*. This suggests that even for the basic simple past tense, students were still struggling in producing correct grammar.

**Students’ Obstacles**

From the results of interview, we found that the students’ obstacles were in the issue of understanding, lack of motivation and the teacher’s teaching performances in the class.

**Understanding**

All of the students interviewed claimed that they had trouble in understanding the singular and plural use of subjects that further specify the use of *was* and *were* in the past tense sentences. This is because this rule is not applied in Indonesian grammar, which does not distinguish between the uses of verbs for singular or plural subjects. This led to difficulties in constructing the proper patterns of *was* and *were* in English sentences. Lack of vocabulary was also a drawback in constructing English sentences, and this is as supported by Inayah and Nanda (2016). An extraction from the interview with a student, coded as AB, elaborated these reasons as follows.
E1: “The obstacles, Miss? It confuses me that there are plural and singular nouns in English. I also don’t know much of English vocabulary. We need to remember and memorize them. English has a lot of patterns...in the present, in the past and future...and all of these have different patterns. They are unlike the Indonesian language. It is easier to learn the Indonesian language than English”. (AB)

YN in E2 further voiced that when she watched English movies, the actors or actress did not use grammatical sentences all the time and, thus, when learning English in school, the grammar comes in and this made her meaningless to study. Despite taking English courses after school every weekday, it did not help her to understand English better.

E2: “If I watch Hollywood movies, I hear that the actors and actresses don’t really speak English like the way we learn in school; with all the perfect grammar and stuff. In school, English is all rules and patterns, that’s why I’m lazy to learn it. For me, English is really hard to understand. Even though, I take a course after school, but I don’t understand about it at all, Miss”. (YN)

Motivation

Apart from understanding, there was the motivational factor that caused the students to be not enthusiastic in learning. This is in line with Khajloo (2013) and Elyas and Al-Grigri (2014). In this study, a student said that he had to help his parents after school, and thus, made him lazy to hit the English books after school for reviews (refer to E3). Despite initially having motivation to learn English from himself, thus he lacked support and stimulus from his parents. Over time, his motivation declined and felt contempt to further learn English. Another student even claimed that discrimination imposed upon him during his elementary school years caused him to dislike English until today; DY said he was traumatized by the prejudice (refer to E4). He said that his English teacher during his elementary years was not fair in the class. The teacher treated him unfairly because he was not clever and was poor. Due to the experience, it was implanted in his mind that all English teachers have similar attitudes in every school.

E3: “After arriving at home, I have to take care of the store, so I cannot take English courses. When I was in the first grade in junior high school, I had asked my parents several times to enroll me to an English course after school, but they never agreed. They reasoned that there is no one took care of our store in the afternoon. I am really weak in English lesson, Miss. That is why I need to take a course after school, but my parents never gave me permission to do so. That’s why now, I just accept it... I’m lazy to ask about their reasons”. (CL)

E4: “While I was in elementary school, Miss, my English teacher was not fair; she liked to discriminate the students. If the students were not smart but rich, they would always get good scores. But if the students, like me, are not smart and poor, she gave the lowest scores. My teacher’s discrimination has traumatized me until senior high school now. You know, Miss, teachers in school should not discriminate students, whether smart or not, rich or not. We are students; we go to school to learn.” (DY)
Another reason why students lack motivation of learning English was because some were too busy with extracurricular programs after school. For example, FR in E5 explained that he was one of the basketball players in school. Every day, he practiced basketball until evening and when he returned home he was already tired and sleepy. He admitted that he never learned at home to review the lessons taught in school and he always borrowed notes and homework from his friends. He declared that the teachers never noticed because he was concealed by his status as the school’s sport star. His parents also supported him more in the extracurricular program because he was the best sport player in school, especially basketball.

E5: My hobby is playing basketball. I play basketball every day after school. If I think about it, actually I am really lost in school because I am ignoring my lessons, but my parents are one hundred percent supportive of me playing basketball. They said sport is a good way to prevent me from the bad influences in our environment. Anyways, English is really hard to understand, Miss, it has a lot of tenses and patterns that are confusing. So I usually borrow the notes or homework from my friends when it comes to English. The teachers never really know that I don’t do the work because I excel in sport. They look at me as the basketball star of the school”. (FR)

The Teachers

Finally, the students criticized the teachers because they did not teach them with vivacity. As found in previous studies, teachers’ lack of proficiency is also an obstacle for students in learning (Khajloo, 2013; Elyas & Al-Grigri, 2014; Khan & Khan, 2016). The students said the teachers taught by text books and always focused on the tenses. This became more tedious from time to time. Instead, they claimed that should the teachers create fun quizzes and games in the teaching learning process, English then would be more interesting to them. This is as pronounced by RD in E6.

E6: Ehm, the teachers’ teaching performance…when the teachers gave the lesson in front of the class, they always use the same technique, it’s really boring. They should create a dialogue or quiz but in a fun way. Please, please don’t always teach us about the patterns! Nothing special and new…that’s why I don’t like English, Miss”. (RD)

Furthermore, RP in E7 also adds that the teachers need to give more attention to students who have low scores in English and help them understand better with the materials being taught in class. The materials should also be presented in ways that are interesting to the students, with examples that they could relate to and not just on theories.

E7: The teachers needs to give more attention to the students who have low scores and do not understand about past tense auxiliary be. They should explain about the materials more clearly, with
examples that are fun and those that we can relate to. The teacher can put us in groups to study. You know, not just giving us theory all the time. So, the students like me will understand, Miss".(RP)

CONCLUSIONS
This research aimed to answer two research questions, which asked about the errors made by the students in using past tense auxiliary \textit{be} (\textit{was} and \textit{were}) in writing and the students’ obstacles in using it in their essays. Based on the findings of the study, it was found that the students made the most errors in the similar pattern of \textit{was} and \textit{were}, which was \textit{subject+was/were+noun}. It denotes that even for the simple past tense, the students still struggled to produce correct grammar in writing. The obstacles the students faced in learning these tenses and English in general was that the system of grammar in Indonesian is very different from English as it does not have tenses such as those in English. Vocabulary was also a tussle since they need to memorize them to write good sentences. Lack of motivation because of less support from family members, discrimination from the teachers in class, and being occupied with extracurricular activities after school, was also a factor that made them ignore English. To end with, the teachers’ lack of proficiency in teaching English lessened their interest in learning English. The students preferred the teachers to teach with spirit and with a variety of methods that can excite the classroom atmosphere to learn.

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DEVELOPMENT OF EXPONENT AND LOGARITHM FUNCTIONS WITH MICROSOFT EXCEL

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ABSTRACT

This study aims to: (1) produce teaching materials Exponent and Logarithm Functions in SMA/MA valid and practical with Microsoft Excel Software; and (2) to know the effectiveness of instructional materials that are developed on the learning outcomes and the response of learners in the class X MAN AekNatas. The method in this research is development research using ADDIE model. The procedure in this research is divided into 5 stages: 1) Analysis (Analysis); 2) Design (Designing); 3) Development (Development); 4) Implementation; And 5) Evaluation (Evaluation). Subjects in this study were students of class X MIPA MAN AekNatas. This research concludes that the media of exponent and logarithm function developed with Microsoft Excel is categorized well, that is fulfill the valid, practical, and effective criteria. Valid illustrated from the validation assessment based on content, constructs and language. Practical means students can use teaching materials and easily reproduced. Effective on student learning outcomes and responses. A total of 26 students (100%) reached KKM for knowledge aspect and 17 people (65.4%) reached KKM for skill aspect. Then based on result of analysis of questionnaire data as many as 18 students (69.2%) give response strongly agree, and 8 people (30.8%) give response agree.

Keywords: Teaching materials, exponent function, logarithm function, microsoft excel, and ADDIE model.

INTRODUCTION

The US National Research Council (NRC) in the Mathematics Instruction Manual of SMA 2015 states the importance of Mathematics with the following statement: "Mathematics is the key to opportunity." That is, for a student the success of learning it will open the door of a brilliant career. For citizens, mathematics will support the right decision-making.
For a country, mathematics will prepare its citizens to compete in economics and technology.

Permendikbud 22/2016 on the standard process of primary and secondary education suggests that the learning process in educational unit is held interactively, inspiration, fun, challenging, motivate learners to participate actively, and give enough space for initiative, creativity, and independence according to talent, Interests, and physical and psychological development of learners. Therefore, approaches, strategies, models and methods are needed to enable such activity to occur.

With the above understanding of learning mathematics should be carried out appropriately, so that these goals can be achieved. One of the efforts that can be implemented is by applying mathematical learning with constructivist insight. In addition, application of learning media is needed to support learning activities. This is because, learning media have benefits (Sudjana and Rivai, 1991) as follows. (1) The lesson will attract students' attention so they can grow the motivation to learn, (2) the learning materials will be more clear meaning so that they can be better understood by the students, and enable the students to master the learning material better, (3) the learning method will be more varied, Eye verbal communication through the words by the teacher, (3) more students do learning activities.

One of the basic competencies in SMA/MA mathematics learning is the Exponent and Logarithm Functions. In this material is discussed determines the exponent function of a known function image as well as describes the graph of the exponent function and understands the properties in the graph as representations of the properties of the exponent function. The basic competence not only fosters the thinking process of the students but also develops the students' potential optimally in solving problems in daily life. In this case the role of a teacher as a facilitator in the effort of teaching materials that can guide the students to understand the material.

One of the targets of the Kemendikbud Strategic Plan Program 2015-2019, the increased utilization of ICT for education, which targets program performance indicators to increase the number of ICT-based learning materials. Therefore, it is necessary to utilize ICT in learning. One of them is developing computer-based learning on the material of Exponent and Logarithm Function using Microsoft Excel.
METHODS

The study was conducted in the academic year 2017/2018. The subjects of the study were students of class X MIPA MAN AeKNatas. The type of this research is development research by using ADDIE model. The research development model used in this research is the ADDIE model consists of 5 steps: (1) Analysis, this stage includes the analysis of teaching materials of Exponent and Logarithm Functions in accordance with the Curriculum 2013. (2) Design, designing of teaching materials include Designing and peyusunan, then researchers designing teaching materials. This design is called the first prototype. (3) Development, at this stage the designed prototype is validated and tested. (4) Implementation, at this stage the researcher uses teaching materials in classroom learning. The third prototype trial was conducted on the real research subject of the students of class X MIPA MAN AeKNatas. (5) Evaluation, the evaluation stage is not solely intact at this stage alone but evaluation may also occur in the previous stages. This stage aims to determine the effectiveness seen from the potential effects that arise from the experimental test of learning outcomes and the response of learners.

The data collected in this study is carried out by (1) Walk through, Nieven (1999) in Lestariningsih (2011), walk through is a way to evaluate or validate a prototype or design done by an expert in the field directly so that interaction is formed Guide on prototype improvement or discussion. So, researchers provide teaching materials to experts and peers, then experts and peers to observe and review any content, constructs and language that exist in teaching materials. Expert advice / comments are recorded on the validation sheet and used as input to revise the teaching materials. (2) Document analysis, the results of the students' work on teaching materials are analyzed to see the strategies used by the learners to solve the contextual problem. (3) Questionnaires, questionnaires are used to determine the response of learners to teaching materials. Questionnaire used is a closed questionnaire. Learners are given 10 statements about the use of teaching materials on learning mathematics. (4) Written test, written test is used to know the learners' learning outcomes on the aspects of knowledge and skills. The results of the study were obtained from the analysis of the students' answers to the exercises contained in the teaching materials and the final test. (5) Performance / practice, This technique is used to determine the learning outcomes of learners on skills aspect. Assessment is
done by observing the answers of learners so that can be known skills in solving problems.

Learning result data consist of value of knowledge and skill. The value of knowledge is derived from the assessment of the results of exercise 1 contained in teaching materials and final tests. While the skill value is derived from practice appraisal in exercise 2 and completion of exponential and logarithmic functions with determinant and final test methods. The data is analyzed to determine the achievement of basic competence of each learner. The average value of knowledge is obtained by averaging the daily value of each KD. The value of knowledge is written in the form of numbers on a scale of 0-100 and the predicate and equipped with a brief description of knowledge has been achieved.

For the same valuation technique selected the optimum value. While the value obtained by different techniques obtained by means of averaging. Thus, the average score of skills is obtained by averaging the value of the practice and the value of the final test. The KKM standard of mathematics subjects set by teachers in the classroom is 80. The KKM 80 standard becomes the reference for determining the predicate of learning outcomes. Skill values are written in numbers on a scale of 0 - 100 and predicates and are equipped with a brief description of the accomplished skills.

In this study, questionnaire data will be analyzed using Likert scale. On a Likert scale, the proposed statements are judged by the respondent to strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Questionnaires will be given at the end of the mathematics learning process with 10 statements.

RESULT AND DISCUSSION
The teaching materials produced in this research are electronic media with Microsoft excel. There are two main points outlined that students understand exponential functions and understands logarithmic functions with graphic images and compares them.

After going through 3 meetings of learning using electronic media with Microsoft excel, at the fourth meeting of students follow the final test and filling the questionnaire. Learning outcomes of learners based on KKM can be seen in the following diagram.
Based on data analysis of learning outcomes and observation of researchers during the learning took place, 9 students who did not reach KKM had difficulty predicting the intersection of the y-axis on the graph of exponent function. The use of ICT media with excel micsosoft is not optimal because learners are not accustomed to using it. Then the differences in the skills and skills of learners should be accommodated with remedial teaching materials and enrichment. However, due to the limitations of the developed media does not contain remedial or enrichment materials.

CONCLUSION
This research concludes that the media of exponent and logarithm function developed with Microsoft excel is categorized well, that is fulfill the valid, practical, and effective criteria. Valid illustrated from the validation assessment based on content, constructs and language. Practical means students can use teaching materials and easily reproduced. Effective on student learning outcomes and responses. A total of 26 students (100%) reached KKM for knowledge aspect and 17 people (65,4%) reached KKM for skill aspect. Then based on result of analysis of questionnaire data as many as 18 students (69,2%) give response strongly agree, and 8 people (30,8%) give response agree.

Based on the results of research that has been obtained then it is recommended that students use the media function exponents and
logarithms developed with microsoft excel so much easier to understand the material that will ultimately have an impact on learning outcomes. While the teacher can use the media produced as an alternative source of learning in the classroom.

ACKNOWLEDGEMENT
I would like to express my special thanks of gratitude to our principal PangadilanRitonga who gave me the golden opportunity to do this wonderful project on the topic Development of Exponent and Logarithm Functions with Microsoft Excel, which also helped me in doing a lot of Research and i came to know about so many new things I am really thankful to him. Secondly, I would also like to thank my wife and friends who helped me a lot in finalizing this project within the limited time frame.

REFERENCES


THE ROLE OF AUDIO VISUAL AIDS IN EFL CLASSROOM

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ABSTRACT

The goal of education previewed as the passing on of knowledge by the teachers to
the students. Realizing the important of education, a successful language teaching
is linked to the existence of methods and techniques. Current innovations are being
brought up in language teaching through the growth of technology. The use of this
technology in the classroom has directly leased the teacher to approach old ideas in
new ways. Recently, in facilitating the teaching process, different audio-visual aids
used by language teacher. The audio-visual aids that are likely to be utilized by the
teacher related to audio clips, power point slides, pictures, videos, posters, along
with text books, and so forth in language classrooms. The objectives of the study
are to analyze the role of audio-visual aids in facilitating language teacher's as well
as the learners in EFL classroom. The study also investigates the teachers'
standpoints towards using audiovisual aids. The descriptive of analytical method
was used in this study. To take the required data, a questionnaire was distributed to
EFL teachers, and classroom observation was also conducted. The findings of the
study revealed that audio visual aids in EFL classroom brought variation in the
class which removed the monotony of the teacher-based class. These also helped
the teachers to draw the attention of the students. The teacher could clarify the
subjects to the students clearly and easily and it made the class alive and
participatory.

Keywords: Audio-visual aids, ELT media, EFL Classroom

INTRODUCTION

Media in teaching is a crucial aspect to develop to construct an
appealing learning process. It can alter the circumstance of language
learning into a more lively classroom atmosphere. As we know that the
dominant use of teacher-centered approach in classroom could establish a
tedious tone for learners. By applying certain appropriate media in teaching,
the monotonous method can be decreased which lead the students acquire knowledge more effectively. Moreover, this point is immensely promoted by current high technology innovation. In other words, learning activities become more interesting for learners by applying media as it encourages them to learn more actively and more involved in subject matter. It is supported by Wilson’s (2001) finding that the use of teaching media in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities, and even brought a psychological influences on students.

Similarly, Mathew, (2013) demonstrates that technology and teacher motivation have positive effects on students motivation. The teachers are demanded to apply various kinds of audio visual devices in learning. These tools facilitate them in creating materials in teaching so that to bring out the attractive teaching learning process for students as they are highly motivated in an interesting environment. This kind of creative practices is mainly supported by the growth of technology. By taking this technology as a means of delivering knowledge to students, it is expected that the students are able to acquire the materials easily. Cengizhan (2011) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of students.

This study intends to find out how is the effect of using audio visual aids in EFL classroom both for teachers and students. It investigates the answers of the following questions:

1. How do visual aids facilitate effective language teaching?
2. What are the teachers’ perspectives about the use of audio-visual aids in classrooms?
3. To what extent are the students benefited from it?

METHODS

This study employs observation, interview and questionnaire to collect the data. The participants are three experienced teacher with different subject and thirty students of all classes. An interview was conducted to the three teachers to get their point of view of using audio
visual aids in classroom. In addition, the teaching learning process of three classes were also observed. In other words, observation, interview, and questionnaire are three instruments that are applied to this study to collect the data.

RESULTS AND DISCUSSION

The data from these three instruments were obtained and then analyzed which is described one after another. From observation, it can be noticed that audio visual aids which are used in the teaching learning process ease the teachers mostly in explaining the materials. Similarly, it also saves time. By revealing some pictures to students when talking, they can understand the lesson more quickly. This point is immensely useful as it can provide more time in classroom for students to do more practices. In addition, the students also look eager and motivated in learning which can be seen from their active participation both in asking questions to teachers and in accomplishing exercises.

The second part of collecting data, interview, and can be viewed as follows: This part investigates the teachers’ standpoint about how they feel or how they can advantage from using audio visual aids in their classrooms. This side will be elaborated from the different teachers according to their subject. Firstly, writing teacher said that using audio visual aids make her easy to explain the materials due to using power point slides and pictures. It makes the class more interesting and students are greatly motivated when learning. It can be seen from the student’s performance who pay attention much on the teacher’s explanation. Besides, using audiovisual aids also helps her overcome the problem of students who are hard to find idea in writing their paragraph. The next perspective will be seen from the teacher of speaking class. Due to productive skill, writing teacher and speaking teacher got similar advantages from using audiovisual aids in classroom. She told that applying audiovisual aids in classroom ease her in providing and explaining the materials to students. At the same time, it helps teacher providing interesting material for learning to students. She added that using this media also help producing correct pronunciation of students due to watching short film. She also says that using picture or another aids really helps students find more ideas to speak in class. Lastly, the teacher of
listening claimed that using various kinds of audio visual aids in listening class can make her class interesting, it overcome the students boredom of learning. It can avoid the monotonous environment of the classroom learning practice so that students can participate actively during teaching learning process.

The last part of collecting data, questionnaire, tries to find out how the students feel toward the use of audio visual aids in their classroom. They stated that using those media make them study more effectively. They are able to pay attention much on the class activities through the learning time. It makes them focus on learning because the class circumstance does not allow them to feel bored. They clarify that the use of audio visual aids prevents the class from the monotone of just listening to the teacher’s explanation; in contrast, they can look at the pictures/slides/movies while listening to teachers. It really helps them to understand more quickly and make their attention focus on the materials.

CONCLUSION

From the analysis of findings above, there are some points can be concluded regarding the use of audio visual aids in EFL classroom. First, it can assist teacher in providing and delivering such interesting materials to students so that cause creating attractive learning atmosphere in the classroom. Using those media in explaining the materials also aids students to comprehend the lesson more quickly, so it can saves more time compared with teacher’s delivering speech in bringing up the comprehension of students to the materials. The second point is that this circumstance leads students motivated and enthusiastic so that they become actively involved in teaching learning process as such an appealing learning environment can prohibit boredom of students in studying. This good situation brings students to participate well in learning process throughout time study. Finally, it can be summed up that applying audio visual aids in teaching learning process benefits both teachers and students. The class becomes more effective and active.

REFERENCES


IMPLEMENTATION OF ROLE PLAYING METHOD IN IMPROVING EARLY CHILDHOOD SELF-RELIANCE IN BANDA ACEH

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ABSTRACT

Early Childhood Education aims to help develop various potentials of children such as independence in order to grow into an optimal person in the future. This is also in line with the expectation of teachers and parents who expect each child to be able to complete his or her own simple tasks such as tidying equipment, washing hands and storing bags and shoes in place. However, the expectation is very worrying for teachers and parents because based on the results of pre-observation during the odd semester 2015/2016 seen that the level of independence of children is very low, most children are still not able to do their own simple tasks related to him and tend to ask for help teachers to Do it. This research uses a qualitative approach with a total sample of 60 children from four schools in Banda Aceh. Data were collected through observation sheets. The results showed that at the first meeting the application of role-playing method with the theme of "profession" obtained the results of 15% (9 children) are at a very good level of independence, 20% (12 children) are at a good level of independence, 40% (24 children) are at a sufficient level of independence and 25% (15 children) are at a low level of independence. At the second meeting the application of the role-playing method with the theme of "environment" it is found that 25% (12 children) achieve a very good level of independence, 40% (24 children) are at a good level of independence, 25% (15 children) are at the level Sufficient independence and 10% (10 children) are at a low level of independence. At the third meeting the application of the role-playing method with the theme, it is found that the result of 40% (24 children) are at a very good level of independence, 40% (24 children) are at a level of independence is good, 5% (3 children) are at the level of independence and 5% (3 children) are at a level of lack of independence. Based on these results, it can be concluded that the role play method improve the independence of early childhood.

Keywords: Early childhood, independence, role play
INTRODUCTION

Education is a very basic thing for human life, one of them is early childhood education. PAUD is the first and foremost education in the life of the child. At this time is the most appropriate time to provide stimulation and stimulation is good for the development of children in the future. Children also need to be prepared to be more independent in entering the life of society.

One way that can be done to stimulate the development in early childhood is by the using of learning methods that is accordance with the needs of children and stages of development. Role-playing method is one method that trains the child to feel like someone else, to see the behavior of the person they will identify, because basically the child likes to play fantasies, parenthood, imitate the favorite cartoon character and so on.

Role play is an effective development method in which a person plays the character of another person and tries to think and act in the manner or point of view of the figure he portrays. Role-playing provides a natural example of real human behavior and can be used by children to realize their feelings and build attitudes toward their own values and understanding (Suryani, 2010: 101). Role play is expected to train children to be confident and independent without having to depend on others. Independence is an individual attitude that is cumulatively obtained during development, where individuals will continue to learn to be independent in dealing with various situations in the environment so that individuals are able to think and act on their own. By looking at the problems above, then the role play method has the goal to train the ability to catch, to train the power of concentration, to train conclusions, help the development of intelligence, fantasy development and help make decisions without the help of others. To make children more independent, so that children can do something without the help of others both from the school as well as the parents because independence is a very important thing that must be owned by every child.

The reality is seen in the environment of kindergarten or early childhood not all children are able to perform activities independently. Some of them still need the help of friends and teachers to fulfill their needs, such as asking for help accompanying hand washing, opening shoes, picking up bags, covering supplies, and asking for drinking water. This independent attitude often occurs in PAUD environment.
Based on the observations that the authors did during the odd semester of 2015/2016 in several PAUDs in the Banda Aceh area, it appears that some of them still need teacher assistance to fulfill their needs, such as asking for help accompanying hand washing, opening shoes, picking up bags, closing supplies, and asking for a drink of water and even when finished playing the child is less responsible for tidying up his toys again. From the above symptoms researchers interested in developing a learning method that aims to help teachers in improving the independence of children so as to realize a generation of smart, superior and independent in accordance with the expectations of parents, communities and nations.

METHODS

In this study using a qualitative approach that is a research process based on a methodology that investigates a social phenomenon and human problems. Moleong (2008) suggests that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words of people and observed behavior. An approach that examines or describes a situation as it is on the ground with a view to knowing how the role play process and whether role play can enhance the child's independence.

The study was conducted on 4 schools with a total sample of 60 children. Data were collected through an observation sheet. Aspects observed in the observation are: courage and confidence, having a sense of responsibility, able to work alone (without the help of others), master the skill, able to control emotions.

RESULTS AND DISCUSSION

The study was conducted in three meetings, at the first meeting of the application of role-playing method with the theme of "profession" obtained 15% (9 children) is at a very good level of independence, 20% (12 children) are at a good level of independence, 40% (24 children) are at a sufficient level of independence and 25% (15 children) are at a low level of independence. This indicates that the level of independence of children in general is still in the less stages. In the second meeting the application of the role-playing method with the theme of "environment" found that 25% (12 children) results in a very good level of independence, 40% (24 children) are at a good level of independence, 25% (15 children) are at the level Sufficient independence and 10% (10 children) are at a low level of
independence. At this phase, the level of children’s independence is increase. The third meeting of the application of role-playing method with the theme of "vehicle" is obtained 40% (24 children) is at a very good level of independence, 40% (24 children) are at a level of independence is good, 5% (3 children) are at the level of independence enough and 5% (3 children) are at a level of lack of independence. At this meeting the level of independence of children is increasing and in accordance with the expected criteria of completeness is 75%.

Based on these results, it can be seen the level of independence of children is increase through role play method. The study was conducted for six weeks with details; the first meeting with the theme of "profession" and sub-theme of all kinds of work done in the first week. At this meeting the number of children who are not independent, from the five aspects of independence observed, only a small part that began to show the attitude of independence. Meanwhile, the rest still must be accompanied by teachers and even some who have not been able at all. At the second meeting on the theme "environment" and the sub theme of my house, my school, was done in the third week. At this meeting began to see an increase in the independence of children where children begin to dare to do activities without having to be accompanied by teachers. The third meeting with the theme of "vehicle" and sub theme of land, sea and air vehicles showed a very good improvement. Children begin to show independence in doing this activity seen from the start of courage and confidence, have a sense of responsibility, able to work alone (without the help of others), master the skills and able to control the emotions in performing their respective roles according to a predetermined themes.

CONCLUSION

Based on these results it can be concluded that role playing activities can improve the independence of early childhood. In addition to role play, motivation and creativity of teachers also affect the independence of children. The connection between independence and creative learning methods is that a teacher is required to be creative or to develop or create diverse learning activities that meet the various levels of the child's abilities. Teacher’s creativity affect the children to acquire new ideas during learning, they are more encourage to learn at home or at school, and teachers can find new inspiration from children after creative learning methods are implemented by teachers at school.
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Undang-undang RI nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional pada pasal 1 ayat 14.

TO DRAW OR NOT TO DRAW? AN EVIDENCE-BASED FICTION READING COMPREHENSION IN ENGLISH TRANSLATION PROGRAMME, STATE POLYTECHNIC OF JAKARTA

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ABSTRACT

This paper investigates the relation between drawing activity and reading comprehension compared to summarising and reading comprehension in reading fiction text. The relation between reading comprehension and drawing has been studied mainly in children and adolescents, and usually in science classes (Elliott, 2007; Leopold & Leutner, 2012; Schmeck et al., 2014). However, the relation of this practice is rarely explored during adulthood (see for example Hock & Mellard, 2005). The study consists of one control group and two experimental groups. The control group, Group A, is asked to answer a list of questions right after reading. The two experimental groups, Group B and C, are asked to do summarising and drawing respectively before answering the same set of questions. Then, I give them questionnaires related to the activities they have done. I also invite six students for a Focus Group Discussion (FGD). Analysis of the data indicates that summarising is more effective than drawing in reading comprehension. However, drawing activity may be included in lesson plan as a variation of activities in reading classroom.

Keywords: reading comprehension, drawing, summarising, adult learners, English language.

INTRODUCTION

Reading comprehension is the goal of reading activities. The relation between reading comprehension and drawing has been studied especially in children and adolescents, and usually in science classes (Elliott, 2007; Leopold & Leutner, 2012; Schmeck et al., 2014). However, the relation of this practice is rarely explored during adulthood (see for example Hock & Mellard, 2005) and utilising drawing for fiction reading comprehension is
understudied. This article will discuss the fiction reading comprehension in the second language (L2) using summarising and drawing activities in early adulthood or at university level. It is a common knowledge that university students do not have adequate reading skills to take part in the classroom activities (Poole, 2013).

One of the reasons for the lack of reading skill in university students is that they do not realise the strategies to comprehend their reading and they are unprepared to cope with the extensive readings at university (Baleghizadeh & Babapour, 2011; Kruidener, 2002 in McShane, 2005). It is also revealed that “little empirical research has focused on how college students read fiction, and thus little is known about the strategies college students use while reading fiction” (Poole, 2013, p. 93). Another reason is that the L2 learners do not have adequate vocabularies in L2 which may hinder their comprehension (Verhoeven, 2011).

Younger adults at undergraduate level are also prone to mind-wandering during reading comprehension task compared to older adults, and this is proven by Jackson and Balota’s (2012) research. They suggest that the reason may be that the younger counterparts perceive the task as less interesting and they also have lower conscientiousness (p.117). Therefore, it can thus be suggested that the reading literature programme should be combined with several reading strategies to make the class more interesting.

Despite the reasons which may impede the reading comprehension, however, several strategies have been discussed and implemented to enhance reading comprehension. For example, by using context clues and using pictures, tables, and figures from the text as well as utilising computer assisted activity such as using hypermedia texts (Garrett-Rucks, Howles, & Lake, 2015; Poole, 2013). Hock and Mellard (2005) also provide several strategies, two of them are creating visual images and summarising.

Summarising is one of the most popular means to enhance reading comprehension and also help students to “monitor their understanding” (Brown & Day, 1983; Hare & Borchardt, 1984; King, 1992; O’Donnell & Dansereau, 1992; Wittrock, 1990 in Nist & Simpson, 2000, p. 655). But in reality, “the basic skill of reading comprehension is frequently not explicitly assessed objectively in adults” (Proyer, Wagner-Menghin, & Grafinger, 2014, p. 369).

Another method to enhance reading comprehension is by drawing an illustration for the text as has been conducted by Elliott (2007), Leopold and Leutner (2012), and Schmeck et al. (2014). The studies carried out by these
researchers reveal that drawing illustration after reading science texts is beneficial to increase reading comprehension. However, most research in this area has only focused on science classrooms and scientific texts. To date, there are few studies that have investigated the relation between drawing after reading fiction texts with reading comprehension. This research will be an attempt to draw connection between these two areas.

At State Polytechnic of Jakarta in English Translation Programme, students are given various type of texts. Since the aim of the programme is to prepare the workers for higher demand in both translating and interpreting field (Politeknik Negeri Jakarta, 2015), the students are exposed to both literature (short stories, myths, fables, and novels) and non-literature texts (for example legal documents and report texts). The programme was established in 2015 and only has two cohorts to this date and each cohort only consists of one classroom.

With regard to the general lack of research in drawing activity for adults reading comprehension, this study, therefore, set out to answer the following questions:

1. Does drawing activity after reading task helps students to comprehend the fiction text and how does it differ with summarising activity
2. What are the students’ perceptions about the drawing and summarising activities and which activity do they favour?

In answering these questions, first I will review the relevant literature regarding the topic. Second, I will explain the method when doing the research. The data gathered from the method will be discussed in the next section. Finally, future research suggestion and pedagogical implication will be mentioned in conclusion.

METHODS

The fiction text that was used in this research is *The Popular Mechanics* by Raymond Carver (1981). It was a short story no longer than 500 words. The passage had a readability score of 5.4 on the Dale–Chall formula (readable for 5th- and 6th-grade students), and using Measure Text Readability calculator, the readability rating was considered as *very easy*. However, despite the easy readability, the theme was suitable for adult readers as it dealt with marriage and child custody, as well as the “more disturbing, more menacing, existential questions concerning both the nature of the parents' relationship to the baby whom they physically fight over and with the state of the baby himself” (Powell, 1994, p. 650) and the story was ended with
a gruesome conclusion (German & Bedell, 1988). The complex implication beyond the easy text and the vague nature of the story made this story suitable for the participants since they had not been exposed to such story.

There were twenty-seven students of the first-year cohort in this research, divided randomly into three groups consisting a same number of students. The research was conducted in one session of the classroom. However, in the previous week, the students had been asked to draw an illustration after reading comprehension and this activity, which was their first experience in doing so, was met with generally positive feedback.

To begin the process, first I gave the three groups copies of the short story. The students in Group A, the control group, were asked to answer a set of questions directly after reading. The students in Group B were asked to make a summary after reading the text, then they were asked to answer the questions. Finally, the Group C students were asked to draw an illustration from the text which they thought could illustrate the whole text for someone who does not read the short story, then they answered the questions. I also asked the students in Group C to state the reason why they decided to draw the picture.

The set of open-ended questions comprised nine open-ended questions and adapted Connecticut Mastery Test (CMT) which would assess lower, medium, and higher level of understanding. The students also used close reading technique, which is a “deep analysis of how a literary text works” and to critically analyse the text using the information found in the text (The University of Wisconsin - Madison).

After the students had finished answering the set of questions, they were asked to fill in questionnaires using Likert scale and several open-ended questions about their general thought of the text, and their perception of their respective activity. After that, I invited six randomly-selected students, two from each group, for a Focus Group Discussion (FGD). FGD is conducted to yield more information about the feedback quickly (Cohen, Manion, & Morrison, 2007).

All the data gathered in the process were analysed using qualitative data analysis from the presented data to answer the research questions. This method is used to understand the “social reality, which underlies any research findings” (Opie, 2004: 152). Qualitative data analysis depends on research’s purpose (Cohen et al., 2007: 461). As the purpose of my research is to explore the relation between drawing activity and reading comprehension, the most
appropriate way to do the analysis is by answering the data under research questions.

RESULTS AND DISCUSSION

This result focuses on answering these research questions:

a. Does drawing activity after reading task helps students to comprehend the fiction text and how does it differ with summarising activity?

From the self-assessment questionnaire, more than half of the students agreed that the text was easy to moderately easy to read, noting only one student thought that the text was really easy. They also could generally understand the text without consulting dictionary. The majority of the students also felt that they could answer the answer easily, despite the fact that only three students were confident with all their answers. All of the students always referred to the drawing and summary they made.

What is interesting about the data from the answer sheets is that there is one distinctive difference, the Group B students answered all the questions correctly. The first and third group did not answer all the questions correctly. A possible explanation for this might be that the Group B students paid attention to the details while writing summary, while the Group C only grasped the ‘big picture’ in their drawing activity.

The students from Group B wrote the summary in sequence by trying to write summary using 5W+1H questions (what, why, when, where, who, and how), even though not all 5W+1H questions were used. Group A and C students had a common mistake in answering the questions which assess the lower level of understanding. This echoed the results of past research that summarising causes the “depth of text processing” and engage the students with “the key processes of creating the macrostructure of a text and necessitate higher-level processing skills” (Marzec-Stawiarska, 2016, p. 97).

If we now turn to the drawing activity, the students drew the pictures about the climax of the story. One of the students reasoned that she considered the picture she drew “is the main problem of the story” (Appendix 2 A). Another student in the same vein states that her drawing “is the point of the story” (Appendix 2 B).

Although the result in drawing activity is not encouraging, it should be noted that the students perceive drawing activity benefits them to remember the main point of the story and helps them visualise it.

b. What are the students’ perceptions about the drawing and summarising activities and which activity do they favour?
Although students view the drawing activity as “something new in the classroom” and “exciting”, they still think that both drawing and summarising activities “take longer time than answering questions directly”. They feel that answering directly is more time-saving, but they still want to do drawing activity once or twice each semester. One of the drawbacks of drawing activities for them is that they consider themselves to have a lack of drawing skill, although I ensure them that their drawing will not be assessed artistically.

However, all participants in FGD, including those in Group A, agreed that the drawing and summarising activity are beneficial for answering the questions. For example, one of the students mentioned that “Summary helps us in answering questions because we do not have to reread the whole text”. Nevertheless, most of the students in Group B in the questionnaires believe that summarising help them understand, with only one student disagree, claiming that “it [only] help others who have difficulties”. One of the examples of summary can be seen in Appendix 1.

One student also stated that “Drawing illustration helps us understand the whole story”. Therefore, while summarising helps students to comprehend the details of the story, drawing helps students to understand the main point of the story.

CONCLUSION

Prior studies have noted the importance of raising the reading comprehension in EFL learners. An initial objective of this project was to identify which one is more effective, writing summary or drawing illustration after reading to help students in English Translation programme to help the students comprehend fiction text. Very little was found in the literature on the question of drawing illustration outside the science texts and this study helps to shed light on its effectiveness in reading fiction text.

In present classroom, drawing illustration after reading a text is very rarely conducted. Teachers may use the activity to make reading classroom more exciting. Furthermore, teachers may also conduct collaborative drawing in a reading class. Although it is revealed that the summarising activity is more beneficial in this study, the students’ perception of drawing activity is generally positive and can be included in lesson plan.

Two limitations of this study are the small number of participants and the length of the research. It would be more effective if the students were tested multiple times using drawing and summarising strategies in a sequence
of several weeks, as well as answering the questions directly to make the research more valid.

Taken together, given the lack of variety in reading classroom, a more interactive lesson plan utilising various activities such as summarising and drawing activities are the feasible alternatives to the traditional method of teaching reading comprehension.

REFERENCES


**APPENDIX**

**Appendix 1**

One day in winter season, there was a married couple fighting. The husband was putting his things into the suitcase in the bedroom, he is going to leave the house. The wife came to the room and yelled, she saw her baby's picture on the bed and picked it up, and the husband asked her to give the picture back, but she didn't want to give it back. It makes the husband angry and asked for something bigger the real baby. He tried to take the baby from her, but she didn't let go of the baby. They kept taking the baby from each other and it made the baby cry, but they didn't care and kept doing it.

**Appendix 2 A**

I draw this scene because this is the main problem of the story. The man and the woman didn't want to let go the baby, and it makes the baby scream and cried.
Appendix 2 B

The reason why I drew this part because in my opinion, this is the point of the story. When a husband and a wife were in a big conflict, I want to tell the readers about the point of this story without the readers read the full story, they have already know about the main conflict.
THE APPLICATION OF GUIDED INQUIRY MODEL IN THE
TOPIC OF REACTION RATE TO INCREASE STUDENTS’
LEARNING OUTCOME AND ACTIVITIES
AT MAN BANDA ACEH 1

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ABSTRACT

The research aims were to improve students’ learning outcome and activities at MAN Banda Aceh 1 in the topic of reaction rate by implementing guided inquiry model. The research type used is descriptive with qualitative and quantitative approaches. The research subjects were students at XI IPA 4 class which consisted of 10 male and 21 female students. The data collection technique used were observation, test, and questionnaire. The instruments used were students’ activities, attitudes, and skill evaluation sheets, question sheets, and student’ questionnaire sheet. The research results after the application of guided inquiry model showed that the average percentage of students learning outcome for cognitive, skills, and attitudes domains were 81.50%, 80.50% and 81.00% respectively. The average percentage of students’ activities in session I, II, and III obtained were 76.25%, 84.13%, and 83.33% in a row. The average percentage of students’ response gained was 86.70% which was considered as very good criteria. It could be concluded that the application of guided inquiry model could improve students’ learning outcome and activities in the topic of reaction rate.

Keywords: guided inquiry model, learning outcome, reaction rate

INTRODUCTION

One of the chemistry topics taught at senior high school is reaction rate. Reaction rate is a topic which combines concepts and mathematical chemistry calculation so the students are required to be able to measure, and predict the chemical reaction rate.

Based on the preliminary study done in October 2015 at MAN Banda Aceh 1, it showed that this school had just implement 2013
The Application of Guided Inquiry Model in the Topic of Reaction Rate to Increase Students’ Learning Outcome and Activities at Man Banda Aceh 1. (Habibati, Muhammad Nasir, Wahyuni)

curriculum for XI class in odd semester. As a result, in teaching chemistry lesson the chemistry teachers had seldom used learning model required in 2013 curriculum. However, their instructions were still dominated by conventional way of teaching. Therefore, the students were less motivated to learn and seemed not active in developing their capabilities and capacities. This situation affected their learning performance in the topic of reaction rate in which in the academic year of 2014/2015 only 45% of the students achieved minimum mastery score of 75. Furthermore, in the National Testing results in the academic year of 2013/2014 for this topic, the average percentage of students’ mastery score was 62.35%.

One of the ways to minimize this problem might be by applying inquiry model as one of learning models demanded by the government for implementation 2013 curriculum. The inquiry learning model consists of free inquiry, modified free inquiry, and guided inquiry (Mulyasa, 2005). In this study, the researcher used guided inquiry model as its main focus.

Guided inquiry model is a model in which the teacher guide the students to do activities by giving pre-queries and then directing them to do group discussion. The teacher’s guidance will be reduced as the increased of students’ understanding to the concepts being learned. In other words, the teacher’s role was as facilitator, motivator, and mentor. Thus, the students could understand the lesson better, be active, and be able to solve problems and to draw conclusions by themselves through the teacher’s direction (Nasution, 2014). The guided inquiry model steps as proposed by Trianto (2011) are (1) presenting problems, (2) making hypothesis, (3) designing practicum, (4) doing practicum, (5) collecting data, (6) analyzing data, (7) drawing conclusion, and (8) presenting the results.

Maulidiawatiand Soeprojo(2014) in her study concluded that the average value of the students’ learning outcome in the experimental class (i.e. 79.36) was higher than in the control class (i.e. 76.70) through the implementation of Process Oriented Guided Inquiry Learning (POGIL) on the topic of solubility and solubility product at XI IPA class in SMA Negeri 8 Semarang. It was supported by the study results from Setiowati, Agung, and Widiastuti (2015) who argued that the application of guided inquiry model supported by students’ work sheet could improve students’ activities percentage from 52% in cycle I to 80% in cycle 2 in XI MIA 1 class in SMAN 1 Banyudono, Boyolali in the topic of solubility and solubility product.
METHODS

The research approach used were qualitative and quantitative approach with the research type of descriptive. This research was done in MAN Banda Aceh 1 which is located in PocutBaren Street Number 116, GampongKeuramat, Banda Aceh. This research was done in September 2015 until February 2016.

The research subjects were students in XI IPA 4 which consisted of 10 male and 21 female students. This class was chosen by using purposive technique sampling as its students tend to be less motivated in learning chemistry lessons and thus the majority of students’ learning performance results were unsatisfactory. Collecting data technique used were test, observation, documentation, and questionnaire, whereas the instrument used were students’ work sheet (LKPD), attitude and skills evaluation sheet, activities observation sheet, and questionnaire sheet.

DISCUSSION

Students’ Activities

Observation was done by four observers, which was consisted of one chemistry teacher and three undergraduate students in chemistry department, by using students’ activities observation sheet. This sheet was set up according to the Learning Action Plan (RPP) and the guided inquiry model steps. The observation results of students’ activities can be seen in Table 1 as follows:

![Figure 1. The histogram of observation results of students’ activities](image)

The students’ activities were observed throughout the first, the second, and the third meetings. In general, the students’ activities at the topic of reaction rate was in a good category as they had the average
percentages of 76.25% in meeting I, 84.13% in meeting II, and 83.33% in meeting III. Even though, it had a slight decreased in meeting III, however the difference was not significantly affect the students in being active in the learning process (see Table 1).

**Table 1.** The recapitulation of students’ activities based on guided inquiry model’s steps

<table>
<thead>
<tr>
<th>Guided inquiry model’s steps</th>
<th>Meeting</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>Presenting problems</td>
<td>2.75</td>
<td>3.00</td>
<td>3.50</td>
</tr>
<tr>
<td>Making hypothesis</td>
<td>2.50</td>
<td>2.75</td>
<td>3.50</td>
</tr>
<tr>
<td>Designing practicum</td>
<td></td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Doing practicum</td>
<td></td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>Collecting data</td>
<td>3.25</td>
<td>3.50</td>
<td>3.50</td>
</tr>
<tr>
<td>Analyzing data</td>
<td>3.25</td>
<td>3.25</td>
<td>3.50</td>
</tr>
<tr>
<td>Drawing conclusion</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Presenting the results</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17.75</strong></td>
<td><strong>26.00</strong></td>
<td><strong>21</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>2.96</strong></td>
<td><strong>3.25</strong></td>
<td><strong>3.50</strong></td>
</tr>
<tr>
<td><strong>Percentage (%)</strong></td>
<td><strong>73.96</strong></td>
<td><strong>81.25</strong></td>
<td><strong>87.50</strong></td>
</tr>
</tbody>
</table>

**Students’ Learning Outcome**

The results of the students’ learning performance were collected from three domains that are affective, cognitive, and skills domains. The affective domain was evaluated through the observation sheet, which was accompanied by its rubric, of the students’ attitude for three consecutive meetings. This process’s aim was to gather knowledge about the students’ attitude during the instructional process. The students’ attitude assessed including discipline, openness, diligence, responsibility, curiosity, and working in group. The data regarding the students’ attitude can be seen in Figure 2.
Based on Figure 2, it can be known that the students’ attitude in the three meetings continued to increase with the total average score was 81% which was in good category. This happened might be due to the students had already accustomed with the model being implemented.

In addition, the students’ skills were observed when the students did practicum in the laboratory on the subtopic of factors that influence the reaction rate during the second meeting. The skills of them were observed by four observers by using observation sheet of students’ skills which was accompanied by its rubric. Overall, the results of students’ skill showed the average percentage of 80.50% which was in good category. This result positively affected the cognitive (students’ performance) in doing practicum.

Furthermore, the students’ learning outcomes were gathered through the score of students’ work sheet (i.e. LKPD) that were given during the second and the third meetings and test score at the end of the third meeting. The test was given as the researcher want to test the students’ understanding or mastery learning regarding the whole subject/topic of reaction rate. The test involved 16 questions which were validated by validator before this study begun. In analyzing these data, LKPD’s and test scores were divided by two to see the final result of students’ learning outcome. The result gained was the average percentage of 81.25% (i.e. good category). From 31 students, there was only 6 students who did not achieve mastery learning (i.e. score of 3.00 for cognitive domain). This can be seen in Figure 3.
The Application of Guided Inquiry Model in the Topic of Reaction Rate to Increase Students’ Learning Outcome and Activities at Man Banda Aceh 1. (Habibati, Muhammad Nasir, Wahyuni)

Based on the data mentioned above, generally, the application of guided inquiry model could improve students’ learning outcomes as they were involved in the proven of the chemistry concepts being taught through doing experiments in groups. This research was in line with the study’s result conducted by Purnamasari, Leny, and Saidi (2014) which summarized that the application of guided inquiry model which supported by students’ worksheet (LKPD) could increase students’ learning outcome in the topic of buffer solution from cycle I (i.e. 83.18%) to cycle II (i.e. 96.13%). They also mentioned that the students’ activities rose up from 49.75 in cycle I to 58.25 in cycle II. In addition, they also stated that the students’ attitude improved from 38.82 in cycle I to 40.82 in cycle II. Further, the students’ skills were increased from 12.71 in cycle I to 15.57 in cycle II.

**Students’ Response**

The questionnaire was used to gather an information about the students’ perception regarding the implementation of guided inquiry learning in teaching reaction rate topic. The analysis result of the students’ response can be seen in Figure 4.

**Figure 3.** A histogram of the result of students’ performance during the application of guided inquiry model
The Application of Guided Inquiry Model in the Topic of Reaction Rate to Increase Students’ Learning Outcome and Activities at Man Banda Aceh 1. (Habibati, Muhammad Nasir, Wahyuni)

**Figure 4.** A histogram of the result of students’ response regarding the application of guided inquiry model

Based on Figure 4, it can be known that the average percentage of students’ response was 86.70% (i.e. good category). In other words, the implementation of guided inquiry learning could make the lesson interesting, increase the motivation to learn, and increase students’ understanding about the reaction rate concepts. This research was in accordance with the study’s result conducted by Damayanti and Rusmini (2017) who argued that the average percentage of students’ respond towards the development of chemistry lab guide with guided inquiry oriented was satisfactory that was 93.44%.

**CONCLUSION**

1. Based on the research’s results, it can be concluded as follows:
2. 1. The students’ activities at the topic of reaction rate had the average percentages of 76.25% in meeting I, 84.13% in meeting II, and 83.33% in meeting III. It showed that overall the students activities were increased thus it said that the students more active in the learning process.
3. 2. The students’ performance in cognitive domain had the average percentage of 81.50%, in psychomotoric domain of 80.50%, and in affective domain of 81.00%.
4. 3. The average of students’ response was 86.70% (very good). This showed that the application of guided inquiry model affected the students to learn at the topic of reaction rate.
The Application of Guided Inquiry Model in the Topic of Reaction Rate to Increase Students’ Learning Outcome and Activities at Man Banda Aceh 1. (Habibati, Muhammad Nasir, Wahyuni)

REFERENCE


The Application of Guided Inquiry Model in the Topic of Reaction Rate to Increase Students’ Learning Outcome and Activities at Man Banda Aceh 1. (Habibati, Muhammad Nasir, Wahyuni)


THE EDUCATIONAL THOUGHT OF MUHAMMAD IQBAL AND ITS APPLICATION TOWARDS INDONESIAN EDUCATION

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ABSTRACT

The problem of Indonesian education is still embedded to individual and socio-cultural phenomena that are mainly focused on memorization and mysticism ways so that the development of knowledge and science cannot be boosted optimally. In regard to this, the concept of education based on Muhammad Iqbal should be more transparant and relevant based on the message of Alquran in which Islamic intellectualism is not only focusing to the matters of value but also practical. For Muhammad Iqbal education is an entire cultural power that affects the lives of individuals and groups of people, which consists of basic principles: the concept of individuality growth, harmony of body and spirit, individual society, creative revolution, role of intellectual, intuition, education of character, social life of Islam and a creative outlook on education. The data collected in this study using qualitative approach method. The analysis conducted by Muhammad Iqbal related to these matters by reestablishing the spirit of intellectualism, the idea of thought initiated by Muhammad Iqbal is still relevant enough to be applied today especially in Indonesia, because education is the global influence of individual or community life to form pious believers or those who are so called well-matured person.

Keywords: Thought of Muhammad Iqbal, Education of Indonesia.

INTRODUCTION

Western modernism has actually changed the orientation of muslim thought to see the world in which intellectuality plays the main concerns and ignores the intuition that drive people to be materialistic based-orientation. This is to indicate that the high level of education cannot guarantee quality of education.
One of the factors that cause the poor quality of education in Indonesia is due to the weakness of teachers in exploring the potential of students. Educators often impose their will without ever paying attention to the needs, interests and talents of their students. The educators should pay attention to the needs of students rather than forcing something that makes them less comfortable in studying. A good educational process is to provide opportunities for students to be creative. It must be done because basically the students’ thinking style can not be directed. Besides being creative to educators in guiding students, the central curriculum (changing every turn of government) makes the portrait of education more and more opaque.

On the other side, in regard to holding strictly the value of the individual and social culture phenomena, the education still concerns to memorizing and mysticisms practices that this condition will affect the social structures of lives. In addition, education itself still cannot play and put as an alternative education in Indonesia that urges dialectic and normative improvement. Therefore, it needs much more critical attitude through Islamic education. Based on the matters laid out by Mr. Muhammad Iqbal above the writer is trying to reconstruct the idea and put into practice in Indonesian education system.

METHODS

The data collected in this study using qualitative approach method, (LexiMoleong, 1998: 7). The adequate resources related to research focus will be provided. By discussing the thoughts of Muhammad Iqbal and the education he developed, the data used in this research is obtained from the sources of existing libraries as the object of study.

DISCUSSION

Bibliography

Muhammad Iqbal was born in Sialkot, Punjab, Pakistan region, November 9, 1877 M, raised up in religious family. His father, Muhammad Nur, was a Sufism figure and his mother was named Imam Bibi known as a pious woman (A. Khudori 2013:348). From his parents background can be concluded that Muhammad
Iqbal was not born from indigenous family but born in tightly religious family.

His formal education was started in Scottish Mission School, guided by Mr.Hasan, a sophisticated Arabic literature and Persia teacher. Then, He got scholarship to continue to Government College, in Lahore, and hold Master. In the city of Lahore he became acquainted with Thomas Arnold and also became his mentor, an orientalist who encouraged Muhammad Iqbal to study to England. After finishing his education at LahoreIqbal was appointed as a lecturer staff at Government College and began writing poems and books. However, his profession as a lecturer did not last long, because in 1905 at Arnold's encouragement, Muhammad Iqbal left for Europe to continue his studies at Trinity College, Cambridge University, London, while attending an advocacy course at the Lincoln Inn. For his research, he went to Germany to attend a two-semester lecture at the University of Munich which led him to be a doctorate in philosophy in November 1907, with the dissertation of The Development of Metaphysics in Persia, under Hommel's guidance. Next, he returned to London to continue his law studies and entered the School of Political Science (HarunNasution, 1996: 190-191).

Muhammad Iqbal is a great figure in the history of Islamic culture. Among Muslims, he is known as a poet and philosopher in the 20th century. He also has a serious concern on Islamic education. Iqbal is also known as the "spiritual father" of Pakistan for striving for the advancement of Muslims (SyamsurKurniawan, et al, 2011: 127).

From the educational history of Muhammad Ikbal, the writer can say that Muhammad Ikbal is an intelligent, knowledgeable and consistent person in his studies of science and also is keened on his educational thinking.

Muhammad Iqbal inherited many of his works in the form of prose and poetry. Most of these works are in Persian. According to Reynold A. Nicholson (1868-1945), his works can be accessible to
the Muslim world, not just Indian society. In fact, Persian language was the dominant language in the Islamic world and was used by educated societies. His works, A. Khudori Saleh, (2013: 352.), among others:

1. The Devolepment of Metaphysic in Persia (dissertation, published in London, 1908),
2. Asra-I Khudi (Lahore, 1916, on the process of reaching mankind),
3. Javid Name (Lahore, 1932),
5. The traveler ((Lahore, 1936)
6. Zarb-I Kalim (Lahore, 1937)
7. Bal-I Gabriel (Lahoren, 1938)

There are many other works of Muhammad Iqbal but here are just some important works that the author mentions.

**Thought of Muhammad Iqbal**

Muhammad Iqbal has becamemasterpiecein the reconstruction of religious thought in Islam. The largest writing of Muhammad Iqbal in the field of philosophical thought is in the form of prose. The main theme in this book is the idea of the necessity of reconstruction of religious thought. There are seven points discussed in this writing, first: about religious experience and knowledge. Second: about the philosophical fact about religious experience. Third: about God's conception and the meaning of prayer. Fourth: about the free and immortal human ego. Fifth: about the soul of Islamic culture. Sixth: about the principles of the reform movement in Islam. Seventh, about the possibilities in religion..

The emergence of ideas from the renewal of Muhammad Iqbal in Islamic education did not run off the Muslim interpretation of Islamic teachings in facing various socio-cultural changes occurring at all times and places. It is based on the verse in Quran that says: "God will not change the condition of a people so that the people themselves change that" (Surat al-Ra'd (13): 11). And the Hadith of the prophet says: "God will decide for this people at the beginning of a hundred years a person or group that will make a renewal for his religion."(Abdul Haris, 2012: 150).
Education According to Muhammad Iqbal

The field of education has become one of the intellectual reform agenda of Muhammad Iqbal, because he sees that Islamic intellectualism at that time can be said almost ended, because Muslims have stopped taking inspiration from the Qur'an. The diagnosis offered by Muhammad Iqbal to relate to this problem is by re-establishing the spirit of intellectualism through three sources, namely sensory uptake, ratio, and intuition. These three sources according to Muhammad Iqbal must be taken and used simultaneously, without having to put aside one of them. This is called Qurani thinking. If Muslims are able to do this kind of thinking, the revolution of knowledge in the Islamic world will run admirably (Toto Suharto, 2011: 287-288). As in his poem's expression of education, it reads:

Muhammad Iqbal has never textually written about educational theory or philosophy in a book. However, all of his thought in textual terms has in fact indicated the need for reconstruction in the field of Islamic education. Through the composition of his poems, Muhammad Iqbal has criticized the education system carried out at the time. So it can be understood that for Muhammad Iqbal, education is an entire cultural power that affects the lives of individuals and groups of society, which consists of basic principles: the concept of individuality, growth, individuality, physical and spiritual harmony, individual society, creative revolution, intellectual roles, and intuition, character education, Islamic social life, a creative outlook on education.

Education System

According to Muhammad Iqbal, there are several educational systems that need to be done to change them are:

1. Educational Objectives

In Islamic education, teachers become the central point that will be taken to lead the students to be able to face a good future, in the world and the hereafter. For Muhammad Iqbal the characteristics of this good teacher:

I. Teacher is able to represent God’s attitudes/character into his life.
2. Humans who put themselves proportionally that their existence is as a representative of God (khalifah Allah) who is obliged to process, organize and empower the earth.

3. Our mortals are the true (center) axis of the spiritual power, and the welfare, peace, and safety of the world depend on it (DediSupriyadi, 2009: 145-146).

Islamic education according to Muhammad Iqbal is the formation of good Muslim personality who live and develop naturally and normally just dedicated his all lives to worship and obey Allah’s rule.

2. Educational Method

   Educational methods are part of educational tools in an effort to achieve educational goals. The method of education is based on the age of the students based on and the development period of the students. The appropriate method of education according to Muhammad Iqbal including:

   a. Self activity, it is an open method that freed learners to develop their activities. This method is used to seek self-potential or develop self-potential learners

   b. Learning by doing, this is the type of teaching that expose students' awareness to new situation and enable learners to learn something new from the sources available in their environment. Experimental method is needed to develop science, while knowledge is not only to focus on theoretical matters but need to proof it.

   c. Questioner's answer: According to Muhammad Iqbal education should be able to create a critical person that is constantly to question matters and not just to accept the true based on someone's view.

   d. Project method or unit, it is a way of presenting lessons that start from meaningful things. The use of this method taken based on the assumption that problem solving carried out should be related to the subjects that discussed the same issues. Teaching methods is like project method that focused on target
that is more possibly to develop intellectual attitude appropriately than traditional method that only focused on passively memorizing ways.

e. Problem solving method. It is not just a method of thinking in problem solving but it can use other methods in collecting data to draw final conclusions.

Muhammad Iqbal did not agree on the education of the class system where learners just spend their time in class. Learners need to link with nature in every learning process that in order to cultivate the attitude of curiosity and creativity, AmranSuriadi (2012: 59).

**The curriculum**

The contents of the educational curriculum according to Muhammad Iqbal are included religion, history, science and technology. Muhammad Iqbal states that religion is greatly important in the lives of individuals as well as society. If knowledge in this sense is not placed under religion, it will become a force of shaitan. Therefore, the book is a tool in the delivery of knowledge (AmranSuriadi, 2012: 57).

Consequently, religion and science must be entrenched in harmony, because religion and science are able to prepare modern humans to achieve a great responsibility in the coming era.

**Educators**

The educator is an adult person who is responsible to provide guidance or assistance to the students in their physical and spiritual development in order to achieve their maturity, capable of performing their duties as creatures of Allah SWT (AmranSuriadi, 2012: 45). In educational efforts, especially Islamic educators, educators are encouraged to direct education into well-matured personality. and then Islamic education needs to do some things SyamsurKurniawan, et al (2011: 151), namely:

a. Educating a true believer who does not treat his religion as a "stuttering" dogma that diminishes his life based on the pure guidance of the Qur'an and the Sunnah of the Prophet.

b. Educate learners to have two classifications: one related to the physical and the other related to the spiritual. Physically, it is
normally like other people, such as, eating, drinking, dressing, getting married, being sensitive to heat, cold, getting sick, healthy, and so on.

Learners should be Perfect man or InsanKamil by using tafakkur (thinking) and tadzakkur (remembrance). Both of these should be developed maximally by educators by using edutainment and language that is easily understood learners (M. IqbalInsani, 2013: 90).

In this regard, the education must be re-reformed by applying the educational curriculum based on humanism side of learners that covered the factor of monotheism, prophet hood, freedom and independence of willingness in determining the future life.

In exploring and developing the concept of education educator will have to examine the nature of individuality and the environment. Muhammad Iqbal argues that the growth of individuality is impossible without direct them with a concrete and dynamic environment. The good attitude of educator according to Muhammad Iqbal is by developing the good awareness for his students to their environment in order to stimulate them to have critical sense of it.

**Learners**

Learners are children who are growing and developing, both physical and mental to achieve the purpose of education through the process of education (Aziz, Abdul, 2009: 163-164). They need consistent guidance and direction to lead into their optimally ability as gifted basic knowledge rewarded by God. In regard to learners, Muhammad Iqbal states that there are some points to be carried out:

a. Learners are able to absorb the characteristic of God into their life which is a powerful energy as a guidance of the universe for the welfare and peace.

b. Learners have a creative sense and productive skill

c. Learners have free will because as human being they assume responsibility to defend the good things and to carry out the holy roles under God’s guidance.

d. Learners are encouraged to have a high confidence in their strengths and abilities.
e. Learners are encouraged to fight with passive personality, to have sense of personal productivity of creation and effort, to develop religious vision as a doctrine have ability of solving problems that arise in society (Syamsur Kurniawan, et al, 2011: 152)

The Reformation Analysis of Muhammad Iqbal's Thought towards in Indonesian Education.

Muhammad Iqbal considers educational institutions consisted of individuals who work together and need each other. Therefore, it needs the improvement and renewal in the field of educational objectives, curriculum, teaching methods, and teachers (learners). It can be concluded that the thought initiated by Muhammad Iqbal is still relevant enough to be applied at this time especially in Indonesia, because the writer sees that education is a global influence of individual life or community groups to form a true human believer which is so called as a perfect man (insane Kamil)\. Therefore, the Indonesian people, especially for Moslem, men should have to be creative and dynamic ones in facing life and to create any changes under the guidance of the teachings of the Qur'an. The method used in this case by Muhammad Iqbal is very relevant to the teaching of Alquran and considerably to have direct link to the education system applied in Indonesia to generate learners to have sense of skill and creativity as guided by Alquran. In addition, UNESCO has also ideas with Muhammad Iqbal where outdoor education system is highly recommended in order to develop learners’ curiosity towards outside environment that still relevant to material teaching they get in class.

CONCLUSION

Western education system is likely tended to have sense of materialism. This tendency will in turn undermine the aspect of human spiritual values. This system cannot provide the balanced life between spiritual and physical aspect. Men grow in refer to the guidance of Alquran basically should posses mature personality of the teaching learning process they have been through in life. In regard to this, the idea of Muhammad Iqbal is to reestablish this formula and reapply in class teaching. Learners in
class are going to be trained either physically or mentally to hold the Islamic teaching. This effort performed is to mean to create the next prospective of intellectual Muslims that enable to enable to face any problem taken place in their surrounding by creative problem solving.

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ANALYSIS OF LANGUAGE APPROPRIATENESS OF 4TH GRADERS TEXT BOOK CURRICULUM “PEMBELAJARAN TEMATIK TERPADU UNTUK SD/MI 2013” IN BANDA ACEH

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ABSTRACT

The Lesson Book is an interaction medium between educators and learners. This study aimed to describe: (1) language appropriateness of 4th graders in text book “Pembelajaran Tematik Terpadu untuk SD/MI” of 2013 curriculum in Banda Aceh; (2) language appropriateness of 4th . This study used qualitative research method. The data source is obtained from the student's book which is implemented in the curriculum 2013. Validation of data using triangulation theory from experts related to the feasibility of the content, presentation and language contained in textbooks. Data collection techniques that is with interactive techniques that include data reduction phase, data presentation, conclusion and data verification. Based on the research results found (1) punctuation and capital; (2) diction; (3) standard language; (4) reduplication; (5) affixation; (6) reference writing; (7) sentences; (8) paragraphs and discourses; and (9) error language.

Keywords: Lesson Book, language, appropriateness.

INTRODUCTION

Education is the most important thing in human life. Similarly, the teaching-learning process can not be separated from the teaching aids. One of the learning tools is a textbook or textbook. The use of the textbook is definitely useful to assist the teacher in teaching learning process. Based on Government Regulation No. 32 of 2013, it is stated that "Textbook text is a compulsory reference book to use in schools containing learning materials in order to improve faith and piety, character and personality, ability of mastery of science and technology of sensitivity and aesthetic ability,
physical potential and health which are compiled based on National Education Standards. Textbooks are a major learning resource for achieving core competencies".

The resulting textbook must meet the standards set by the Book Center (Pusbuk). A standard textbook that refers to the provisions of the Book Center (Pusbuk, 2007) namely, (1) in accordance with the standards of competence and basic competencies established by the National Education Standards Agency (BSNP); (2) the period should be up to the year 2005; (3) consist of authors of capital cities, regional authors; (4) according to the principle of multiculturalism; (5) easy to understand and improve motivation to learn literature. Poetry appreciation textbooks should enable students not only to appreciate the text (text) of poetry, but also to understand the meaning of the poem through a multicultural perspective.

The teacher has the opportunity to determine the appropriate textbook for the student. Teachers can collect books resource that can be used in classroom learning such as newspapers, magazines, clippings, articles in journals, pamphlets and other print media related to classroom subject matter. Before asking students to read the prepared material, the teacher must determine the degree of legibility of the material. The additional references should not be used if the textbook used is complete and qualified. Selection of textbooks requires an ingenious decision-making strategy. The textbook is the book used as a reference in the learning process. The textbook by Muslich (2010: 24) is a set of materials that help students to learn and understand core competencies and basic competencies. The language eligibility assessment in textbooks can be based on language conformity with student progress and the accuracy of the use of symbols and icons.

Based on the discussion above, the purpose of this research is to describe the feasibility of language in textbook of class IV based on curriculum 2013 with the theme "Indahnya Kebersamaan".

METHODS

The research instrument in this study is the researcher herself. The compiled instrument is the result of synthesis of the various theories developed in the previous chapter. The instrument consists of three aspects of the assessment of textbooks that are examined on the feasibility of content, presentation, language, and legibility. After the instrument is
completed, the expert judgment is applied, using validation technique to assess validation of the instrument.

DISCUSSION

The textbook published by the Ministry of Education and Culture of the Republic of Indonesia is mentioned already referring to the curriculum 2013. This is seen from the picture above on the right side which is accompanied with the text "Curriculum 2013" edition of revision 2014. The existence of the symbol implies that the previous book errors have been improved and refined in 2014. The language feasibility analysis undertaken includes, (1) punctuation and capital letters; (2) diction; (3) standard language; (4) reduplication; (5) affix; (6) reference chart; (7) sentences; (8) paragraphs and discourses; And (9) language aspects related to error.

Punctuation

The mistake related to punctuation is found on the exclamation point (!). This is seen in the quote "‘Perhatikan saran-saran saat melakukan wawancara berikut.” (The author's team: 51) should be Perhatikan saran-saran saat melakukan wawancara berikut!” The use of the exclamation mark is due to the word “perhatikan” (pay attention) which means commands with sincerity. If there is no exclamation mark the meaning will be only interpreted the reader as general information.

Capital letters

The language errors associated with the use of capital letters are found in the writing of the title of the book in the bibliography, which some of the words at the beginning do not use capital letters as in the following citation,"“Detik-detik ujian nasional tahun pelajaran 2011/2012” (Tim Penulis: 106) In Bahasa rules, the title of books, magazines, newspapers, and papers should use capital letters as the first letter of all words.

Formal Language

The use of standard words is rarely correct due to the influence of the mother tongue or the lack of understanding of the language. The use of the wrong word appears in the following quotation: Jika kamu berkunjung ke pulau-pulau yang ada di nusantara, kamu akan menemukan beraneka
ragam cendera mata.” (Tim Penulis: 65) "If you visit the islands that exist in the archipelago, you will find a wide range of souvenirs." (Tim Penulis: 65). The correct word of ‘cendera mata’ is ‘cenderamata’.

**Repetition**

The repetitions found in this book were listed in the following:

“Bagaimana perasaanmu ketika berbicara atau berinteraksi dengan orang yang berbeda-beda” (Tim Penulis: 53) ("How do you feel when speaking or interacting with different people"). The word 'berbeda' semantically means 'lot of differences' so that if added morpheme 'beda' as a re-word will look redundant.

**References Format**

Every scientific book should be supported by some reading books. The references provided will help the reader to find the primary material for a particular knowledge. Creating reference is not a difficult thing but sometimes it is ignored by the author. In the book with the theme "Indahnya Kebersamaan" the author missed in fixing capital letters in writing the title of the book. In addition the author also experienced an oversight in writing the name of the author of the book quoted as seen below:

“Sample units of works mathematics K.6. 2003. Australia: Board of Studies NSW.” (Tim Penulis: 106). In citing the reference, the writer does not cite the year of the book which is placed after the title of the book.

**Aspects of language related to error**

The implementation of insightful archipelago book must have a broad insight. After reading the entire contents, the error is found in Acehness food namely "timpan from Aceh" (Tim Penulis: 81). The correct word of 'timpan' is 'timphan' with the addition of the letter 'h' after the letter 'p'. Some mistakes are also found in the following quote:

“Ambil 8 botol kaca (sama ukuran)!” (Tim Penulis: 80).

If the word of "sama" interpreted with the Java language will be interpreted "beserta". The word will not be ambiguous if it is made clear "Ambil 8 botol kaca dengan ukuran yang sama".

The next error found in this study is the numbering error. A total of 31 cases were found and can be presented 10 examples as follows:
In the above quotation partly numbered with symbols that are not in the form of numbers and letters while others without any numbering. Scientific writing should have a clear number so as not to confuse the reader. The habit of giving the right numbering will also lead to good habits for children to do things regularly and sequentially.

CONCLUSION

Based on the above explanation, it can be concluded that (1) the feasibility analysis of the language in the theme "Indahnya Kebersamaan" was found six aspects of language errors, those are punctuation, capital letters, formal language, repetition, reference, language related to error. (2) The entire contents of the book is not decisive by the errors and mistakes

REFERENCE


THE USE OF 3D PROPS TO INCREASE STUDENT’S LEARNING ACHIEVEMENT GEOMETRY IN 5TH ELEMENTARY SCHOOL 8 JAGONG JEGET

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ABSTRACT

The research is intended to increase student’s learning achievement in 5th grade students’ writing in one of the elementary schools in Banda Aceh. The objectives of this study were: to increase student’s learning achievement Geometry in 5th grade Elementary School 8 Jagong Jeget. The results of 3D Props the use are 1) the average score of the learning achievement test of the concept of building the 5th grade Elementary School 8 Jagong Jeget reaches ≥ 80. The average value obtained from cycle I to cycle II increased by 23.83 from 60.33 in cycle I to 84.16 on cycle II 2) The average percentage of students' average learning mastery of grade 5th grade Elementary School 8 Jagong Jeget in learning the concept of building space through the use of props reaches ≥ 80%. The average percentage of learning mastery obtained from cycle I to cycle II increased by 60.33% from 28% in cycle I to 88.33% in cycle II. 3) Percentage of teacher activity and 5th grade Elementary School 8 Jagong Jeget in learning to build space through the use of props also increased from cycle I to cycle II. The average percentage of teacher activity in cycle I to cycle II increased by 18.21% from 75.31% in the first cycle to 93.52% in cycle II. The average percentage of student activity in cycle I to cycle II increased by 20.12% ie 65.47% in cycle I to 85.59% in cycle II.

Keywords: 3D Props, Learning Achievement, Geometry, Elementary School.

INTRODUCTION

In essence education can not be separated from human life. Without human education it will be useless and independent (S. Nasution: 1995). Education has an enormous influence on human life in the future. Human education can be developed with various potentials to the maximum.
Education can be obtained through formal, informal and non-formal education institutions. Formal education is pursued in schools ranging from primary education, secondary education to higher education (Undang-Undang No.2 tahun 1989).

Teachers are one of the important aspects in the implementation of education. Teacher's job in teaching is facilitator (Senjaya: 2008). In this case, the students themselves actively construct knowledge by observing, searching, and discovering and generalizing the concepts taught. In order to face the changing paradigm of learning from traditional learning to constructivist learning, it is necessary to have visual aids. With student props more deeply explore based on facts that clearly can be seen, so that students more easily understand and understand especially when learning geometry wake up space.

To study Geometry, required readiness of students in receiving lessons, namely the intellectual maturity and learning experience that has been owned by students so that learning outcomes are more meaningful for students. Through the use of teaching aids in learning, students will get a meaningful learning experience through the exploration of concrete objects so that student activity in learning can be kept away from the passive impression but the students will be active, ie with the ability to learn through the exploration of such concrete objects (Post, 1981).

The learning process takes place naturally in the form of work activities of students and experiencing, not just the transfer from teacher to student so that learning is more concerned with process than result. Through such learning, the learning experience that students get will be kept in mind by the students so that they can survive in their knowledge structure. In addition, learning that uses concrete objects such as visual aids, can facilitate the teacher in delivering the material and students are also easy to receive the material delivered (Cole, 2008).

The use of props is inseparable from the role of the teacher. It is the master who designs, chooses, and uses props. Therefore, the teacher's understanding of the proper use of visual aids is very important so that students can easily understand the concepts constructed by the students themselves through the visual aids and can develop them to solve daily life problems in accordance with the concept.

Based on observations made by researchers at pre-research in 5th grade elementary School 8 Jagong Jeget in Geometry learning, the problem
generally faced by 9 out of 12 students of 5th grade elementary School 8 Jagong Jeget that students are still difficulty in understanding the concept of waking space. This is because the teacher has not used props in conveying materials about the concept of waking up only introduces the forms of building space to students by describing it on the board or just through the image of building space in the book package without using props, the material is actually a topic Appeals to students but in practice teachers provide less precise learning.

A total of 9 out of 12 students of 5th grade elementary School 8 Jagong Jeget are still wrong in determining how many sides, ribs, and angular spots of space (beams, cubes, prisms, pyramids, tubes, and cones). They are able to answer questions correctly about the number of sides, ribs, and vertices only on cubes and blocks. The rest, some students try to guess the answer, this problem indicates the low understanding of the students about the concept of space wake caused by the delivery of material from teacher to student does not use props.

Seeing the fact that researchers want to try and apply the use of props in learning Geometry Build Space, especially about the concept of waking space. With these props, students are expected to be actively involved in finding and finding their own wake up concept and ultimately the students can discover the properties of the wake up space.

Thus learning about the concept of waking up the space will be more meaningful and make students more understanding. Understanding the concept of building space will be more durable in the memory or minds of students, so it is expected the learning achievement of the concept of waking up the classroom of students of 5th grade elementary School 8 Jagong Jeget will increase it.

METHODS

This type of research is Classroom Action Research. Action research aims to contribute both to the practical concerns of people in an immediateproblematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process” (Gelmore et. al., 1986) AR is a formative
The Use of 3D Props to Increase Student’s Learning Achievement Geometry in 5th Elementary School 8 Jagong Jeget. (Aprian Subhananto, Cut Marlini & Anggun Suseno)

study of progress that is simply “Learning by Doing”. Scientifically, it can be described as a systematic inquiry that is collective, collaborative, self-reflective and In detail the steps of classroom action research are Plan, Act, Observe, Reflect (Dan, 1995).

The subject of research is the students involved in the implementation of learning. (Suwardi, 2015: 55). The subjects of this study are students of 5th grade elementary School 8 Jagong Jeget, Central Aceh Regency in the 2nd semester of academic year 2015/2016. The total number of students is 12 students consisting of 4 male students and 8 female students.

RESULTS AND DISCUSSION

The initial phase, a total of 9 out of 12 students of 5th grade elementary School 8 Jagong Jeget still incorrect in mentioning the number of sides, ribs, and angular spots of space (cubes, beams, prisms, pyramids, tubes, and cones). The students' ability to correctly mention the number of sides, ribs and vertices is confined to cubes and blocks. This is an indicator of the low understanding of the students about the concept of space wake caused by the delivery of material from teacher to student does not use props. The highest score of the initial test obtained by students is 70 and the lowest score is 20. The average grade obtained is 50. Completed score is achieved only by 2 of 12 students. If calculated in percentage, the total number of students who complete the study only amounted to 16.66%. It makes a research for increasing achievement.

The research was done 2 cycle. Each cycle is held for 3 meetings. In the first cycle of the first meeting are the properties of cubes and beams, the encounters of both prisms and pyramids, as well as the encounter of the three tubes and cones. The average percentage of teacher activity on the use of 3D props in improving learning achievement Geometry Bangun Ruang in cycle II is 75.31% and Average percentage of student activity of grade V SD N 8 Jagong Jeget on the use of 3D props in improving learning achievement Geometry Build Space in cycle I is 65.20%.

Specially for Data of student achievement test result obtained by using the test instrument in the form of written matter in the form of multiple choice. Problem is 10 points with the score of each item is 10. So, the maximum value obtained is 100 and the minimum value is 10. This data is taken to find out how much the student's progress in the use of 3D props
in improving learning achievement Geometry Build Space. The following is the result of student activity observation during the three meetings in cycle I.

At the first meeting, the highest score obtained by the student is 70 and the lowest score is 30. The mean grade obtained is 58.33. The value of mastery achieved by 4 students. If calculated as a percentage, the total number of completed students studying at this meeting is 33.33%.

At the second meeting, the highest score obtained by the student is 80 and the lowest is 10. The average grade obtained is 59.16. The value of mastery achieved by 4 students. If calculated as a percentage, the total number of completed students studying at this meeting is 33.33%.

At the third meeting, the highest score obtained by the student is 70 and the lowest score is 40. The average score obtained is 59.16. The value of mastery achieved by 3 students. If calculated in percentage, the total number of students who complete the study at this meeting is 25% with the average learning achievement of the concept of student room wake in the first cycle is 58.88 with the average percentage of learning mastery is 28%.

For reflective of cycle I, teacher activity are The image media has not been used to follow up on the understanding of the nature of wake up space, Lack of full guidance, guidance, and motivation of group discussions, Lack of providing wide opportunities to students during group discussions in an effort to maximize and empower props to discover the nature of geometry, Lack of involvement of all groups in class discussions, The lack of reflection on learning with students.

Student activity in reflective of cycle I are Lack of liveliness of cooperation in group discussions, There has been no maximum effort to empower the use of props in the discussion workmanship of student worksheet, The low liveliness of class discussions is because all groups have not been included in the discussion, Students still have difficulty in summarizing the material, especially in determining the similarities and differences between 2 geometry and achievement student are The average score of the learning achievement test of students' geometry obtained in the first cycle is 60.58 and The average percentage of students who complete learning in cycle I is 28%.

From the data, it makes research do to cycle II. In cycle II, Liveliness and enthusiasm of students during class discussions is high because class discussions have involved all groups, Students no longer have
difficulty in working on worksheet, The average percentage of teacher activity in learning the concept of geometry 5th elementary school 8 Jagong Jeget through the use of props in cycle II was 93.52% and also The average value of learning achievement of the concept of student geometry in cycle II is 84.16 with the percentage of the average learning mastery is 88.33%.

The reflective of cycle II for teacher activities are Teachers already use the media drawing wake up space, The teacher has provided full guidance, guidance, and motivation for group discussions, Teachers have provided wide opportunities to students during group discussions in an effort to maximize and empower props to discover the properties of space build, Teachers have involved all the groups in class discussions, Teachers have been doing reflection on learning with students. The reflective of cycle II for student activities are Students have shown the liveliness and enthusiasm of group discussions, Students have demonstrated liveliness and enthusiasm in class discussions because of the involvement of all groups in class discussions, Students have demonstrated liveliness and enthusiasm in class discussions because the involvement of all groups of students has been made easier in summarizing the material, including in determining the similarities and differences between the two geometry. The reflective of cycle II for achievement students are The average score of the achievement test result of the concept of student room wake obtained in cycle II is 84.16, The average score of achievement test result of the concept of student room wake obtained in cycle II is 84.16saThe average percentage of students who complete the learning obtained in cycle II is 88.33%

CONCLUSION

This research aimed to answer two research questions, which asked about increasing student achievement for 5th student of elementary school 8 Jagong Jeget. It was solved by action research in cycle II. The results are The average score of the learning achievement test of the concept of the classroom geometry of grade 5th elementary school 8 Jagong Jegetreached ≥ 80. The average value obtained in cycle I to cycle II increased by 23.83 from 60.33 in the first cycle to 84.16 on cycle II, The average percentage of mastery learning grade 5th elementary school 8 Jagong Jeget in learning the concept of building space through the use of props reaches ≥ 80%. The average percentage of learning mastery obtained in cycle I to cycle II increased as much as 60.33% ie from 28% in the first cycle to 88.33% in
cycle II, and Percentage of activity of teacher and student of Percentage of activity of teacher and student of Percentage of activity of teacher and student of class V SD N 8 Jagong Jeget in learning to build space through the use of props also increased from cycle I to cycle II. The average percentage of teacher activity in cycle I to cycle II increased as much as 18.21% ie from 75.31% in the first cycle to 93.52% in cycle II. The average percentage of student activity in cycle I to cycle II increased by 20.12% ie 65.47% in cycle I to 85.59% in cycle II. in learning to build space through the use of props also increased from cycle I to cycle II. The average percentage of teacher activity in cycle I to cycle II increased as much as 18.21% ie from 75.31% in the first cycle to 93.52% in cycle II. The average percentage of student activity in cycle I to cycle II increased by 20.12% ie 65.47% in cycle I to 85.59% in cycle II. in learning to build space through the use of props also increased from cycle I to cycle II. The average percentage of teacher activity in cycle I to cycle II increased as much as 18.21% ie from 75.31% in the first cycle to 93.52% in cycle II. The average percentage of student activity in cycle I to cycle II increased by 20.12% ie 65.47% in cycle I to 85.59% in cycle II.

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THE SURVEY OF VO₂ MAX LEVEL OF FOOTBALL PLAYERS OF STKIP BINA BANGSA GETSEMPENA BANDA ACEH

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ABSTRACT

This study aims to determine the level of VO₂ max of football players of STKIP Bina Bangsa Getsempena Banda Aceh. This research uses survey method of test, that is by Multistage test and the form of this research is descriptive quantitative. The population of all football players of STKIP Bina Bangsa Getsempena which amounted to 23 players. The determination of the research sample uses total samping, and then the number of the sample is 23 players. The result of the study of 17.39% of the sample has a good grade VO₂ max category, 73.91% medium category, and 8.70% less category. So it can be concluded that the level of VO₂ max football player STKIP Bina Bangsa Getsempena as a whole is still in the medium category. Therefore, the researcher suggests to the related parties to provide an exercise program that is able to increase the VO₂ max level of the football players as a whole.

Keywords: The Level of VO₂ Max, Football

INTRODUCTION

In football the most dominant characteristics of energy system used are 70% aerobic and anaerobic energy systems is 30%, this is because the players sprint many times to attack, grab the ball or run to secure the area. Aerobic energy systems require oxygen to be continuously channeled to muscle fibers as aerobic metabolism along with carbohydrates, fats and proteins to convert into energy. The maximum energy use through an aerobic system requiring oxygen is limited by the maximum speed of the respiratory system in which oxygen is delivered to the muscles, so football players need to have a good VO₂ Max to supply oxygen to support their
activities during the game. Therefore, before determining the training program that will be given, of course must be done pre-test in advance for the program to be given and executed exactly in accordance with the conditions of team members teams. One test to find out how far the VO2 Max level can be done by performing a Multistage Fitness Test (MFT) test.

STKIP Bina Bangsa Getsempena is a College of Teacher Training Education which has six courses, one of them is the department of Health Education And Recreation (Penjaskesrek). The Penjaskerek program has a Student Activity Unit called Penjdaesrek UKM. This UKM was formed as a place of talent distribution and interest of students in the field of sports. As for one of the existing sports field in this UKM is the football sport namely BBG FC. BBG FC is a football team that often participates in competitions held in Banda Aceh and surrounding areas. But from every of their participation in the competitions, there is no achievement yet.

Furthermore, the researcher interviewed the trainer about the arrangement of the exercise programs and physical fitness tests. Based on the interview results, it can be concluded that the coach arranged the exercise program is not guided by the fitness results of every athlete. In relation to the consideration of the problem above, the researchers are eager to conduct a study entitled "The Survey of Vo2max Level of Football Players of STKIP Bina Bangsa Getsempena Banda Aceh". Based on the background above, it can be formulated the problems in this study as what is the level of VO2 Max of Football Players of STKIP Bina Bangsa Getsempena Banda Aceh? Furthermore, the purpose of this research is to know the level of VO2 Max Football Players STKIP Bina Bangsa Getsempena Banda Aceh.

VO2 max is the maximum oxygen volume that can be used per minute. According to Guyton and Hall (in Giri Wiarto, 2013) VO2 max is the speed of oxygen consumption in maximum aerobic metabolism. According to Thoden in Suranto module (2008: 118) VO2 max is the maximum aerobic capture power describes the maximum amount of oxygen consumed per unit of time by a person during exercise or test, with increasingly severe exercise until fatigue, the size is called VO2 max.

According to Djoko Pekik (2000) the amount of VO2 max or maximum amount of oxygen consumed maximally, that is the number of Ml / Kg / BB / Minute. Measurement of the amount of air or oxygen is called VO2 max. Theoretically, the VO2max value is limited by cardiac
output, the ability of the respiratory system to deliver oxygen to the blood, or the muscle's ability to use oxygen. VO2 max is the highest value in which a person can consume oxygen during exercise, as well as a reflection of the cardiorespiratory and hematologic elements of oxygen delivery and the muscle oxidative mechanism. People with a good fitness level have higher VO2 max values and can perform longer lasting activities than those who are not in good condition (Vander, 2001).

Based on the research proposed by Lutan et al. (2000) the benefits of cardiorespiratory coaching can reduce the risk of: a) high blood pressure, b) coronary heart disease, c) obesity, d) diabetes, e) cancer, and f) adult health problems. As mentioned above, the great benefits of cardiorespiratory fitness for everyone and especially of an athlete.

Hairy (1989) states that the factors that determine maximal oxygen consumption; First, the heart, lungs, and blood vessels must function properly. Second, the process of delivering oxygen to the tissues by red blood cells should be normal. Similarly, regular blood tests (routine) can determine whether the properties of blood are still normal or not. Therefore, cardiac function, the ability to circulate blood to tissues to utilize oxygen remains a factor that must be measured by measuring maximal oxygen consumption in young people with no disruption or lung disease.

Kusmaedi (2008) reveals, physical fitness is the ability of a person's body to perform tasks and daily work without causing significant fatigue, so the body still has the reservoir of energy to overcome the additional burden. In line with that opinion, Giriwijoyo (2002) reveals, physical fitness is a state of physical ability that can adjust the function of his body equipment to certain physical tasks or to the state of the environment that must be overcome in an efficient way, without excessive fatigue and has recovered perfectly before coming The same task the next day.

According to Nugraha (2013), football is a sport that plays the ball using the foot and has the main goal is to score a goal as many as possible that must be done in accordance with the provisions that have been determined. Hughes (2012) says that a football team consists of 11 individuals, all of which must undertake specific roles and associated functions in each specific position in order to make a successful team.
METHODS
This research is quantitative descriptive research. The method used to collect data is survey method with test and measurement technique. The instrument used is a multistage run test.

RESULTS AND DISCUSSION
Based on the data analysis, it can be obtained the description of VO2 Max capacity of the Penjaskesrek football players of STKIP BBG as follows;

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.1 More or</td>
<td>Good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>42.1s/d5</td>
<td>Good</td>
<td>4</td>
<td>17.3%</td>
</tr>
<tr>
<td>34.1s/d4</td>
<td>Medium</td>
<td>1</td>
<td>73.9%</td>
</tr>
<tr>
<td>28.1s/d3</td>
<td>Less</td>
<td>2</td>
<td>8.70%</td>
</tr>
<tr>
<td>Less or 28.0</td>
<td>Less</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Data of the Research, 2017

Table 1 shows that; The number of the samples included in the excellent category with susceptible values of more than 52.1, no (0) sample with percentage of 0%. Number of samples included in good category with susceptible value between 42.1 up to 52 is 4 sample with percentage 17.39%. The number of samples included in the moderate category with susceptible values between 34.1 to 42 is 17 samples with a percentage of 73.91%. The number of samples included in the category of less with susceptible values between 28.1 to 34 is 2 samples with percentage 8.70%. And the number of samples included in the category of less once with a vulnerable value of less than 28.0 ie no (0) sample with a percentage of 0%.  

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Based on the results of the study, it is obtained the description of the capacity of VO2 Max of Penjaskesrek football players of STKIP BBG included in the category of medium. With an overview of the results of the capacity of VO2 Max, there are things that can affect the capacity of VO2 Max of Penjaskesrek football players of STKIP BBG as follows:

1. The process of training that has been done, namely the training time is so short. Training time that has been practiced by the trainer is only one hour per meeting and during one practice it is only done twice.

2. Irregular lifestyle, ranging from daily diet, sleep late at night. This happens because the players of Penjaskesrek football club of STKIP BBG are living in a boarding house with low and middle economic background, so they use some of their spare time to work. That affects their irregular lifestyle.
Sharkey (2003) states that the value of a person's VO2 Max capacity will decrease slowly as he continues the less active lifestyle, because what is done day by day, year after year will shape health, vitality and quality of life.

CONCLUSION
Based on the obtained result, the level of VO2 Max of football players of STKIP BBG Banda Aceh is in a good category at 0%, good category is about 17.39%, medium category is equal to 73.91%, enough category is equal to 8.70% and less category is 0%. So it can be concluded that the level of VO2 Max of football players of STKIP BBG is in the medium level.

REFERENCES


QUESTIONS ANALYSIS ON COGNITIVE DOMAIN IN INDONESIAN SUBJECT AT TENTH GRADE STUDENTS OF SMA NEGERI MODAL BANGSA ACEH BESAR

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ABSTRACT

An evaluation through the test which is not balanced by the percentage proportion of the question items. Therefore, this study aims (1) to describe the cognitive domain of questions on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar. The data were obtained through documentation techniques. The technique in analyzing data are listed as follow: (1) listing all items of Indonesian subject, (2) making a solution per item, (3) describing the workings of brain in solving the item, (4) determining the cognitive domain of each item, (5) making the classification of cognitive domains for all items, (6) suming the cognitive domain of all items, (7) making the percentage of cognitive domains for all items, (8) Comparing the results of the cognitive domain percentage for all items by balanced the proportion of the sixth cognitive domains for SMA, and (9) making the conclusions of the all items assessment of Indonesian subject. The results of this study shows that there are the cognitive domain of the questions on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade students of SMA Negeri Modal Bangsa Aceh Besar i.e. the C1 level items at 11% classified as unbalanced, C2 level items at 20% classified as unbalanced, C3 level items at 7% classified as unbalanced, C4 level items at 33% classified as unbalanced, C5 level items at 22% classified as unbalanced, dan C6 level items at 7% classified as unbalanced. From results of this study proved that the questions on cognitive domain are not balance by the percentage proportion balancing of the items for grade of the SMA. Thus, an evaluation of questions on cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade students of SMA Negeri Modal Bangsa Aceh Besar still requires the adjustment of percentage proportion balancing in the future.

Keywords: analysis, questions item, cognitive domain
INTRODUCTION

The study deals with the analysis of the questions item on cognitive domain in Indonesian subject at tenth grade students of SMA Negeri Modal Bangsa Aceh Besar on the second semester final exam year 2015/2016. This study of questions item describes memory or knowledge (C1), comprehension (C2), application (C3), analysis (C4), synthesis (C5) and evaluation (C6). The sixth cognitive domains are related to linguistic and literary aspects in the items.

Indonesian subject contains aspect of language and literary for all school levels. Aspect of language and literature became a study of Indonesian subject. Both aspects are integrated into Indonesian subject, but have different study at space science. However, the activity of learners have a proportion of the balance between the language and literature. That is, the level of student thinking is divided into C1, C2, C3, C4, C5, and C6 in these subjects.

Based on the informations that found in research in the SMA Negeri Modal Bangsa Aceh Besar, the assessment of Indonesian subject teachers on learners are as follows:

1). Teachers often overlook an assessment of the Indonesian subject about cognitive domain.
2). Teachers just less attention to activities of the students to think for the Indonesian subject in the learning.
3). Teachers don’t understand the limitations of cognitive domains in the process of learning the Indonesian subject.
4). Forms of teacher-made tests don’t scale very well.

Rate on learning the Indonesian subject often does not accumulate cognitive domain which corresponds to a proportion of the balance. Supposedly, the dose should be in accordance with the learners cognitive development have been set at the school level. The development of cognitive domain for leaners of SD, SMP, dan SMA is not the same or have difference to each school levels. Cognitive development of SMPlearners’ level higher than the SD level and lower than the SMA level.

Test instruments for Indonesian subject were used as a tool to obtain information in measuring the ability of students of SMA Negeri Modal Bangsa Aceh Besar were encountered inaccuracy regarding cognitive development. This inaccuracy is often seen and found on items
Indonesian subject. To be able to assess the development of cognitive ideally understand cognitive load. Each item on the Indonesian subject is containing levels of cognitive. Cognitive domain on question item sometimes has complex shape. In addition, a question item has different levels. Most items are at a low level and item others are at a higher level (more than one ability). Therefore, cognitive on question item for the level of students in school is important to understand in order to measure the ability of learners who corresponds with the balance of proportions.

Those subjects Indonesian question item often not precisely measured to the cognitive of learners. Those items on the level of cognitive, there is not enough charge and there is an excessive load on the specific domain. In fact, the ability of students in the cognitive domain can be mapped to identify cognitive of learners. With the mapping, it can be seen by the teacher, the realm of what are the weaknesses or deficiencies of students and the realm of what can already be controlled by the learner. Thus, the information of each cognitive domain can be known and can be used as guidelines to improve students’ skills in certain realm.

From the descriptions above, researcher assumes that the test instrument or questions item that are created as a teacher appraisal process becomes important to find out information about the cognitive development of students in the Indonesian subject. With the appropriate assessment tool, the information that obtained automatically can prove the achievement of students’ abilities that obtained or the success of the learning process. Therefore, researchers will study an analysis of the cognitive domain of questions in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar on the second semester final exam year 2015/2016.

METHODS

This approach of method used in this research is quantitative research. It means the phenomena of assessment of teachers to student is natural. Therefore, this study provides a description on assessment about Indonesian subject teachers to students in SMA Negeri Modal Bangsa Aceh Besar. Source of data in this study is the question sheet on the second semester final exam year 2015/2016.

This research date is taken from the entire questions item in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa
Aceh Besar. By doing so, researcher can analyze the cognitive domain that was contained in items as research data. The data needed is collected by using documentation technique. Document needed is question sheet in Indonesian subject. To that, researchers only take the question sheet from the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar.

RESULTS AND DISCUSSION

Based on the analysing dates above, the cognitive domain of questions item on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar was classified in the form of tables and diagrams as follows.

Table 1. The Result of Analysis of Questions on Cognitive Domain on the Second Semester Final Exam Year 2015/2016 in Indonesian Subject at Tenth Grade Student of SMA Negeri Modal Bangsa Aceh Besar

<table>
<thead>
<tr>
<th>Number</th>
<th>Cognitive Domain</th>
<th>The Amount of Questions Item in Indonesian Subject</th>
<th>The Number of Questions Item in Indonesian Subject Based on Cognitive Domain</th>
<th>Percentage of Questions Item in Indonesian Subject Based on Cognitive Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knowledge (C1)</td>
<td>45 items</td>
<td>1, 11, 14, 41, and 43</td>
<td>5 items</td>
</tr>
<tr>
<td>2.</td>
<td>Comprehension (2)</td>
<td>45 item</td>
<td>2, 3, 4, 5, 20, 29, 34, 38, and 42</td>
<td>9 items</td>
</tr>
<tr>
<td>3.</td>
<td>Application (C3)</td>
<td>45 items</td>
<td>36, 39, and 44</td>
<td>3 items</td>
</tr>
<tr>
<td>4.</td>
<td>Analysis (C4)</td>
<td>45 items</td>
<td>6, 8, 9, 12, 16, 18, 21, 23, 25, 27, 28, 31, 33, 37 and 40</td>
<td>10 items</td>
</tr>
<tr>
<td>5.</td>
<td>Synthesis (C5)</td>
<td>45 items</td>
<td>7, 10, 15, 19, 24, 26, 30, 32, 35, and 45</td>
<td>9 items</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluation (C6)</td>
<td>45 items</td>
<td>13, 17, and 22</td>
<td>3 items</td>
</tr>
</tbody>
</table>
The chart above shows the percentage of questions to cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar. The thing describes the proportion of percentage to cognitive domain with the passage of colors, namely blue of memory or knowledge (C1) is 11%, yellow of comprehension (C2) is 20%, green of application (C3) is 7%, orange of analysis (C4) is 33%, purple of synthesis (C5) is 22%, and red of evaluation (C6) is 7%.

Based on the processing dates above, this study provides an overview about an analysis of the questions to cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar. The research data was obtained from 45 items that divided into 40 multiple choices and 5 essays.

From the result of analysis to dates above, it can be known that an analysis of the questions to cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar. It was seen from the complexity or the works way of brain in the students answered the questions item Indonesian subject. The results of this study show that (1) there are the cognitive domain of the questions on
the second semester final exam year 2015/2016 in Indonesian subject of tenth grade students of SMA Negeri Modal Bangsa Aceh Besar i.e. the C1 level items at 11% classified as unbalanced, C2 level items at 20% classified as unbalanced, C3 level items at 7% classified as unbalanced, C4 level items at 33% classified as unbalanced, C5 level items at 22% classified as unbalanced, dan C6 level items at 7% classified as unbalanced. As recommended to curriculum (in Nugriyantoro 2009: 40), the balancing of assessment proportion of sixth cognitive domain should be like in the following table.

Table 2. Assessment Proportion Balance of Cognitive Level for SMA

<table>
<thead>
<tr>
<th>Cognitive domain</th>
<th>Proportion in percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Grade</td>
<td>Knowledge</td>
</tr>
<tr>
<td>SMA</td>
<td>20%</td>
</tr>
</tbody>
</table>

In connection with that, the percentage of questions item of cognitive domain to the research result should be adjusted to the balancing of assessment proportion of sixth cognitive domain for SMA to Indonesian subject. The adjustment can be done by changing the following percentage of proportion.

1) The analysis result of questions item of knowledge level (C1) at 11% classified as unbalanced as well as changed to be 20%.
2) The analysis result of questions item of comprehension level (C2) at 20% classified as unbalanced as well as changed to be 30%.
3) The analysis result of questions item of application level (C3) at 7% classified as unbalanced as well as changed to be 25%.
4) The analysis result of questions item of analysis level (C4) at 33% classified as unbalanced as well as changed to be 15%.
5) The analysis result of questions item of synthesis level (C5) at 22% classified as unbalanced as well as changed to be 5%.
6) The analysis result of questions item of evaluation level (C6) at 7% classified as unbalanced as well as changed to be 5%.
CONCLUSION

Based on the result research that has been described, it can be concluded that an analysis of the questions to cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade student of SMA Negeri Modal Bangsa Aceh Besar is not balance by the percentage proportion balancing of the items for grade of the SMA in Indonesian subject. This is evident from the comparison of percentage to amount items of Indonesian subject. The amount of question is 45 items that divided into 40 multiple choices and 5 essays. As for detail of items on cognitive domain in Indonesian subject i.e. the C1 level items at 11% classified as unbalanced, C2 level items at 20% classified as unbalanced, C3 level items at 7% classified as unbalanced, C4 level items at 33% classified as unbalanced, C5 level items at 22% classified as unbalanced, danC6 level items at 7% classified as unbalanced. Thus, an evaluation of questions on cognitive domain on the second semester final exam year 2015/2016 in Indonesian subject at tenth grade students of SMA Negeri Modal Bangsa Aceh Besar still requires the adjustment of percentage proportion balancing in the future.

REFERENCES


THE EFFECT OF TEACHING STYLES AND INITIAL ABILITY TOWARDS LEARNING OUTCOMES OF BADMINTON SKILLS

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ABSTRACT

The purpose of this study is to determine the effect of teaching style, initial ability, and the interaction between two variables on the learning outcomes of badminton skills. This research uses experimental research method with 2 x 2 factorial design. The sampling technique used is cluster random sampling, the total sample size is 40 people divided into four groups, and each group consists of 10 people. Instruments used to the collect data is a badminton test that consists of wall volley test, short service test, long service test, and clear test. Data analysis technique used is analysis of variance (Anava) and continued with Tukey test at significance level α = 0.05. The results show that: First, overall, the result of learning badminton skills with inclusion teaching style gives a better effect than the teaching style of practice. Second, for students who have high initial ability, the result of learning badminton skills with teaching style of inclusion gives better influence compared to the style of teaching exercise. Third, for students who have low initial ability, between teaching style of practice and teaching style of inclusion do not give different effect to badminton learning outcomes. Fourthly, there is an interaction between the teaching style and the initial ability to the learning outcomes of badminton skills.

Keywords: badminton skills, inclusion teaching style, practice teaching style, initial ability

INTRODUCTION

One of the sports that has spread almost at all levels of society in the country is badminton. Therefore, it is common that the majority of Indonesians love and love the sport of this game. However, not everyone has mastered badminton skills well.
In addition to being trained in non-formal environments, for example through clubs in the community, badminton games are also taught in the formal education environment set out in the curriculum from elementary school to university. Program of Physical Education Education Health and Recreation (PJKR) Faculty of Teacher Training and Education (FKIP) Syiah Kuala University (Unsyiah) is one of the formal social agents that, among others, serve as a place for students to learn various motor skills, including learning badminton skills, one of their compulsory subjects, presented in 2 credits. In that course, every student is not only equipped with badminton theory, but more emphasized is badminton practice so they have good ability in that field when they become physical education teacher in the future.

The process of learning motor skills, especially badminton skills, is influenced by internal factors and external factors (Lutan, 1988:322). What is meant by internal factors is the inherent factor in the individual, or can be regarded as an attribute that distinguishes a person with others, both psychological and non-psychological. Psychological factors, among others, are interest, motivation, confidence, and attitude, while non-psychological factors, among others, are the initial ability, physical fitness, and motor skills possessed by a person. The external factors are factors outside the individual, including the socio-cultural environment, sports facilities and infrastructure, physical education curriculum, teachers, and teaching styles used. According to Mosston and Asworth (1986:3) the style of teaching is the spectrum of styles to bridge between subjects and learning.

Teaching style is one of the important elements that contribute to learning outcomes. This is in accordance with the opinion of Rahantoknam (1988:118) that one of the factors that affect learning motor skills is the method of teaching (teaching style) used. This indicates that the teaching style used is one of the determinants of the success of learning motor skills, including badminton skills.

For lecturers, setting teaching styles is often not an easy thing, sometimes an alternative that is considered most appropriate at a given moment, can actually lead to side effects that are not previously taken into account, which can lead to such boredom or saturation and unmotivated students in learning and ultimately established teaching objectives cannot be achieved. In order for students to master the skills of playing badminton well, lecturers must be able to choose and use the right style of teaching, in this case the role of lecturers is very important because if not right in establishing the style of teaching, learning outcomes will not be achieved. Therefore, the
ability and experience of a lecturer in determining the style of teaching is needed.

Qualified lecturers will be able to find various and appropriate alternative strategies or teaching styles and appropriate with the material taught, whenever students experience difficulties. At the same time, it is also encountered student complaints about the difficulty in mastering the skills of playing badminton. To solve this problem, the teaching style that can be taught is the style of inclusion teaching (inclusion style) and the style of practice teaching (practice style) that can be used as a solution to overcome students who have difficulty mastering badminton skills (Mosston and Asworth, 1986:25).

The inclusion teaching style is a teaching guide that presents the subject matter in detail about the level of difficulty with the purpose that students are creative and have ease in learning motion skills. The student is given the freedom to choose and determine the degree of difficulty in which he or she begins to study, and is also given the freedom to decide how many times he must repeat the movement in studying a movement technique at each meeting (Mosston and Asworth 1986:114). While the style of teaching exercise is a teaching guide by way of presenting the subject matter in the form of exercises part by part in sequence. In the practice teaching style, the lecturer provides demonstrations in teaching each section of the subject matter in a sequence and the students are given sufficient time to practice repetitively (Mosston and Asworth, 1986:25).

In addition to the style of teaching used, the result of learning badminton skills is also influenced by the contribution of internal factors; one of those is the level of initial ability possessed by someone. The level of students' initial ability as one of the determinants of badminton learning outcomes should be a consideration in establishing teaching styles, since students who follow the lesson do not depart from scratch, but they already have the initial ability to support the skills they will learn.

Recently, the lecturers who teach the badminton game course does not take into account the level of initial ability of students. This way can lead to students having difficulty in learning badminton skills because each student has different levels of initial ability. Joyce and Well (1996:385) state that individual differences should be taken into consideration as this will express the unique things of a person's personality. This explanation is in line with the principle of individualization learning, namely the provision of materials in accordance with the ability of each child. Similarly, in the process of learning
to teach badminton, the treatment should vary according to the level of initial ability possessed. If all students are given the same treatment, it is difficult to expect to develop their maximum potential. Thus, it is necessary to design a teaching style by considering the student's initial ability level which is one way to improve the learning outcomes of badminton skills.

Based on the above explanation, it is interesting to examine the influence of teaching style of inclusion and teaching style of exercise by involving the level of students' initial ability to the learning outcome of badminton skills.

Referring to the background of the above problem, the problems in this study can be formulated as follows: (1) in whole, is there any difference in the learning outcome of badminton skills between the teaching style of inclusion and the style of teaching practice? (2) Is there any difference in the learning outcome of badminton skills between the teaching style of inclusion and the practice teaching style for the students who have high initial ability? (3) Is there any difference in the learning outcome of badminton skills between the teaching style of inclusion and the practice teaching style for the students who have low initial ability? And (4) is there an interaction between teaching style and initial ability to badminton learning outcomes?

In line with the formulation of the above problem, the purpose of the research is to know: (1) the difference of learning outcome of badminton skills between teaching style of inclusion and teaching style of practice, (2) difference of learning outcome of badminton skill between teaching style of inclusion with teaching style of training for (3) differences in learning outcomes of badminton skills between teaching styles of inclusion and teaching style of training for students with low initial skills, and (4) interaction between teaching styles with initial ability to learn badminton skills.

In accordance with the above research objectives, the research hypothesis is defined as follows: (1) overall, the learning outcome of badminton skills with inclusion teaching style is better than the teaching practice style, (2) for students who have high initial ability, learning outcomes of Badminton skill with inclusion teaching style is better than practice teaching style, (3) for students who have low initial ability, badminton learning outcomes with practice teaching style is better than inclusion teaching style, and (4) there is interaction between teaching style with Initial ability to learn badminton skills.
METHOD

This research uses experimental method with 2 x 2 factorial design as shown in Figure 1. This research was conducted in PJKR FKIP Unsyiah, Banda Aceh, 2015 which lasted for three months. Target population in this study was students of PJKR Program FKIP Unsyiah. Because of the limitations of the researcher, the selected population is the students of PJKR FKIP Unsyiah class of 2014. The sampling technique with cluster random sampling, the total sample is 40 people divided into four groups, each group consists of 10 people.

<table>
<thead>
<tr>
<th>Teaching Style (A)</th>
<th>Initial ability (B)</th>
<th>Inclusion (A₁)</th>
<th>Practice (A₂)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (B₁)</td>
<td>A₁B₁</td>
<td>A₂B₁</td>
<td></td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>A₁B₂</td>
<td>A₂B₂</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. 2 x 2 factorial design

Information:
A₁B₁: Average learning outcomes of badminton skills with inclusion teaching styles for students with high initial ability.
A₂B₁: Average learning outcome of badminton skills with practice teaching style for students with high initial ability.
A₁B₂: Average learning outcomes of badminton skills with inclusion teaching styles for students with low initial ability.
A₂B₂: Average learning outcome of badminton skills with practice teaching style for students with low initial ability.

The data needed in this research are the data about: (1) initial ability of badminton skills and (2) learning outcomes of badminton skill. The measuring instrument used to obtain both data is taken with the same test type and implementation procedure. The measurement tool used to obtain the data is badminton test from French, Lockhart, Scott consisting of: (1) wall volley test to measure the skill of the drive, (2) short service test to measure the skill of short service, (3) long Service test to measure long service skills, and (4) clear test to measure lob skills. Before the instrument is used either during the
initial test or the final test, first it is tested the feasibility of both reliability and validity. Test reliability is sought by test and retest techniques, and reliability \( \chi^2 \) is obtained at 0.69. While the validity sought by correlation with criterion techniques, and obtained the level of validity of 0.71.

The Analysis of the data is done as follows: (1) raw data obtained from measurement of badminton learning outcome first converted into standard score (T-score), (2) test analysis requirement, that is normality test by using Liliefors test and homogeneity test by using the Barlett test (Sudjana, 1994: 261-264), and (3) to test hypotheses 1 and 4 Anava technique was used with significance level = 0.05. Because of the interaction, further tests were performed using the Tukey test (Ferguson and Takane, 1989:335).

RESULT AND DISCUSSION
Testing Analysis Requirements

Testing analysis requirements includes test of normality and homogeneity. Normality test used Liliffors test at significant level = 0.05, Lilifors score (L_0) obtained for all treatment group is smaller than Lilifors table (L_t) score. Thus it can be concluded that the sample comes from a normally distributed population. The homogeneity test using Barlett test at significant level = 0.05, obtained the score of \( \chi^2_{\text{counts}} \) was 1.41 < \( \chi^2_{\text{tables}} \) of 7.81, so the null hypothesis accepted. Thus, it can be concluded that the population has a homogeneous variance.

Hypothesis testing
The data result of badminton skills is analyzed by using two way of Anava technique. The summary of the calculation results can be seen in Table 1 below.

Table 1. Summary of Anava Calculation Results

<table>
<thead>
<tr>
<th>Variant source</th>
<th>JK</th>
<th>dk</th>
<th>RJK</th>
<th>F_o</th>
<th>F_{\alpha}=0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>JK_A</td>
<td>12312.13</td>
<td>1</td>
<td>12312.13</td>
<td>17.50*</td>
<td>4.11</td>
</tr>
<tr>
<td>JK_B</td>
<td>23712.02</td>
<td>1</td>
<td>23712.02</td>
<td>33.71*</td>
<td>4.11</td>
</tr>
<tr>
<td>JK_AB</td>
<td>5044.23</td>
<td>1</td>
<td>5044.23</td>
<td>7.17*</td>
<td>4.11</td>
</tr>
<tr>
<td>JK_D</td>
<td>25326.51</td>
<td>36</td>
<td>703.51</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>JK_T</td>
<td>66394.89</td>
<td>39</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Information:
JK : The sum of squares dk : Degree of freedom
JKA : The sum of squares of variables A RJK : Average number of squares
JKB : The sum of squares of variables B Ro : Price \( F_{\text{arithmetic}} \)
JKAB : The Number of interaction squares AB Ft : Price \( F_{\text{table}} \)
JKD : The Number of Inner squares * : Significant
JKT : The Number of Total Squares

1. Overall Differences in Learning Outcomes of Badminton Skills between Inclusion Teaching Style and Practice Teaching Style

The result of Anava's calculation of the difference of learning result of badminton skill between inclusion style compared to Practice style as shown in Table 1, obtained \( F_{\text{count}} \) score 17.50, while \( F_{\text{table}} \) score is 4.11, thus the score of \( F_{\text{count}} > F_{\text{table}} \) price, so \( H_0 \) rejected. In conclusion, overall there is a difference in the learning outcome of badminton skills between the inclusion teaching style with the practice style.

Furthermore, to know which groups have better badminton learning outcomes, then further test is done by using Tukey test. Further test results obtained \( q_{\text{hitung}} \) score was at 4.55, while the score of \( q_{\text{table}} \) of 2.86, thus the score of \( q_{\text{hitung}} > q_{\text{table}} \). Thus, it can be concluded that the research hypothesis that states overall, the learning outcome of badminton skills with the style of inclusion is better than the practice-teaching style was true.

Learning badminton skills with inclusion teaching styles gives students more opportunities to develop their own abilities. With the style of inclusion teaching can generate motivation and stimulate student creativity better so as to provide better results than the style of practice teaching. Initial ability as a factor supporting the success of learning badminton skills contributed greatly.

2. Differences in Learning Outcomes of Badminton Skills between Inclusion Teaching Style and Practice Teaching Styles for High Initial Ability Students

The calculation result with Tukey test at significance level \( \alpha = 0.05 \), the score of \( q_{\text{count}} \) obtained was equal to 5.19 and the score of \( q_{\text{table}} \) was equal to 3.79, thus the score of \( q_{\text{count}} > q_{\text{table}} \), so \( H_0 \) rejected. Thus, it can be concluded that the research hypothesis for students who have high initial
ability, the result of learning badminton skills with the style of teaching inclusion is better than the style of teaching practice was true.

Students with high initial ability are more successful at learning badminton skills with inclusion styles than in practice style. This suggests that an improved initial ability supported by an inclusion teaching style which in practice requires the ability to think quickly to decide where students start learning can produce satisfactory learning outcomes. Learning badminton skills with inclusion teaching styles will be good, if it is supported by high initial ability. Having a high initial ability level can perform motion or skill tasks and without experiencing significant difficulties.

3. Differences in Learning Outcomes of Badminton Skills between Inclusion Teaching Style and Practice Teaching Style for Low Initial Ability Students

The calculation result of Tukey test at significance level $\alpha = 0.05$ the score of $q_{\text{count}}$ was 2.11 and the score of $q_{\text{table}}$ was 3.79, thus the score of $q_{\text{count}}$ < the score of $q_{\text{table}}$, so $H_0$ accepted. Thus, it can be concluded that the research hypothesis that states for students who have low initial ability, the learning outcome of badminton skills with teaching practice style is better than with the style of teaching inclusion is untested. In other words, the learning outcome of badminton skills for students who have low initial ability, there is no significant difference between those taught with the style of practice teaching and the style of inclusion teaching.

Referring to the average score of students' badminton learning outcomes, low initial ability with higher training style than students who were taught with inclusion teaching style, the test results were not statistically significant. Thus it can be concluded that the two teaching styles do not give significant difference to the learning outcomes of badminton skills for students who have low initial ability or in other words, students who have low initial ability, both teaching styles have the same effect or balanced against the learning outcome of badminton skills. By not testing the third hypothesis, it needs to be analyzed further about the various possible causes. There are several possible causes for the unsuccessful hypothesis: (1) differences in the ability of the instructor in applying the teaching style, although the instructors who assist the implementation of research are relatively the same, but each person has their own weaknesses and strength, 2) it is necessary to review the low initial ability research variables by refining the research design and more
strict control over internal and external variables that are suspected to influence the results of this study.

Table 2. Summary of Test Results with Tukey Test

<table>
<thead>
<tr>
<th>Groups</th>
<th>$Q_{count}$</th>
<th>$Q_{table}$</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 with A2</td>
<td>4.55</td>
<td>2.86</td>
<td>Significant</td>
</tr>
<tr>
<td>A1B1 with A2B1</td>
<td>5.19</td>
<td>3.79</td>
<td>Significant</td>
</tr>
<tr>
<td>A1B2 with A2B2</td>
<td>2.11</td>
<td>3.79</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Information:
A1 : Group of inclusion teaching style
A2 : Group of Practice teaching style
A1B1: High initial ability group with inclusion teaching style
A2B1: High initial ability group with practice teaching style
A1B2: Low initial ability group with inclusion teaching style
A2B2: Low initial ability group with practice teaching style

4. The Effect of Interaction between Teaching Style and Initial ability to Learning Outcomes of Badminton skills

Based on the result of the Analysis of Variance at significant level $\alpha = 0.05$ as shown in Table 1, the calculation result of interaction $F_{count}$ is 7.17 and $F_{table}$ is 4.11, thus the $F_{count}$ score > $F_{table}$ score, so $H_0$ is rejected. Thus, the hypothesis that there is an interaction between the styles of teaching with the initial ability to the results of learning badminton skills tested was true.

Thus it can be explained that the learning outcome of badminton skills of students besides it is influenced by the style of teaching, it is also influenced by the contribution of internal factors namely the initial ability of students. From the results of the study it can be concluded that there is no proper teaching style for various situations and conditions in improving students’ badminton learning outcomes.

CONCLUSION

First, overall, the learning outcome of badminton skills with inclusion teaching styles gives better influence compared to the practice teaching style. Second, for students who have high initial ability, the learning outcome of badminton skills with inclusion teaching style gives better influence compared
to the style of Practice teaching. Third, for students who have low initial ability, between teaching style of practice and teaching style of inclusion does not give different effect to badminton learning outcomes. Fourthly, there is an interaction between the teaching style and the initial ability to the learning outcomes of badminton skills.

SUGGESTIONS

First, based on the research findings, it is proved that the learning outcome of badminton skills with the inclusion teaching style gives better effect compared to the style of practice teaching. It is suggested that teachers use the inclusion style as an alternative to badminton learning. Second, it is desirable for parents to consider the level of initial ability of the students before determining the teaching style used, this is in accordance with the findings that the students' learning outcomes of high skill badminton skills with inclusion teaching style have a better effect than the practice teaching style. Third, to those interested, it is advisable to conduct a research on the results of this research that has not been tested correctly by adding other variables, longer research time, broader research objects, and considering various psychological factors such as motivation, interest, and intelligence levels that can affect the style of teaching used, so that it will be obtained a new information as a comparison.

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THE IMPORTANCE OF ANALYSIS LEVEL IN THE
DEVELOPMENT OF DISASTER MITIGATION LEARNING
MODEL FOR EARLY CHILDHOOD
IN BANDA ACEH AND ACEH BESAR

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ABSTRACT

Aceh is one of the disaster-prone provinces, especially the earthquake disaster. In the presence of an earthquake, there are vulnerable communities who become the victims of disasters, they need to provide knowledge and skills in dealing with disasters. Children are vulnerable communities and they need good knowledge and skills in disaster preparedness for disaster mitigation. To see the level of usefulness research on disaster preparedness in an education of disaster mitigation for early childhood, it is required the importance of analysis level in the development of disaster mitigation learning model for early childhood in Banda Aceh and Aceh Besar. The purpose of this study is to look at the importance of analysis level for the disaster mitigation learning of the early childhood. This research is descriptive qualitative, which the subjects of it consists of 30 teachers at Banda Aceh and Aceh Besar kindergarten (RA) and early childhood. The results of the questionnaire for the importance of analysis level in the development of learning diseases mitigation for early childhood is 73.33% that stated is very important, 16.66% is stated important, and 10% is stated not important.

Keywords: Model, Disaster Mitigation, Early Childhood

INTRODUCTION

Early childhood education is a systematic effort that controlled by the teachers or nannies of the children at 0-8 years old. Marjory Ebbeck (in Hibana, 2005: 3) says "early childhood education is a ministry to children from birth to eight years old." In general, the purpose of early childhood
The importance of analysis level in the development of disaster mitigation learning model for early childhood in Banda Aceh and Aceh Besar. (Lina Amelia)

Education programs is to facilitate the growth and the development of children based on the norms and the values of life. PAUD is an investment for children in facing their life in the future. Asmani (2009: 14) says "PAUD is a systematic and effective instrument in the effort to educate the children, so they find the golden age that determines his future life."

Early childhood education institutions are the basis of the children community. They are some institutions that must be protected and simultaneously that need to be improved. The school is an institution that is very trusted by Indonesian people to 'entrust' their children. Based on 23 law in 2002 mandates, it stated about the importance of education and protection, especially for children. Therefore the duty of the government and the competent authorities, as well as competent and caring institutions to ensure the fulfillment of such educational and special protection needs. Early childhood education is a community of children who are generally under the seven years old. They need the educators to handle it in a disaster or earthquake rescue while in school. One educator who controls 10 to 15 students will be difficult to secure their students during a disaster. To facilitate the educators in evacuating the children in reducing the risk in the disaster, especially earthquakes, these children need to be equipped with some knowledge and skills to save themselves.

The data of Indonesia Disaster Risk Index (IRBI:2013) in Renstra BNPB 2015-2019 shows that 80% of districts/cities throughout Indonesia are areas is in the high-risk level of disaster. A total of 322 districts/cities from 497 districts enter the high-risk class. Aceh is one of the provinces has a high index of earthquake risk. Early childhood in Aceh is a community that needs to receive critical attention in disaster prevention and preparedness especially in areas with high risk of disaster. Children are vulnerable communities. In the age group of children, the impact of the disaster is considered more worrying, so that in Law No. 24 of 2007 on Disaster Management they are categorized as vulnerable groups. Sulistyaningsih (2012: 32) states that the different reactions of children's adjustment to this disaster are influenced by the mental condition and ability of the child and the support from the environment given to them. In tough children, they have three forming factors: external support and power that strengthen the child's mental, social and interpersonal skills, and personal strength in the child. To defend the child then the child needs to be
equipped with knowledge and skills in the disaster one of which earthquake disaster.

Providing knowledge and skills in dealing with disasters is one of earthquake disaster for early childhood, so it takes a business in the world of education to bring learning model of disaster mitigation for early childhood. The development of a good learning model is a model that matches the expectations of it and needs level goals. The purpose of this research is to see the perception of early childhood Educator about the importance of disaster mitigation education for early childhood, the perception of early childhood Educator is such an indicator of the level of development needed in disaster and mitigation learning model for early childhood.

The formulation of this problem is: What is the picture level of development needs of learning model of disaster mitigation for early childhood? The purpose of this study is to see the description of the level of development needs of disaster mitigation learning model for early childhood. The benefits of this Research are: to provide information to the reader about the level of development needs of the development model of disaster mitigation learning for early childhood for all parties in need. In addition, also in improving learning innovation for early childhood, especially in areas prone to earthquakes.

METHODS

The type of this research is qualitative descriptive, the subjects of this research are 30 educators TK / RA, and early childhood from Banda Aceh and Aceh Besar. The instrument used is an open questionnaire with 10 questions: there are 9 closed questions and 1 open question. It used in order to find out the reasons for the level of development needs of earthquake mitigation learning model for early childhood. The technique of questionnaire data is analyzing by calculating the same percentage of answers and drawing conclusions from one open question.

RESULTS AND DISCUSSION

The questionnaire distributed as much as 60% (18 people) educators come from Banda Aceh city and 40% (12 people) pendulous Paud from Aceh Besar. The results of open questionnaire analysis of 30 samples indicate the importance of learning diseases mitigation for early childhood with the percentage of 22 people (73.33%) stated very important,
5 people (16.66%) stated important, 3 people (10%) stated no important. Two common reasons for disaster mitigation learning are crucial and important are (1) equipping children with disaster mitigation knowledge, (2) providing children with self-preservation skills. Providing a child with knowledge of disaster mitigation may be (a) the child knows how to save himself independently no longer need to wait for help from the teacher because it is very unlikely that the teacher will save all children at the same time besides saving themselves, (b) Concepts related to disasters. Equipping children with skills can be seen from (a) when the child's simulation will be able to control themselves and emotions during a disaster, (b) the child becomes capable of determining a place of self-salvation and self-preservation such as running to a large field, not standing under a tree, running without Have to put shoes first, running no longer waiting for the instruction of the Educator.

CONCLUSION

The conclusion of this research is about the disaster of mitigation learning is important, since the early childhood. It means the children have knowledge and skill in self-salvation without depending on instruction and help by the educator.

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Undang Nomor 24 Tahun 2007 Tentang Penanggulangan Bencana
TEACHING ENGLISH TO FACE GLOBALIZATION CHALLENGES IN ACEH CONTEXT

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ABSTRACT

Globalization will continue to be a powerful vector of worldwide change. The changes caused are unavoidable, what teachers can do is to maximize the benefits of. English teachers also have to prepare students to face globalization challenges. The education for globalization should nurture the higher order cognitive and interpersonal skills, required for problem findings, problem solving, articulating arguments and applying verifiable facts or artifacts to substantiate claims. English teachers have to be able to provide and to use the technology in teaching. Technology improvements can help teachers in teaching and provide the better quality of education when it is use well. Choosing and preparing materials for English teaching is also one of the important elements to have successful teaching. The chosen materials have to be appropriate with the local context. The influence of globalization also will make teachers have to be careful, not only teaching based on local culture but also English teaching in context worldwide. This becomes the challenge for teachers to balance the local culture but have to make students aware about worldwide context at the same time.

Keywords: globalization, technology, context, worldwide.

INTRODUCTION

Aceh today is very different from Aceh 10, 20 or 30 years ago. Long time ago, Aceh did not have electricity, no good transportation even they did not have any buildings for the schools. However, since many people come and go to Aceh they bring some changes into Aceh. Especially, after Tsunami in 2004, there are many people of Aceh suffered of lost and also brought negative impacts on the education system. It
appealed the attention the people all over the world, INGOs and United Nation help the rehabilitations and reconstructions in Aceh. As the result, Tsunami could integrate a lot of people from different nations and also brought a lot of changes in Aceh, now there are a lot of people in Aceh come from different countries and different cultures, there are many a lot of good buildings, a lot of foreigner companies and also a lot of good school building with good technology. Besides, Tsunami also brought a good effect on the political field, for example the MOU of peace agreement between the government of Indonesia and GAM (Acehnese Army) was signed in August 2005 after they kept fighting for more than 30 years.

Furthermore, there are many job opportunities were available for the Acehnese to work for the INGOs and also local NGO, here English becomes and main requirement for the jobs. Therefore, if Acehnese have good English proficiency they will have a better chances and careers to work and this can enhance the growth of economy in Aceh. Indeed in the past, only few of Acehnese people were interested in learning English and English only played as a compulsory subject in the schools and Acehnese people did not really need English but now most of them are aware about the importance of English. Unfortunately, Aceh has lack of human resources who have a good English proficiency and also good qualification in their fields. Consequently, there are only a small numbers of Aceh people who can take part as professional project of rehabilitations and reconstructions.

This experience has emerged the awareness of Acehnese how important English and education are for a better career in the future in the globalization era. Because when Aceh work with the international people with the international capacity it means the increase of the trade and international mobility and Aceh is becoming more interdependent, economically, socially, and politically and interaction with people from different countries, different languages, and cultures is becoming more common in many fields. Therefore, Acehnese people will need the ability to work cross- culturally and cross linguistically but also need to maintain their identities. Having realized these facts, the government of Aceh tries hard to provide the good education system in Aceh, which not only focus on English subjects but also on the other field of education because in the globalization era education becomes more important than before. Therefore, the curriculum and syllabus of the schools are revised, finding out the
suitable approaches for teaching learning process, the materials that match the contexts and also providing enough technology in teaching learning process in order to fulfill the demands of the globalization era and also to improve the quality of Aceh education.

METHODS

The type of this article elaborated is a descriptive analysis the data gained from the previous researchers and articles related to the development of schools in Aceh and the implementation of the curriculum in most schools in Aceh. Based on the explanation from other articles this article is elaborating the findings by using the descriptive process in order to make a clear picture of the situation in Aceh School.

RESULTS AND DISCUSSION

ACEH SCHOOLS

Long time ago, the people of Aceh only learned under the trees, they did not have the building for the schools and they did not have exact time to go to school. Several years later, there were an improvement; they have the school building and the furniture for studying. And now, the schools have made a significant improvement, now almost all of the schools in Aceh have a good building and good furniture to support teaching learning process and also have technologies such as computer and internet for some schools, just pushing a button on the computer it can brings us to the other world and also communicate and learning English or other languages with the people from overseas just by using internet; something never even imagined before.

Aceh is attached with the Islamic and norms, therefore mostly the culture in Aceh is based on the Islamic teaching. In the school days, both teachers and students have to wear the uniform in schools but for some schools. The uniform is designed based on the Islamic teaching, the female teachers and students have to wear jilbab (scarf) with the long skirt and long levees shirts and the male teachers and students wear the long trousers with long or short levees shirts. Additionally, even though the class consists of female and male students the female students sit in different rows from the male students. Right now, Aceh is trying hard to adopt the global system in education to improve the quality of the education, however, it is hoped that Aceh still can maintain the local culture that show the identity and
characteristic of Acehnese people. In globalization era, it is important to maintain the local culture. Lewis (as cited in Suarez-Orozco, MM and Qin Hillard, DB 2004) has emphasized the importance of maintaining the ability of local and national communities to bolster and validate local knowledge, local language, and local culture. Hence, even though Aceh now has been globalized, Aceh has to maintain its own culture as its identity which is very important in the globalization era.

There are about fifty schools in Aceh consist of elementary, junior and senior high schools. Generally, the schools were well-built, and normally one class consists of 30 to 40 students. The class provides the movable tables and chairs and arranged in a flexible way in relation with the needs and the purpose of the teaching learning process. The students go to schools every weekdays start from 7.30 am to 1.30 pm. The teaching learning process itself still takes the conventional way even though the schools have already provide the facilities such as television, computer, language and science laboratory. One important point is that the schools in rural areas always seem to be left behind in teaching learning process compare to the schools in urban area. Therefore, in the national examination mostly the students in rural area fail the examination and also they seem to have a small chance to have the opportunity to continue the study to the next level because the teaching learning process and the education system is not well-managed.

Therefore, the government tries to improve the quality of education in the rural area by establishing the Teacher Training Center in each district in order to produce more qualified and creative teachers to develop the approach and material based on the context of Aceh. Besides, the government also gives a lot of scholarships for some students and teachers to study overseas in different countries so that when they return home they can develop the education in Aceh. Government believed that studying overseas is good for Acehnese people, because they can learn from things from different countries and also to prepare for the cross cultural awareness and accept the differences amongst people, so they can work with the people from different cultural background. Besides, the government also provides some exchanges program for teachers and also for students so they can learn more about the countries outside their own countries, here the ability to communicate at international level becomes crucial. Therefore, curriculum designer faces the ongoing challenge of adapting course content
to societies needs to produce good quality students taking part in the development of the nation facing globalization era.

THE CHANGE OF EDUCATION IN ACEH

Throughout the world, rapid change is occurring in the roles and relationships, economic conditions, mores and values, religious and political beliefs, relation between nations, ways of everyday life and so on. These changes in society at large implicitly and explicitly challenge Indonesian government to rethink and reexamine the curriculum. In facing globalization era, education is more important to make the tasks of globalization become easier, because education both raises people’s productivity and provide foundation for rapid technology change (Bloom 2004). Therefore, education is pretty much important in the globalization era than ever before. As mentioned previously, in globalization era the ability to work cross-culturally and cross linguistically is very important because people will not only interact with people from the same country but also with many different countries all over the world. Therefore, education has to fulfill these needs to the students to make them ready to take part in this globalization era. Globalization comes to all people’s lives, whether it is advantageous or disadvantageous for people depends on how people adopt globalization themselves. In line with this Giddens (1995) concludes that globalization not only push upwards but also pushes backward. Education is one of man issues that considerably affected by globalization. In line with this, Indonesian government tries to reexamine the curriculum all over Indonesia including Aceh. As the result, the government changes the curriculum several times to provide the good quality of education in Indonesia which will be useful for students’ prospects in the future in dealing with globalization challenges and also to improve the socio-economic of the countries.

1. The use of technology in teaching

One of the effects of the globalization is that the dependence on the use of technology cannot be avoided in many aspects of life including education. Here, the globalization provides opportunities and challenges for the teachers. Bloom (2004) also points out that globalization also brings the opportunities for education; particularly in the way technologies can be
used to work to improve the quality and quantity of education worldwide. Therefore, the government of Aceh also tries to build the positive attitudes and believes toward the using of the technology in classrooms because some of the teachers still believe that technologies will bring negative effect to the teaching learning process therefore they avoid to use them. In line with this, Waschaur (as cited in Admundson 2007,) points out that teacher’s belief and attitudes about teaching and learning play an important role in implementing new technologies in the classroom for successful teaching learning process.

Therefore, it is hoped that teachers can have a good competencies and awareness about using technologies to inspire the students especially for the teachers who teach in the rural area. The use of technology as media for teaching will be helpful for teachers to transfer knowledge for their students such as computer and internet to search a good resource to be presented in the classroom, or providing collective problems solving using online tools, teaching by using audio and video, consequently the teachers and students will have enthusiasm and interest in teaching learning. The schools with good internet service connection, good language laboratory and computers can build teachers’ and students’ interests and motivation in teaching learning process. Technology improvements therefore can help teachers in teaching and provide the better quality of education when it is well-used.

2. Selecting material for teaching.

As Aceh has become globalized, there are now many programs for sharing knowledge about the methodologies in teaching with other different places. The globalization of education also affects on the additional material for teaching. Teachers can browse internet to find materials that meets their students needs and appropriate with the culture of the schools. All schools in Aceh are restricted to Islamic values; hence, teachers have to select the materials do not against Islamic values. For example the picture use in the teaching learning process should not be the picture of the people who wear the bikini if the topic is about sports and also the teachers should also not choose the topic about how to make pork barbeque when teaching speaking about the procedures. Here, even though the globalization has widely spread all over the world, teachers should also be aware about the important of maintaining the local values not to against them, including in choosing
the materials for teaching. It is also expected that teachers be creative to prepare learning materials based on the need of the students. For example, reading text material, teachers may find the story related to the life of Aceh or about history and culture. This can be beneficial to give information to students about their place besides giving them the content of the subjects.

Besides, teachers have to be selective in choosing the material and they also have to be careful in applying the methodology of teaching. It is hoped that the teachers not to apply the materials and methodologies that they adopt from different schools in the other countries because it is not always applicable and appropriate to certain contexts, because schools, teachers, and students are from different contexts and different contexts have different needs. Although many people from different countries gave shared the methodologies that have succeeded in their countries, Aceh teachers should not take them for granted without any consideration of the appropriateness for Aceh contexts. In line with is Bloom (2004, p. 72) “lessons from other countries can bolster developing-world educational system, but maintaining and nurturing local knowledge, and strengthening local’s culture, is also critical for addressing a country’s needs.”

3. Teaching English in context worldwide

The impact that English makes on the lives of so many people worldwide and, in turn, on the curriculum design most of nation-states is now dramatic. It redefines national and cultural identities, shift political fault-lines, and creates new global patterns of wealth and social exclusion. Almost everywhere, education systems are in a state of rapid change and literacy in English literacy has become a key requirement for industrializing and urbanizing economies.

American English is more popular in Aceh compare to other Englishes, because most of the schools in Aceh provide American English and also there are many exposure of American English such as movies and news papers. Additionally, it is admitted that talking about language not only talking about culture associated with it but also politics. In line with this Carter (as cited in Hall 2008, p. 87) states that “the relationship between politics and knowledge about language is both comprehensive and complex”. Here, most of Aceh people master American English because of America influences Aceh socially, economically, and politically then it influences the use of American English in Aceh.
As mentioned previously, English plays different rule in Aceh in this globalization compare to the past. Now English plays a role as a lingua franca, which means English is used by people from different countries and different first language in communication for different purposes (Holmes 2008, p. 82). Therefore, in teaching English teachers should focus on the communicative purpose not to focus on which English to be learned, which of English countries to follow, or which culture of English has to be taught but the teaching has to focus on the goal of teaching English which is to make the students able to communicate in English both spoken and written based on contexts regardless which English they use. Because it is hoped, students can use their English at the international level in their future and also for their better career. Therefore, the curriculum has to be designed in facing the ongoing challenges of adapting course content to a society needs because increased international communication increases the needs not only for global awareness but for language skills as well for a better communicative ability.

Furthermore, language is a part of the culture that some studies held to find out the relationship between culture and language. Here, the culture is always associated with the language. Even though the communities are becoming more culturally diverse the local culture must be preserved as the identity and also as the filter of the western culture that can influence the local culture. According to Kramsch (1998) language expresses, embodies and also symbolizes cultural reality. This fact might draw some advantages in learning English such as the students can have a chance to enrich their knowledge about other culture. However, on the other hand, it also has disadvantages for learning process. Such as the politeness of strategy of western to call older people by names while in Aceh it is considered impolite to call the older people by their names but with “brother and sister”. Another example is, kissing and hugging among men and women who do not have the blood relationship and marriage is not allowed in the Islamic rules. Children will figure out that it will be alright to do so in their daily lives. Then teachers have to be very careful in delivering the culture of the target language. Here, what seems to be more urgently needed in preparing students to interact with each other in English is to raise consciousness of intercultural understanding and be sensitive that people have different cultural background might have different ways of expressing
politeness for example. Related to this points, Kuo (2006, p. 219) points out in his critical argument that:

“What seems to be more urgently needed in preparing learners from widely different L1 backgrounds to interact with each other in English is to raise consciousness of intercultural understanding, such as being aware of and sensitive to the fact that people from different cultural backgrounds tend to express politeness, gratitude, and condolences in overtly different ways.”

The good points to be considered is that, in Indonesia English textbooks are designed based on the Indonesian culture. The settings, the picture, the culture presented in books are from Indonesia; therefore it brings good effects on the culture of Indonesia, besides it will ease the students to understand English because it is presented with something they are familiar with and not contradict to what their own culture. Here, English can be developed and local identity and culture can be maintained as well. Given that, the danger of English is it can cause the lost of the local language and culture if both are not well- maintained. Hopefully, by knowing this issues teachers can be careful in taking the language and culture and also considered the implications of these for curriculum, pedagogy, and practice.

CONCLUSION

Globalization will continue to be a powerful vector of worldwide change. We need a better understanding of how education will be transformed by globalization and how it, in turn, can shape and manage the courses of globalization. Finally, as the globalization has happened and we can avoid the changes that brought by, as teachers what we can do is to maximize the benefits of it and minimize the challenges presented by globalization. Therefore, an education for globalization should nurture the higher order cognitive and interpersonal skills, required for problem findings, problem solving, articulating arguments and applying verifiable facts or artifacts to substantiate claims. The skills should be required of children and youth who will, as adults, fully engage the larger world and master its greatest challenges, transforming it for the betterment of humanity, regardless of national identity and cultural upbringing. And hopefully, the way of how Acehnese teachers view globalization will increase their awareness to improve their skills in teaching and improve the
quality of education in Aceh to take part in globalization era. Finally, the future, education in Aceh can be equal to other provinces in Indonesia and also globally which can provide students a lot of knowledge for their life but do not let them erase their history and change their truth because it what define them in this world

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ABSTRACT

This research aimed to produce a suitable Indonesia language learning multimedia used in narrative text writing materials at primary students. The type of research was Borg and Gall development which was combined with Dick and Carey development model, with stages (1) analyzing students’ needs and characteristics, (2) formulating instructional goals, (3) arranging media script, (4) expert validation, (5) revision, and (6) final product trials. The result of the study showed: data on the quality of development products were collected by questionnaire. The data collected were analyzed by quantitative descriptive analysis technique. The results showed that (1) Experimental test of the material on the content feasibility assessment was on very good criteria (89%); (2) Experimental test of learning design was at very good criteria (89%); Individual test was at very good criteria (83%); (5) field test was on very good criteria (84%). Likewise, on the effectiveness test of the products, there was the difference in students’ learning outcomes using multimedia macromedia flash-based-learning on narrative test material that only used textbooks as learning media. From the data obtained, they were known that ttable = 1.67 with d.o.f = 58 while t0.05 = 8.75, then obtained tcount > ttable = 7.30 > 1.67, so Ho was rejected and Ha was accepted.

Keywords: Macromedia flash, learning multimedia, Indonesia language

INTRODUCTION

Many people are still worrying the quality of Indonesia language learning. Compared with the developed countries, the American, Netherlands, and France students are required to read 30 literature books. Similar with Asian countries, such as in Japan, the students are demanded
to read 15 literature books, 7 books in Brunei and 6 literature books in Singapore. Because of the desire to improve reading ability for students in our country, so in Content Standard, it is set a target about the number of literature and non-literature passages that is supposed to be read. Elementary school graduates must have read 9 books; Junior High School must have read 15 books; and Senior High School graduates must have read 15 literature or non-literature books. Thus, if all levels are combined, so the Senior High School graduates will have read 39 literature and non-literature books. However, in schools reality, it is still ignored by the teachers. (Rusmiati, et al, 2014:171).

The efforts to improve the quality of Indonesia language learning can be done by implementing learning innovation including in utilizing technology devices and information communication technology (ICT). (Muslimin, 2011:1).

The efforts to change the old paradigm used in English learning at elementary school which is more emphasize on the role of teacher who is teaching than students who is learning (traditional paradigm) to the Indonesia language learning that is considered more appropriate with students’ natural way in learning language, as well as more appropriate with the nature of students’ language development (new paradigm). They also do not always deliver a satisfactory outcome. If the teachers implement a same teaching approach (based on the previous experience) on Indonesia language learning system which has experienced changes (learning pattern that matches with the spirit of 2013 curriculum), then it will be possible the students’ learning goal or competency expected is not achieved. An established paradigm prevailing in a system can be inappropriate (less relevant) when the paradigm is still implemented on the system that has experienced changes. The paradigm changes tend to cause a crisis. The crisis will demand the scientific revolution that produces a new paradigm in overcoming the crisis occurred. (Kuhn, 2002).

The implementation of new paradigm; teaching learning materials adopted from outside and adapted in the school, demands the students and teachers to change the teaching learning behavior. The constructive interaction between students with their friends, students and teachers, students-problems-teachers are very difficult to be conditioned. They are caused by conventional teaching in which the students receive knowledge passively. During this time, the teachers give the “whole” English concepts
and principles for the students, and not familiarize the students to connect Indonesia language in solving the problems and thinking creatively.

Teachers’ teaching habits are difficult to be changed, because they are not sure that the students are able to establish the skills through problem solving posed. They are more success to teach their students based on the previous experience (Bornok, 2017).

It is proved from students’ activity. They don’t ask to the teachers and friends (especially the students who have cognitive weakness) even though they are given motivation. Besides, the teachers are lack to organize the learning caused by the weakness of teachers understanding toward learning theories based on constructive view (Bornok, 2007).

The use of multimedia gives positive impacts for understanding materials of each student. They no longer think abstractly. By the multimedia used in the class as well as in the laboratory, the abstract material becomes more real. On the language skills materials, such as reading, writing, speaking and listening, the teachers show the steps directly. The learning activity begins to increase. It can be seen from many students ask, express their opinions, even answer the questions from the teachers and friends (Mardhatillah, 2015).

Indonesian language learning is considered effective when the learning process is focused on the students (student center), using appropriate and interesting media so that they do not get bored on the process (Mardhatillah, 2017).

Based on the field observation, many Indonesian language learning implementations were still less varying, the learning process had a tendency in certain methods (conventional), and did not pay attention on the students’ understanding level toward the information delivered. They tended to be less active and did more listening and writing, and caused the lesson content as a memorization so that they did not understand the actual concept.

Based on the observation result at SDN Pondok Geulumbang, it showed that the influence of ineffective learning method resulted 60% of students class V did not achieve the completeness score as much 65. It means that the achieved score was about 0-64. On average, daily and final score did not reach optimal score about 50 average score.

The low Indonesian language learning result especially writing skill is influenced by many factors. However, the main factors are classified in
two parts, internal and external factors. The internal factor includes the lack of students learning activity while the external is the learning media applied by the teachers (Mardhatillah, 2016).

On the implementation, the teachers still used textbook in teaching narrative text writing materials. Consequently, the students have a difficulty to explore their knowledge into a writing form. Therefore, the researcher considered to apply *macromedia flash*-based learning multimedia to improve their narrative text writing skill.

On the 2013 curriculum implementation, teachers play a big role in implementing every learning process. The curriculum aims to encourage the learners to be better able to observe, ask, think, communicate (present) what they have gained or known after receiving the material. The teachers are demanded to be more active and creative in managing the learning so that the students are motivated to learn independently (Kemendikbud, 2014).

Indonesian language is one of the subjects taught in Primary School. In the curriculum 2013, the subject is integrated with other lessons. The goal is to make students to be able in using language (Subana dan Sunarti, 2009:267).

The researcher observed that the multimedia development of *Macromedia Flash* learning for narrative text writing material was an appropriate alternative in the teaching learning process. All the time, the teachers also only used textbook media (note) that the use of the media equipped with interesting animation features and execution buttons were able to make teaching learning atmosphere became interesting and not monotonous and easy to understand. The media was developed in CD (Compact Disk) form.

Theoretically, the media development of Indonesian language *macromedia flash*-based learning was expected to increase information or knowledge. Furthermore, practically, the development was able to improve teachers’ motivation to design and utilize the learning media and provide a choice in using the media. It was also expected to be able to help the students in learning process of writing a letter and evoke their learning motivation. While for the school, adding learning media collections could be used at any time and improving students’ learning motivation and students’ quality that impact on the improvement of school quality.

The multimedia of *macromedia flash* utilizes computer to make and combines various images and objects, such as text, graphic, audio, picture,
moving image (video and animation). By combining link and tool, it enables the user to navigate, interact and communicate (Suyatno, 2009:45).

The software has many advantages compared with other animation software, as object oriented program which is able to design vector-based-image. Its ability to generate moving animation and sound can be used website maker software and many other advantages compared with other animation software. By the advantages of the Macromedia Flash as Audiovisual technology, it is able to produce new features which can be utilized in education. Based on some definitions exposed by experts, it can be concluded that Macromedia Flash in learning is learning media animation software to help teachers in delivering the learning to be more interesting and easy to be understood by the students and the implementation uses computer and imager projector. The software is very useful in supporting the success of a presentation and teaching-learning process. In Macromedia Flash, we can include some elements, like image or movie, animation, presentation, game that can be used as a tool to design web and various other multimedia applications. It is software designed to make vector-based animation which has small size result. Initially, the software is directed to create internet (online)-based application or animation, but it is widely used to produce animation or application which was not based on internet offline. With Action script 2.0, Flash 8 can be applied to develop game or teaching material such as quiz or simulation. In addition, there was also research about the Development of Macromedia Flash-based reading for Grade VII Junior High School Students by Ratna Dewi Astutik, 2012. The result of the study was interactive CD product of learning macromedia flash-based-Java reading. The product has been tested on the students of Grade VII Senior High School 19 Malang. Based on the test result, the product was valid. From the relevant result above, it could be concluded that the use of Macromedia Flash-based-learning media was able to increase students’ mean score and become an interesting media, fun to be studied on Indonesia language subject, and also able to improve the score result before and after applying the learning model independently by each student.

The development of Indonesian language learning media based on different theories so that to produce the learning model form implemented by learning principles. It functions to guide us to design the learning which
used as the guidance in the organization in order to achieve effective, efficient and useful learning. Macromedia flash is often used by animator to create interactive and non-interactive animation, like animation on web page and cartoon animation. The software has many advantages compared with others such as object-oriented program that able to design vector-based-image, the ability to create motion and sound animation. Learning media is very important to attract students’ learning interest and respond the advanced globalization of technology and information. So, it is appropriate if the macromedia flash-based learning media on Indonesia language subject is chosen in the development of learning media. The media is used more proper than text (note) that students’ learning result will be higher than the result taught by conventional media (note).

The expectation to be achieved after the students took this learning was they were able to master the learning material indicator and able to show the effective, useful and interesting learning media. The result would be developed in tutorial learning CD and the material was adjusted by basic competency. The research was conducted through some stages; analysis, design, development, implementation, and evaluation. This media was expected to be suitable to be used as Indonesia language learning media that has been validated by some experts, such as material, design, media expert and the user (student). The multimedia would be also tested to the students of Elementary School Pondok Geulumbang and obtained more effective learning result.

METHODS

This research used research and development model. The product developed in this research was multimedia in Indonesia language learning.

The development of learning, media was conducted by using Borg and Gall Research and Development model which combined with Dick & Carey learning model. The learning model was a model arranged by systematic sequence and occupying students’ characteristics in learning. There were several steps that could be made to produce macromedia flash-based-interactive multimedia in Indonesian language learning, as follows: (1) requirement analysis and students’ characteristics stage. This stage was made to collect information regarding literature review, Core Competency and Basic Competency, and observation on the text applied in the learning. After conducting the requirement analysis, then conducted interview orally
with the students which aimed to know their characteristics both advantages and weaknesses from the material that has been received by the text-based learning. (2) Writing script and designing the learning media. It aimed as guidance for the user and also media maker in order to the media did not deviate from the expected material content and goal so that the media user is able to choose the appropriate material. (3) Stage of product validation conducted by material and design experts. The stage intended knowing the appropriateness of the media that would be used in the learning process. (4) Stage of product testing made by individual product and small group test, and product usage test that was in limited field test. This stage intended knowing the appropriateness of the product that would be used, whether the media was good or not to be displayed as text-based media in learning process. (5) Revision stage. It was conducted to improve product quality based on revision suggestion of material and media expert, and trial which has been done until resulted the final product.

The purpose of experimental class in this research was in accordance with the objectives formulated by the curriculum of Indonesia language subject. The students who became the sample were the students who learned in the same semester. The circumstance and condition of the learning environment for both groups were considered equally because they were studying in the same school. The treatment was conducted in two meetings and tested the outcome of Indonesian language learning about 2x35 minutes. Before doing the treatment, the teacher gave the same material to the control and experimental class, the material given to the control class was without using media while the experimental class was given the macromedia flash-based learning media material. Learning activity was implemented in accordance with the lesson plan. It was used three data collection techniques, as follows (1) the test which aimed to capture the writing letter learning result, (2) observation sheet to find narrative text writing outcome, (3) questionnaire which was to obtain the students of Grade IV Elementary School Pondok Geulumbung data result from material and learning design expert..

RESULTS AND DISCUSSION

Material expert validation result on the teaching media content developed showed that: (1) the learning material was considered good by
88% mean percentage, (2) its depth was very good about 88%, (3) the learning fact and concept accuracy was considered very good by 88%, the science and technology development compatibility was good with 100% average percentage, (5) the updated feature, sample, and reference was very good by 75% and (6) the material showed that the contextual was rated very good in the amount of 88%. Thus, macromedia flash-based-interactive multimedia developed based on the content properness was categorized as “Very Good.” Therefore, its content properness in Indonesian language learning developed was able to be implemented as learning material in delivering to the students of Grade IV Elementary School Pondok Geulumbang. The validation result percentage by expert material as follows:

![Chart 1. The Percentage of Content Properness Empirical Score of macromedia flash-based-multimedia interactive Grade IV Elementary School Pondok Geulumbang](image)

The validation result from the learning design expert showed that; (1) Learning presentation technique was rated very good in the amount of 94% average percentage, (2) learning presentation was very good as much 91 %, (3) the presentation completeness was considered very good by 75 %. Based on the validation result, it could be concluded that macromedia flash-
based-interactive multimedia developed was categorized very good so that it could be accepted and suitable to be used in learning process. The percentage of validation result by expert material as follows:

![Chart 2. The Percentage of Properness Empirical Score of macromedia flash-based-multimedia interactive Grade IV Elementary School Pondok Geulumbang](chart)

After obtaining validation result from the experts, there were some revisions, such as: (1) Adjusting video with learning theme, (2) Adding audio/sound which was appropriate with material, (3) Adapting text content with students’ daily environment, (4) Adjusting the text with the image presented, (5) Using communicative language, (6) Adding the material which was suitable with Core and Basic Competency, and (7) Fixing learning media display.

Based on the data response of students Grade IV Elementary School Pondok Geulumbang on the individual text, it was stated that macromedia flash-based-interactive multimedia on writing narrative text material developed was considered very good as much 81% average percentage. After doing the revision from the weakness included in the test, then it was conducted small group test. From the data, it showed that the media developed was very good by 83%.
Furthermore, a limited field test was conducted. Based on the data obtained from the students’ response, it showed that this test was categorized very good about 84%.

After the test, the product effectiveness was done by comparing students’ learning outcome between class taught by macromedia flash-based-interactive multimedia and class taught by textbook on writing narrative text material. The comparison of their learning outcome by using the media and textbook could be found in table 1 below.

<table>
<thead>
<tr>
<th>Class</th>
<th>$\bar{x}$</th>
<th>$S_1$</th>
<th>DOF</th>
<th>$t_{count}$</th>
<th>$t_{table}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>77.67</td>
<td>11.68</td>
<td>58</td>
<td>7.30</td>
<td>1.67</td>
</tr>
<tr>
<td>Control</td>
<td>55.9</td>
<td>11.32</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the research result obtained, there was a significant difference between students’ learning outcome taught by macromedia flash-based-interactive multimedia and textbook. It could be seen that their result taught by the media was higher than by the textbook. It was proven by examining t-test, with the testing criteria was accepted if $H_a$ jika $t_{count} > t_{table}$ at significant level $\alpha = 0.05$.

From the data obtained, it was known that $t_{table} = 1.67$ with d.o.f = 58 while $t_{0.05} = 8.75$, so it was obtained $t_{count} > t_{table} = 7.30 > 1.67$. It means that $H_o$ was rejected dan $H_a$ was accepted. Therefore, the conclusion was the learning by using the media was more effective and bale to improve students’ outcome on writing narrative text material in Grade IV Elementary School Pondok Geulumbang.

Furthermore, macromedia flash-based-interactive multimedia on writing narrative text material in Grade IV Elementary School Pondok Geulumbang developed based on the content appropriateness and presentation technique gained about 88% and considered as “Very Good” category. Therefore, the media developed could be used as a learning media in the material.

**CONCLUSION**

Based on the development of macromedia flash-based-interactive multimedia as learning media for students of Grade IV Elementary School
Pondok Geulumbang and research discussion that has been discussed before, it could be concluded that the research conducted resulted a CD learning product for the students by *Microsoft PowerPoint* software. The product quality was considered “very good” by average about 87% from material expert validation, learning design, and students’ response result. The expert material validation result showed “very good” criteria about 89%. Learning design expert validation result showed “very good” by 83%. Then, students’ response result on individual, small groups, and field test showed that score percentage by average 84%. So, it was stated that *macromedia flash*-based-interactive multimedia on writing narrative text material for students of Grade IV Elementary School Pondok Geulumbang developed was considered “Very Good.”

In terms of effectiveness, the use of the media had a very good effectiveness. It was proven from effectiveness test result; there was a difference between students’ learning outcome who used the media and textbook as learning media. Based on the data, it was known that \( t_{\text{table}} = 1.67 \) with d.o.f = 58 while \( t_{0.05} = 8.75 \), so it was obtained that \( t_{\text{count}} > t_{\text{table}} = 7.30 > 1.67 \). It means that \( H_0 \) was rejected dan \( H_a \) was accepted. Therefore, it could concluded that learning by using *macromedia flash*-based-interactive multimedia was more effective than using textbook as learning media. It showed that the development of the media was able to increase students’ learning output on writing narrative text material in Grade IV Elementary School Pondok Geulumbang.

REFERENCES


MASTERY ANALYSIS OF THE CALCULUS CONCEPT TOWARD MATHEMATICS EDUCATION STUDENTS: OF STKIP BINA BANGSA GETSEMPENA

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ABSTRACT

As one of scientific thinking means, Mathematics is necessary to cultivate logical, systematic and critical thinking skills. Similarly, mathematics is the basic knowledge that is necessary to support success in higher education, even in everyday life. One branch of mathematics that can cultivate the ability to think logically is calculus. Many mathematical concepts can be explained by the representation of calculus. But in the reality, calculus courses are generally less favored by students. Based on the facts, there are still many students generally less mastering the preconditions of calculus that had been studied in Senior High School (SMA). This study aims to analyze the level of mastery of the concept of calculus in Mathematics Education students. This research used descriptive method with qualitative approach. The research subjects were 17 students of second semester of Mathematics Education STKIP Bina Bangsa Getsempena Banda Aceh academic year 2016/2017. From the result of data processing, there were 12 students (70,59%) out of 17 students who master the 1-mastery category, 9 students (52, 94%) who master the 2-mastery category, 12 students (70, 59) who master the 4-mastery category and no one (0%) who master the 3-mastery category. This research was expected to provide useful information and become serious attention in improving student's mathematics learning achievement Especially mathematics education students to become competent graduates.

Keywords: Student Mastery and Calculus

INTRODUCTION

Mathematics has a very important role in anticipating the increasingly complex and complex challenges of the future. Therefore, mathematics education should be able to equip students with the personality
and ability that can answer future problems. Mathematics education should be directed to fostering a transferable ability in student life.

Mathematics as one of the tools of scientific thinking is necessary to cultivate the ability of logical, systematic and critical thinking. Similarly, mathematics is the basic knowledge necessary to support success in higher education, even required by everyone in everyday life. One branch of mathematics that can cultivate the ability to think logically is calculus. Many mathematical concepts can be explained by the representation of calculus. Calculus is also effective to help solving problems in many branches of mathematics.

According to Burhanuddin (2012), calculus is needed in science in order to improve the power of prediction of science and is something imperative because it is a means to increase higher reasoning deductive. In addition, Calculus is well known for its highly herarchical and systematic nature of the material and produces the structured and efficient language needed by the Science of Nature. The side of the quantitative analysis ability to the problems related to the teaching of MIPA, the mathematical modeling in simple level by applying the understanding of various concepts and principles in science are an absolute matter that needs to be mastered by Calculus. Because without Calculus knowledge will cease at the qualitative stage.

The fact shows that calculus courses are generally less favored by students. Based on the facts in the field are still many students are generally less mastering the preconditions of calculus that had been studied in Senior High School (SMA). This is evidenced by the results of previous research, namely:

The results of Mertasari (2005) identified several reasons for the low learning outcomes of calculus I as follows. (1) Students are less aware of the benefits of learning calculus courses and they argue that calculus is less relevant to the field of study. (2) The way students learn is still like studying in secondary school, which refers to the skills to solve the problems without being supported by mastery or understanding the concept steadily. (3) Learning strategies tend to use the flow of information-giving examples of home work-training questions. (4) Problem-solving problems related to the field of study or the surrounding environment is lacking. (5) Students are less able to learn independently. (6) In general, students are
less knowledgeable about the preconditions of calculus I that have been studied in High School.

Based on the observations that researchers have done so far, the mastery of calculus in mathematics education students is still relatively low. Therefore, to prove the researchers' hunch, the researchers decided to conduct further research on "Analysis of mastery of the calculus concept of mathematics education students: Qualitative Study of Mathematics Education Students STKIP Bina Bangsa Getsempena Banda Aceh, Indonesia".

METHODS

This research used descriptive method with qualitative approach. The subject of this research was the second semester students of Mathematics Education STKIP Bina Bangsa Getsempena Banda Aceh academic year 2016/2017. Data collection techniques used was test methods, interviews, and documentation studies. Data processing was done continuously since the beginning of the research process started. Each data obtained should be analyzed, in the form of an interpretive effort to know its meaning and be connected with the research. In this study, an analysis of student answers and further confirmed by the criteria that researchers have set was done to see the mastery of students about the calculus material. Meanwhile, to determine the error of students, researchers examined every answer that is answered by students. In this study the data were classified into four categories of mastery namely: Answering certain and uncertain integral; answering integral trigonometric substitution; finding out an integral by using the partial integral formula and Determining the area of a region on the curve.

RESULTS AND DISCUSSION

Quantitative analysis was carried out to describe the mastery of students about the concept of calculus. Based on the results of quantitative analysis, the students obtained test scores of mastery of the concept of calculus with the following details: Minimum score 10, maximum score 75 and average score 26.06. While the ideal score is 100. If this score is expressed in percent, it is as follows: Minimum 10% mastery, maximum mastery 75%, and mastery an average of 26.06%.

The average score obtained by the students is 26.06%, it indicates that the given test of mastery of calculus concept is difficult for the
students. In other words, the students have not mastered the concept of calculus. Based on the results of the distribution of the score shows that there are students who scored only 10% of the ideal score, but there are also students who scored 75% of the ideal score. This suggests that the concept of calculus is possible to be mastered by certain students, but may also not be mastered by another, but may also not be understood by other students. Results of data processing student mastery by using the provisions that have been set can be seen in the table of students' mastery of the concept of calculus in Table 2 below:

<table>
<thead>
<tr>
<th>No</th>
<th>Mastery Category</th>
<th>Total (Number of Students)</th>
<th>Percentage of Mastery (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mastery-1</td>
<td>12</td>
<td>70.59</td>
</tr>
<tr>
<td>2</td>
<td>Mastery-2</td>
<td>9</td>
<td>52.94</td>
</tr>
<tr>
<td>3</td>
<td>Mastery-3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Mastery-4</td>
<td>12</td>
<td>70.59</td>
</tr>
</tbody>
</table>

From Table 1, it can be seen from the total of 17 students who have the mastery test of calculus concept, there were: 12 students (70.59%) who master the category of mastery-1, 9 students (52.94%) who master the category of mastery-2, 0 students (0%) who master the category of mastery-3 and 12 students (70.59%) who master the category of mastery-4. Of the above mastery that is not mastered by the students at all is mastery-3. To be more clear, the following is Figure 1; graph of Mathematics Student Mastery Level.
From Figure 1 above shows that of the four categories of mastery that is assigned, the 3-mastery category is not mastered by the students at all. This shows that students do not understand trigonometric integrals. While the category of mastery that is somewhat easy to be mastered by students is the category of mastery-1 and mastery-4. This suggests that the students' understanding of the basic understanding of integral and integral applications that cover the area and volume of the rotary objects is relatively better when compared to students' understanding of other categories of mastery.

**CONCLUSION**

From 17 students who took the mastery test of calculus concept, there were: 12 students (70.59%) who master the category of mastery-1, 9 students (52.94%) who master the category of mastery-2, 0 student (0%) who master the category of mastery-3 and 12 students (70.59%) who master the category of mastery-4. Mastery-3 is the mastery that is not mastered by the students at all.

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AN ANALYSIS OF TECHNOLOGICAL CONTENT KNOWLEDGE OF STUDENTS OF MATHEMATICS EDUCATION DEPARTMENT STKIP BINA BANGSA GETSEMPENA BANDA ACEH

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ABSTRACT

Students as prospective teachers are required to have technological content knowledge because the current learning process will become meaningful if combined with technology. This study aims to determine the technological content knowledge of students of Mathematics Education Studies Program STKIP Bina Bangsa Getsempena Banda Aceh. The approach in this research uses qualitative approach and descriptive research type. Subjects in this study are students of Mathematics Education Studies Program STKIP Bina Bangsa Getsempena Banda Aceh force 2015 who are taking media and mathematics learning technology courses as many as five students. The research instrument used is questionnaire and interview guide. Based on the results of research can be concluded that 1) Research subjects can describe the use of technology in learning mathematics. They describes examples of the use of technology in learning mathematics for example the use of Matlab and Just Basic software for linear equations and matrix materials. 2) The use of learning technology is very helpful for the subject of research in understanding mathematics material even though they have difficulty in making mathematical formula into software program 3) Technological learning in college is very helpful for research subjects to gain knowledge about the use of learning technology and hopes that the lectures will get better for the coming year.

Keywords: Technological content knowledge.

INTRODUCTION

The development of ICT has enriched resources and learning media in various forms such as power point slide, animated picture / photo, movie
/video, web page, computer-assisted learning program, and learning support software application. Students in teacher education programs as prospective teachers are expected to have the necessary knowledge to apply effective models in learning as well as have readiness to teach their students with ongoing technological changes (Sancar, 2013). To prepare mathematics teacher candidate who has knowledge about learning technology, mathematics education department in STKIP Bina Bangsa Getsempena apply technology-based learning process in lecturing process. This can be seen from the preparation of lecturers and students in providing a presentation during the learning process. Obviously this can be done because facilities and technology-based learning tools are available with good and adequate.

For students of mathematics education department in STKIP Bina Bangsa Getsempena who sit in the third year is required to take courses in technology and learning mathematics media. This course aims to equip students with knowledge of technology in learning mathematics. In addition, students are also expected to apply technology-based learning media to their students who will teach them in school.

Based on the results of interviews with some students of Mathematics Education Studies Department in STKIP Bina Bangsa Getsempena who is carrying out field experience practice shows that students are very interested in using technology-based learning media in the classroom, especially for mathematical materials in the form of geometry. Utilization of media technology can help them in explaining the geometry to be more concrete so that students feel motivated in learning mathematics. media that they often use is a power point slide that contains geometry images obtained from the internet. However, most of the students have difficulty in preparing teaching materials using technology.

Today's technology has become an important tool in learning mathematics. Technology can be used in various ways to improve and improve mathematics learning. NCTM (Niess, 2006) argues that technology serves as a facility in solving mathematical problems, communication, reasoning and evidence. In addition, technology can provide an opportunity for students to explore mathematical ideas and support them in making connections both inside and outside mathematics.

The use of technology has a long history in mathematics education. Many societies introduce arithmetic with the abacus because it can support
calculations. In addition, the abacus can present real images of mathematics and can help students understand difficult concepts. Technology used in mathematics learning eg OHP, whiteboard, books, and digital technology such as calculators, cell phones, computers, and the internet. For computers it is usually equipped with software used in a mathematical context, such as Geogebra, Microsoft Excell, Cabri, GSP, SPSS, Matlab, SketchUp and others (Stols, 2008).

In the TPACK scheme, there is a relationship between the constituent components that intercepts between the subject matter (content), pedagogical, and technological that affect the learning process. Technological Content Knowledge is a slice of Technological Knowledge and Content Knowledge. Technological Knowledge is an in-depth knowledge of technology that can be utilized to support learning. According to Mishra (2008) technological knowledge emphasizes the basic knowledge of technology as well as skilled in using it to support the understanding of the material being taught.

Content knowledge is knowledge of subject matter that must be learned or taught. This knowledge includes the concepts, theories, ideas, knowledge of evidence as well as the practices and approaches to developing that knowledge. The subject matter includes knowledge of concepts and ideas and their application in everyday life. So it can be concluded that Technological Content Knowledge is knowledge of the use of technology that can help the process and affect the component of the subject matter.

In this research the authors want to examine about one of the TPACK indicator that is technological content knowledge. Technological content knowledge is knowledge of the use of technology that can help and affect the component of the subject matter (Stoilecu, 2011). In relation to this the authors want to examine the technological content knowledge of the students of Mathematics Education Studies Program STKIP Bina Bangsa Getsempena. This is considered necessary as an implementation of the objectives of the technology course and the mathematics learning medium they have or are currently studying. In addition, students as prospective teachers are required to have technological content knowledge because the current learning process will become meaningful when combined with technology.
METHODS

The approach in this research uses qualitative approach and descriptive research type. The reason used qualitative approach is to reveal and understand something behind the phenomenon to be studied (Strauss and Juliet, 2007). In addition qualitative approaches are used so that researchers gain insight into something newly known by observing directly the object of research. This type of descriptive research is a research method that tries to describe and interpret the object as it is (Sudijono, 2006).

In taking the subject of research using purposive technique. Bungin (2007) purposive technique is the technique of taking informants in qualitative research by determining the group of participants in accordance with the selected criteria relevant to the research problem. The size of the number of informants depends on the available resources and time as well as the research objectives.

Accurate selection of subjects will affect the success and smooth collection of information that will ultimately determine the efficiency and effectiveness of the study. Based on the above, the subjects in this study are students of Mathematics Education Department in STKIP Bina Bangsa Getsempena Banda Aceh generation 2013 who have or are taking media courses and mathematics learning technology.

In this research data collection techniques used are interview and questionnaire techniques. Interviews are data collection techniques used to obtain oral information through dialogue and face-to-face with people who can provide information to researchers. Questionnaire is a technique of collecting data indirectly. The instrument or data collection tool is also called a questionnaire that contains a number of questions that must be answered or responded by the respondent. Respondents have the freedom to provide answers or responses according to their preseptions. The questionnaire used in this research is a structured questionnaire.

The data analysis techniques used in qualitative research according to Creswell (2010) through the steps as follows.

1. Processing and preparing data for analysis.
2. Read the entire data.
3. Analyze more details by coding data.
4. Apply the coding process to describe the settings, the people, the categories to be analyzed.
5. Show how the description of the information obtained will be restated in the narrative/qualitative report.
6. Interpret the data.

Based on the above, the data analysis in this study includes the stage of collecting information obtained from interviews and questionnaires.

**RESULTS AND DISCUSSION**

Technological Content Knowledge student of Mathematics Education Study Department in STKIP Bina Bangsa Getsempena Banda Aceh based on questionnaire answer and interview result presented in the description below. The author presents the results of interviews and questionnaires of five students who are considered to have the appropriate response and answers to the research objectives. The research results are as follows. The result of questionnaire answers given by the students are:

**Table 1. Answers Student Questionnaire.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement Indicators</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I know about media and learning technology in mathematics</td>
<td></td>
<td>1</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Use of mathematical software is one form of technology utilization in learning</td>
<td></td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Learning technology provides little benefit in the learning process</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Learning technology facilities available on campus are inadequate</td>
<td></td>
<td>4</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I use learning technology during technology learning process</td>
<td></td>
<td>2</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The process of learning subject of Technology and Media of Mathematics Learning is very pleasant</td>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>I find it difficult to use learning technology</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>I get a lot of knowledge about the use of mathematics learning technology through lectures</td>
<td></td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Note:**
SD: Strongly Disagree
D: Disagree
N: Neutral
A: Agree
SA: Strongly Agree
From the results of the above questionnaire answers, more students choose the answer agree and strongly agree to a statement that is positive. Agreed answers were selected 19 times and the answer was strongly agreed to be selected 7 times for 8 indicator statements. Answer strongly disagree elected by a student for statement number 3. There are 4 student choose answer not agree to statement “Learning technology facilities available on campus are inadequate”. Neutral answer selected by a student for statement no 1 and number 6. Besides, there is three students who chose a neutral answer to the statement “I find it difficult to use learning technology”.

The results of the questionnaire above are reinforced by the results of interviews that researchers do to students. The following presented one of the interview quotes with the student.

Researchers: What do you know about mathematics learning technology?
Student: Mathematics learning technology is a learning system that makes it easy to learn math.

Researchers: Give examples of the use of mathematical learning technology! Examples may be more than one answer
Student: Just basic and mathlab

Researchers: How do you think about the use of technology in learning mathematics?
Student: In my opinion, the use of technology is very useful to facilitate students in solving math problems

Researchers: What learning technology is available on your campus?
Student: Computer, infocus, mathlab and just basic

Researchers: How do you think about the learning process of mathematics technology course?
Student: The learning process has been very helpful to me and useful for me to solve math problems especially for mathematical formulas

Researchers: Do you have difficulty in using learning technology? If so, explain!
Student: I have difficulty when using math apps that use certain codes and create program formulas

Researchers: How knowledge do you get about learning technology on campus?
Student: So far it has been good, but it would be great if more addition material about other mathematics software

Based on the interview above, it can be seen that the knowledge of students about mathematics learning technology is good. It is shown in their interview answers that they use learning technology during the course. Students used the basic and matlab applications to help them in solving math problems. This is in accordance with the opinion of NCTM (Niess,
2006) that suggests about the technology serves as a facility in providing opportunities for students to explore mathematical ideas. The available of technological facilities on campus are sufficient. Students carry out the learning process using technology. The learning process experienced by the students felt very pleasant although still need to be held up to be more effective.

TPACK is a framework of teacher knowledge that includes the interaction between matter, pedagogy, and technology (Mishra, 2008). Knowledge content alone is not enough for effective learning. The teacher's knowledge should include pedagogic skills as well as supported by technology usage. This is in accordance with the opinion of NCTM (Margaret et al., 2009) that the use of technology is very important in learning mathematics because it can affect students in learning and improve their achievement. In addition, the demand for 21st century learning requires that the mastery of educators in technology is not something that can be negotiable.

CONCLUSION

Based on the results of research, it is concluded:

1. Research subjects can describe the use of technology in learning mathematics. They describes examples of the use of technology in mathematics for example the use of Matlab and Just Basic software for linear equations and matrix materials.

2. The use of learning technology is very helpful for the subject of research in understanding mathematics material even though they have difficulty in making mathematical formula into software program.

3. Technological learning in college is very helpful for research subjects to gain knowledge about the use of learning technology and hopes that the lectures will get better for the coming year.

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THE DEVELOPMENT OF REALIA MEDIA-BASED LEARNING MODEL FOR TEACHING A DESCRIPTIVE TEXT

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Abstract

This research is aimed at developing realia as a media that can be used for teaching writing descriptive text. This study is developmental research that uses Dick & Carry’s model. The instrument employed in this study is a test (Pre-test and Post-test). The study takes place in STKIP Bina Bangsa Getsempena Banda Aceh to the students of forth semester, academic year 2015/2016. The samples are 25 students which is given a miniature of a hand phone as realia. Pre-test and Post-test were administrated to measure students’ ability in writing descriptive text before and after using realia. The scoring system was based on five aspects; they are content, organization, vocabulary, grammar and mechanics. The finding of the study shows the result of pre-test 63.91 up to 83.69 in post-test. It means the final product of this realia media is effective to improve students’ writing ability. The result shows that there is an increase of students’ ability in writing descriptive text by using realia as a media. Therefore, the writer suggest to English teacher to develop realia as one of the alternative ways to increase the students’ descriptive text writing ability.

Keywords: realia, writing, descriptive text.
INTRODUCTION

Writing is one of language skills to convey thoughts, ideas, desires, and feelings, which are performed through written forms. As cited by Ritonga (2014: 7) that states writing as the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with definite meaning. Appropriate materials are required in order to make the students were able to write and pay attention on the writing task as well as appropriate teaching methods or media to motivate students since writing is complex subject that involves organization of thought, the usage of English language and imagination. There are four genres of writing, i.e. descriptive, recount, procedure, and narrative. The genre this research focused on is descriptive text. According to Pardiyono (2007:34), description paragraph was a type of written text, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly.

Furthermore, media is an instrument in the learning process both inside and outside class. Sudjana & Rivai (1992) suggest there are some benefits of learning media in the learning process, namely: (1) learning will be more interesting so it will cause the learning motivation to the students, (2) material study will be easily to understood and allows students to control and achieve the learning goals, and (3) teaching methods will be more variative through verbal communication from the teacher explanation. Student is easier in doing activities in learning not only listening to the teacher description but also doing other activities such as observing, performing, demonstrating, acting, and others.

In addition, realia is one of ways to build students interests in teaching learning descriptive text. Using realia helps students make English lessons memorable by creating a link between the objects and the word or phrase they represent. Realia breathes life
into new vocabulary, the chances of the students remembering the new words have taught those increases, and automatically can write or share about the object or to provide experience on which to build and to provide students with opportunities to use all the senses in learning.

Harmer (2007) as cited by Arinda (2014: 16), states that realia uses real object in teaching process. Using realia for starters, young learners, is helpful for teaching the meaning of words and for stimulating students’ activity. Using Realia will be expected to enhance students' skills in writing descriptive text properly and in accordance with the existing elements in the descriptive text. Realia can increase the students’ ability in writing descriptive text and will be interested in learning English because using Realia that is making a connection between objects and language.

**Research Problems**

The present study formulates such an attempt to foster students’ writing ability among L2 learners in relation to realia media on writing tasks. The research question addressed in this paper as follows:

1) Does the development of realia media-based learning model for teaching a descriptive text improve students’ writing ability?

**METHOD**

This study uses the approach included in Research and Development (R & D) to produce a particular product and test the effectiveness of a particular product (Sugiyono, 2013:297). It is a research program which followed up with program development. Interactive learning model is developed based on student independence through systematic stage by applying direct observation/interview, development, experimentation and
questionnaires. The object of this study was 25 English students of STKIP Bina Bangsa Getsempena.

Table 3.1. Table of Specification

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of</th>
<th>Definition</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>The substance of the writing, the idea expressed.</td>
<td>20 %</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>The form of content (coherence).</td>
<td>20 %</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>The selection of word that suitable with the content.</td>
<td>20 %</td>
</tr>
<tr>
<td>4</td>
<td>Grammar</td>
<td>The employment of grammatical forms and syntactic</td>
<td>20 %</td>
</tr>
<tr>
<td>5</td>
<td>Mechanic</td>
<td>The conventional devices used to clarify the meaning.</td>
<td>20 %</td>
</tr>
</tbody>
</table>

RESULT AND DISCUSSION

Based on the completed analysis, all results will be presented by using bar graph. Additionally, the analysis of students’ improvement on writing descriptive paragraph would be described specifically by focusing on the aspects which was previously mentioned, those are contents/ ideas, organization, vocabulary, grammar, and mechanics in writing.

Table 1. The Students’ Average Scores of the Pre-test

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>The evaluated components of writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
<td>Organization</td>
</tr>
<tr>
<td>Average</td>
<td>14.72</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Table 2. The Students’ Average Scores of the Post-test

<table>
<thead>
<tr>
<th>Post-test</th>
<th>The evaluated components of writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
<td>Organization</td>
</tr>
<tr>
<td>Average</td>
<td>18.7</td>
<td>17.8</td>
</tr>
</tbody>
</table>
The Development of Realia Media-Based Learning Model for Teaching A Descriptive Text
(Rosdiana, Rusmiati)

Table 3. The Increase of Students’ Score

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>14.72</td>
<td>18.7</td>
<td>3.98</td>
</tr>
<tr>
<td>Organization</td>
<td>11.5</td>
<td>17.8</td>
<td>6.3</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>15.02</td>
<td>18.75</td>
<td>3.73</td>
</tr>
<tr>
<td>Grammar</td>
<td>12.25</td>
<td>17.52</td>
<td>5.27</td>
</tr>
<tr>
<td>Mechanic</td>
<td>10.42</td>
<td>10.92</td>
<td>0.5</td>
</tr>
</tbody>
</table>

The implementation of teaching writing using appropriate realia as media increased the students’ descriptive text writing ability. In this research, the writing aspects the researcher tried to assess are content, organization, vocabulary, grammar and mechanics. Based on the date above, the score of post test of students was higher than the score of pre test. It can be seen by the degree of mean score between post test and pre test. This increase can be seen from the mean score of pre-test 63.91 up to 83.69 in post-test. It is shown that the students’ constructing and content were improved. Through realia media students are able to compound some sentences become meaningful and they are also easier to write down what they are thinking; the students got the chance to remember the new words, and automatically they can write or share about the object and connect to their experience to use all the senses in learning.

Thus, realia media helps students improve their idea in writing. It will make the quality of their writing better. A long with their improvement on students’ vocabulary it also makes the improvement on students’ idea. Moreover, not only student’s idea to the topic is improved, but also the improvement is showed in all of the components aspects of writing skill. It is supported by the questionnaire result that the students’ impression about process of learning writing skill of descriptive text through realia media is more enthusiastic. It makes students easier in exploring their ideas.
CONCLUSION

Referring to the discussion of the research in the previously the following conclusion is made:

1. Realia which is developed in this study is suitable to be used for teaching writing descriptive, it is based on the data collected through test and questionnaires. Realia which is developed in this study is eligible to be used for teaching writing descriptive, because it can introduce real things that can be seen, felt, and manipulated so that the students is encouraged to connect vocabulary to the real world. This increase can be seen from the average score of pre-test 63, 91 up to 83.69 in post-test. The media that is designed in the form of miniature of handphone was very good of students’ interest. It can be seen from the responses given students through questionnaires, student learning outcomes improved significantly. Finally, realia is effectively in motivating students because they can actually use the real objects in the way in which they are intended to be used.

REFERENCES


TEACHING ENGLISH SONG TO YOUNG LEARNERS

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ABSTRACT

This research tries to investigate the influence of songs to increase young learners’ vocabularies. The songs used are simple and easy to listen by early childhood. In addition, the songs contain alphabets and basic words that familiar with the children, so that the children can understand and remember the words easily. Besides, the researcher used English song video in order to make the young learners easy to memorize and match between the picture and the words said. The sample of this study was 25 young learners of pre-school in Aceh Besar. The method used is descriptive method in form of Classroom Action Research (CAR). Moreover, this research was conducted in two cycles, in which each cycle incudes planning, action, observing, and reflecting. Techniques used in collecting the data were observation and oral questions. Result of this research shows that 85% young learners could mention English alphabet correctly in the first cycle. Furthermore, in the second cycle, 90% children could say simple sentences and mention English nouns. Therefore, it is important to pre-schools’ teachers to create interesting learning situation such as using video song in teaching foreign language to young learners instead of using oral song sung by the teachers themselves, so that the children be more interested and focus in learning.

Keywords: Young Learners, Video English Song

INTRODUCTION

Early childhood education is a coaching effort aimed to children from birth to the age of six. This coaching is done through the provision of educational stimulus to help growing and developing of children’s physical and spiritual so that the children are ready to enter further education. Besides, there are some aspects that must be developed in early childhood education such as religious values and morals, physic (including gross
motor and fine motor skills and physical healthy), cognitive (including general knowledge, science, concept, form, color, shape and pattern, numeral concept, and alphabet), languages (including accepted the language, reveal the language, and script) and social emotional aspect.

One of the important aspects which should be developed in early childhood is language. Early childhood is the golden age to learn languages beside mother tongue. The child’s brain is still elastic and supple so that the process of language absorption become more smoothly. Hurlock (1999) stated that age of 1-5 years is a time of rapid development of the ability to speak such as adding vocabulary, mastering pronunciation of words and combining the words in sentences. The vocabulary of the child will increase rapidly as he learns new words and new meanings in daily life.

Pulukadang, Wiwy Triyanti and Abdul Rahmat (2011, p.1) stated that language plays important role in development children intellectual, social, and emotional. Moreover, language can be a tool to reach success in learning any subjects. By learning foreign language, it is hoped that children know themselves, their culture and other cultures. In addition, learning foreign language can help students to convey their ideas and their feeling.

Learning English by using video songs is one of effective ways in introducing foreign language to pre-school students because they experience the learning process directly. In addition, audio visual media help students to understand the materials or messages convey in lesson. Suprijono (2003, p.23) stated that learning by using media song can stimulate students to understand native speaker real life situation and can stimulate students to practice their skills such as reading, writing, and scrutinizing.

Based on preliminary study done at RA Takrimah Tungkob Aceh Besar, the researcher found that there were many students did not understand English instruction due to lack of vocabularies. Thus the students felt bored because did not understand the lesson given. Therefore, the researcher wanted to use video songs media to help students understand the materials and to make them enjoy in learning foreign language.

**METHODS**

This research was conducted at kindergarten Raudhatul Atfal Takrimah Tungkob Aceh Besar. The sample of this study was students of
class B which are grouped from 5-6 years old. The number of students was 25 students in one class. Moreover, in using of this media, teachers of kindergarten were also involved in each activity especially in applying video English songs media in teaching.

In conducting the research, the researcher used descriptive approach in form of Classroom Action Research (CAR) method. Furthermore, this research was conducted in two cycles in which each cycle was consisted of four stages. They are:

1. Planning
   At this stage, the researcher and team had to do some preparations in order that the teaching process runs well, these preparations include:
   a. Creating instructional scenario consisted of some steps and activities either done by the teacher or done by the students in the context of implementation of planned remedial action. In this case, the steps used in teaching English songs as media to early childhood.
   b. Preparing necessary facilities and support facilities in the classroom, for example: loudspeaker, projector, and pictures or things
   c. Preparing how to record and analyze data related to process and result of improvement actions in teaching English by using song to early childhood

2. Action
   This stage is the realization of all theories, steps and teaching techniques that have been prepared before, in this case, teacher taught English by using songs refers to the draft that has been prepared before in the planning stage

3. Observation
   In the observation stage, researcher and team observation acted as observer. Observation activities were carried out at the same time with the teaching process done by the teacher. The observation team observed each activity done by the teacher and the students during teaching and learning process.

4. Reflection
   Reflection is an activity of remembering and reviewing the learning outcomes that have been recorded in the observation sheet. Besides, reflection is an activity of analyzing whole data or information
collected from action research done before. Thus, based on the data acquired, it can be considered that the actions are success or failure.

Techniques used in collecting the data are: oral questions, observation and documentation. In analyzing the data, the researcher used descriptive comparative method. This method was applied since instruction was begun until the research activities were finished. Technique in analyzing data was consisted of three steps, namely: data reduction, data display, and conclusion. In addition, the researcher analyzed the students’ progress in learning English by using observation guide for each cycle. The result for each cycle determines if the reflection is needed to conduct or not. There are some steps used in analyzing the observation result:

1. Giving scores for each observation result with the criteria as below:
   a. 4 : very capable
   b. 3 : capable
   c. 2 : less capable
   d. 1 : incapable
2. Making tabulation for assessing the students’ progress in learning English by using songs. The table consisted of number, student’s name, observation items, score, percentage, total, and date of observation
3. Counting the student’s progress in each cycle in form of percentage.
4. Comparing the percentage of each student with the percentage that had been determined by the researcher. The result considered success if 90% students got the maximum score that was determined.

In order to make this research become effective and efficient, the researcher made some successful indicators. They are:

1. Students are able to mention some alphabets in English
2. Students are able to mention some nouns and know the meaning of the words
3. Students are able to sing and continue the song correctly
   Students are able to use a noun in simple sentences.

RESULTS AND DISCUSSION

Based on the research question stated above, the aim of the study and method used; therefore the researcher conducted this research in two
cycles. First cycle conducted in two meetings and the second cycle conducted in three meetings.

Before conducted the study, the researcher did preliminary study or survey location at kindergarten Raudhatul Atfal Takrimah Tungkob Aceh Besar. Based on this preliminary observation, the researcher found that the students of RA Takrimah Tungkob were incapable in mastering some English vocabularies. Moreover, the teachers still sing English songs orally. Thus the mistakes in pronouncing the words could be happened.

At the first meeting in the first cycle, the researcher introduced English by using simple alphabets song. The students heard the song for several times and tried to remember the alphabet one by one. In this meeting, the students looked little bit difficult to remember the alphabets even though they knew the rhythm of the song. In the next meeting, the researcher played the same alphabets song to the students. This time, they looked enthusiastic in following the instruction. In addition, they began to enjoy and remembered the alphabets correctly.

In the second cycle, the researcher introduced some nouns based on alphabets. At the first meeting, the students introduced 15 nouns and at the second meeting they learned the rest of nouns. Fortunately, in two meetings they could remember all the nouns used together with alphabets. Therefore, in the third meeting, the researcher taught the students how to say some simple sentences by using the nouns.

From the students’ learning result and observation in each cycle, it could be concluded that teaching English by using video songs could increase students’ vocabularies. It is based on the comparison of percentage from preliminary study 43.17% students could reach standard score, while in the first cycle 85% students could reach determined percentage and in the second cycle 90% students could reach the standard score determined.

It is important to note that teaching English vocabularies for pre-school students was aimed to introduce English words and to be basic knowledge in order to continue study in the next level. Therefore, teaching English for children should not be equated with teaching English for adult.

**CONCLUSION**

This Classroom Action Research was conducted at RA Takrimah Tungkob Banda Aceh for students of group B. This research was done in two cycles. First cycle consisted of two meetings and the second cycle
consisted of three meetings. Each cycle involved four activities such as (1) planning, (2) action, (3) observation, and (4) reflection.

From two cycles which had been conducted, it can be concluded that students’ English vocabularies increased significantly especially alphabets and nouns. The further explanation is as below:

1. Students’ ability in mastering English vocabularies increased significantly by using video songs in teaching pre-school students

2. The increasing of the students’ ability can be seen from percentage of several observation such as in the preliminary study students got 43.17%, then became 85% in the first cycle, and increase became 90% in the second cycle

3. The students were motivated in learning English because they can see the picture of the noun directly

4. The students looked happy and enjoyed learning English by using video songs.

REFERENCES


THE ANALYSIS OF COMPETENCE OF PHYSICAL EDUCATION, HEALTH, AND SPORTS TEACHERS’ IN THE CITY OF BANDA ACEH IN ACTION RESEARCH CLASS

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ABSTRACT

Classroom Action Research (PTK) is a systemic study as an effort to improve the implementation of educational practices by teachers by taking actions in classroom learning. The purpose of this study is to know the competence of physical education, health, and sports teachers’ in the city of Banda Aceh in action research class. The approach in this research uses a qualitative approach and descriptive research type. Subjects in this study were physical education, health, and sports teachers in the city of Banda Aceh amounted to twelve people which consist of four PJOK teachers in the elementary level, four PJOK teachers in junior level, and four PJOK teachers in high school level. The research instrument used is a questionnaire and an interview guide. Based on the results of research can be concluded that PJOK teachers in the elementary level have not been able to implement and make a PTK report properly. This is because the lack of knowledge related to PTK and training undertaken by the relevant agencies, thus requiring the assistance of others when implementing and making a PTK report. The competence of teachers in junior and high school level in the city of Banda Aceh in implement and make PTK reports better. This is because they often attend training and seminar activities as well as read articles related to classroom action research. Therefore they can identify students' difficulties and apply learning models that can improve student learning outcomes.

Keywords: Classroom, Action, Research

INTRODUCTION

In the learning process undertaken by teachers, every day can not be separated from a little problem faced in the classroom. Problems that arise can come from students or from the situation or condition of the ongoing
learning process. To solve and correct the problem, teachers must have the ability to conduct research and improvement of the learning process. To realize this, teachers need to be equipped with knowledge and skill associated with research class action.

Action research is a systematic study of efforts to improve the implementation of educational practice by a group of teachers by taking actions in learning, based on their reflection on the outcomes of those actions (Kunandar, 2008). Classroom Action Research (PTK) is a reflection of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or by the direction of the teacher conducted by the student. PTK aims to make changes or improvements in the quality of processes and learning outcomes through a series of learning activities. PTK is also intended to study teachers to improve the will and ability to think critically and systematically.

Based on the results of interviews of ten elementary schools teachers in Aceh Besar district government in January 2016. From interviews, it is known that sports teacher still rarely do classroom action research. They reveal a variety of different reasons that I can summarize as follows.

1. Lack of teacher understanding in conducting classroom action research.
2. Teachers do not yet have the ability to write results from classroom action research.
3. The classroom action research writing training is still very minimal held by related institutions.
4. The ability of teachers in using technology, especially computer technology is still limited.

Currently, Classroom Action Research (PTK) is growing rapidly in developed countries such as Britain, America, Australia, Canada. Educational research experts of late have paid considerable attention to the PTK. Because this type of research is able to offer new ways and procedures to improve and improve the professionalism of educators in the learning process in the classroom by looking at the condition of students.

Action research is a systematic review of efforts to improve the implementation of educational practice by a group of teachers by taking actions in learning, based on their reflection on the outcomes of those actions (Kunandar, 2008). PTK is a reflection of learning activities in the
form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or by the direction of the teacher conducted by the student.

The implementation of PTK can not be separated from the principles. The principles of the implementation of PTK include:

1. PTK should not interfere with teacher teaching and learning tasks.
2. PTK should not spend much time, therefore PTK should be designed and prepared in detail and mature.
3. The implementation of the PTK should be consistent with the design that has been made.
4. The problem under study should be a problem that is actually present and faced by the teacher.
5. The implementation of the PTK must always follow the applicable work ethics (obtaining principal's permission, making reports and others).
6. It should always be more focused than the PTK aims to make changes or improvements in the quality of the learning process and outcomes, through a series of learning activities, therefore the willingness and ability to change becomes very important.
7. PTK is also intended to teach teachers to improve the will and ability to think critically and systematically.
8. PTK also aims to familiarize or teach teachers to write, record various other academic activities.
9. PTK should start from simple, real, clear and sharp issues.
10. PTK is carried out in the form of recurrent cycles in which there are four main stages of activity namely planning, action, observation, and reflection.

Stages in Classroom Action Research are planning, action, observation, and reflection. Planning is developing a plan of action that is critical to improving what has happened. The PTK plan should be flexible enough to be adapted to unpredictable influences and unseen obstacles. Planning is prepared based on the problem and the hypothesis of actions tested empirically so that the expected changes can identify aspects and results in teaching and learning process. The notion of action in classroom action research is the conscious and controlled action of the researcher which is a careful and prudent variation of practice. In this context, the
action is used as a policy for teachers for the development of subsequent actions, namely the actions of teachers with a strong will to improve and improve the quality of learning. The action is done in accordance with what has been planned.

Observations are made to obtain a careful picture of the action being performed and then documenting the effects or effects of the action. Observations are essentially oriented to the future, providing the basis for current reflection activities. Moreover when the cycle or cycle of action is in progress. Reflection is remembering, contemplating, examining, and reanalyzing an action as recorded in the observation. Reflection in classroom action research seeks to understand the real processes, problems, problems, and obstacles in the actions that have been taken during the learning process. Reflection always considers the various perspectives or perspectives that exist about real learning situations and seeks to understand the issues and circumstances in which the learning problem arises.

**METHODS**

The approach in this research uses a qualitative approach and descriptive research type. The reason used qualitative approach is to reveal and understand something behind the phenomenon to be studied (Strauss and Juliet, 2007). In addition, qualitative approaches are used so that researchers gain insight into something newly known by observing directly the object of research. This type of descriptive research is a research method that tries to describe and interpret the object as it is (Sudijono, 2006).

In taking the subject of research using the purposive technique. According to Bungin (2007) purposive technique is the technique of taking informants in qualitative research by determining the group of participants in accordance with the selected criteria relevant to the research problem. The size of the number of informants depends on the available resources and time as well as the research objectives. Subjects in this study were physical education, health, and sports teachers in the city of Banda Aceh amounted to twelve people which consists of four PJOK teachers in elementary level, four PJOK teachers in junior level, and four PJOK teachers in high school level.

In this research data collection techniques used are an interview and questionnaire techniques. Interviews used in the form of semi-structured interviews. The grid interview is as follows.
Table 1. Grid of Interview Sheet

<table>
<thead>
<tr>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you know about classroom action research?</td>
</tr>
<tr>
<td>2. How do you respond to the benefits of classroom action research?</td>
</tr>
<tr>
<td>3. What is the process of conducting classroom action research that you know?</td>
</tr>
<tr>
<td>4. Give examples of classroom action research you have done!</td>
</tr>
<tr>
<td>5. What do you need to improve your skills in classroom action research?</td>
</tr>
</tbody>
</table>

The questionnaire used in this research is a structured questionnaire. The questionnaire was measured using a 5-point Likert Scale. Respondents determine. The level of approval for each statement by showing strongly disagree (1), disagree (2), neutral (3), agree (4), or strongly agree (5). The contents of the questionnaire are as follows.

The data analysis techniques used in qualitative research according to Creswell (2010) through the steps as follows.

1. Processing and preparing data for analysis.
2. Read the entire data.
3. Analyze more details by coding data.
4. Apply the coding process to describe the settings, the people, the categories to be analyzed.
5. Show how the description of the information obtained will be restated in the narrative / qualitative report.
6. Interpret the data.

Based on the above, the data analysis in this study includes the stage of collecting information obtained from interviews and questionnaires.

RESULTS AND DISCUSSION
Based on the results of research through data collection techniques in the form of questionnaire can be concluded in the following table
The analysis of competence of physical education, health, and sports teachers’ in the city of Banda Aceh in action research class (Dadi Dartija, Didi Yudha Pranata)

Table 2. Answers Teachers Questionnaire.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement Indicators</th>
<th>Answer Questionnaire</th>
<th>SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>I know about classroom action research</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I know the benefits of classroom action research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I know about the process of conducting classroom action research</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I was able to carry out classroom action research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I gain sufficient experience in conducting classroom action research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I often do classroom action research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I get a lot of knowledge about the use of mathematics learning technology through lectures</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Note:
SD : Strongly Disagree
D  : Disagree
N  : Neutral
A  : Agree
SA : Strongly Agree

In addition to the questionnaire, researchers also conducted interviews with research subjects. From the interview, results can be seen that teachers PJOK for the elementary level has not been able to carry out and make a report PTK well. This is due to the lack of knowledge related to PTK and the lack of training carried out by the relevant agencies, thus requiring the assistance of others when implementing and making a PTK report. The ability of PJOK teachers for junior and senior high schools in Banda Aceh to implement and make PTK reports is better. This is because they often attend training and seminar activities and read articles related to classroom action research. Thus, PJOK teachers in junior and senior high schools can identify students’ difficulties and apply learning models that can improve student learning outcomes.

In addition, from the interviews also known that the method of data collection used by teachers demanded a long time, so the opportunity to disrupt the learning process. Therefore, data collection procedures that can be handled by the teacher must be used, while the teacher remains active as a full-time teacher. Thus it is necessary to develop data recording techniques that are quite simple but can produce enough meaningful information.
Another thing that teachers can convey is that the methodology used is not carefully planned, so action can be formulated in a testable hypothesis of action in the field. Teachers can develop strategies that can be applied to their class situation, as well as obtaining data that can be used to "answer" the proposed hypothesis. Thus, reflection activities (reflection, thought, evaluation) is done not based on rational considerations (using theoretical concepts) are valid and valid in order to make improvements in the effort to solve the problems that occur.

CONCLUSION

Based on the results of research can be concluded that teachers PJOK for the elementary level has not been able to carry out and make a report PTK well. This is due to the lack of knowledge related to PTK and the lack of training carried out by the relevant agencies, thus requiring the assistance of others when implementing and making a PTK report. The ability of PJOK teachers for junior and senior high schools in Banda Aceh to implement and make PTK reports is better. This is because they often attend training and seminar activities and read articles related to classroom action research. Thus, PJOK teachers in junior and senior high schools can identify students' difficulties and apply learning models that can improve student learning outcomes. Therefore, it is needed a training in the form of workshop about the implementation of classroom action research so that teachers can implement PTK maximally.

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THE CONCEPT OF TAHAJUD PRAYER THROUGH PSYCHOTHERAPY APPROACH IN RELATIONSHIP WITH PSYCHOLOGICAL HEALTH

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ABSTRACT

Religion and its practices have been duly implicated in treating not only problems related to medical health, rather, intervening and preventing such problems as well. In the present article, the authors have reviewed the significance of Tahajjud prayers in healthcare and mental health in particular. The study uses a qualitative research design in which the data collection using library research approach. The result shows that tahajjud prayer performed at the end of a quiet night can bring calm. While calm it proves to increase immunologic body resistance, reduce the risk of heart disease and increase life expectancy. Conversely, forms of mental stress such as stress and depression make a person vulnerable to various diseases, infections and accelerate the development of cancer cells and increase metastasis in (cancer cell spread). Precious and sincere tahajjud prayer influence a healthy mentality especially providing benefits in terms of psychic feelings of calm and serenity, it can also provide great benefits on physical health.

Keywords: psychotherapy, health, tahajjud prayer, psychology

INTRODUCTION

Recently, medical technology has advanced so rapidly, helping humans to get and fix their health needs. In an increasingly stress-ridden and emotionally distraught world, the need for providing appropriate and adequate counseling and psychotherapy has made the therapists look for integrative approaches to meet the challenge. In the course of the last century, psychotherapy has evolved into a varied source of techniques and
therapies to cater to the problems of the new order where rapid progress in
science and technology has rendered life more of a materialistic meaning
devoid of mental peace and contentment, (Hasan, 2013).

That Islam as a major religion followed by well over a billion
people has made its impact in this aspect of alleviating physical and mental
afflictions among its followers is very obvious. Islam is not only a religion
but a complete way of life that provides a comprehensive methodology for
practice and solutions to problems of mankind in the realms of spiritual,
intellectual, and physical challenges. (“Verily, the prayer keeps one from
the great sins and evil deeds” Holy Qur’an 29:45). All such prescriptions in
form and function and the underlying philosophy are firmly rooted in the
two authentic texts namely the Holy Qur’an and the Hadith, the latter being
the teachings and sayings of the Prophet Mohammed (May peace and
blessings of Allah be upon him, PBUH). It is important to note that any
attempt to add or delete, modify or even try to interpret the procedure
otherwise is considered innovation and is strongly abhorred, to say the least.
It is this divine and pure nature of Islamic worship that lends it the
distinction of being unique and a spiritually enriching experience.

Prayer in the Arabic language is an act of worship specific and
unique to Islam both in its form and spirit. While the English word prayer
conveys a general meaning of supplication or invocation, prayer is an act of
submission to the Supreme Creator, Allah and is expressed in a specific and
well-defined physical act embodying the spirit. This act of worship is
ordained upon all Muslims as a duty and is the second pillar of the faith.

According to Idrus, (2009) "Prayers are one of the best ways to
reach Allah’s realm and attain His utmost blessings". Although obligatory
prayers form the core ideology of Islam, the non-obligatory prayers are
recommended to purify oneself from sins and earn Allah’s compassion.
This by no way means that obligatory prayers fall short to earn us Allah’s
forgiveness but human beings are mannequins of sin and thus no chance
should be missed to repent our sins. The significance of Tahajjud is
explained in Quran and Hadith innumerable times and one of ayah is
conveyed in the surah Al-Isra,verse 79 that "(Establish Prayer from the
declining of the sun to the darkness of the night;93 and hold fast to the
recitation of the Qur'an at dawn,94 for the recitation of the Qur'an at dawn
is witnessed).
The word Tahajjud is derived from ‘tahajjada’ which means ‘being awake at night with the Quran’. So any act of worship done in the third half of night is regarded as Tahjjud and it is one of the noblest acts a Muslim can do. Since this prayer is offered after Namaz-e-Isha, it is also called ‘Salat-ul-Lail’ and ‘Qiyam-ul-Lail’. Prophet Muhammad PBUH had a habit of waking up in the middle of every night to bow down before his Creator and offer the night prayer. Thus it is a Sunnah and every Muslim brother should at least try to follow it once in a while if not on a daily basis. Allah SWT in Holy Quran describes the characteristics of true believers in these words.

Several reports on the application of prayers in psychotherapy illustrate the positive outcome in the individuals exhibiting pathological symptoms such as tension, anxiety, depression, and anti-social tendencies. These studies have highlighted the efficacy of Tahajjud as a cure to mental distress when followed in the correct form and measure. Since Tahajjud is an act of submission to Allah, the believer puts his/her total unconditional faith in the Lord and pleads for acceptance of the prayer and grant him/her remission from the condition of ill health, irrespective of its nature. Studies have proven that non-Muslim participants merely going through the physical movements of Salah also showed appreciable results from the exercise. This study is trying to observe the significance of religious practices about the relationship between doing Tahajjud with psychological health.

METHODS

This study was designed as qualitative research. This presupposes a cause/effect relationship between Tahajud prayer and psychological health. This study involved three phases, namely the conceptual, narrative and interpretative. The narrative phase involved planning the research design. The researcher was the main data collection instrument. A pilot study (pre-exercise) was conducted with participants in Tahajjud clinic who met the sampling criteria and would not form part of the main study. The empirical research phase involved data collection, analysis, and interpretation. Data collection included qualitative information that was collected during a focus group interview. The researcher also searched articles to understand the context of the topic under study, for the purpose of providing a view of reality that is important to participants.
RESULTS AND DISCUSSION

Tahajjud in practice

It is important to inspect the act of prayer in close detail as each of the positions and moves hold significance to the worshiper (Musalli) both from physiological and psychological points of view. Typically, a single Raka’a has three major movements. Firstly, after the silent expression of intention to perform the prayer the individual raises his hands to the level of his ears and utters ‘Allah is the Greatest’ and folds his hands above the navel. During this brief standing of a few minutes the opening chapter of the Holy Qur’an followed by any other verses from the holy book in Arabic is peacefully recited either silently or aloud depending upon the time of the prayer. Focusing on the recitation and contemplation over the meaning is known to soothe the believer’s senses. In this serene atmosphere, the worshiper standing before Allah is supplicating for his guidance.

The second movement is that of bowing with hands rested on the knees and the back held straight for a few seconds enough to utter the supplication glorifying Allah for at least three times and the person rises back to erect posture. In these few seconds, the worshiper's back and head are held flat, perpendicular to the legs.

After more supplications praising Allah, the individual goes down on his knees and rests his hands and forehead on the ground in prostration known as Sajdah for the third and the most cherished position of all in salah. In this uniquely Islamic act that a human performs in front of Allah the Muslim is nearest to The Almighty. In a Hadith, the Messenger of Allah (PBUH) said: “The nearest a servant comes to his Lord is when he is prostrating himself, so make supplication (in this state)” (Saheeh Bukhari). The psychological advantage of realizing that one is in a physical posture best liked by the Lord and that his supplications will be answered; besides the humility attained in the act of stooping to the lowest bodily position is incomparable. The sublime supremacy of sujood (in plural) is evident in the fact that this position has been referred to over 90 times in the Holy Qur’an. Arrogance and egoistic tendencies not only take a severe beating at this moment but also relieve stress and anxiety arising from worldly concerns. A few moments later he rises to sit on his legs and repeats the prostration.
This way, one unit of salat is completed. A typical prayer of a couple of raka’at will be completed with a position of sitting on the legs (Qaa’dah) for more supplications and salutation. This only takes a few minutes of the believer's time but the spiritual, psychological, physical and social gains are enormous; truly, a blessing from the Lord.

Health benefits of salah

The physical and physiological benefits of salah are multiple to say the least. Most of the body muscles and joints are exercised during Salah. In the most noteworthy movement of prostration besides the limb muscles, the back and perineum muscles as well are exercised repeatedly. The neck muscles, in particular, are strengthened such that it is uncommon to find a person offering regular Salah prostrating at least 34 times a day to suffer from cervical spondylosis or myalgias. Sajdah is the only position in which the head is in a position lower than the heart and therefore, receives increased blood supply. This surge in blood supply has a positive effect on memory, concentration, psyche and other cognitive abilities. During Sajdah dissipation of the electromagnetic energy accumulated from the atmosphere takes place by the grounding effect at regular intervals resulting in a calming feeling. A recent study investigating the alpha brain activity during Muslim prayers has reported increased amplitude in the parietal and occipital regions suggestive of parasympathetic elevation, thus indicating a state of relaxation.

Khushu refers to a state of mind in Salah when we stand in front of Allah and fully direct our minds and hearts towards Him. Anything less not only diminishes the rewards of our worship but a lost opportunity for our spiritual rejuvenation as well. In psychological terms, we can liken this state of mind to a single-minded immersion of oneself with a deep focus on the activity at hand and one that leads to maximum performance. We know that our state of mind, directly or indirectly, impacts almost everything that we do in life. Being in a good state of mind makes us feel livelier and more productive, and life generally seems more fulfilling. That is the ultimate objective of tahajjud prayer and of course, of any therapy as well.

CONCLUSION
Apart from the spiritual advantages, Tahajud prayer has therapeutic effects on health. Tahajud contain elements of meditation and muscle relaxation. It affects the person both physically and spiritually by enhancing positive thoughts and spreading an aura of peace. Psychology states that night prayer renews the spirit morally purify the soul and provide solace from fear and anxiety. It is a weapon to fight one’s inner weaknesses. Besides, it has a tranquil effect and helps in the creation of a strong personality with a cool mind. It imparts discipline in every field of life and above all, waking early in the morning keeps you fresh all day.

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RELATIONS OF SELF-EFFICACY AND SOCIAL SUPPORT WITH SELF-REGULATED LEARNING ON SECONDARY SCHOOL IN ACEH

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ABSTRACT

The purposes of this study were to find out (1) the relation between self-efficacy and self-regulated learning (2) the relation between social support and self-regulated learning (3) the relation between self-efficacy, social support and self-regulated learning. The population of the study were students of grade I, II, and III at SMP 2 Peusangan. The technique sampling was random sampling. The study used self-efficacy scale, social support scale and self-regulated learning scale. The data were analyzed by regression analysis. The results show that (1) there is very significantly positive correlation between self-efficacy and self-regulated learning ($r = 0.933$, $p = 0.000$); (2) there is very significantly positive correlation between social support and self-regulated learning ($r = 0.471$, $p = 0.000$); (3) there is very significantly positive correlation between self-efficacy, social support and self-regulated learning ($r = 0.934$, $p = 0.000$).

Keywords: Self-Efficacy, Social Support, Self-regulated Learning

INTRODUCTION

Efforts to build human resources through education can be done through several methods that always change for the sake of effectiveness and efficiency. All educational methods that are specifically applied to formal education institutions as a whole lead to an increase in student achievement in the mastery and application of science. Self-regulated learning requires students to be able to manage and direct themselves, adjust and control themselves, especially when facing difficult tasks. Students are said to be self-regulated learning in learning if they systematically organize their behavior and cognition by integrating...
knowledge, trying to remember information obtained, and developing and maintaining positive learning values.

Students with self-regulated learning characteristics are able to broaden their knowledge and maintain their motivation, aware of their emotional state, have strategies to manage their emotions, periodically monitor progress toward their goals, adapt or improve strategies based on their progress, evaluate barriers that may arise and do the necessary adaptations. Self-regulated learning is the active and constructive process of students in setting goals for their learning process and strives to monitor, regulate, control cognition, motivation, and behavior, which are then all directed and driven by goals that prioritize the environmental context.

Students who have high self-regulated learning are students who are metacognitively, motivational, and behavioral are active participants in the learning process. Zimmerman concluded that there are three aspects in self-regulated learning, metacognition, motivation, and behavior. Motivation is a function of the basic need to control and relate to the sense of competence that each individual has. Behavior is an individual effort to organize, select, and utilize the environment and create an environment that supports learning activities.

According to Bandura self-efficacy is an individual's individual beliefs about his ability to organize and complete a task necessary to achieve a certain outcome. Self-efficacy is the belief that one can master the situation and get positive results. Self-efficacy is a big influence on behavior. For example, a student with low self-efficacy may not want to try to study for an exam because he does not believe that learning will help him with the problem.

Bandura suggest several dimensions of self-efficacy, namely magnitude, generality, and strength. Magnitude, related to the difficulty level of a task performed. Generality, related to the field of duty, how wide the individual has confidence in carrying out his duties. Strength is concerned with the strong weakness of an individual's beliefs.

Self-efficacy can be acquired, altered, enhanced or derived, through one or a combination of four sources, that is, performance accomplishment, vicarious experiences, social persuasion and emotional phenomena (emotional physiological states). Performance experience is an achievement that has been achieved in the past. The experience of the vicarious is obtained through the social model. Social persuasion is the belief in the
persuasion giver, and the realistic nature of what the self-efficacy hopes will affect self-regulated learning.

Students with high self-efficacy will have confidence in their ability to organize and complete a task required to achieve certain results in various forms and levels of difficulty. This will impact self-regulated learning will also be high. He/she will be able to effectively manage his/her own learning experience in various ways to achieve optimal learning outcomes.

In addition to self-efficacy, there are other factors that may affect self-regulated learning is social support. Baron and Byrne (in Omrod) state that social support is the physical and psychological comfort given by friends/family members. According to John and Johnson (in Bandura) social support comes from significant people who are significant (significant other) for individuals who need help such as schools like teachers and friends. The authors emphasize the social support of families, teachers and friends that will influence the self-regulated learning of children in their learning process, the benefits of social support will increase productivity, improve psychological well-being and self-regulated learning, by giving a sense of belonging, clarifying self-identity, increase self-esteem and reduce stress, improve and maintain physical health and management of stress.

Social support becomes what is thought to affect self-regulated learning. People who get high social support will get a lot of emotional support, awards, instrumental, and informative. If emotional support is high, the individual will feel the high level of encouragement from family members and the community and if the rewards for the individual are large, it will increase confidence, if the individual obtains instrumental support will feel adequate facilities. When individuals get a lot of informative, the individual feels getting attention and knowledge. It affects self-regulated learning so that students are able to achieve optimal learning outcomes.

Self-regulated learning must be supported by other factors in order to produce optimal output, which can be clearly seen from student achievement in school. In this case researchers want to see and examine the teaching and learning process that occurs in the school SMP Negeri 2 Peusangan Bireuen based on the results of interviews conducted with the headmaster of the school (SMP) who said that the school has been enacted active learning system where students are required to summarize the
content of the learning that takes place every day. Students are also required to always prepare questions in each meeting about lessons they do not understand. This requires students to think more critically of the lesson so they will ask questions and find out if they do not understand. The principal also explains the strategic location of the school flanked by the homes of the inhabitants so as to facilitate the teachers to monitor the returning students during the lesson time. The community always reports if there are students who play around during school hours. The school also has two entrances, one for students and one for teachers. The entrance for students is always closed only open in the morning and when school time ends. The principal also said that for the preparation of the UN for third grade students who will join the UN have been prepared special team and class and also will be held intensive study under the teacher guidance each for each subject.

Based on the results of interviews conducted with the head of SMP Negeri 2 researchers are interested to see what factors are encouraging so that students are able to follow every rule set by the school. Based on the results of these interviews, researchers see that there is a factor of self-regulated learning that is being run in the school (SMP) is marked by students are required to learn independently, students must also be able to manage the learning process and utilize the environment prepared by the school for the smooth process of learning. Researchers also see the existence of social support factors that run in the school environment where the community also helped in launching the learning process and the confidence of each student to follow all the rules set school.

Based on the description above, the title of the research that the researcher proposes is whether there is a RELATIONSHIP BETWEEN SELF-EFFICACY AND SOCIAL SUPPORT WITH SELF-REGULATED LEARNING on students of SMP Negeri 2 Peusangan Bireuen.

A. Problem of the Study

Based on the description above, then the formulation of research problems are as follows:

1. Is there any significant relationship of Self-Efficacy with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province?
2. Is there a significant relationship of Social support with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province?

3. Is there a significant relationship of Self-Efficacy and Social Support with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province?

B. Purpose of the Study

4. 1. To see if there is a significant relationship of Self-Efficacy with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province.

2. To see if there is a significant relationship of Social support with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province.

3. To see if there is a significant relationship of Self-Efficacy and Social Support with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province.

THEORETICAL FRAMEWORK

A. Relationship of Self-efficacy and Social Support toward Self-Regulated Learning

Zimmerman in cognitive social theory, there are three things that affect a person so as to conduct self-regulated learning, namely individual, behavior and environment. Individual factors include knowledge, goals to be achieved, metacognition ability and self-efficacy. Behavioral factors include behavior self-reaction, personal self-reaction and environment self-reaction. While environmental factors can be a physical environment and social environment, both neighborhoods, school environment, social environment and so forth. One that can influence self-regulated learning in individual factors is the self-efficacy and environmental factors of which are the social support of the family.

According to Bandura self-efficacy is an individual's beliefs about his ability to organize and complete a task necessary to achieve certain results. Self-efficacy is the belief that one can master the situation and get positive results. Bandura (in Santrock) says that self-efficacy has a major effect on behavior. For example, a student whose self-efficacy is low may not be
trying to learn to do an exam for not believing that learning will help him with the problem. Bandura presents several dimensions of self-efficacy, namely magnitude, generality, and strength. Magnitude, associated with the level of difficulty.

B. Conceptual Framework

The problem discussed in this study is to analyze the relationship of self-efficacy variables and social support with self-regulated learning students. There are two variables to be questioned: self-efficacy and Social support as independent variables. While self-regulated learning is a dependent variable that is the result of comparison between the outputs generated with the input given. The conceptual framework is described as follows:

1. Self-efficacy Relationship with Self-regulated Learning

One of the factors that allegedly contributed to Self-regulated learning is self-efficacy. Self-efficacy is self-perception of how well a person can function in a given situation, self-efficacy relates to a judgment in the form of individual subjective beliefs about his ability to perform tasks, solve problems, and take actions necessary to achieve certain outcome objectives.

Bandura (in Adicantro) assumes that the expectation of the ability to perform the action determines whether the individual will attempt to do so, how determined he is to do it, and determine how successful it is. Self-efficacy perceived by the individual can be one of the critical success factors. Strong beliefs about the ability of the individual greatly determine his efforts to try to overcome a difficult situation. Theoretically, self-efficacy is concerned with the ability of one's self-regulated learning.

2. Social Support Relationships with Self-regulated Learning Capabilities

One other factor affecting self-regulated learning is Social support, social support is the help or support provided by people around individuals who are able to make individuals feel comfortable, both physically and psychologically as evidence that they are cared for and loved.
Thus it can be concluded that the higher social support provided by the family, the higher self-regulated learning that is owned by students in the learning process

3. Relationships Self-efficacy and Social Support with Self-regulated Learning

Based on the previous description it can be seen that self-efficacy is suspected to have a relationship with self-regulated learning in students. So is social support. Thus self-efficacy and social support are either individually or collectively associated with the self-regulated learning of students.

RESEARCH METHODS

The research is a correlational research with quantitative approach that emphasizes its analysis on numerical data that is processed by statistical methods. Correlational research aims to find whether there is a relationship between two research variables. In this case is the relationship self-efficacy and social support with self-regulated learning students.

A. Population and Sample Research

Population in this study is 580 students of SMP Negeri 2 Peusangan Kab. Bireuen. Samples taken is 150 students who will then be divided into the number of parallel classes as 18 classes and each taken 8 students from each class taken by voting. Method of determining the sample of the existing population is by using random sampling technique. In this study the sample taken is the students who are in each class and taken by voting.

Data Collection Technique

1. Scale

The measurement of this scale follows the summated ratings method of Likert using four alternative answers: Positive Question (Favorable) Highly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, Strongly Disagree (STS) = 1. Negative Question (Unfavorable), Strongly Agree (SS) = 1, Agree (S) = 2, Disagree (TS) = 3, Strongly Disagree (STS) = 4.
2. **Data Collection Stage**

Started by conducting a research measurement experiment on 28 students of SMP Negeri 2 Peusangan who are not included in the real research by giving the instrument scale as much as 99 items. After the data is collected, item analysis is performed to test the validity of each item on a self-efficacy scale and social support with self-regulated learning being piloted. Then a reliability test performed against the valid items. The valid items from the tested instruments are then rearranged to be disseminated on the actual research subject, that is to the students of SMP Negeri 2 Peusangan which have been established as research samples, the students who have not participated in the filling of the scale when the pilot study, taken by using sampling technique which is random sampling where each student taken randomly and based on result of voting.

B. **Data Analysis Method**

Data analysis method used to test the research hypothesis is multiple linear regression to see how much the relationship of self-efficacy and social support with self-regulated learning in SMP Negeri 2 Peusangan students. The formulas of Regression Analysis are:

\[ Y' = a_1X_1 + a_2X_2 + K \]

1. **Hypothesis Test Results**

   (1) there is a significant relationship between self-efficacy with self-regulated learning indicated by coefficient \( r = 0.933 \) and \( p = 0.000 \) (\( p < 0.01 \)); (2) there is a significant relationship between social support with self-regulated learning indicated by Coefficient \( r = 0.471 \) and \( p = 0.000 \) (\( p < 0.01 \)), (3) there is a significant relationship between self-efficacy and social support with self-regulated learning indicated by coefficient \( F = 500.974 \) with \( p = 0.000 \) (\( p < 0.01 \)). The third hypothesis in this research is to know the relationship of self-efficacy and social support with self-regulated learning. The analysis technique used is multiple regression analysis. Based on the product moment test and full model regression on the independent variables (self-efficacy and social support) with the dependent variable (self-regulated learning) obtained the following results:

   Table. 14
   
   ![Summary of Data Analysis Results](image)

<table>
<thead>
<tr>
<th>Variabel</th>
<th>F</th>
<th>r</th>
<th>R²</th>
<th>P</th>
</tr>
</thead>
</table>

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Based on the data from the above table, it shows that self-efficacy contributes to self-regulated learning of 87.1%; and social support contributes to self-regulated learning of 22.2%; self-efficacy and social support contributed to self-regulated learning of 87.2% collectively.

C. **Results of the study**

In general, the results of this study illustrate that there is a relationship between self-efficacy and social support with self-regulated learning students. This can be seen from the Summary Model Table where the table explains that the correlation (r) of 0.934, close to the value of 1 means that the relationship between independent variables (X1, X2) and dependent Y is very close or very significant. The correlation is positive. This means that if the value of X increases it will be responded with an increase in the value of Y.

The determinant coefficient of R² is 0.872, meaning that 87.2% Self-efficacy and social support are contributed to self-regulated learning. While 12.8% is influenced by other factors that cannot be explained in the regression equation (residual).

The calculation of regression analysis results shows that there is a significant relationship between social support and self-efficacy with self-regulated learning in students where F = 500.974 with r = 0.934 and the percentage of 87.2% means the higher self-efficacy owned by students and the greater the social support given, the higher self-regulated learning students. Conversely, the lower the self-efficacy and social support, the lower the self-regulated learning of the student.

D. **Conclusion**

From the results of the study found that there is a significant relationship between self-efficacy with Self-regulated learning. This can be seen from the summary model table where the correlation r of 0.933, close to the value of 1 means the relationship between self-efficacy and Self-regulated learning is very significant. The correlation is positive. This means that if self-efficacy increases then Self-regulated learning will also
increase. The determinant coefficient of $R^2$ is 0.871, meaning that 87.1% self-efficacy contributes to Self-regulated learning. Based on the result of this research, it can be stated that hypothesis 1 proposed in this research is accepted.

1. From the research results found that there is a significant relationship between social supports with Self-regulated learning. This can be seen from the summary model table where the correlation $r$ of 0.471, close to the value of 1 means the relationship between social supports with Self-regulated learning is very significant. The correlation is positive. This means that if social support increases then Self-regulated learning will also increase. The determinant coefficient of $R^2$ is 0.222, meaning that 22.2% of social support contributes to Self-regulated learning. Based on the results of this study, it can be stated that the hypothesis 2 proposed in this study stated acceptable.

2. In general, the results of this study illustrate that there is a relationship between self-efficacy and social support with self-regulated learning students. This can be seen from the Summary Model Table where the table explains that the correlation ($r$) of 0.934, close to the value of 1 means that the relationship between independent variables (X1, X2) and dependent $Y$ is very close or very significant.

3. The determinant coefficient of $R^2$ is 0.872, meaning that 87.2% Self-efficacy and social support contribute to self-regulated learning. While 12.8% is influenced by other factors that cannot be explained in the regression equation (residual).

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ABSTRACT

This study focused on assessing student achievement. For this purpose the researcher uses descriptive qualitative research design, as for the purpose to be implemented in this research is to know how the principal's efforts as a motivator in improving student achievement in State Elementary School 19 Banda Aceh. To achieve the objectives of the study, the population in this study were principals, vice principal, and head of the school committee at SD Negeri 19 Banda Aceh. Instruments in this study is by observation, questionnaires and documentation. Data analysis will be done by organizing data obtained through observation, questionnaire, and documentation. The data will be analyzed by presenting quantitative and qualitative data to describe the data obtained. The results showed that the achievement of student learning in State Elementary School 19 Banda Aceh was good. It is seen that students have the awareness of carrying out obligations and knowing the school ban. Students are also happy to do good deeds like, be honest, can be a good example of patient and grateful and can take the lesson of an event. Students have a good sense of humor and are able to enjoy humor in various situations. The principal takes a personal approach. With an individual approach the problems facing a student can be handled appropriately. Individual approaches can also provide a sense of comfort to learners, so as to establish good relationships between teachers and students.

Keywords: Motivator, Learning Achievement

INTRODUCTION
One of the effective forces in managing schools that are responsible for coping with change and improving all forms of teaching and learning in schools is leadership headmaster. Principal leadership is a behavior capable of initiating new thinking and decision making in the process of interaction in the school environment by making changes and adjustment of goals, targets, configurations, procedures in accordance with the demands of the development of science and technology. At the school level, the principal as a key figure in encouraging school development and progress.

At the school level, the principal as a key figure in encouraging school development and progress. The principal not only increases his or her responsibilities and authority in school programs, curriculum and personnel decisions but also has the responsibility to improve accountability and the success of students and their programs. The principal must be smart in leading the group and delegating tasks and powers.

The effective school must have strong intrusional leadership. Have a focus on graduates, have high expectations of students, have a safe and orderly environment, and monitor the activities that have been achieved. In addition, every principal must master all aspects of managerial and able to develop his managerial skills well. Therefore, the reversal of the core activities of the school organization is determined by the task and role of the principal in managing the school, Islam also explains that every leader including the headmaster is responsible for what he leads, so the Islamic leader must work optimally for all that In a safe manner to him by upholding Islamic values. So the principal should always give his role as a motivator to the students so they are excited and passionate in achieving high learning achievement. Motivation can be given in the form of rewards or in the form of punishment, both physical and nonphysical, but in providing this motivation should be considered the sense of justice and feasibility in this case important for the principal to create a conducive climate.

Based on interviews with some teachers at SD Negeri 19 Banda Aceh, the teachers said that the role of the principal as a motivator in improving student achievement in reality has not been done as expected. This is due to the lack of role of the principal as a motivator and the limited learning facilities that can help improve student achievement in SD Negeri 19 Banda Aceh. The problem is among the background of researchers making the
School head efforts in improving student learning achievement as a motivator at sdn 19 banda aceh.
(Salmiat, Aulia Afridzal)

school as a research object in order to know the extent of the role of the principal as a matrix in improving student achievement.

Based on the description of the above problems, the researchers are interested to conduct research by taking the title of the principal's efforts in improving student achievement as a motivator in SD Negeri 19 Banda Aceh.

1. Problem Formulation

Based on the background, then the formulation of the problems raised in this study is how the principal's efforts in improving student achievement as a motivator in SD Negeri 19 Banda Aceh?

2. Research Objectives

The purpose of this research is to know how the headmaster's efforts in improving student achievement as a motivator in SD Negeri 19 Banda Aceh.

LITERATURE REVIEW

1. Achievement

Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994: 19). Meanwhile, according to Mas'ud Hasan Abdul Dahar in Djamarah (1994: 21) that achievement is what has been created, the results of work, the results of fun that is obtained by way of ductility work.

Sedangkan menurut Nurkencana (1986:62) mengemukakan bahwa prestasi belajar adalah hasil yang telah dicapai atau diperoleh anak berupa nilai mata pelajaran. It was added that the learning achievement is the result that changes in the individual as a result of the activity in learning.

Learning achievement is considered perfect if it meets three aspects namely: cognitive, effective and psychomotor, otherwise said achievement is less satisfactory if someone has not been able to meet the target in all three criteria. Understanding above, it can be explained that the achievement of learning is the level of humanity that students have in accepting, rejecting and assessing the information obtained in teaching and learning process.

2. Learning

Learning is essentially an interaction between the individual and the environment. The environment provides stimulus (individual stimulus) and the individual responds to the environment. In the process of interaction
occur changes in the individual form of behavior change. Daryanto (2010: 2) says that: "Learning is a process of business that a person undertakes to obtain a whole new behavioral change, as a result of his own experience in interaction with his environment".

The learning process can involve cognitive, affective, and psychomotor aspects. In cognitive learning the process results in a change in the aspect of thinking ability (cognitive), in affective learning resulting in changes in the aspect of ability to feel (afektive), while psychomotor learning, giving, results, learning, form, skill.

3. Motivation

Motivation is the desire to do something, motivation is the desire that there is an individual who stimulates him to perform the actions or something that the basis or reason of someone behave. Motivation can be interpreted as the desire or need that lies behind a person so he is motivated to work. A person's motivation is determined by the intensity of his motivation, an important question for the managerial leader is how to motivate the student. Motivation is a psychic process to encourage a person to work, motivation can come from within a person or from outside a person. Motivate yourself apalgi motivate others is not an easy job especially in people who are aged 40 and over. Job routines often lead to deep saturation that can degrade the motivation of achievement, which is exacerbated by unsupportive working conditions. In the bottom motivation, the manager or leader is faced with two things that affect people in the work, namely willingness and ability. Willingness can be overcome by giving motivation, while the ability can be overcome by conducting training, thus it can be formulated that the human performance that appears influenced by motivation and ability (Husaini, Usman, 2011: 250).

4. Principal Efforts in Improving Student Achievement as a Motivator

As a motivator, the principal must have the right strategy to provide motivation to the educational personnel in the freezing of various tasks and functions. This motivation can be achieved through the regulation of the physical environment, the setting of work atmosphere, discipline, encouragement, rewards effectively, and the provision of various learning resources through the development of the Learning Resources Center (PSB). The task of the principal as a motivator in improving student achievement in elementary school includes three things: the ability to
regulate the work environment, the ability to organize work facilities, and the ability to establish the principle of reward and punishment.

1. Ability to regulate the work environment.
   The principal's duties in organizing the work environment include arranging the principal's office and the deputy headmaster, and TU for work; Organize classrooms, Labs, OSIS, BK, library, school yard, and UKS are cool, comfortable, and orderly.

2. Able to organize office space with conducive.

3. Can be implemented consistently.

4. Involve teachers and employees.

5. Able to arrange the classroom with conducive to learning / BK
   a. Can be implemented consistently
   b. Involve teachers and employees
   c. Being able to arrange a lab room conducive to my practice
   d. Can be carried out consistently
   e. Involve teachers and employees
   f. Able to set the school yard with beautiful and cool
   g. Can be carried out consistently
   h. Involve teachers and aryawan

6. Ability to set the working atmosphere
   The principal's job in setting the working atmosphere involves creating harmonious relationships among fellow teachers, creating harmonious employee relationships, creating a harmonious relationship between teachers and employees, and creating a sense of security in school.

7. Ability to establish reward and punishment principles
   Each teacher has a special character that is different from each other so that requires special pelaraanan of leaders so they can take the time to improve profesionalism. Teacher differences not only from the physical but also in the form of physical conditions such as motivation therefore to improve the professionalism of principal teachers should pay attention to the motivation of teachers and other factors that influence.

   Mulyasa (2009: 120-122). Stating principles that can be applied by the principal to encourage teachers to be willing and able to improve their professionalism, these principles are:
   1. Teachers will work harder if activities are done
2. The purpose of the activity needs to be clearly defined and informed to the teachers so that they know the purpose of their work.

3. Teachers should often be informed of the results of each job

4. Giving rewards is better than punishment but at times punishment is needed

5. Efforts to meet the needs of teachers by looking at their physical condition, providing a sense of security, indicating that the principal is watching them, organizing the experience in such a way that each employee receives satisfaction and appreciation.

METHODS

1. Research Design

In writing this research using descriptive qualitative research type because who want to know is how the role of principal as a motivator in improving student achievement in State Elementary School 19 Banda Aceh.

The type of research used in qualitative descriptive method as a research procedure that produces descriptive data in the form of words or verbal observed from the people and the behavior of subjects that will be in direct by the author.

2. Research Procedures

The following steps

Research phase generally consists of pre-field stage, field work stage.

1. Pre-field stage
   a. Prepare research design and research design
   b. Selecting research field
   c. Take care of the permit
   d. Track and assess the field
   e. Selecting and utilizing informants
   f. Prepare research supplies

2. Phase reporting
   a. Understand the background of research and self preparation
   b. Entering the playing field while collecting data

3. Research Sites
School head efforts in improving student learning achievement as a motivator at sdn 19 banda aceh.
(Salmiati, Aulia Afridzal)

Tempat penelitian adalah tempat dimana data akan dicari dan tempat proses penelitian akan berlangsung yaitu di SD Negeri 19 Banda Aceh, adapun waktu penelitian yang direncakan pada 01 Januari sampai 30 Juli 2017.

4. Researcher Population

Arikunto (2006: 130) Says, "Population is the whole subject of research". The population is all individuals who will be the object of research yan have the same nature. The population in this study are principal, vice principal, and head of school committee in SD Negeri 19 Banda Aceh.

5. Research Instruments

There are 3 techniques of data collection procedure as follows:

1. Observation Technique

Researchers see the occurrence of motion or a process, therefore researchers using this method not only record, but see firsthand the actual events occur in accordance with the problem that became the author's research.

2. Interview Technique

According to Lexi J. Moleong, (2005: 186) interviews are conversations with a specific purpose. That conversation is done by both the interviewer and the interviewer who gives the answer to the question. Thus it is very clear that the interview is a type of direct method of communication between the researcher and the respondent to obtain data or information in such a relatively short time.

3. Documentation

Documentation method is a method of researcher by researching or by investigating books, notes, documents, archives about a problem that has to do with things to be studied. This documentation method is used to collect data from documents in SD Negeri 19 Banda Aceh.

6. Data Analysis Technique

Data management and analysis in the leather research is a process that is done in the field. Data processing began to do with the classification by arranging the findings in the intent so that the description of research results easy to understand. When the authors are in the field not only look for data or collect data, but directly classify data, manage and write draft reports.
Here is the completion of data from each group according to the focus of the study. Data used for report writers are collected through coding techniques, while useless data is ignored, for consistent data will be grouped individually so that there is conformity to the researcher's focus.

The activity of data analysis is done through lankah-step as follows:
1. Review all data collected data, either through observation, interview, and documentation.
2. Reduce data by removing data that is irrelevant to the problem of the researchers then sifting through the data and clarify it based on the researcher's problem about the role of principal as a motivator in improving the student's learning achievement in SD Negeri 19 Banda Aceh.
3. Presenting data, ie by integrating data that has been in the reduction in the implementation of research. This is to facilitate researchers in understanding and concluding research data.

Concluding data that is researcher make conclusion based on data that have been compiled, meanwhile analysis of data of researcher done in two phase that is first phase of analysis of data while in field and second data analysis done after data collected.

RESULTS AND DISCUSSION

1. Student achievement in SDN 19 Banda Aceh

In the beginning I came to State Elementary School 19 Banda Aceh to review the location I was going to be closely related to my title which also discussed the achievement of learning, I was impressed because I saw the students had good intelligence. It is shown by polite and courteous behavior when meeting or just passing every teacher, the students say hello and shake hands of the teacher, and I see the cheerful and happy-looking students who appear from their smile. They are also diligent in keeping the environment clean by dumping garbage in place.

Student achievement in public schools is certainly different from the intelligence of the students in other schools. Do not mean to give meaning that because more, but it can not be denied that achievement is very important role in improving learning achievement. This was also conveyed by the Headmaster at SD Negeri 19 Banda Aceh, as follows: Talking about student achievement that is related to the student's personal, in contrast to other school students who after studying in school get guidance from the
courses assisted by their parents. The school only gives tutorial lesson day and the study time is limited, it is also conveyed by Mr. Suprapto as follows:

“The intelligence of the students here can be seen from the formation of personal students who are honest, disciplined, diligent study and respect for parents and teachers. Students here do not need to be remembered about the time to enter the classroom, if it is their schedule directly come to the room to do the learning process. In addition to my observations, I have found that students have a good sense of humor. That I met when there are those who are chatting after exercise. I also joined in with them. They also can directly mingle and not reluctant to joke with me who in fact is a new person in their environment. It is one of the characteristics of students' intelligence. On another occasion I found the students who were very enthusiastic to follow the learning of reading the Qur'an. Though learning is still a plan. It shows that learners love the activity of adding useful knowledge especially related to religion”.

From the results of observations and interviews that I do then the achievement of student learning in State Elementary School 19 Banda Aceh is visible from the ability, honesty, discipline, respect for parents and teachers, to follow the lesson with a good liking activities to add useful knowledge.

2. How Headmaster in motivating students to improve learning achievement in State Elementary School 19 Banda Aceh

As a headmaster who not only leads the teacher also provides encouragement / motivation in and out of learning, then the school should be a motivator for the students. Because extrinsic motivation is very necessary to be given to students. Dynamic, volatile and heterogeneous student state that in teaching and learning may be less attractive to students so that no learning objectives are achieved. Therefore the head should be a motivator for his students.

Research Findings

1. Achievement of study at SD Negeri 19 Banda Aceh

From the results of interviews with teachers of Islamic Religious Education State Elementary School 19 Banda Aceh that the spiritual
intelligence of students who looked at the students in the school are as follows:

a. Students know and realize that learning is important, it is demonstrated in the awareness of carrying out obligations and knowing the school ban
b. Students learn diligently without having to be ordered or ordered. Students gladly and unencumbered set out for the class to undertake learning.

c. Students love the activities of adding useful knowledge especially related to religion.

d. Students love doing good deeds. Throw the garbage in its place, watering and taking care of the school's plants / flowers

e. Students are honest.

f. Students can take lessons from an event
g. Students have a good sense of humor and are able to enjoy humor in various situations.
h. Students are good at being patient and grateful, their minds remain happy under any circumstances

i. Students can be good examples for others

j. The student usually understands the meaning of life so that he always takes the straight path.

2. How Headmaster in Motivating Students to Improve Student Achievement in State Elementary School 19 Banda Aceh

From the results of interviews with principals of SD Negeri 19 Banda Aceh the way teachers in motivating students to improve learning achievement are as follows:

a. Through the example of the principal itself. By being a good example for students, students will be motivated by examples of actions from their teachers. So when a teacher gives advice to students about having to be diligent in learning So that learners are encouraged to carry out school work.

b. In addition to being role models teachers also involve learners in worship activities. Intelligence is closely related to the psyche. Similarly, the activities of religious ritual or worship. Both intersect
with one's soul or mind. When one's soul or mind is enlightened, it is very easy for him to have happiness in life.

c. The principal takes a personal approach. With an individual approach the problems facing a student can be handled appropriately. Individual approaches can also provide a sense of comfort to learners, so as to establish good relationships between teachers and students.

d. Teachers educate students through the story. The learning achievement can be enhanced through the stories of the prophets, the companions who are close to the prophet, the people whose piety is famous, or the figures recorded in history because of their high spiritual intelligence. By giving the story learners become motivated to improve the quality of self.

e. Master rewards and punishes. Rewards can also be said to be motivational, teachers can give rewards to encourage student learning activities before taking a school exam for example. Gifts are given in the form of items such as learning support equipment (pencils, pens, notebooks). Other prizes given in the form of praise or flattery only. The opposite of that is punishment or sanctions. Punishment is given to learners who violate the rules and within the limits of fairness and still in the nuances of learning.

f. Master holds competitions or competitions held every semester for individuals or groups. Individual and group competition can improve student achievement. Event achievement competition becomes more encouraging students added with a prize for the winner. This, in addition to motivate students to better achievement will also increase cooperation among students in learning because they are driven to wish the good name of each group.

g. Master creates a fun learning environment. It can strengthen encouragement. The application of this principle to learners can be done by the teacher when in the classroom or in other activities. For example, teachers can show a friendly attitude, not sullen, not easily angry, do not denounce children, not sarcastic, and others when teaching.

h. The teacher does the habit of reading prayers and reading short letters and reading in each prayer before studying. It may encourage students to have an interest in learning the lesson.
In every process there must be inhibiting factors and its supporters. As the inhibiting factor motivator facing the students of State Elementary School 19 Banda Aceh is a heterogeneous state of learners, coming from different family environments. The solution to the inhibiting factors is that the principal takes an individual approach to the learners. With individual pendengantan will facilitate the delivery of motivation to students.

While the supporting factors in the delivery of motivation to students of State Elementary School 19 Banda Aceh apart from the government in the purpose of learning and the school from the vision and mission of the school, the order imposed in the school, in improving spiritual intelligence is the establishment of good relationships between teachers the existence of facilities and Adequate infrastructure, and the students themselves respond very well. It can be seen from the results that are also satisfactory from learners.

3. Improvement of Student Learning Achievement in SDN 19 Banda Aceh

From the results of interviews and observations that researchers do, there is an increase in learning achievement of the motivation that principals give to learners. The students' achievement in SDN 19 Banda Aceh is as follows:

a. The first is the awareness of learning for students when learning looks serious and disciplined in learning.

b. Secondly, about kedidisplinan. Learners do not need to be reprimanded to carry out their obligations.

c. Third, the change of attitude from students who previously naughty or practically disobedient to the school order becomes more disciplined in obeying it.

d. Fourth, the emergence of a significant learning interest from learners.

CONCLUSION

Concluding

1. Achievement of study at SD Negeri 19 Banda Aceh

Student achievement in State Elementary School 19 Banda Aceh is good. It is seen that students have the awareness of carrying out obligations and knowing the school ban. Students are also happy to do good deeds like, be honest, can be a good example of patient and grateful and can take
wisdom from an event Students have a good sense of humor and able to enjoy the humor in various situations.

How to Teachers in motivating students to improve learning achievement in State Elementary School 19 Banda Aceh many ways to provide motivation to learners in improving learning achievement. Giving it must be appropriate. How the principal in motivating students is done in various ways and well run by the principal at SD Negeri 19 Banda Aceh. As through the example of the principal itself, involving learners in worship activities, the principal takes a personal approach, the teacher educates the students through spiritual stories, presents and punishments, the teacher holds competitions or competitions held every semester for individuals or groups, teachers create a fun learning atmosphere, as well as doing habitually reading prayer learning.

2. Improvement of student achievement in SD 19 Banda Aceh

The role of KS as a motivator to help learners in realizing their life goals optimally is done very well. The interests, talents, abilities and other potential of learners will not develop optimally without the help of educators or teachers. So as to give a very good improvement also to the progress of learners. The upgrades are: the first concerning the schooling awareness for the students when the lesson takes place. Second, about studying in class. Learners do not need to be reprimanded to carry out their obligations. Third, the change in attitude of students who previously naughty or arguably disobedient to school tatatertib be more disciplined in obeying it.

Suggestion

Based on the results of these studies for the future, the authors convey the following suggestions:

1. For the principal

In order to improve the spiritual intelligence, learning motivation, and learning achievement of students, it is better for the school to continuously improve the procurement, maintenance, utilization of various learning resources, while continuously improving the quality of teacher performance and strengthening in motivating the students. So that students can study diligently in school and on a continuous basis and also students have high intelligence.
2. **For teachers**

In order for students to have high intelligence and study diligently in school, then the teacher should increase its role as a motivator and developed again ways of giving motivation so that learners have a high intelligence for the provision dikehidupannya later and tecapai learning achievement as expected.

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IMPLEMENTATION OF PICNIC STYLE IN EATING ACTIVITIES TO STIMULATE LANGUAGE ABILITY IN CHILDREN EARLY CHILDHOOD EDUCATION (PAUD) IN THE CITY OF BANDA ACEH

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ABSTRACT

Language means an arbitrary system of symbolic sounds, used by all people or members of society to cooperate, interact, and identify themselves in the form of good conversation, good behavior, and good manners. Similarly in the world of children, language plays an important role as a means of communication in the child's life. Without this ability is difficult for the child in interacting. Language skills in children can be developed through eating. Stimulation of language activities conducted on eating activities can be done through various methods including picnic-style (picnic style). A casual picnic style in eating activities brings comfort and excitement to children so that children are enthusiastic to learn to build their own understanding of their food and environment. This research was conducted at PAUD KASYA Ulee Kareng District Banda Aceh. The purpose of this research is to know the pattern of picnic-style development in feeding activities to stimulate early childhood language skills in early childhood in Banda Aceh and how to monitor and evaluate picnic-style in feeding activities to stimulate language skills in early childhood. This research is conducted by observation and interview and questionnaire which begins by giving socialization and training which result can be used as instructional material or module as a reference for PAUD teachers in the implementation of learning including in activity program of quality and meaningful for child development

Keywords: Language, Eating Activities, Picnic-Style

INTRODUCTION
Language is essentially a regular expression of the human mind and feelings, which use sounds as a tool (Depdiknas, 2005: 3). Meanwhile, according to Suhartono (2005: 126) language is a structure and meaning that is free from its users, as a sign that concludes a goal. While the language according to a large Indonesian dictionary (Hasan Alwi, 2002: 88), the language means an arbitrary system of symbolic sounds, used by all people or members of the community to cooperate, interact, and identify themselves in the form of good conversation, good behavior, Good manners.

Similarly in the world of children, language plays an important role as a means of communication in the child's life. Without this ability is difficult for the child in interacting. Children or adults who have difficulty communicating experience difficulties in expressing themselves, understanding others and building interpersonal relationships. Communication is an important factor in the process of development and learning process. Among the development process of growth and development of children is the activity of eating. Meal activities aim to meet the child's need for nutrition and health care for children. Whatever the child consumes will affect his intelligence and health. The results of the study and scientific research explains that eating activities are not just to meet basic needs and health of children but by eating activities are also able to stimulate the various intelligence of children because the activity is the activity of social sites and socialization process (Ochs and Shohet: 2006) where children learn about Healthy life behaviors, practice language skills as one of the basic skills in life and build a child's knowledge about self and the surrounding environment.

The nutrition program should also support children to explore without limiting their potential for learning and providing an open experience that allows children to really understand more specifically the direction of the activity's objectives, besides Bokony, Lauren Hunt and Teri Patrick (2009: 1) in the health article of the University of Arkansas for Medical Sciences said that the expectation of eating activities is able to develop children's skills in various ways, including physical skills and language skills where children's physical and linguistic skills increase rapidly after the baby. This period of growth and development allows them to take a greater role in meeting their own dietary needs and to express their likes or dislikes for their food, food choices, and eating habits.
Stimulation of the activities of the language undertaken in the activities of eating can be done through various methods, such as through storytelling, conversation, question and answer, play guess figures, write a menu list or other methods of interest for children to learn the rules about eating and knowledge of food and about Eating activities. Fletcher and Laurel Branen stated that a casual picnic style in eating activities brings comfort and excitement to children so that children are enthusiastic to learn to build their own understanding of their food and environment (1994: 1)

But in daily practice both in school and in places - public eating places, often teachers or adults forbid children to talk while eating activities take place. While eating is also a good time to exercise self-control in children, they know when it's appropriate to talk and listen.

Casual and fun picnic-style dining activities allow the children to develop their language skills. Due to the lack of knowledge and skills of teachers to present meaningful and enjoyable learning-filled learning activities, eating activities are detached from the educational process linkages for children. Meal activities are carried out as routines such as praying routines, children learning prayer before and after meals only as memorization to meet the demands of the target of curriculum achievement, not to develop the moral values of religion and language in children. Based on the above issues and opinions, the researcher is interested in implementing picnic-style in dining activities to create a relaxed, comfortable and fun dining atmosphere to stimulate children's language skills so that the language skills of children are trained and develop according to the development stage. A deeper exploration of the picnic style in feeding activities is done by focus group discussions (FGDs), peer groups, case studies and role plays so that the picnic style in the feeding activity is completely understandable to the teacher and implemented into the eating activities as part of The learning process so that the language skills of children can be well stimulated.

Based on the background of the above problems, the problems in this study can be formulated as follows:

1. How does the pattern of development of picnic-style meal in activities to stimulate language skills in early childhood early childhood Banda Aceh?

How to monitor and evaluate the activities of picnic-style meal to stimulate early childhood language skills in early childhood Banda Aceh?
METHODS
Research Approach

This study uses qualitative methods, this is based on the formulation of research problems that require researchers to explore in understanding and explaining the problems under study through intensive relationships with data sources. In this study the researchers collect data description of the activity or behavior of the subject under study, both perceptions and opinions and other relevant aspects. According to Bogdan and Taylor in Moleong (2004: 10) said that qualitative research with a scientific background as a need to rely on humans as a research tool, utilizing qualitative methods and analyzing data inductively. Thus, the above statement illustrates that qualitative research puts people first as the subject of research and focuses more on process rather than outcomes.

Research Location

The location of the research was conducted in Ulee Kareng Sub-district in 4 PAUD in HIMPAUDI (Indonesian Education and Early Childhood Education Association) Ulee Kareng Sub-district, Banda Aceh Municipality.

Research subject

Subjects in this study were children of PAUD aged 5-6 years from 4 PAUD institutions selected in Sub Ulee Kareng.

To examine the accuracy (truth / accuracy) in this study, researchers conducted several methods. Examining the data abilities in this study, the researcher applied the method according to Soenarto's (2001: 83), namely Triangulation (feasibility test by cross-examination) with third parties, and Peer-debriefing Way of discussion) with fellow PAUD teachers, in order to measure the qualifications of data, methods and results of the analysis. The following is described in Figure 3.1
Implementation of picnic style in eating activities to stimulate language ability in children early childhood education (PAUD) in the city of Banda Aceh. (Yenni Mutiaavati)

To demonstrate the validity of the data, the researcher refers to the qualitative validity criteria proposed by Guba (1981: 55), namely Credibility, Transferability, Dependability, Confirmability.

Overcoming the complexity of data that is not easily explained by the data source, the researchers must participate actively in conducting research, which is in PAUD throughout the time of research activities to avoid the existence of bias and perception is wrong. Thus, all problems can be solved directly. Conduct careful observation to observe the development of language skills of children in the process of eating, as well as to provide questionnaires and interview them to obtain data on the process and success of the study.

Transferability
Proving that each data is contextual, the researcher makes a detailed description of the data and develops it in context.

Dependability
Indicates that the data is always checked from several methods used so that there is no difference between data one with other data.

Confirmability
Demonstrating data neutrality and objectivity, researchers use journals or diaries to reflect on the data collected.

Then, the analysis is done by describing the information used as the data during the data collection and after the data collected, to further analyzed by triangulation, that is method by comparing the data obtained.
through questionnaire, observation and interview for the purposes of cross check data, and make improvements Comparison (Moleong, 2004: 178).

**Data collection technique**

In this research data collection techniques used are questionnaires, observations, interviews and documentation studies. The four data collection techniques are used to obtain the most support and complementary information. Data collection techniques such as data are described as follows:

**Questionnaire**

Questionnaires were used in order to collect data on knowledge, implementation and picnic-style barriers in feeding activities to stimulate the language skills of the study subjects.

**Observation**

Observation techniques are used in order to collect data on the implementation and barriers of the picnic-style in feeding activities to stimulate the language skills of the study subjects.

**Interview**

This activity is intended to know how the perception and understanding of the problem of research from the perspective of research subjects. In this interview, the researcher provides interview guidance, although in practice it is not very much related to the guidelines.

**Study of Documentation**

Although in qualitative research most of the data obtained from human sources through questionnaires, observations and interviews, but also other sources as a complement is the documentation. In this study, documents can be used as material triangulation to check the suitability of data.

**RESULTS AND DISCUSSION**

**Background Research**

The study was conducted at Kasya PAUD or Kasya Day Care Care Center and School (KDCCS) located at Jalan M Tuha No.1, Ceurih, Ulee Kareng, Banda Aceh is inclusive PAUD where the number of respondents in this study Ulee Kareng District Banda Aceh against 15 people Children
Implementation of picnic style in eating activities to stimulate language ability in children early childhood education (PAUD) in the city of Banda Aceh (Yenni Mutiaivati)

Aged 5-6 years, 7 boys and 8 girls. One of the mainstay programs of PAUD Kasya is to make eating as one of the special programs. This program is implemented to meet the welfare of children in appropriate nutrition services and balanced because most of PAUD students Kasya are children with special needs that are very susceptible to food consumed. It is hoped that this program can help fulfill the nutrition and maintain the health of children especially children with special needs. The results of initial observations found that the language skills of children stimulated only through learning activities that are storytelling, play and storytelling. The results of interviews and questionnaires distributed to teachers and parents about the application of education through feeding activities to stimulate children's language skills show that teachers and parents do not have comprehensive skills about the education of the meal. Teacher's creativity in building children's language skills has not yet been developed. Teachers only focus on the implementation of learning as a target that must be met. To do so, a teacher training is done to help teachers understand language stimulation through the application of picnic-style.

Findings of Picnic-Style Implementation in Eating Activities

After the training is done then the teacher apply Picnic-Style in the Eating Activities. The results of observations made before the meal show that children are enthusiastic to help teachers prepare the equipment and help organize food by rolling out mats in school lawn. Teachers and children discuss the rules of eating out in a relaxed and familial way. The teacher gives a list of tasks before and after meals and the children discuss who will do it. Preparing food for young children is very simple. From the observations made in PAUD Kasya, when snack time is an easy time to calm down. A piece of bread issued by other children from a lunch box, and milk poured in a cup by the child. The children have been sitting at the table in a relaxed picnic style. They enjoy food and learn many things about their lives through eating. Foster self-confidence in children and expand the language of children.

The application of this style of eating is consistent with the opinions of Marotz, Marie Z. Cross and Jeanetia M. Rush (2005: 423) that parents and teachers can introduce good eating habits in two ways; Serving and enjoying a variety of nutritious foods, getting involved in eating with children and showing the enjoyment of various nutritious foods. Feeding
done without direct mailing, but in a repetitive and fun way by presenting new types of food can improve the attitude of children's acceptance of food. In addition to picnic-style dining activities to be one choice of dining activities that are relaxed and fun and able to stimulate children's intelligence. Picnic styles facilitate children to learn about eating and food, helping children expand language with rules when eating casually. From the interview results found that teachers and parents are happy with the pattern of eating snack education with this relaxed eating style. Moreover, this pattern is very helpful for children with special needs to stimulate their language.

CONCLUSION

The results of pre-observation indicate that children's language ability is very low, it is observed in the implementation of eating activities where researchers observe the process of language stimulation in children. Based on the findings and discussion, the results of this study can be summarized as follows: The process of improving the language of children through the implementation of Picnic-Style in eating activities in PAUD Kasya Banda where the process of stimulation is done with a relaxed style with a footing (scaffolding). On the footing before the meal, the teacher introduces the rules on the eating and then exemplifies the rules that have been introduced during the meal so that the child knows about what to eat and the rules to talk while eating. After the meal, the teacher invites the children to share their experiences during the meal and lock their understanding. Implementation step by planning includes preparing RKH, language related instruments, and preparing equipment related to eating activities.

Language is a form of communication, written or gesture-based on a system of symbols. The language consists of words used by the community along with the rules for compiling variations and combining them (Santrock 2007). In past research it was explained that, mealtimes are "cultural sites for socialization from one person to its social members competently and appropriately". Mealtimes are a universal opportunity for members not only to engage in food and feeding activities but also to forge relationships that strengthen or modify the social order. In addition, mealtimes facilitate the building of social knowledge and moral
perspectives through communicative practices that characterize this opportunity (Ochs and Shohet, 2006).

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Implementation of picnic style in eating activities to stimulate language ability in children early childhood education (paud) in the city of banda aceh. (Yenni Mutiauwati)

MODEL DEVELOPMENT OF LEARNING BASIC MOTION NON-LOCOMOTOR FOR JUNIOR HIGH SCHOOL STUDENT

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ABSTRACT

This research aims to develop a model of learning basic locomotor movements to students of SMP Negeri 9 Banda Aceh that supports active and creative learning (Active Creative Productive Effective and Fun) on the learning system of Physical Education and Health at the school. With the implementation of trials conducted in SMP Negeri 9 Banda Aceh and SMPN 11 Banda Aceh, which is a school in the city of Banda Aceh province. This study is a model of research and development (R&D) as proposed by the Borg and Gall, through several important stages in the development of broadly divided into three stages of development; 1. Phase identification and requirements analysis, design and development phase 2. Draft a model, 3. The testing phase (expert review, small group trial and field trials). Small group trial conducted at SMP Negeri 9 Banda Aceh to 15 students, while the field trial involving 61 students from two schools that students of SMP Negeri 11 Banda Aceh. Based on the test results of the effectiveness of the model, proven empirically that the product results in the form of basic motion manipulative learning model for junior high school students have a very good level of effectiveness. This is shown by the t-test results at this stage of observation of repetition of the development model of learning basic movement locomotor (PGDL) with indicators of throwing, catching, rolling, driving, controlling and kicking to the target in the form of the game individually, in pairs, teams and classical with the level of truth which showed that the t-test on the two tests is greater than t-table. In other words, the basic locomotor movements learning model is effective to support the teaching of Physical Education and Health in the junior class VIII.

Keywords: Syntax, Basic Motor Movement
INTRODUCTION

The process of accumulation of a number of curriculum that are not able to outline the needs of the community as a user so that graduates of an institution that is supposed to be a new comer and coveted by the public as a carrier of change and renewal, even a burden on society becomes, or as an addition to the total number of unemployed and considered a virus that makes disease society is getting worse, he was not able to create jobs, but it is an addition to the total number of job seekers, thus education is considered just biased to answer an age trend is not something critically to change and respond to the challenges of the times.

Multilateral movement is a form of overall basic human movement such as; motion locomotor, non-locomotor or movements move the running, jumping, sneaking, creeping rolled, then the motion of non locomotor is movement without moving place but move capability flexibility joints in all directions like a contorted body, rotate the shoulders, lifting legs, movement the balance of the various forms of flexibility and further movement manipulative motion is any form of movement that uses a variety of tools such as kicking a ball, throwing objects, and in the form of a game with other tools. Physical multilateral physical development: Sports-specific physical development, or general fitness as well we know, provides basic training for success in all sports. Type of development goals biomotor basic upgrades, such as endurance, strength, speed, flexibility and coordination. Athletes who mengmbangkan solid foundation will be able to better tolerate exercise activities specific and ultimately have a greater potential for developing athletes. (Bompa Tudor O. and G. Gregory Haff, 1999: 3)

Gaps occur where, in principle, as a result of changes in the shape or model of teaching-integrated with thematic patterns, have made the teachers teach the true loss patterns, it is based on what is have been submitted by teachers to the author, that they really do not understand how the implementation of the teaching of Physical Education, Sport and Health were able to develop basic movement of students for their students, they understand it is some of the activities of Physical Education, Sport and Health in primary schools is much to forms the tendency to form sports compete in play activities, such as agility and strength pitted like sprinting short distances and tug of war.
Then that happens on the field is no one form of the learning process that leads to the form of games that correspond to physical development, motion children age range of junior class VIII, such as the need to consider aspects of safety, comfort, their form of cooperation, fostering a sense require mutual respect, an attitude of wanting to know the high, driven wanted to appear in every activity, meaning that it bermamfaat for his friends. So it is very regrettable that the current process of learning in secondary school class VIII much to the forms which the authors deem appropriate for their development and psychological growth of children.

Based on a number of discussion as has been pointed out above that is a gap in the learning process, especially on the subjects of Physical Education, Sports and Health in Middle School class VIII, it is essential to develop a construct learning standards, so it will be able to be integrated by the class teacher in integrated thematic learning for Design Scenarios learning to be implemented. Furthermore, based on the author's observation on the curriculum for the lesson of Physical Education, Sport and Health yet spelled out in detail about the forms or models of learning in competence essentially for basic motion mainly basic motion locomotor, therefore, the author will develop a model Learning Basic Motion Locomotor on Middle school eighth grade, where researchers will also examine the level of activity student progress and willingness to exercise and the impact of these activities when associated with mental and social aspects, such as joy, mutual respect and attitude in taking actions or decisions, as well as attitudes and behave as expected.

**METHODS**

Draft guidance for the development of this research model proposed by Borg and Gall, with ten steps starting from the development;

1. Preliminary observations (prasurvei).
2. Conduct planning,
3. Develop the type / shape of the initial product,
4. Conducting field trials,
5. Revise the main product,
6. The main field trials (wider),
7. Revise the operational product,
8. To test the operational field (due diligence),
9. Revise the final product (final revision) and,
10. Disseminate and implement the product.

Pictures 1. Development Phase

But broadly divided into three stages namely development; 1. Phase identification and analysis of needs, 2. The development phase of design and draft a model, 3. The testing phase (expert review, small group trial and field trials). Small group trial conducted at SMP Negeri 9 Banda Aceh, field trials are also conducted in SMP Negeri 9 and 11 students of SMP Negeri Banda Aceh. Data were collected through documentation, questionnaires and observations as well as test and non test, aims to test the practicality and effectiveness of the model are analyzed descriptively with the test criteria as follows: a. The learning model basis of non-locomotor movement is said to be valid if: (1) More than half (50%) stated that the validator is based on the theoretical learning is strong. (2) More than half (50%) stated that the validator components of this learning model is consistently related. (3) The trial results show the components of this learning model is interrelated. (Ratuman, in Ardana, 2007: 101). b. The model is said to be practical PGDL if: (1) More than half (50%) validator gives consideration that this model can be applied in the classroom, teacher states can apply this model in the class and level of adherence to this model should be high. c. Model PGDL said to be effective, if it meets the following criteria: (1) Activities of students in the following study is high. (2) Student achievement is fair that a minimum of 85% of student learning outcomes that are in both categories, and meet the minimum completeness criteria (KKM) 85% of all students. (3) At least 85% of students had a positive response. Positive responses are characterized by student answers 4 and 5, while the majority
of negative responses are characterized by the students' answers 1, 2, and 3 on a scale of five. (Ardana, 2007: 104).

RESULTS AND DISCUSSION

Based on the results of the validation test experts, small group trial, and field trials are basically learning model development the basic motion of non-locomotor have met the qualifying criteria the implementation of a model of learning which are: syntax (syntax), the social system (social system), reaction principle (principles of reaction), the support system (support system), as well as instructional impact and impact Bridesmaids (instructional and nurturant effects). PGDL learning model also has qualified validity, practical, and effective, in which the results showed: a. In general, or 100% validator expressed preliminary draft PGDL models based on the theory of the strong, b. All validators (100%) stated that the components of the model have a relationship of mutual support. Thus the draft of the initial model development model basic locomotor movements (PGDL) meets the criteria of validity, c. Model otherwise practical, because in general, or 80% validator states PGDL models can be applied in the field or in the classroom means that teachers can apply this model in the classroom and in the field. d. The trial results of small groups overall mean adherence to the model is = 89.89%, which means that the level of adherence to the model at the level or category of "very high", f. PGDL effectiveness of the model, from the test results that look small group of student activities, learning outcomes and student responses to a model that meets the requirements which the average student activity = 95.76%. Once converted into student activity classification table, then to the acquisition of the mean value belonging to the category of learning activities criteria so tow g. The results of field testing and product testing, product effectiveness significance level models are in the reception area or in town under the hypothesis $\alpha = 0.05$, based on the results of testing the effectiveness of the model, proven empirically that the product results in the form of basic motion manipulative learning model for high school students class VIII has a very good level of effectiveness. This is shown by the t-test results of observations of repetition of the development model of learning basic movement locomotor (PGDL) with indicators of throwing, catching, rolling, kicking, controlling and kicking to the target in the form of the game individually, in pairs, teams and kelasikal and truth movement shows
that the t-test on the two tests is greater than t-table. In other words, the basic motion manipulative learning models using simple tools effectively to enhance the capabilities and wealth of movement for students.

CONCLUSION

T-tests for students of SMP Negeri 9 Banda Aceh assessed from the aspect of skills, knowledge and attitudes are for the indicator throwing capture, control / dribble with his hands, roll the ball, control and shoot the ball into the goal, values obtained respectively by 26, 046, -18, 943, -26.783, and -23.591, with a significant level of overall smaller than the value of $\alpha = 0.05$, where the value is in the region H1 hypothesis acceptance or rejection of H0, thus it can be concluded that the effectiveness of the model learning basic locomotor movements are considered very effective.

Results of data if the t-test for students of SMP Negeri 11 Banda Aceh, with an assessment of the aspects of the skills, knowledge and attitudes as follows obtained by value t-test with the order of: throwing capture, control / dribble with his hands, the ball rolling by, control and shoot the ball into the goal that the value of each $= -22.054$, $-14.148$, $-27.538$, and $-17.471$ with the significant level generally lower than the value of $\alpha = 0.05$, which is in the region H1 hypothesis acceptance or rejection of H0. Thus, it can be concluded that the effectiveness of the learning model basis of non-locomotor movement (non-PGDL) is very effective.

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THE IMPACT OF ONLINE GAMES ON SOCIAL AND COGNITIVE DEVELOPMENT ON ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Online game is a fond kind of game that has becomes the most favorite of adults, teenagers, and even children gamers who are still under mental the development. Related to this issue, online games have a lot of either positive or negative impact towards children. Some of the negative impacts are on social development such as addiction, resentment, rudeness, anti-social, being isolated, and less of socializations skill. Otherwise, the positive impacts of this online game are habituating children to be responsible, friendly, visionary, having self-control, hard-working, and being a person who likes to share, and many other impacts. In line with social development, online games also give effect to children cognitive development, for instance, children who play a game online have a strong memory, better problem-solving skills, capability to synchronize their brains, hands and their eyes, and they have a high comprehension skill.

Keywords: Online Games, Social and Cognitive Development

INTRODUCTION

The technological development are no longer deniable and stoppable. Each day the technological companies compete to discover more sophisticated devices that its predecessors. One of the common technological discovery among the society is the computer and internet connection. Purwonto has pictured that the technological development may bring the basic essential change in fulfilling the information need of human being. The best technological discovery is the internet as the limitless and accessible connection in anytime (2008), this phenomenon is caused by the technological development.
Internet discovery has lead the world of gaming into a new sensation. The old games was played without any network but since the discovery of the Internet, some of the games have been played online. The games developer are keep inventing new kinds of games, such as the games in adventure, challenge, and war. Andriani, et. al (2011) stated that offline games are different with the online games. Therefore, it is expected to the users and gamers to wisely alter the gained information from the internet since the information in the internet and online games has a wide information and action that is not filtered yet.

In Indonesia, online games are very popular among children and adults. It can be proven through the increasing of the users and gamers day by day. This phenomenon is caused by the update of the games that bring the new experience and offer the new visual graphic of the games to the users. (Andriani, et. al. 2011). Some new games appear to the surface by bringing a new complexity and many violence which is not quietly appropriate to children's’ development. Comparatively, children users are more susceptible to the online games than the children users specially children who are in the elementary school. Now days, children are getting more addictive to games online. They spend more of their times sitting and looking at their devices playing online games than studying. Some of the reason to this addiction is the tight competitiveness in the games that are updated weekly or even daily.

However, online games has a positive and negative impact toward the society but games only have been considered more as a bad influence to the children development. Contrarily, Pratama (cited from Piri. 2014) has stated that there are some advantages of playing online game. Online game provide an interesting leasure time for children to “kill the time”. In line with the statement of Hermawan (2007) who stated that playing online games is an Entertainment to eliminate boredom in a daily routine. Additionally, online games also help its users to find a new acquaintance in online games with the newest feature of the chat feature in some of online games which probably will allow them to communicate through social media.

Moreover, online games also bring a positive impact toward the social and cognitive development. This fact was identified through the research that was conducted in Australia which found that online games can effectively enhance the knowledge and the skill in mathematics, reading,
The Impact of Online Games on Social and Cognitive Development on Elementary School Students
(Zaki Al Fuad, Helminsyah)

Science as well as ease the learning activity and homework. Furthermore, online game can develops children problem solving, exercising the harmony between eyes and hand’s movement and the motoric skill. But the impact of online game is not perceived by all children, online games influenced negatively to some children which cause the children development hampered. This phenomenon is due to the overtime spent by children to play games rather than to study. To sum up, children get some positive impacts from playing online games such as having more acquaintance but in other hand, children will be isolated from the real world which likely will have a bad impact to their social development.

In 2001 online games is started in Indonesia, it was the entry of Nexia Online games. The online games is quite diverse that were exist in Indonesia, there are the action genre, sport, and role-playing game. Online games are a fun games. As the results of Suryanto (2015) research, it found that the average student spends 4-6 hours in one of playing time. Thus, is not a short duration in playing it even some of them have the differential goals on it. Online games is not the only games that can make someone in pleasure but it also can reduce a stress. On the other hand, online game can cause the players addicted in it. This is in line with what Trismarinda said in Amanda (2016), that online game has a tendency to make the players preoccupation until they forget the duties and responsibilities. For instance, if the player is a student, he will often ignoring his duties and responsibilities as a student.

Piliang (2011) explains that the children behavioral was changed due to the lack of traditional games and it caused by the online games and also the limit space to play the traditional games, this is also due to technological developments. People living in modern era tend to have high entertainment and the children is also pretend to do it as an adult. One of the entertainment facilities for children is online games.

According to Pitaloka (2013) research, it is revealed about three things that is why the child interested in online games, firstly is due to the early socialization of digital games. Since childhood they are known the type of game that is similar to play station. She found that almost all respondents stated that since childhood they knew the play station. It means that digital games such as online games and play station are not really a new things in a child's life. Secondly is the availability of technology-based
facilities. Since childhood they have been introduced with computers, gadget, and the others technology.

Those encourages the children to love online games. It cause a curiosity of the children that encourages them to play online games, not only because of the entertainment but more because it considers as a good technology products that save a lot of answers to their curiosity. Thirdly is to spend their free time. Unwittingly they love online games because they do not have many activities that should be done, lonely, and bored that make the children or gamers interested in playing online games. The academic activity also make online games as a good place for students to skip their difficult activities. School activities, extracurricular and tutoring are a burden to them. Their playing time is also automatically reduced due to the large number of academic activities. Those reason can be caused to the children social development.

Social development is the development of behavior in children, where the children must adapted it based on the rules that apply in the community environment. In other words, social development is a child's learning process in conforming to norms, morals and traditions within a group (Joseph in Yahro, 2009). Piaget shows that the existence of a high egocentric nature in children is appear because the child has not been able to understand the differences of the others perspective (Suyanto, 2005). Moreover, the aspects of social behavior is about empathy, generosity, cooperation, and caring. So psychologically, at this stage is the ability of children, it is both interpersonal and personal ability of the children toward each other (Tamba, 2014).

The behavior of socialization is learned not only to become a maturity person but it also about the process of it. Social development of the children is obtained based on the process of maturity and learning opportunities (Nuralitasari, 2015). A good social development is obtained from healthy social responses and opportunities that give to the children to develop their positive self-concept (Nuralitasari, 2015). In relation to socialization, Hurlock (1997) explains that children need a process to socialize it well, and a good time to familiarize them with the social environment, it is when the children start their kindergarten. Sujanto (in Hidayat, 2013) says that students or children socialize outside the home with peers, even with adults is the ideal concept of it.
In addition, parenting also give a great affect in the child's social development process. The results of the study also show that the quality of the nurturing environment is increasingly accompanied by the age of the child maturity. It means that the better parenting of parents, the better of the social development of children.

Child social development is also related to the cognitive development. This is in line with Piaget that classifies about four states of cognitive development, there are: (1) Sensorimotor phase is starting from 0 to 2 years old, (2) Pre-Operational phase is starting from 2 to 7 years old, (3) Concrete Operational phase is starting from 7 to 11 years old, and (4) Formal Operational phase is starting from 11 years old till adult

METHODS

The methodology used in this study is the study of literature, which is analyzing the opinions of experts, then the researcher took a conclusion about the impacts of online games on the social life and cognitive development of elementary students.

RESULTS AND DISCUSSION

The Impact of Online Game on Social Development

It is known that children are very vulnerable influenced by the environment. Something that a child finds in his or her environment will be left behind in their mind. If they found something good, then the child will be more better life they will be growth, and vice versa. The influence of the environments will certainly have an impact on the child, both positive and negative impacts. It is as same as the children that have their daily live and spent their free time in the game environment. In other words, children who spend time in playing online games, then the environment is online games. As suggested by Trismarinda, online games addicted will certainly have an impact on the child. In this case, the most visible impact is on social development.

Online games can make players addicted. If this happens, the child will do anything in order to continue how to play online games. The child will do anything to earn the money in order to pay the cost of the cafe or to buy game vouchers that they will be played. School-age addiction toward the online games can be seen based on the previous studies that focus on the school-age level addiction in playing online games. The results showed that
the level of addiction experienced against the school-age children reached a fantastic figure of 62%. Addiction to online games is the same as drug addiction. Where drug users are always looking for the ways to buy such illegal illicit. The parents should be worried about this phenomenon, because the child will do something that can be deviated. For instance, if the child does not have enough money to buy a voucher, then he will squeeze from his friend. Children who like to squeeze will be pointed negatively by his friends, teachers and the parents of other students. If this happens continually, the child will feel disrespected and rejected by his or her social environment and it can be impacted to the social development.

Furthermore, the children who are addicted to the game will be staying at their house, isolating themselves from social life and focusing themselves into the gaming world. Even though the games that they play are still socializing with the other players, but they will be forgetting their friends around the house. Those who are already addicted to the game will be more happy to find the friends who both love the game, because they can exchange their ideas about the game.

Something that the children get from the games in which they always play, it will be easily absorbed an unconsciously implemented in everyday life, such as being rude, selfish, not sociable, unstable emotions, and having a vengeful nature. This is in line with the results of the correlation research between playing online games that can be change someone attitudes or behaviors that presented in 59.41%, it is caused by the problems of respondents experiencing in the social context, they feel revenge if they were lost to play online games with the other teams (Amanda, 2016). The nature of resentment is not a good for the children, because it can trigger a dispute, especially if it is still at the age of child or elementary school students.

Online game is not only cause a negative impact, but it is also have a positive impact on children's social development that was defined by Suryanto (2015) in his research. Judging from the habits of online game players, showed a high social attitude of respondents is 53%. Social attitude can be a responsibility, visionary, have a good spirit, such as helping or sharing and intertwining between players. A positive attitude as stated above is certainly expected to appear more better and implemented in a child's life. To create it condition, it is needed a good attention and control of parents that considered to the family condition and the child environment.
where they spend their free time. If parents are able to control their children who are addicted to online games, of course the parents do not have to worry about the negative impact. In contrary, if parents who are lose control and give a freedom to the children, the negative impact that will appear in their live.

**The Impact of Online Game on Cognitive Development**

Online game not only give a positive impact on social development, but it also have a positive impact on cognitive development. Children at primary school are in concrete operational phase, which is in 7-10 years old. In this classification, children at this age learn by using concrete objects, or in other words what did students see and experience is become their knowledge. When children unconsciously learning while playing a game, they will learn how to overcome the problems and train their higher thinking. In playing games, children require to think in high level in order to pass each stage of the game and they can continue it to the next level. The higher level of the game, the more difficult to solve it. So, it can be stated that the child who likes to play games have better sense of thinking and problem solving skills, this is also in line with Suryanto (2015), 40% of children who love to play online games have the power of reasoning and higher thinking level. It means, it will help them easier to solve the in their life, it can be in formal education or social environment problems. An action games and puzzle games can improve students' thinking skills in solving problems and making decisions to achieve the goal. Through it ability that they got from the games, the gamers who are mostly students can solve problems better than those who do not play a games in their daily life.

Meanwhile, the habit of playing games also trained the ability to stimulate the children brain to be in sync with the hands, and eyes. Some types of games that need it is the game of action genre, sport, shooting and also fighting. In addition to make a quick reflexes, the need of hand agility is also required the sharp eye accuracy to see the opportunity in order to win the game. This ability can also be reflected in real life to perform children activities that require capability in hand and eye coordination.
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TEACHING MATHEMATICS IN (TECHNICAL) VOCATIONAL EDUCATION (TVET)

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ABSTRACT

Mathematics plays an important role to improve students’ skills in Technical Vocational Education and Training (TVET). However, most of students at PTKI Medan have perceived the difficulties in accepting mathematics knowledge. All of the topics included were difficult to implement in their working lives. It means that in the process of learning mathematics, lecturers were less related the content to real life vocational education itself. So that, this paper aims to find out: 1). Does teaching mathematics contextually could positively impact for TVET students?, and 2). How significant the contextual method, based on the students’ achievement, have a positive impact in the process of learning Mathematics in TVET? The data that used in this study were primary data that obtained from the students’ final score, after all of the process of learning finished. The number of samples was 50 students that divided into two groups, including group experiment and class control. The analysis method used was descriptive statistics and independent samples t-test analysis by SPSS program. The result showed that the data distribution of experimental class more homogeny than control class. It means that, mean value of the experimental class will be more representative than the other class. This was as a positive impact for students. The knowledge was transferred evenly to all students. By looking at the significant value of Levene’s Test (0.878 > 0.05), it found that the groups of data have the equality of variance. The final analysis result showed t-count value > t table value (5.755 > 2.01), by the significance value < 0.05. It means that there was a significant difference in the mean values between experiment and control classes.

Key Words: TVET, PTKI Medan, Contextual Mathematics
INTRODUCTION

In the era of globalization and openness, many changes happened among various aspects of society. Disclosure of information and a variety of resources can flow freely from one country to another. It indicates that there will be a competition between nations to compete each other. Thus, in terms of being a valuable and relevant to the modern era, many countries are vying to increase their competitiveness. In fact, BNSP (2010) state that, the competitiveness of a country is no longer lies on the natural resources, but it also depends considerably on the human resources. It means that, the competitiveness of a country is depending on how good its human resources with all of their knowledge and competencies, could be able to make their country won the competition with other countries. In order to increase the quality of human resources, a country is believed should have an appropriate educational system, whether formal, or informal, that can make its citizens compete steadily among others.

Based on those facts above, many counties around the world, including Indonesia, have developed their national education system based on knowledge, skills and/or competences which are required in particular occupations, and later it is well known as Vocational Education system. The process of learning among technical vocational education and training system, in terms of delivering knowledge from lectures to students, are different. The learning procedure in TVET system is based on the rules of modern era. The rules are including competitiveness and full of skills that related to particular occupations. It means that, after joining TVET institutions, graduators are wished to have specific competitive skills which can be useful in particular jobs. Wagner (2008) in his book “The Global Achievement Gap” has written seven skills that can be useful to survive in the modern era, including: 1). Critical Thinking and Problem Solving, 2). Collaboration across Networks and Leading by Influence, 3). Agility and Adaptability, 4). Initiative and Entrepreneurialism, 5). Effective Oral and Written Communication, 6). Accessing and Analyzing Information, and 7). Curiosity and Imagination.

All of those skills will be able achieved by TVET students when their achievement in mathematics quite well. The reason is, it is believed that Mathematics plays an important role to produces those skills that is written by Wagner, as Ostrogradsky (in Maron, 2016) said, “the mission of teaching mathematics in special educational institutions is to give
knowledge necessary for studying of professional disciplines, and develop the mindset and mental skills of students”. Moreover, Maron (2016) also stated, most of studies found that the nature of mathematics is to provide knowledge and learn to think. It means that, the student who could be able to get good result in mathematics will survive properly in the modern era. Accordingly, based on our opinion, the curriculum and the teaching methods of Mathematics should be well prepared, especially for vocational education. This aims to provide knowledge and critical thinking skill for students.

However, based on interview among the students where the authors take a sample (at PTKI Medan), seven of ten students perceive a negative statement about mathematics subject. The students find the difficulties to understand mathematics. The reason that most widely expressed by those students is they do not understand the usefulness of mathematics in the Institutional specification context, and lack of the basic mathematics concept. This situation indicates that, the students are difficult to receive the knowledge that transferred by the mathematics lecture. This situation will have consequences to the students in terms of their achievement in mathematics.

Therefore, through this study, the authors will find out the impact of teaching mathematics more contextual for TVET students.

Based on those opinions above, there will be a research questions:
1. Does teaching mathematics contextually could positively impact for TVET students?
2. How significant the contextual method, based on the students’ achievement, have a positive impact in the process of learning Mathematics in TVET?

**METHODS**

This study is the quasi-experimental research by using the quantitative approach and unstructured interviews with the students. The population of this study was first grade students of Agribusiness Palm Oil at PTKI Medan, with the number of 200 students. Sampling technique in this research using a formula as stated by Arikunto (2010), \( n = 25\% \times N \). Hence, the numbers of samples were 50 students. The students then divided into two classes, including experimental class and control class. The experimental class was a group of students that have been taught
The data that used in this study were primary data that obtained from the students’ final score, after all of the process of learning finished. Furthermore, the results of unstructured interviews with the students were also used to reinforce the findings from analysis of the primary data. The final scores were collected by using a final test, and unstructured interviews with students collected while the process of teaching and learning.

The statistical analysis used in this study was analysis of frequencies and independent samples t-test. The analysis aimed to measure the variability of the data by observing: data dissemination, range, and the difference of mean value between experimental and control class. Additionally, significant difference of mean value was perceived by using the t-test. Furthermore, the data were processed by using SPSS program.

RESULT AND DISCUSSION
Analysis of Frequencies

Frequency analysis is a descriptive statistics technique to interpret data by presenting some calculations in tables and graphs (Priyatno, 2016). It means that this analysis used to describe the collected data as it is. Moreover, this method of analysis is not generally used to make a conclusion, such as stated hypothesis, and decided whether there is a correlation between variables. Mostly, the analysis is useful to describe data distribution and to make a decision in choosing which group people or person is more consistent and solve problems. Table descriptive statistics on the next page.
Table 1. Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Class Experiment Score</th>
<th>Control Class Score</th>
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<tbody>
<tr>
<td>N</td>
<td>Valid</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
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<td>81.22</td>
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<tr>
<td>Std. Error of Mean</td>
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<tr>
<td>Median</td>
<td></td>
<td>80.00</td>
</tr>
<tr>
<td>Mode</td>
<td></td>
<td>85^a</td>
</tr>
<tr>
<td>Std. Deviation</td>
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<td>Variance</td>
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<td>Skewness</td>
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<tr>
<td>Std. Error of Skewness</td>
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<tr>
<td>Kurtosis</td>
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<tr>
<td>Std. Error of Kurtosis</td>
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<tr>
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<td></td>
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<td>80.00</td>
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<tr>
<td></td>
<td>75</td>
<td>85.00</td>
</tr>
</tbody>
</table>

^a. Multiple modes exist. The smallest value is shown

Based on the table above, it can be described that the total samples was 50 students that divided into Experimental class and Control Class. Mean score for every class is 81.22 and 67.30 respectively. Furthermore, the control class’s coefficient of Standard Deviation, Range and Variance is greater than the experimental class. It shows that, the data distribution of experimental class more homogeneity than control class. It means that, mean value of the experimental class will be more representative than the other class. It is same with the statement from Hadi (2015) who said that one of the variability measurement functions is to make a decision which samples (group and/or person) value can representative the sample itself. The Skewness and Kurtosis coefficient also shows that the experimental class data is more normal than the control one.

Besides, the description of measurement variability above can be clearly seen on the graph below. The graph will provide a well description about how the data distribute from the central tendency.
Figure 1. Graph of Data Distribution Class Experiment and Control Group

The graphs above indicate that control group Range is more than class experiment. The first graph shows there is a difference between maximum score and minimum score equals 29, wherein the second graph showed a difference of 37.

It can be concluded that the class experiment is more reliable in comparison with the control class. Therefore, this result shows that the distribution of mathematics knowledge among the class is more prevalent than the control class. By looking at the range of the data is from 71 to 100, and the median and mode is 80 and 85 respectively, then the generalization is the contextual method in teaching mathematics can give a positive impact to the students, such as distributing the knowledge to almost all of the students properly.

Independent Samples Test Analysis

Independent samples t-test is an analytical method used to test for mean differences between two independent samples. The results of the data analysis in this analytical method were shown by SPSS table below.
Table 2. Independent Samples Test

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.024</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>5.755</td>
</tr>
</tbody>
</table>

The first result that must be seen from the table is Levene’s test (test of variance assumed). The usefulness of this test is to determine whether the variances of two samples are different or not. If the variance of those samples is equal, the Equal Variance Assumed values will be used, and conversely if the variance is different, then the Equal Variance Not Assumed values will be used in analyze the t-test.

Levene’s Test

Determine null and alternative hypothesis for Levene’s test:

\[ H_0 \] : The group variances are equal. \( \sigma_1^2 = \sigma_2^2 \)

\[ H_a \] : The group variances are unequal. \( \sigma_1^2 \neq \sigma_2^2 \)

As can be seen on the table, the significance of Levene’s test is 0.878. It means the value is greater than 0.05, or 0.878 > 0.05.
Based on the result, it can be concluded the null hypothesis is accepted. It can be said that the group variances are equal. Therefore, the values that included in equal variances assumed should be used to analyze t-test.

Independent Samples T Test
Determine the null and alternate hypothesis:

\( H_0 \) : There is no mean difference between the experimental class and the control class.

\( H_a \) : There is mean difference between the experimental class and the control class.

This study has a significance level of 0.05. As can be seen on the table above, the value of \( t_{\text{count}} \) is 5.755, and the degree of freedom (df) is 48. Therefore, by looking at df value and the significance level, it can be found the \( t_{\text{table}} = 2.010 \). It means that the alternate hypothesis was accepted. Finally, it can be concluded that, there is mean difference between the experimental class and the control class.

By looking at the mean value, the difference was about 13.92 (20% of the control class mean’s value). It was a massive difference. Hence, it can be generalized as a significant difference. Moreover, it shows that, teaching mathematics in TVET institution should be more contextual, it means, it should be more practices in the process of learning, in order to increase their understanding in the mathematics itself. As Linberg (2011) said, the teacher in TVET should build a bridge to relate the learning to other subjects or students’ daily life. Moreover, Lucas (2012), also stated that one of questions that should be asked by teachers in vocational pedagogy is “How is the teaching methods influenced by context?” Based on the statements above, it can be concluded that teaching mathematics for TVET students should be more contextual to increase their higher order thinking, so that, their learning achievement could be more satisfied the students.

CONCLUSION
Based on the result, it can be concluded that: The effect of habits paying attention to lessons and reading books contributed 16.69% to the achievement of the students. The rest influenced by other factors in
education. It shows that, the learning achievement will be increased as the habits of paying attention to lessons and reading books are better.

ACKNOWLEDGEMENT

Based on the discussion above, it can be accomplished that:
1. Teaching mathematics contextually in TVET institution could positively impacted on students’ achievement in the process and result of learning mathematics.
2. The impact was very significant, as can be seen on the difference mean values of the two classes (experimental and control class). The mean value of experimental class was considerably higher than the control class. The difference between two of them was approximately 13.92, or about 20% of the control class mean value.

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SKILL TRAINING MODEL DEVELOPMENT OF
SLALOM DRIBBLING, PASSING AND BANANA
SHOOT IN FOOTBALL TECHNIQUES

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ABSTRACT

This research aims to develop various models of design skills training techniques, develop initial product, test a small group, large group test, and implement test the effectiveness of the product. The process of implementation of product effectiveness test conducted in the School of Football Real Madrid Foundation and the Young Stars. The results of the model exercise mastery of technical skills leads slalom, passing and kicking banana is: 1) Percentage of the questionnaire and validation by experts obtained an average score of 67% and 73%, it was included in the category of valid, which means that the product model can be used and applied as guidelines for this type of training at Real Madrid Football School Foundation son of middle-level athletes. Percentage of outcome data were tested on a small group that comes from mastering the technical skills of the model athlete at 81.10%, which means the user is valid, and a large group obtained 85.34% of the valid means that the product can be used, so it can be interpreted that model developed capable of providing extraordinary results, especially in mastering the technical skills training model. The results amounted to 62.27% in the try, then there is the impact of a significant increase in the control group by 27%.

Key Words: Design, slalom, treatment and development research.

INTRODUCTION

Football is one of the sport's top and most popular all over the world, almost every country, has a field of equipment, tools, the game of football itself. The game of football has gone through many dynamic changes ranging from simple primitives to move to the level and form of international, modern as today, so the enthusiasts of the game were
increasingly numerous and not only among adults only, children, the elderly, the rich, poor, traders, farmers, employees, politicians, academics, and even women were loved and played a game of football, it is influenced by the times and technology is rapidly increasing lately so often influenced the development of the game of football. Millions of mankind fascinated with the game on this one, (Agussalim, 2008).

According Dupeux, G. (2001), stating that football is one of the important instruments as unifying the nation in the world. As rightly favorite sport football brings hope of such magnitude. The game of football itself for a purpose as a means of unifying the nation, the state should have the rules of the game or the rules of the game. Rules/ games should be understood, understood, mastered fully, and implemented by every member of the football and together so well will need to learn the rules of the game and the game rules. As for the people who understand the game rules are like: gym teachers, referees, trainers, coaches, instructors, practitioners, academics, advices football, observers of sports and soccer players themselves are expected to understand the laws and norms in force, so that football can achieve a desired destination namely as a means of unifying the nation. Especially understanding the early and middle age athletes as initial capital for the provision of being a professional athlete.

Based on observations conducted by researchers on September 2 s/d October 28, 2015 occurred in the School of Football (SSB) Real Madrid Foundation and the Young Stars SSB Banda Aceh. In this case, to guide, and the findings during the observation of a number of pegamatan researchers in the field are: 1) Lack of understanding, mastery of techniques, particularly the technique herding, kick and pass in football, 2) Some models of training techniques that do still conventional, and the majority of athletes are still using their own techniques. 3) At the time of execution of the training of athletes, not guided exercise program, even the training program is not running. 4) Lack of infrastructure, facilities and infrastructure, as long as the researchers saw in the football stadium used by several other clubs, so this form of exercise and play are awarded not run optimally. Although berpodoman on a predetermined schedule but the implementation process of the exercise and the play was not as expected. Because the other clubs already lined up outside.

Following up the results of these observations that: 1) In the SSB Real Madrid Foundation and the SSB Bintang Muda, it is necessary to
apply a model Preliminary Practice (stretching) especially technical skill slalom, pass and kick bananas which aims to tackle on a number of technical mastery experienced athletes during this 2) There needs to be an effort that is more structured and systematic way to create a model of practice that is considered to be able to cope with the athlete in terms of technical mastery that engineering skills led slalom, pass and kick bananas in football, 3) required a manual exercise scheduled and systematic, a program of exercises start, exercise programs daily, weekly, and monthly, aims to improve exercise capacity, especially in the mastery of technical skills leads slalom, pass and kick bananas in football, 4) Steps and final attempt I think it needs to be to make a proposal to the government to launch a program and plotted a number of budget for Infrastructure development in the form of football stadiums, and arenas, sports arena. With the hope olihagara in Aceh in particular be able to perform well in national and international level.

**LITERATURE REVIEW**

The game of football is a sport that requires perfect mastery of basic techniques as capital in making the game of football, besides the players also desperately need an understanding of the things that are very basic in football. According to Eric C. Batty (2007: 4) that: "Football is a simple game, and the secret of a good game of football which is doing the simple things as well as possible".

Dian Sucipto (2000: 7) says that: "Football is a team game, each team consists of 11 players and one goalkeeper". The game is almost entirely played with legs, except the goalkeeper is allowed to use his arm in the penalty kick. In the development of this game can be played outside the field (out-door) and in a closed (in-door) ". Football is played on grass rectangular with a width of 65-74 meters and a length of 100-110 meters. A ball made of leather also required by both teams to play together. Led by a referee and two assistant referees. The goal of each team is to enter kegawang opponent's ball as much as possible and trying to avoid conceding a goal the ball.

Laws of the Game (2008: 27) says that: The match lasts two equal half the time that is 2 x 45 minutes, unless there is another agreement between the referee and the two teams that will compete. Each persetujuan to change the game time (for example, to reduce the time a round of the
game into 40 minutes because of insufficient light) should be performed before starting and competition rules should be adjusted. Players are entitled to resting time between the two rounds. Resting time should be no more than 15 minutes. Competition rules should state resting period of the first half. The length of resting time can be changed only with the consent of the referee.

Basic Techniques Play Soccer. According Kushandoko (2002: 52) basic technical training for football players include: herding, lure, shooting, heading, throwing, feeling the ball, and exercise the keeper. Meanwhile, according to Muarifin (2001: 16) exercise basic techniques for soccer player include: (1) Ball feeling (forms if the ball), (2) dribble (dribble slalom), (3) free kick (passing or shooting), (4) control (control), (5) heading (heading), (6) seize and put the ball, and (7) technique goalkeeper.

Exercise Techniques Banana Kick

Besides the banana trajectory, there are some tracks a ball that can happen in the game of football, like straights and parabolic trajectory. There are three forces that affect the trajectory, the force of gravity, lift (elevator) and drag (drag). To analyze the trajectory that happens then we can not be separated from physical principles in the fluid (air). Football in the Journal of Curves expressed about the famous goal by Brazilian player Roberto Carlos against France in 1997. Gol that originated from a free kick was shot from a distance of 35 m. Roberto Carlos kicked the ball firmly (velocity \( U_0 = 38 \text{ m/ s} \)), with an angle of about 120 relative to the wicket, with the rotational speed of the ball (\( \omega_0 = 88 \text{ rad/ s} \)), originally trajectory ball moves straight side of the net and then suddenly bend toward the goal and into the net. The ball deviated as much as 4 m and is enough to make kipper confusion. The ball trajectory resembles the shape of a banana. Kick was then known as the banana kick. Gustav Magnus in 1852 has examined the case of a ball moving while rotating. The ball movement causing air flow. As a result of the rotation of the ball, the air flow in the direction of rotation of the ball (A) to move relatively cepatdibandingkan airflow on the other side of the ball (B). Based on the Bernoulli principle, the faster the air flows, the less pressure. As a result, the pressure at B is greater than the pressure in A. This pressure difference raises the force diverting the ball towards A. Membeloknya ball due to differences in air pressure is often called the magnus effect in honor of Gustav Magnus, (Dupeux, 2001).
Mechanical Motion Analysis Skills Dribbling, Passing and Kicking in Football

The series of events motion engineering skills of herding systematically arranged, stage by stage by stage in the movement engineering skills of herding, passing and kicking, a series of these movements will be more effective and efficient when fully supported by and based on the study of the science of studying movement and biomechanics. The following will be elaborated on motion analysis technique that ushered in football in terms of learning science and biomechanics motion.

Analysis of Physical Condition for Slalom Dribbling, Passing and Kicking in Football. Optimal achievement in the game of football is not only necessary technical skills, but requires some knowledge of tactics and winning mentality as well as excellent physical condition must also be owned by any soccer player. Techniques and tactics in the game of football, could not be applied perfectly, if not supported by good physical condition and adequate owned by a soccer player. Although elements of the physical conditions required for each sport is different, but the element of physical condition is required by all sports. This is consistent with the statement Sajoto (1995: 8) that "physical condition is a requirement that is indispensable in efforts to increase achievement an athlete can even be regarded as a basic necessity that can not be postponed or being shopped again". With excellent physical condition, the player will be easier to display the game quickly and dynamically as required in modern football era like today.

METHODS

This type of research is the development of research or better known as the research and development is a process used to develop and validate a product design research and to validate and evaluate the model by a number of experts (expert judgment) in the field of education. The development model used by researchers is the development model of skill training techniques (research and development of technical and exercise) version of the Borg and Gall (1983: 775). The steps of research and development models, namely:

a. Research and information collecting
b. Planning
c. Develop a preliminary form of the product
d. Preliminary field testing
e. Main product revision
f. Main field testing
g. Operational product revision
h. Operational field testing
i. Operational field testing
j. Dissemination and implementation

Of the ten step (phase) development proposed by Borg and Gall there are several stages of a partially modified by the researchers themselves, with consideration for time efficiency, power, adapts to the place and the costs incurred are limited to produce a product development model of skill training techniques to improve skills slalom technique, passing and banana kicks in football at the intermediate level athletes sons Social School Football (SSB) contained in Banda Aceh. As well as to determine the increase of understanding and mastery of the technique is the result of the application of product development, so in this case, the researchers conducted experiments on products in the form of models of vocational training techniques to increase the skills and understanding slalom, pass and kick banana male athlete middle level School Football (SSB) in Banda Aceh.

Data Collection Technique

The data collection techniques in this study are as follows:
1. Mechanical interview (interview)
2. Techniques quitionary
3. Mechanical tests
4. Technical documentation

RESULT AND DISCUSSION

Following a number of research data development are:
1. Needs Analysis

Based on data from the observation of a needs analysis (outlier) conducted by researchers at two Schools Football (SSB), the SSB Real Madrid Foundation and the Young Stars SSB. Based on the initial findings of facts and data in the field that: 1) Some technical training exercises performed particularly models of athletes still use the conventional way. 2) Model herding skill training in technique, passing and kicking a ball are still using
their own techniques means the technique performed by athletes and ignoring the advice, guidance training of trainers, as well as training programs. Then, more specifically, a picture that this type of training done by athletes so far not been able to stimulate and increase the strength of the rhythm of exercise, especially in the mastery of skills herding techniques, passing and kicking in football. Based on the findings of the observation of the needs analysis in the field, then the next step taken by the researchers is to develop (pototype) product design models slalom skills training, pass and kick bananas in football at the intermediate level SSB male athlete in the city of Banda Aceh.

2. Draft Initial Product

Based on the observation and analysis of needs (outlier) reached the stage of theoretical study, the next step is the manufacture of initial product (prototype) model development Preliminary Practice, developed a model of technical skill slalom, pass and kick bananas in football, as well as developing training programs, ranging from program exercise daily, weekly, and monthly. To improve the ability slalom technique, passing and banana kick product development starts from making scope. The contents in the development of products consists of:

a. The theoretical study as a foothold, and the initial basis for modeling a preliminary exercise.

b. Develop a model of skill training slalom technique, passing and banana kicks in football.

c. Develop a training program daily, weekly, and monthly on techniques slalom skills, passing and banana kicks in football.

3. Validation Expert

Early product development prior to test small groups and large groups, the first necessary to test and validate a model by a number of experts who are competent in the field of football, in this case, involving four experts. The data validation results are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Data Source</th>
<th>Test Results Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Football expert academics</td>
<td>80%</td>
</tr>
<tr>
<td>2.</td>
<td>Football expert practitioners</td>
<td>85%</td>
</tr>
</tbody>
</table>
4. Results of Trial Model Products

The process of testing the model implemented as much as 2 times that test a small group and large group test. In principle pengujicobaan performed on the pilot phase in small groups together with the trial dilakukan large group, while the implementation of material models are as follows:

a. Trial Small Group

Small group trial was held on October 18, 2015, Sunday at 8.00 s / d 10:30 pm, held at the Stadium Soccer Field Blang Padang Banda Aceh with research subjects SSB 22 athletes from Young Stars, the implementation of the research carried out during 4 meetings. During field trials take place there are some remarks which are important for researchers. Based on test data then obtained a small percentage of 81.10% means that model of development valid product is used so that it can be interpreted product models can be expanded into a large group trial.

b. Trial Large Group

Trials large groups held at the School of Social Football (SSB) Real Madrid Foundation RMF-Aceh and in collaboration with the School of Football Rampagoe FC with research subjects amounted to 44 athletes, its implementation starting from the date of 18 November 2015 till December 9, 2015, to coincide in Sunday at 8.00 - 10:30 pm, took place at the stadium Lhong Raya Banda Aceh. Based on data from a large group of test results then obtained a percentage of 85.34% means that model of development valid product is used so that it can proceed to the stage of dissemination or test the effectiveness of the product.

5. Product Effectiveness Test Results

The results of product effectiveness test implementation skills training models slalom technique, passing and banana kicks in football in athletes SSB middle level are as follows:

a. Experiments Test Products

1) Group Try

Implementation of the initial tests performed on the group try on Friday, December 13, 2015 at (SSB) Real Madrid Foundation RMF-Aceh followed by 22 athletes using a test instrument skill slalom technique, passing and
banana kicks in football. Implementation of the final tests were conducted in groups to try (SSB) RMF-Aceh, the final test, followed by 22 athletes on February 14, 2016, using the skills test leads slalom technique, passing and banana kicks in football.

2) Control Group
Implementation of the initial tests performed in the control group which coincided on Friday, December 15, 2015 at (SSB) Bintang Muda, followed by 22 athletes using engineering skills test instrument leads slalom, pass and kick bananas, in football. Implementation of the final test is performed in the control group Bintang Muda, final test, followed by 22 athletes was held on February 21, 2015, using the skills test leads slalom technique, pass and kick bananas, in football.

From the results of the calculation of percentages there are a number of very significant difference occurs between each group before and after treatment in the form of (a number of training programs) model of skill training herding techniques slalom, pass and kick bananas, in football the data is as follows:

<table>
<thead>
<tr>
<th>Young Stars</th>
<th>Percent</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>63.18%</td>
<td>Good</td>
</tr>
<tr>
<td>Post-test</td>
<td>64.54%</td>
<td>Good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SSB Real Madrid Aceh</th>
<th>Percent</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>62.27%</td>
<td>Good</td>
</tr>
<tr>
<td>Post-test</td>
<td>67.27%</td>
<td>Good</td>
</tr>
</tbody>
</table>

(Source: Research data 2015)

By looking at these results it is there are a number of very significant difference that occurs between each group before being given treatment to be given after treatment. The discrepancy could indicate that the effect of the application of the product model, and gives a very positive impact on the application of the product model engineering skills led slalom, pass and kick bananas, in football. Thus it can be concluded that the model of the engineering skills training can help athletes and trainers as practice guidelines to improve the mastery of technique, especially herding slalom
technique, passing and banana kicks in football, so it is very effective to implement. Therefore, the model of skill training techniques led slalom, pass and kick bananas, in football can be a reference, guidelines exercises that can be used coaches, especially in improving peguasaan engineering skills lead pass and kick bananas especially male athlete intermediate level of SSB in Banda Aceh

CONCLUSION

Based on the results of research and discussion of research data that has been described, it can be given some important conclusions are as follows: The first figure of a model exercise has been successfully developed is "Model Skills Training Techniques Slalom Dribbling, passing and Banana Kick in Football". The characteristics of this type of training are:

1. Use of this type of training leads slalom, pass and kick bananas, in football are considered to be effective and efficient.
2. The model is suitable exercises, effectively carried out by a number of mid-level male athlete SSB in Banda Aceh and its surroundings.
3. Use of the exercise program is suitable and in accordance with the capacity of the athlete.

The second is based on the data of athletes success in implementing skills training herding techniques slalom, pass and kick bananas, in football at the secondary level male athlete SSB, is obtained based on the findings of the expert validation, test results of the effectiveness/implementation of the product are as follows:

1. Validation, herding skills training models slalom, pass and kick bananas, in football, where to gain confidence and suitability of the design of the model that is tailored to the needs of research subjects, then in this case involving a number of experts, and the conclusion that this type of training herding techniques slalom skills, pass and kick bananas, in football can be used as a reference model of training at intermediate level athletes SSB.
2. Implementation, based on the experimental test result data model products herding techniques slalom skills training, pass and kick
bananas, in football. In the implementation and assessment conducted trials small groups and large group trial, in fact able to give positive contribution in enhancing the ability of mastering technical skills of athletes. The form of contribution in accordance with the wishes, expectations and needs of the athletes in order to improve and increase their desire, in this case as: in terms of knowledge, the mastery of technical skills, lead, pass, and kick the participation of athletes has been as expected.

3. Third effectiveness of training models assessed the extent to which the level of understanding, mastery of technical skills training models, before and after participating in the process of treatment. From the results of the data are then analyzed qualitatively and quantitatively. By looking at the results from each group before treatment is given, then there is a significant difference between before and after the action. The discrepancy could indicate that the effect of the application of the product model, where the effects of the development model provides a very positive impact on the level of mastery of the technique leads slalom, passing and banana kicks in football.

REFERENCES

ABSTRACT

Based on preliminary observation that children's creativity has not developed optimally, children are still assisted by teachers in completing all activities in PAUD An-Nur Aceh Besar. This phenomenon is a problem that needs to be immediately found alternative solutions. Thus, learning techniques of batik is a means that can be used by researchers to improve children's creativity. The formulation of the problem in this research is how the improvement of creativity through technique of children batik group B1 in Early Childhood An-Nur Baitussalam Aceh Besar? The purpose of this research is to know the improvement of creativity through technique of children batik group B1 in PAUD An-Nur Baitussalam Aceh Besar. This research uses classroom action research method with qualitative approach and using instrument in the form of observation sheet. Subjects in this study were children of group B1 in PAUD An-Nur Aceh Besar, amounting to 12 children. The results showed that in the cycle I the average value obtained by children of BB (9.8%), MB (15.2%), BSH (20.9%), and BSB (54.1%). While in cycle II, the results achieved on average BB (0%), MB (1.3%), BSH (4.15%), and BSB (94.4%). The data shows an increase from cycle I to cycle II and has fulfilled the criteria of success of action that is 75% so it is stated has reflected the expected result in cycle II for it is not necessary to do revision in the next cycle.

Key Words: creativity, batik technique
Improved Creativity Through Batik Technique For Children Group B1 in PAUD An-Nur Baitussalam Aceh Besar. (Ayi Teiri Nurtiani)

development of this creativity, the child has a goal: to introduce the way of expressing themselves through the work by using the techniques in the kuasainya and create a creative child, which has a smooth to express ideas, flexibility to put forward various alternative solutions, originality in generating thoughts, Elaboration in ideas, tenacity and patience or perseverance in the face of obstacles and uncertain situations (Munandar, 2012, p.34).

According to Gardon and Browne, creativity is the ability to create imaginative new ideas as well as the ability to adapt new ideas to existing ideas (Moeslichatoen, 2004, p.19). According to Iwan Tirta, batik technique is a technique to decorate cloth or textile by using wax in the process of color immersion, and all the process is by hand (Purba, 2009, p.48). Batik technique is meant here is a simple technique in decorating paper by using candles, food coloring and cotton.

METHODS

This research is a Classroom Action Research, is action research conducted with the aim to improve the quality of the process and learning outcomes of a group of learners (Mulyasa, 2009, p.10). The success criteria of the action are viewed in terms of results and the learning process that is said to succeed if there is a positive behavior change in the learners themselves or at least most of them around 75% in the scope of BSB (Mulyasa, 2009, p.209). Subjects in this study were all children of B1 PAUD An-Nur Aceh Besar group of 12 children with details of 7 men and 5 women with research instrument using observation and analysis technique using percentage formula (Sudijono, 2003, p.40).

RESULT AND DISCUSSION

This action research conducted 2 cycles, while the results obtained are as follows:

Tabel 1 Pre-Cycle Observation Results

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Pre-Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BB</td>
</tr>
<tr>
<td></td>
<td>F  %</td>
</tr>
<tr>
<td>Matching variety color in Batik</td>
<td>7  58,3</td>
</tr>
</tbody>
</table>
Based on the description of the above table, the results of preliminary observations in pre-cycles that have not been given action have average value of BB (48.7%), MB (27.8%), BSH (19.4%), and BSB (4.1%). It is seen that the creativity of children through batik technique in the category of BSB 4.1% has not reached the success criteria of 75%. Then proceed to cycle I given action.

Table 2 Cycle I Observation Results

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BB</td>
</tr>
<tr>
<td>Matching variety color in Batik</td>
<td>3</td>
</tr>
<tr>
<td>Show various color in Batik</td>
<td>2</td>
</tr>
<tr>
<td>Mention various color in Batik</td>
<td>1</td>
</tr>
<tr>
<td>Creating various designs/drawings in batik</td>
<td>1</td>
</tr>
<tr>
<td>Carry out the task batik until finished</td>
<td>0</td>
</tr>
<tr>
<td>Telling about self made batik images</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>9,8</td>
</tr>
</tbody>
</table>
Based on the description from table 2 above the observation result there is average value of BB (9.8%), MB (15.2%), BSH (20.9%), and BSB (54.1%), it is seen that children's creativity Through improved batik techniques from pre cycle results. However, the action in cycle I in the category of BSB 54.1% has not achieved the expected results of 75%. Then, the researcher proceeded to cycle II with some improvement from the results of the reflection obtained.

### Table 3 Cycle II Observation Results

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Cycle II</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BB</td>
<td>MB</td>
<td>BSH</td>
<td>BSB</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching variety color in Batik</td>
<td>0 0</td>
<td>0 0</td>
<td>1 8,3</td>
<td>11 91,7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show various color in Batik</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>12 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mention various color in Batik</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>12 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating various designs/drawings in batik</td>
<td>0 0</td>
<td>1 8,3</td>
<td>1 8,3</td>
<td>10 83,3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry out the task batik until finished</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>12 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling about self made batik images</td>
<td>0 0</td>
<td>0 0</td>
<td>1 8,3</td>
<td>11 91,7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>0 0</td>
<td>1,3 4,15</td>
<td>94,4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the description from table 3 above observation result there is average value of BB (0%), MB (1.3%), BSH (4,15%), and BSB (94,4%), seen that children creativity through technique Batik increased sharply from cycle I and the result of cycle II in the category of BSB 94.4% has been able to exceed the expected output of 75% so that this action is stopped in cycle II.

Haefele suggests creativity is the ability to create new combinations that have social meaning (Munandar, 2012, p.20). In this research, the creativity of children with batik technique can develop their imagination by giving variation on the created image. Children are able to create various shaped images from the media provided HVS paper, carton or orange paper size A4, candles, food coloring, cotton, water so the result becomes more interesting. The results of the research in cycle I, the children still can not provide variations on the created form due to lack of confidence and lack of
guidance from teachers. While in cycle II, children are confident and have got maximum guidance from teacher so that able to create variation on form in batik very well and experience improvement as expected by researcher, children also very happy and enthusiastic during doing this activity. The recapitulation of data acquisition is as follows:

<table>
<thead>
<tr>
<th></th>
<th>BB</th>
<th>BM</th>
<th>BSH</th>
<th>BSB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Cycle</td>
<td>48.7%</td>
<td>27.8%</td>
<td>19.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Cycle I</td>
<td>9.8%</td>
<td>15.2%</td>
<td>20.9%</td>
<td>54.1%</td>
</tr>
<tr>
<td>Cycle II</td>
<td>0%</td>
<td>1.3%</td>
<td>4.15%</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Based on table 4 above, the average of each cycle in the category of BSB increased in the giving of children's creativity through batik technique described as follows: BSB pre cycle 4.1% increase in cycle I to 54.1% increase also in cycle II become 94.4%.

CONCLUSION
The conclusions can be drawn as follows: In the first cycle there was an increase from the initial observation, the children get the average value of BB (9.8%), MB (15.2%), BSH (20.9%), and BSB 54.1%). In cycle II there is an increase from cycle I, children get the average value of BB (0%), MB (1.3%), BSH (4.15%), and BSB (94.4%). Child activities also increase from cycle I to cycle II. This can be seen from the average score on the cycle I obtained by BSB (54.1%) and in cycle II increased better and reached the BSB completeness score of (94.4%).

REFERENCES


DEVELOPING MATHEMATICS SELF-CONCEPT IN ELEMENTARY STUDENTS THROUGH PROBLEMS BASED ON PISA ASPECT

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ABSTRACT

Mathematics self-concept, which can be defined as student ratings of their skills, ability, enjoyment and interest in mathematics, is seen as an important factor in mathematics education. In this context, the purpose of this study was to investigate the elementary school students’ mathematics self-concept in solving problems based on PISA aspect. Formative evaluation was used in this study. The research sample were composed of 90 students, determined by randomly from in a secondary school in Banda Aceh and Aceh Besar in the second semester of 2016-2017 academic year. Data were collected using the result test by solving problems and qualitative analyze. The results of the analyses indicate that there is a significantly hard for students in Banda Aceh and Aceh Besar explain their skills and ability in solving problems based on PISA aspect that connect to reality life. Their habits is solving common problems that can be answer by calculate the number or manipulate the formulas. They have not become accustomed to solve some problem that use more than one concept. Furthermore, there was a significant rank of Indonesian students in PISA. In the light of the findings of this study, the researchers have developed suggestions to the teacher to use reality life to build the mathematics concept.

Key Words: mathematics self-concept, PISA, development research.

INTRODUCTION

Education is an important activity in life to improve the quality of human resources in ensuring the survival and progress of a nation. Improving the quality of human resources is of great interest to be much more urgent to be realized, especially in the face of competition of ASEAN Economic Community (MEA) and global competition. Therefore, improving the quality of reliable human
resources who have critical, systematic, logical, creative thinking and a willingness to cooperate effectively from an early age is a matter of great concern. One of the efforts to improve the quality of human resources that have thought as mentioned above can be generated from educational institutions, especially in schools.

PISA (Program for International Student Assessment) is one of the international programs to measure the educational success of a country. PISA focuses on a three-year literacy contest that assesses the ability of 15-year-olds to apply the knowledge and skills they have learned in school to problems that are often faced daily. PISA was organized since 2000 by the Organization for Economic Co-operation and Development (OECD) which was attended by more than 70 countries in the world including Indonesia. Tjalla (2009: 2) mentions that the PISA study conducted by OECD and Unesco Institute for Statistics measures the ability of students at the end of compulsory education to know the readiness of students to face the challenges of today's knowledge society. Assessments undertaken in future-oriented PISAs, which test the youth's ability to use their skills and knowledge in dealing with real-life challenges, do not merely measure the capabilities listed in the school curriculum.

Indonesia's involvement in PISA is one of the efforts to see how far the development of education programs in Indonesia is compared to other countries. OECD (2007, 2010, and 2013), Tjalla (2009: 18), Wardhani (2011: 1), and Putri (2011: 2) say that Indonesia itself has followed PISA since 2000, 2003, 2006 and 2009 with results Does not show much change in every part. In the PISA survey 2003, in the field of mathematics more than 50 percent of Indonesian students reached the lowest level with scores below 358. In the 2006 PISA survey, Indonesia's ranking for mathematics fell from 38 out of 40 countries (2003) to 52 out of 57 countries, With the average score falling from 411 (2003) to just 391 (2006). Then in PISA 2009 Indonesia only ranked 61 out of 65 participants with an average score of 371, while the international average is 496. And in PISA 2012 Indonesia occupies the bottom with the value of 375 while the international average is 494 (OECD, 2013).

The PISA framework 2012 explains that the Mathematics PISA framework has three dimensions: (1) content, (2) context (situation), and (3) competency cluster. Problem PISA developed based on 4 content, the four content includes: Shape and Space,
Change and Relationship, Quantity, and Uncertainty. One of the fourth content about PISA is the content of Change and Relationship. The PISA questions on the Change and Relationship content are thoroughly focused on the need for quantification. Important aspects include understanding of relative size, recognition of numerical patterns, and the ability to use numbers to represent the quantitative attributes of real-world objects. This content is also related to algebra subject matter. Mathematical relationships are often expressed by equations or relationships of a general nature, such as addition, subtraction, and division. The relationship is also expressed in various algebraic symbols, graphs, geometric shapes, and tables. Since each symbol representation has its own purpose and nature, the translation process is often very important and decisive in accordance with the situation and the task to be done.

METHODS
This research is a type of research development or development research. According to Sudjadi (2003: 164) research and development or Research and Development (R & D) is a process or steps to develop a new product, or refine an existing product, which can be accounted for. According to Tessmer (1993) this type of research is a formative evaluation consisting of three stages, namely:

<table>
<thead>
<tr>
<th>Formative Stage</th>
<th>Operational Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Evaluation</strong></td>
<td>Analysis: perform student analysis, SMP / MTs curriculum, indicators used, and analysis of PISA questions and KLM issues related to change and relationship. Design: designing problem tools that include lattice and mathematics model of PISA content change and relationship. Descriptions are done with regard to content, constructs, and language. Result: Prototype I</td>
</tr>
<tr>
<td><strong>Expert Review</strong></td>
<td>Validity: performed against prototype I by validator in terms (modified from Novita, 2012): 1. Content: the form of questions and indicators in accordance with PISA and the curriculum. 2. Construct: support literacy, rich with concepts, invite further development concepts, clear. 3. Language: according to EYD, not ambiguous, no</td>
</tr>
</tbody>
</table>
developed, have directionally answers. Result: Prototype II is valid

| **One-to-One** | Experiment: three students (from different levels of ability) were asked to work on the prototype I design. Students were also asked to write comments about the questions. Answers and comments were made in revision about prototype I. Result: Prototype II is practical |
| **Small Group** | Experiment: six students (different students with one-to-one students, with different levels of ability) were asked to answer the prototype II question. Next comment on the matter concerning their understanding of the intent of the question on the comment sheet provided. Result: Prototype II is valid and practical |
| **Field Test** | Field test: a group of 15-year-old students in Banda Aceh were given a problem to determine the effectiveness of the problem. At this stage students are asked to answer the mathematical problems of the PISA model in the changed and relationship content that has been developed and write comments on the questions on the provided sheet. The product tested on the test field must be a product that meets the quality criteria. Akker (in Kamaliyah, 2012) suggests that the three quality criteria are: validity (from validator and math teacher), practicality (easy use and can be used to see legibility and clarity about PISA models developed by students) and effectiveness. Results: PISA issues content change and relationship. |

Based on the methods and procedures above, the data collection techniques used in this study for each stage are:

1. **Walk Through**
   - In the expert review stage, walk through is done with the validator, then the validator provides suggestions or feedback about the clarity and suitability of the context used. According to Tessmer (1993) the procedure used is as follows:
     a. At first the researchers gave the results of making mathematical problems in the PISA model of content change and relationship that has been made to the validator.
b. The validator evaluates all the questions, and then gives input.

c. The researcher corrects the questions by considering comments and suggestions from the validator

Researchers conducted a descriptive analysis by revising based on walk through or validator records. The results of this analysis are used to revise the problems that have been made by researchers on prototype I so obtained a valid question.

2. Documentation

At the self-evaluation stage the document used is a curriculum in accordance with the curriculum of 2013 and the syllabus of SMP / MTs and PISA model issues content change and relationship. The researcher then designed a question set that included a grid and a PISA model based on content, constructs and language. So at this stage obtained a prototype I in the form of a mathematical device model PISA on uncertainty and data.

Document used in one-to-one in the form of answer and answer sheet and student comment sheet for prototype I. The analysis was done on student comment sheet and answer sheets of class VIII SMP Negeri in banda Aceh consisting of three students with high mathematical ability, Medium, and low to see the practicality of mathematical problems in the PISA model in the content of change and relationship made by the researcher that includes the clarity and legibility of the question.

Documents used in the small group stage include questionnaires, student comment sheets and student answer sheets for prototype II. The analysis was conducted on student comment sheet and answer sheet of VIII students of SMP Negeri in Banda Aceh at small group of six students (two high, two medium and two low) to see the practicality of prototype II. In the self-evaluation stage, the researcher analyzed the device of the first prototype that has been produced to find out whether the question device developed is in accordance with the junior high school / MTs level, the
curriculum applied in the SMP / MTs, and the characteristics of the PISA model.

In the one-to-one phase the documents used to analyze the practicality of the PISA model mathematical problems in prototype I are student commentary sheets, student answer sheets, and observations and findings during the students' work on the questions. The results of this analysis are also used to revise the prototype I. In the small group stage, the documents used to analyze the practicality of the PISA model mathematical problems in prototype II are student commentary sheets, student answer sheets, and observations and findings during the students' work on the questions. The results of this analysis are also used to revise the prototype II.

3. Test

In the field test stage, prototype III is used to obtain data about the clarity and readability of the questions by the students, so that the mathematics model of PISA obtained in the uncertainty and data content has been developed which is valid and practical. Analysis of test results conducted to determine the clarity and legibility of the development of PISA model content change and relationship in students.

RESULTS AND DISCUSSION

This study has developed ten questions in four contexts: personal, work, social and scientific. The developed problem refers to the real-life situation and incorporates elements of Aceh culture. This is done to build a self-concept in solving math problems. Whether we realize it or not, using the existing circumstances of everyday life brings out ideas for students to build and solve problems.

The concept of the first problem is about the selection of typical souvenir of Aceh. There are several offers that require low-thinking students to solve the problem using simple algebraic concepts. While in the second context is a matter with the context of work. In such matters students are asked to think more highly about the fulfillment of work needs and rewards that can be obtained from his job. In addition, in the issue raises a positive character where the problem does not cut the worker achievement through the delays but
through rewards that can be obtained in accordance with the skills that are owned. In the context of the problem when about the distribution of basic foods ahead of Idul Fitri holidays. In that case teach generous characters. Nevertheless, in this case still requires critical ability in determining problem solving because it involves positive traits developed in the life of society. The fourth context is a problem with the category of ability with high-level problem. The problem chosen is about the selection of fuel that can save costs and maintain the durability of the vehicle engine. Among the problems developed are already qualified valid, practical, and reliable. The fulfillment of these requirements has followed the development rules by Tessmer.

CONCLUSION

Learning is a process that involves the reorientation of previously possessed knowledge to build a new concept that will be owned afterwards. To construct the new concept, it is necessary to have real contexts that the learner recognizes in order to be connected with the logic and reasoning. So also in the learning of mathematics, to build a mathematical understanding is not formed by memorizing the formula but by involving real problems in everyday life to find solutions and problem solving so that raises mathematical notations derived from the language of the problem. Learning without problems means just building memory and minimal concepts. For that learning mathematics need the development of problems that support the formation of a concept of understanding that at a certain level called formal concept called.

This research has developed a valid, practical, and legible qualification that was conducted over a period of five months. Still need a reliability test that must be done so that the problem becomes perfect and can be used for the wider educational community. In addition, the question can be an input to be a draft textbook in the appropriate material. For that, this research is still said far from perfect considering the need to do one more pilot phase of field trials on a wider group and statistical reliability test so that the results of research can be justified.

From the study we got the students perception to the problems as follow. Students feel challenged and feel able to solve the problem posed because the context of the problems they recognize, real, and
close to everyday life. Students feel that they can solve problems without using difficult formulas because the proposed context is questioned only in terms of everyday reasoning without having to use standard formulas and complex symbols. Students can explain the information in the problem, understand the story line, but do not write the description of the problem solving clearly. Students are not accustomed to solving reasoning problems, therefore the written answers from students are concise, and students also have verbal limitations in explaining the results of the answers. Students can solve PISA equivalent problems but because students are not accustomed to solve problems that are contextual then the student difficulty in writing and explain it verbally in detail, but students can explain in detail what information and what intentions exist in the proposed problem. Students feel that everyday life has something to do with mathematics. This simply changes the students' perception that mathematics is a difficult lesson and only limited to theories to manipulate numbers in solving problems.

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EFFECT OF ACCOUNTABILITY, AUDITING KNOWLEDGE ON THE QUALITY OF THE INTERNAL AUDITOR WORKING RESULTS

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ABSTRACT

This study examines the effect of accountability, audit knowledge on the quality of the work of internal auditors. The respondents in this study were auditors who worked for the Inspectorate of Banda Aceh Municipality and Aceh Besar District. The number of auditors who observed in this study were 37 auditors. The method of determining sample was sensus method, the data processing method that used by researcher were the multiple regression analysis. The result of this study showed that all variables (accountability, audit knowledge) simultaneously have positive influence on quality of work of internal auditors. The result partially of accountability variable have negative influence on quality of work internal auditors. But the result partially of audit knowledge variables that have positive influence on quality of work internal auditors. This is indicated by the $R^2$ value if 0.129 or 12.9%. This is can be explained that the quality of internal auditors' work is influenced by accountability, auditing knowledge variable is 12.9% and the other 87.1% is influenced by other factors that are not defined in the model of this study.

Key Words: accountability, audit knowledge, and quality of work internal auditors

INTRODUCTION

Internal government control is a management function which is important in organizing the government. Internal monitoring to assess government agencies in implementing programs and activities in accordance with its duties and functions effectively and efficiently, as well as in accordance with the plan, policies and regulations that have been established. Internal control over governance is needed to encourage its
realization of good governance, clean government and to support effective governance, efficient, transparent and accountable, clean and free from corrupt practices, collusion, and nepotism (PER/05/M.PAN/03/2008).

Internal government supervisory apparatus (internal auditors) at state ministries/agencies/local governments review above financial statements and performance in order to assure the reliability of the information presented prior to submission by ministers/heads of institutions/governors/regents /mayors to relevant parties as stated in article 33 paragraph 3 of Government Regulation number 8 of 2006 on Financial Reporting and Performance of Government Agencies. This indicates that the review process of financial statements should be reliable.

The quality of the work is accomplished, the performance shown and the ability to perform the task properly and appropriately (Riani 2008: 1). The quality of the auditor's work will be assessed by comparing the results achieved with predefined standards and criteria.

The quality of the auditor's work is viewed from the quality of the resulting audit judged by how many auditors provide the correct response of any completed audit work (Salsabila and Prayudiawan 2011: 3). Mardisar and Sari (2007: 2) stated that the quality of the auditor's work can be influenced by the sense of responsibility (accountability) that the auditor has in completing the audit work. Accountability is the impetus of the social psychology that a person has to accomplish his obligations that will be accountable to his environment. Previous studies have suggested that factors that may affect the quality of work of an internal auditor include accountability and audit knowledge.

Rasul (2002: 8) explains that accountability is the ability to give answers to higher authorities over the actions of a person / group of people to the wider community within an organization. Newell and Bellour (2002) adds that accountability is a necessity for public sector institutions to put more pressure on horizontal accountability (society) rather than just vertical accountability (higher authority). In how many accounting studies found the relationship and importance of a person's accountability role to audit quality (Halimah, et al., 2009; Enofe et al., 2013).

In the Standard Public Accounting Standards (SPAP) 2001 on general standards, explaining that in conducting audits, the auditor should have sufficient expertise and knowledge structure. Auditing knowledge can be obtained from a variety of formal and informal training. This is in
accordance with the opinion of Arens (2008 in Riani 2013) which states that the combination of formal education in auditing and accounting, with work experience is a common standard usually associated with auditor knowledge and professionalism.

From the above exposure, it can be concluded that the quality of an auditor's work is closely related to the accountability and the level of auditing knowledge. Therefore, this study is considered important to be done considering the magnitude of the influence of audit knowledge and accountability as a factor affecting audit quality, this will affect the trust of the community and users of the services of internal auditors.

**Problem Formulation**
The formulation of problem in this research among others want to know:
1) Does accountability, auditing knowledge, together affect the quality of the work of internal auditors.
2) Does accountability affect the quality of the work of internal auditors.
3) Does the audit knowledge affect the quality of the work of internal auditors.

**Research Objectives**
The purpose of this research are:
1) To examine the effect of accountability on the quality of the internal auditor's work.
2) To test the effect of audit on the quality of the work of internal auditors.
3) To test the effect of motivation on the quality of the work of internal auditors.

**METHODS**
The research design is the planning done in terms of determining the process of collecting and analyzing data, all the plans, the framework for conceptualizing the relationship structure of variables of a research study (Kerlinger 1993: 532). Now (2006: 152) explains that the research design includes the purpose of study, location/study context, type of investigation, level of researcher intervention, temporal aspect, and level of data analysis.

**Population and Sample Research**
The study was conducted at the Inspectorate Office of Kota Banda Aceh and Inspectorate of Aceh Besar District, located in Banda Aceh and
Aceh Besar. The population of this study is all the internal auditors who served in both areas, amounting to 40 people. This research uses census method because all of study population is taken as sample.

Sources and Data Collection Techniques

The data used in this study is the primary data. Primary data collection techniques used questionnaires by using a list of statements given to respondents to obtain data. The data of this study were collected by giving direct questionnaire to the respondents, as well as the taking was taken directly from the respondent according to the promise. Respondents were asked to fill out a questionnaire containing statements to be chosen by the respondent as a form of his opinion.

Variable Operationalization

Based on the framework that has been put forward previously selected two variables that need to be measured. The two variables are conceptually differentiated into independent variables ie Accountability variables (as measured by five indicators), Audit Knowledge variables (as measured by four indicators). While the dependent variable is the Quality of Auditor Work Result (as measured by seven indicators).

Method of Analysis and Design Model Hypothesis Testing

Data analysis is done by using multiple linear regression which aims to test the relationship and influence of Accountability and Audit Knowledge on Internal Auditor Work Quality. The data obtained will be analyzed statistically using the SPSS (Statistical Package for Social Science) program.

RESULT AND DISCUSSION

Descriptive Analysis

Assessment of respondents to this variable measured by the lowest score of 1 for the answer strongly agree and the highest 5 for the answer strongly disagree. The variable of internal audit work quality score (Y) is measured using 7 statements, accountability variables (X1) measured by 5 statements, audit knowledge variable (X2) measured by 4 statements, to explain the respondent's answer to all statements in each variable is indicated by the mean value of the variable, which can be explained in the following description.
a. Respondents' Response to Internal Auditor Work Quality Statement

The quality of the auditor's work is the ability of the auditor to review the results of auditing financial statements of an entity unit, in this case the local government unit (SKPD) in accordance with standard operating procedures as predetermined.

Of all items statement of the quality of auditor work that tested showed that the responses of respondents obtained a total average value of 1.5. This shows that the average respondent answered agree and strongly agree to all statement of variable quality of work of auditor.

b. Respondents' Response to Statement of Accountability

Accountability can be defined as the level of responsibility for completing the work by mobilizing all existing capabilities.

All items statement of accountability tested showed that the responses of respondents obtained a total average value of 1.6. This shows that the average respondent answered strongly agree to all statements of variable accountability.

c. Respondents' Response to Audit Knowledge Statement

Audit knowledge is a science owned by every auditor based on educational background and also knowledge gained through education and training that has been followed.

Of all the items of audit knowledge statement tested there are several statements which indicate that the response of respondents has a total average value of 1.6. This shows that the average respondent answered strongly agree on all statements on the audit knowledge variable.

Discussion

1) Influence of Accountability, Audit Knowledge on Internal Auditor Work Quality

The level of accuracy of a regression line can be known from the size of the coefficient of determination or coefficient $R_{\text{square}}$. Coefficient value $R_{\text{square}}$ In the regression analysis can be used as a measure to express the suitability of the regression line obtained. The greater the value $R_{\text{square}}$ then the more strong ability of the regression model obtained to explain the actual conditions. The ability of the regression line to explain the variations that occur on the quality of the work of internal auditors shown in the
magnitude of the coefficient of determination or coefficient $R^2$. Based on the results of hypothesis testing, the correlation coefficient ($R$) of 0.359 indicating that the degree of correlation (correlation) between independent variables with dependent variable of 35.9%. Coefficient of determination ($R^2$) of 0.129 or 12.9%. This shows that the variation that occurs on the internal audit quality variable of 12.9% is influenced or caused by changes that occur together on the variable accountability, audit knowledge. While 87.1% influenced by other variables that are not contained in this regression model.

2) Effect of Accountability on Quality of Internal Auditor Work Results

The effect of this accountability is relatively high on the quality of internal auditors' work on local government work units (SKPD) within the district government of Aceh Besar and Banda Aceh.

The results of this test are consistent with the results of research conducted by Salsabila and Prayudiawan (2011: 102) which shows that accountability affects the quality of the auditor's work. The results of this test are also consistent with the results of research conducted by Mardiar and Sari (2007: 20), Riani (2013: 13) and Almahadi (2013: 79) indicating that accountability is positively related to the quality of the auditor's work. In the previous study used a test of significance, either t-test for partial influence, or F-test for simultaneous influence, which shows that accountability has a positive effect on the quality of the auditor's work. While this test shows that accountability has a negative effect on the quality of the auditor's work. This means that the relationship between accountability is not in line with the quality of the auditor's work.

3) Effect of Audit Knowledge on Internal Auditor Work Quality

The test results show the regression coefficient $\neq 0$, so accept the hypothesis that auditing knowledge has an effect on the quality of audit work result. This research proves that the subsequent hypothesis about the influence of audit knowledge on the quality of internal auditor work that is equal to 25.7% positively. The influence of high audit knowledge on the quality of the auditor's work on local government work units (SKPD) within the district government of Aceh Besar and the city of Banda Aceh.
The results of this test are consistent with the results of research conducted by Salsabila and Prayudiawan (2011: 102) and Riani (2013: 13) which shows that audit knowledge has a positive effect on the quality of the auditor's work. This means the relationship between audit knowledge is in line with the quality of the auditor's work. The results of research conducted by Singgih and Bawono (2010: 21) which shows that audit knowledge does not significantly affect the quality of the work of auditors. In the previous study used the significance test, either t-test for partial effect, or F-test for simultaneous effect.

CONCLUSION
The test results on the influence of accountability, auditing knowledge, and motivation on the quality of internal auditor work on Aceh Besar district government and Banda Aceh city, give the following conclusion:
1) Accountability, audit knowledge, and motivation together affect the quality of internal auditor work on Aceh Besar district government and Banda Aceh city.
2) Accountability affects the quality of internal auditor work on Aceh Besar district government and Banda Aceh city.
3) Audit knowledge affects the quality of work of internal auditors at Aceh Besar district government and Banda Aceh city.
4) Motivation affects the quality of internal auditor work on Aceh Besar district government and Banda Aceh city.

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WRITING INDONESIAN AND ENGLISH RESEARCH ARTICLE
INTRODUCTION: THE IMPLEMENTATION OF SWALES MODEL

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ABSTRACT

This study was conducted in an attempt to provide a solution for writers generally in writing a proper research article that is acceptable to the international community journal. To find an alternative solution, the authors explore how the model applied Swales in writing research articles. Swales model is one model that can be accepted and has been used extensively in writing the introduction. The implementation of Swales exploration model is conducted through qualitative research. Six preliminary research articles written in Indonesian and six research articles written by speakers of English are analyzed by using analysis model Swales (2004) for three purposes: 1) to identify the move and their sub-units, step, used in research articles in Indonesian; 2) describes a generic pattern identified in the preliminary research articles in Indonesian language; and 3) comparing patterns obtained with generic scientific articles in English. Introduction on each article in both Indonesian and English were analyzed divided into three move and analyzed based on the purpose of communication in every step of text originating from each move, which will be obtained writing patterns of each article

Keywords: predecessor, articles, studies, English, Indonesian, Model Swales

INTRODUCTION

Written academic discourse is inevitably linked to spreading and exchanging knowledge and information among individuals, groups and members across institution and discourse community. Conclusively, the process of disseminating knowledge among those people in academic discipline is imposed by the differences of language and culture. That noteworthy condition definitely has gained many linguists, educators and researchers’ attention across discipline to conduct research in intercultural
analysis on written academic discourse. To involve in a certain academic discourse community, the writers significantly need to understand and know the belief and value of that discourse community (Swales, 1990). Otherwise, they are not able to joint and participate in the process of exchanging and disseminating knowledge.

Several decades ago, the intention of rhetoric analysis extensively focused on research article introduction. This focus is not without reasons and consideration. Firstly, research articles are considered as familiar academic written discourses that are practical in all field and discipline. Second, research article introductions are normally structured by purpose, method and result which are easy to compare between disciplines. Thirdly, introduction of research articles are always the most difficult part for writers in producing academic writing. Finally, introduction is always the first impression for publisher to consider a research article whether it is accepted or rejected (Jogthong, 2001).

The 1990s model of genre analysis on the three-moves introduction proposed in seminal work by Swales called CARS (Create a Research Space) has been regarded as a breakthrough in academic writing style of English, that is very helpful for NNS who will study in English discourse community. A research conducted by Golebiowski (1999) revealed the earlier investigation of the Swales model applied to the rhetorical structure for introductions that the model is successfully represented in English introduction sections. The CARS model has been used as a basic framework in analyzing research article introductions (RAIs) and has been employed in analyzing research article from different languages, for instances a research conducted by Ahmad in 1997 and also been applied in many different discipline (Samraj, 2002; Samraj, 2008).

The basic application of CARS is connecting the communication purpose in the text through move. The 1990s version of CARS model is organized by three movements–move one (1) is called establishing centrality, move two (2) is establishing a niche and move three (3) is named occupying the niche. Every move has several steps which contain some points, for instances, there are some points that underscore move 1 namely: claiming centrality; making topic generalization(s) and; reviewing items of previous research. Move 2 moreover, is underlined by counter-claiming; indicating a gap; question-raising and; continuing a tradition. Finally move 3 is highlighted by outlining purposes; announcing present research; announcing principal findings and; indicating research article structure. Those important
points are not always stated in every move in research introduction, some might be overlooked and some research introductions are typically stressed by particular points. It depends on different discipline and different languages of research introductions.

Further, CARS model is revised in order to match all particular types of RAIs. Thus the updated version of CARS is known as CARS model 2004 (Briones, 2012), this version will be employed in the analysis part of this study. There are some points of each move are present in particular article and some points are ought to be stated in each article. Thus it make the latest version is more flexible to apply on distinctive feature of RAIs. Therefore, the 2004 version of Swales model can successfully account for most of the limitations mentioned (Ozturk, 2007).

The major purpose of this study is to provide solutions for writers in writing good article introductions that are accepted in international journal community. Moreover, it is also to provide new information about how to write an appropriate organization of introduction and encourage the writers to write more research articles. Besides, the findings of the study can provide some theories in teaching academic writing for English department students. Therefore, the writers assume that it is worth to conduct this study in order to unravel those difficulties.

**METHODS**

In order to achieve a better understanding of this study, we were guided by the following research questions:

1. How are the structure of move and step found in Indonesian research article introductions?
2. How are the writing patterns of Indonesian research article introductions?

**Data Collection and Analysis**

The research design of this study is qualitative study by using document analysis method. Six article introductions written in Indonesian were collected from VISIPENA journal volume VII, number 1, 2016. The updated version of the Swales model was used in this study. Those articles were then analyzed and segmented thoroughly based on the format of Swales model, including move and steps, which later from the analysis it would depict the writing pattern of those article introductions.
RESULTS AND DISCUSSION

From the analysis, it was found that from six article introductions written in Indonesian, all of the articles followed CARS Swales model M1-M2-M3. The result from the analysis is tabularized as follows:

Table 1. Move structure of the six article introductions from VISIPENA journal

<table>
<thead>
<tr>
<th>Article</th>
<th>Move sequence</th>
<th>M1</th>
<th>M2</th>
<th>M3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 1</td>
<td>M1-M2S1A-M2S1B-</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>M3S1-M3S2-M3S1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article 2</td>
<td>M1-M2S1A-M2S2-</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>M3S4-M3S1-M3S1-M3S5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article 3</td>
<td>M1-M2S1A-M2S1B-</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>M3S1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article 4</td>
<td>M1-M2S1A-M2S2-</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>M3S1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article 5</td>
<td>M1-M2S1A-M2S1B-</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>M3S2-M2S2-M3S1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article 6</td>
<td>M1-M2S1A-M2S1B-</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>M3S1-M3S2-M3S1-M3S5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the result above, the typical pattern of Indonesian article introductions in VISIPENA journal illustrated as follows;

*Establishing a field by topic generalization- establishing a niche by indicating a gap and presenting the current phenomenon and adding to what is known- presenting the current work by announcing the research purpose and benefit of the study.*

The analysis of the introductions from six articles in VISIPENA journal has shown some similar writing patterns with the format of Swales model. It has shown that all introductions from the articles analyzed followed the Swales model. In the Swales model, Move 1 (*establishing a territory or field*) is supported by reviewing a large number of previous researches. Reviewing previous studies is needed in order to make a claim about the topic discussed. This part is also important for the reader’s information in understanding the research focus. For that reason, Swales (2004) stated that citations are required in Move 1. The findings of this preliminary study, however, have shown that two (4) out of the 6 articles does not cite previous research and two (2) other articles refer to only one citation in the...
introduction. Reflecting on the Swales model, it seems that citations are not obligatory in establishing the background of the topic in those articles.

Moreover, Move 2 is supported by indicating a gap, adding to what is known and positive justification step. It is depicted from article introductions in VISIPENA journal that most of the M2 were distributed in the introductions. M2S1A or indicating a gap was all portrayed in each article introductions. M2S1B however, only existed in article 1, 3, 5 and 6. This move is possible to appear several times interchangeably with M2S1B if the topic presented in article introduction increased specifically. Further, M2S2 or presenting positive justification was only presented in article 2, 4, 5. Yet, this step is an optional step that commonly appeared when the author wants to state the proof of the concept presented (Swales, 2004).

Furthermore, in Move 3, all article introductions had all M3S1 or presenting the present work via announcing present research descriptively and/or purposively. This step is an obligatory step in Swales model. From the existence of this move and step it shows that the authors were aware of the importance of stating the goal of their researches. M3S2 was also frequently found in the article introductions 1, 2, 5 and 6. It is commonly found in Indonesian article introductions. Here, the authors explicitly stated the research questions of the study, still, this move and step is optional in Swales model. Only one article introduction used M3S4 or summarizing the methods of the study. According to Swales (2004), this move and step is not only optional but also less fixed in their order of occurrence than the others. M3S5 or called announcing principal outcomes were also utilized in only two article introductions; 2 and 6. In this step the authors explicitly stated the outcome of the study. However, this step is probable in some fields but unlikely in others. Reflecting on the Indonesian article introductions, sometimes the authors explicitly stated this step in their research article introductions.

To sum up, it can be seen from six Indonesian article introductions that all move suggested by the Swales model are presented. This findings is however, contradicted with the previous research findings conducted on articles introduction written in English in EEJ journal written by Indonesian Writers (Yasin & Qamariah, 2014) where M2 was mostly absent in the article introductions. Ranging from M1 until M3, the present of M1 shows that the author stated the background of the topic at the beginning of the research article; yet the citation is not presumed to be obligatory by the writers. In swales model however, citation in M1 is seen to be required for it shows well developed background of the current research topic. Meanwhile M2 shows
that there is needed to establish the concern of the study and bring up the problem to be solved. The existing of M3 showed the purpose of the research conducted. However, the variation of optional moves and steps are rarely found in the articles. According to Swales (2004), the present of those optional moves and steps can show the essential of the study conducted.

CONCLUSION

To write a better research articles to be accepted in the journal community is pivotal to do. We cannot deny that the intercultural communication of the English research articles becomes a significant thing to consider in order to writing as the way the native speakers write. This study saw that significant point. Providing a standard model of how research article written in the international journal context is expected to be a solution for the writers especially novice article writers to adapt that model as the guideline. By looking at six Indonesian article introductions, the typical pattern of how introduction articles written are revealed. It could be a deduction for the researchers themselves to see how the comparison of both Indonesian and English article introductions written. And from the pattern found, it is expected the writers could seek the common but missing and also important parts as it is found in the English research articles, thus the research articles written could be accepted in the international journal community.

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THE HIGH SCHOOL STUDENTS’ VIEW OF TRIGONOMETRY PROBLEMS TO DEVELOP THEIR MATHEMATICS REASONING

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ABSTRACT

Many people do not like learning Mathematics because it requires highly analytical skills to solve for only one problem. It also same in mastering the field of algebra, it’s already difficult, moreover to learn trigonometry which involves many calculations of formulas in the form of corners in the triangle. It’s really not easy because it allows the combination between algebra and geometry. Though, the universe of the world is full of models of trigonometry measurements, then by studying trigonometry means that we have applied much different knowledge. The student difficulties in understanding trigonometry material are seen when students are faced with trigonometry problems that require reasoning based from real life. Students have lack of opportunities to solve the problems with this type of reasoning is a factor that limits the opportunities and positive perceptions of students in learning mathematics. Based on research, by the development of trigonometry problems that are relevant to real life, it is found that students enjoy learning mathematics because it can solve real life problems and they have more idea to solve it. Therefore, as educators, teachers and observers of education should be creative in using the problem as a bridge to build the formal concept of students.

Key Words: trigonometry, reasoning, development research.

INTRODUCTION

Mathematics as one of the important knowledge that have been studied by each individual as the goal of learning mathematics is to make people to thinking logical, theoretical, rational and confident as a means to solve problems in everyday life, so that they are able to compete from all demands of globalization era which is technologically advanced now and the future. Mathematics is one of the subjects that exist in every level of education, either
primary, secondary or college education. The role of mathematics is very important in supporting the development of education, for students mastery of mathematics will be a powerful tool as a supporter to study other subjects.

In most knowledge, mathematical knowledge is a knowledge that plays an important role. This is in line with the Nasution’s opinion (1982: 82) that Mathematics is the core development of other sciences, Mathematics can be said that first grow from all existing knowledge. In line with that arises physics and astronomy that fill each other with mathematics. Then mathematics infiltrated the development of chemistry, earth science and life sciences, finally to the mathematical thinking that infiltrated into social science.

Studying mathematics is not solely to achieve Core Competence and Basic Competence only in Indonesia curriculum. Many of the competencies that should be achieved by students in learning mathematics are showing such as a logical, critical, analytical, meticulous, responsive, responsive, not giving up in solving problems, having the ability to communicate a mathematical idea clearly, able to identify patterns and use the pattern to give Prediction of completion, as well as using symbols in modeling, identifying information, and using other strategies when unsuccessful (Depdikbud, 2013). The reality in the field shows that most students are less interested in mathematics because of the tendency that is displayed to students is a series of abstract formulas that make students feel bored and tired to learn and study the material. Susanto (2013) points out, "interest will have an impact on one's activities. In relation to learning activities, certain interests may have an effect on student learning outcomes, this is due to the interest of students to something in the learning activities themselves.

Many trigonometry applications in the real life civilization such as civil construction, engineering planning, astronomy fields, and so on. It gives the importance of using trigonometry in the present and the future, the understanding in the field of trigonometry and mastering competence is very important. But studying trigonometry is not as easy as one might imagine. Based on previous research; (Agninditya, Sunandar, Purwati (2014), Rusdi Dkk (2013), BSNP (2012), Al-Krismanto, (2008)) stated that the teaching material of trigonometry is categorized as difficult for students especially in the form of story problem and contextual problem.

Giving the problem that relate to the real context will be more stimulating students' thinking and will arouse students' curiosity in solving the problem. So the students are more eager in solving the problems and get the
benefits of learning mathematics in real context. In the opinion of Nurhadi (2004: 13) states that contextual learning is "a learning concept that helps teachers combine learning content with the real world, and motivates students to connect knowledge with its application in their lives as members of family and society". If the problems given in school are still ordinary or do not require reasoning and are related to real life, it will be difficult for students to find problems that require reasoning and are related to real life. One sign that a person has learned is a change of behavior within himself. These behavioral changes concern both cognitive and skill changes (psychomotor), as well as values and attitudes (affective).

Basically every problem solving mathematics requires reasoning ability. But there are also the usual problems without the need for reasoning. Through reasoning, students are expected to see that mathematics is a logical or logical study. Thus students feel that mathematics can be understood, thought, proved, and can be evaluated. The reasoning abilities are not only required when students learn mathematics or other lessons but it is needed every human solve the problem or while determining the problem. Therefore, the provision of contextual questions and questions that require reasoning is very important given to students, let alone students at senior high school level. This will be a support for them in facing the situation when they want to continue to college and other activities outside school.

In this case, it is necessary to develop test questions indispensable to familiarize students in solving the problem, whether the problem is fixed on the theory and the problems that require reasoning. As stated by Arikunto (2009: 53) namely: "The test is a tool or procedure used to know or measure something in the atmosphere, the way and the rules that have been determined". As the initial stage to get a good test problem needs to be analyzed form the question. In general, the level of difficulty can be interpreted as the ability of students to answer questions posed correctly. Arikunto (2009: 207) argues that: "A good question is a matter that is not too easy or not too difficult. Problems that are too easy doing not stimulate students to enhance the business solve it. Conversely, the problem is too difficult will cause students to be discouraged and do not have the spirit to try again because it is out of reach ". Based on the above description, it is necessary to develop a problem that can measure students' reasoning abilities, in this case done through the development of test questions on Trigonometry materials.
METHODS

This research use descriptive qualitative approach. This research prefers to the process rather than results. This is in accordance with the statement of Arikunto (2010: 15), namely "Qualitative research has inductive properties and prioritizes the process of the outcome". This research is a type of research development or development research. According Sugiyono (2010: 297) states that: "R & D is a research method used to produce a particular product and test the activity of the product". According to Sujadi (2003: 164) Research and Development or Research and Development (R & D) is a process or steps to develop a new product, or refine an existing product, which can be accounted for.

While the development of problems carried out in this study was conducted by using formative evaluation by Tessmer (1993). Formative evaluation consist of many stages, such as: (1) formative evaluation, (2) expert review, (3) one to one, (4) small group, and (5) field test. This stage conducted to develop the problems, do the experiment, and find the effect of the problems to the students’ understanding in solving trigonometry problems.

RESULTS AND DISCUSSION

The high school students’ view the problem of trigonometry using the usual problem of the strict rules and standards in accordance with the formulas taught in a conventional way. This involves standardized triangular concepts so that students are fixated on a single point of view corresponding to what the teacher did. But when the question is changed in the form of events or everyday life including real problem solving that exist in the student environment, this becomes a significant constraint, so that students difficult in solving problems.

Another case when teaching the concept of trigonometry by using a real example that related to electrical power problem issues, the length of time required to cross a stream of streams, determine the height of the building to make the appropriate stairs of health standards, and other problems.

Based on the problems given by prioritizing problems that can develop students' reasoning abilities, it is known that the problem in the learning process is enough to give effect in improving students' reasoning ability. It can be seen that by using a particular problem,
students can develop problem-solving plans based on linking real-life situations with raw concepts using aids such as images, simple analysis, and reasoning. If there are any errors, this happens on a miscalculation or use of number manipulation. These results can be seen from the following answers.
Suwangsih (2006: 3) provides an explanation that mathematics emphasizes more activity in the world of rationality (reasoning), rather than simply emphasizing the results of experiments or observations. From this opinion it can be understood that studying mathematical objects desperately needs a thought process. Mathematics is formed because of human thoughts associated with ideas, processes, and reasoning.

Based on the above explanation it can be concluded that the developed problem has been able to measure the ability of students, this is seen from the student answer sheet where students solve problems in different ways but still lead to the goal of the correct answer. However, in this study only measure the students' reasoning not to assess the results of student answers true or false. As for the problems that are still considered difficult by students it is in accordance with the basic competencies that exist, so the difficulties experienced by students due to lack of knowledge of students to the material trigonometry itself.

CONCLUSION

This development research uses formative evaluation type, such as self-evaluation, expert review and one-to-one, small group, and field test so as to generate 5 test questions on trigonometric material to measure students' validity and practical reasoning ability so that Can be used in the learning process as well as for additional literacy lessons. The validity of the question comes from comments and suggestions from validators. While the practicality of the matter seen from the analysis of comments and answers of students in one-to-one and small group and the results of observations and brief discussion with students when one-to-one and small group took place. The problem has also been tested on field tests to measure the practicality of questions that include readability and clarity of problems on a wider subject and a more heterogeneous ability. So from the results of student answers can be seen that the 5 test questions developed have been able to measure the ability of students.

Based on the results of the study and the conclusion above then here are some suggestions for students, teachers, and other researchers.
(1) For math teacher, in order to use mathematics problem device on trigonometric material that can measure students 'reasoning ability in learning to train students' mathematical literacy skills. Teachers are expected to familiarize students with questions that require students to give opinions and argue in mathematics such as contextual math problems that have been developed so that students are accustomed to communicate and express opinions in mathematics. Teachers are also expected to teach materials about trigonometry to students well, (2) For other researchers, this tool can be used as an input to examine more in depth about the development of math problems to measure students' ability in subsequent research, and can refine or review steps or steps that are still lacking in research in order to Get better results. It is expected in the long run to continue to develop other problems that can train students 'reasoning skills for the better development of Indonesian education and can train students' reasoning skills.

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The High School Students’ View Of Trigonometry Problems To Develope Their Mathematics Reasoning
(Intan Kemala Sari, Ahmad Nasriadi, Fati Ariska)


EFL LEARNER’S RELUCTANCE TO SPEAK IN ENGLISH CLASSROOM: PSYCHOLOGICAL FACTORS

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ABSTRACT

As the most commonly accepted language throughout the world English offers many benefits in today’s globalization. Therefore, English is highly needed for English as a Foreign Language (EFL) learner either for their education purpose or their career development in the near future. Speaking perceived as the most fundamental skill to acquire since the ability to speak in English is considered as an obvious achievement for EFL learner. Unfortunately, most of the EFL learners are reluctance to speak during the language learning classroom due to many factors and psychological factor is one of them that commonly found. For that reason, this paper attempts to find out the physiological factor affecting students’ unwillingness in producing oral activity. The data was gathered through questionnaires and interview to 60 students of a Senior High School (SMA) in Lhoksukon, North Aceh. The results of this study showed that almost half of the students (48.3%) stayed outside of the speaking circle due to fear of making mistake, followed by their lack of confidence (25%), next, students’ shyness (16.7%), and the lowest frequency was dealing with lack of motivation (10%). Thus, a harmonious atmosphere should be created by the teacher in the classroom through emotional bonds between teacher-students and students-students to make students feel secure and welcome from any mistakes.

Key Words: EFL learner, reluctance, speaking, psychological factor.

INTRODUCTION

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context as stated by (Channey and Burk, 1998). In the context of EFL/ESL teaching and learning, students’ verbal participation is essentially important in creating a real life situation during the English classroom since the aim of teaching English is to train students to be able to express meaningful and contextual communication skill in real life.
Being able to speak in the target language will greatly facilitate students’ participation in class and the learning of the subject matter. Hence, learners need to initiate and maintain conversations, to sustain group discussions, describe feelings and give reasons in an acceptable manner, and ask for more information or assistance as cited by (Brice, 1992) in (Goh & Burns, 2012). Hence, they can develop their ‘communicative competence’ or what they need to know to communicate in the classroom (Hymes, 1972; Larsen-Freeman, 2000; Chang & Goswami, 2011).

In contrast, it becomes a common finding that most of the EFL learners tend to avoid speaking during language learning classroom. They believe that speaking is the greatest challenge in language learning. Consequently, most learners remain incompetent in producing oral activity. A common phenomenon observed by many ESL/EFL researchers is the students’ reticent behaviour. The researchers observed that students tend to be either quiet or to speak English with a trembling voice, make numerous unnecessary stops, or having shaking hands or legs, etc. during English lesson or oral English tests (Cortazzi and Jin, 1996). Similarly, students are reluctance to participate or speak using target language has always been considered as the main source of frustration, and failure for both instructors and studends (Flowerdew & Miller, 1995).

There are many reasons why EFL learners’ put themselves away from speaking activity during English classroom. In spite of academic knowledge, it found that some psychological factors such as shyness and anxiety are considered as the greatest challenge for all language learners (Pinter, 2006). Similarly, some relevant research conducted found argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation and shyness are the factors commonly that hinder students from speaking (Burns & Joyce in Nunan, 1999; Schwartz, 2005 and Thornburry, 2005).

As a corollary, the writer is intended to find out the psychological factors affecting students’ reluctant to speak in English classroom at SMA 1 Lhoksukon, north Aceh.

**Psychological factors affecting students’ reluctance to speak**

For this scope, psychological factors are described with four components including fear of making mistakes, lack of confidence, lack of motivation and shyness.

**Fear of making mistake**

Too often, students suffer in dealing with task or activity that requires them to express their own opinion and idea orally. This happen because they
fear of appearing foolish when they say inappropriate words in negotiating meaning or pronouncing. Again, this is also much influenced by the students’ fear of being laughed by other students or being criticized by the teacher. Causing someone to lose face results in a lost of cooperation even, in extreme occasions, with subtle retaliation against the professor months after the original action transpired (Liu & Littlewood, 1997). As a result, they choose to remain silent or stay away from participation. Again,  

**Lack of confidence**

Another point to consider is that students’ lack of confidence. Confidence as the expression of “an attitude of approval and disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy” (Brown, 1994). Low of confidence leads the students to a hesitation to open their mouth because they do not have belief that they can do it. They think that they do not have the ability to speak English well and their knowledge is limited (Brown, 2001). This underestimation attitude, for sure, avoids them from speaking or even trying to do so.  

**Lack of motivation**

(Cheery, 2015) defines motivation as “the process that initiates, guides, and maintains goal-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce the thirst or reading a book to gain knowledge.” Furthermore, Nunan (1999) stresses that motivation is important to notice in that it can affect students’ reluctant to speak in English. In other word, good motivation behaviour is highly needed in language learning, especially in speaking skill to encourage students’ in producing oral activity. Thus, teacher plays an important role in increasing students’ participation and motivation because the development of communicative skills can be only take place if learners have the motivation and opportunity to express their own particular personality the general population around them (Littlewood, 1981).  

**Shyness**

(Bowen, 2005) believes that some shy learners are caused by their nature that they are very quite. This behaviour leads them to be shy because they find that speaking in front of their friends and teacher very intimidating. In addition, (Savin-Baden & Major, 2004) claims that most students do not ask question during the language learning commonly caused by their feeling of shy, lack self-esteem and fear of being wrong. In this case, students act themselves as a passive learner and remain silent during the speaking activity.
EFL Learner’s reluctance to speak in English Classroom: Psychological Factors (Maisara)

METHODS

The aim of this study is to bring four psychological factors that affect students’ reluctance in producing oral activity during English classroom and find out the students’ perspective on this issue. Descriptive qualitative design was used in this study and the data was collected through questionnaires and interview to 60 students in third grade of SMA 1 Lhoksukon, North Aceh.

RESULTS AND DISCUSSION

The data was calculated in percentage to find out the most dominant factors affecting students’ reluctant to speak during English classroom at SMA 1 Lhoksukon which is presented in table 1. In addition, further information about students’ perspective toward some speaking activities (discussion, interview, role play, and retelling) that psychologically hinder them from speaking is presented in figure 1.

<table>
<thead>
<tr>
<th>Psychological factors</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of making mistake</td>
<td>29</td>
<td>48.3</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Shyness</td>
<td>10</td>
<td>16.7</td>
</tr>
</tbody>
</table>

The table points out that fear of making mistake was considered as the main factor affecting students’ reluctant to speak in English classroom. It is showed by 48.3% of the students felt worry when they were asked to speak in front of the classroom. The underlying reason for this circumstance because students were afraid of looking foolish in front of their friends when they said wrong words either in negotiating meaning or pronouncing. Again, students explained that their friends will skit by laughing or mocking at them when the fail to produce accurate English. Furthermore, afraid of being criticized by the teacher was also influential students’ response toward fear of making mistake.

Secondly, 25% of the students claimed that lack of confidence is something that happens to them when they tried to speak in target language. Some students felt that it was fearful and timid when they were asked to express their opinion or idea in an utterance. Moreover, they felt worry when their speaking partners did not understand about their spoken language and vice versa. Indeed, they will suddenly hesitate because they themselves are
not able to distinguish whether it wrong or correct. In this case, as they added, their limited vocabulary was also the reason why they were not confident to speak.

Another point to consider was students’ shyness during the English classroom. This kind of behaviour led them to remain silent while others try to speak. 16.7% of the participants believed that their shyness was also a source of problem in English classroom especially during the speaking activity.

Finally, the lowest frequency of psychological factors affecting students’ reluctance to perform in speaking was dealing with lack of motivation. They considered English as a complicated and difficult subject especially the speaking skill. Indeed, teacher’s lack of effort in motivating students’ participation during the speaking activity did not help them to take more of active participation and at last the students become bored and indifferent during the English learning process. Similarly, (Gardner in Nunan, 1999) states the causes of the students’ lack of motivation: e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program.

In the last part of discussion, it is dealing with type of speaking activities and students’ psychological perspective against it. The writer categorized speaking into four activities namely; discussion, interview, role play, and retelling. The results can be seen as follow.

![Figure 1. Students’ attitude toward speaking activities](image)

The chart illustrates the students’ psychology perspective in four different speaking activities that commonly take place in an English classroom (discussion, interview, role play and retelling).
Overall, fear of making mistake was the highest among all different activities and on the contrary, shyness was the least experienced by the student. In term of fear of making mistake, interview was considered as the greatest source of students’ fear of making mistake and followed by lack of confidence as the second reason that hinders students to participate in oral activity during the English classroom. In term of lack of motivation and shyness, the chart showed that on there was only in small amount of the students held it as the reason why they abstain from speaking activity.

Observing to the chart, it leads to the conclusion that most student defined fear of making mistakes was the biggest problem in producing oral and interview was believed to be the most challenging speaking activities.

CONCLUSION

Based on the discussion in the previous section, it can be concluded that fear of making mistake is the most influential factor affecting students’ reluctant to speak in English classroom. Consequently, it is important for language teacher to create a harmonious atmosphere in the classroom through emotional bonds between teacher-students and students-students to make students feel secure and welcome from any mistakes. Negotiation should be made among students by setting the rule that making fun of a wrong answer is not accepted. Further, errors are considered as a natural part of leaning foreign language, and students were encouraged to ask for help without running the risk of embarrassment (Dörnyei, 2001).

REFERENCES


WOMEN CHARACTER IN ACEH 21st CENTURY NOVELS

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ABSTRACT

This study is related to the women characters in novels of 21st century. The research questions are (1) how to the Acehnese litterateur express the acehnese women’s characters in their opuses; (2) how is the Acehnese women characters in 21st century novels?. The source of the research is a novels that were written by Acehnese people which narrate about Acehnese women personage and published in 21st century (published between 2001-2016). This study was conducted to describe the character aspects of women that indicate the women-self-elements that is based on the acehnese women’ attitude in the novels. This study used qualitative method along with sociological literature approach. The result of this study shown that the acehnese litterateur explain their life experiences in the story so the women character is considerably strong and hearth-touching which is affected by political momentum and tsunami disaster that have carved them to be ambitious, strong, stable and brave. All of the women in the story have became more gentle, honest, and obedient. They kept their well mannered as a women that is reflected from strict islamic culture. Eventhough there are some of the women character who have impolite attitude, it did not destroy the good image of the Acehnese women who were holding to the teaching of their religion and tradition.

Key Words: Character, Aceh Women, and Aceh Novel

INTRODUCTION

Character is a human nature that affects their whole mind and attitude, nature and their behavior individually. According to Nurgiyantoro (2002: 165) character can be defined either as the actor of the story or physique. Human have different unique character so each individual has his/her own characteristics during his/her interaction with other individuals.

Sumardjo & Saini (1985: 64) stated that the quality of a story is determined by the skill of the writer to construct the characters that seems
alive to the reader. If the character in the story is "weak", we cannot deny that the story will be "weak" as well. Each of the character suppose to has his/her own personality which is based on his/her past, education, origin, and his/her life experiences. A talented writer is skillful in exposing the whole background of someone’s story event in one scene by inferencing the background in the actor way of speaking, reacting to an event, dressing and many other a verbal and non verbal actions.

Although that they tent to be less important that men and be underestimated, women are very interesting figure to be discussed since they have a very huge role in the society. Herman (2010: 3) stated that the role of women can not be seperated from the life itself. After the feminism campaign has been trending topic and popularized by activists and critical brainware especially in Aceh, women as the readers, litterature, or the character in the literature is always become a trending issue to be examined.

Many women authors involve in this case, and their novels are mostly related to the women matter (Darsono, 2006). The integrity of the women in the modern literature; an feminism perspective toward two men authors. This research study about women that struggle the women rights in taking the part in developing many sectors of the nation as equal as men.

In Aceh, the women issue has never been behind the times since Aceh has the great historical background as the witnesses of the greatness of women such as Keumala Hayati and Cut Nyak Dhien. After Indonesian’s independency, Aceh has an internal quarrel with NKRI which triggered the continual conflict, earthquake and tsunami disaster on December 2004. This condition had surely effect the novelists paradigm in forming the Acehnese women character in their stories.

**RESEARCH SIGNIFICANCES**

The main significance of this study is to contribute to the knowledge in the field fo sociological literature. This research gave the clear picture and answer to the development, and the degradation of the cultural value, or the value of women personality because of the several cases that put the women as the victim such as, sexual harassment, exploitation, and persecution.

**RESEARCH PROBLEM**

Based on the elucidation above, the research problems are formulated as follow.
1. How to the Acehnese litterateur express the Acehnese women’s characters in their opuses?
2. How are the Acehnese women characters in 21st century novels?

**THEORITICAL BASE**

According to Nurgiyantoro (2002: 165) character is an actor of a story which can be simply defined as the nature in which the character in the story and its nature is a solid combination that can not be separated. From that statement, a conclusion can be taken that each character in the story has to be with a certain characteristics that exclusively possessed by each of them because the nature of a character itself will create a series of events in the plot which will lead the story become more alive, interesting and challenging.

Nurgiyantoro (2002: 166) stated that characterizing is a process that show a certain character with a certain characteristics in a story. Jabrohim (2003: 107) stated that characterizing is an author’s technique to introduce the character in the story to the reader or an author’s technique in appearing the ordinary character. It can be concluded from that statement that characterizing is an effort of the writer to determine the character and his/her characteristics with various technique and methods of introducing the individual in the story line.

The nature and characteristics os a human can be analyzed from his/her reason of doing a particular action in the story. This reason is mostly called as motivation. Motivation can be catagorized into two groups. They are exclusive motivation and motivational base. The exclusive motivation can be known from the impromtu reason of a character in unconsciously doing a particular action, talk. Meanwhile, motivational base can be utilized from the common character’s nature such is the possiblity of an actor in changing their desirability or the attention in controlling the other character continously in the story.

Sahid (2008: 26) stated that a literature opus is a reflection from the real world that uncover all of social issues. The analysis of the role of women in a literature opus can be either a discourse or a idea toward the women’s development from time to time since literature represent the society from era to era.

This study tells about the independency of women in the acehnese society who are capable of doing many activities without men’s assistance (Rismawati, 2013). Besides, feminism issues are discussed in many studies in Indonesian’s journal such as The women’s integrirty and gender relation in
the most up-to-date indonesian’s literature novels, created by female’s authors. This study discuss about the female integrity and form of struggling gender relation.
The study try to find a knowledge in form of comprehension (verstehen) and explanation (understanding) about the up-to-date Indonesian literature’s genre development which is dominated by the opus of the women’s author as one of the literature study which emphasize the understanding of patriarky ideology in the latest Indonesian literature. As the base assumption, that in the latest decades various opuses which prioritize the patriark ideology arised to the surface of the society awareness. Most of those opusses are written by female authors (Chasanah, et al, 2009).

RESEARCH METHOD
This study is categorized into descriptive qualitative approach as stated by Nasution, (as cited in Sugiyono, 2010: 306) that qualitative research has no option but positioning the human as the main research instrument. Besides, the researcher try to understand the social status quo deeply. Hence, this research described the women character in the 21st century acehnese novels.

SOURCES OF THE DATA
The data sources of this study is Acehnese novels of 21st century. They are Lampuki written by Arafat Nur, Bidadari Hitam written by T.I Thamrin, Tungku written by Salman Yoga, Seulusoh written by D Kemalawati, Percikan Darah di Bunga written by Arafat Nur, dan Marwah di Ujung Bara written by RH Fitriadi. The selection of these six Acehnese novels is based on the quantities of the different women characters mentioned in the story.

DATA ANALYSIS
Technique of data analysis used in this research is interpretation technique with literature hermeneutik, by interpreting the women in the 21st century novels. Recoeur (as cited in Harun, 2006: 134) stated that hermeneutik has four basic steps. They are (1) The understanding phase, in this phase, the researcher will try to understand data which has been collected, (2) the communicating phase, in this phase, the researcher will try to communicate the understood data and will be delivered using the researcher words, (3) the explanation phase, in this phase, the research will explain the understood data with deeper explanation, (4) interpretation phase, in this phase, the researcher will interprete the data in detail.
RESULT AND DISCUSSION

In this part, the researcher will expose somethings related to the characteristics of Acehenese society that has been taken from six Acehnese novels. The details of the novels has been elaborated in the source of the data and research method.

Women Character In Bidadari Hitam Novel

TI Thamrin, the writer who experienced the Political conflict in Aceh and the had an emotional approach between himself and acehnese society wrote a very strong women character in his story. the women characters in his novel Bidadari Hitam are Inoeng, Mak Santan, and Fitriah. Those characters are effected by the Aceh internal conflict between Aceh and Indonesia. Inoeng is character who has rigid soul and abitious. It can be proven through her attitude and audicity and her ambition to reveal her anger or revenge toward the rapist by contaminate the HIV HIDS. Inoeng was isolated because she was a bastard. A bastard is a huge disgrace in acehnese culture which is very strict with Islamic teaching. Inoeng is one of the example of a humble and simple Acehnese women but the violent and unhuman treatment toward her had changed her to be a tough and abitious person to reveal her revenge. Here is the slight pharagrap of TI Thamrin’s novel.


Mak Santan is a reflection of tough and brave women as a symbol of heroic women. Mak Santan is also an old women who did not believe in superstition that is contradictory with islamic faith. To be note that the islamic value is the highest aspect in Acehnese society rather than cultural value. Fitrah is a picture of a kind and well mannered women in her attitute and appearance which is in line with Acehnese culture and islamic teaching value.

Women Characters In The Novel Tungku

Acehnese women have strong characteristics, they have a tenet that it is better not to mourn the sufferings. The crisis that Saban suffered in her life has carved her to be tougher in facing the life. That is the characters that was created in the Acehenese novels Tungku. they are Anan, Inem Ipak, and Empun Siti.
Anan is an old women who has audicity and wishful thinking who uphold law, tradition, and justice in the local village. She intentionally sacrificed her eyes as to express her painful. Empun is a maternal character who tremendously love her son. She was begging for a commutation to a chief of the local court Anan. In other hand, she was a prudent to let her son being punished for his guiltiness. Inem Ipak is a tough and gentle women who was a victim of a rapping case that committed by group of armed people. But, she tried so hord to keep that case undercover because she did not want people arround her carry her affliction. Her maturnity had transformed her to a tough women in facing her problems. Hence Pepar, the most ideal men admired her personality.

**Acehense Women Character In Seuleusoh Novel.**


Meulu is a figure who has strong personality which can be proven through her strength and obstinacy to go through her life. Nek Pi’ah reflect the honest and sincere acehnese women personality who never seek a benefit from helping the childbearing mother. She was talented in spelling the spell it was because of her sincerity and honesty. Here is the fragment of the novel.

Nek Piah tidak pernah berbohong. Dalam melakukan pekerjaannya sebagai Nek Bidan, ia juga menggunakan mantra. Mantra yang paling sering digunakan adalah mantra Seuleusoh, mantra untuk mendorong gerak laju bayi mencari jalan keluar dari rahim ibunya. (Keumalawati, 2006:21)

**Women Character In Novel Percikan Daran Di Bunga**

Arafat Nur descript the character of Aceh women in her novel Percikan Darah di Bunga without pretention. Her life experiences which full of suffering and atrocities of armed conflict have spawned the character who seem alive, especially the female figures Meulue and Mak Beuleun. Meulue is a women who was born in an dayah enviroment which based on the islamic teaching which prohibit non-muhrim women and men to touch even though without any lust. Here is a piece of his novel.

Mak Beuleun’s attitude is very polite when she was living in someone else’s house whou are should be emulated by nowadays society. The home owner fully aware of Mak Beuleun’s mental condition of her living in his house that she was under severe pressure after being raped by some armed men.

Aceh Women Character In The Novel Lampuki

As the novel Percikan Darah di Bunga, in this novel Arafat also write the story that expose the female character based on her own experience as an Ustadzah. Most of the Acehnese women’s character in the novel did not reflect the polite image of Acehnese women. The figure of Halimah represents not only the attitude of a selfish and unashamed women of Aceh but also minor picture of some Acehnese women who are obscene. These attitude is somehow contrary to the cultural value of Acehnese women in Aceh. Hayati is a women who is selfish and rebellious againts men. Besides, she liked to slander other people. Her mouth would never stop reprehending that is why, she is the best model for a minor group of Acehnese women who like to talk about others behind.

Siti is an example of an obedient to Islamic teaching Acehnese women who are not only work for themselfe but also their environment and people around them by reminding surrounded people to worship and to obey the husband. It shows a Aceh women attitude accordance with the Acehnese norms, culture and tradition.

Women Character In Marwah Di Ujung Bara Novel

It has the similarities with other novels that the character of women in the novel of Marwah di Ujung Bara is also have a strong characteristic. Ceudah and Nisa are the women in a university as environmental activist after Reformation. Right after reformation, the nation was not stable so it was the tough time with its problem to carve their personality to be patient and brave figure in order to help their growth. Meanwhile, Halimah is an eyes witnesses of Military operation terror in Aceh. She loosed her husband, her children during the conflict but she still rigidly face that sorrow.

SUMMARY

Based on the elaboration of the result and discussion above, the writer conclude some points as follow:
1. Generally, the female characters of Aceh in 21st century novel are strongly influenced by the conflict and tsunami in Aceh. The inhumane treatment of groups of armed men has altered the character, behavior, and mindset of Acehnese women. The conflict has transformed them to be ambitious, brave, resilient, and courageous in facing any problem in their life.

2. Some Acehnese women depicted in the novel are gentle, honest, and obedient personality who also maintains the politeness as a reflection of the strong Islamic values and culture. They always keep their appearance based on the religious guidance.

3. Despite the chaotic conflict happened there are also a minor Acehnese women who are portrayed in a novel that has a negative nature. They always take advantage of opportunities for personal interests, issuing obscene words, and having an affair. However, it does not affect the image of Acehnese women in general.

   Based on the summary that was taken from the discussion, here are the list of recommendation from this study:

1. The character of Acehnese women should be implemented in students’ learning media. The future generations have to understand that Acehnese women's character reflected in the Aceh novel has its own uniqueness from Indonesian women in general since they have good role models.

2. Acehnese women's character reflected in Aceh novels is a part of local wisdom image which should be used as a scientific study material by researchers and cultural experts around the world.

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KNOWLEDGE MANAGEMENT OF EFFECTIVE MANAGERIAL ELEMENTARY SCHOOL PRINCIPAL STATE IN EAST JAKARTA

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Abstract

The purpose of this study was to determine knowledge management, of effective managerial elementary school principal state in east Jakarta. The research was conducted on effective managerial school principal state in east Jakarta involving of 238 state elementary school had been selected from the target population of 588 state elementary school principal by using qualitative approach with path analysis methods. The research of hypothesis testing show knowledge management had a direct effect positif on effective managerial. Therefore to improve the effective managerial elementary school principal state in east Jakarta, need to knowledge education of management

Keywords : Knowledge Management, Effective Managerial

INTRODUCTION

The nation of Indonesia is carrying out the construction in the situation of world competition is increasingly tight. This development is consequences of the presence are industrialization and globalization. In order to deal with the development of a world that is increasingly advanced, especially information and communication technology required qualified human resources. This can be realized when supported by the education system. A quality education is one of the factors that determine and absolute in the face of increasingly fierce competition.

The education meant is limited to formal educations which include primary education, secondary and high. There is a mutual relationship between the one of level with the level of education of the other. When the level of education basic of quality, then it will give a positive contribution to the realization of secondary education and
high quality anyway.

The strengthening of the ability of principal is expected to support the realization of the effective management of the school. To realize an effective school management takes a real effort of principal in communicating with the whole school community. Effective school management is expected to encourage a pattern of school life that is healthy so that it can improve knowledge management of principal in order to anticipate the changes that occur in the life of the community.

The implementation of managerial education that meets the principles of accountability seems to still have a long and winding road. Although the demands on education managerial accountable be expressed by many sides, not all education personnel greet it. It deals with the issue of the willingness, ability, perception and trust. Accountability of school will hopeful encourages school managerial effectiveness.

The school management is a part of the educational process that includes human resources, procedures, ideas, equipment and organizations to analyze issues concerning all aspects of the school program, including efforts to design, implement, evaluate, manage and solve the problems of education for the sake of continuous improvement. Through effective school management and is run by a principal who professional, competent, dedicated. Education process is expected to be qualified.

To realize the principal who has a national standard, one of the government’s efforts is through the Principal Competency Test (UKKS) which started in March 2015. This competency test course to see the fact whether the principals will meet national standards or not. Therefore, competency testing becomes very important, event the results need to be disseminated to the public to be taken into consideration when they choose a school for their children. Besides of that, the results of this competency test are also one form of transparency in education. Competency Test Results Principal (UKKS) in 2015 can be seen as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
<th>Range of value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Average</td>
<td>50.58</td>
<td>&gt;85</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Highest Value</td>
<td>78.00</td>
<td>75 – 85</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Lowest Values</td>
<td>12.00</td>
<td>65 – 74</td>
<td>155</td>
</tr>
<tr>
<td>4</td>
<td>Deviation Standard</td>
<td>9.90</td>
<td>50 – 64</td>
<td>1.076</td>
</tr>
<tr>
<td>5</td>
<td>Number Participants</td>
<td>2.238.00</td>
<td>&lt;50</td>
<td>1.001</td>
</tr>
</tbody>
</table>

With a minimum standard set of graduation 70 of the scale of 0-100, the results can be said that UKKS is not encouraging. This is reasonable because only 161 (7.19%) of the 2238 Elementary School Principals who passed, while 2,077 (92.81%) Elementary School Principals still need further development. The average yield UKKS Elementary School in Jakarta in 2015 obtained a score of 50.58, still well defined minimum standard graduation 70 on a scale of 0-100. This shows that there are
problems with the managerial principal.

To realize managerial effectiveness is not easy, because it is influenced by various factors. Chukwuemeka said that the factors are identified that may affect managerial effectiveness is the experience, education and training, personal characteristics, development of managerial skills and ages. Thus, the main factors that influence the effectiveness of managerial experience of self is the principal itself, education and professional training, personal characteristics, the development of knowledge and management skills as well as age.

**METHOD**

This study use quantitative method, survey method and path analysis technique. The population of this study is all principals of Elementary School in East Jakarta. The sample of this study is partially of population. The sampling technique is done simple randomly. Target population affordable, the principals of Elementary School in East Jakarta amounted to 588. Counting the number of samples using the following formula Slovin:

\[
N \frac{N}{N - d^2 + 1} + 1 = \frac{588}{588 \times 0.05^2 + 1} + 1 = \frac{588}{588 \times 0.025 + 1} + 1 = \frac{588}{2.47} = 238.056 \text{ responden}
\]

(it will be 238 principals)

Then, the total sample is obtained 238 principals, whereas for the test instrument as much as 30 principals. Collecting data for this study use questionnaire-shaped instrument. The instruments are tested before used in this study. The testing instrument covers the validity and reliability test. From these test results is obtained valid and invalid instruments. Invalid instrument discarded. Questionnaires were distributed to respondents to obtain the data about the overall variables studied.

**RESEARCH FINDING**

1. Managerial Effectiveness

Effective word come from English language that is effective meaning is successfully or something done. In relation with the management, known as managerial effectiveness. According to Samuel C. Certo and S. Trevis Certo
(2014:36) said: “managerial effectiveness is defined as the management’s uses of organizational resources and the meetings of the organizational goals”. Managerial effectiveness is defined as management’s efforts to empower the organization’s resources and achievement of organizational goals. Thus, there are two indicators of managerial effectiveness, namely the empowerment of organizational resources and the achievement of organizational goals.

In terms of being a manager, there are many different attribute that will lead to the success of the organization, as well as himself. Thus, one of the main attribute that will contribute to the effectiveness of managerial leadership. Leadership is the ability of someone to influence, motivate and enable others to contribute to effectiveness and achievement organizational of goals. John R. Schemerhon (2013:16) said “effective manager successfully help companies achieve both high performance and satisfaction in their work”. Effective managers successfully helped more.

Achieve both high performance and satisfaction in the work. Furthermore Chuck Williams (2011:8) said “Also the manager must strive for effectiveness, the which is accomplishing tasks that help fulfill organizational objectives such as customer service and satisfaction”. Managers also must strive for effectiveness, completing tasks that help meet organizational objectives such as customer service and satisfaction.

Based on the above, it can be said that managerial effectiveness is the accuracy manager in empowering its resources in ways that right in order to achieve organizational objective with indicators of achievement, goals, integration and adaptation.

2. Knowledge Management

Knowledge is a part of the truth that is believes to be using a variety of terms. Any matters relating to knowledge are matters concerning faith and truth. Knowledge is essentially the information or intimation known or recognized by someone. It is built on the experience of one’s own self. Armstrong (2006:175) states “knowledge is multifaceted and complex, being both situated and abstract, implicit and explicit, distributed and individual, physical and mental, developing and static, verbal and encoded”. Knowledge is something that face multiple and complex, both real and abstract, implicit and explicit, distributed and individuals, physical and mental, develops and static, verbal and encoded.

Further confirmed by Ivancevich, Konopaske and Matteson (2008:245) “knowledge is defined as a conclusion or derived from analysis of data and information. Data are facts, statistics, and specifics. Information is the context in which the data are placed”. Knowledge is defined as a conclusion or analysis derived from data and information. Data are facts, statistics, and specifics.
Information is the context in which data is placed. Thus, knowledge can be obtained by observation and the observation made empirically and rationally.

Based on what has been disclosed above, the definition of knowledge management is about understanding someone specific data and information on the management of the organization needed to support the execution of the work. With indicators: definition of management, the nature and scope of management, management level and skill management.

3. Influence of Knowledge Management and Managerial Effectiveness

Knowledge management is a knowledge management effectively implemented in practice includes knowledge about the underlying science managerial effectiveness. More emphasis on managerial effectiveness in terms of understanding the process that the managerial activities of organizational resources in ways that right in order to achieve objectives. It is necessary that adequate management knowledge of managers. Management knowledge gained from learning about management. According to Pal (2010:1) “the objective of this lesson (management) are: to enable to define management; to describe the nature and scope of management; to know the difference between management and administration; to understand various levels of management; and to describe the various skills that are necessary for successful managers”.

The above opinion is supported by the results of research conducted by Yang (2010:83-90) ‘knowledge sharing would Facilitate the transformation on the individual collective knowledge without the existence of orphaned knowledge and knowledge depreciation. Furthermore, this would result in the advancement of learning and organizational effectiveness”. Knowledge management owned a headmaster showed the specific understanding of the information and facts about the management of school organization needed to support the execution of the work, which appears in: understanding of planning, organizing, directing, and controlling the school community. Therefore, to realize the necessary managerial effectiveness of knowledge management.

Based on that, one may suspect there is a positive influence between knowledge management and managerial effectiveness.

DISCUSSION

1. Managerial Effectiveness

From the data obtained in the field are then processed statistically to the distribution list of frequencies, the amount of class is calculated according to Sturges, obtained nine classes with a maximum score of 137 and a minimum score of 102, so that the range of a score of 35. The results of the calculation of the data obtained an average 119.21, baku 6.15 deviation, variance of 37.7953, amounting
to 119.0 median, and mode of 118. The grouping data can be seen in the frequency distribution table as follows:

Table 2: Frequency Distribution Score of Managerial Effectiveness

<table>
<thead>
<tr>
<th>No</th>
<th>Interval Class</th>
<th>Limitation</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Up</td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>102 – 105</td>
<td>101,5</td>
<td>105,5</td>
</tr>
<tr>
<td>2</td>
<td>106 – 109</td>
<td>105,5</td>
<td>109,5</td>
</tr>
<tr>
<td>3</td>
<td>110 – 113</td>
<td>109,5</td>
<td>113,5</td>
</tr>
<tr>
<td>4</td>
<td>114 – 117</td>
<td>113,5</td>
<td>117,5</td>
</tr>
<tr>
<td>5</td>
<td>118 – 121</td>
<td>117,5</td>
<td>121,5</td>
</tr>
<tr>
<td>6</td>
<td>122 – 125</td>
<td>121,5</td>
<td>125,5</td>
</tr>
<tr>
<td>7</td>
<td>126 – 129</td>
<td>125,5</td>
<td>129,5</td>
</tr>
<tr>
<td>8</td>
<td>130 – 133</td>
<td>129,5</td>
<td>133,5</td>
</tr>
<tr>
<td>9</td>
<td>134 – 137</td>
<td>133,5</td>
<td>137,5</td>
</tr>
</tbody>
</table>

Based on the above table, the next will be created histogram. There are two axes are required in making histogram, they are vertical axis as absolute frequency axis, and the horizontal axis writing class boundaries interval that is from 101.5 to 137.5. These prices derived by subtracting the number of data is the smallest 0.5 and adding 0.5 each class limit ceiling. Histogram graph of the distribution of the managerial effectiveness data as shown in the following figure:

Picture 1: Histogram Data of Managerial Effectiveness

2. Knowledge Management

The data of knowledge management has a theoretical range of scores from 0 to
25, and empirical score range between 8 to 25. The results of the calculation of the data obtained an average of 19.38, standard deviation of 3.88, the variance of 15.0985, the median of 19, 5 and 19. The mode of grouping data can be seen in table frequency as follows:

Table 2: Frequency Distribution Score of Managerial Effectiveness

<table>
<thead>
<tr>
<th>No</th>
<th>Interval Class</th>
<th>Limitation</th>
<th>Frequency</th>
<th>Absolute</th>
<th>Relative</th>
<th>Komulative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Up</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>102 – 105</td>
<td>101,5</td>
<td>105,5</td>
<td>4</td>
<td>1,68%</td>
<td>1,68%</td>
</tr>
<tr>
<td>2</td>
<td>106 – 109</td>
<td>105,5</td>
<td>109,5</td>
<td>14</td>
<td>5,88%</td>
<td>7,56%</td>
</tr>
<tr>
<td>3</td>
<td>110 – 113</td>
<td>109,5</td>
<td>113,5</td>
<td>21</td>
<td>8,82%</td>
<td>16,39%</td>
</tr>
<tr>
<td>4</td>
<td>114 – 117</td>
<td>113,5</td>
<td>117,5</td>
<td>51</td>
<td>21,43%</td>
<td>37,82%</td>
</tr>
<tr>
<td>5</td>
<td>118 – 121</td>
<td>117,5</td>
<td>121,5</td>
<td>56</td>
<td>23,53%</td>
<td>61,34%</td>
</tr>
<tr>
<td>6</td>
<td>122 – 125</td>
<td>121,5</td>
<td>125,5</td>
<td>52</td>
<td>21,85%</td>
<td>83,19%</td>
</tr>
<tr>
<td>7</td>
<td>126 – 129</td>
<td>125,5</td>
<td>129,5</td>
<td>34</td>
<td>14,29%</td>
<td>97,48%</td>
</tr>
<tr>
<td>8</td>
<td>130 – 133</td>
<td>129,5</td>
<td>133,5</td>
<td>5</td>
<td>2,10%</td>
<td>99,58%</td>
</tr>
<tr>
<td>9</td>
<td>134 - 137</td>
<td>133,5</td>
<td>137,5</td>
<td>1</td>
<td>0,42%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the above table, the next will be created histogram. There are axes are required in the manufacture of the histogram vertical axis as absolute frequency axis, and the horizontal axis as the axis of the score of knowledge management. Histogram graph of the data distribution knowledge management such as shown in the following pictures:

Picture 1: Histogram Data of Managerial Effectiveness

3. Direct Positive Impact on Managerial Effectiveness Against Knowledge Management.

The results of hypothesis produced finding that knowledge management was a
direct positive influence on managerial effectiveness. Based on these findings, we can conclude that managerial effectiveness is directly affected positively by knowledge management. Increased knowledge of management will lead to increased managerial effectiveness.

Knowledge management is a knowledge management effectively implemented in practice includes knowledge about the underlying science managerial effectiveness. Managerial effectiveness is more emphasis on understanding the process of the managerial organizational resources activities with the right ways to achieve the goals.

It is necessary, the adequate of knowledge management of principal. Knowledge management is gained from learning about management. According to Pal purpose of studying management are as follows: “The objectives of this lesson (management) are: to enable to define management; to describe the nature and the scope of management; to know the difference between management and administration; to understand various level of management; and to describe the various skills that are necessary for successful managers.

The above opinion is supported by the results of this study conducted by Yang as follows: “knowledge would sharing facilitate the transformation of the collective individual knowledge to organizational knowledge without the existence of orphaned knowledge and knowledge depreciation. Furthermore, this would result in the advancement of learning and organization. Eventually, the enrichment of organization effectiveness”.

From here, we can see that the knowledge management directly influences on the managerial effectiveness. It means, knowledge management of principal which can increase managerial effectiveness in public primary school in East Jakarta.

CONCLUSION

1. Knowledge management is a positive influence directly on managerial effectiveness. It means the knowledge management of principals which can increase managerial effectiveness on primary school, Administration city in East Jakarta.

2. Knowledge management can increase managerial effectiveness. If the principals have high management knowledge will enhance the managerial effectiveness. It can be done by performing learning relating to knowledge management. Principals who have difficulty in the mastery of knowledge management should be willing to constantly change and forward thinking. Orientation expected is the sensitivity of the principal starting from himself.

3. Principals need to do the following: (1) understand their duties and obligations, (2) understand the organization;s need as, (3) organizational climate school, (4) understand the organization;s problem, (5) capable of mapping the priority
development of the organization, (7) be an example as well as the other aspects crucial for the organization.

4. The principal in developing mastery of knowledge management can start from himself. He must be willing to constantly evolve to keep abreast of regulations, policies, and other conditions that come from internal and external to the organization. Principals who are not sensitive to developments will have difficulty because of the policies that are managerial currently developing very rapidly as the development of information and communication systems.

5. Ideally, a principal must know and understand before his men so that can pursue his men, especially teachers

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